Webinar

All You Need to Know about the Interim Assessments

October 4, 2016

DEPARTMENT OF EDUCATION
STATE OF IDAHO

OVERVIEW

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning**.

Smarter Balanced
Assessment Consortium

DIGITAL LIBRARY

80% Formative

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

15%

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

SUMMATIVE ASSESSMENTS

5%

Year-end assesments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English

This is where change happens

Keys to implementation of a system of assessment
Learning goals for the day

1. *Obtain facts about the Interim Assessments*
2. *Understand the mechanics of preparing for and giving the Interim Assessments*
3. *Understand how to access and use Interim Assessment data*
4. *Understand the strategic, thoughtful decisions need to be made regarding the implementation of the Interim Assessments*

Target audiences for today

- District Administrators and Coordinators (DA – DC)
    - Communicate big idea to stakeholder
    - Prepare for assessment administration
    - Keep implementation on track
    - Examine data throughout the year
- School Coordinators (SC) Ex: Principal, counselor
    - Should be reviewing schoolwide data and make sure rosters are complete; support teachers
- TE: Teachers
    - Give, score, review and discuss data
    - Share data with students; adjust instruction accordingly

Feedback about Interim Assessment

"Our students said it made all the difference in the world."
Lakeland School District Assessment Director

"Students felt more prepared, more relaxed, and more committed to doing well." *Marsh Valley School District, Lava Elementary Test Coordinator*

"This year we gave the assessments, but next year we are going to work on using the data!" *Preston School District Superintendent*

"We find these very valuable. My suggestion to our buildings is to use the IABs after a certain unit is taught to gather data on students meeting those standards." *Vallivue Director of Curriculum*

"The data that teachers got from the assessments allowed them to look at the class as a whole and determine if and what areas were a weakness in each subject area." Assessment Coordinator, Liberty, Legacy, and Victory Charters Schools

What the data shows…

State Data	Districts	
Average % Proficient Improvement Per Grade		
2.3	6.0	Small
	7.3	Small
	9.5	Small
	3.0	Medium
	3.9	Medium
	1.7	Medium
	4.9	Medium
	5.4	Large

Systemic implementation with targeted focus, school or district-wide agreed upon strategies rather than each individual teacher use, blocks vs. comprehensive seems to yield greater improvement.

Facts about the Interim Assessments

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Interim Assessment Facts

Overview Handout

- **Complete alignment to the ELA/Literacy and Mathematics standards and end of year assessment**
- **Same platform as end of year assessment**
- **Checks progress while there is still time to affect the end of year outcome**
- **Model the types of items and tasks that should be consistently used in the classroom to show standards performance**
- **Keeps a student record of scores, improvement is tracked**
- **Obtain a measure on new students who did not have Spring ISAT score**
- **Flexibility in grade and content**
- **Teacher scoring; see student responses to items**
- **Interim assessments are consistent with the other two parts of our assessment system**

Interim Assessment Facts

- **Two types of Assessments:**
  - **Interim Comprehensive (ICA)**
    - **Follow summative assessment blueprints**
    - **35-45 Items and a Performance Task**
    - **Reporting shows *trend* from Interim to Summative (ISAT)**
  - **Interim Assessment Blocks (IAB)**
    - **Content cluster assessments 15-17 items**
    - **4-7 blocks in each content area and grade**
    - **Follow specific blueprints based on clusters of standards**
    - **Smaller sets of targets**

Interim Assessment Blocks

Grades 3-7	Grade 8	High School
Read Literary Texts	Read Literary Texts	Read Literary Texts
Read Informational Texts	Read Informational Texts	Read Informational Texts
Brief Writes	Brief Writes	Brief Writes
Revision	Edit/Revise	**Revision**
Language and Vocabulary Use	Listen/Interpret	**Language and Vocabulary Use**
Editing	**Research*	**Editing**
Listen/Interpret	Performance Task	Listen/Interpret
**Research*		**Research*
Performance Task		Performance Task

Grade 3	Grade 4	Grade 5
** Operations and Algebraic Thinking*	** Operations and Algebraic Thinking*	Number and Operations in Base Ten
** Number and Operations – Fractions*	** Number and Operations – Fractions*	** Number and Operations – Fractions*
Measurement and Data	Number and Operations in Base Ten	** Measurement and Data*
Number and Operations in Base Ten	**Geometry**	**Geometry**
Mathematics Performance Task	**Measurement and Data**	**Operations and Algebraic Thinking**
	Mathematics Performance Task	Mathematics Performance Task

Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	** Ratio and Proportional Relationships*	** Expressions & Equations I*
** Geometry*	** The Number System*	**Expressions & Equations II (with Prob/Stat)**
** Expressions and Equations*	** Expressions and Equations*	** Functions*
The Number System	**Geometry**	** Geometry*
Statistics and Probability	**Statistics and Probability**	Mathematics Performance Task
Mathematics Performance Task	Mathematics Performance Task	

High School
** Algebra and Functions I - Linear Functions, Equations, and Inequalities*
** Algebra and Functions II - Quadratic Functions, Equations, and Inequalities*
** Geometry and Right Triangle Trigonometry*
Statistics and Probability
Mathematics Performance Task

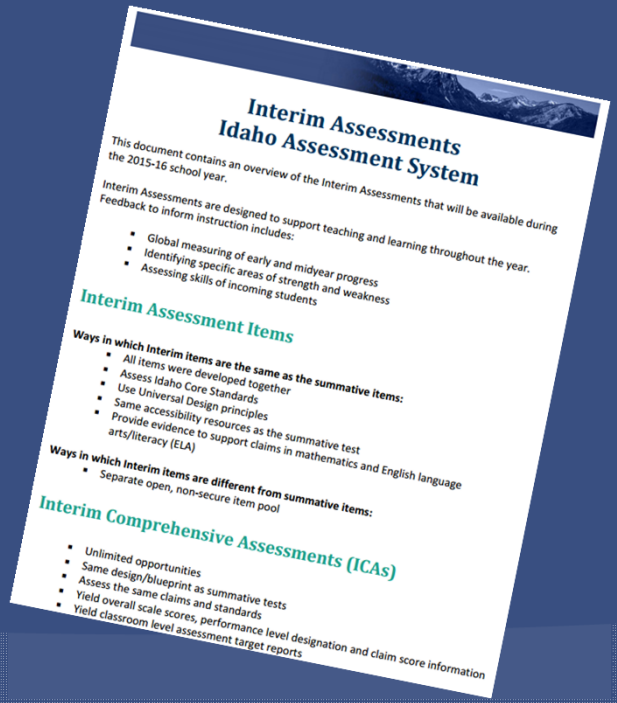
New IAB	**New Items*

New IAB	**Revised IAB*

Interim Assessment Facts

- Optional; not public but non-secure
- No test security agreement required for those administering
- Items from same pool as summative tests; blueprints provided
- Can be given by teachers
- Off grade level testing allowed
- Same accessibility features, same testing interface
- Unlimited opportunities;
    - Frequent use will not render reliable data
- Comprehensive assessments (ICA) take approximately 2 class periods – 2.5 hours for students to complete
- Interim blocks (IAB) 1 class period – 30-45 minutes

"The Mechanics" of preparing for and giving the Interim Assessments



Interim Assessments
Idaho Assessment System

This document contains an overview of the Interim Assessments that will be available during the 2015-16 school year.

Interim Assessments are designed to support teaching and learning throughout the year. Feedback to inform instruction includes:

- Global measuring of early and midyear progress
- Identifying specific areas of strength and weakness
- Assessing skills of incoming students

Interim Assessment Items

Ways in which Interim items are the same as the summative items:

- All items were developed together
- Assess Idaho Core Standards
- Use Universal Design principles
- Same accessibility resources as the summative test
- Provide evidence to support claims in mathematics and English language arts/literacy (ELA)

Ways in which Interim items are different from summative items:

- Separate open, non-secure item pool

Interim Comprehensive Assessments (ICAs)

- Unlimited opportunities
- Same design/blueprint as summative tests
- Assess the same claims and standards
- Yield overall scale scores, performance level designation and claim score information
- Yield classroom level assessment target reports

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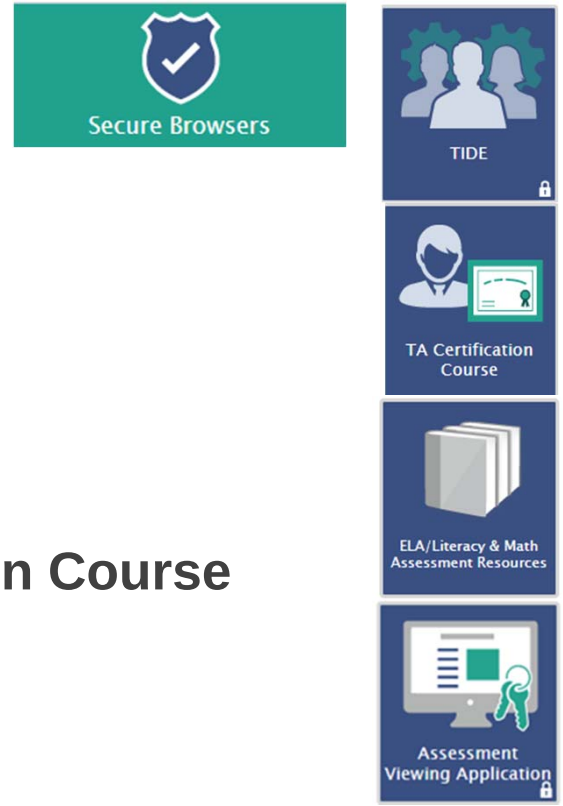
Prior to giving the Interim Assessments

- District Tech Support (DC):
  - Load this year's secure browsers
  - Add all students to TIDE
  - Add all teachers to TIDE
  - Create Rosters in TIDE
- Teachers (TE) complete the TA Certification Course
- Review support documents
- Preview relevant assessments in AVA
- Make implementation decisions with your team



The ISAT Portal

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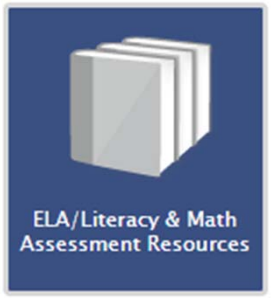
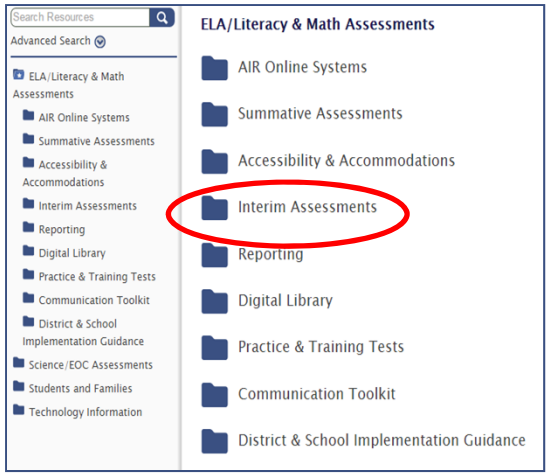
The ISAT Portal

Interim Assessment Resources





Prior to giving the Interim Assessments

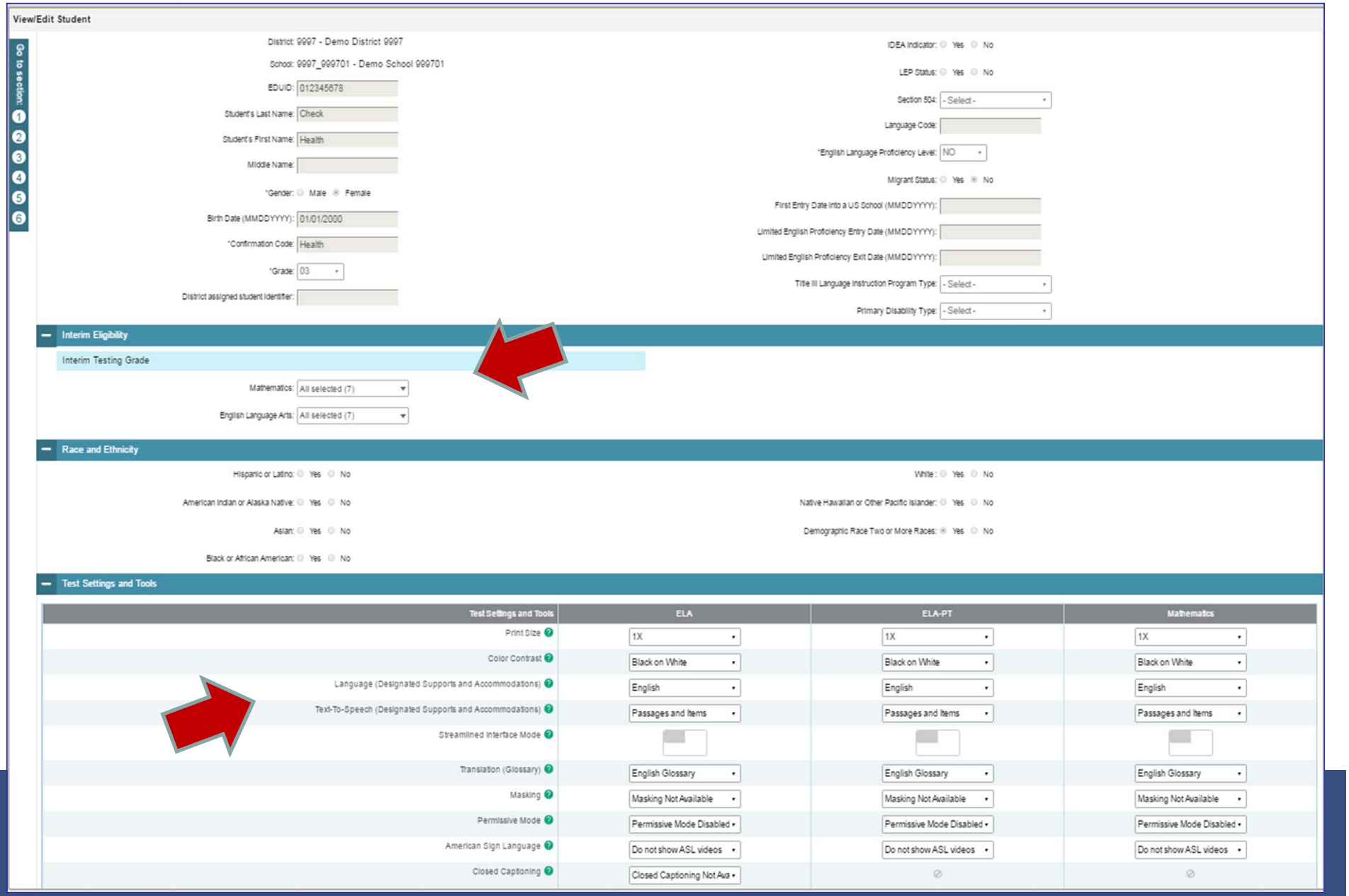
In TIDE:

- **(SC) Upload /manual addition of student settings- accommodations and designated supports (if you don't know… use the assessment to see what students need)**
- **Set grade level for testing if other than the student's designated grade level**

In AVA (Assessment Viewing Application):

- **Review the desired assessments using AVA**
- **This application is not for "teaching the items"**

The Test Information Distribution Engine (TIDE)



Assessment Viewing Application

Choose a Test Grade

Please choose the appropriate test grade.

Grade: Select Grade

Log Out | Next

Available Tests

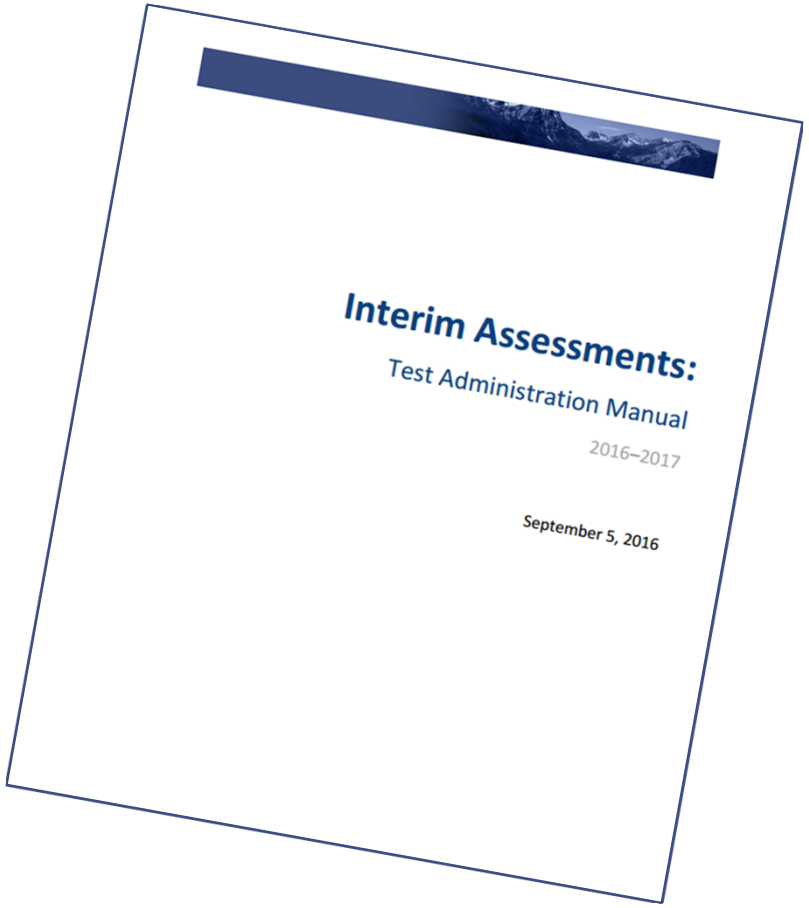
Click on a test below to review it.

- **Start Grade 4 ELA Interim IAB-BriefWrites** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-EditRevise** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-ListenInterpet** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-PT-Narrative-UnlikelyAnimal** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-ReadInfo** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-ReadLit** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-Research** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB-NBT** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB-NF** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB-OA** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB PT-AnimalJumping** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim ICA CAT** — This is opportunity 1 of 2
- **Start Grade 4 ELA Interim ICA PT-UncommonAnimals** — This is opportunity 1 of 2
- **Start Grade 4 Math Interim ICA CAT** — This is opportunity 1 of 2
- **Start Grade 4 Math Interim ICA PT-AnimalJumping** — This is opportunity 1 of 2

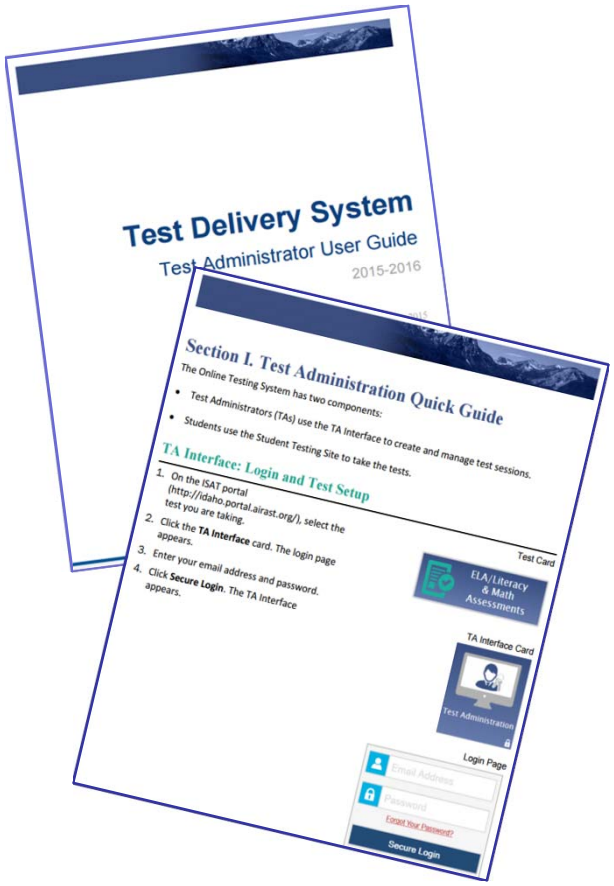
Back to Login

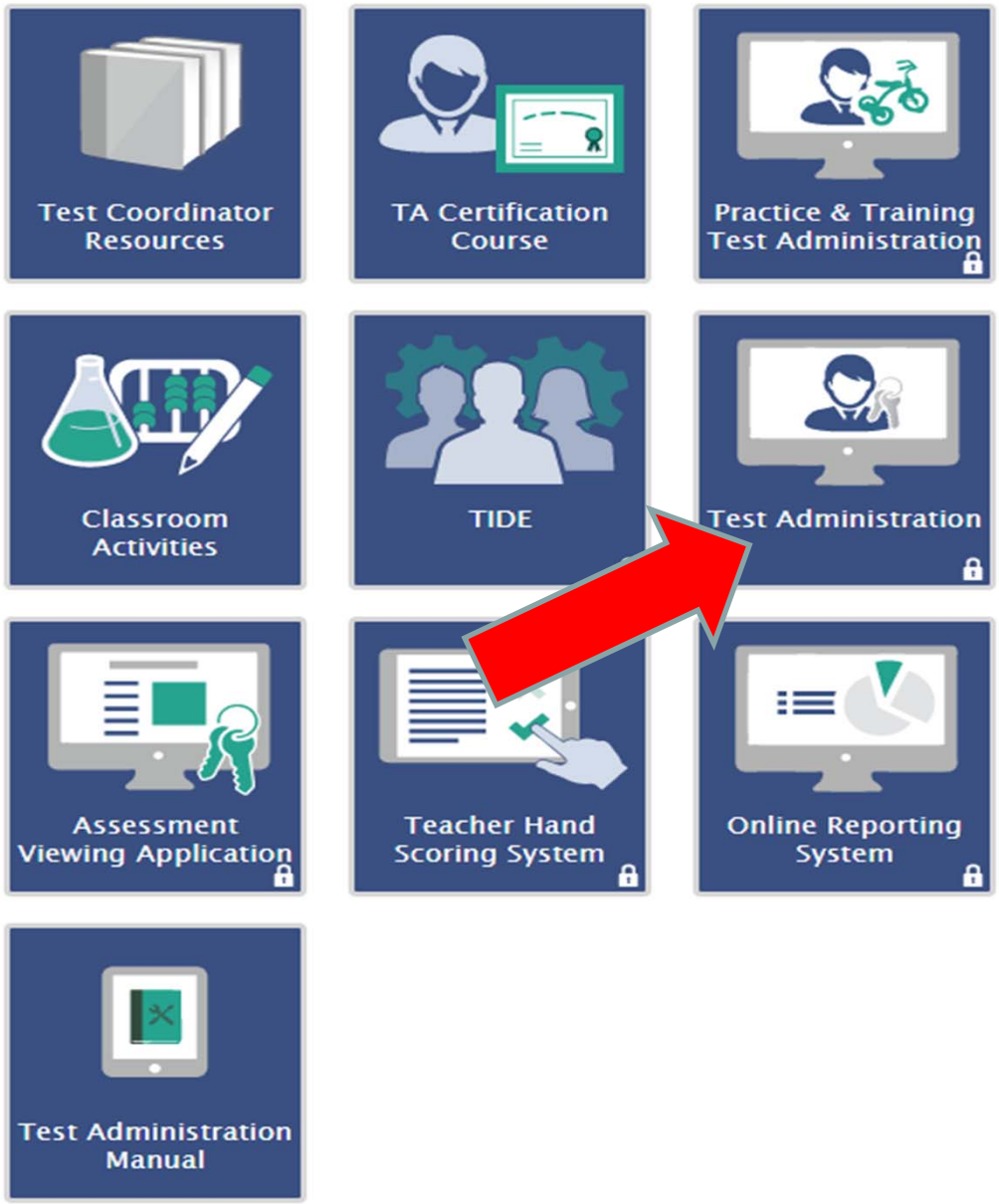
Giving an Assessment

Interim Test Administration Manual

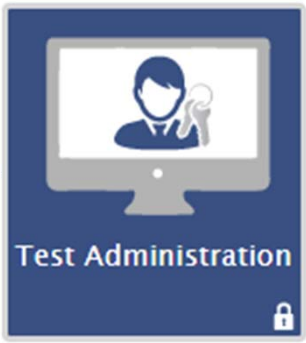


The ISAT Portal

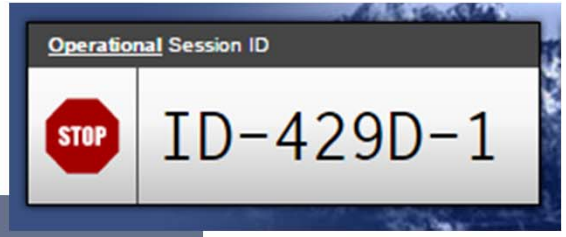


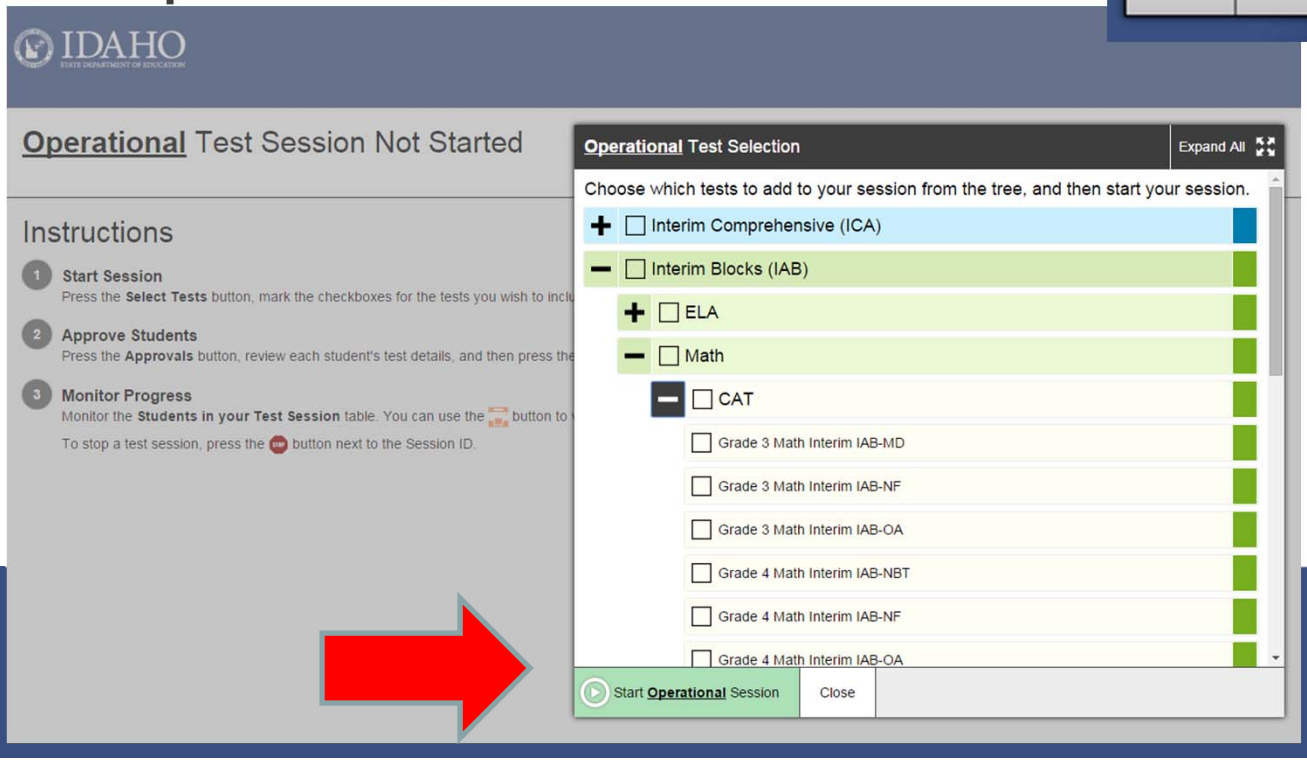


TEST DELIVERY SYSTEM



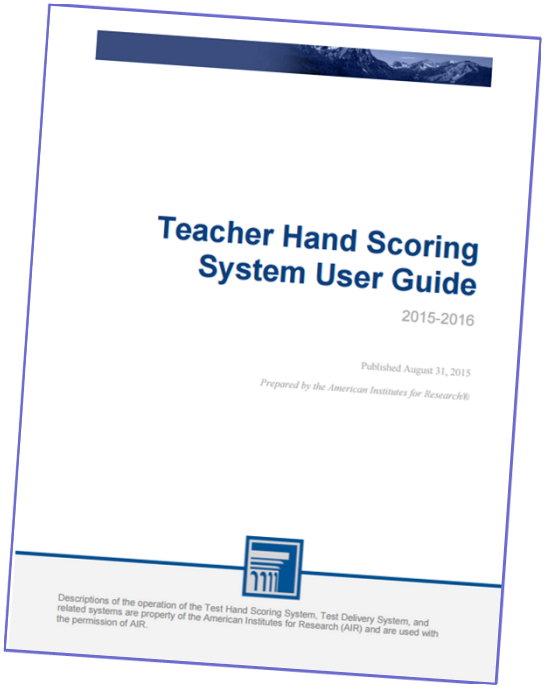
- Sign in to TDS with a TE role (or SC, DC)
- Students log in to secure browser
  - Enter first name, EDUID, and test session ID
- Choose test(s) to make available
- Start Operational Session





After Testing:
Score non-computer scored items

- All user roles in TIDE can score items
- Items assigned by default to who administered the test
- SCs and DCs can assign items for others to score
- Provided with each item to be scored
  - Scoring Guide and/or Rubric
  - Student exemplars, sample responses
- All scoring is through the online THSS system



Response list page

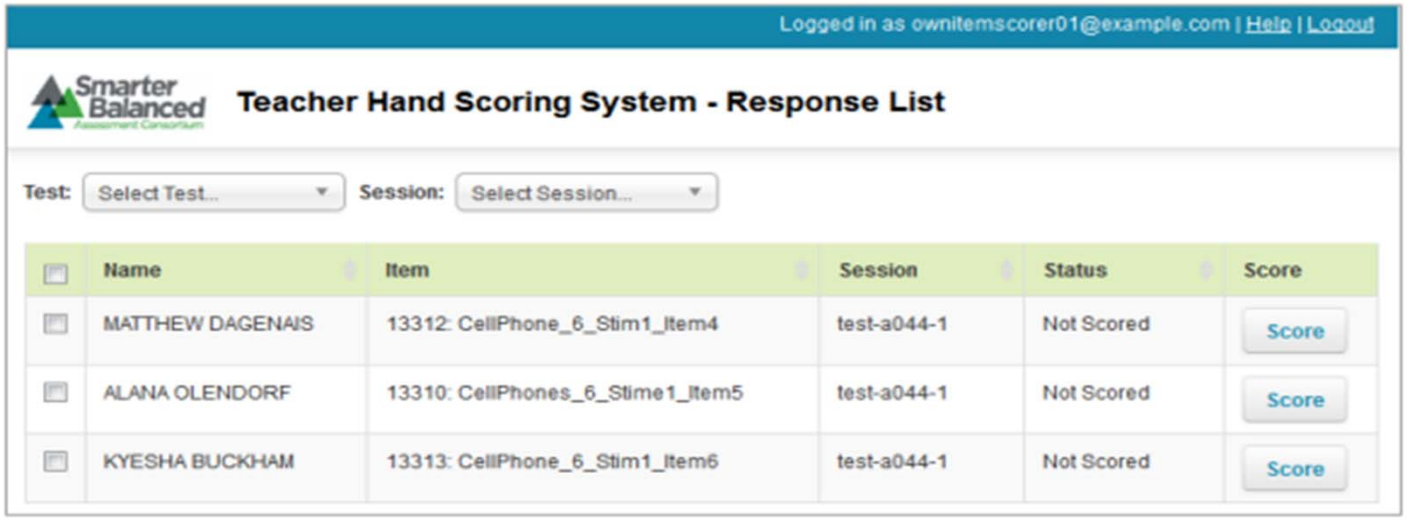


Figure 4. Response List Page (Bottom)

Scoring non-computer scored items

Subject	Grade	Test Name	Short Ans	Short Ans	Essay	N items
ELA	3	Interim Comprehensive Assessment - Grade 3	3	2	1	47
ELA	4	Interim Comprehensive Assessment - Grade 4	3	2	1	48
ELA	5	Interim Comprehensive Assessment - Grade 5	3	2	1	47
ELA	6	Interim Comprehensive Assessment - Grade 6	3	2	1	49
ELA	7	Interim Comprehensive Assessment - Grade 7	3	2	1	49
ELA	8	Interim Comprehensive Assessment - Grade 8	3	2	1	49
ELA	11	Interim Comprehensive Assessment - Grade 11	3	2	1	46
Mathematics	3	Mathematics Interim Comprehensive Assessment - Grade 3	0	4	0	37
Mathematics	4	Mathematics Interim Comprehensive Assessment - Grade 4	0	3	0	36
Mathematics	5	Mathematics Interim Comprehensive Assessment - Grade 5	0	2	0	37
Mathematics	6	Mathematics Interim Comprehensive Assessment - Grade 6	0	2	0	36
Mathematics	7	Mathematics Interim Comprehensive Assessment - Grade 7	0	2	0	37
Mathematics	8	Mathematics Interim Comprehensive Assessment - Grade 8	0	2	0	37
Mathematics	11	Mathematics Interim Comprehensive Assessment - Grade 11	1	4	0	39

Interim Assessment Item Counts

- Shows total number of items
- Shows number of items to be human-scored

Subject	Grade	Test Name	Short Ans	Essay	N Items
ELA	3	Reading Literary Text	1		15
ELA	3	Reading Informational Text	1		16
ELA	3	Edit and Revise	0		15
ELA	3	Brief Writes	6		6
ELA	3	Listen and Interpret	0		15
ELA	3	Research	0		17
ELA	3	Opinion Performance Task	2	1	4
ELA	4	Reading Literary Text	1		15
ELA	4	Reading Informational Text	1		14
ELA	4	Edit and Revise	0		16
ELA	4	Brief Writes	6		6
ELA	4	Listen and Interpret	0		15
ELA	4	Research	0		18
ELA	4	Narrative Performance Task	2	1	4
ELA	5	Reading Literary Text	1		15
ELA	5	Reading Informational Text	1		15
ELA	5	Edit and Revise	0		13
ELA	5	Brief Writes	6		6
ELA	5	Listen and Interpret	0		14
ELA	5	Research	0		17
ELA	5	Narrative Performance Task	2	1	4
ELA	6	Reading Literary Text	1		15
ELA	6	Reading Informational Text	1		16
ELA	6	Edit and Revise	0		18
ELA	6	Brief Writes	6		6
ELA	6	Listen and Interpret	0		15
ELA	6	Research	0		18
ELA	6	Argument Performance Task	2	1	4
ELA	7	Reading Literary Text	1		16
ELA	7	Reading Informational Text	1		16
ELA	7	Edit and Revise	0		17
ELA	7	Brief Writes	6		6
ELA	7	Listen and Interpret	0		15
ELA	7	Research	0		15
ELA	7	Argument Performance Task	2	1	4
ELA	8	Reading Literary Text	1		16
ELA	8	Reading Informational Text	1		16
ELA	8	Edit and Revise	0		14
ELA	8	Brief Writes	6		6
ELA	8	Listen and Interpret	0		15
ELA	8	Research	0		17

Access and use Interim Assessment data

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Formative Assessment Cycle

Use student data to plan forward…

Impact learning while there is still time to change the outcome

Teacher use of the data

1. Understand Claims and Targets
2. Start with summative data of current students; big picture
3. Integrate blocks into instructional sequence and curriculum
4. Use specific supports to cross over into content; how does each assessment target look in the classroom?
   - Item Specifications Documents
   - Digital Library

Claims

Four in each content area
(3 reported in math)

Broad statements of the assessment system's learning outcomes

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

Targets

Descriptions of evidence needed to back up the Claim

Determine the intended meanings of words ...

Grades 3 – 5 Summative Assessment Targets, Claim #1

ELA/Literacy Claim # 1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
Literary Texts		
Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., be… dictionary), with prim… determining m… context a… …demic (tier 2) vo… …mon to complex … disciplines. …tandards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5c (DOK 1, DOK 2) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. L-4a Use sentence-level context as a clue to the meaning of a word or phrase. L-4b Determine the meaning of the new word formed when a known	Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple m…nings (academic/tier 2 wo…), based on context, word …tionships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Gr. 4 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word	Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Gr. 5 Standards: RL-1 , RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., cause/effect

Content Specifications, pg. 3

ELA /Literacy

Assessment targets come from the Anchor Standards

Math

Assessment targets come from the Cluster Headings

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Understand Claims and Targets:
The Four Claims in each content area

ELA /Literacy

Reading

Writing

Listening

Research/Inquiry

Math

Concepts and Procedures (standards)

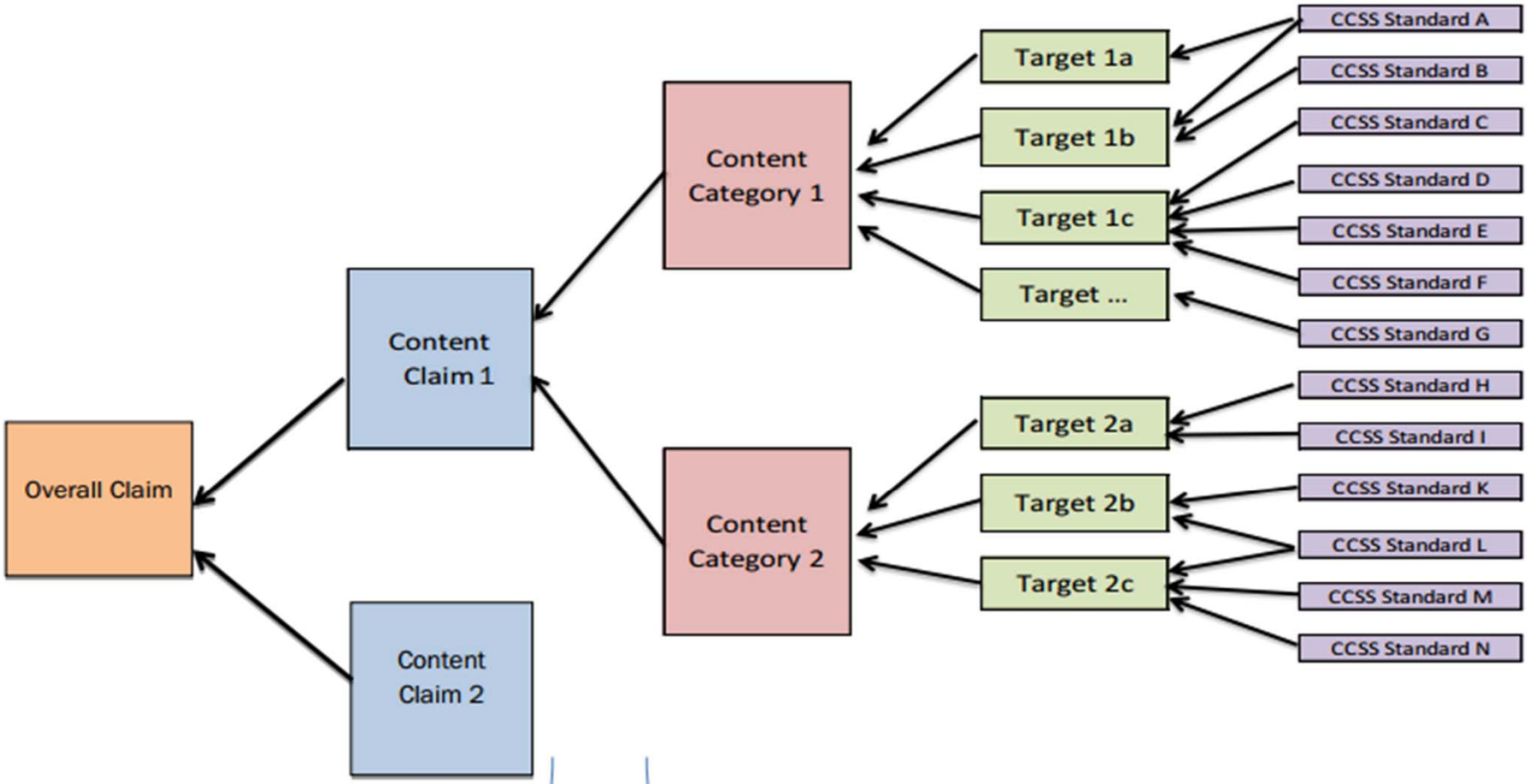
Combined for reporting

Problem Solving

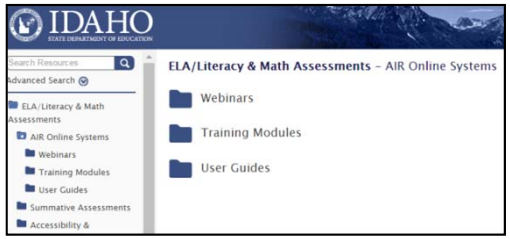
Communicating Reasoning

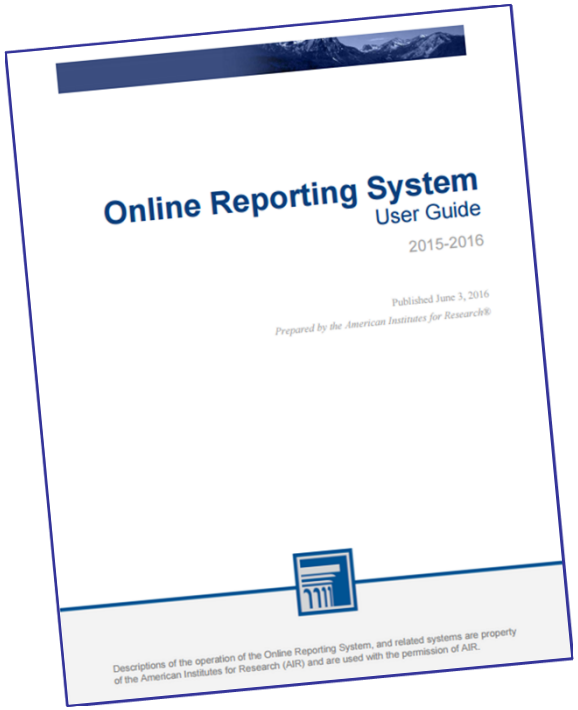
Modeling and Data Analysis

Claims, Content Categories, Assessment Targets, and Standards



Support materials: *idaho.portal.airast.org*

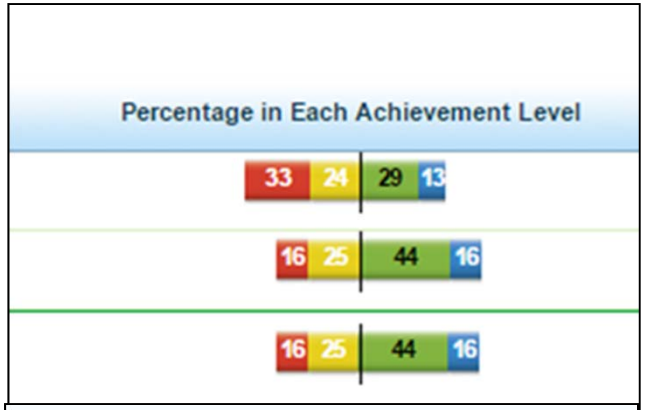


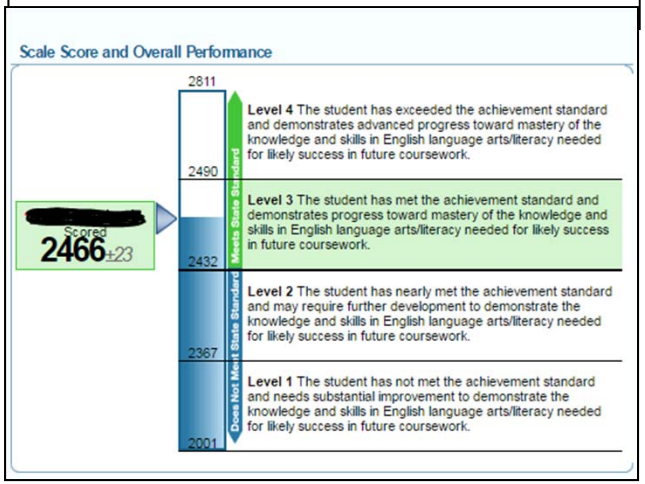


Proficiency vs. Performance

Proficiency

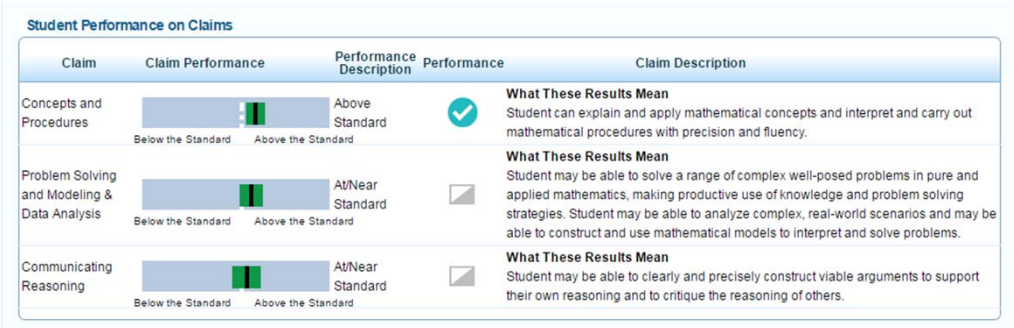
Achievement Levels 1-4





Performance

Scale Score	Achievement Level	Reading Achievement Category	Writing Achievement Category	Listening Achievement Category	Research/Inquir Achievement Category
2632 ±26	4	✓	✓	✓	✓
2538 ±24	3	✓			
2564 ±23	3			✓	✓
2561 ±24	3		✓		✓
2463 ±27	2				
2477 ±26	2			!	
2427 ±23	1	!	!	!	
2433 ±23	1	!	!		
2451 ±24	2				!
2517 ±27	3			✓	
2473 ±25	2		!		



School Leaders:

Are there trends?

Student Performance in Each Achievement Level
How did my school perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 4
Year: 2015-2016
Name: CHIEF JOSEPH ELEMENTARY SCHOOL

Legend: Achievement Levels
%Level 1 %Level 2 %Level 3 %Level 4

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Summative ELA/Literacy Grade 4 Test for Students in CHIEF JOSEPH ELEMENTARY SCHOOL

Breakdown By: ALL | Test Event: ALL | GO | Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	22456	2468 ±1	50	28 22 25 24
JOINT SCHOOL DISTRICT NO. 2 (002)	2868	2486 ±2	59	20 22 28 30
CHIEF JOSEPH ELEMENTARY SCHOOL (002_0329)	87	2489 ±8	66	17 17 34 31
[redacted]	30	2481 ±17	63	27 [redacted] 17 47
	30	2483 ±13	63	17 [redacted] 43 20
	27	2504 ±13	70	7 22 44 26

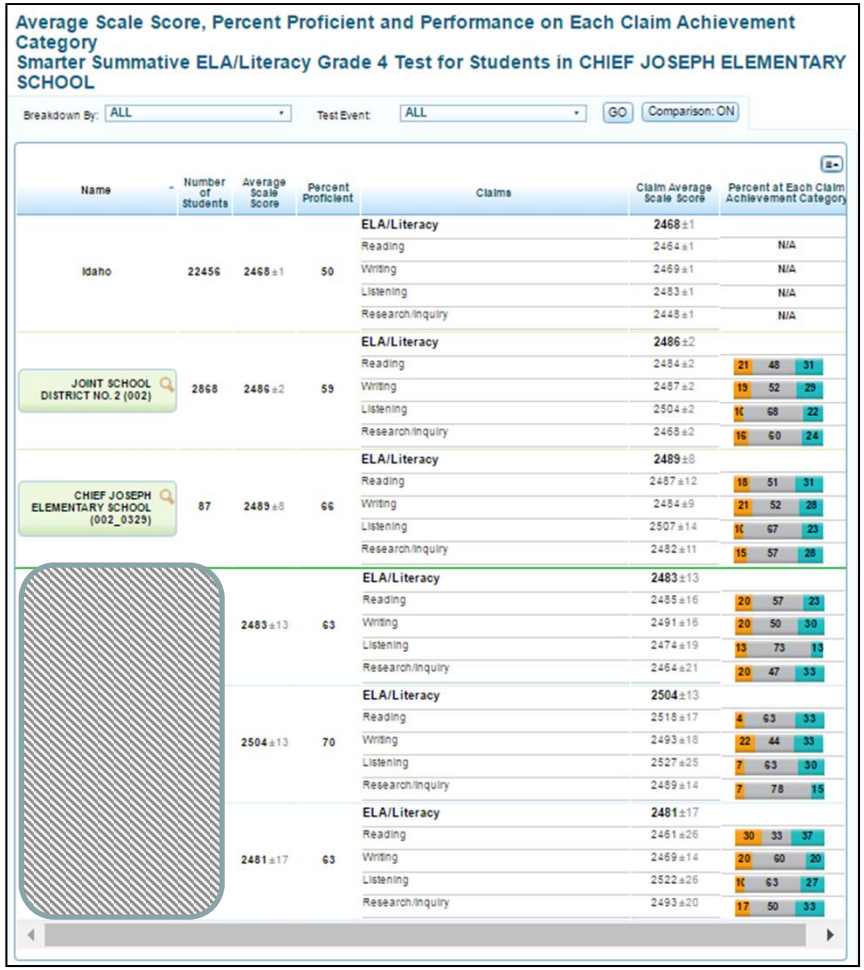
Grade level achievement

- Is there a content area that is better / worse?
- A grade level that is better / worse?

You can talk about WHY but more importantly, what will you do next?

School Leaders:

Are there trends?



Average Scale Score, Percent Proficient and Performance on Each Claim Achievement Category
Smarter Summative ELA/Literacy Grade 4 Test for Students in CHIEF JOSEPH ELEMENTARY SCHOOL

Breakdown By: ALL | Test Event: ALL | GO | Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Claims	Claim Average Scale Score	Percent at Each Claim Achievement Category
Idaho	22456	2468 ±1	50	ELA/Literacy	2468 ±1	
				Reading	2464 ±1	N/A
				Writing	2469 ±1	N/A
				Listening	2483 ±1	N/A
				Research/Inquiry	2448 ±1	N/A
JOINT SCHOOL DISTRICT NO. 2 (002)	2868	2486 ±2	59	ELA/Literacy	2486 ±2	
				Reading	2484 ±2	21 48 31
				Writing	2487 ±2	19 52 29
				Listening	2504 ±2	10 68 22
				Research/Inquiry	2468 ±2	16 60 24
CHIEF JOSEPH ELEMENTARY SCHOOL (002_0329)	87	2489 ±8	66	ELA/Literacy	2489 ±8	
				Reading	2487 ±12	18 51 31
				Writing	2484 ±9	21 52 28
				Listening	2507 ±14	10 67 23
				Research/Inquiry	2482 ±11	15 57 28
[redacted]		2483 ±13	63	ELA/Literacy	2483 ±13	
				Reading	2485 ±16	20 57 23
				Writing	2491 ±16	20 50 30
				Listening	2474 ±19	13 73 13
				Research/Inquiry	2464 ±21	20 47 33
		2504 ±13	70	ELA/Literacy	2504 ±13	
				Reading	2518 ±17	4 63 33
				Writing	2493 ±18	22 44 33
				Listening	2527 ±25	7 63 30
				Research/Inquiry	2489 ±14	7 78 15
		2481 ±17	63	ELA/Literacy	2481 ±17	
				Reading	2461 ±26	30 33 37
				Writing	2469 ±14	20 60 20
				Listening	2522 ±26	10 63 27
				Research/Inquiry	2493 ±20	17 50 33

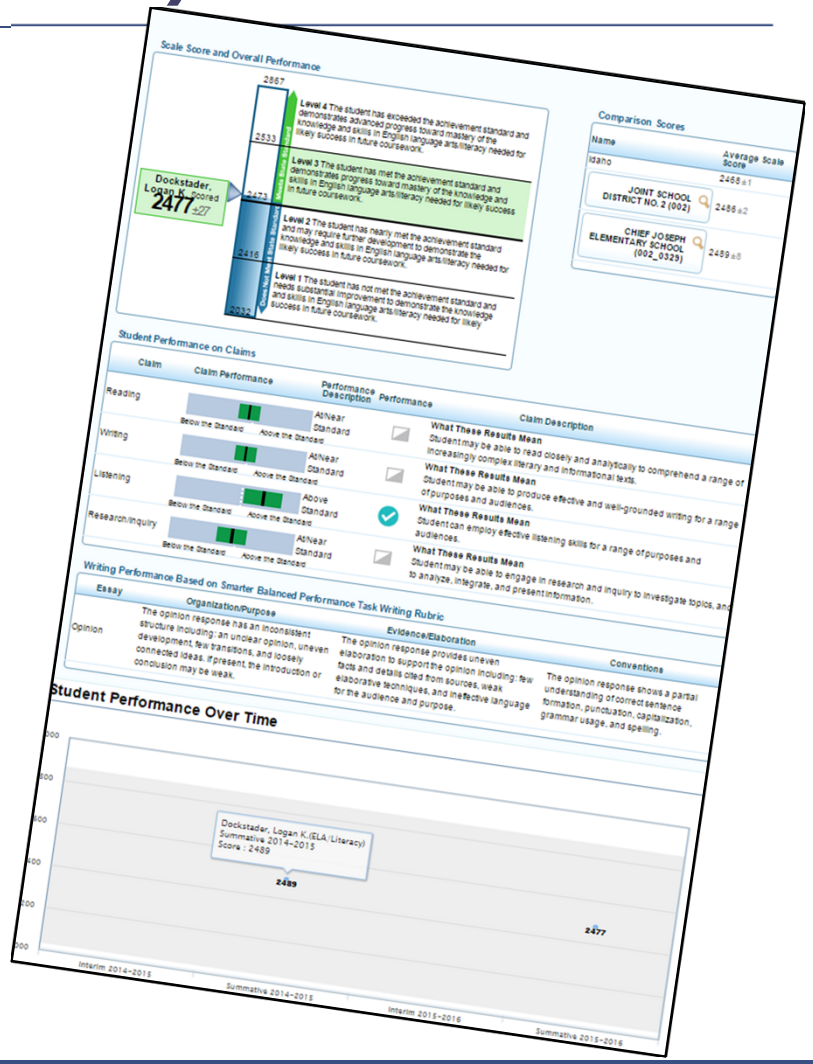
Grade level achievement by claim/roster

- Scale scores for each claim
- Comparison to district and state
- Overall performance categories

Start with Summative (ISAT) data

- **Each teacher looks at current students:**
  - ***Claim Report***
  - ***Target Report***
  - ***Individual Student Reports***

For each of their rosters…



As Teachers:

Claim Report for <u>current</u> students*:

- Shows overall makeup of the class
- Verify with other reliable data
- What does this tell you?
- Will instruction differ for those at level 4 and level 1?

*To see current students the TE needs to have a roster that includes them.

As Teachers:

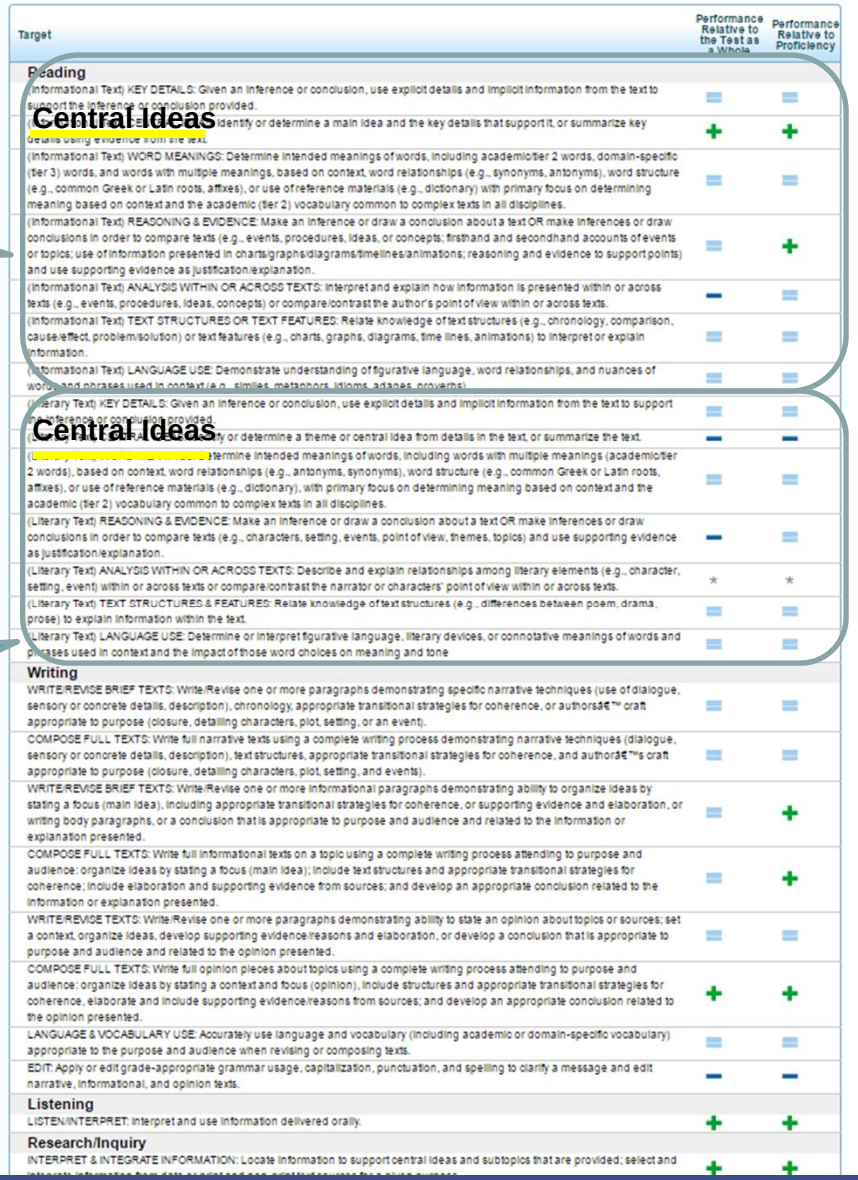
Look at <u>current</u> students:

- Target Report from Summative Assessment

Targets are statements of evidence
Shows comparison to class average
Shows comparison to proficiency average

Informational Text

Literary Text



Legend: Performance Relative to the Test as a Whole

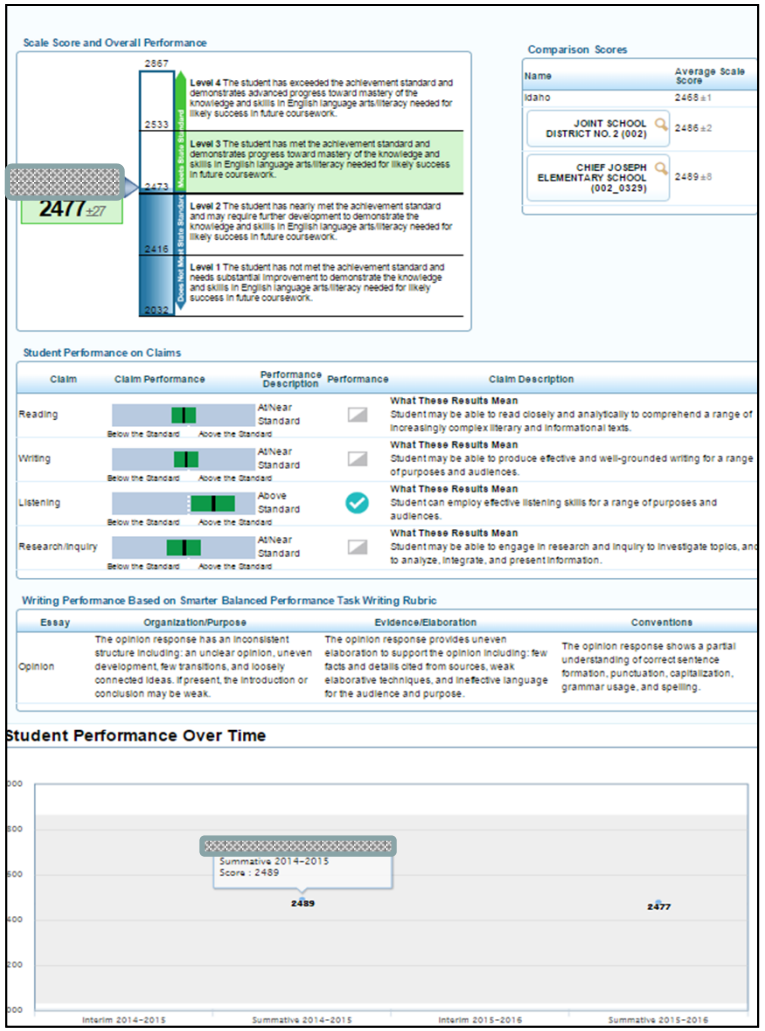
- Performance is better than on the rest of the test
- Performance is similar to performance on the test as a whole
- Performance is worse than on the rest of the test
- Insufficient information

Legend: Performance Relative to Proficiency

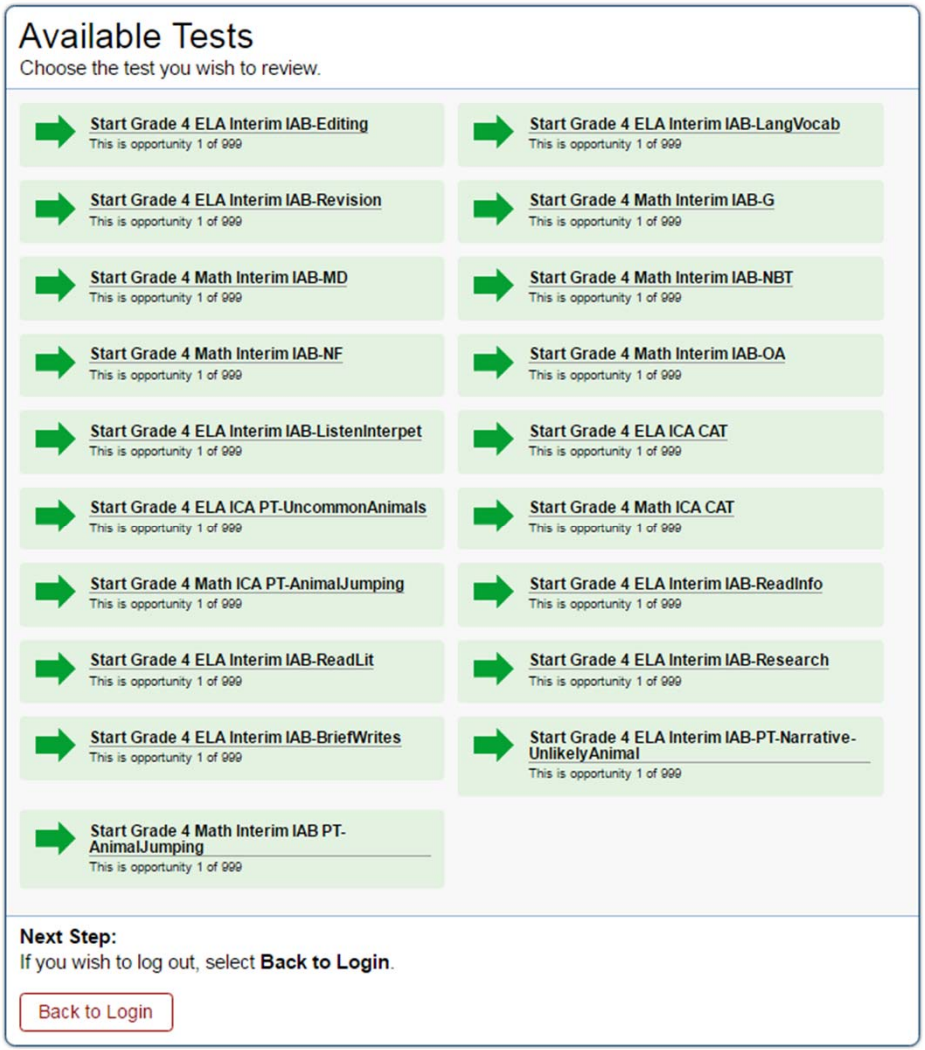
- Performance is above the Proficiency Standard
- Performance is near the Proficiency Standard
- Performance is below the Proficiency Standard
- Insufficient information

Summative Individual Student Report

Achievement Level
Proficiency Category
Comparison Scores
Claim Performance Range
Writing Performance
Trend Graph



Assessment Viewing Application
idaho.portal.airast.org



From a review of current students' data on the previous grade's summative assessment, several decisions can be made:

- Select block assessment to examine deeper data before teaching
- Review Item Specifications to get classroom task model examples
- Use formative tasks from the Digital Library to reinforce concepts that need additional teaching

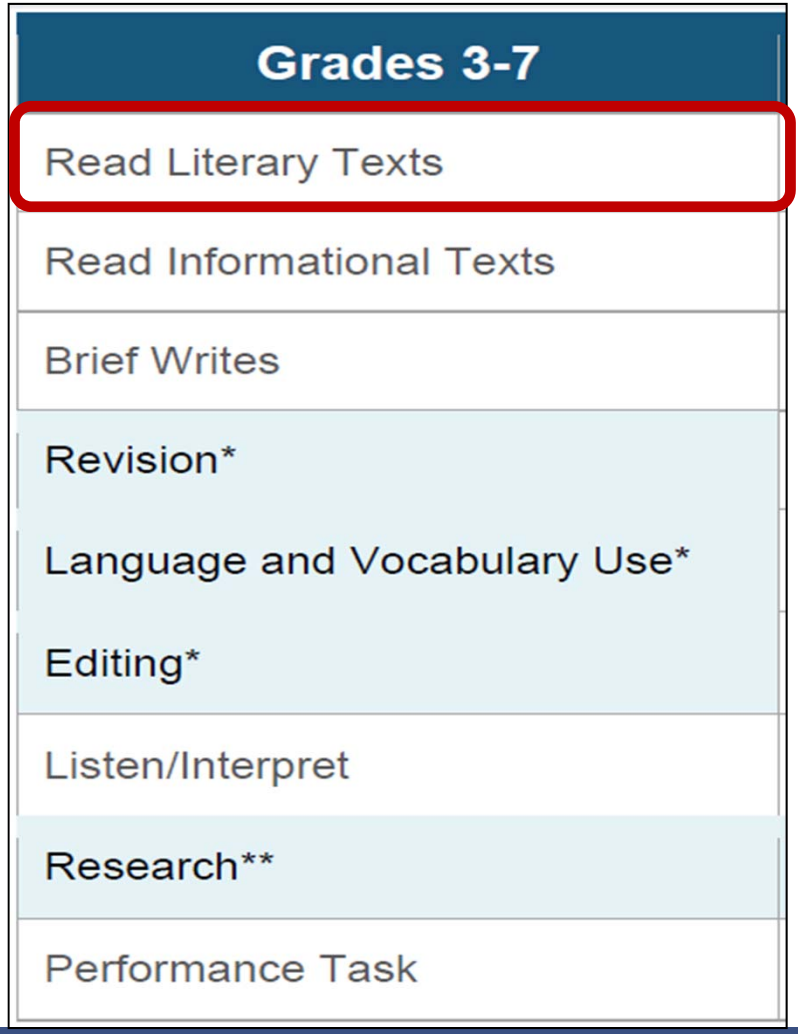
A next step to get additional data

Classroom Block Report:

Analyze this data

Target performance by item

Item #/Target	Percent 0 Points Earned	Percent 1 Point Earned	Percent 2 Points Earned
Read Literary Texts			
1. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events) - Point(s) Possible: 1 Point	0	100	0
2. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus) - Point(s) Possible: 1 Point	12	88	0
3. TEXT STRUCTURES & FEATURES: Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts - Point(s) Possible: 1 Point	25	75	0
4. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development/actions/traits; first or third person point of view; theme; authorâ€™s message) - Point(s) Possible: 1 Point	38	62	0
5. CENTRAL IDEAS: Identify or summarize central ideas/ key events - Point(s) Possible: 1 Point	12	88	0
6. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences - Point(s) Possible: 1 Point	62	38	0
7. CENTRAL IDEAS: Identify or summarize central ideas/ key events - Point(s) Possible: 1 Point	50	50	0
8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences - Point(s) Possible: 1 Point	50	50	0
9. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development/actions/traits; first or third person point of view; theme; authorâ€™s message) - Point(s) Possible: 1 Point	62	38	0
10. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus) - Point(s) Possible: 1 Point	50	50	0
11. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development/actions/traits; first or third person point of view; theme; authorâ€™s message) - Point(s) Possible: 2 Points	38	38	25
12. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus) - Point(s) Possible: 1 Point	25	75	0
13. CENTRAL IDEAS: Identify or summarize central ideas/ key events - Point(s) Possible: 1 Point	62	38	0
14. LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone - Point(s) Possible: 1 Point	50	50	0
15. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences - Point(s) Possible: 1 Point	75	25	0

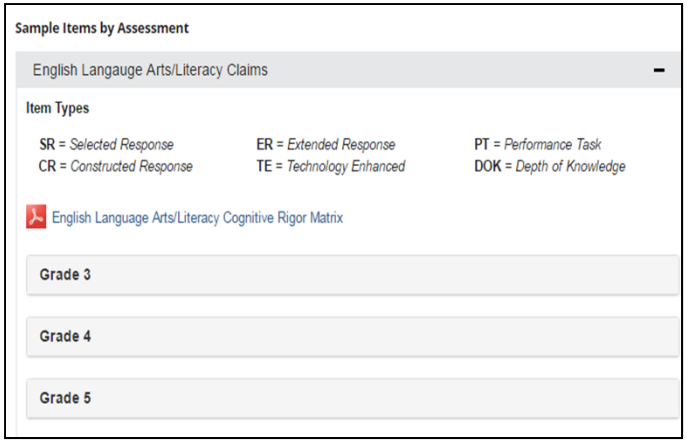


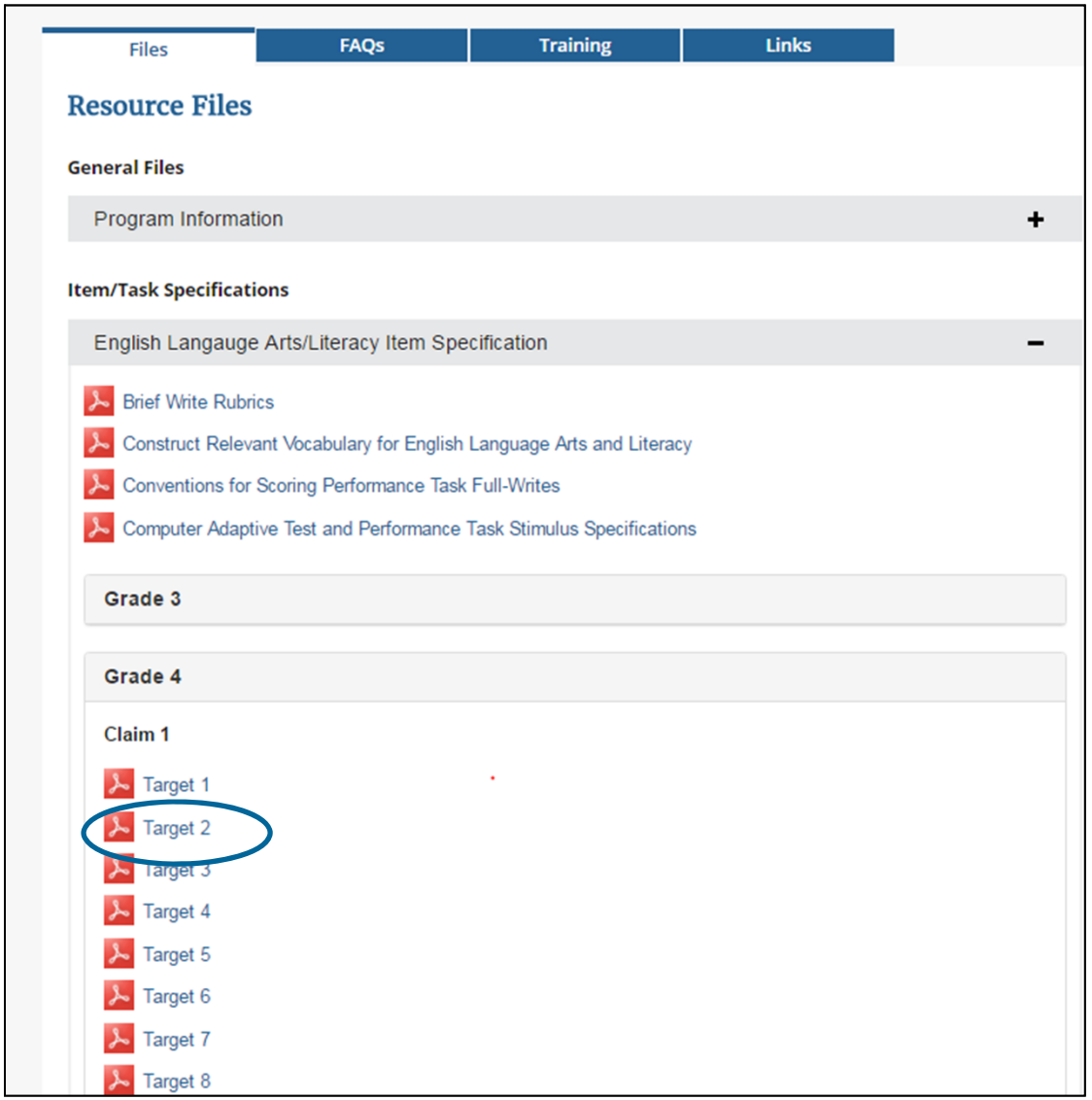
Item Specifications Documents: Bridge assessment and instruction

http://www.sde.idaho.gov/assessment/isat-cas/isat/ela.html

Download these resources to your district shared drive to make them accessible to teachers…

At the bottom of this page are sample items that you can use formatively, as well as the Cognitive Rigor Matrix.





Item Specifications Documents: Bridge assessment and instruction

English Language Arts Specification: Grade 4 Claim 1 Target 2

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 2. CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	
Clarifications	Items may assess a theme or central idea/main idea in the text. Items will not ask students to summarize the entire text; students will summarize a key event(s) or idea(s). Items may assess the key details in the text that support a theme or central idea/main idea. All items should require students to cite specific textual evidence to support ideas drawn from the text(s).
Standards	**RL-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL-2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
Stimuli/Passages	Texts will contain one or more themes, central ideas, main ideas, and/or key events. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.
Dual-Text Stimuli	**When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.** **When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.** **The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.**
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence.

http://www.sde.idaho.gov/assessment/isat-cas/isat/ela.html

Item Specifications Documents: bridge assessment and instruction

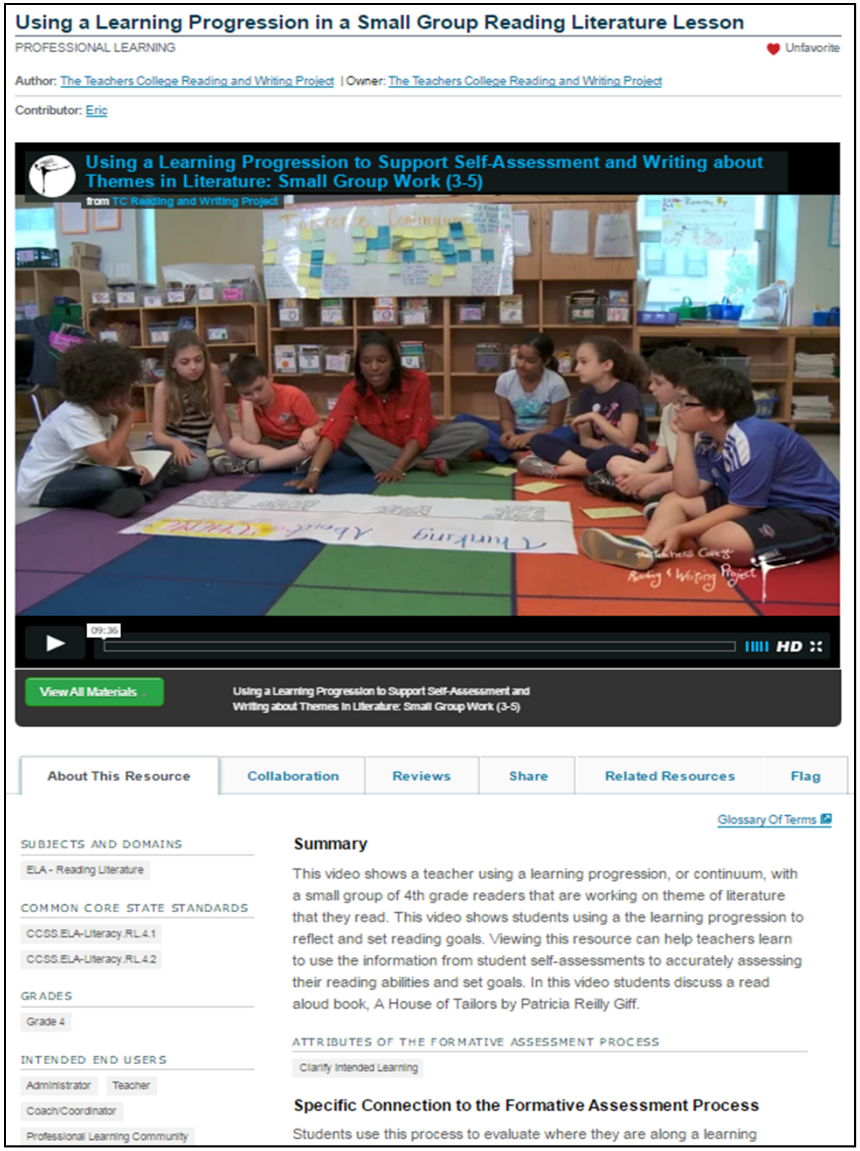
Purpose:
Teachers should ask for the same evidence in the classroom as is asked for by the standards and therefore the assessment

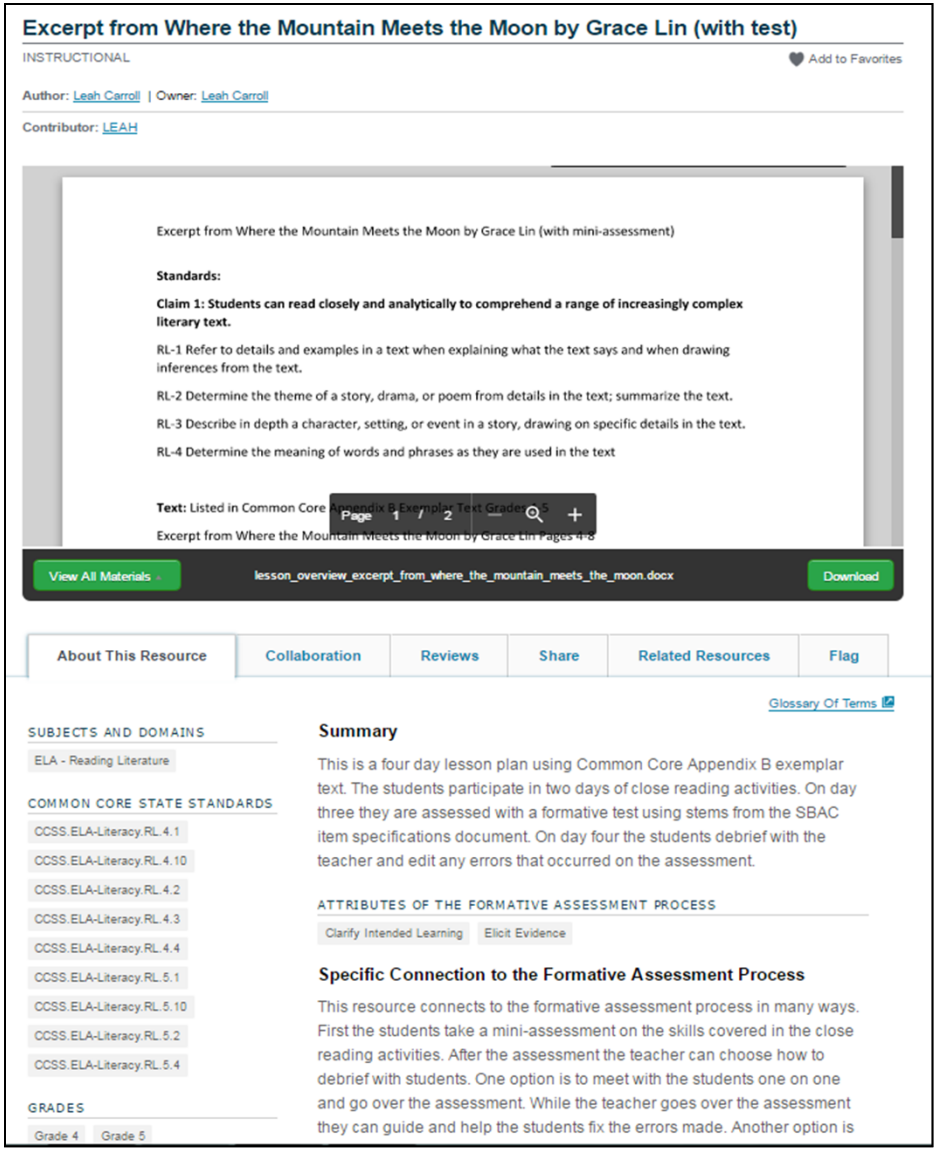
English Language Arts Specification: Grade 4 Claim 1 Target 2

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2**	**Task Description:** The **item stem** will prompt the student to 1) identify a theme or central idea/main idea, or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt students to choose **two** answers. The **answer choices** will present five to six options of similar structure. Of the options, there will be **two** correct answers. The correct answers will be relatively short statements that identify the theme or central ideas/main ideas presented in the text or statements that should be included in the text summary. The **distractors** will be relatively short statements that do not belong because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key text details. The distractors will not contain details of such insignificance that the options are implausible. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence. **Appropriate Stems:** • Choose **two** sentences that **best** [tell(s)/show(s)/describe(s)] the [theme(s)/main idea(s)] presented in the passage. • Choose **two** sentences that should be included in a summary of the text. **Scoring Rules:** All correct responses: 1 point; All other responses: 0 points

http://www.sde.idaho.gov/assessment/isat-cas/isat/ela.html

Digital Library Resources: Professional & Instructional Resources





smarterbalancedlibrary.org (link on the Portal)

Reporting ICA Grade 5 Mathematics

Student Performance in Each Achievement Level

How did my district perform overall in Mathematics?

Test: Smarter Interim Comprehensive Assessment Mathematics Grade 5
Year: 2016-2017
Name: JOINT SCHOOL DISTRICT NO. 2

Legend: Achievement Levels
%Level 1 %Level 2 %Level 3 %Level 4

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Interim Comprehensive Assessment Mathematics Grade 5 Test for Students in JOINT SCHOOL DISTRICT NO. 2

Breakdown By: ALL | Test Event: ALL | GO | Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	26	2540 ±16	42	4 54 15 27
JOINT SCHOOL DISTRICT NO. 2 (002)	26	2540 ±16	42	4 54 15 27
[redacted]	26	2540 ±16	42	4 54 15 27

Interim ICA

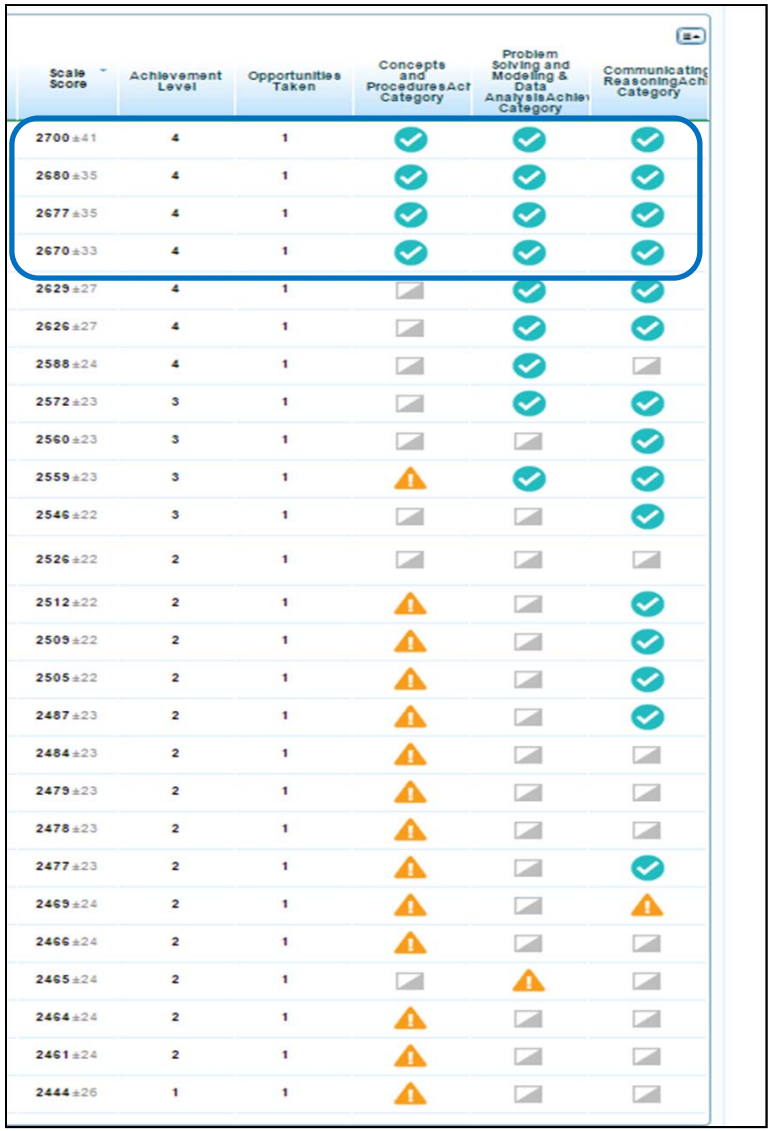
Claim Report

Claim 1: Concepts and Procedures

Claims 2-4: Mathematical Practices

Spend more time on the areas of need

Differentiate instruction for groups of students



Scale Score	Achievement Level	Opportunities Taken	Concepts and ProceduresAch Category	Problem Solving and Modeling & Data AnalysisAchiev Category	CommunicatingReasoningAch Category
2700±41	4	1	✓	✓	✓
2680±35	4	1	✓	✓	✓
2677±35	4	1	✓	✓	✓
2670±33	4	1	✓	✓	✓
2629±27	4	1		✓	✓
2626±27	4	1		✓	✓
2588±24	4	1		✓	
2572±23	3	1		✓	✓
2560±23	3	1			✓
2559±23	3	1	!	✓	✓
2546±22	3	1			✓
2526±22	2	1			
2512±22	2	1	!		✓
2509±22	2	1	!		✓
2505±22	2	1	!		✓
2487±23	2	1	!		✓
2484±23	2	1	!		
2479±23	2	1	!		
2478±23	2	1	!		
2477±23	2	1	!		✓
2469±24	2	1	!		!
2466±24	2	1	!		
2465±24	2	1		!	
2464±24	2	1	!		
2461±24	2	1	!		
2444±26	1	1	!		

Interim ICA

Class level reports by Claim for item/target

Implementation Guidance:

Consider using mid-year *or* beginning of the year for students with no previous ISAT score

Item #/Target	Percent 0 Points Earned	Percent 1 Point Earned	Percent 2 Points Earned	Percent 3 Points Earned	Percent 4 Points Earned
Concepts and Procedures					
1. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	35	65	0	0	0
2. Perform operations with multi-digit whole numbers and with decimals to hundredths. - Point(s) Possible: 1 Point	35	65	0	0	0
4. Graph points on the coordinate plane to solve real-world and mathematical problems. - Point(s) Possible: 1 Point	50	50	0	0	0
7. Understand the place value system. - Point(s) Possible: 1 Point	62	38	0	0	0
8. Analyze patterns and relationships. - Point(s) Possible: 1 Point	42	58	0	0	0
9. Classify two-dimensional figures into categories based on their properties. - Point(s) Possible: 1 Point	46	54	0	0	0
10. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	42	58	0	0	0
11. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	50	50	0	0	0
13. Understand the place value system. - Point(s) Possible: 1 Point	42	58	0	0	0
14. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	46	54	0	0	0
15. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	42	58	0	0	0
16. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	69	31	0	0	0
19. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	50	50	0	0	0
20. Classify two-dimensional figures into categories based on their properties. - Point(s) Possible: 1 Point	46	54	0	0	0
21. Understand the place value system. - Point(s) Possible: 1 Point	65	35	0	0	0
22. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	81	19	0	0	0
23. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	58	42	0	0	0
25. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	69	31	0	0	0
26. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	50	50	0	0	0
27. Analyze patterns and relationships. - Point(s) Possible: 1 Point	58	42	0	0	0
Problem Solving and Modeling & Data Analysis					
6. State logical assumptions being used. - Point(s) Possible: 1 Point	27	73	0	0	0
24. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	77	23	0	0	0
29. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. - Point(s) Possible: 1 Point	69	31	0	0	0
30. Select and use appropriate tools strategically. - Point(s) Possible: 1 Point	58	42	0	0	0
31. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. - Point(s) Possible: 1 Point	81	19	0	0	0
[Performance Task] 1. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	50	50	0	0	0
[Performance Task] 2. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	88	12	0	0	0
[Performance Task] 3. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). - Point(s) Possible: 2 Points	4	8	88	0	0
[Performance Task] 4. Apply mathematics to solve problems arising in everyday life, society, and the workplace. - Point(s) Possible: 3 Points	38	8	0	54	0
Communicating Reasoning					
3. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. - Point(s) Possible: 2 Points	15	27	58	0	0
5. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain	23	77	0	0	0

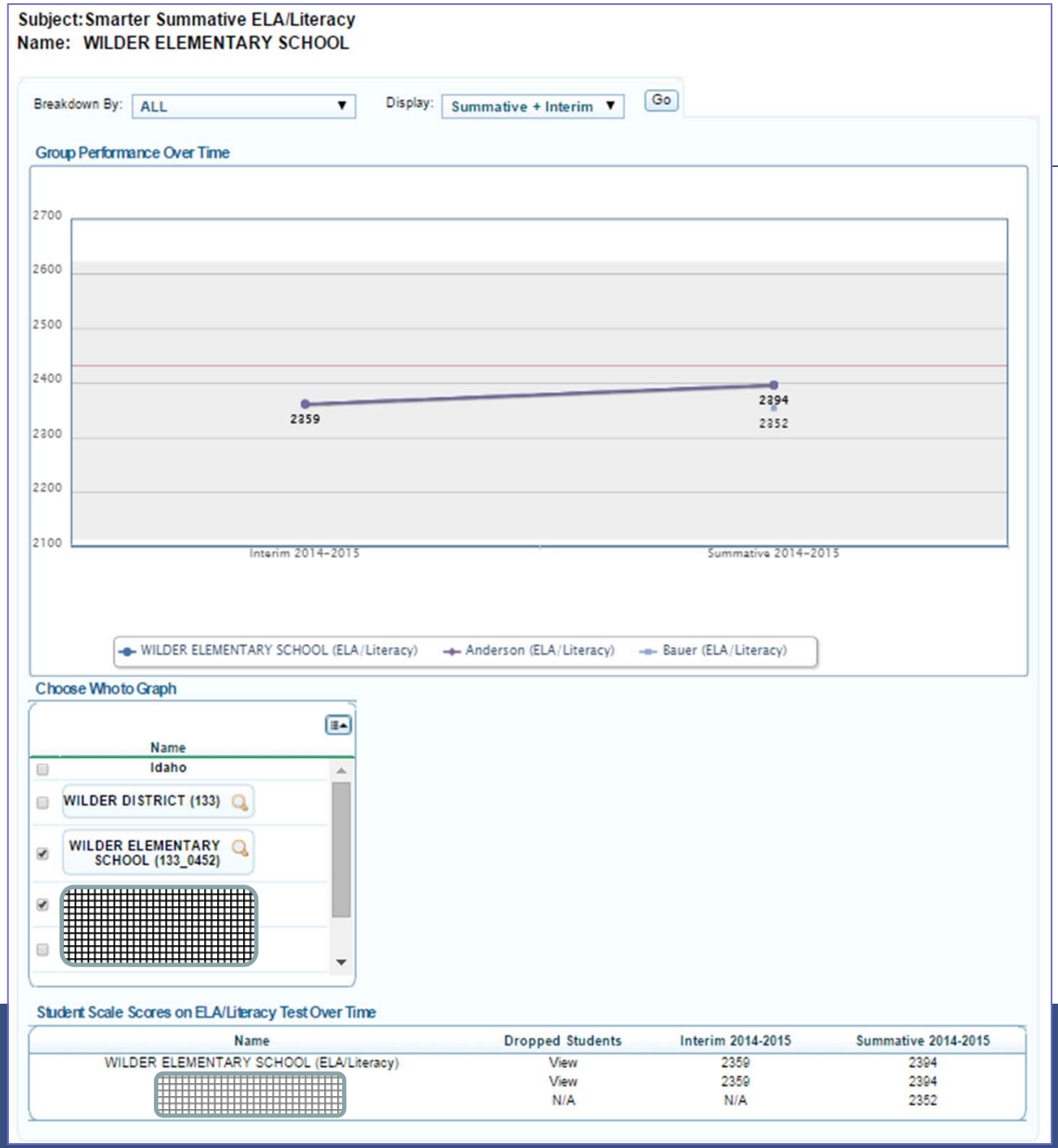
ICA and IAB reports: Class & Individual

Item Number with Associated Target and Performance on Each Test Item
Smarter Interim Comprehensive Assessment Mathematics Grade 5 Test for Students in Demo Class A

Item #/Target	Percent 0 Point Earned	Percent 1 Point Earned	Percent 2 Point Earned	Percent 3 Points Earned	Percent 4 Points Earned
Grade 5 Concepts and Procedures					
1. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	30	70	*	*	*
2. Perform operations with multi-digit whole numbers and with decimals to hundredths. Compute fluently with multi-digit numbers and find common factors and multiples.	40	60	*	*	*
4. Graph points on the coordinate plane to solve real-world and mathematical problems.	29	71	*	*	*

Student Performance on Each Test Item
Smarter Interim Assessment Blocks Mathematics Grade 5 Test

Item #/Target	Points Earned	Points Possible
Grade 5 Numbers and Operations in Base 10		
1. Perform operations with multi-digit whole numbers and with decimals to hundredths. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
2. Perform operations with multi-digit whole numbers and with decimals to hundredths. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
3. Understand the place value system.	0	1
4. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	1
5. State logical assumptions being used.	0	1
6. Understand the place value system.	1	1
7. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
8. Understand the place value system.	0	1



Trend Report ~ ICA to ISAT

35 point average gain for 20 students

The result of using data to change the outcome

Interim Block Assessment Reporting

Mathematics
Student level report for class

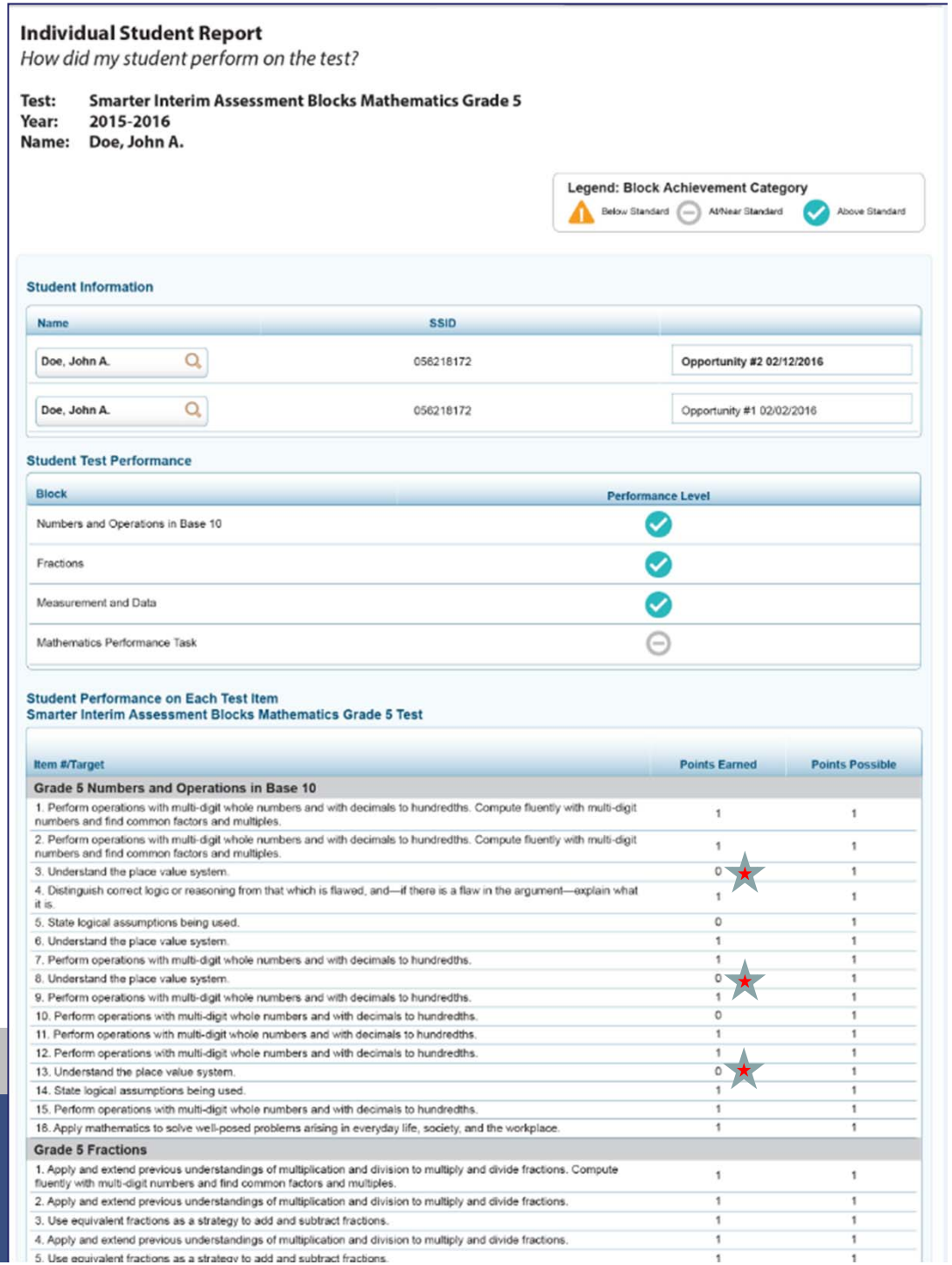
Implementation Guidance: Pretest? Give block from prior grade if students are far below.

Number of Blocks Tested	Number of Blocks Above Standard	Operations and Algebraic Thinking Performance Level	Numbers and Operations in Base 10 Performance Level	Fractions Performance Level	Mathematics Performance Task Performance Level
1	0	N/A	⚠	N/A	N/A
2	0	⊖	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
2	0	⚠	⚠	N/A	N/A
2	0	⚠	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
2	0	⊖	⚠	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
1	0	N/A	⊖	N/A	N/A
1	0	N/A	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
2	1	⊖	✓	N/A	N/A
1	1	N/A	✓	N/A	N/A
2	1	⊖	✓	N/A	N/A
2	2	✓	✓	N/A	N/A

IAB Individual Student Report

Number of opportunities
Performance level
Item /Target detail by block

In analyzing this data…
3 of 5 items missed are having to do with *“Understanding the place value system.”*



Individual Student Report
How did my student perform on the test?

Test: Smarter Interim Assessment Blocks Mathematics Grade 5
Year: 2015-2016
Name: Doe, John A.

Legend: Block Achievement Category — Below Standard; At/Near Standard; Above Standard

Student Information

Name	SSID	
Doe, John A.	056218172	Opportunity #2 02/12/2016
Doe, John A.	056218172	Opportunity #1 02/02/2016

Student Test Performance

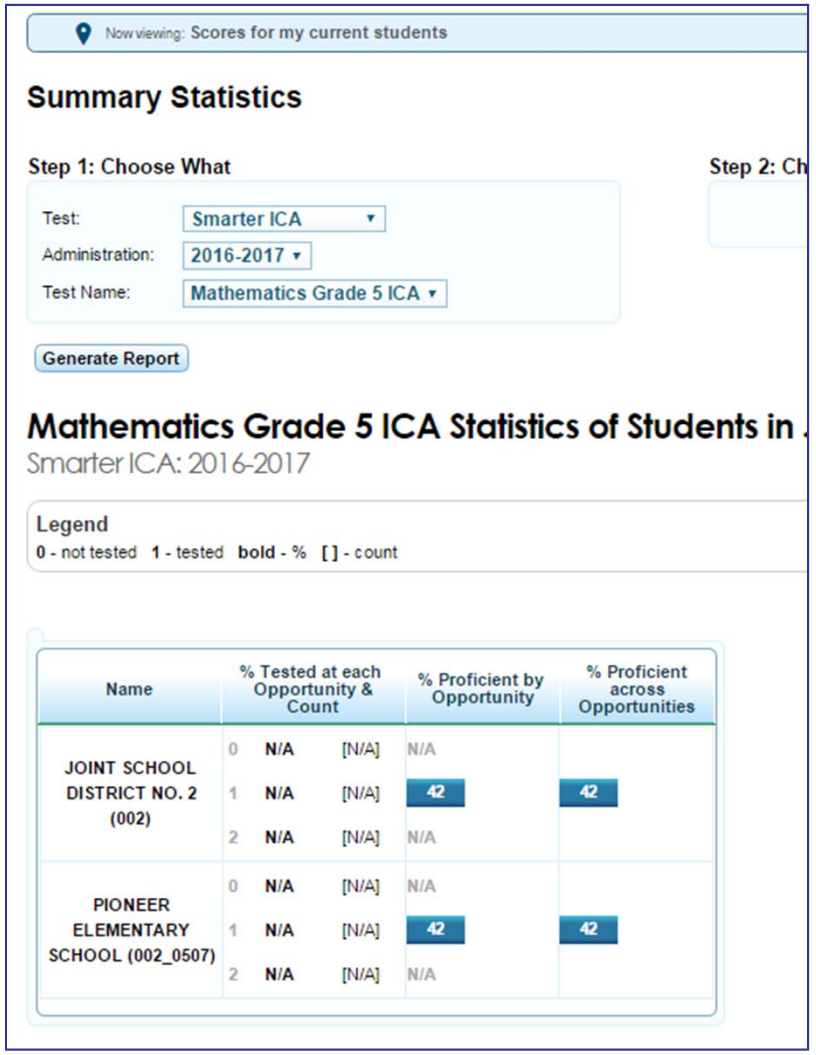
Block	Performance Level
Numbers and Operations in Base 10	✓
Fractions	✓
Measurement and Data	✓
Mathematics Performance Task	–

Student Performance on Each Test Item
Smarter Interim Assessment Blocks Mathematics Grade 5 Test

Item #/Target	Points Earned	Points Possible
Grade 5 Numbers and Operations in Base 10		
1. Perform operations with multi-digit whole numbers and with decimals to hundredths. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
2. Perform operations with multi-digit whole numbers and with decimals to hundredths. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
3. Understand the place value system.	0 ★	1
4. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	1
5. State logical assumptions being used.	0	1
6. Understand the place value system.	1	1
7. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
8. Understand the place value system.	0 ★	1
9. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
10. Perform operations with multi-digit whole numbers and with decimals to hundredths.	0	1
11. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
12. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
13. Understand the place value system.	0 ★	1
14. State logical assumptions being used.	1	1
15. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
16. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	1
Grade 5 Fractions		
1. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
2. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1	1
3. Use equivalent fractions as a strategy to add and subtract fractions.	1	1
4. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1	1
5. Use equivalent fractions as a strategy to add and subtract fractions.	1	1

Summary Statistics

% Tested
% Proficient
By Opportunity
Across Opportunity



Make strategic implementation decisions

idaho.portal.airast.org

Implementation Guidance

- ***Focus on the classroom and impact of the assessment system on teaching and learning; culture of assessment for learning***
- **Teacher and student involvement is critical; Have teachers (TE) administer the Interim Assessments**
- **Use ICA to get a measure on new students who did not have a Spring score**
- **If students do not show proficiency in previous grade, use Interim from year before their enrolled grade before teaching current grade content**
- **Involve students in their results; set improvement goals**
- **A written implementation plan should document decisions**
- **Orient teachers to the Interim Assessments over several sessions**
  - **Review summative data (ISAT 2016) for *current students***
  - **Facts about the Interim Assessment**
  - **Review Interim Assessments using AVA**
  - **Learn how to give an assessment**

Make strategic decisions about the use of the Interim Assessments

Who Decides	Question	Possible	
District School Teacher	Which assessments will be given based on the goals or questions to be answered (and why?)	ICA IAB Both	Which ones?
District School Teacher	Which students will take part in the assessments?	All or Certain Levels	Specific schools, Specific grades in a school?
District School Teacher	Will off grade level assessments be given?	Business rule	"When student is a level 1 or 2, give previous year block as pretest."
District School Teacher	When will the assessments be given? How will they align with the curriculum and instruction sequence?	Before, after, during instructional units? Mid-year?	Time of year, dates, time of day?
District School Teacher	Who will deliver the assessments? Who will score non-computer scored items and when?	Teacher, TA, School Coordinator	Teachers score during collaboration time
District School Teacher	Where & How will assessments be delivered?	Classroom or lab?	Computer vs. Laptop, Tablet
District School Teacher	How will the data be used, who will it be shared with?	Compare within district? Drive instruction? Share with parents? Share with students?	How are we doing? (Look back) vs. What should we do next? (Look forward)

Set goals and strategies to meet goals

1. Improve in every grade
2. Be above state average in every grade
3. Be above state improvement average percentage

1. Administer 8 of 14 Interim Blocks
2. Review data monthly
   a. Collaboration
   b. Data Team Meetings
3. Modify instruction based on data
   a. What can I keep the same or do differently
   b. What should I spent more or less time on

Written implementation plan…
Who will do what, where, when, and how

Timelines:
1- By October 30
- Identify 1 area of need in each claim
- Give first 3 blocks
- Explore assessments via AVA
- Review Item Specifications
- Find related Digital Library activities

2- By January 30
- Establish “intervention” /differentiation
- Give next 3 blocks
- Identify 2 additional areas of need

3- By April 15, etc…

Check in on learning goals for the webinar

1. *Obtain facts about the Interim Assessments*
2. *Understand the mechanics of preparing for and giving the Interim Assessments*
3. *Understand how to access and use Interim Assessment data*
4. *Understand the strategic, thoughtful decisions need to be made regarding the implementation of the Interim Assessments*

Interim Assessment: An integral and important component of the assessment system

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning**.

Smarter Balanced Assessment Consortium

DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

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

SUMMATIVE ASSESSMENTS

Year-end assesments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English

Other topics for professional learning

1. Using the Online Reporting System
2. Developing a culture/mindset of assessment for learning
3. Interpreting and acting on evidence (data to instruction)
4. The Digital Library
5. Airways Data Tool

Questions?

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