Using Interim Assessments Strategically in 2015–16

November 2015

Gina Koency
Senior Assessment Fellow
California Department of Education

Presentation Purpose

This presentation will:
• Familiarize participants with key features of the Smarter Balanced interim assessments.
• Inform participants about the training resources and a process that can be used to train local staffs to score interim assessment performance task English language arts/literacy (ELA) full write and mathematics short-text items.
• Assist participants to make decisions about the local use of the Smarter Balanced interim assessments in 2015–16.

Contents
• Background (e.g., item types, security, hand scoring items, administration considerations)
• Scoring ELA Full Write Item
• Scoring Mathematics Short-Text Item
• Interim Assessment Hand Scoring System
• Uses of Interim Assessment Results
Interim Assessment Types

- Interim comprehensive assessments (ICAs)
  - Assess the same standards and claims as the summative assessments
- Interim assessment blocks (IABs)
  - Assess smaller sets of targets or specific areas
  - Allows flexibility by selecting blocks aligned with local curricula and instruction

Interim Assessments Purpose/Use

- Designed to inform teaching and help teachers determine how students are progressing throughout the school year.
- Interim assessments are provided free for local educational agency (LEA) use.
- Uses are LEA determined:
  - ICAs can be administered up to 3 times per year.
  - IABs have unlimited administrations per year.
  - No restrictions on grade level administration.

Interim Assessments Security

- Access to the interim assessments is restricted to site coordinators, test administrators (TAs), test examiners, and interim assessment administrators.
- Interim assessments are not secure – Users may view tests and use scoring materials for professional development and training purposes.
- Interim assessments are not public – Only viewable or shareable with anyone who is identified as a user with interim assessment access.
### IABs for ELA, Grades 3, 4, and 5

**Grades 3–5**

- Read Literary Texts
- Read Informational Texts
- Edit/Revise
- Brief Writes
- Listen/Interpret
- Research
  - Narrative Performance Task *(Grades 4–5 only in 2015–16)*
  - Informational Performance Task
  - Opinion Performance Task *(Grade 3 only in 2015–16)*

*Not available in 2015–16.*

### IABs for ELA, Grades 6, 7, and 8

**Grade 6-8**

- Read Literary Texts
- Read Informational Texts
- Edit/Revise
- Brief Writes
- Listen/Interpret
- Research
  - Narrative Performance Task
  - Explanatory Performance Task *(Grade 7 and 8 only in 2015–16)*
  - Argument Performance Task *(Grades 6 only in 2015–16)*

*Not available in 2015–16.*

### IABs for ELA, High School

**High School**

- Read Literary Texts
- Read Informational Texts
- Edit/Revise
- Brief Writes
- Listen/Interpret
- Research
  - Explanatory Performance Task
  - Argument Performance Task

*Not available in 2015–16.*
### IABs for Mathematics

#### Grades 3, 4, and 5

<table>
<thead>
<tr>
<th>IAB Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>✔ ✔ *</td>
</tr>
<tr>
<td>Numbers and Operations in Base 10</td>
<td>* ✔ ✔</td>
</tr>
<tr>
<td>Fractions</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Geometry</td>
<td>NA</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>✔    *</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
<td>✔ ✔</td>
</tr>
</tbody>
</table>

*Not available in 2015–16.

#### Grades 6 and 7

<table>
<thead>
<tr>
<th>IAB Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio and Proportional Relationships</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Number System</td>
<td>* ✔</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Geometry</td>
<td>✔ *</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>* *</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
<td>✔ ✔</td>
</tr>
</tbody>
</table>

*Not available in 2015–16.

#### Grade 8

- Expressions & Equations I (with Proportionality, Statistics, and Probability)
- Expressions & Equations II
- Functions
- Geometry
- Mathematics Performance Task

*Not available in 2015–16.
IABs for Mathematics for High School

High School
Algebra and Functions – Linear Functions
Algebra and Functions – Quadratic Functions
Algebra and Functions – Exponential Functions
Algebra and Functions – Polynomials Functions
Algebra and Functions – Radicals Functions
Algebra and Functions – Rational Functions
Algebra and Functions – Trigonometric Functions
Geometry – Transformations in Geometry
Geometry – Right Triangle Ratios in Geometry
Geometry – Three-Dimensional Geometry
Geometry – Proofs
Geometry – Circles
Geometry – Applications
Interpreting Categorical and Quantitative Data
Probability
Making Inferences and Justifying Conclusions
Mathematics Performance Task

*Not available in 2015–16.

Interim Assessments – IABs Without Hand Scored Items

- ELA, all grades
  - Edit/Revise IAB
  - Listen/Interpret IAB
  - Research IAB

- Mathematics, all grades
  - All IABs, except performance task blocks

Interim Assessments – IABs With Hand Scored Items

- Non-performance task section
  - ELA reading short-text Items
  - ELA brief write items
  - Mathematics short-text items

- Performance task section
  - ELA research short-text items
  - Full write items (Essay)
  - Mathematics short-text items
Interim Assessments
Example of
ELA Reading Short-Text Item

Grade 6, Claim 1 (Reading), Target 2. Summarize central ideas and key events.

Items prompt the student to:
• Determine a theme or central idea of the text and support their response with evidence from the text
• Summarize key events from a section of the text

Interim Assessments
Example of
ELA Brief Write Item

Grade 6, Claim 2 (Writing), Target 1. Write brief narratives.

Items prompt the student to:
• Compose one-to-three narrative paragraphs using the information provided in the stimulus.

Interim Assessment Resource Documents

• CDE CAASPP Interim Assessments Web page at http://www.cde.ca.gov/ta/tg/sb/sbinterimassess.asp
  o ICAs Table of Hand Scoring Items and Total Number of Questions per Test
  o IAB Table of Hand Scoring Requirements by Subject and Grade
  o Interim Assessments Estimated Times for Hand Scoring Items
Interim Assessment Resource Documents

- Smarter Balanced Item Specifications at http://www.smarterbalanced.org/smarter-balanced-assessments/#item
  - Non-PT (Computer Adaptive Test or CAT) Item Specifications for ELA and mathematics
  - PT Item Specifications for ELA (by genre) and mathematics
  - Scoring Rubrics

Administration Considerations

- Currently, the interim assessments are fixed-form tests. They will NOT be computer adaptive in 2015–16.
- The remaining IABs will NOT be available in 2015–16.
- The list of all and available IABs, visit CDE CAASPP Interim Assessments Web page.

Administration Considerations

- From TA Resources for the Interim Assessments, TAs can access and view the interim assessments for professional development and/or training purposes. (Look for this green button.)
- Accessing and viewing the interim assessments requires TOMS login.
Administration
Considerations

- The performance task for the ICA and IAB, for the same grade and subject (i.e., grade 3 ELA), are the same task.
- **Important!** Each interim assessment performance task requires administration of a classroom activity 1 to 3 days before the performance task is administered.
- The classroom activities are available for download on TA Resources for the Interim Assessments. Classroom activities administration guidelines are also provided from this link.

Test Operations Management System (TOMS)

- All students, grades K through 12, appear in TOMS, as all students are eligible to take interim assessments.
- Demographic information (e.g., grade, SSID, program participation) in TOMS needs to be reviewed and updated, if needed, for all students.
- Online test settings need to be configured and reviewed for all students in TOMS to ensure students receive the appropriate accessibility supports for the interim assessments.
TOMS

• Discrepancies in TOMS (e.g., wrong grade, missing student) are handled by the site coordinator and LEA CAASPP coordinator.
• See *Administration of the Online Interim Tests Resource Guide* for additional information.
• Access to TOMS requires TOMS login.

TOMS is found on the CAASPP Portal located at caaspp.org.

Test Administrator (TA) Interface
TA Interface

- Use to create a test session for students to log on to take an interim assessment. (Once a session ID is generated, students use this session ID to log on to the interim assessments using the Secure Browser.)
- Grade, subject, and specific interim assessment(s) are selected.
- Use to verify students’ test settings before approving students for testing.
- Use to track each student’s progress throughout the test.
- Use to pause students’ tests.

Manner of Administration Setting:

- Enhancement that allows TAs to indicate a standardized administration of an ICA or IAB. (Default setting is nonstandardized.)
- Only interim assessment results produced under standardized testing conditions will be retained from year to year.
- If a 2015–16 interim assessment is not identified standardized, the result will be removed from the Interim Assessment Reporting System at the beginning of the 2016–17 school year.
- Interim assessments should be marked as standardized/Benchmark only if valid interpretation of results can be made.

Factors that may impact appropriateness include:

- Student previously exposed to the interim assessment items/form.
- Interim assessment administered in a consistent manner across time.
- Student with disabilities or English learner took the interim assessment with appropriate accessibility supports.
- Manner of Administration setting should be configured prior to the administration of the assessment. (Setting can be changed after administration by contacting CalTAC Digital Library Help Desk by phone at 855-631-1510.)
TA Interface

- Complete administration of an ICA requires that both the 1) Fixed Interim Comprehensive Assessment and the 2) Interim Performance Task for a given grade and subject be administered to students.
- Care should be taken in selecting the assessments within the TA Interface, as both summative and interim assessments will appear in the same pull-down of the TA Interface. (The summative assessments only appear during the summative assessment testing window established for the LEA.)
- Access to the TA Interface requires TOMS login.
Completion Status
• TAs can use the Online Reporting System (including Completion Status) to view and monitor progress (i.e., test status, completion data) for students participating on the interim assessments.
• From Completion Status system, select Plan and Manage Testing.
• See TA Resources for the Interim Assessments, the Completion Status User Guide for additional information on using the Completion Status (i.e., definitions for each test status category such as pending, paused, completed, scored, reported).
• Access to the Completion Status requires TOMS login.

Completion Status
Completion Status is found within the Online Reporting System button on the CAASPP Portal located at caaspp.org.

Training for Hand Scoring
• Hand scoring of any interim assessment constructed response items is done by local educators.
• Training materials are provided to support training local educators for hand scoring.
• Next slides focus on what is required to train for an ELA full write item (essay) and mathematics short-text item.
ELA Performance Tasks
Preparation for Hand Scoring

- ELA performance tasks include research short-text items and full write (essay) items focused on specific genres, which vary by grade, as noted here:
  - Informational (grades 3 to 5)
  - Explanatory (grades 6 to high school)
  - Opinion (grades 3 to 5)
  - Argumentative (grades 6 to high school)
  - Narrative
- Currently, only performance tasks for one genre are available by grade.

ELA Full Write Items
Preparation for Hand Scoring

- ELA full write items are scored on three writing traits:
  - Organization/Purpose
  - Evidence/Elaboration (opinion, argumentative, information, explanatory)
    or Development/Elaboration (narrative only)
  - Conventions

Multivitamins: Good or Bad

- ELA IAB Blueprint, pg 39, Argument PT (Claim 2, Target 7, Compose Full Texts Argument)
- Read the three articles/passages about vitamins:
  - Understanding the Value of Multivitamins – value of vitamin supplements
  - It Could be Old Age, or it Could be Low B12 woman who was helped by a vitamin supplement
  - Discard the Vitamins and Eat More Fruit and Vegetables – warning about the dangers of taking vitamin supplements

Note: All three articles/passages are available in the Training Guide (Grade 6, item ID 56561).
Multivitamins: Good or Bad

• Full write item is preceded by two research short-text items that also require hand scoring:

1. Explain the benefits some people experience from vitamin supplements. Provide two details from different sources to support your answer. Identify the source of each detail by title or number.

2. All of the sources provide information about vitamin supplements. Which source would be most useful to students researching which groups of people most need multivitamin supplements? Explain your answer and support it with details from the sources.

Your Assignment:
• Your school’s health club, which promotes healthy activities and habits, is creating a web page that helps students eat a healthy diet. The health club is considering recommending that students take a multivitamin every day.

• Your assignment is to use the research sources to write a multi-paragraph argumentative letter to the health club supporting or opposing the recommendation. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your letter and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly for sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Discussion

Given the prompt, what do you expect to see in a high scoring response to this full write item?
Conventions
• Read Conventions rubric (2, 1, 0, NS)
• Review Conventions Chart for all grades up to grade 6.
• Discuss challenges that may be encountered in scoring conventions.
• Review three anchor papers (scores 2, 2, 0).
• Score at least four papers for conventions. Share scores and discuss discrepancies.

Organization/Purpose
• Read Organization/Purpose rubric (4, 3, 2, 1, NS).
• Review four anchor papers (Organization/Purpose scores 4, 3, 2, 1).
• Score at least four papers for organization and purpose. Share scores and discuss discrepancies.

Evidence/Elaboration
• Read definition and levels of Elaboration (pg. 14 of Training Guide).
• Read Evidence/Elaboration rubric (4, 3, 2, 1, NS).
• Review four anchor papers (scores 4, 3, 2, 1).
• Score at least four papers for evidence and elaboration. Share scores and discuss discrepancies.
Scoring All Traits

- Score at least two papers for all three traits (conventions, organization/purpose, and evidence/elaboration).
- Share scores and discuss discrepancies.

Condition Codes

- Condition Codes categories:
  - Blank (B)
  - Insufficient (I)
  - Non-Scorable Language (L)
  - Off Topic (full writes only) (T)
  - Off Purpose (full writes only) (M)

Alerts

- Student response to any hand-scored item that may be of a sensitive nature should be assigned a score and identified as an “alert.”
- Local process for handling alerts should be established.
Score Agreements

- Suggested score agreements:
  - 70% or higher score agreement for 4-point rubrics.
  - 80% or higher score agreement for 2-point rubrics.
- Provide time for teachers to talk about and explain their discrepancies to obtain improved consensus.

Mathematics Short-Text Item

- Mathematics IAB Blueprint, pg 30, PT (Claim 4, Target A, Apply mathematics to solve problems arising in everyday life, society, and the workplace.)
- Cell Phone Plan PT includes six items; three require hand scoring. Scoring short-text item ID 13310.
- Item allows students to use an online four-function calculator.
Cell Phone Plan

- Short-text item stem: Using the data from “Daily Phone Usage Data” table, which plan would you recommend to your friend?

Explain your answer. Include all mathematics necessary to support your answer.

Cell Phone Plan

- Read item specific rubric, including essential components for each score point (2, 1, 0).
- Read exemplar student response.
- Review at least three anchor papers (scores 2, 1, 0).
- Score at least four papers. Share scores and discuss discrepancies.

Interim Assessment
Hand Scoring System
Interim Assessment Scoring

- Raters can view and score responses for students in their test session in the IAHSS.
- Responses can be selected and assigned to another rater for scoring (Reassign All Selected button).
- Responses can be tentatively scored and assigned to another rater for review and final score decisions.
- Ultimately, only one score is submitted per response (or three for a full write item).
- Once a score is submitted, the student response leaves the IAHSS.

55

Interim Assessment Scoring

- Consider there may be a limit on how long unscored student responses remain in the IAHSS (TBD).
- Results for individual students are generated only after items requiring hand scoring are scored and submitted into the Interim Assessment Hand Scoring System (IAHSS).
- Processing time can take up to 48 hours.
- Access to the IAHSS requires TOMS login.

56

Interim Assessment Scoring

Smarter Balanced “attemptedness” criteria must be met to yield interim assessment scores.
- IABs – 1 item per testing opportunity must be completed.
- ICAs – 1 item on the performance task AND on the non-performance task sections must be completed.
- Tests that meet the “attemptedness” criteria are reported after they have officially expired.
- Note: Tests that do not meet “attemptedness” criteria are “non-scorable” and will not be reported in the Interim Assessment Reporting System.

57
Accessing the Training Guides/Exemplars

- Training Guides and Exemplars (i.e., Prep Set and Check Set) for all items requiring hand scoring are accessible in TOMS. (These resources also remain accessible for administered items awaiting scoring in the IAHSS.)
- Within TOMS, go to Help button on the upper right, then select the Training tab.
- LEAs can access these materials for professional development and training purposes.

Accessing the Training Guides/Exemplars (cont.)

- Training Guides and Exemplars can also be accessed from TA Resources for the Interim Assessments. (Look for this green button.)
- Accessing and viewing the training materials requires TOMS login.
Interim Assessment Hand Scoring System

Interim Assessment Hand Scoring System is found on the CAASPP Portal located at caaspp.org.

Benefits of Hand Scoring

- Builds content knowledge and supports collaboration.
- Provides a clear sense of students’ strengths and weaknesses.
- Builds teacher comfort with technology and the process of online scoring.
- Gives a sense of the time required for hand scoring.
- Anchor papers (i.e., exemplars) exemplify and make more concrete the criteria present in the rubrics.

Scoring Training - Ideas

How do we incorporate efficiencies into training for hand scoring?

- Train to the item type (e.g., Full Write, Research Short-Text Item) instead of each item.
- Before scoring a new item, ensure each rater reviews the Training Guide and Prep Set (i.e., Exemplars) independently. Only come together to discuss discrepancies/challenges.
- Identify smaller rater teams who get trained and serve as “experts” in scoring particular items or item types.
Interim Assessment Reporting System

Reporting Overview:

• Interim assessment results are displayed in the Interim Assessment Reporting System (NOT the Online Reporting System).
• Interim Assessment Reporting System displays results for assessments taken multiple times.
• Accessing and viewing the Interim Assessment Reporting System requires Digital Library login. (This is different from TOMS login.)

Interim Assessment Reporting System

Interim Assessment Results:

• Reported locally, not to the state.
• Reported for individual students. No aggregate results are available.
• Are available only when both parts (performance task and non-performance task) of an ICA are completed and all hand scoring has been completed.
Interim Assessment Reporting System

Interim Assessment Results:

- ICA score report provide an overall scale score, an achievement level (1, 2, 3, or 4), and claim level information.
- IAB score report provides only a level of Below, At/Near, or Above Standard for the block (no overall scale score, and no achievement level for an IAB).
- Score reports do not include any item level information.

Interim Assessment Report Types:

- Students in a GRADE
- Individual STUDENT Report.

Interim assessment results for a grade, school, or LEA can be exported (downloaded). Individual Student Reports can be printed.

Interim Assessment Reporting System is found on the CAASPP Portal located at caaspp.org.
Suggested Uses of the Interim Assessments

Interpreting Interim Assessment Results
Do keep the following in mind:
• Extent to which interim assessments were/were not administered under standardized conditions will affect the interpretations of results.
• Interim assessment results should ONLY be used in combination with other available information.
• Interim assessment results should NOT be the sole basis for making any high-stakes decisions.

Accessibility Supports
• Universal tools, designated supports, and accommodations are all MODIFIABLE by TAs on the TA Interface for the interim assessments.
• Provides an excellent opportunity to try out accessibility supports with students and actual test items.

Note: Only universal tools, not designated supports or accommodations, are modifiable by TAs on the TA Interface for the summative assessments.
Strategic Planning for 2015–16

- Identify an interim assessment implementation team.
- Determine use of IABs and/or ICAs.
- Plan for entering, reviewing, and correcting student demographics and test settings (i.e., accessibility supports) in TOMS.
- Plan for giving TAs access to all interim assessment systems and handling security.
- Determine TA training and time for scoring.
- Determine schedule for the interim assessment administration.

Strategic Planning for 2015–16 (cont.)

- Plan for interim assessment troubleshooting.
- Identify process and training for reviewing and using results (i.e., instructional implications).
- Interim assessments are not and should not be used as Practice/Training tests.
- Remember that the interim assessments are designed to provide information that can inform teaching and learning.

Interim Assessment Blueprints

Interim Comprehensive Assessments (ICAs)
Because the ICAs are built to the same blueprints as the summative assessments, use the summative blueprints found at http://www.cde.ca.gov/tg/sa/sbacsummative.asp.

Interim Assessment Blocks (IABs)
IAB blueprints found under Additional Resources at http://www.cde.ca.gov/tg/sa/sbacinterimasses.asp.
For More Information

CDE Interim Assessments Web Page
http://www.cde.ca.gov/tg/sa/sbac interimmassess.asp

ETS CAASPP Web Site TA Resources for Interim Assessments
http://www.caaspp.org/ta-resources/interim.html

California Technical Assistance Center
(for LEA CAASPP Coordinators)
800-955-2954
caltac@ets.org