Montana’s Balanced Assessment System
Zoom Basics

1. Mute your mic when it is not in use.
2. Share your video.
3. Clearly name yourself as a participant.
4. Use the chat to address any technical issues you may be experiencing.
Engagement Tools

1. Has your district ever used any of the Smarter Balanced interim assessments?
   - Yes
   - No

2. What, if any, type of benchmark assessments does your district plan on using this fall?
   - Smarter Balanced Interims
   - MAPS
   - Star
   - Other
Objectives

After this session, participants will be able to describe what a balanced assessment system looks like, have a better understanding of the interim formative resources available to take back to their district, and evaluate the merits of adopting a balanced assessment system.
Montana Schools Use Interims
A Balanced Assessment System
Boiling it Down

Balanced Assessments are not:

- Equal amounts of each type of assessment,
- A focus on once-a-year summative testing, or
- “Things” that have to be completed.
Boiling it Down

Balanced Assessments consist of:

- Assessments within a district that are coherently linked together by the Montana Content Standards,
- Assessments that provide multiple data points which are used to drive student instruction, and
- A continuous monitoring of student progress derived from the data as described.
Balanced Assessments

Summative Assessments
Measure college & career readiness

Montana Content Standards (MCS)
for college & career readiness

All students leave high school college & career ready

Teachers & schools have information & tools they need to improve teaching & learning.

Interim Assessments
Flexible for actionable feedback

Formative Assessment Process
Improve instruction & student learning
A Balanced Assessment System

Resources and data to support teaching and learning.
Student Benefits of Using Interims

Exposure to the testing platform and its tools.

Practice with the testing environment.

Engagement with rigorous grade level content.

Scores can be reported to students immediately.

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
Interims – FY2021

**FY2021 Montana Interim Use Report**

- **Number of Visitors to Site**
  - FY2020-2021
  - **Tools for Teacher Use Report**

<table>
<thead>
<tr>
<th>Month</th>
<th>ICA</th>
<th>ICABs/FAICABs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 2</td>
<td>2,828</td>
<td>395</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>4,595</td>
<td>276</td>
</tr>
<tr>
<td>Jan. 4</td>
<td>5,329</td>
<td>101</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>8,182</td>
<td>310</td>
</tr>
<tr>
<td>Mar. 1</td>
<td>12,697</td>
<td>391</td>
</tr>
<tr>
<td>Apr. 1</td>
<td>25,310</td>
<td>696</td>
</tr>
<tr>
<td>May 3</td>
<td>42,925</td>
<td>910</td>
</tr>
<tr>
<td>May 28</td>
<td>44,447</td>
<td>312</td>
</tr>
</tbody>
</table>

**SBAC**
- Smarter Balanced Assessment Consortium
Administering Interims

INTERIM ASSESSMENTS
Optional and flexible tests given throughout the year to help teachers monitor student progress
Types of Interims

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 more granular and can be administered similar to IAB. Each interim is connected to resources for teachers.
Administering Interims

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

Any user role administering an interim can see the scorer reports of those students they administered the test too, with the exception of a TA user role.

Sign the virtual Test Security Agreement (TSA)
Finding the ELA/Math Interims

www.mt.portal.cambiumsast.com

Select Smarter Balanced

Test Administration
Administering Interims

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

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)

Administering Tests

The TA Interface allows test administrators to administer operational tests in the Test Delivery System.
# 2021–22 ELA/LITERACY INTERIM ASSESSMENTS

## ELA: Grade 3

### Interim Comprehensive Assessment (ICA)

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Targets Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 ELA ICA</td>
<td>Full range of targets</td>
</tr>
</tbody>
</table>

### Interim Assessment Blocks (IABs)

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Targets Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Literary Texts</td>
<td>Claim 1, Targets 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Read Informational Texts</td>
<td>Claim 1, Targets 8, 9, 10, 11, 12, 13, 14</td>
</tr>
<tr>
<td>Brief Writes</td>
<td>Claim 2, Targets 1a, 1b, 6a</td>
</tr>
<tr>
<td>Revision</td>
<td>Claim 2, Targets 10, 1b, 6b</td>
</tr>
<tr>
<td>Research</td>
<td>Claim 4, Targets 2, 3, 4</td>
</tr>
<tr>
<td>Performance Task—Beetles</td>
<td>Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4</td>
</tr>
</tbody>
</table>

### Focused IABs

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Targets Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Vocabulary Use</td>
<td>Claim 2, Target 8; Language &amp; Vocabulary Use</td>
</tr>
<tr>
<td>Editing</td>
<td>Claim 2, Target 9; Editing</td>
</tr>
<tr>
<td>Listen/Interpret</td>
<td>Claim 3, Target 4; Listen and Interpret</td>
</tr>
<tr>
<td>Research: Interpret and Integrate</td>
<td>Claim 4, Target 2; Interpret &amp; Integrate Information</td>
</tr>
<tr>
<td>Research: Analyze Information</td>
<td>Claim 4, Target 3; Analyze Information/Sources</td>
</tr>
<tr>
<td>Research: Use Evidence</td>
<td>Claim 4, Target 4; Use Evidence</td>
</tr>
<tr>
<td>Write and Revise Opinion Texts</td>
<td>Claim 2, Targets 6a; Write Brief Texts; 6b; Revise Brief Texts</td>
</tr>
<tr>
<td>Write and Revise Informational Texts</td>
<td>Claim 2, Targets 3a; Write Brief Texts; 3b; Revise Brief Texts</td>
</tr>
<tr>
<td>Write and Revise Narratives</td>
<td>Claim 2, Targets 1a; Write Brief Texts; 1b; Revise Brief Texts</td>
</tr>
</tbody>
</table>

## Math: Grade 7

### Interim Comprehensive Assessment (ICA)

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Targets Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7 Math ICA</td>
<td>Full range of targets</td>
</tr>
</tbody>
</table>

### Interim Assessment Blocks (IABs)

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Targets Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions and Equations</td>
<td>Claim 1, Targets C, D</td>
</tr>
<tr>
<td>Geometry</td>
<td>Claim 1, Targets E, F</td>
</tr>
<tr>
<td>Performance Task—Camping Tasks</td>
<td>A range of targets in Claims 2, 3, and 4</td>
</tr>
</tbody>
</table>

### Focused IABs

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Targets Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratios and Proportional Relationships</td>
<td>Claim 1, Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems</td>
</tr>
<tr>
<td>The Number System</td>
<td>Claim 1, Target B: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers</td>
</tr>
<tr>
<td>Angles, Areas, and Volume</td>
<td>Claim 1, Target F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume</td>
</tr>
<tr>
<td>Equivalent Expressions</td>
<td>Claim 1, Target C: Use properties of operations to generate equivalent expressions</td>
</tr>
<tr>
<td>Algebraic Expressions and Equations</td>
<td>Claim 1, Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations</td>
</tr>
<tr>
<td>Geometric Figures</td>
<td>Claim 1, Target E: Draw, construct, and describe geometrical figures and describe the relationships between them</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Claim 1, Target G: Use random sampling to draw inferences about a population; Claim 1, Target H: Draw informal comparative inferences about two populations</td>
</tr>
</tbody>
</table>
Interim Score Reports

After Testing

SYSTEM

Reporting

The Reporting System holds all, current and historical, interim and summative score reports.
Accessing Interim Score Reports

AR and STC user roles can see all district student scores.

BC user roles can see all school level student scores.

TE user roles can see the scores of students who are rostered to them.

TA user roles are not able to see any student scores.
Accessing the Reporting System

www.mt.portal.cambiumsast.com

Select Smarter Balanced

The Reporting tile houses all summative and interim data, including current and historical data.
NEW! All score reports are in one tile - Reporting

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

After Testing

The Reporting System holds all, current and historical, interim and summative score reports.
Reporting Center Dashboard

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

**Dashboard > Performance on Tests**

- **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:** Date Last Taken

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Test Group</th>
<th>Test Grade</th>
<th>Test Reason</th>
<th>Student Count</th>
<th>Average Score</th>
<th>Performance Distribution</th>
<th>Date Last Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>G6 ELA Summative</td>
<td></td>
<td>6</td>
<td>Spring 2020</td>
<td>158</td>
<td>674</td>
<td>[Performance Graph]</td>
<td>05/10/2020</td>
</tr>
<tr>
<td>G7 ELA Summative</td>
<td></td>
<td>7</td>
<td>Spring 2020</td>
<td>168</td>
<td>673</td>
<td>[Performance Graph]</td>
<td>05/10/2020</td>
</tr>
<tr>
<td>G8 ELA Summative</td>
<td></td>
<td>8</td>
<td>Spring 2020</td>
<td>187</td>
<td>684</td>
<td>[Performance Graph]</td>
<td>05/10/2020</td>
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<tr>
<td>G4 ELA Summative</td>
<td></td>
<td>4</td>
<td>Spring 2020</td>
<td>192</td>
<td>619</td>
<td>[Performance Graph]</td>
<td>05/10/2020</td>
</tr>
<tr>
<td>G5 ELA Summative</td>
<td></td>
<td>5</td>
<td>Spring 2020</td>
<td>190</td>
<td>638</td>
<td>[Performance Graph]</td>
<td>05/10/2020</td>
</tr>
<tr>
<td>G3 ELA Summative</td>
<td></td>
<td>3</td>
<td>Spring 2020</td>
<td>183</td>
<td>613</td>
<td>[Performance Graph]</td>
<td>05/10/2020</td>
</tr>
</tbody>
</table>
Individual Test Results
### Individual Student Report

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

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

<table>
<thead>
<tr>
<th>Student ID:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td>Max Points</td>
<td>1</td>
</tr>
<tr>
<td>Everyone</td>
<td>0.69</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Performance:** Below Standard

---

1. 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.
Claims, Targets and Standards
Defining Language

**Claims:** are broad statements that will outline the outcomes achieved with mastery of the standards within it.

**Targets:** Targets further clarify the knowledge and specific skills that cross over a cluster of standards.

**Montana Content Standards:** What students should know and be able to do.
Claim #1— Concepts & 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.
ELA Claims

ELA

Claim #1 – Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim #2 – Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim #3 – Speaking and Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim #4 – Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
A Balanced Assessment System

Resources and data to support teaching and learning

INSTRUCTIONAL SUPPORTS

STATE STANDARDS

SUMMATIVE ASSESSMENTS

COLLEGE AND CAREER READY

INTERIM ASSESSMENTS
What is Tools for Teachers?
Tools for Teachers offers lesson plans created by teachers, including MT educators, aligned to and searchable by content standards.
Connect to IAB Interims

Within the interim reports click on Instructional Resources and…
Connect to Interims

Link directly to Tools for Teachers with resources [lesson plans] for that topic.
Science Interim Overview

INTERIM ASSESSMENTS
Optional and flexible tests given throughout the year to help teachers monitor student progress
Science Interims Timeline

**2020-2021:** Science Interims first released and used by Montana teachers

**Summer 2021:** Science Interims are being fully revised based on feedback from the field

**Estimated November 2021:** The new updated Interims will be available for General Science
Conclusion

OPI Assessment Helpdesk
1.844.867.2569
OPIAssessmentHelpDesk@mt.gov
Sample Items Site

Welcome!

This site provides examples of test questions used on Smarter Balanced assessments in English language arts/literacy and math. Test questions are developed with extensive involvement by educators, including test question writing, reviewing for accuracy, and ensuring questions are fair for all test takers.

Browse Items

Grade
Grade 6

Subject
English language arts/literacy
Mathematics

Claims
1. Reading
2. Writing
3. Listening
4. Research Inquiry

Targets
1 7
2 8
3 9
4 10
5 11
6 13

Content Standards
6.RI.1
6.RI.2
6.RI.3
6.RI.4
6.RI.5
6.RI.6
6.RL.1
6.RL.2
6.RL.3
6.RL.4
6.RL.5

www.sampleitems.smarterbalanced.org