

 Measuring Up.

Measuring Up Core Success Practice Tests

Smarter Balanced
Edition



Research

Measuring Up Core Success Practice Tests Smarter Balanced Edition

INTRODUCTION

Since the spring of 2014, *Measuring Up Core Success* has provided Diagnostic Practice Tests aligned to Smarter Balanced and PARCC assessments. Each set of consortium-specific practice tests will prepare students for all item types and tasks they will experience in assessments throughout the year.

The Measuring Up Practice Tests cover both English Language Arts (ELA) and Mathematics in grades 1–8. These tests each include:

ENGLISH LANGUAGE ARTS

- 5 Performance Task Practice Tests
- 5 Summative Practice Tests
- 1 Prescriptive Answer Guide

MATHEMATICS

- 5 Performance Task Practice Tests
- 5 Summative Practice Tests
- 1 Prescriptive Answer Guide

Measuring Up Practice Tests reflect the same rigor of both consortia's assessments, and each Practice Test follows the progression of Webb's Depth of Knowledge guide and the Revised Bloom's Taxonomy. Student responses to ELA items require close reading, textual evidence, and analytic writing, and math items require explanation, reasoning, and multi-step problem solving. All standards, targets, and claims are covered in each set of Practice Tests. Both sets of *Measuring Up Core Success Practice Tests* were designed based on sample items and test blueprints provided by Smarter Balanced and PARCC (grades 1–2 were created from grade 3 test blueprints).

Assessments created by each consortium are similar in that they are intended to support fully the Common Core State Standards and are to be delivered digitally. These computer-delivered assessments are intended to be more efficient and should provide information about each student in a period of weeks rather than months. Each consortium also will offer performance-based components that require a significant amount of writing.

Although some computer algorithms are being developed to digitally score essays, the written responses are currently intended to be hand-scored. Looking beyond these key similarities, there are important distinctive features of the Smarter Balanced and PARCC assessments. It is for this reason that *Measuring Up Core Success* is providing two distinct sets of Practice Tests.

Smarter Balanced Assessments are comprised of the following item types:

- Selected-response items (SRs)
- Constructed-response items (CRs)
- Extended-response items (ERs)

Smarter Balanced items address all math and ELA assessment claims (explained in detail in the following section).

In order to understand further the reasoning behind the development of two separate sets of Practice Tests, it is helpful to look closely at the specific features of the Smarter Balanced assessments and how *Measuring Up Core Success Practice Tests* are designed to meet the demands of each.

DISTINCTIVE FEATURES OF THE SMARTER BALANCED ASSESSMENT

One key feature of the Smarter Balanced assessment is its Computer Adaptive Testing (CAT) technology. CAT enables each test to respond to a student's correct or incorrect answer by subsequently providing an easier or more difficult question. Thus, each test is individually tailored and quickly reveals the skills a student has mastered. CAT tests are designed to provide a detailed picture of each student and ideally limit the number of questions a student must answer in order to provide this information.

Smarter Balanced assessments also include Performance Tasks which require short constructed responses and extended constructed responses. Both the CAT portion and the performance tasks aim to target all four specific claims for ELA/literacy.

MATHEMATICS ITEMS MEASURE ALL FOUR CLAIMS:

- Claim #1—Concepts and Procedures—Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim #2—Problem Solving—Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.
- Claim #3—Communicating Reasoning—Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- Claim #4—Modeling and Data Analysis—Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

(SBAC. Mathematics Guidelines and Task Specifications.)

ELA ITEMS MEASURE ALL FOUR CLAIMS:

- Claim #1—Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Claim #2—Students can produce effective and well-grounded writing for a range of purposes and audiences.
- Claim #3—Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Claim #4—Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

(SBAC. ELA General Item and Task Specifications.)

In support of claim #1, Smarter Balanced's reading assessments conform to length and complexity recommended by the Common Core State Standards based on text complexity grade bands, Lexile® Ranges, and maximum word counts. (CCSS for ELA Appendix A 2010.)

Text Complexity Grade Bands	Lexile Ranges aligned to CCR Expectations
K-1	NA
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-CCR	1215-1355

Grade	Maximum Word Count
3	650
4	750
5	750
6	950
7	950
8	950
High School (9-11)	1100

The Measuring Up Core Success Diagnostic Practice Tests aligned to the Smarter Balanced assessments also reflect these distinct qualities for both math and ELA. All four math and ELA claims are covered comprehensively, and all texts reflect the new rigor of the Lexile and word counts and the range of genres recommended by the Common Core State Standards.

SMARTER BALANCED ASSESSMENT ITEM AND TASK TYPES

Smarter Balanced has created three types of assessment: formative assessments (part of a library of professional development materials), optional interim assessments, and summative assessments (to be administered in the last 12 weeks of school). Interim and summative assessments include both a computer adaptive portion of the assessment and one ELA and one math performance task.

The computer adaptive portion includes two types of question items: selected-response items (SRs) and constructed-response items (CRs). The non-computer adaptive portion is comprised of performance tasks (PTs) that include a selection of selected-response items, constructed-response items, and one extended constructed-response that requires a rubric for scoring.

		Smarter Balanced Assessment Consortium Assessment Attributes						
		Computer-Adaptive Testing (CAT)	Technology-Enabled	Technology-Enhanced (TE)	Multiple-Choice	Multi-part	Computer-Scored	Hand-Scored with Rubric
		Test responds to a student's correct or incorrect answer	May use digital media –video, animation or sound –in the question stimuli	May require students to manipulate, drag and drop, or highlight answer choices	May allow for more than one correct response	Question may be broken into Part A and B so that partial credit is possible	Algorithm may be required for multiple correct answers	Includes multiple attributes and levels with points assigned
Item /Task	Selected Response (SR)	X	X	X	X	X	X	
	Constructed Response (CR)	X	X			X	X	X
	Performance Task (PT)		X	X	X	X		X

The following technology-enhanced (TE), selected-response (SR) sample item prompts students to choose any two lines of text in the twelve-line poem; they do so by highlighting the appropriate lines.

Smarter Balanced: Grade 8 ELA: Selected Response
<p>Sonnet</p> <p>Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship.</p> <p>Read the poem and answer the question that follows.</p> <p>Remember</p> <p style="padding-left: 40px;">When you can no more hold me by the hand, Nor I half turn to go yet turning stay. Remember me when no more day by day You tell me of our future that you plann'd: Only remember me; you understand It will be late to counsel then or pray.</p> <p style="padding-left: 40px;">For if the darkness and corruption leave A vestige* of the thoughts that once I had Better by far you should forget and smile Than that you should remember and be sad.</p> <p>*vestige: a mark, trace, or visible evidence of something that is no longer present or evident.</p> <p>In the sonnet "Remember," which two lines reveal a change in the speaker's message to her subject?</p>
(SBAC. ELA Technology Enhanced Item Guidelines PowerPoint.)

Comparable *Measuring Up* Core Success Practice Tests for Smarter Balanced include non-traditional SRs as well. However, where a Smarter Balanced items have students high-lighting or dragging and dropping selections, comparable *Measuring Up* SRs provide several choices that emulate the Smarter Balanced experience. *Measuring Up*'s TE-like items deliberately remain

compatible with paper-and-pencil delivery in order to give educators more flexibility while at the same time still requiring students to apply more complex reasoning. In the math and ELA samples from *Measuring Up* below, students are prompted to select more than one correct answer option but do so using selected response options.

Measuring Up® Core Success Smarter Balanced Edition: Grade 5 Mathematics: Summative Assessment	Measuring Up® Core Success Smarter Balanced Edition: Grade 5 ELA: Summative Assessment
<p>3. Choose all numbers that are greater than 8.345 when both numbers are rounded to the nearest tenth.</p> <p>A. 8.328 B. 8.421 C. 8.476 D. 8.295 E. 8.382</p>	<p>"A Song and a Dance"</p> <p>14. Read this sentence from paragraph 9. It seemed to Jennifer that Dunia was better at improvising than following a strict ballet routine.</p> <p>What does the word <u>improvising</u> most likely mean? Select two options.</p> <p>A. doing after much practice B. doing without a plan C. performing what is learned D. following in a certain order E. memorizing a performance F. making it up as you go</p>
(MUCS. Practice Test Smarter Balanced Edition. Grade 5 Mathematics, p.7.)	(MUCS. Practice Test Smarter Balanced Edition. Grade 5 ELA/Literacy, p.24.)

Smarter Balanced constructed-response items (CRs) require short written responses, accompanied by a rubric for hand-scoring when necessary, and may be technology-enabled (using digital media for the stimulus).

For example, below are two similar stimuli, one from Smarter Balanced and one from *Measuring Up* Core Success for Smarter Balanced.

Smarter Balanced: Grade 11 Math: Constructed Response	Measuring Up® Core Success Smarter Balanced Edition: Grade 5 ELA: Summative Assessment
<p>Item 43008</p> <p>Explain how information learned from space diamonds can help scientists make diamonds on Earth.</p> <p>Use evidence from the passage to support your answer.</p> <p>Type your answer in the space provided.</p>	<p>"The King's First Colony"</p> <p>What inference can you draw about the author's opinion about the Powhatan people helping the English colonists when the colonists first arrived in Jamestown? Support your answer with details and accurate quotes from the text.</p>
(SBAC. Sample Item. Grade 11 Math.)	(MUCS. Practice Test Smarter Balanced Edition. Grade 5 ELA/Literacy, p.20.)

Smarter Balanced PTs are designed to provide students with the opportunity to “apply their knowledge and skills to respond to complex real-world problems.” (SBAC Performance Tasks Specifications.) According to Smarter Balanced, these tasks are intended to:

- integrate knowledge and skills across multiple content standards or strands within a content area;
- measure capacities such as depth of understanding, research skills, complex analysis, and identification/providing of relevant evidence;
- require student-initiated planning, management of information and ideas, interaction with other materials;
- require production of extended responses, such as oral presentations, exhibitions, and other scorable products, including more extended written responses which might be revised and edited;
- reflect a real-world task and/or scenario-based problem;
- allow for multiple approaches;
- represent content that is relevant and meaningful to students;
- allow for demonstration of important knowledge and skills, including those that address 21st-century skills such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.;
- allow for multiple points of view and interpretations;
- require scoring that focuses on the essence of the task;
- be feasible for the school/classroom environment.

These PTs require an extended period of time for students to engage with the material, to respond to related SRs and CRs, and to write an extended response for each ELA and math question. (SBAC. ELA General Item and Task Specifications.) Although there has been some initial development of computer algorithms designed to score full essays, the current method involves hand-scoring extended responses with the use of rubrics.

Smarter Balanced performance tasks (PTs) are broken into two parts: Part 1—a classroom-based activity that may include reading tasks, research tasks, and a selection of SRs, and CRs; Part 2—one extended CR that may take the form of an essay,

speech, mathematical argument or proof, for example. (SBAC. Performance Tasks Specifications.) The classroom activity portion allows for teacher and peer interaction and “scaffolds the students’ production of a fully written response.” (SBAC. Performance Tasks for ELA.) All PTs are accompanied by a scoring rubric for the extended writing and for the shorter CRs that cannot be automatically scored.

The stimuli for an ELA performance task may be technology-enabled with video or audio clips, or may include readings or data. The accompanying CRs for a given performance task may be “research questions, comprehension questions, or a simulated internet search.” (SBAC. ELA General Item and Task Specifications.)

The final product for an EL performance task may be an “essay, report, story, script, oral presentation or speech with/without graphics” in one of four genres of writing: argumentative, informational, narrative, or opinion. (SBAC. ELA General Item and Task Specifications.) Below is a grade ELA sample performance task from Smarter Balanced.

Smarter Balanced: Grade 9: ELA Performance Task
Virtual Schools
<p>Your Assignment: You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.</p> <p>Part 1 Questions</p> <ol style="list-style-type: none"> 1. Analyze the different opinions expressed in “The Fun They Had” and the “Virtual High School Interview” video. Use details from the story and the video to support your answer. 2. What do the statistics from “Keeping Pace with K–12 Online Learning” suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer. 3. Explain how the information presented in the “Virtual High School Interview” video and the article “Virtual Schools Not for Everyone” differs from the information in the research statistics. Support your answers with details from the video and the articles. <p>Part 2 Your Assignment Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.</p>
(SBAC. Grade 9 ELA Sample PT Item Form. Performance Tasks for ELA PPT.

These culminating extended writing pieces are scored across 3 categories for ELA: purpose/focus/organization, evidence/elaboration, and conventions. (SBAC. ELA General Item and Task Specifications.

Smarter Balanced provides not only scoring rubrics but also exemplar responses to support evaluation of student work on performance tasks. *Measuring Up Core Success Diagnostic Practice Tests* provide students with similar ELA performance tasks that engage students in reading, research, and responding analytically.

**Measuring Up Core Success Smarter Balanced Edition:
Grade 5: ELA Performance Task Pluto:**

Task: An astronomer visited your class today to discuss the planets of the solar system. You and your classmates became interested in learning more about the dwarf planet Pluto. Your teacher took your class to the school library to look up more information about this topic. You have found four sources about Pluto. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may use scratch paper to take notes.

In Part 2, you will write an opinion paper using information you have read.

Stimulus #1

"Pluto"

Stimulus #2

"Bring Back Pluto!"

Stimulus #3

Solar System Chart

Stimulus #4

"The Dwarf Planet"

Part 1 Questions:

- Which of the other sources best supports the information in Source #1? Support your answer with reasons.
- From your research, you have learned about the characteristics of Pluto. You also learned that the International Astronomical Union (IAU) decided to label Pluto a dwarf planet in 2006. Explain how the two facts are connected. Use one detail from Source #1 and one detail from Source #4 in your explanation. For each piece of information, identify the source title or number.
- Check the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

Part 2

When the class returns from the library, your classmates begin to share what they learned about Pluto. They also begin to discuss its changing status as a planet. Some students agree that Pluto is a dwarf planet, and some disagree. Your teacher asks you to write a paper explaining your opinion about Pluto.

In your paper, you will take a side as to whether you agree that Pluto is a dwarf planet or if it should be considered a planet. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

(MUCS. Practice Test Smarter Balanced Edition. Grade 5 ELA/Literacy. Performance Task, p.8-10.)

The stimuli for Smarter Balanced math performance tasks also may be technology-enabled with digital material and can "include a variety of information forms for e.g., graphs, video clips, maps, research reports, figures, 2-D and 3-D models, spreadsheets, databases, areas of math content-Algebra, Geometry, etc." (SBAC. Math General Item and Task Specifications High School, Grades 6–8, Grades 3–5.) In order to process the information provided, students may use the following tools: "calculators, measurement devices, data analysis software, geometric simulation and construction tools, context/ scenario specific simulations, equation editor tool, spreadsheets, etc." (SBAC. Math General Item and Task Specifications High School, Grades 6–8, Grades 3–5.)

The accompanying SRs and CRs include: "comprehension questions, group discussion/notes, investigation/search (group or individual), analyses, mathematical proofs, etc." (SBAC. Math General Item and Task Specifications High School, Grades 6–8 Grades 3–5.) The final product for a math performance task may be "an essay/report on problem solution [with] mathematical justification, oral presentation [with or without graphics, other media, math-based design, displays, 2-D, 3-D models, mathematical proof, spreadsheets, etc." (SBAC. Math General Item and Task Specifications High School, Grades 6–8 Grades 3–5.) All written responses will be hand-scored with a provided rubric. On the following page is a grade 5 math sample performance task from Smarter Balanced.

Smarter Balanced: Grade 5: Math Performance Task**Planting Tulips****Your Assignment:**

In this task, your class is helping the principal to plant flowers in front of the school. You will help decide the shape of the planter and how many tulips can fit into the container. Remember to calculate the total space needed, which includes the space between the tulip bulbs and the width of the tulip bulb.

Part 1**Working with Measurements**

1. Bernard and Sara recommend a rectangular planter that is 5 feet long and 2 feet wide. Bernard says that it will be easier to figure out how many tulips to plant if the measurements are in inches.



Fill in the blanks to show the number of inches for each measurement.

Length: 5 feet = _____ inches

Width: 2 feet = _____ inches

Figuring Out Digging Depth

2. The class will need to dig a hole to a depth of at least twice the length of the tulip bulb. Rosa measures the length of two different tulip bulbs. She finds one is 1 inch long and the other is 2 inches long. Sam thinks that they should dig all of the holes 3 inches deep, but Rosa says that 3 inches is not deep enough. Who do you think is correct? Explain your reasoning.

Bulbs in the Rectangular Planter

3. The class finds a bag containing bulbs that are each $1\frac{1}{2}$ inches wide and decides to use them in their rectangular planter. Following the planting guidelines, answer the questions and show your calculations.



- A. This picture shows a tulip bulb that is 1 inch wide. Use your ruler and mark an "X" where the next bulb could be planted.
- B. Using your drawing, calculate the total length of space that is needed for each bulb with a 1-inch width. Your answer should include the width of the bulb shown.
- C. How many tulip bulbs with a 1-inch width can be planted in a single row that is 5 feet long?
- D. How many tulip bulbs with a 1-inch width can be planted in a single column that is 2 feet long?
- E. How many total tulip bulbs with a 1-inch width can be planted in the 5-foot by 2-foot rectangular planter? Explain or show your reasoning.

(SBAC. Grade 5 ELA Performance Task.)

CONCLUSION

In conjunction with *Measuring Up* Insight, *Measuring Up* MyQuest, and the newest addition, *Measuring Up* Core Success Practice Tests can help students in grades 1–8 meet the challenges of the Common Core State Standards and prepare for upcoming assessments. All of the *Measuring Up* tools incorporate the most current assessment information and contain a comprehensive scope of all Common Core standards at each grade level. *Measuring Up* Core Success supports recommended Lexile levels and word counts at each grade level in order to challenge students with rigorous reading selections in a range of genres. Practice Tests are tailored to meet the specific needs of each consortium. Items mirror those found in Smarter Balanced assessments, and items are organized in the same way Smarter Balanced has designed its assessments.

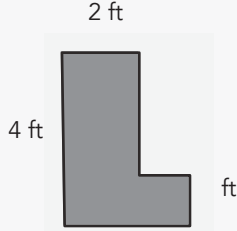
Schools can use the *Measuring Up* Practice Tests and be assured of a seamless transition to the new assessments.

Smarter Balanced: Grade 5: Math Performance Task

Planting Tulips (continued):

Selecting a Planter

4. Edward thinks that the L-shaped planter shown will hold more tulip bulbs than the 5-foot by 2-foot planter.



Following the same planting guidelines, how many tulip bulbs with a 1-inch width can the L-shaped planter hold? Which planter shape (rectangle or L-shaped) holds more tulip bulbs? Explain or show your reasoning.

(SBAC. Grade 5 ELA Performance Task.)

Measuring Up Core Success Diagnostic Practice Tests will include math performance tasks that similarly conform to the Smarter Balanced performance task specifications, as shown in the grade example below.

Measuring Up Core Success Smarter Balanced Edition: Grade 5: Math Performance Task Emily's Work Schedule:

Emily has two part-time jobs during the summer. The table shows information about Emily's two jobs.

Job	Salary	Minimum Hours
Lifeguard	\$11 per hour	at least 5 per week
Store Clerk	\$9 per hour	at least 8.25 per week

- Last week, Emily worked as a store clerk for 12.25 hours. How much did Emily earn from her work as a store clerk?
Write your answer in the box.
- Last month, Emily earned a total of \$693 from her job as a lifeguard. How many hours did Emily work as a lifeguard last month?
A. 61
B. 63
C. 66
D. 77
- Write your answers to questions 3–4 in the space provided below. Show all of your work. What is the least amount of money Emily can earn in a week? Explain how you know.
- Next week, Emily plans to work for a total of 22 hours. She wants to earn as much money as possible. How many hours at each job would you recommend Emily work, and how much would she earn? Explain your reasoning.

(SBAC. Grade 5 ELA Performance Task.)

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