Smarter Balanced Digital Library and Interim Assessment Clinic

September/October 2016
Agenda

- Welcome and Introductions
- Goals for Today’s Clinic
- The Formative Assessment Process
- The Smarter Balanced Digital Library
- The Smarter Balanced Interim Assessments
- Questions
Welcome and Introductions

Educational Testing Service (ETS) Trainers

- Ben Baehr
- Jennifer Bivens-Tatum
- Lissa Cone
- Yvonne Gonzalez
- Jeff Grove
- Janie Kaltenbacher
- Laura Melvin
- Ralph Morris
- Colleen Sanders
- Donna Wolak
Goals for Today’s Clinic

- Describe the importance of the formative assessment process for effective teaching and learning.
- Familiarize participants with the various resources available in the Digital Library.
- Provide a look into the Digital Library and interim assessment systems.
- Discuss considerations in using interim assessments and corresponding results.
- Share resources to promote the use of the Digital Library and interim assessments within local educational agencies (LEAs).
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.
The Formative Assessment Process
The Formative Assessment Process

A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ attainment of curricular learning targets/goals.

From the “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library.
Attributes of the Formative Assessment Process

From the “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library.
Attributes of the Formative Assessment Process (cont.)

When intended learning is effectively clarified…

- Learning expectations (learning goals) and the evidence of mastery (success criteria) are clear.
- Learning goals and success criteria are phrased in language students can easily understand.
- Teachers and students share responsibility for learning.
- Students have opportunities to see and/or discuss examples of what high-quality work looks like, so they know the expectations for success.
Attributes of the Formative Assessment Process (cont.)

When eliciting evidence...

- Teachers gather evidence through instructional tasks and spontaneous interactions with students.
- Students provide evidence that they understand what they’re learning and why.
- Teachers and students look for evidence of misconceptions or learning gaps and evidence that learning goals have been met.
- Teachers and students engage in conversations and tasks to acquire insight into student learning progress.
- Students reflect on their learning through self-assessing, by asking questions, and by participating in dialogue with peers and teachers.

From the “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library.
Attributes of the Formative Assessment Process (cont.)

When interpreting evidence...

- Teachers and students use evidence to identify student progress toward learning goals, as well as to identify learning gaps and misconceptions related to particular learning goals.
- Students self-monitor (check) their learning progress using the success criteria.
- Students consider feedback from peers and teachers to determine where they are in relation to learning goals.
Attributes of the Formative Assessment Process (cont.)

When acting on evidence...

- Teachers and students provide concrete, actionable feedback.
- Feedback provides steps to address student misconceptions or to extend the learning when learning goals are met.
- Teachers provide additional instructional opportunities to address learning gaps.
- Teachers provide activities to extend student learning.
- Students use feedback or apply new understandings and strategies to revise their work so it meets the learning goal.
What the Formative Assessment Process Is and Is Not

<table>
<thead>
<tr>
<th>The formative assessment process is…</th>
<th>The formative assessment process is not…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An ongoing instructional strategy</td>
<td>• A one-time event</td>
</tr>
<tr>
<td>• An iterative process</td>
<td>• A type of test</td>
</tr>
<tr>
<td>• An integral part of the teaching/learning process</td>
<td>• A tool for assigning grades</td>
</tr>
<tr>
<td></td>
<td>• Conducted after the learning cycle</td>
</tr>
</tbody>
</table>
Formative Assessment in Action

Think about these questions as you view the video:

- What are the ways the educator clarified the intended learning?
- How does the educator elicit evidence? How does the educator involve the students?
- What methods does the educator use to interpret evidence?
- What actions do the educator and the students take based on the evidence?

From the California Department of Education (CDE) Formative Assessment in Action video series:
http://www.cde.ca.gov/ta/tg/sa/fainaction.asp
Questions About the Formative Assessment Process?
Digital Library Overview

- Serves as the formative assessment component of the Smarter Balanced assessment system
- Available to all California public K–12 educators
- Contains an online collection of over 2,800 resources vetted using quality criteria
- Provides timely professional development opportunities
Introducing the Smarter Balanced Digital Library

This six-minute video provides a general introduction to the Digital Library with endorsements from California educators who are using formative assessment resources in the Digital Library. The video can be found on CDE’s Digital Library Web site at:

Digital Library Resources

- Types of resources:
  - Instructional
  - Professional Learning
  - Instructional and Professional Learning
What is the State Network of Educators (SNE)?

- The SNE is composed of K–12 and higher-education educators in Smarter Balanced member states who are trained to submit and evaluate resources for inclusion in the Digital Library.
- Approximately 100 California educators are part of the SNE.

The CDE's SNE Web page provides more information about this critical group and introduces some of California’s SNE members.

How the Digital Library Supports the Formative Assessment Process

Digital Library resources

- highlight and support one or more attributes of the formative assessment process.
- provide rich professional learning resources on a variety of topics, including formative assessment process and assessment literacy.
- allow educators to share and discuss formative assessment process related topics, practices, and experiences through forums and discussion threads.
Resources to Promote Understanding and Use of the Formative Assessment Process and Digital Library

• *Understanding the Formative Assessment Process*—Video
  [https://www.smarterbalancedlibrary.org/content/understanding-formative-assessment-process](https://www.smarterbalancedlibrary.org/content/understanding-formative-assessment-process)

• *The Formative Assessment Process*—PDF

• CAASPP Institute Training Materials, Section Four: *Formative Assessment and the Smarter Balanced Digital Library*

CDE’s Digital Library Professional Learning Series

The CDE has created several learning series that feature resources, primarily from the Digital Library, on the following topics:

- Formative Assessment Process—Foundational Series
- Formative Assessment Process—Advanced Series
- Assessment Literacy—Foundational Series
- Assessment Literacy—Advanced Series
- Supporting Student Accessibility Needs for Instruction and Assessment

CDE Professional Learning Series Web site
http://www.cde.ca.gov/ta/tg/sa/instructlearning.asp
Coming Soon!

- Instructional Learning Series
  This series will complement the Professional Learning Series, by providing Digital Library resources related to specific Interim Assessment Blocks

- Improved Digital Library search speed

- Playlists
Establishing Digital Library User Accounts

- Register users in the Administration and Registration Tools (ART). LEA CAASPP coordinators can contact the California Technical Assistance Center (CalTAC) Digital Library and Interim Assessment Help Desk at:
  
  caltac@ets.org
  855-631-1510

- Coming soon! Self-registration interface for educators to create a Digital Library account or reset their account password.
Using and Promoting the Formative Assessment Process and the Digital Library

Group Discussion

- Discuss your experiences with the Digital Library within your LEA.
  - What is being done to promote use?
  - What resources are being used?
  - What trainings are being conducted?

- Discuss ideas for increasing the use of the formative assessment process within your LEA.
The Smarter Balanced Interim Assessments
Interim Assessments Overview

- Available to all California LEAs.
- Assessments are available in grades 3–8 and high school in both mathematics and English language arts/literacy (ELA).
- All interim assessments are available for all students—there are no restrictions by grade level for all K-12 students.
Purpose of the Interim Assessments

- Provide meaningful information for gauging student progress throughout the year toward mastery of the knowledge and skills measured by the summative assessments
- Assess the CCSS at strategic points during the school year
Security Considerations for Interim Assessment Materials

- In California, the Smarter Balanced Interim Assessments are available only to educators in California LEAs. (Non-public school educators who provide direct instruction to California public school students may also have access.)

- The interim assessments are not for public use, display, or distribution. Any use, display, or distribution of the interim assessments that results in access to individuals beyond LEA staff is considered a security breach.

- These documents contain materials that are copyright of the Regents of the University of California, the CDE, and/or independent publishers.
Interim Assessment
Manner of Administration Setting

- **Purpose**
- **Setting options:**
  - Nonstandardized (default setting) – Identifies which administrations have results that are not valid for comparing across students and across time.
  - Standardized/Benchmark – Identifies which administrations have results valid for comparing across students and across time.
Interim Assessment
Manner of Administration Setting (cont.)

- Consider the extent to which students:
  - have been exposed to items
  - have worked independently or collaboratively
  - have received any necessary accessibility supports

- When to set

- Look for the 💸 icon in the Interim Assessment Reporting System!
Two Types of Interim Assessments

- Interim Assessment Blocks (IABs)
- Interim Comprehensive Assessments (ICAs)
IAB and ICA Similarities

- Include the same item response types and formats as the summative assessments
- Assess the CCSS by providing evidence to support Smarter Balanced claims and targets
- Administered online using the same delivery software as the summative assessments
- Can be administered at any time throughout the year and at any grade level
IAB and ICA Similarities (cont.)

- Developed using universal design principles (e.g., simplified graphics, appropriate use of color)
- Have the same accessibility supports as the summative assessments
- Not used for state and federal accountability
- Are fixed form, not computer adaptive
Interim Assessment Blocks (IABs)

- Short, focused sets of items that assess targets and specific content areas generally completed in an hour
- Students may take each IAB an unlimited number of times
- Results indicate whether performance is Below Standard, At/Near Standard, or Above Standard
IABs (cont.)

ELA
- 7 to 9 IABs available per grade level
- 3 to 18 items on each IAB
- one performance task at each grade level

Mathematics
- 5 or 6 IABs available per grade level
- 6 to 16 items on each IAB
- one performance task at each grade level
Examples of How an IAB May be Used

- An educator uses the argument performance task to determine the degree of a student’s understanding before or after instruction.
- To determine about how a group of students are performing in geometry.
- To observe the comfort and accessibility of students.
- To increase level of comfort administering computer based assessments
Development and Design of the Smarter Balanced IABs

Development and Design of the Smarter Balanced IABs (cont.)

Item Specifications

The Item and Task Specifications documents are also found here:

https://www.smarterbalanced.org/assessments/development/
Development and Design of the Smarter Balanced IABs (cont.)

Item Specifications
Download the zip file to your computer.
Development and Design of the Smarter Balanced IABs (cont.)

<table>
<thead>
<tr>
<th>Clarifications</th>
<th>Clarifications for the Item Writer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses.</td>
</tr>
<tr>
<td></td>
<td>• All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.</td>
</tr>
</tbody>
</table>

| Standards       | W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|                | WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| Depth of Knowledge | CAT items will be DOK 2. |
### Stimuli

Claim 4 stimuli are discrete and written by the item writer. **Primary source material may be from public domain documents.** Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 may include, but are not limited to, *journal articles, informational books/ websites*, paired excerpts on the same topic, or primary and secondary sources. If the stimulus contains a visual with data expressed quantitatively, the stimulus should be clearly providing information for research and not assessing the student’s ability to discern quantitative data, as in a math item. Although the item writer is creating the research source and visual stimuli, the information should be based in fact and contain acknowledgments in the metadata. If a study is mentioned in the stimulus, the study should be real with acknowledgement to the actual researcher or university included in the stimulus. The exception to this would be items in which the item writer has crafted a study that was performed by middle school or high school students. In-line citations (parenthetical referencing) should not be used. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. For primary sources, a brief explanation of the type of source and author may need to be provided to indicate the type of primary source. (e.g., Source 1: Diary Entry by _____, a person who saw the event.) Be consistent within the item. If a title and author information is included for one source, then all sources within the same item should include titles and author information. The stimulus should be one or two short excerpts—not
Development and Design of the Smarter Balanced IABs (cont.)

<table>
<thead>
<tr>
<th>English Language Arts Specification: Grade 6 Claim 4 Target 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>more than 225 words for the middle school grade band.</td>
</tr>
</tbody>
</table>

**Stimuli/Text Complexity**
Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.

**Accessibility Concerns**
Students will be required to read brief text stimuli and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailed text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves, or use readers or markers to follow along. Students with visual processing impairments may benefit from using a tracker or marker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

**Evidence Required**
1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

**Allowable Item Types**
- Multiple Choice; single correct response
- Multiple Choice; multiple correct response
- Hot Text, Select Text
**2016–17 IABs for ELA**

<table>
<thead>
<tr>
<th>Grades 3-7</th>
<th>Grade 8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Literary Texts</td>
<td>Read Literary Texts</td>
<td>Read Literary Texts</td>
</tr>
<tr>
<td>Read Informational Texts</td>
<td>Read Informational Texts</td>
<td>Read Informational Texts</td>
</tr>
<tr>
<td>Brief Writes</td>
<td>Brief Writes</td>
<td>Brief Writes</td>
</tr>
<tr>
<td>Revision*</td>
<td>Edit/Revise***</td>
<td>Revision*</td>
</tr>
<tr>
<td>Language and Vocabulary Use*</td>
<td></td>
<td>Language and Vocabulary Use*</td>
</tr>
<tr>
<td>Editing*</td>
<td></td>
<td>Editing*</td>
</tr>
<tr>
<td>Listen/Interpret</td>
<td>Listen/Interpret</td>
<td>Listen/Interpret</td>
</tr>
<tr>
<td>Research**</td>
<td>Research**</td>
<td>Research**</td>
</tr>
<tr>
<td>Performance Task</td>
<td>Performance Task</td>
<td>Performance Task</td>
</tr>
</tbody>
</table>

*IAB is new for 2016–17.

**IAB includes new items in 2016–17.

***The Edit/Revise IAB for grade 8 will be separated as soon as possible when items are available in the item bank.*
# 2016–17 IABs for Mathematics

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking**</td>
<td>Operations and Algebraic Thinking**</td>
<td>Operations and Algebraic Thinking*</td>
</tr>
<tr>
<td>Number and Operations – Fractions**</td>
<td>Number and Operations – Fractions**</td>
<td>Number and Operations – Fractions**</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Measurement and Data*</td>
<td>Measurement and Data**</td>
</tr>
<tr>
<td>Number and Operations in Base Ten*</td>
<td>Number and Operations in Base Ten</td>
<td>Number and Operations in Base Ten</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
<td>Mathematics Performance Task</td>
<td>Mathematics Performance Task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratios and Proportional Relationships</td>
<td>Ratio and Proportional Relationships**</td>
<td>Expressions &amp; Equations I**</td>
</tr>
<tr>
<td>The Number System*</td>
<td>The Number System**</td>
<td>Expressions &amp; Equations II (with Prob/Stat)*</td>
</tr>
<tr>
<td>Expressions and Equations**</td>
<td>Expressions and Equations**</td>
<td>Functions**</td>
</tr>
<tr>
<td>Geometry**</td>
<td>Geometry*</td>
<td>Geometry**</td>
</tr>
<tr>
<td>Statistics and Probability*</td>
<td>Statistics and Probability*</td>
<td>Geometry**</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
<td>Mathematics Performance Task</td>
<td>Mathematics Performance Task</td>
</tr>
</tbody>
</table>

*IAB is new for 2016–17.

**IAB includes new items in 2016–17.
The Interim Assessment Overview document is available on the CDE Interim Assessment Web page at: http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp

For information on the number of hand scored items on IABs, please visit: http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp.

*IAB is new for 2016–17.

**IAB includes new items in 2016–17.

<table>
<thead>
<tr>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Functions I - Linear Functions, Equations, and Inequalities**</td>
</tr>
<tr>
<td>Algebra and Functions II - Quadratic Functions, Equations, and Inequalities**</td>
</tr>
<tr>
<td>Geometry and Right Triangle Trigonometry**</td>
</tr>
<tr>
<td>Statistics and Probability*</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
</tr>
</tbody>
</table>
Interim Comprehensive Assessments (ICAs)

- Have a computer-based fixed form with a performance task
- Include 34–49 items per ICA and are administered over multiple days
- Yield overall scale scores, overall performance level designations, and claim level information that provide information on student achievement of the CCSS
- All ICAs require local hand scoring
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Test Name</th>
<th>Total Number of Items on ICA</th>
</tr>
</thead>
</table>
| ELA     | 3     | G03 - Interim ELA Test (ICA)  
Interim ELA Performance Task—Beetles | 47 |
| ELA     | 4     | G04 - Interim ELA Test (ICA)  
Interim ELA Performance Task—Unlikely Animal Friends | 44 |
| ELA     | 5     | G05 - Interim ELA Test (ICA)  
Interim ELA Performance Task—Whales | 43 |
| ELA     | 6     | G06 - Interim ELA Test (ICA)  
Interim ELA Performance Task—Multivitamins? | 47 |
| ELA     | 7     | G07 - Interim ELA Test (ICA)  
Interim ELA Performance Task—Mobile Ed Technology | 48 |
| ELA     | 8     | G08 - Interim ELA Test (ICA)  
Interim ELA Performance Task—Cliff Dwellings | 49 |
| ELA     | HS    | HS - Interim ELA Test (ICA)  
Interim ELA Performance Task—How We Learn | 45 |
### ICAs for Mathematics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Test Name</th>
<th>Total Number of Items on ICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>G03 - Interim Math Test (ICA)</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Math Performance Task—Order Form</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>G04 - Interim Math Test (ICA)</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Math Performance Task—Animal Jumping</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>G05 - Interim Math Test (ICA)</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Math Performance Task—Turtle Habitat</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>G06 - Interim Math Test (ICA)</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Math Performance Task—Cell Phone Plan</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>G07 - Interim Math Test (ICA)</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Math Performance Task—Camping Tasks</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>G08 - Interim Math Test (ICA)</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Math Performance Task—Baseball Tickets</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>HS</td>
<td>HS - Interim Math Test (ICA)</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim Math Performance Task—Teen Driving Restrictions</td>
<td></td>
</tr>
</tbody>
</table>

For information on the number of hand scored items on ICAs, please visit: [http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp](http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp).
Accessing the Interim Assessments

CAASPP TOMS Login, Interim Assessment Viewing System, and Accessing Training Guides and Exemplars
CAASPP Test Operations Management System (TOMS) Login

This log in provides users with access to the:

- Interim Assessment Viewing System
- Hand Scoring Training Guides and Exemplars
- Test Administrator Interface
- Completion Status System
- Interim Assessment Hand Scoring System

The CAASPP Management System is provided by Educational Testing Service for use by California LEAs.
Accessing the Interim Assessment Viewing System

Provides read-only access to all interim assessments

- Go to http://www.caaspp.org/.
- Select the [Smarter Balanced Interim Assessments] button.
Accessing the Interim Assessment Viewing System (cont.)

Interim Assessment Administration Resources

These resources support the Smarter Balanced Interim Assessments. Do not use the manual or scoring guide when administering the Smarter Balanced Summative Assessments.

- **Interim Assessment Viewing System**
  - Select this button to access the interim assessments for professional development and/or training purposes.

- **Test Operations Management System (TCMS)**
  - Select this button to view student test settings, including accommodations, before interim testing begins.

- **Test Administrator Interface for All Online Tests**
  - Select this button to access the Test Administrator Interface that is used to access all CAASPP online assessments including the summative, interim, and alternate assessments.

- **Online Reporting System (including Completion Status)**
  - Select this button to access the system that will allow you to see the completion status for students taking the interim assessments.

- **Hand Scoring Training Guides and Exemplars**
  - Select this button to access the interim assessment hand scoring training guides and exemplars. Upon selecting this button, select the [Help] link in the top right corner and then the [Training] tab.

- **Interim Assessment Hand Scoring System**
  - Select this button to access the system that will allow you to score student responses to interim assessment items that require handscoring.

- **Administration and Registration Tools (ART)**
  - Select this button to set up user accounts for the Digital Library and the Interim Assessment Reporting System (LEA CAASPP coordinator and site coordinator access only.)

- **Interim Assessment Reporting System**
  - Select this button to access interim assessment student results.
Select a grade level from the drop-down menu, then select the [Next] button.
Access Training Guides and Exemplars

- Go to http://www.caaspp.org/.
- Select the [Smarter Balanced Interim Assessments] button.
Access Training Guides and Exemplars (cont.)

- Select the [Hand Scoring Training Guides and Exemplars] button.
Access Training Guides and Exemplars (cont.)

- Your first view will be the TOMS dashboard.
- Select the [Help] button.
Access Training Guides and Exemplars (cont.)

- Then select the [Interim Assessment Hand Scoring] tab.
Access Training Guides and Exemplars (cont.)

Help Resources

Interim Assessment Hand Scoring Videos and Presentation Slides

Interim Assessment Hand Scoring Workshop – English Language Arts/Literacy (ELA) (October 2015)
- VIEW (2 hour 12 minutes)

Interim Assessment Hand Scoring Workshop – Mathematics (October 2015)
- VIEW (1 hour 49 minutes)

Interim Assessment Hand Scoring System Webinar (April 2015)
- VIEW (38 minutes)

Hand Scoring Demonstration – Grade 8 ELA (August 2016)
- VIEW (91 minutes)

Hand Scoring Demonstration – Grade 8 Mathematics (August 2016)
- VIEW (5 minutes)

Interim Assessment Hand Scoring Training Guides and Exemplars

Select desired grade level below for viewing training materials.

ELA:
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- High School

Math:
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- High School

Interim Comprehensive Assessments (ICAs)

Interim Performance Task – Turtle Habitat
- 10678: Turtle Habitat – Mathematics Short Test
  Training Guide | Exemplars

Interim Performance Task – Mathematics Short Test
- 10650: Turtle Habitat – Mathematics Short Test
  Training Guide | Exemplars

Interim Assessment Blocks (IABs)

Performance Task – Turtle Habitat
- 10657: Turtle Habitat – Mathematics Short Test
  Training Guide | Exemplars

Hand Scoring Demonstration – Grade 8 ELA (September 2016)
- VIEW (11 minutes)

Hand Scoring Demonstration – Grade 6 Mathematics (September 2016)
- VIEW (9 minutes)

Help
If you have questions about the system, please view the resources below or contact us.
Access Training Guides and Exemplars (cont.)

Interim Assessment Hand Scoring Training Guides and Exemplars

Select desired grade level below for viewing training materials.

ELA:
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- High School

Math:
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- High School

ELA—Grade 5

Interim Comprehensive Assessments (ICAs)

ELA Interim Test

26483: Waterbugs—Reading Short Text Training Guide | Exemplars
31902: Skateboard—Brief Write Training Guide | Exemplars

54452: Nasbah’s Rescue—Reading Short Text Training Guide | Exemplars

ELA Narrative Interim Performance Task—Whales*

54411: Whales—Research Short Text Training Guide | Exemplars
54483: Whales—Full Write/Essay Training Guide | Exemplars

*While the same performance task is currently used for ICAs and IARs, they are listed separately for convenience.
Hand Scoring of Interim Assessments
Hand Scoring of Interim Assessments

- All ICAs and some IABs contain items that require hand scoring in the Interim Assessment Hand Scoring System.
- Hand scoring of constructed-response items and performance tasks is a local responsibility.
- Hand scoring is supported by training guides, rubrics, and exemplars (i.e., prep set and check set) in the Interim Assessment Hand Scoring System.
Hand Scoring Training Material

The Training Guide document includes:

- **Stimuli**: Passages, short scenarios, or source material
- **Item Stem**: Questions to which students are responding, also called “prompts”
- **Target-Specific Scoring Rubric**: Standardized set of criteria used to score student responses
- **Condition Codes**: Document explaining how to score responses that are not scorable
- **Metadata Table**: Claims and targets assessed by the item
- **Grade-Level Conventions Chart**: Explains which conventions students are expected to know (ELA Full Write only)
Hand Scoring Training Material (cont.)

The Exemplars document includes:

- **Prep Set**: Pre-scored sample student responses to a constructed-response item (including annotation to explain reasoning for the assigned score)

- **Check Set**: Unscored sample student responses with answer key; can be used as part of hand scoring training to check for consistency and calibration amongst scorers

- **Key**: Answers for scoring the Check Set
Submitting Scores through the Interim Assessment Hand Scoring System

- Items requiring hand scoring will remain in the Interim Assessment Hand Scoring System until it is completed and submitted using the “Mark Selected as Completed” button.
- Once a score is submitted, neither the score nor the student response can be retrieved.
- The machine-scored results are held until the constructed-response portions of the test have been scored and submitted.
- The results are combined to generate a student score.
Key Tips for Preparing to Administer and Hand Score

- Allow students to become familiar with interface features and try out various tools and supports by using the training tests and practice tests available through the Smarter Balanced Web site.

- Utilize the Interim Assessment Viewing System to become more familiar with interim assessments.

- Review scoring guides and training guides with faculty and staff responsible for hand scoring to ensure everyone is scoring in a consistent, standardized manner.
Live Demonstration of the Interim Assessment Online Systems

- **Test Administrator Interface**: to administer the interim assessments
- **Completion Status System (ORS)**: to determine which students have completed or need to complete testing and to check test completion rates
- **Interim Assessment Hand Scoring System**: to score interim responses that require hand scoring
- **Interim Assessment Reporting System**: to view student results for interim assessments that have complete score responses
Accessing and Using Interim Assessment Results
Using Results from Interim Assessments

Interim assessment results may help:

- Improve teaching and mastery of the knowledge and skills measured by the assessment of the CCSS (when combined with other information)
- Identify specific areas of strength and weakness
- Check end-of-unit learning
- Make decisions about areas of curricular enhancements
- Make decisions around professional development needs
Accessing Interim Assessment Results

Use Digital Library login (not TOMS) to access the Interim Assessment Reporting System:

- The LEA CAASPP coordinator must set additional roles for users in ART.
- The Interim Assessment Reporting System includes access to student-level personally identifiable information (PII).
  - The LEA CAASPP coordinator should consider local data privacy policies before granting users access to this system.

Considerations in Interpreting and Using Interim Assessment Results

- Consider extent to which the assessment was administered in a standardized manner.
- Use only in combination with other available information to determine strengths and weaknesses, such as:
  - teacher observation
  - classwork and quiz grades
- Interim assessment results should not be the sole basis for making any high-stakes decisions.
Considerations in Interpreting Interim Assessment Results

For more information on how to navigate the Interim Assessment Reporting System and appropriate use of interim assessment results, view the following video resource on the CDE Web site:

Module 5: Accessing, Interpreting, and Reporting Interim Assessment Results

http://www.cde.ca.gov/ta/tg/sa/iavideoseries.asp
Resources to Promote Understanding and Use of the Interim Assessments
Interim Assessment Resources

• The *Interim Assessment User Guide* is available on both the CAASPP Portal Web site and the CDE’s Smarter Balanced Interim Assessment Video Series page.
Interim Assessment Resources (cont.)

- The *Interim Assessment Video Series* can be found on the CDE Web site at:

- Module 1: Introducing the Smarter Balanced Interim Assessments
- Module 2: Interim Assessment Viewing System
- Module 3: Interim Assessment Administration
- Module 4: Interim Assessment Hand Scoring
- Module 5: Accessing, Interpreting, and Reporting Interim Assessment Results
Information on the following topics can also be found on the CDE’s Interim Assessments Web page at http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp:

- IAB blueprints
- Number of items in ICAs and IABs that require hand scoring

CAASPP Weekly Update: Sign up to join the LISTSERV and receive regular updates on the interim assessments and the Digital Library. Archived issues and registration information is available on the CDE’s Web site at: http://www.cde.ca.gov/ta/tg/sa/caasppupdates.asp.
What Can I Take Back to My LEA from Today’s Training?

**Group Discussion**

- What supports do educators in my LEA need to be successful in using the interim assessments to inform teaching?
- How can I create professional development opportunities for learning about the interim assessments?
- What resources shared today seem the most valuable to me?
THANK YOU!

For Digital Library or interim assessment assistance, LEA CAASPP coordinators can contact CalTAC:

caltac@ets.org
855-631-1510