

# Smarter Balanced Interim Assessments



**Marisa Graybill**  
Mathematics Instructional Coordinator

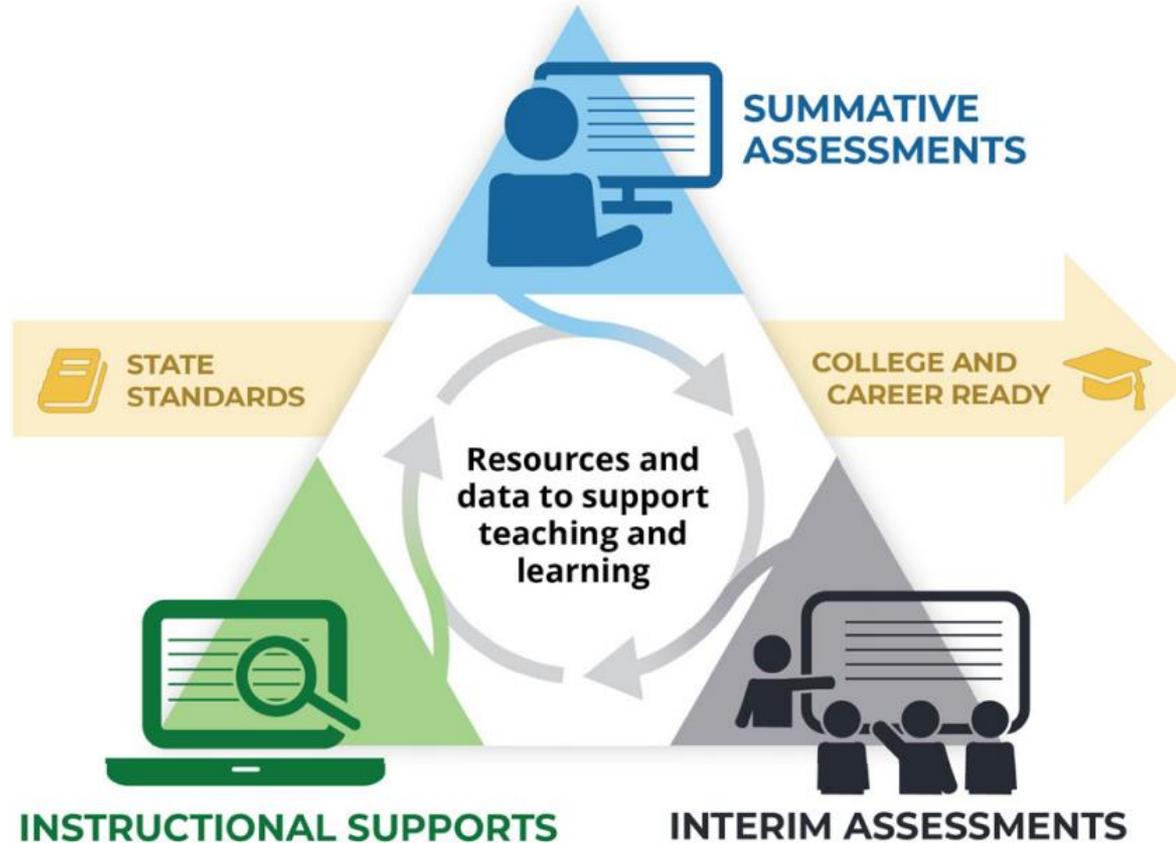
**January 14, 2020**  
**10:30-11:30 am**

Putting Montana Students First **A+**

# Montana Schools Interim Use



# MT Balanced Assessment System



# Benefits of Using Interim Assessments

## Student Benefits

- Exposure to the testing platform
  - Highlighter, calculator, equation editor, etc.
- Practice testing environment
- Practice with grade level rigorous content
- Practice accommodations
- Data can be shared with students

## Teacher Benefits

- Items aligned to our MT Content Standards
- Familiarity to testing platform
- Actionable and complete immediate results
- Resources to help guide instructional practice
- Flexible- use in standard or non-standard administration

# TWO TYPES:

The logo for Interim Comprehensive Assessment (ICA) consists of the letters 'ICA' in a large, light blue, sans-serif font, enclosed within a thin blue rectangular border.

**Interim  
Comprehensive  
Assessment**

- Same blueprint as summative
  - A section with 30-40 questions ELA or Math
  - Performance Task (PT)
- Provides scaled score similar to summative scale score
- Students must complete the question and PT to get a score
- Provides detailed information for instructional purposes

The logo for Interim Assessment Blocks (IAB) consists of the letters 'IAB' in a large, light blue, sans-serif font, enclosed within a thin blue rectangular border.

**Interim  
Assessment  
Blocks**

- Small sets of related concepts (10-15 question)
- Class period to administer
- Scores reported as below, at/near and above proficient.
- Provide detailed information for instructional purposes



## Interim Assessment Blocks (IABs)

# M A T H

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Operations and Algebraic Thinking
Measurement and Data	Number and Operations—Fractions	Number and Operations—Fractions
Number and Operations in Base Ten	Measurement and Data	Measurement and Data
Number and Operations—Fractions	Number and Operations in Base Ten	Number and Operations in Base Ten
Geometry	Geometry	Geometry
Performance Task <sup>1</sup>	Performance Task <sup>1</sup>	Performance Task <sup>1</sup>
Multiplication and Division: Interpret, Represent, and Solve <b>NEW</b>	Four Operations: Interpret, Represent, and Solve <b>NEW</b>	Numerical Expressions <b>NEW</b>
Properties of Multiplication and Division <b>NEW</b>	Fraction Equivalence and Ordering <b>NEW</b>	Operations with Whole Numbers and Decimals <b>NEW</b>
Multiply and Divide within 100 <b>NEW</b>	Fractions and Decimal Notation <b>NEW</b>	Add and Subtract with Equivalent Fractions <b>NEW</b>



## Interim Assessment Blocks (IABs)

# M A T H

Grade 6	Grade 7	Grade 8
The Number System	The Number System	The Number System
Expressions and Equations	Expressions and Equations	Expressions & Equations I
Ratios and Proportional Relationships	Ratios and Proportional Relationships	Expressions & Equations II
Geometry	Geometry	Geometry
Statistics and Probability	Statistics and Probability	Functions
Performance Task <sup>1</sup>	Performance Task <sup>1</sup>	Performance Task <sup>1</sup>
Divide Fractions by Fractions <b>NEW</b>	Equivalent Expressions <b>NEW</b>	Proportional Relationships, Lines, and Linear Equations <b>NEW</b>
One-Variable Expressions and Equations <b>NEW</b>	Algebraic Expressions and Equations <b>NEW</b>	Analyze and Solve Linear Equations <b>NEW</b>
Dependent and Independent Variables <b>NEW</b>	Geometric Figures <b>NEW</b>	Congruence and Similarity <b>NEW</b>



## Interim Assessment Blocks (IABs)

**E  
L  
A**

<b>Grade 3-7</b>	<b>Grade 8</b>
Read Literary Texts <sup>1</sup>	Read Literary Texts <sup>1</sup>
Read Informational Texts <sup>1</sup>	Read Informational Texts <sup>1</sup>
Brief Writes <sup>1</sup>	Brief Writes <sup>1</sup>
Revision	Research
Research	Edit/Revise
Language and Vocabulary Use (Writing)	Listen/Interpret
Editing	Performance Task <sup>1</sup>
Listen/Interpret	Research: Interpret and Integrate Information <b>NEW</b>
Performance Task <sup>1</sup>	Research: Analyze Information <b>NEW</b>
Research: Interpret and Integrate Information <b>NEW</b>	Write and Revise Narratives <sup>1</sup> <b>NEW</b>
Research: Analyze Information <b>NEW</b>	
Write and Revise Narratives <sup>1</sup> <b>NEW</b>	

# Interim Assessments in Montana

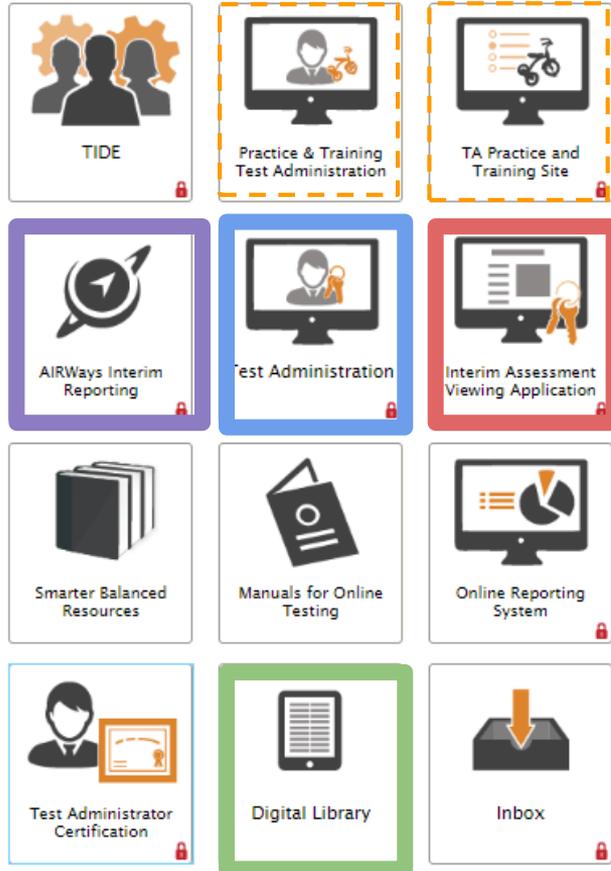
## Montana Students who took the interims scored higher...

During the 17-18 school year, **statistically significant findings** indicate that students who took the ICA or at least one IAB **scored higher on the summative assessment than on the interim.**

## Montana Schools are using interims

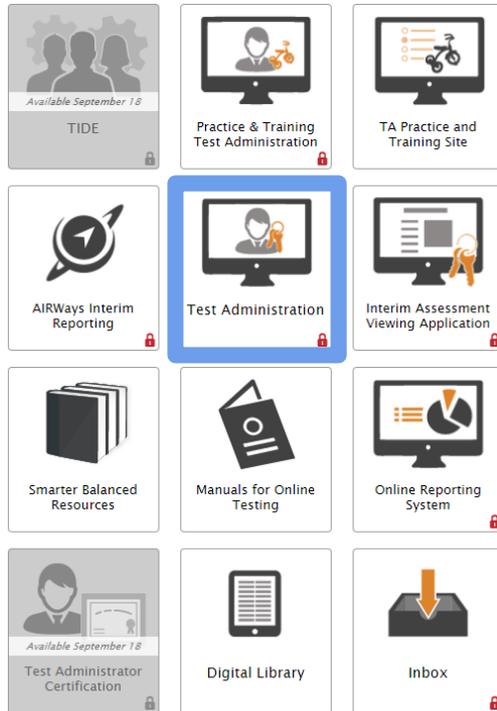
During 2018-19 school year over 150 schools used Interim Assessments with over 20,000 IABs and 1,500 ICAs completed by Montana Students.

# MT Portal Overview



1. Go to <https://mt.portal.airast.org>
2. Click on Smarter Balanced
  - Interim Assessment Viewing Application
  - Test Administration
  - AIRWays Interim Reporting
  - Digital Library
  - Practice & Training Test  
*(Practice and Training Tests are available to administer and view. They are not part of the Interim Testing System)*

# How do I Administer Interims?



- Same procedure as administering the summative
- May administer multiple times (same questions)
- IABs and ICAs may have overlapping items

## TIPS:

- Teachers must be enrolled as TE (Teacher) to administer and review results
- If the teacher is not administering, student rosters must be created in TIDE and assigned to each teacher.
- Students may take exams from different grade levels. Permissions must be set in TIDE prior to testing to do so.
- [One Pager How to Administer on Interim Assessment](#)

# Interim Assessments Administration

Who Can Administer?	Who Can See Results?
<p>District Test Coordinators (DC) School Test Coordinators (SC) Teachers (TE) Test Administrators (TA)</p> <p><i>*Everyone must take the annual "Test Administrator Certification" before administering.</i></p>	<p>District Test Coordinators (DC) School Test Coordinators (SC) Teachers (TE) <del>Test Administrators (TA)</del></p> <p><i>*In order to see Interim Assessment results, Teachers must be enrolled as a <b>Teacher (TE)</b>. Test Administrators (TA) can not see results.</i></p>



Learn more about [User Roles and Access](#)

# Interim Assessment Security

- Student- and Teacher-facing only
- Not be publicly displayed or distributed outside the classroom



# Let's dig into Interims!



In the Interim Assessment Viewing Application, choose an interim to examine.

- a. How can these help your students?
- b. How can these help your instructional planning?

# DISCUSSION:



What benefits for student learning, and your own instructional practices, do you see in using Smarter Balanced Interim Assessments?

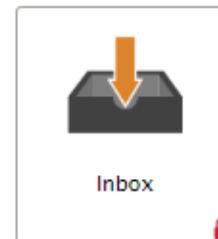
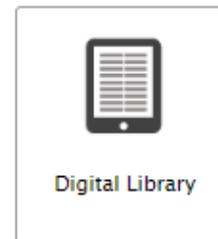
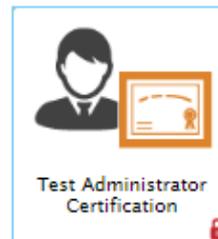
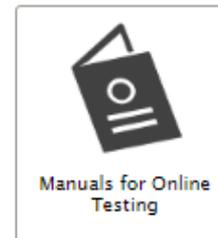
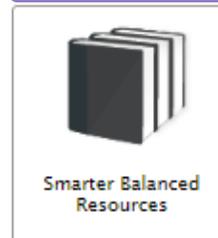
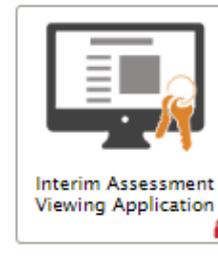
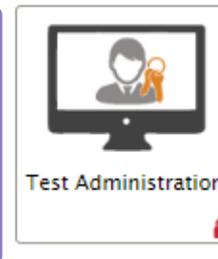
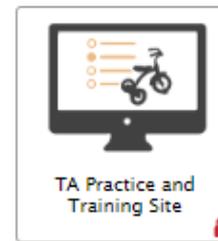
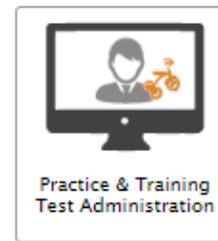
# Things to Consider before Administering

- ❖ What's the purpose?
- ❖ How will the data be used to improve teaching and learning?

# Where Can I Find My Students' Interim Results?

AIRWays Interim Reporting shows robust Interim Assessment results

The Online Reporting System is the place to view Summative Assessment Results



# What Types of Results Do I Receive?



Dashboard > District Performance on Test > School Performance on Test > Roster Performance on Test



Score, Performance and Points Earned on **Grade 3 Read Literary Texts IAB** (Unassigned) of 3-Third Grade, by Student and Reporting Category: ██████████ 2018-2019

Filtered by **Test Reasons:** All Test Reasons **Claim:** 1-LT

Student	Student ID	Total	Total	5 Items on which Students Performed the Best					5 Items on which Students Performed the Worst	Total Items
			Performance	Item Numbers and Points Earned						
				1	2	5	9	10		
Max Points			Above Standard	1	1	1	1	1		
Everyone				0.69	0.62	0.62	0.69	0.69		
██████████	██████████		Below Standard	1	0	0	1	1		
██████████	██████████		Above Standard	1	1	1	1	1		
██████████	██████████		Above Standard	1	0	1	1	0		
██████████	██████████		Above Standard	1	1	1	0	1		
██████████	██████████		At/Near Standard	1	1	1	1	1		



# Individual Student Report



Points Earned on **Grade 3 Read Literary Texts IAB** (Unassigned) Items, by Reporting Category: ██████████ 2018-2019

Filtered by **Test Reasons:** All Test Reasons **Claim:** 1-LT



Student	Total Items	Total Items														
Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Max Points		1	1	1	1	1	1	1	2	1	1	1	1	1	1	1
Everyone		0.69	0.62	0.27	0.31	0.62	0.54	0.15	0.92	0.69	0.69	0.42	0.5	0.42	0.5	0.27
██████████ Student ID: ██████████		1	0	0	0	0	0	0	1	1	1	0	0	0	0	0
Performance: Below Standard																

5

First, read the dictionary definition. Then, read the directions that follow.

(17) 1. a place in a shadow or hidden from the sun

Click on the word in the paragraph that **most closely** matches the definition above.

The sun beat down, and Monkey was hot. He opened the umbrella. He was cooler in the shade, but the bottoms of his feet still burned. "This ground needs rain," he said.

OFF



Details

Topic	Grade 3 Read Literary Texts IAB
Item Difficulty	Moderate



Rubric

The student earns one point by selecting:

- shade

Content Alignment

Claim: Read Analytically: Literary Text - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  
Assessment Target: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary)

# Filters

You can sort by Claim either using the Filters on the left or if you gave an ICA, they sort for you.



# Machine Scored Items

Starting during the 2019-2020 school year, interim assessments short and open responses will be machined scored.

Goal: reduce teacher grading time and speed up the return of interim scores and feedback for students.

- Machine scored items predict human responses to a specific prompt through exposure to scores provided by experienced and trained human scorers.
- Two human scorers are almost always within one point of each other, and the same is true of the machine scorer as well.
- If you disagree with the machine scored written response item:
  1. Review the response relative to the rubric.
  2. You then can provide your own code or score if needed using the pencil icon.
- Machine scored items that are flagged as "low- confidence" by the machine are indicated to educator to review and score using the rubric and pencil icon.

# Billing Public Schools- Using Interim Assessments Data



# Understanding Your Data

## What Data Have You Collected?

- Collected Formative Data during administration
  - Any major ah-ha's during testing that needs review?
  - Examples:
    - All were stuck on this one question
    - Students could not find the calculator
    - Did not know how to underline
    - Distracted by highlighter
    - Jane did not like using her read aloud accommodation, we need to review this tool with her one on one
    - Was not using scrap paper as much as they should have
- Interim Assessment Data from AIRways Interim Reporting

# Understanding Your Data

## Sample Interim Review Reflection Protocol: Reflect on data and create next steps for your instruction and your students!

### Exploring, Interpreting, and Applying Interim Data

How do I make sense of my students' interim data to make it useful for instruction?

[bit.ly/InterimData](http://bit.ly/InterimData)

#### Interim Data Analysis Protocol

Take a moment to review the questions that were on the assessment.

- Open the airways reporting tool and select your roster.
- Look at the specific items to answer the following questions

What do you notice about the types of questions on the interim block test?	What concepts are addressed on the specific interim?	What are the DOK levels? Use easy, moderate, difficult as SBAC describes.	What academic language will students need to be fluent in?

Now, look at the 5+ and 5- questions. Think about why your students were successful, and why they struggled on those items

5+	5-

#### Looking At Student-level Data: Choose 3 students, 1 from each level of proficiency (Above, At/Near, and Below).

	Student 1-Above	Student 2-At/Near	Student 3-Below
<p><b>How does this student's score on the interim block test compare with other standards aligned data you have collected/observed about this student?</b></p> <p>Data can include classroom assessments, projects, tasks, anecdotal evidence/ Tips: Avoid judgments and assumptions. Stick to the data. Try using "I see... I notice..." statements.</p>			

### Exploring, Interpreting, and Applying Interim Data

How do I make sense of my students' interim data to make it useful for instruction?

[bit.ly/InterimData](http://bit.ly/InterimData)

What do you wonder about the data?	Student 1-Above	Student 2-At/Near	Student 3-Below
<p><b>What are your questions based on your observations of all the data?</b></p> <p><b>What do you want to know more about based on the data?</b></p> <p>Tip: Try using "I wonder why/it..." statements.</p> <p><b>What are the implications for instruction?</b></p> <p>Whole group instruction next steps.</p>			
<p><b>If the purpose of the interim assessment is to "provide targeted information about student performance," then what are your next instructional steps for each of your 3 students?</b></p> <p><b>If you did not teach the topic assessed: How could you use this data when you plan the upcoming unit?</b></p> <p><i>Or, if you did teach the</i></p>			

### Exploring, Interpreting, and Applying Interim Data

How do I make sense of my students' interim data to make it useful for instruction?

[bit.ly/InterimData](http://bit.ly/InterimData)

What will you do to ensure all students make progress toward the standard(s) assessed?			

Resources: [Digital Library](#). Go to the Playlists to find resources for the specific interim that you administered.  
Achievement Level Descriptors: [Mathematics](#), [English Language Arts](#).  
[Claim + Target + Standard google folder](#)

# Hand Scoring ELA: Rubrics

## Brief Write Rubrics (IABs)

- 2 points
- 0, 1, 2
- Did the student answer the question?

## Performance Task Rubrics (ICAs)

- 10 points
  - 4 point Organization rubric +
  - 4 point elaboration rubric +
  - 2 point Conventions
    - Can get 2 points even if completely off topic

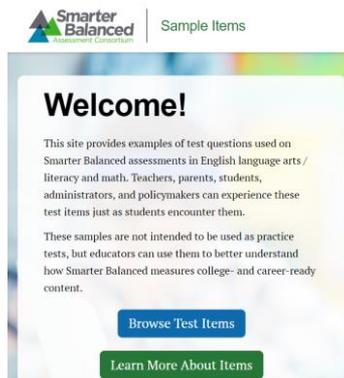
# Scoring Writing: Practice!

1. Look at the practice stimuli (Find samples under TIDE→ General Resources)
2. Review the rubric expectations
3. Take some time to grade several responses.
  - a. What do you notice? Did you all pick the same score for each sample response?

# Where can you get additional SB Questions to use in your instruction?

## Public Sample Items

- Anyone can access them
- Share with parents/homework
- Sort by grade/subject/claim
- Screenshot or pull up in front of class



## Montana Starting Smarter- Parent Site

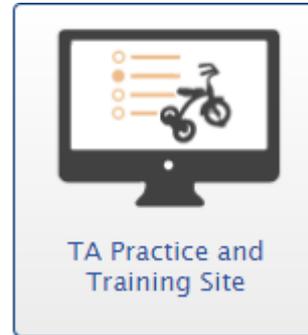
- Site made for parents to help navigate SB results
- No data shared on site
- Directs parents to sample items

**Starting Smarter**



## Practice test/Training Test - internal only

- Secure login through Airway
- Administer like summative
- No results if administer
- *mt.portal.airast.org*



Putting Montana Students First **A+**

# Digital Library



Digital Library



Smarter Balanced  
Assessment Consortium



Marisa Franklin

Notifications

Feedback

Favorites

Help

Search

Instructional

Professional Learning

Playlist

Forums

0 0%

## Instructional Resources

Instructional Resources include ideas, activities, tools, and lessons designed to enhance instruction and supplement curriculum within K-12 classrooms.



## Professional Learning Resources

Professional Learning Resources focus on educator professional development, mentoring, and coaching, and have utility in professional learning communities.



## Playlist Resources

Playlists are collections of Digital Library resources that all focus on the same or similar content, and are organized into progressions of skills or understanding.



## Using Rubrics to Improve Student Writing

This resource provides a lesson plan for teachers to use with students. It is a template for students to use when writing responses to either Smarter Balanced sample items, or Interim Assessment items. Students are given the rubric and asked to self-assess, get peer feedback, and then use that...

GRADES



- Support Students
- Plan instruction
- Take Action



## GRADE 7 Ratio and Proportional Relationships

## Digital Library

*Student Learning Objective: Students analyze proportional relationships and use them to solve real-world and mathematical problems.*

### ABOVE STANDARD

*Students are working to solidify the following skills:*

- Solve multi-step percent problems that compare different real-world scenarios
- Identify the unit rate, of a proportional relationship, between two rational number quantities
- Given multiple tables, identify all tables
- Find the unit rate from an equation, table, or diagram

*Educator-recommended next steps and Digital Library resources*

- Instructional next-steps include, helping students to:
- Engage in real-life tasks applying the constant of proportionality. Digital Library Example: [Find the Constant of Proportionality in a Table, Graph and Equation](#)
  - Reason proportionally in a realistic context. Digital Library Example: [Exploring ratio and proportional relationships with the Orange Juice Problem](#)
  - Determine percent increase and decrease. Digital Library Example: [Percent Change](#)

### AT/NEAR STANDARD

*Students are working to solidify the following skills:*

- Solve one-step percent problems in familiar context
- Determine unit rate when given fractional rates or when given larger numbers.
- Look at a table with whole numbers and find the unit rate.
- Identify proportional relationship in equation format (discern between correct / incorrect).

*Educator-recommended next steps and Digital Library resources*

- Instructional next-steps include, helping students to:
- Make connections between a graph, table, equation, and a scenario. Digital Library example: [Ratios and Proportions in 6<sup>th</sup> Grade Math](#)
  - Practice applying the ideas of increasing and decreasing percentages. Digital Library example: [Introducing Percentage of Change through the "Biggest Loser"](#)
  - Use ratio and proportional reasoning in a real-world context. Digital Library example: [Perfect Purple Paint II](#)

### BELOW STANDARD

*Students are working to solidify the following skills:*

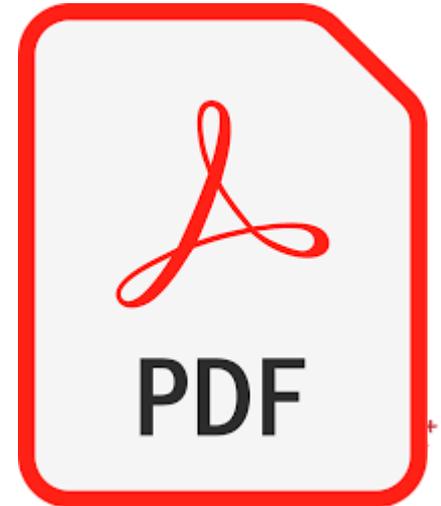
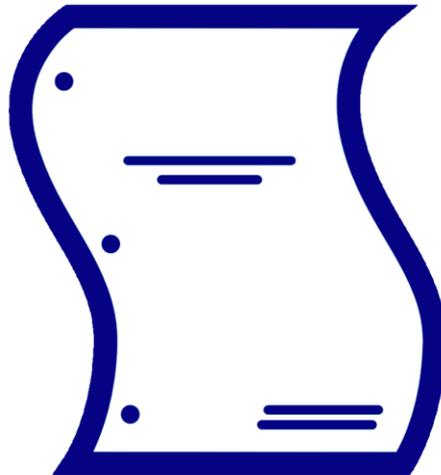
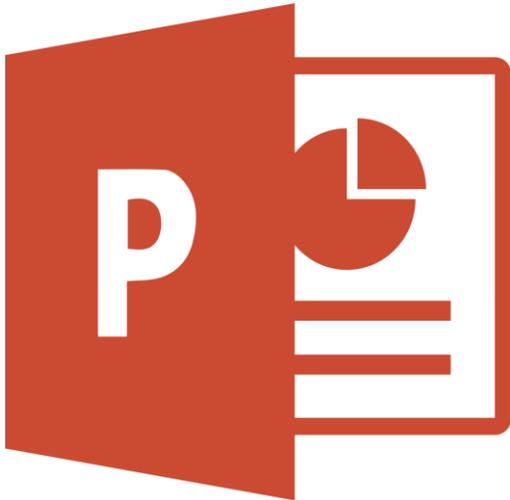
- Solve one-step percent problems.
- Determine unit rate when values in a table or graph are whole numbers.
- Look at a table or graph with whole numbers and find the unit rate.

*Educator-recommended next steps and Digital Library resources*

- Instructional next-steps include, helping students to:
- Use ratio and proportional reasoning in a real-world context. Digital Library example: [Perfect Purple Paint I](#)
  - Understand unit rate when associated with a ratio using visuals such as tape diagrams and tables. Digital Library example: [Using](#)

# Interim Assessment Training Materials

[bit.ly/InterimTrainingResources](https://bit.ly/InterimTrainingResources)



# Interim Assessment 2 hour Course

## Implementing Smarter Balanced Interim Assessments

[Home](#) / [My courses](#) / [Interim Assessments](#)

### Welcome!

This self-paced course provides learners with an introduction to the Smarter Balanced interim assessments. You will learn:

- How interim assessments are apart of the Smarter Balanced Assessment System.
- What are the Smarter Balanced interim assessments.
- How to select interim assessments that are right for your classroom.
- How to administer interim assessments.
- How to use the data from interim assessments to guide your instruction.

# Questions?

## Professional Development Questions:

Duane Schlabach | Assessment Specialist | [Duane.Schlabach@mt.gov](mailto:Duane.Schlabach@mt.gov)

Marisa Graybill | Mathematics Instructional Coordinator | [Marisa.Graybill@mt.gov](mailto:Marisa.Graybill@mt.gov)

## Teacher Learning Hub: Interim Assessment Course

[opi.mt.gov/Leadership/Assessment-Accountability/MontCAS/Interim-Assessment](https://opi.mt.gov/Leadership/Assessment-Accountability/MontCAS/Interim-Assessment)

## OPI Helpdesk

1.844.867.2569

[OPIAssessmentHelpDesk@mt.gov](mailto:OPIAssessmentHelpDesk@mt.gov)



[bit.ly/InterimTrainingResources](https://bit.ly/InterimTrainingResources)

Putting Montana Students First **A+**