Smarter Balanced Assessment System
Interim Assessments

2015–16 CAASPP Institutes
Learning Goals

Participants understand:

• The purpose and use of both the Smarter Balanced Interim Comprehensive Assessment (ICAs) and the Smarter Balanced Interim Assessment Blocks (IABs).

• How the use of the hand scoring materials supports improved teaching and learning.
Learning Goals (cont.)

Participants understand:

- How to use data from the interim assessments to improve teaching and learning for all students, including students with disabilities (SWDs) and English learners (ELs).
- The availability and use of accessibility supports for all students, including SWDs and ELs, for the interim assessments.
Success Criteria

Participants can:

• Explain the role of the interim assessments in the Smarter Balanced assessment system and describe ways to use the Smarter Balanced Interim Assessments given the design and purpose of each type.

• Identify similarities and differences in the purpose and use of the Smarter Balanced ICAs and IABs.
Success Criteria (cont.)

Participants can:

• Explain the value of the hand scoring materials, how they work, and ways they can be implemented at their LEA/school.

• Explain how to use the interim assessment results to improve teaching and learning for all students, including SWDs and ELs, during the interim assessments.
Success Criteria (cont.)

Participants can:

- Consistently select appropriate accessibility supports for use by all students, including SWDs and ELs, during the interim assessments.
Assessment FOR Learning

“Assessment has two fundamental purposes: One is to provide information about student learning minute-by-minute, day-to-day, and week-to-week so teachers can continuously adapt instruction to meet students’ specific needs and secure progress. This type of assessment is intended to assist learning and is often referred to as formative assessment or assessment for learning.”

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve
Assessment OF Learning

“A second purpose of assessment is to provide information on students’ current levels of achievement after a period of learning has occurred. Such assessments—which may be classroom-based, districtwide, or statewide—serve a summative purpose and are sometimes referred to as assessments of learning.”

California Department of Education (2014) 
English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve
Assessment Cycles by Purpose

Adapted from Herman and Heritage (2007)

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. The *ELA/ELD Framework* has not been edited for publication. © 2014 by the California Department of Education.
Smarter Balanced Assessment System

Summative:
College and career readiness assessments for accountability

Common Core State Standards specify K–12 expectations for college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Digital Library: Tools and resources to support formative assessment process

Interim: Flexible and open assessments used for actionable feedback

All students leave high school college and career ready

California Department of Education

August 2014
Interim Assessments Support Teaching and Learning

Interim assessments allow educators to:

- Elicit evidence of student learning to inform teaching and learning
- Engage in professional learning
- Deepen teacher content knowledge
Interim assessments allow educators to:

- Evaluate grade level instructional progress and plan adjustments to increase student learning
- Observe student use of the testing platform and accessibility supports with actual test items
Features of the Smarter Balanced Interim Assessments

- Available in ELA and Mathematics for grades 3–8 and High School
- Administered online
- Fixed form (i.e., computer-based, not computer-adaptive)
- Results are collected and reported locally, not to the state
- Results are not used for state and federal accountability
Two Types of Interim Assessments

- Interim Comprehensive Assessments (ICAs)
- Interim Assessment Blocks (IABs)
ICAs

- Replicate the experience of taking the summative assessment (i.e., same test blueprints, same range of standards).
- Provide same type of information and on same scale as summative assessment (i.e., scale scores, achievement levels, claim scores).
- May be administered up to three times each year.
IABs

• Short sets of items measuring related assessment targets (e.g., Grade 6 Research; Grade 3 Measurement & Data).
• Approximately 5 to 20 items per IAB.
• Reports student performance as “Above Standard,” “At/Near Standard,” or “Below Standard.”
• May be administered an unlimited number of times each year.
Similarities Between ICAs and IABs

• Administered online using the same test delivery system as the Smarter Balanced Summative Assessments.

• Consist of the same item types, and developed and field tested to meet the same quality criteria that are used for summative item development.

• Designed for grades 3-8 and high school, but may be administered to students in all grades.
Similarities Between ICAs and IABs (cont.)

• Include performance tasks that must be hand scored locally. Currently, the same performance task is used for the ICA and IAB at each grade level in both content areas.

• Share some of the same non-performance task items.

• May be administered year round.
ICA Information Table

This information can also be found on the CDE’s Smarter Balanced ICAs Web page at [http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp](http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp).
IAB Information Table

This information can also be found on the CDE’s Smarter Balanced IABs Web page at [http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp](http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp).
Available IABs for ELA

- All Grades
  - Read Literary Texts*
  - Read Informational Texts*
  - Edit/Revise
  - Brief Writes*
  - Listen/Interpret
  - Research

- Performance Tasks*
  - Opinion (Grade 3)
  - Narrative (Grades 4 and 5)
  - Argumentative (Grades 6)
  - Explanatory (Grades 7, 8 and High School)

*Hand scoring required
Available IABs for Math

- Operations and Algebraic Thinking (Gr 3 and 4)
- Fractions (Gr 3, 4, and 5)
- Measurement and Data (Gr 3 and 5)
- Numbers and Operations in Base 10 (Gr 4 and 5)
- Ratio and Proportional Relationships (Gr 6 and 7)
- Expressions and Equations (Gr 6, 7, and 8)
- Geometry (Gr 6, 8, and HS)
- Number System (Gr 7)
- Functions (Gr 8)
- Algebra and Functions — Linear Functions (HS)
- Algebra and Functions — Quadratic Functions (HS)
- Math Performance Task (all grades)*

*Hand scoring required
Activity: Your Turn – ICA, IAB, or Both?

• As a team, read and discuss each statement.

• Determine if they are true of ICAs, IABs, or both, and place a check in the appropriate column.

• Be prepared to share out your team’s response.
Activity Key: Your Turn – ICA, IAB, or Both?

1. Replicate the experience of taking the end-of-the-year summative assessment. **ICA**

2. Have the same item response types and formats as the summative assessments, including performance tasks. **BOTH**

3. May be administered at any time during the school year. **BOTH**
Activity Key: Your Turn – ICA, IAB, or Both? (cont.)

4. Focus on smaller sets of related assessment targets (i.e., groups of standards). IAB

5. Provide information that teachers and administrators may use to explore further using an evidence-based inquiry process. BOTH
Activity Key: Your Turn – ICA, IAB, or Both? (cont.)

6. Is an assessment “of learning.”
   BOTH

   BOTH

8. May be administered no more than three times per year. ICA
Activity Key: Your Turn – ICA, IAB, or Both? (cont.)

9. Includes fewer items and takes less time. IAB

10. Some are machine scored only. IAB
Access to and Use of the Interim Assessments
User Access to the Smarter Balanced Interim Assessments

- The following user roles have access to the Smarter Balanced Interim Assessments:
  - LEA CAASPP Coordinator
  - CAASPP Site Coordinator
  - CAASPP Test Administrator
  - CAASPP Test Examiner for California Alternate Assessment (NEW)
  - Interim Assessment Administrator Only (NEW)
All access to the Smarter Balanced Interim Assessments requires a Test Operations Management System (TOMS) account.

- TOMS accounts are provided by the LEA CAASPP Coordinator and/or the CAASPP Site Coordinator.
Student Access to the Interim Assessments

• All students, grades K through 12, are eligible to take the ICAs or IABs.

• Student information in the CALPADS must be complete and up to date in order for students to access the interim assessments.
Based on proposed regulations that will be presented to the State Board of Education in November 2015.
Reminders about Accessibility Supports

• Provide an equal opportunity for all students to demonstrate learning during instruction, on classroom assessments, and on summative assessments.

• Should be used only if student is familiar with the support, it or something similar is used during instruction, and the student has multiple opportunities to practice.
Use of Accessibility Supports on Interim Assessments

- Universal tools, designated supports, and accommodations are **modifiable** in the TA Interface for the interim assessments.

- Provides an additional opportunity to try out accessibility supports with students and actual test items and evaluate effectiveness.
Effective Student Use of Accessibility Supports

### Suggested Timeline for Student Use of the Smarter Balanced Universal Tools, Designated Supports, and Accommodations (UDAs)

<table>
<thead>
<tr>
<th>ENGAGE TEACHERS IN ONGOING SITE BASED PROFESSIONAL DEVELOPMENT</th>
<th>WINTER BREAK</th>
<th>SUMMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>District and site admins provide structured opportunities for staff to gain expertise with the Smarter Balanced assessments and UDAs.</td>
<td><em>Updated version available December 2015</em></td>
<td>Teachers provided multiple opportunities to support ongoing, targeted student use of the UDAs during instruction and use of the Interim Assessments.</td>
</tr>
<tr>
<td>Teachers trained on Matrix One, especially the Designated Supports.</td>
<td>Teachers select and ensure students practice the use of UDAs during daily instruction and classroom assessment, including the interim assessments; teachers/teams reflect on the value of the UDAs chosen for individual students.</td>
<td></td>
</tr>
<tr>
<td>Teachers learn about and practice the technology skills students will need.</td>
<td>Teachers/teams participate as needed in the process of updating IEPs, 504 and student study team plans, and select final Designated Supports and Accommodations for entry into TOMS for all students.</td>
<td></td>
</tr>
<tr>
<td>Videos Practice Tests Training Tests</td>
<td>Practice Tests Training Tests Interim Assessments</td>
<td>(Individual Student Assessment Accessibility Profile)</td>
</tr>
</tbody>
</table>

### BUILD STUDENT SKILL AND EXPERTISE USING ACCESSIBILITY SUPPORTS

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>SUMMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers generate ideas about student needs and grade level technology skills.</td>
<td>Teachers and students evaluate the effectiveness of the use of specific UDAs, adjust selection as needed, and decide on final selection for entry into TOMS.</td>
</tr>
<tr>
<td>Teachers and students explore the UDAs.</td>
<td>Teachers and students select and pilot the use of specific supports to improve accessibility.</td>
</tr>
<tr>
<td>Training Videos Practice Tests Training Tests</td>
<td>Practice Tests Training Tests Interim Assessments</td>
</tr>
<tr>
<td>Interim Assessments Practice Tests Training Tests</td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNICATE AND COLLABORATE WITH PARENTS/GUARDIANS ABOUT AVAILABLE SUPPORTS

<table>
<thead>
<tr>
<th>Work with parents to identify potential ELAC IEPs Open House</th>
<th>Family Resource Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>UDAs for students DELAC SSTs Parent-Teacher Conferences</td>
<td>Family Empowerment Centers</td>
</tr>
<tr>
<td>Migrant Education Parent Committee</td>
<td>Annual testing letter to parent/guardian to include a statement about the availability of UDAs.</td>
</tr>
</tbody>
</table>
Accessibility Support Selection Process

1. Use Practice Tests, Training Tests, and Interim Assessments
2. Evaluate effectiveness of supports
3. Refine/revise supports as needed
4. Identify student needs
5. Match needs to available supports
6. Use supports at classroom level
7. Enter supports into TOMS
8. Use Summative Assessments
9. Refine supports as needed
10. Continue use on classroom and Interim Assessments
Afternoon Break
10 minutes
Access: Smarter Balanced Interim Assessments

http://www.caaspp.org
Preview: Smarter Balanced Interim Assessments

1. Go to http://www.caaspp.org
2. Hover over “TA Resources” tab
3. Select “Interim Assessments”
4. Click on the green button titled, “Interim Assessment Viewing System”
5. Log into “Interim Assessment Viewing System” using TOMS login credentials
Preview: Smarter Balanced Interim Assessments (cont.)

6. Select appropriate grade level
7. Choose from available tests
8. Choose form
9. You must answer items to move through the assessment
Interim Assessment Hand Scoring System
Scoring the Smarter Balanced Interim Assessments

- Most interim assessment items are scored by the Smarter Balanced test delivery engine.
- All ICAs and some IABs include items that require hand scoring.
- Hand scoring of constructed-response items and performance tasks is a local responsibility.
Scoring the Smarter Balanced Interim Assessments (cont.)

• Results for individual students are generated **only** after the constructed-response item scores and performance task scores are entered into the Interim Assessment Hand Scoring System (IAHSS). (Processing time of up to 48 hours.)

• Scoring is supported by training guides, rubrics, exemplars (i.e., anchor and practice papers).
Accessing the Smarter Balanced IAHSS

The Smarter Balanced IAHSS is part of the connected suite of systems (e.g., TOMS, TA Interface, Completion Status)
### Teacher Hand Scoring System - Response List

<table>
<thead>
<tr>
<th>Name</th>
<th>Item</th>
<th>Session</th>
<th>Status</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATTHEW DAGENAIS</td>
<td>13312: CellPhone_6_Stim1_Item4</td>
<td>test-a044-1</td>
<td>Not Scored</td>
<td></td>
</tr>
<tr>
<td>ALANA OLENDORF</td>
<td>13310: CellPhones_6_Slime1_Item5</td>
<td>test-a044-1</td>
<td>Not Scored</td>
<td></td>
</tr>
<tr>
<td>KYESHA BUCKHAM</td>
<td>13313: CellPhone_6_Stim1_Item6</td>
<td>test-a044-1</td>
<td>Not Scored</td>
<td></td>
</tr>
</tbody>
</table>
Hand Scoring Training Guides and Exemplars

- Available in two locations through http://www.caaspp.org:
  - Within the IAHSS
  - Under the “TA Resources” tab.
Overview of Materials Needed for Hand Scoring of Smarter Balanced Interim Assessments

- Training Guide
  - Provides information about the item
  - Scoring rubric

- Exemplars
  - Prep Set
    • Student responses with scores and annotations
  - Check Set
    • Student responses without scores
    • Includes answer key
Complete an Item

Complete either the ELA or Math item on following page(s).

• ELA

Task Stimulus
You are writing an article for your school newspaper about your local professional baseball team. Season tickets for the team go on sale next week and you have been assigned to write an article to help fans determine whether they should buy season tickets or single-game tickets, based on their expected attendance at the games this season.

Buying a season ticket allows you to attend all 81 home games for a single price. Without a season ticket, you have to pay for every single game that you attend.

The table shows different ticket price options.

<table>
<thead>
<tr>
<th>Seating Area</th>
<th>Single-Game Ticket</th>
<th>Season Ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main box</td>
<td>$50</td>
<td>$3240</td>
</tr>
<tr>
<td>Bleachers</td>
<td>$12</td>
<td>$810</td>
</tr>
<tr>
<td>Left field reserve</td>
<td>$20</td>
<td>$1377</td>
</tr>
</tbody>
</table>

In this task you will answer six questions about the ticket price options and recommend which is best for your local baseball fans.

Training Guide: Item 32338

Preamble
A student is writing a report for science class about star fruit. Read this paragraph from the report and complete the task that follows.

Motivation
The star fruit is named after its shape. When cut, its slices look like five-pointed stars. It tastes like a mix of lemon, mango, and grape flavors. The end result is a pleasing combination of sweet and sour. The star fruit can be enjoyed alone or added to smoothies and other foods. The star fruit is also very healthy.

Student Notes
My notes on star fruit:
• good source of vitamin C and fiber
• vitamin C helps keep colds away
• also has some vitamin A and iron
• low in sodium and fat free
• should not be eaten by people with kidney problems
• Grow on trees; roots and leaves used to cure headaches, chicken pox, and menopause

Write a paragraph further developing the underlined idea.
Training Guides

ELA
- Cover page
- Stimulus or sources
- Item Stem
- Rubric(s)
- Condition code document
- Claim and target chart

Mathematics
- Cover page
- Stimulus for performance task
- Metadata table
- Item Stem
  - Dependent item stem if applicable
- Rubric and exemplar response
- Condition codes
Read the Training Guide

*Silently* read and be prepared to discuss:

- What are the subtle differences between the rubric scores?
- What do you see as challenges for students in the item?
- What might teachers learn from scoring this type of item?
- What are the important instructional implications?
Prep Sets

Silently read and be prepared to discuss:

- Are there specific comments that help to clarify the rubric in your mind?
- Which responses were easy to score? Why?
- Which responses were difficult to decide? Why?
Check Sets

On your own, *silently* read and record a score for each response in the Check Set. Be prepared to discuss:

- The scores you all agree on and the reasons for the scores assigned.
- The responses where your scores differed. Through discussion are you able to reach consensus?
Check Set Answer Key

• Review the handout of the Check Set Answer Key.

• Compare your answers to the answer key and notice the comments provided which give justification for the assigned score.

• Discuss how closely your group agrees with the official answer key.
Hand Scoring Training Guides and Exemplars

- Available in two locations through http://www.caaspp.org:
  - Within the IAHSS
  - Under the “TA Resources” tab.
Access Smarter Balanced Interim Assessment Hand Scoring Materials

1. Go to to http://www.caaspp.org
2. Hover over “TA Resources” tab
3. Select “Hand Scoring Training Guides and Exemplars”
4. Login using TOMS credentials
Accessing the Smarter Balanced Interim Assessment Hand Scoring Materials (cont.)

6. Select “Help” (upper right)
7. Select “Training” tab (between Documentation and FAQs)
8. Select a grade
9. Select a specific training guide and/or exemplar
Why Use Smarter Balanced Interim Assessments District-wide?

• Process provides opportunity for professional learning
• Materials are consistent
  – Across subjects
  – Across grades
  – Across item types
• Materials are user friendly
  – Training Guides; Prep Sets; Check Sets
Interim Assessment Reporting System
Smarter Balanced Interim Assessment score reports are accessed using your Smarter Balanced Digital Library credentials.
Smarter Balanced Interim Assessment Score Reports

- **ICA**
  - Overall scale score (approximately 2000 to 3000)
  - Achievement Level
  - Claim level

- **IAB**
  - Overall level (Below, At/Near, or Above Standard)
Smarter Balanced Interim Assessment Score Reports (cont.)

- Reports for lists of students and individual student reports
- No aggregate reports
- Exportable data file
ICA List of Students

<table>
<thead>
<tr>
<th>Students</th>
<th>ELA/Literacy Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2485</td>
</tr>
<tr>
<td></td>
<td>2522</td>
</tr>
<tr>
<td></td>
<td>2529</td>
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<td>2535</td>
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<td></td>
<td>2469</td>
</tr>
<tr>
<td></td>
<td>2481</td>
</tr>
<tr>
<td></td>
<td>2871</td>
</tr>
</tbody>
</table>

**Legend**

- **Below Standard**
- **At/Near Standard**
- **Above Standard**
ICA Student Report

Mathematics
Interim Comprehensive 2014 - 2016
Effective Date: 2/6/2015

Overall Score
2637 Level 4

The student has exceeded the achievement standard and demonstrates advanced progress.

Concepts & Procedures
At/Near Standard
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Above Standard
Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
At/Near Standard
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
IAB – List of Students
IAB Student Report: ELA
Activity: Next Steps?

We administered the interim assessments, now what?

• What did we learn about the teaching?
• What did we learn about individual student learning?
• What did we learn about students as a group?
Resources for Smarter Balanced Interim Assessments

• CDE’s Interim Assessments Web Page

• Smarter Balanced Interim Assessments Web Page
  – http://www.smarterbalanced.org/interim-assessments/
Smarter Balanced Interim Assessment Resources in the Digital Library

• Understanding the Smarter Balanced Interim Assessments

https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-interim-assessments
Smarter Balanced Interim Assessment Resources in the Digital Library

• Using the Interim Assessment Blocks to Support Teaching and Learning

https://www.smarterbalancedlibrary.org/content/using-interim-assessment-blocks-support-teaching-and-learning
Reflection, Planning, and Sharing
System Readiness Rubric

As a team, identify where your district/school falls in terms of readiness to implement the interim assessments:

- District- or school-wide use of benchmark/interim assessments
- District- or school-wide use of rubrics and/or hand-scoring
- Teacher collaboration around data
Interim Assessment Planning Template

Use the planning template to think about and record ideas about using the interim assessments:

– Strengths/Readiness/Resources
– Considerations
– Possible Plans and Action Steps
Sharing

By table groups, be prepared to briefly share a potential key action step.