California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced Digital Library and Interim Assessment Clinic

October 2015
Agenda

• Welcome and Introductions
• Purpose of the Clinic
• Goals/Objectives
• The Formative Assessment Process
• The Digital Library
• Interim Assessments
• Questions
Introductions

ETS trainers:
• Ben Baehr
• Kristina Bobo
• Yvonne Gonzalez
• Jeff Grove
• Janie Kaltenbacher
• Randy McCulley
• Laura Melvin
• Ralph Morris
• Sue O’Brien
• Marcus Williams
• Donna Wolak

ETS Project Management:
• Christine Mott
• Kelly Bolton
• Michael McDaniel
• Kristen Moore
• London Lacy
• Marques Barron
• Chang Yi
• Grace Yoo
Clinic Purpose/Goals

• Introduce the formative assessment process.
• Familiarize participants with the Digital Library.
• Provide hands-on experience with the Digital Library.
• Using the interim assessments.
• Introducing the training guides and exemplars to inform hand scoring.
• Provide resources to promote the use of the Digital Library and interim assessments within the LEA.
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

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

- Clarify Intended Learning
- Elicit Evidence
- Act on Evidence
- Interpret Evidence

from “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.

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

from “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library
What Formative Assessment Is and Is Not

<table>
<thead>
<tr>
<th>Formative assessment is…</th>
<th>Formative assessment is not…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An <strong>ongoing</strong> 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 instructional tool to assess student progress and instructional effectiveness</td>
<td>• A tool for assigning grades</td>
</tr>
<tr>
<td>• An integral part of teaching/learning process</td>
<td>• Conducted after the learning cycle</td>
</tr>
</tbody>
</table>
Formative Assessment Process in Action

Think about these questions as you view the video:

• What are the ways this teacher clarified the learning targets?
• How does she elicit evidence? How does she involve her students?
• What methods does she use to interpret evidence?
• What actions do she and her students take based on the evidence?

https://www.teachingchannel.org/videos/formatively-assess-fraction-knowledge-sbac
This strategy is formative. Using rubrics and checklists aligned to the success criteria to guide peer feedback is an effective formative assessment practice. After receiving and discussing the peer feedback, students revise the introduction in their argumentative writing assignments.

Students use a rubric aligned to the success criteria to provide peer feedback. They read the introduction of a classmate's argumentative writing assignment and rate it on a single rubric criterion such as "organization." They share their feedback with the classmate who uses it to revise the introduction.

from “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library
Formative Strategy?

- Formative
- Not Formative
- Dependent on Connection

Chapter tests are summative, not formative. The results are often reported as scores or grades at the end of instruction; therefore, teachers and students can no longer act on the evidence to adjust instruction. When teachers and students engage in the Formative Assessment Process, they collect, interpret, and act on evidence throughout instruction.

Students take a chapter test. The test is scored and returned to students before they start the next chapter.

from “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library
Formative Strategy?

- Formative
- Not Formative
- Dependent on Connection

A teacher places students in small groups to work collaboratively on a presentation.

The formative value of grouping students depends on its connection to instruction. It is formative when teachers interpret evidence to determine where students are in their learning, then use that analysis to group students according to their common needs. Small groups also have formative value when students collaborate to clarify learning goals and success criteria.

from “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library
Formative Strategy?

This strategy is formative. Seeing examples of high-quality work tied to learning goals and success criteria helps students clarify intended learning.

A teacher collects student exemplars over the years and shares them with students when introducing the learning goals. Students then use the exemplars to create success criteria to define evidence of meeting the learning goals.

from “Understanding the Formative Assessment Process” content module found in the Smarter Balanced Digital Library
Questions?
Introduction to the Digital Library

How the Digital Library supports the formative assessment process

http://www.cde.ca.gov/ta/tg/sa/diglibvideo.asp
Features of the Digital Library

- Contains over 2,600 resources
- Available to all California local educational agencies (LEAs)
- Contains online collection of resources:
  - Aligned with the intent of the Common Core State Standards
  - Contributed by educators for educators
  - Vetted against a set of quality criteria
Features of the Digital Library (cont.)

• Can adapt many resources to multiple subject areas and grade levels

• Supports diverse groups of learners

• Incorporates educator collaboration features
Supporting Formative Assessment

Digital Library resources:

– Highlight one or more of the formative assessment attributes.
– Enable teachers to practice formative assessment strategies in their own classrooms.

The Digital Library:

– Fosters professional development and team building.
– Allows teachers to share and discuss formative topics through forums and discussion threads.
Digital Library Resources

• Types of resources:
  – Instructional
  – Professional Learning
  – Instructional and Professional Learning

• All resources are reviewed and vetted by members of the State Network of Educators (SNE).
What is the State Network of Educators?

• Composed of K–12 and higher-education educators in Smarter Balanced states
• Trained to submit and review resources for the Digital Library using quality criteria
• Over 100 California educators are part of the State Network of Educators
What the Digital Library is NOT

• A bank of test questions
• A library available to the general public
• A place to freely post resources
• A learning management system
Digital Library Registration

- LEA CAASPP coordinators are responsible for providing access to LEA and non-public school staff who provide services to their students.

- LEA CAASPP coordinators create and manage users and manage LEAs in the Administration and Registration Tool (ART).
  - Can upload staff records individually or in large groups
  - Information required: first name, last name, e-mail, role
  - [https://art.smarterbalanced.org](https://art.smarterbalanced.org)

- Questions? LEA CAASPP coordinators can contact the CalTAC Digital Library and Interim Assessment Help Desk at [caltac@ets.org](mailto:caltac@ets.org) or 855-631-1510.
Digital Library Updates/Changes
Questions?
Example of ELA Resource

“Analyzing Arguments”

https://www.smarterbalancedlibrary.org/content/analyzing-arguments-cbal tm-formative-activity-set-and-teacher-handbook
Example of Math Resource

“My Favorite No”

https://www.smarterbalancedlibrary.org/content/learning-through-mistakes-math-my-favorite-no
Let’s Go to the Library!

**Math Targets:**
- Grades 3-5, Measurement & Data, instructional resource, posted with distinction
- Grade 7, Expressions & Equations, instructional resource, Attribute “Elicit Evidence”
- No specific grade, Geometry, interactive, Math Exemplar instructional modules
- Attribute “Interpret Evidence,”
- CCSS. Math.7.EE.B

**ELA Targets:**
- Grades 6-8, Reading Literature, gifted students
- Grade 4, Reading Informational Text, CCSS RI.4.8
- Grade 11, professional learning resource, Attribute “Elicit Evidence”
- No specific grade, instructional resource, students with disabilities, video
Resources for Promoting Use of the Digital Library

The following resources are available on the CDE Digital Library Web Page at http://www.cde.ca.gov/ta/tg/sa/diglib.asp.

• Videos
  – Introducing the Smarter Balanced Digital Library
  – Quality Criteria for the Digital Library
  – Exploring the Smarter Balanced Digital Library

• Documents
  – The Formative Assessment Process (PDF)
  – Digital Library Fact Sheet (PDF)
  – Digital Library Overview and Sample Resources (PDF)
  – **New!** Digital Library Introduction for Teachers (PPT)
Digital Library Spotlight Webinar and Forum Series

• Hosted by Smarter Balanced and presented by Digital Library resource authors
• Each series highlights resources related to a particular topic
• Ongoing and upcoming series include:
  – Illustrative Mathematics
    September 15, 2015–December 11, 2015
  – Supporting Students with Disabilities
• Further details available on CDE Digital Library Web page
Strategies to Encourage Use of the Digital Library

• Spend time working with site coordinators, district staff, or teachers to familiarize them with the Digital Library.

• Dedicate time during staff meetings and/or professional development time to explore the Digital Library.

• Dedicate time to review the resources provided on the CDE Digital Library Web Page and covered today.

• Foster formative assessment processes and practices for grade level teams and school sites.
Reflections on the Digital Library

Group discussion:

• What information about the Digital Library was new to you?

• What stands out as something you want to take back and share with your district and site staff about the Digital Library?

• What resource will you plan to use or share with your district and site staff?

• What questions do you still have about the Digital Library?
Smarter Balanced Interim Assessments
Training Overview

- Smarter Balanced Interim Assessments
- Interim Assessment Administration and Results Systems
- Interim Assessment Hand Scoring
- Reporting Interim Assessment Results
- Using Interim Assessment Results
The Interim Assessments are Designed to Provide:

• Meaningful information for gauging student progress throughout the year toward mastery of the knowledge and skills measured by the summative assessments.

• Assessment of the California State Standards, which can be used at strategic points during the school year.
Interim Assessments for 2015–16

• Free to all California LEAs

• Grade 3–8 and high school assessments for ELA and Mathematics

• Available for all students – no restrictions by grade level
Using Interim Assessment Results to Inform Teaching and Learning

• As measures of progress at different points throughout the year

• For identification of specific areas of strength and weakness

• For assessing knowledge and skills of new and incoming students
Interim Assessments Overview

• The interim assessments can be accessed through the Test Operations Management System (TOMS) on the CAASPP Web site (http://www.caaspp.org).

• The interim assessments are available to all California LEAs.

• LEA CAASPP coordinators are responsible for providing access to LEA and non-public school staff who provide services to their students.

• The use of the interim assessments is highly recommended, but not required.

• The interim assessments are not used for state or federal accountability.
Interim Assessments Overview

• Administered online.
• Developed items at the same time as summative items.
• Include hand-scored performance tasks.
• Assess California State Standards by providing evidence to support Smarter Balanced claims and targets.
• Use Universal Design principles (e.g., simplified graphics, appropriate use of color).
• Have the same accessibility supports as the summative assessments.
Two Types of Interim Assessments

- Interim Comprehensive Assessments (ICAs)
- Interim Assessment Blocks (IABs)
Interim Comprehensive Assessments

• Follow the same blueprints as the summative assessments.
• Computer-based fixed form with a performance task.
• Administered over multiple days.
• There are 35–50 items per ICA.
ICAs (cont.)

• Results reported on same scale as summative assessments.
• Information provided regarding student readiness for the end-of-year summative assessment.
• Students may take each ICA up to three times during the 2015–16 school year.
Examples of ICA Use

• New and incoming students are given the previous year’s ICA at the beginning of a school year (for example, new fifth grade students may be given the ICA aligned to fourth grade content standards to understand what was retained over the break).

• An ICA may be given to measure student readiness for the summative assessment.
ICAs for English Language Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Test Name</th>
<th>Total Number of Items on ICA</th>
<th>Non-Performance Task Constructed Response</th>
<th>Performance Task Constructed Response</th>
<th>Performance Task Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>3</td>
<td>G03 - Interim ELA Test (ICA), Interim ELA Performance Task</td>
<td>47</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ELA</td>
<td>4</td>
<td>G04 - Interim ELA Test (ICA), Interim ELA Performance Task</td>
<td>48</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ELA</td>
<td>5</td>
<td>G05 - Interim ELA Test (ICA), Interim ELA Performance Task</td>
<td>47</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>ELA</td>
<td>6</td>
<td>G06 - Interim ELA Test (ICA), Interim ELA Performance Task</td>
<td>49</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
<td>G07 - Interim ELA Test (ICA), Interim ELA Performance Task</td>
<td>49</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ELA</td>
<td>8</td>
<td>G08 - Interim ELA Test (ICA), Interim ELA Performance Task</td>
<td>49</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ELA</td>
<td>HS</td>
<td>HS - Interim ELA Test (ICA), Interim ELA Performance Task</td>
<td>46</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
## ICAs for Mathematics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Test Name</th>
<th>Total Number of Items on ICA</th>
<th>Non-Performance Task Constructed Response</th>
<th>Performance Task Constructed Response</th>
<th>Performance Task Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>3</td>
<td>G03 - Interim Math Test (ICA), Interim Math Performance Task</td>
<td>37</td>
<td>0</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Math</td>
<td>4</td>
<td>G04 - Interim Math Test (ICA), Interim Math Performance Task</td>
<td>36</td>
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<td>3</td>
<td>0</td>
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<tr>
<td>Math</td>
<td>5</td>
<td>G05 - Interim Math Test (ICA), Interim Math Performance Task</td>
<td>37</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>G06 - Interim Math Test (ICA), Interim Math Performance Task</td>
<td>36</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>7</td>
<td>G07 - Interim Math Test (ICA), Interim Math Performance Task</td>
<td>37</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>8</td>
<td>G08 - Interim Math Test (ICA), Interim Math Performance Task</td>
<td>37</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Math</td>
<td>HS</td>
<td>HS - Interim Math Test (ICA), Interim Math Performance Task</td>
<td>39</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

The numbers of items on ICAs for all grade levels can be found at [http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp](http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp)
Interim Assessment Blocks (IABs)

• Are short, focused sets of items that assess targets and specific content areas.

• Use the same targets, by grade level, as the summative blueprints.

• Include the same item types and formats, including classroom activities and performance tasks, as the summative assessments.
IABs (cont.)

• There are approximately 5 to 20 items per IAB;
  – ELA has 7 IABs per grade level with 4–18 items on each IAB.
  – Math has 4 IABs per grade level with 5–16 items on each IAB.

• IABs are generally completed within an hour.

• Results indicate whether performance is below, at/near, or above standard.

• Students may take each IAB an unlimited number of times during the 2015–16 school year.
Examples of IAB Use

• A teacher uses the argument performance task to determine the degree of a student’s understanding before or after instruction.

• A team of teachers uses a block to become informed about how a group of students are performing in geometry.

• A team of teachers wants to build consensus around hand scoring interim items. They select an IAB to administer to multiple classrooms and then use professional development time to score items that require hand scoring.
Available IABs for ELA

All Grades
• Read Literary Texts*
• Read Informational Texts*
• Edit/Revise
• Brief Writes*
• Listen/Interpret
• Research

Performance Tasks*
• Opinion (Grade 3)
• Narrative (Grades 4 and 5)
• Argumentative (Grade 6)
• Explanatory (Grades 7, 8, and High School)

*Hand scoring required
Available IABs for Math

- Operations and Algebraic Thinking (Gr 3 and 4)
- Fractions (Gr 3, 4, and 5)
- Measurement and Data (Gr 3 and 5)
- Numbers and Operations in Base 10 (Gr 4 and 5)
- Ratio and Proportional Relationships (Gr 6 and 7)
- Expressions and Equations (Gr 6, 7, and 8)
- Geometry (Gr 6, 8, and HS)
- Number System (Gr 7)
- Functions (Gr 8)
- Algebra and Functions — Linear Functions (HS)
- Algebra and Function — Quadratic Functions (HS)
- Math Performance Task (all grades – hand scoring required)
## Grade 7 IABs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Assessment Block</th>
<th>Total Number of IAB Items</th>
<th>Constructed Responses</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>7</td>
<td>Read Literary Texts</td>
<td>16</td>
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<tr>
<td>ELA</td>
<td>7</td>
<td>Read Informational Texts</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
<td>Edit/Revise</td>
<td>17</td>
<td>0</td>
<td>0</td>
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<tr>
<td>ELA</td>
<td>7</td>
<td>Brief Writes</td>
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<tr>
<td>ELA</td>
<td>7</td>
<td>Listen/Interpret</td>
<td>15</td>
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<td>0</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
<td>Research</td>
<td>15</td>
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<tr>
<td>ELA</td>
<td>7</td>
<td>Explanatory Performance Task</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>Ratio and Proportional Relationships</td>
<td>14</td>
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<td>Mathematics</td>
<td>7</td>
<td>Number System</td>
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<td>Mathematics</td>
<td>7</td>
<td>Expressions and Equations</td>
<td>15</td>
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<td>0</td>
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<tr>
<td>Mathematics</td>
<td>7</td>
<td>Mathematics Performance Task</td>
<td>6</td>
<td>2</td>
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</table>
## High School IABs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Assessment Block</th>
<th>Total Number of IAB Items</th>
<th>Constructed Responses</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>HS</td>
<td>Read Literary Texts</td>
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<tr>
<td>ELA</td>
<td>HS</td>
<td>Read Informational Texts</td>
<td>15</td>
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<tr>
<td>ELA</td>
<td>HS</td>
<td>Edit/Revise</td>
<td>18</td>
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<td>ELA</td>
<td>HS</td>
<td>Brief Writes</td>
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<tr>
<td>ELA</td>
<td>HS</td>
<td>Listen/Interpret</td>
<td>15</td>
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<tr>
<td>ELA</td>
<td>HS</td>
<td>Explanatory Performance Task</td>
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<tr>
<td>ELA</td>
<td>HS</td>
<td>Algebra and Functions - Linear Functions</td>
<td>15</td>
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<tr>
<td>ELA</td>
<td>HS</td>
<td>Algebra and Functions - Quadratic Functions</td>
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<tr>
<td>ELA</td>
<td>HS</td>
<td>Geometry - Right triangle Ratios</td>
<td>13</td>
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<tr>
<td>Mathematics</td>
<td>HS</td>
<td>Mathematics Performance Task</td>
<td>6</td>
<td>4</td>
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The numbers of items on IABs for all grade levels can be found at [http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp](http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp)
Interim Assessment Viewing, Administration, Hand Scoring, and Reporting Systems
Interim Assessment Systems

**TA 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
Live Demonstration of the Interim Assessment Systems
CAASPP TOMS Sign-On

To access the Test Operations Management System (TOMS) CAASPP Sign-On Page, go to https://www.caaspp.ets.org/

This sign-on provides LEA CAASPP coordinators with access to the:

- Test Administrator Interface
- Completion Status System
- Interim Assessment Hand Scoring
Test Administrator Interface

• To administer the interim assessments
• Go to http://www.caaspp.org/
• Select Test Administrator Interface

New! The Test Administrator Interface was updated in October 2015!
Test Administrator Interface

The Test Administrator Interface is the system used to administer Smarter Balanced Interim Assessments.

• A Test Administrator uses the system to:
  – Create test sessions for students to log on to access the tests
  – Verify students’ test settings before approving students for testing
  – Track each testing student’s progress throughout the test
  – Pause students’ tests
Completion Status System

To access the Completion Status System

• Go to http://www.caaspp.org/
• Select Online Reporting System (including Completion Status)
Completion Status System

Then select **Plan and Manage Testing**
Completion Status System

The Completion Status System is the primary means for viewing test status and completion data for student taking a Smarter Balanced Interim Assessment. The completion data enables users to determine which students have completed or need to complete testing.

• Some of the test statuses shown in a completion report are:
  – Pending
  – Started
  – Paused
  – Completed
  – Scored
  – Reported
Interim Assessment Hand Scoring System

To access the Interim Assessment Hand Scoring System

• Go to http://www.caaspp.org/
• Select Interim Assessment Hand Scoring System
Interim Assessment Hand Scoring System

You will then see the Teacher Hand Scoring System – Response List.

![Teacher Hand Scoring System - Response List](image)

<table>
<thead>
<tr>
<th>Name</th>
<th>Item</th>
<th>Session</th>
<th>Status</th>
<th>Assigned To</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lastname, Firstname</td>
<td>6116: Camping.7.Strm1.Item3</td>
<td>ca-070-f4</td>
<td>Tentatively Scored</td>
<td>LastTA1, FirstTA1</td>
<td>Score</td>
</tr>
<tr>
<td>Lastname, Firstname</td>
<td>6117: Camping.7.Strm1.Item4</td>
<td>ca-070-f4</td>
<td>Tentatively Scored</td>
<td>LastTA1, FirstTA1</td>
<td>Score</td>
</tr>
<tr>
<td>Lastname, Firstname</td>
<td>6117: Camping.7.Strm1.Item4</td>
<td>ca-070-f4</td>
<td>Tentatively Scored</td>
<td>LastTA1, FirstTA1</td>
<td>Score</td>
</tr>
<tr>
<td>Lastname, Firstname</td>
<td>6121: Camping.7.Strm1.Item6</td>
<td>ca-060-f4</td>
<td>Net Scored</td>
<td>LastTA1, FirstTA1</td>
<td>Score</td>
</tr>
<tr>
<td>Lastname, Firstname</td>
<td>6121: Camping.7.Strm1.Item6</td>
<td>ca-060-f4</td>
<td>Net Scored</td>
<td>FirstTA2 LastTA2</td>
<td>Score</td>
</tr>
<tr>
<td>Lastname, Firstname</td>
<td>12894: Baseball.8.Strm1.Item5</td>
<td>ca-060-f4</td>
<td>Not Scored</td>
<td>LastTA1, FirstTA1</td>
<td>Score</td>
</tr>
</tbody>
</table>

Click to score
Interim Assessment Hand Scoring System & Reporting System

• The Interim Assessment Hand Scoring System allows school staff to score Smarter Balanced Interim Assessment responses that require hand scoring. All hand scoring must be completed through the Interim Assessment Hand Scoring System.

• The Interim Assessment Reporting System is an interactive, online reporting platform that provides reports and data from the Smarter Balanced Interim Assessments. Results for Smarter Balanced Interim Assessments that have complete scored responses are sent to the Interim Assessment Reporting System.
Interim Assessment Viewing System

Provides read-only access to all interim assessments

• Go to http://www.caaspp.org/
• Hover over the header TA Resources
• Select Interim Assessments
Interim Assessment Viewing System

Select **Interim Assessment Viewing System**

Test Administrator (TA) Resources for the Interim Assessments

These resources support the Smarter Balanced Interim Assessments only. Do not use the manual, scoring guide, or Classroom Activities when you administer the Summative assessments.

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

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

Select a grade level from the drop-down menu, then select Next.
Interim Assessment Viewing System

Live Demonstration of the Interim Assessment Viewing System
Interim Assessment Hand Scoring
Hand Scoring of Interim Assessments

- Both the ICAs and IABs are administered online.
- Both use the same test delivery interface as the summative assessment.
- Most responses are machine-scored.
Hand Scoring of Interim Assessments

• All ICAs and some IABs contain items that require hand scoring in the Interim Assessment Hand Scoring System (IA Hand Scoring System).

• Hand-scoring is supported by training guides, rubrics, and exemplars (i.e., prep set and check set) in the IA Hand Scoring System.
Hand Scoring of Interim Assessments

Hand scoring of constructed response items and performance tasks is a local responsibility:

• Items are scored by local educators.
• The machine-scored results are held until the constructed-response portions of the test have been scored and submitted in the IA Hand Scoring System.
• The results are then combined to generate a student report.
Accessing Training Materials: Method #1

Logon

- E-mail Address
- Password

Forgot Your Password?

Secure Login

First Time User?
Enter username and password from your activation e-mail.
Do you need a new temporary password?
Request one now.

---

Test Operations Management System (TOMS)

TOMS 2015–16
Link to the 2015–16 Test Operations Management System: https://caaspp.ets.org—Use this link to manage your 2015–16 CAASPP test administration.

TOMS 2014–15
Link to the 2014–15 Test Operations Management System—https://caaspp.caltesting.org—Use this link to download student data files, request tests be rescored, and update Condition Codes for the 2014–15 CAASPP test administration.

See the TOMS Function Web page for lists of functions available in the 2015–16 and 2014–15 versions of TOMS during the transition to the 2016 CAASPP administration.

Additional Resources
- Encourage teachers to use the Digital Library. (Also see the CDE Digital Library Web page for more information.)
- Check 2015 readiness for the Digital Library.
Accessing Training Materials: Method #2

Test Administrator (TA) Resources for the Interim Assessments

These resources support the Smarter Balanced Interim Assessments only. Do not use the manual, scoring guide, or Classroom Activities when you administer the Summative assessments.

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

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

- Select Help and then go to the InterimTraining tab
Access Training Guides and Exemplars
Hand Scoring Training Material—Training Guides

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 Table - explains how to code 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 (Full Write – ELA only)
Hand Scoring Training Material—Exemplars

The Exemplar document includes:

- Prep Sets - Pre-scored sample student responses to a constructed response item. Includes annotation to explain reasoning for assigned score.

- Check Sets - Sample student responses with answer key. Can be used as part of hand scoring training to check for consistency and calibration among scorers.

- Key - Answers to items in Check Sets.
Reporting of Interim Assessment Results
Reporting of Interim Assessment Results

Reporting Overview

• Interim assessment results are displayed in the Interim Assessment Reporting System.

• Interim Assessment Reporting System now displays results for interim assessments taken multiple times.

• The Completion Status System can be used to determine status of interim assessment results.
Reporting of Interim Assessment Results

To access the Interim Assessment Reporting System

– Go to http://www.caaspp.org/
– Select Interim Assessments Reporting System
Reporting of Interim Assessment Results

To access the Interim Assessment Reporting System

• The Smarter Balanced Reporting System landing page opens. Select Log In
Reporting of Interim Assessment Results

To access the Interim Assessment Reporting System

• Log In with the same information you use to access the Digital Library
Reporting of Interim Assessment Results

To access the Interim Assessment Reporting System

• Scroll down to find your school district or search for your school district using the “Find” box.
Reporting of Interim Assessment Results

Interim assessments results:

• Are maintained separately from the summative assessment results.
• Are reported locally, not to the state.
• Are based on the grade of the assessment, not the student.
• Are reported only at the individual student level. 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.
Reporting of Interim Assessment Results

ICAs and the IABs provide individual student results that educators can examine in relation to the standards to adjust instruction.

• ICA score report provides an overall scale score, an achievement level, and claim level information.

• IAB score report provides only a level of Below, At/Near, or Above Standard for each Block (No overall score and no achievement level for IAB.).
### Reporting Levels for Interim Assessments

<table>
<thead>
<tr>
<th>Achievement Levels</th>
<th>Claim Reporting Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Level 1</td>
<td>• Below Standard</td>
</tr>
<tr>
<td>• Level 2</td>
<td>• At/Near Standard</td>
</tr>
<tr>
<td>• Level 3</td>
<td>• Above Standard</td>
</tr>
<tr>
<td>• Level 4</td>
<td></td>
</tr>
</tbody>
</table>
Interim Assessment Report Types

- Students in a GRADE
- Individual STUDENT Report
Score Report – Students in a GRADE (IAB)

<table>
<thead>
<tr>
<th>Students</th>
<th>Numbers and Operations in Sta...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell, Carla</td>
<td>![Warning Icon]</td>
</tr>
<tr>
<td>Grossman, Alex</td>
<td>![Warning Icon]</td>
</tr>
<tr>
<td>Hernandez, Erica</td>
<td>![Pass Icon]</td>
</tr>
<tr>
<td>Jackson, James</td>
<td>![Warning Icon]</td>
</tr>
<tr>
<td>Lopez, Jessica</td>
<td>![Warning Icon]</td>
</tr>
<tr>
<td>Nguyen, Linh</td>
<td>![Warning Icon]</td>
</tr>
<tr>
<td>Patel, Raj</td>
<td>![Warning Icon]</td>
</tr>
<tr>
<td>Vargas, John</td>
<td>![Warning Icon]</td>
</tr>
</tbody>
</table>
Score Report – Students in a GRADE (ICA)

<table>
<thead>
<tr>
<th>Students</th>
<th>Most Recent Mathematics</th>
<th>Mathematics Overall</th>
<th>Most Recent ELA/Literacy</th>
<th>ELA/Literacy Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ackerman, John</td>
<td>2015.08.19</td>
<td>2340</td>
<td>2015.09.03</td>
<td>2607</td>
</tr>
<tr>
<td>Calhoun, Sara</td>
<td>2015.08.20</td>
<td>2666</td>
<td>2015.09.03</td>
<td>2755</td>
</tr>
<tr>
<td>Davila, Marco</td>
<td>2015.08.20</td>
<td>2635</td>
<td>2015.09.03</td>
<td>2767</td>
</tr>
<tr>
<td>George, Lance</td>
<td>2015.08.24</td>
<td>2493</td>
<td>2015.09.03</td>
<td>2638</td>
</tr>
<tr>
<td>Lopez, Mariana</td>
<td>2015.08.20</td>
<td>2603</td>
<td>2015.09.03</td>
<td>2578</td>
</tr>
<tr>
<td>Michaels, Jessica</td>
<td>2016.09.10</td>
<td>2562</td>
<td>2016.09.03</td>
<td>2427</td>
</tr>
<tr>
<td>Students</td>
<td>Date taken</td>
<td>Mathematics Overall</td>
<td>Concepts &amp; Procedures</td>
<td>Problem Solving and Modeling &amp; Data Analysis</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Bell, Carla</td>
<td>2015.08.28</td>
<td>2448</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grossman, Alex</td>
<td>2015.08.28</td>
<td>2411</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nguyen, Linh</td>
<td>2015.08.28</td>
<td>2449</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vargas, John</td>
<td>2015.08.28</td>
<td>2455</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Score Report – Individual STUDENT Report (ICA)

Mathematics
Interim Comprehensive 2015 - 2016
Date Taken: 8/28/2015

Overall Score
2411 Level 1

The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Concepts & Procedures
Below Standard
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
At/Near Standard
Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Below Standard
Students can clearly and precisely construct valid arguments to support their own reasoning and to critique the reasoning of others.
Printed Individual STUDENT Score Report

Mathematics

Overall Score

2411 Level 1

Interim Comprehensive 2015 - 2016 Date Taken: 8/28/2015

The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
<table>
<thead>
<tr>
<th>Concepts &amp; Procedures</th>
<th>Problem Solving and Modeling &amp; Data Analysis</th>
<th>Communicating Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>! Below Standard</td>
<td>At/Near Standard</td>
<td>! Below Standard</td>
</tr>
<tr>
<td>Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</td>
<td>Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</td>
<td>Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</td>
</tr>
</tbody>
</table>
Printed Individual STUDENT Score Report

Accommodations

Alex used without prior registration:
- Printed Stimuli / Items

Alex was eligible for, but was not available for use:
- Human ASL Signer
- Multiplication Table

Alex was eligible for and had available, but did not use:
- Fully Brailled

Alex was eligible for and had available, and used:
- Calculator
Printed Individual STUDENT Score Report

Report Info:

Purpose:
This report presents individual student assessment scores and provides guidance on how to interpret the results.

Uses:
- Educators, parents or students may use this report to understand student achievement, progress toward mastery of the Common Core State Standards and attainment of the academic knowledge and skills required to be college content- and career-ready.

Understanding your score:
The Smarter Balanced assessment is different than other tests with which you may be familiar.

- First, the Smarter Balanced assessments are Computer Adaptive Tests and take advantage of technology to customize each test to the individual student. This means that when a student answers a question correctly, the next question they see will be slightly more difficult. Likewise, if an answer is incorrect, the next question will be somewhat less difficult. This procedure allows for more efficient and precise measurement of students’ knowledge and skills.

- Second, the assessment is a criterion-referenced test, meaning that it reports individual students’ understanding of a particular set of academic knowledge and skills. As a result, scores are not meant to compare students to each other, but rather to determine how well each student understands the content assessed.

Note:
Achievement Levels illustrate how students scored on the assessment and student’s strengths and areas of improvement. Test results are one of many measures of a student’s academic achievement.

Important Information about Interim Assessments
1. Interim assessments may be scored by local teachers. This scoring is not subject to the rigorous controls used in summative assessment and local results may show some variations.
2. Interim assessment questions are not secure. Exposure to, and familiarity, with test questions may affect student performance and the accuracy of interim results.
Reporting of Interim Assessment Results

Legend

Achievement Level Scores vary by subject and grade.

Achievement Levels

Level 1  Level 2  Level 3  Level 4

Error Band

Smarter Balanced tests provide the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. The error band indicates the range of scores that a student would likely achieve if they were to take the test multiple times. It is similar to the "margin of error" that newspapers report for public opinion surveys.

Details

⚠️ BELOW STANDARD
Your test results clearly show that you have not yet met the standard in this subject-area for your grade.

➡️ AT/NEAR STANDARD
Your test results may be just above or just below the standard, but due to the error band (see above), the result is too close to call.

✅ ABOVE STANDARD
Your test results clearly show that you understand and are able to apply your knowledge to the standards in this subject-area of your grade.
Reporting of Interim Assessment Results

Score reports are available:

• Within two business days after student completes an IAB if no local hand scoring is required.

• Within two business days after any required local hand scoring is completed and submitted.
Using Interim Assessment Results
Using Interim Assessment Results

Interim assessments results may help inform:

• Achievement on the California State Standards (when combined with other information)

• Identification of specific areas of strengths and weaknesses

• End-of-unit checks on learning
Using Interim Assessment Results

Considerations in interpreting interim assessment results:

• Extent to which:
  – administration was standardized
  – students have been exposed to items
  – students, especially those with disabilities and English learners, used appropriate resources/aids during assessment(s)

• Scores and achievement levels cannot be compared with data from STAR.

• 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.
Using Interim Assessment Results

Mathematics Interim Assessment Blocks 2014 - 2015

Grado 05: Measurement and Data
2015.05.11
Above Standard
PREVIOUS RESULTS
None

Grado 05: Numbers and Operations in Base 10
2015.05.11
Below Standard
PREVIOUS RESULTS
None

Grade 05: Fractions
2015.06.11
Below Standard
PREVIOUS RESULTS
None
Using Interim Assessment Results

Let’s go back to the Digital Library!

• Find resources to support the Grade 5 IAB, “Fractions.”

• Use appropriate criteria in your search.
Key Interim Assessment System User Guides

The following user guides are available on the CAASPP Web page at http://www.caaspp.org/ta-resources/interim.html:

- Interim Assessment Administration Resource Guide*
- Interim Assessment Hand Scoring System User Guide*
- Interim Assessment Reporting System User Guide for California*
- Completion Status User Guide

*These guides are being updated and combined into one and will be available in fall 2015.
Interim Assessment Hand Scoring Resources

  – IAB blueprints
  – Number of items in ICAs and IABs that require hand scoring
  – Estimated times for hand scoring items
• Available on CAASPP Web page
  – Training Guides and Exemplars http://www.caaspp.org/ta-resources/interim.html
  – Archived Webcasts http://www.caaspp.org/training/caaspp
    ▪ Smarter Balanced Interim Assessments: Part I (January 2015)
    ▪ Smarter Balanced Interim Assessments: Part II (January 2015)
Digital Library Resource

Understanding the Smarter Balanced Assessment System (Module)

https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-assessment-system
Reflections on Interim Assessments

Group discussion:

• What “A-ha!” moment will inform your next steps in utilizing the interim assessments?

• What supports do teachers in your LEA need to be successful in using the interim assessments to inform teaching?

• How can you create professional development opportunities for learning about the interim assessments?

• What resources shared today seem most valuable to you?
Final Questions?