



**Montana**

**Office of Public Instruction**

# Introduction to Interim Assessments

**Assessment Unit; Teaching & Learning Division; Montana OPI**

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# Warm-up



**Think about the following:  
Define formative, interim, and summative  
assessment**

# Interim Overview

## INTERIM ASSESSMENTS

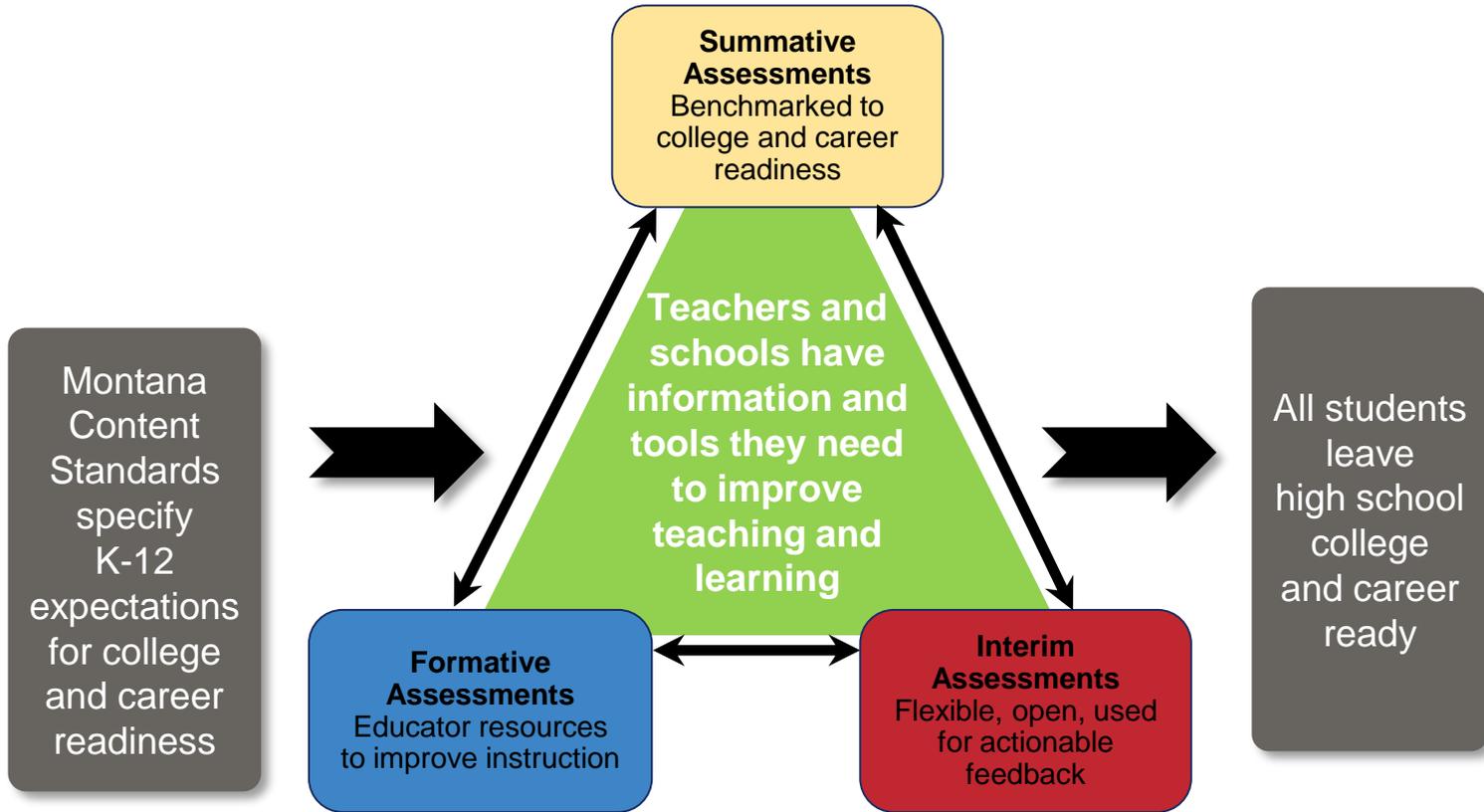
Optional and flexible tests given throughout the year to help teachers monitor student progress



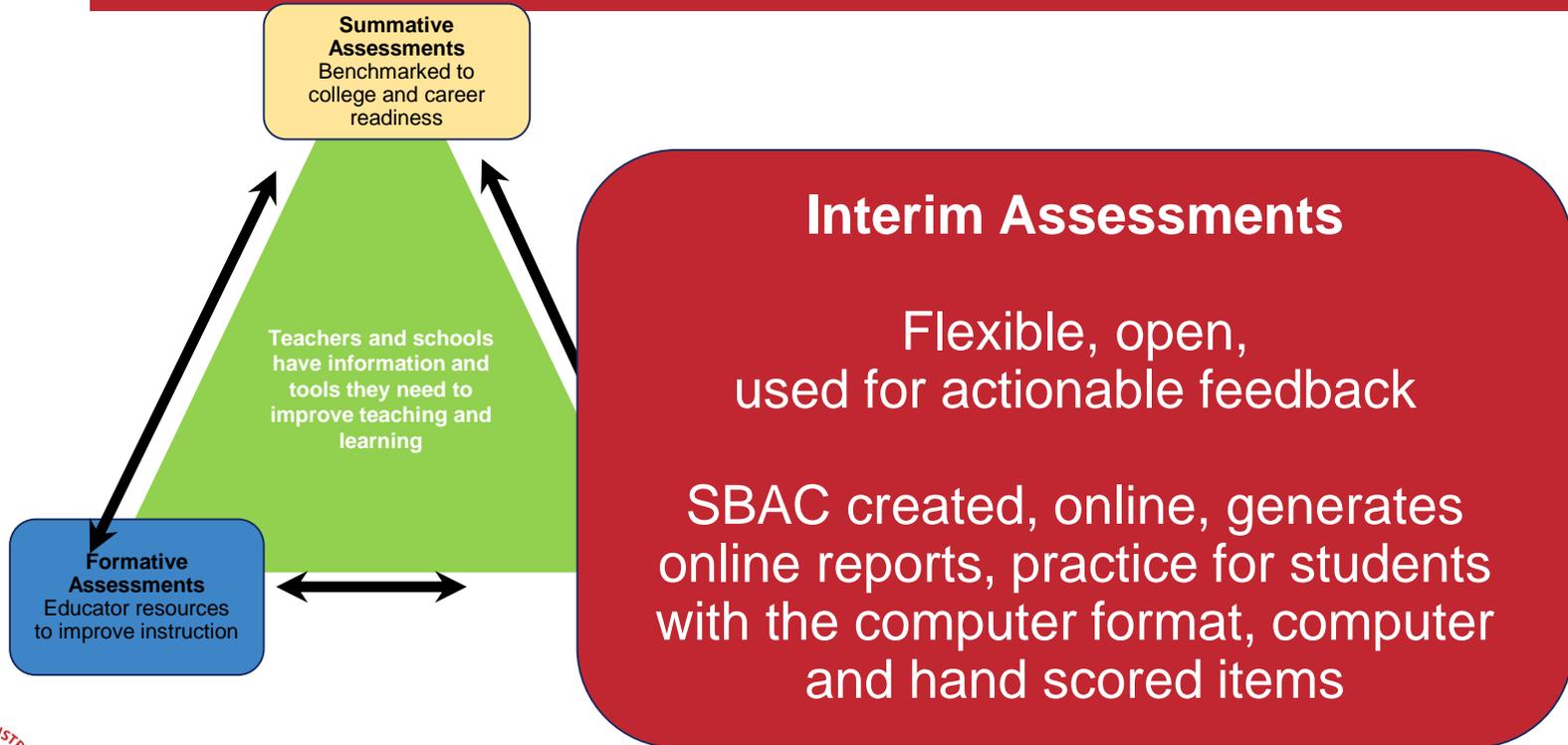
# Montana Schools Use Interims



# MT Balanced Assessment System



# What ARE Interim Assessments?





# Teacher Benefits of Using Interims

Items are aligned to MT Content Standards

Flexible administration (standard or non-standard)

Resources to help guide instructional practice

Actionable and complete immediate results



Interim Assessments

# Interim Assessment Study in Montana

## Overview

### FY2019

- What was the individual growth and group trends among students who took at least one IAB?
- What was the group trend of students who took at least one IAB in comparison to non-participating peers on the Smarter Balanced summative assessment?

### FY2018

- What IAB's are the most effective in producing gains on the Smarter Balanced summative assessment?

# Interim Study Findings

## Findings

- With both ELA and Math, there were statistically significant differences between interim test takers and their non-participating peers. These differences favored those that took the Interim and were meaningful (significant with a notable magnitude).
- Students gains in scale score was witnessed for the ELA test takers, but generally not for the Math test takers. Special focus should be placed on follow-up Math instruction between the Interim and the Summative.
- In general, the ICA population was too small to make extensive comments. By focusing on a particular school, we see strong increases in performance, albeit from the lower levels.

# Interim Assessments



# Administering Interims

## INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress



# Types of Interims

## INTERIM ASSESSMENTS AT A GLANCE

### Interim Comprehensive Assessments

Assess the full range of targets, similar to the summative.

Examples:

- Grade 3 ELA
- Grade 3 Math



### Interim Assessment Blocks

Assess 3–8 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts
- Grade 3 Math, Operations and Algebraic Thinking



### Focused Interim Assessment Blocks

Assess 1–3 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Text Analysis (Literary)
- Grade 3 Math: Multiply and Divide Within 100



ICA's are helpful for determining the knowledge and skills of students who are new to the district or the state.

IAB's can be used during the school year more consistently with the results determining next steps for instruction.

FIAB's are very granular and can be administered as warm-ups. Each interim is connected to resources for teachers.

# Administering Interims

Everyone must complete the “Test Administrator Certification” prior to administering any assessment.



Test Administrator Certification



OPI

(AR)

Authorized Representative

System/District Test Coordinator (STC)

Building Coordinator

(BC)

Test Educator (TE)

Test Administrator (TA)

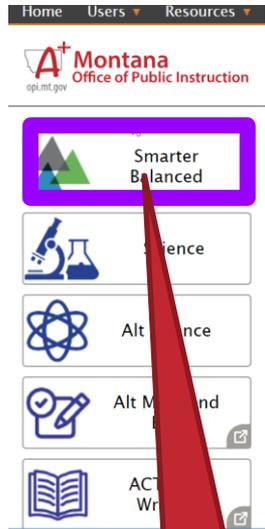
TE user roles must be assigned a roster prior to administering an interim.

# Interim Grade Level

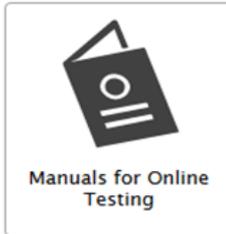
Grade	ICA	IAB & FIAB
Grade 3	X	X
Grade 4	X	X
Grade 5	X	X
Grade 6	X	X
Grade 7	X	X
Grade 8	X	X
Grade 9	X	
Grade 10	X	
Grade 11	X	
High School		X

# Where to Find the Interims

[www.mt.portal.cambiumsast.com](http://www.mt.portal.cambiumsast.com)



Select Smarter Balanced



Review the various interims that are offered; see item sets.

Administer interims to students using the Test ID code.

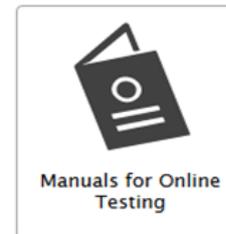
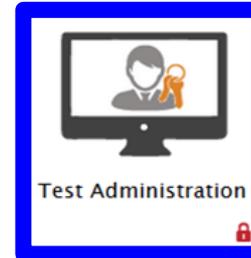
# Administering Interims

Students require a Test ID log-in provided by the proctor.

Students can take interims from different grade levels.

Items are semi-secure. Do not post on third-party websites or email item sets.

Administer per local discretion (i.e. standardized or non-standardized)



# Remote Administration



REMOTE TEACHING  
AND LEARNING

Planning

Administering Interims

Formative Process

Accessibility

Q&A

External Resources

## Supporting Remote Teaching and Learning

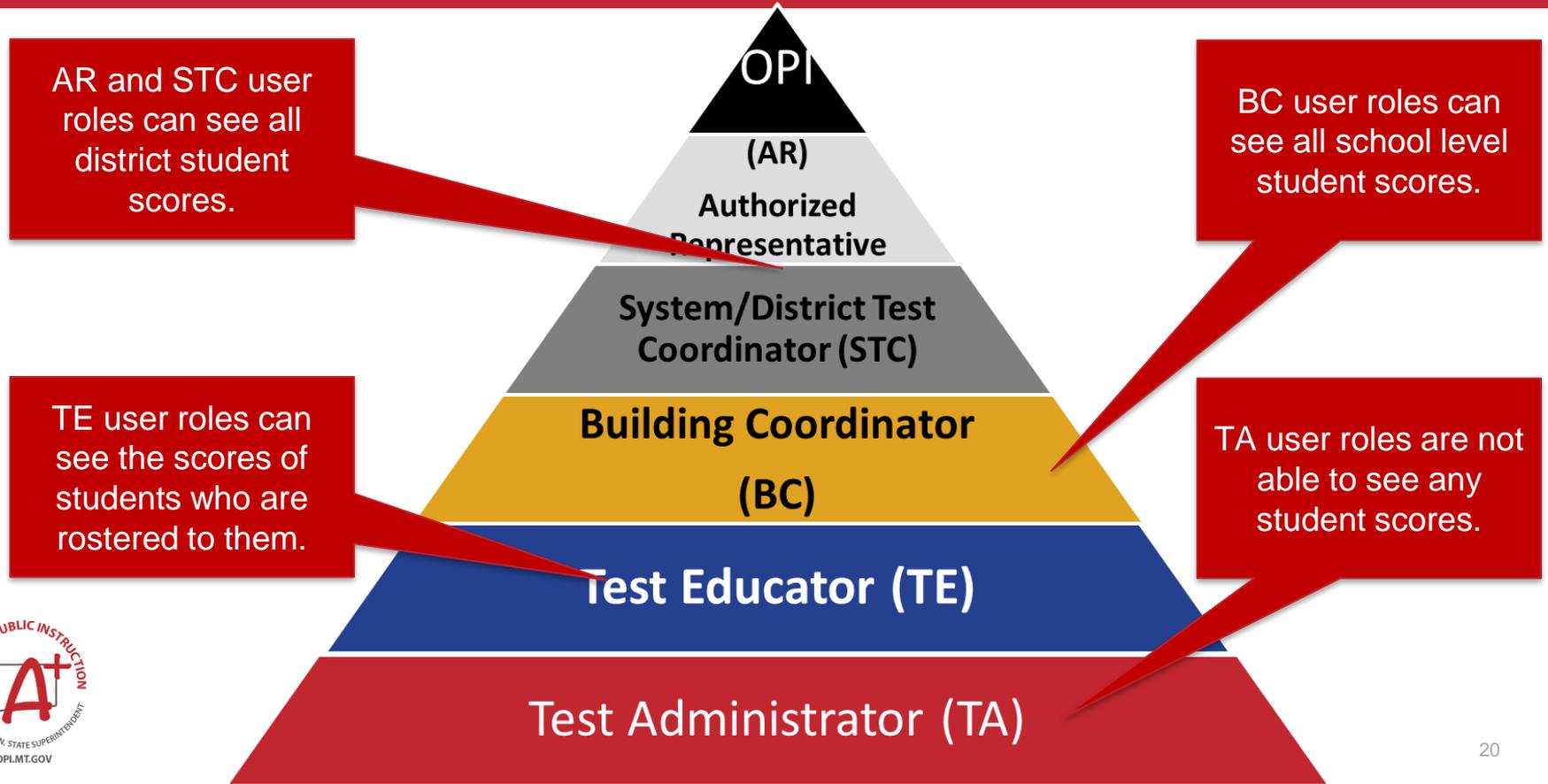
<https://remote.smartertoolsforteachers.org/>



# Interim Score Reports



# Accessing Interim Score Reports



# Interim Score Reports

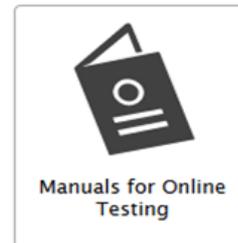
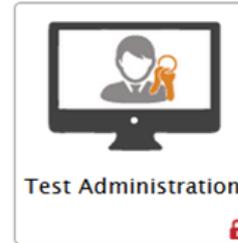
NEW!

All score reports are in one tile – Reporting Center

Almost all items are machine scored with immediate feedback

Constructed Response and Performance Tasks need to be scored locally.

New features in the score reports



# Reporting Center Dashboard

User: Jones, Principal | Role: SC @ School: Demo School 9999

[Inbox](#) [My Settings](#) [Help](#) [Sign Out](#)

Enter Student ID

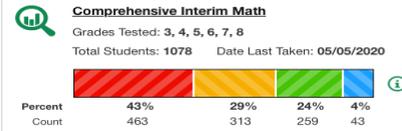
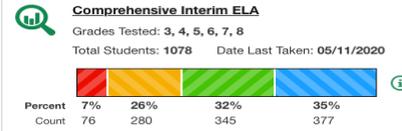
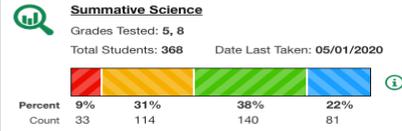
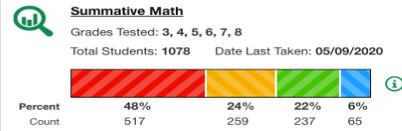
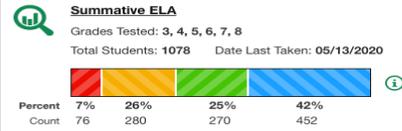
## Dashboard

### Filters

#### Test Group

- Benchmark
- Comprehensive Interim
- Diagnostic
- ELPA21 Screener
- ELPA21 Summative
- Interim
- Module
- Summative

Performance Distribution, by Test Group: Demo School 9999, 2019-2020  
Sorted by: Date Last Taken

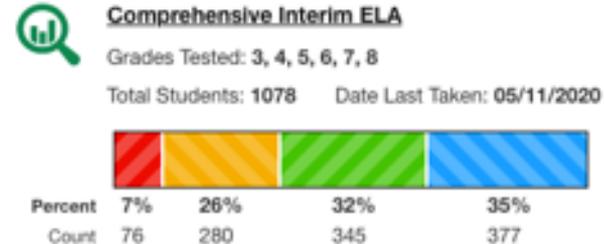


#### Interim Science

Grades Tested: 5, 8  
Total Students: 368  
Date Last Taken: 05/01/2020

Data cannot be displayed.

Select and view by Test Family (i.e. IAB, ICA or summative)



[Clear Filters](#)

[Apply](#)

District Level Users:

- Filter by school

School Level Users:

- Filter by roster

# Reporting Center Dashboard

User: Jones, Principal | Role: SC @ School: Demo School 9999

Inbox My Settings Help Sign Out

Dashboard > Performance on Tests

Enter Student ID

Average Score and Performance Distribution of All Rosters, by Assessment: Demo School 9999, 2019-2020

Filtered by Test Group: Summative ELA Test Reasons: All Test Reasons Sorted by: Last Taken

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">G6 ELA Summative</a>	Summative	6	Spring 2020	158	674	 Percent Count: 5% (8), 26% (41), 24% (38), 45% (71)	05/10/2020
<a href="#">G7 ELA Summative</a>	Summative	7	Spring 2020	168	673	 Percent Count: 11% (19), 26% (43), 26% (43), 37% (63)	05/10/2020
<a href="#">G8 ELA Summative</a>	Summative	8	Spring 2020	187	684	 Percent Count: 10% (18), 26% (49), 25% (46), 40% (74)	05/10/2020
<a href="#">G4 ELA Summative</a>	Summative	4	Spring 2020	192	619	 Percent Count: 7% (13), 23% (44), 25% (48), 45% (87)	05/10/2020
<a href="#">G5 ELA Summative</a>	Summative	5	Spring 2020	190	638	 Percent Count: 4% (7), 26% (50), 23% (44), 47% (89)	05/10/2020
<a href="#">G3 ELA Summative</a>	Summative	3	Spring 2020	183	613	 Percent Count: 6% (11), 29% (53), 28% (51), 37% (68)	05/10/2020

Rows per page: 10 6 Items: 1 of 1

# Individual Test Results

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: [REDACTED]

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

Student	Student ID	Total	Total	5 Items on which Students Performed the Best	Total Items																																								
			Performance Above Standard  Below Standard Above Standard Above Standard Above Standard At/Near Standard	Item Numbers and Points Earned <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>5</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>0.69</td> <td>0.62</td> <td>0.62</td> <td>0.69</td> <td>0.69</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	1	2	5	9	10	1	1	1	1	1	0.69	0.62	0.62	0.69	0.69	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	
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1	1	1	1	1																																									
				5 Items on which Students Performed the Worst																																									

Student Names

# Filter by Claim

Math Claims

ELA Claims

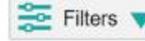
<input type="checkbox"/>	Problem Solving and Modeling & Data ...
<input type="checkbox"/>	Concepts and Procedures
<input type="checkbox"/>	Communicating Reasoning
<input checked="" type="checkbox"/>	5 Items on which Students Perf...
<input type="checkbox"/>	5 Items on which Students Performed t...

<input type="checkbox"/>	Writing
<input type="checkbox"/>	Research/Inquiry
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Listening
<input type="checkbox"/>	5 Items on which Students Performed t...
<input type="checkbox"/>	5 Items on which Students Performed t...

# Individual Student Report



Points Earned on **Grade 3 Read Literary Texts IAB** (Unassigned) Items, by Reporting Category: [REDACTED]  
Filtered by **Test Reasons:** All Test Reasons **Claim:** 1-LT



Filters



Print

Student	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
[REDACTED]	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0
Student ID: [REDACTED]	Performance: Below Standard														

5

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

(n) 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.



Details

Topic	Grade 3 Read Literary Texts IAB
Item Difficulty	Moderate

#### 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)



Rubric

The student earns one point by selecting:

- shade

# Scoring Exercise

## Math Training Guide

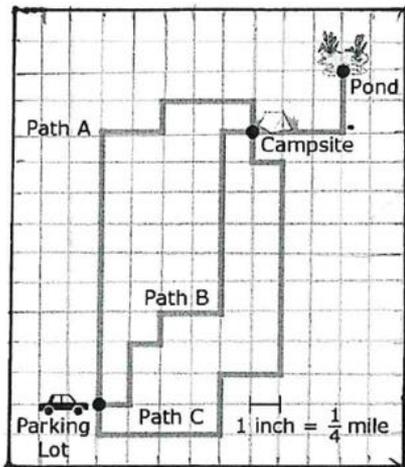
### Grade 7

### Performance Task

Please read the 7<sup>th</sup> grade performance task below. Take a minute to answer the questions. A calculator is allowed for all parts of the performance task. Note which items are to be hand scored.

### Camping Tasks

You are going on a camping trip with your friend Chris. A map with three different paths from the parking lot to the campsite is shown.



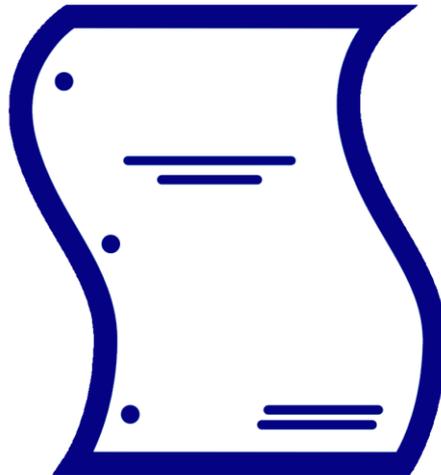
The map uses a scale of 1 inch =  $\frac{1}{4}$  mile.

Math & ELA interim  
scoring examples

Evaluate the rigor of  
items & connections  
to standards

# Interim Assessment Training Materials

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



# Questions?

## 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)

