

# SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE



*Webinar*

*All You Need to Know about the Interim Assessments  
October 4, 2016*





# 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.



### DIGITAL LIBRARY

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

80%

Formative



### INTERIM ASSESSMENTS

15%

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



### SUMMATIVE ASSESSMENTS

5%

Year-end assessments 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

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- 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*



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# Target audiences for today

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- **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



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# Feedback about Interim Assessment

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**“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*



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# 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.



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## *Facts about the Interim Assessments*

[idaho.portal.airast.org](http://idaho.portal.airast.org)

# 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**



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# Interim Assessment Facts

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- **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**



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# 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
<b>Revision</b>	Edit/Revise	<b>Revision</b>
<b>Language and Vocabulary Use</b>	Listen/Interpret	<b>Language and Vocabulary Use</b>
<b>Editing</b>	<i>*Research</i>	<b>Editing</b>
Listen/Interpret	Performance Task	Listen/Interpret
<i>*Research</i>		<i>*Research</i>
Performance Task		Performance Task

New IAB	<i>*New Items</i>
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Grade 3	Grade 4	Grade 5
<i>* Operations and Algebraic Thinking</i>	<i>* Operations and Algebraic Thinking</i>	Number and Operations in Base Ten
<i>* Number and Operations – Fractions</i>	<i>* Number and Operations – Fractions</i>	<i>* Number and Operations – Fractions</i>
Measurement and Data	Number and Operations in Base Ten	<i>* Measurement and Data</i>
<b>Number and Operations in Base Ten</b>	<b>Geometry</b>	<b>Geometry</b>
Mathematics Performance Task	<b>Measurement and Data</b>	<b>Operations and Algebraic Thinking</b>
	Mathematics Performance Task	Mathematics Performance Task

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

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

New IAB	<i>*Revised IAB</i>
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# Interim Assessment Facts

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- **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**

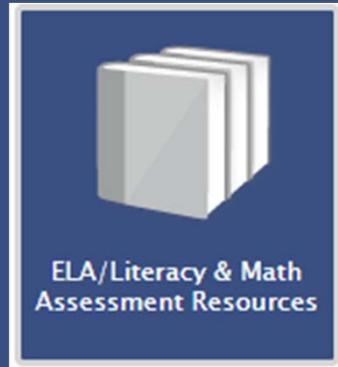


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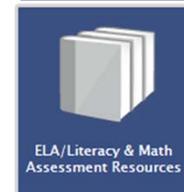


# *"The Mechanics" of preparing for and giving the Interim Assessments*



# 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



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# The ISAT Portal

Home Get Started Resources FAQs Supported Browsers Register for email alerts | Manage Account

**IDAHO**  
STATE DEPARTMENT OF EDUCATION

**ELA/Literacy & Math Assessments**

**Science & End of Course Assessments**

**Alternate Assessment ELA & Math**

**Technology Information**

**Students & Families**

### Recent Announcements

The Online Reporting System (ORS) is now live! Users will access this system via the ELA/Literacy & Math Science & End of Course Assessments, and Alternate Assessments cards found on the home page. As a reminder, Participation Reports will not be available through ORS during the 2016-17 administration. These will now be available through TIDE. ORS will continue to offer Score Reports and Retrieve Student Results data.

*Added August 19, 2016*

- The Test Delivery System (TDS) is now available on the portal! The Interims (ICAs and IABs) Test Administration, the Assessment Viewing Application (AVA), and the Teacher Hand Scoring System (THSS) cards can be accessed via the ELA/Literacy and Math Assessments icon found on the home page. The Practice & Training Tests can be accessed via the icons found on the home page, under Students & Families and ELA/Literacy & Math Assessments.

A new announcement will be posted when the updated 2016-17 Test Delivery System Test Administrator (TA) user guide is available. In the meantime, there is a Test Administration Quick Guide available in the ELA/Literacy & Math Assessments Resources section under the sub-folder AIR Online Systems - User Guides.

Please be aware there will be no Test Administration icons for Science & End of Course and Alternate Assessments until these tests go live. Please refer to the Important Dates section for specific go-live dates.

*Added August 18, 2016*

- The 2016-17 TA Certification Course is now available on the portal. The TA Certification can be accessed via the icon found under the ELA/Literacy & Math Assessments, Science & End of Course Assessments, or Alternate Assessment ELA & Math pages. This course is mandatory

### Welcome!

This site demonstrates the features that are available on the portals created by AIR to access the assessment systems.

### Teacher Scoring Application

Teachers will be able to apply to assist with scoring spring 2017 Summative Assessments later this winter. We will provide more information as soon as the application process becomes available. When applying, teachers who have had experience hand scoring interim assessment items should indicate this on their application.

**Important Dates**

**Contact Us**

**Idaho Statewide Assessment Group on Edmodo**

**System Status**

**Secure Browsers**

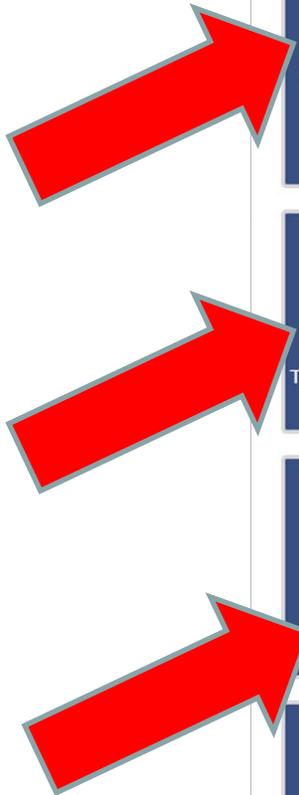
[Idaho.portal.airast.org](http://Idaho.portal.airast.org)



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TA Certification Course	ELA/Literacy & Math Assessment Resources	Practice & Training Test Administration
Test Administration	Classroom Activities: Interim & Practice Tests	Assessment Viewing Application
TIDE	Teacher Hand Scoring System	Online Reporting System
AIR Ways Reporting	Digital Library by Smarter Balanced	Test Administration Manual

### ELA/Literacy & Math Assessment

This portal is your access point for the assessment system tools and resources.

#### Announcements

**NEW!** The Online Reporting System (ORS) is now live! Users will be able to access this system via the ELA/Literacy & Math Assessments, Science & End of Course Assessments, and Alternate Assessments cards found on the home page. As a reminder, Participation Reports will not be available through ORS during the 2016-17 administration. These will now be available through TIDE. ORS will continue to offer Score Reports and Retrieve Student Results data.  
*Added August 19, 2016*

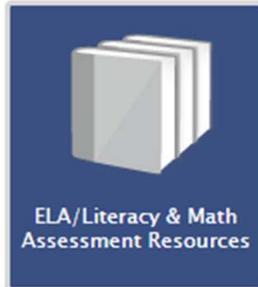
- The Test Delivery System (TDS) is now available on the portal! The Interims (ICAs and IABs) Test Administration, the Assessment Viewing Application (AVA), and the Teacher Hand Scoring System (THSS) cards can be accessed via the ELA/Literacy and Math Assessments icon found on the home page. The Practice & Training Tests can be accessed via the icons found on the home page, under Students & Families and ELA/Literacy & Math Assessments. A new announcement will be posted when the updated 2016-17 Test Delivery System Test Administrator (TA) user guide is available. In the meantime, there is a Test Administration Quick Guide available in the ELA/Literacy & Math Assessments Resources section under the sub-folder AIR Online Systems - User Guides. Please be aware there will be no Test Administration icons for Science & End of Course and Alternate Assessments until these tests go live. Please refer to the Important Dates section for specific go-live dates.  
*Added August 18, 2016*



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# Interim Assessment Resources



Search Resources

Advanced Search

**ELA/Literacy & Math Assessments**

- ELA/Literacy & Math Assessments
  - AIR Online Systems
  - Summative Assessments
  - Accessibility & Accommodations
  - Interim Assessments**
  - Reporting
  - Digital Library
  - Practice & Training Tests
  - Communication Toolkit
  - District & School Implementation Guidance
  - Science/EOC Assessments
  - Students and Families
  - Technology Information

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Search Resources

Advanced Search

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  - Reporting
  - Digital Library
  - Practice & Training Tests
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  - Technology Information

### ELA/Literacy & Math Assessments – Interim Assessments

Resource	Description
English Language Arts (ELA) IABs Blueprint [PDF] Updated June 9, 2016	These documents contain the English Language Arts (ELA) and Mathematics Interim Assessment Blocks (IABs) Blueprint for grades 3-8 and 11.
Mathematics IABs Blueprint [PDF] Updated June 9, 2016	
Interim Assessments Fact Sheet (Coming Soon)	This document contains an overview of the Interim Assessments that will be administered during the 2016-17 administration.
Interim Assessment Item Counts [XLSX] Updated January 12, 2015	This document includes the Interim Assessment Item Counts.
Interim Assessments Overview [PDF] Updated June 10, 2016	This document provides an overview of the Interim Assessments (ICA and IAB) and what we can expect for the upcoming 2016-2017 administration.
Interim Assessment Statement of Purpose [PDF] Updated June 24, 2016	The Interim Assessments Statement of Purpose explains the structure and intention of the optional interim assessments.
Interim Assessment Test Administration Guide [PDF]	This guide provides an overview of how to prepare for and administer the ISAT by Smarter Assessments.
Quick Guide to Activate the ISAT Interim Assessment [PDF]	This resource can be used as a quick guide for activating a test session for the ISAT Interim Assessments.
Quick Guide for printing ISAT Math/ELA Individual Student Reports [PDF] Updated May 17, 2016	This document serves as a quick guide to printing students reports.



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# Prior to giving the Interim Assessments

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## 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”



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# The Test Information Distribution Engine (TIDE)

**View/Edit Student**

District: 9997 - Demo District 9997  
 School: 9997\_999701 - Demo School 999701  
 EDUID: 012345678

Student's Last Name: Check  
 Student's First Name: Health  
 Middle Name:

\*Gender:  Male  Female  
 Birth Date (MMDDYYYY): 01/01/2000  
 \*Confirmation Code: Health  
 \*Grade: 03  
 District assigned student identifier:

IDEA Indicator:  Yes  No  
 LEP Status:  Yes  No  
 Section 504: -Select-  
 Language Code:   
 \*English Language Proficiency Level: NO  
 Migrant Status:  Yes  No  
 First Entry Date into a US School (MMDDYYYY):   
 Limited English Proficiency Entry Date (MMDDYYYY):   
 Limited English Proficiency Exit Date (MMDDYYYY):   
 Title III Language Instruction Program Type: -Select-  
 Primary Disability Type: -Select-

---

**Interim Eligibility**

Interim Testing Grade

Mathematics: All selected (7)  
 English Language Arts: All selected (7)

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**Race and Ethnicity**

Hispanic or Latino:  Yes  No  
 American Indian or Alaska Native:  Yes  No  
 Asian:  Yes  No  
 Black or African American:  Yes  No  
 White:  Yes  No  
 Native Hawaiian or Other Pacific Islander:  Yes  No  
 Demographic Race Two or More Races:  Yes  No

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**Test Settings and Tools**

Test Settings and Tools	ELA	ELA-PT	Mathematics
Print Size	1X	1X	1X
Color Contrast	Black on White	Black on White	Black on White
Language (Designated Supports and Accommodations)	English	English	English
Text-To-Speech (Designated Supports and Accommodations)	Passages and Items	Passages and Items	Passages and Items
Streamlined Interface Mode	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation (Glossary)	English Glossary	English Glossary	English Glossary
Masking	Masking Not Available	Masking Not Available	Masking Not Available
Permissive Mode	Permissive Mode Disabled	Permissive Mode Disabled	Permissive Mode Disabled
American Sign Language	Do not show ASL videos	Do not show ASL videos	Do not show ASL videos
Closed Captioning	Closed Captioning Not Ava	<input type="checkbox"/>	<input type="checkbox"/>

# Assessment Viewing Application



## Choose a Test Grade

Please choose the appropriate test grade.

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](#)

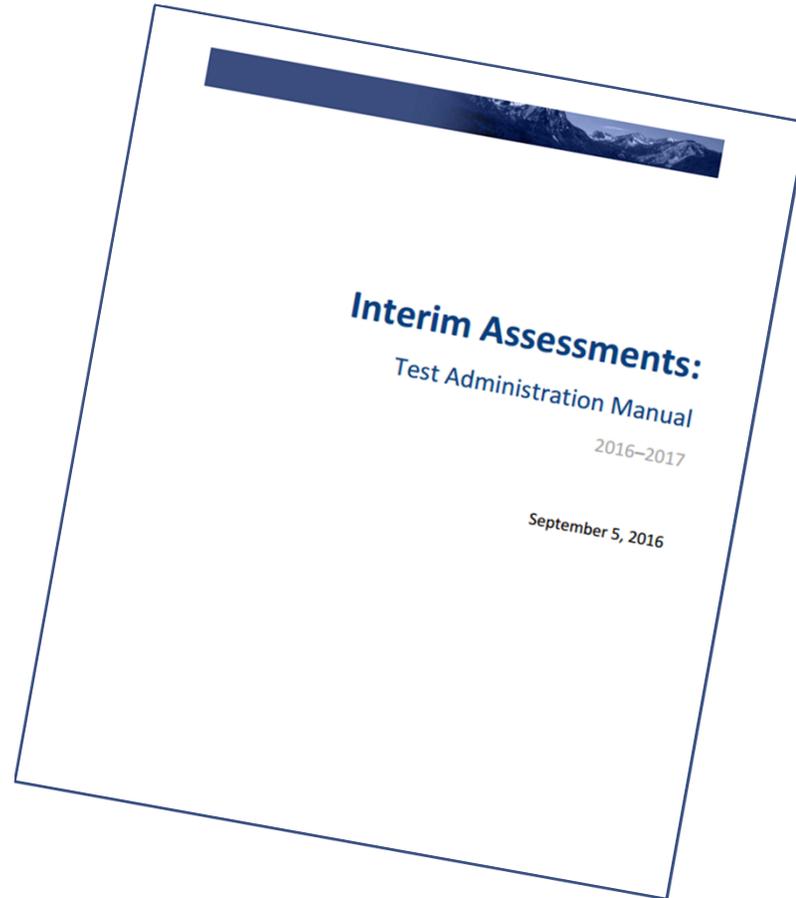


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# Giving an Assessment

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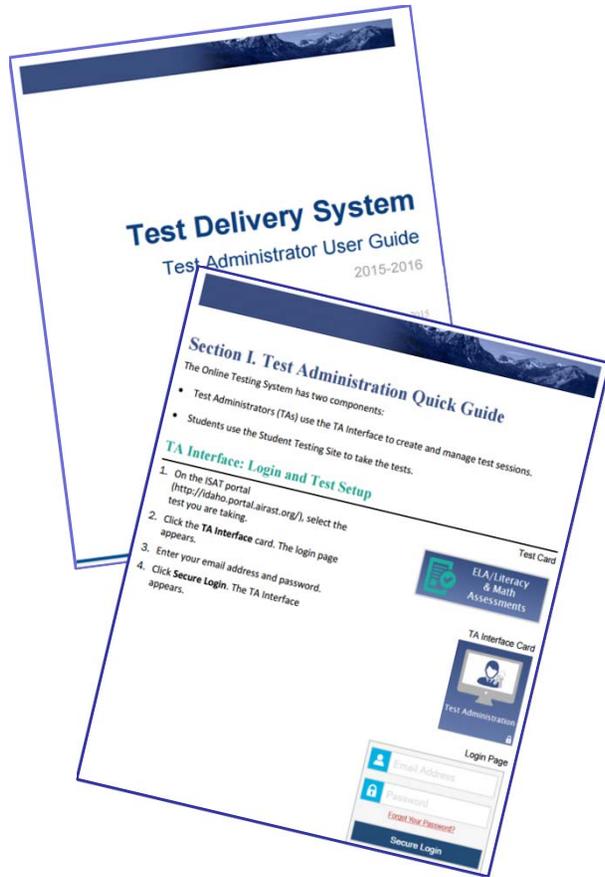
## Interim Test Administration Manual



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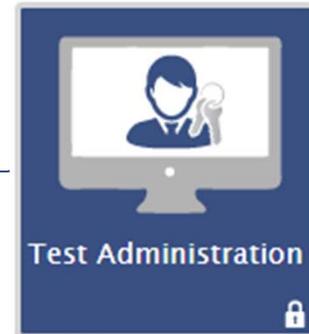
# The ISAT Portal



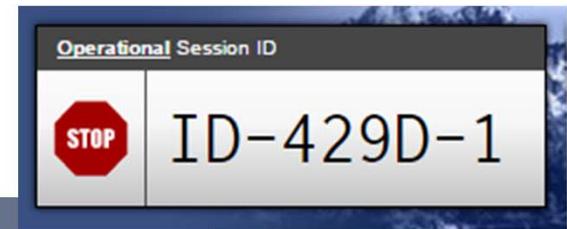
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# TEST DELIVERY SYSTEM



- 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



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## Operational Test Session Not Started

**Instructions**

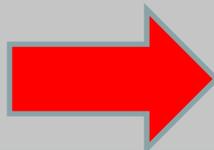
- 1 Start Session**  
Press the **Select Tests** button, mark the checkboxes for the tests you wish to include.
- 2 Approve Students**  
Press the **Approvals** button, review each student's test details, and then press the **Start** button.
- 3 Monitor Progress**  
Monitor the **Students in your Test Session** table. You can use the **Stop** button to stop a test session, press the **Stop** button next to the Session ID.

**Operational Test Selection** Expand All

Choose which tests to add to your session from the tree, and then start your session.

- Interim Comprehensive (ICA)
- Interim Blocks (IAB)
  - ELA
  - Math
    - CAT
      - Grade 3 Math Interim IAB-MD
      - Grade 3 Math Interim IAB-NF
      - Grade 3 Math Interim IAB-OA
      - Grade 4 Math Interim IAB-NBT
      - Grade 4 Math Interim IAB-NF
      - Grade 4 Math Interim IAB-OA

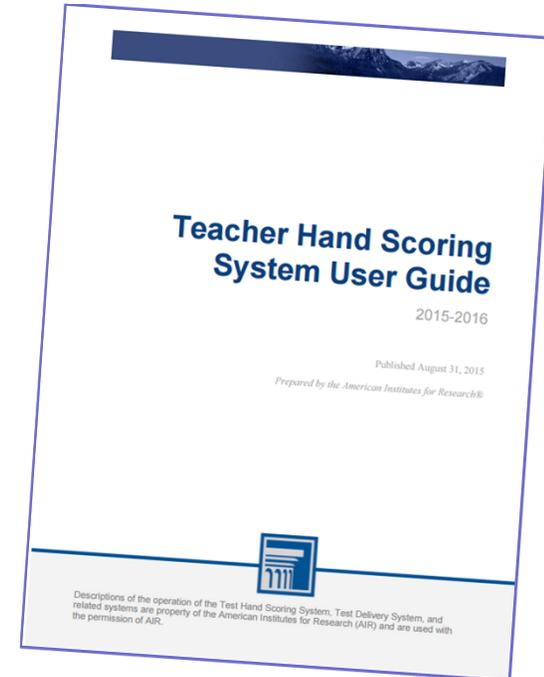
**Start Operational Session** Close



# 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



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# Response list page



Logged in as ownitemscorer01@example.com | [Help](#) | [Logout](#)

**Smarter Balanced Assessment Consortium** **Teacher Hand Scoring System - Response List**

Test:  Session:

<input type="checkbox"/>	Name	Item	Session	Status	Score
<input type="checkbox"/>	MATTHEW DAGENAIS	13312: CellPhone_6_Stim1_Item4	test-a044-1	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	ALANA OLENDORF	13310: CellPhones_6_Stime1_Item5	test-a044-1	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	KYESHA BUCKHAM	13313: CellPhone_6_Stim1_Item6	test-a044-1	Not Scored	<a href="#">Score</a>

Figure 4. Response List Page (Bottom)

<input type="checkbox"/>	ASHLEY HOGSTAD	Marshmallow Experiment	TEST-5777-1	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	ZOEY UNRUH	Marshmallow Experiment	TEST-5777-1	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	ALEXCIS HACKNER	Marshmallow Experiment	TEST-5777-1	Not Scored	<a href="#">Score</a>

Showing 1 to 25 of 111 entries

First Previous **1** 2 3 4 5 Next Last

[Reassign All Selected](#) [Mark Selected As Complete](#)



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# 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

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

## Interim Assessment Item Counts

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



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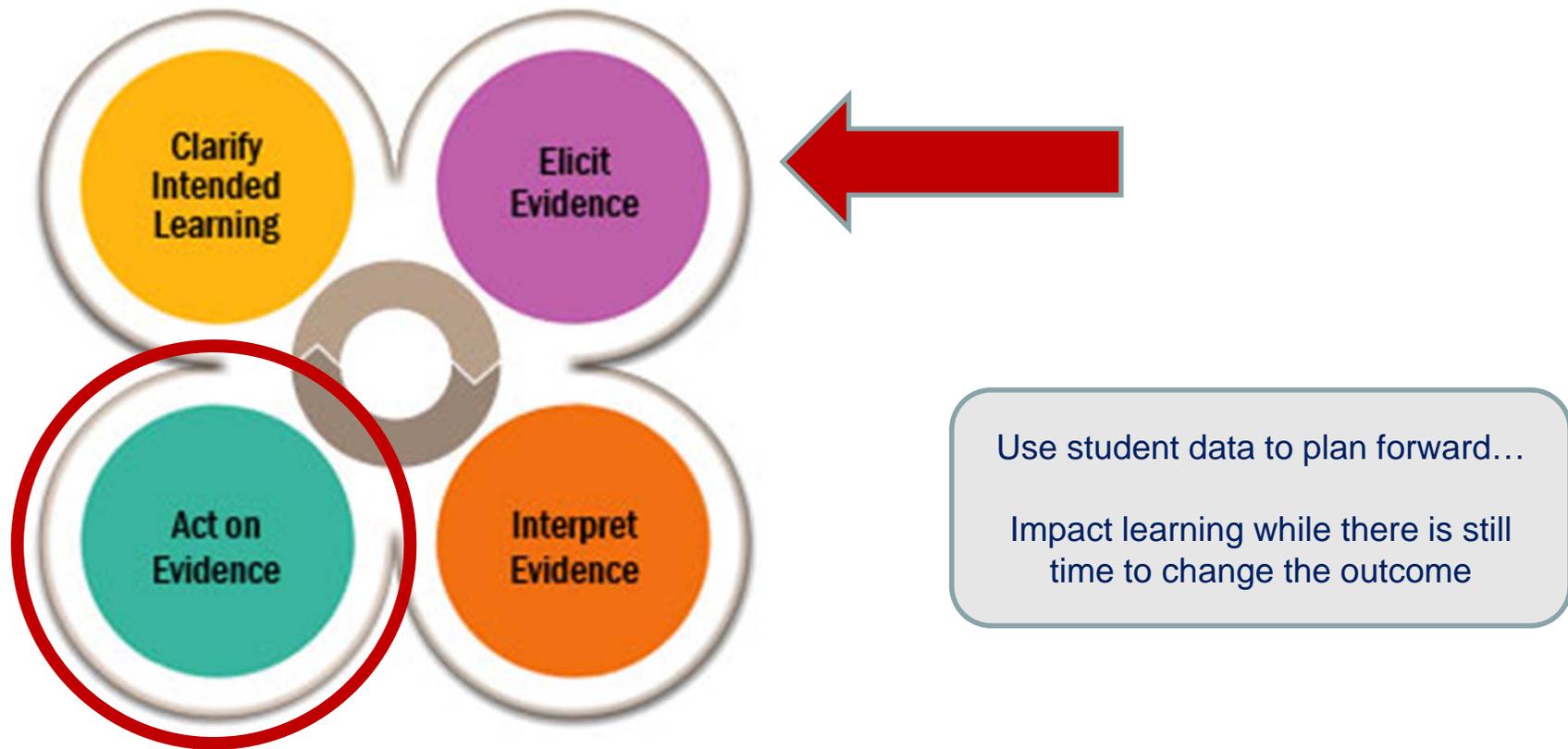


## *Access and use Interim Assessment data*

[idaho.portal.airast.org](http://idaho.portal.airast.org)

# Formative Assessment Cycle

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# Teacher **use** of the data

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- 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*



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## Understand Claims and Targets

# Claims

Four in each content area  
(3 reported in math)

Broad statements of the  
assessment system's  
learning outcomes

# Targets

Descriptions of  
evidence needed to  
back up the Claim

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

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		
<p>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., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p> <p>Gr. 3 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5c (DOK 1, DOK 2)</p> <p>RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L-4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L-4b Determine the meaning of the new word formed when a known</p>	<p>Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, 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.</p> <p>Gr. 4 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2)</p> <p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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).</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word</p>	<p>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.</p> <p>Gr. 5 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2)</p> <p>RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L-4a Use context (e.g., cause/effect</p>

Content Specifications, pg. 3



## Understand Claims and Targets

**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  $5 \times 7$  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  $5 \times 7$ .
2. Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  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  $56 \div 8$ .
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.<sup>1</sup>
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  $8 \times 7 = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = 2$ .

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

5. Apply properties of operations as strategies to multiply and divide.<sup>2</sup> Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)
6. Understand division as an unknown-factor problem. For example, find  $32 \div 8$  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  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) 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.<sup>3</sup>
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)**

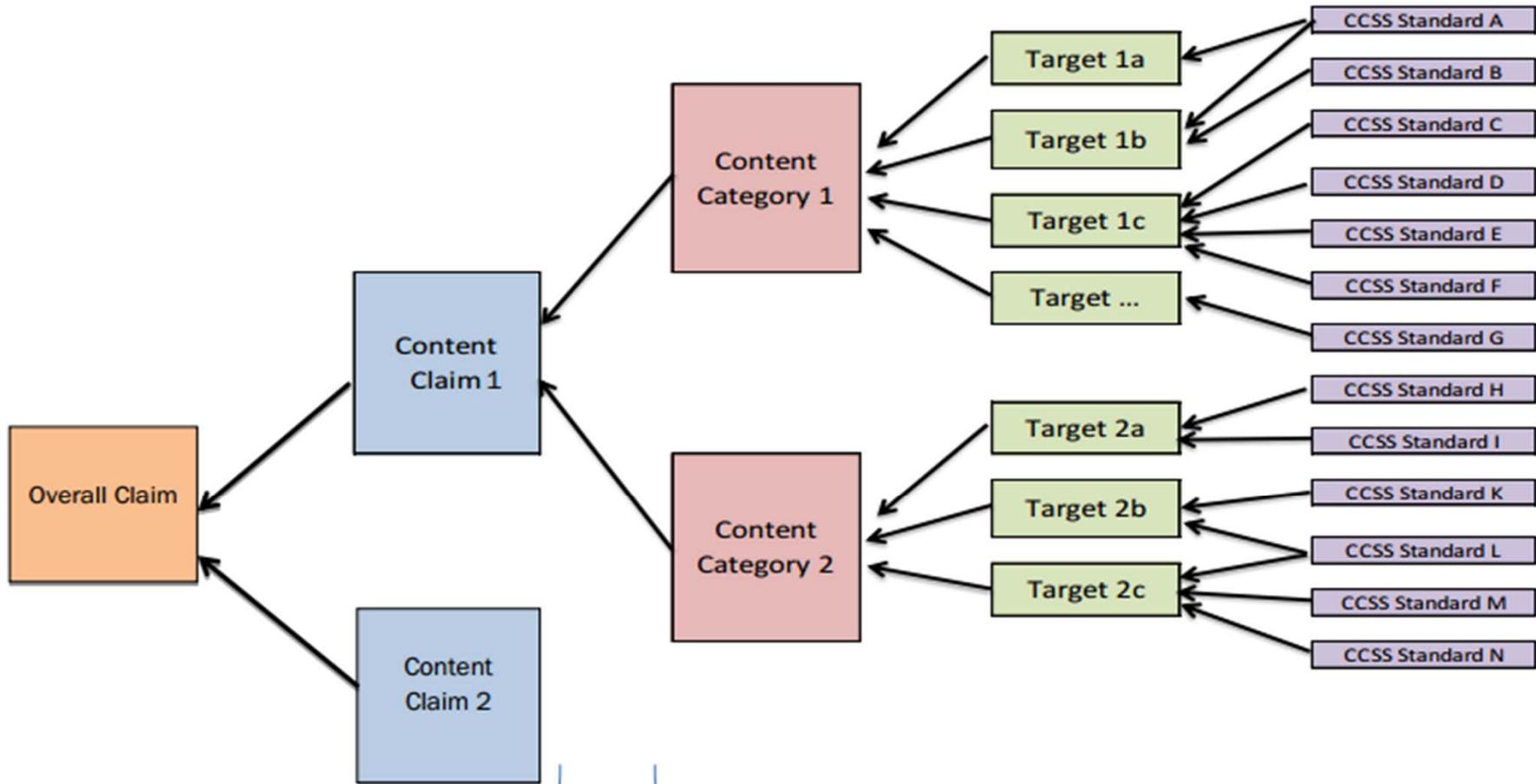
Combined  
for  
reporting

**Problem Solving**

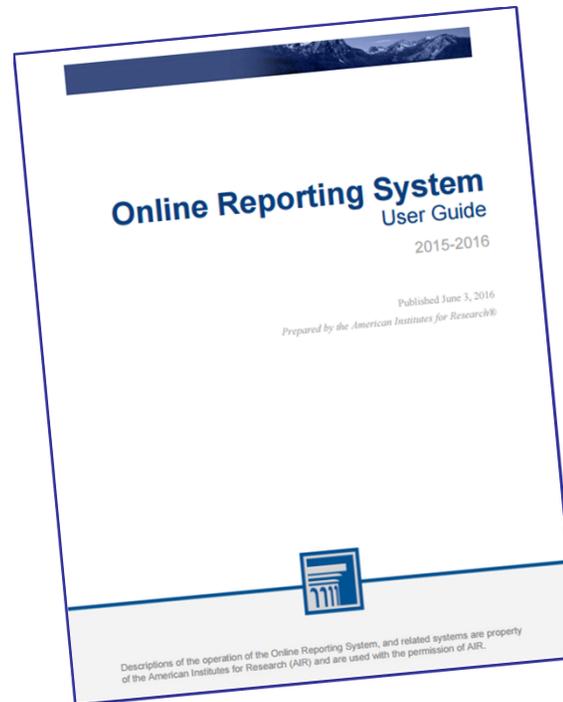
**Communicating Reasoning**

**Modeling and Data Analysis**

# Claims, Content Categories, Assessment Targets, and Standards



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



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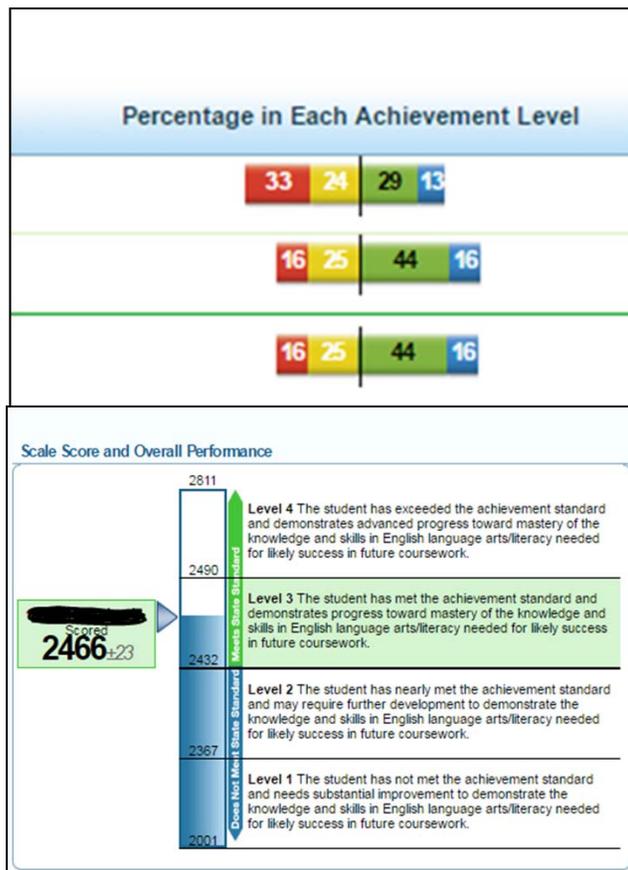
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# Proficiency vs. Performance

## Proficiency

### Achievement Levels 1-4



## Performance

**Legend: Claim Achievement Category**

- Below Standard
- At/Near Standard
- Above Standard

Scale Score	Achievement Level	Reading Achievement Category	Writing Achievement Category	Listening Achievement Category	Research/Inquiry 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	●	⚠	●	●

**Student Performance on Claims**

Claim	Claim Performance	Performance Description	Performance	Claim Description
Concepts and Procedures		Above Standard	✓	<b>What These Results Mean</b> Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis		At/Near Standard	⚠	<b>What These Results Mean</b> Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.
Communicating Reasoning		At/Near Standard	⚠	<b>What These Results Mean</b> Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

# School Leaders:

## Are there trends?

### Student Performance in Each Achievement Level

How did my school perform overall in ELA/Literacy?

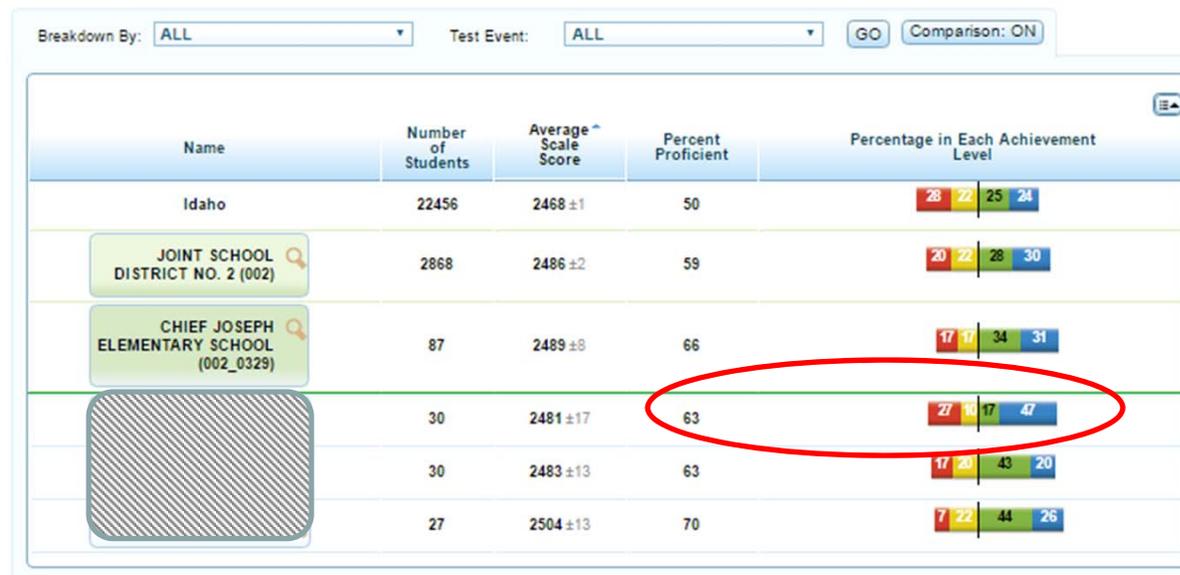
Test: Smarter Summative ELA/Literacy Grade 4

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



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?



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# 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	11 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	11 67 23
				Research/Inquiry	2482 ±11	15 57 28
[Redacted]	2483 ±13	63	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
[Redacted]	2504 ±13	70	70	ELA/Literacy	2504 ±13	
				Reading	2519 ±17	4 63 33
				Writing	2493 ±18	22 44 33
				Listening	2527 ±25	7 63 30
				Research/Inquiry	2489 ±14	7 78 15
[Redacted]	2481 ±17	63	63	ELA/Literacy	2481 ±17	
				Reading	2461 ±26	30 33 37
				Writing	2469 ±14	20 60 20
				Listening	2522 ±26	11 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



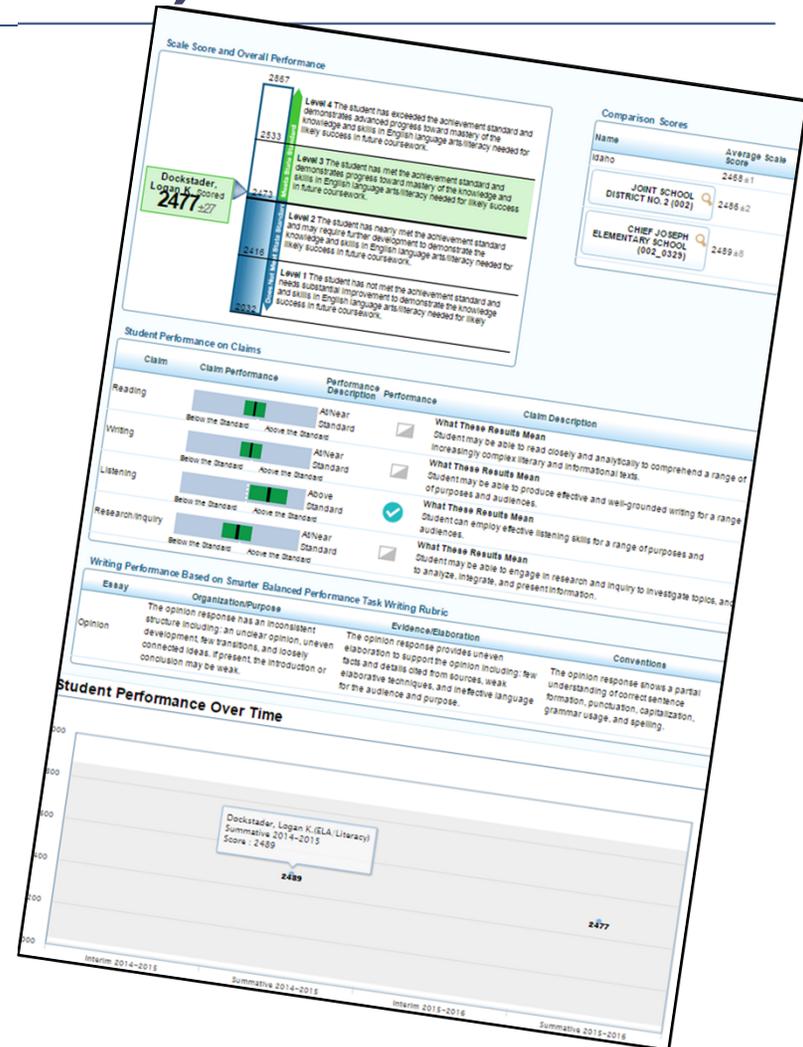
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# Start with Summative (ISAT) data

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

**For each of their rosters...**



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# As Teachers:

## Claim Report for current 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.

Tier 1

Tier 2

Tier 3

Scale Score	Achievement Level	ReadingAchiev Category	WritingAchiev Category	ListeningAchiev Category	Research/Inqui Category
2585 ±24	4	✓	✓	☐	✓
2508 ±26	4	✓	✓	✓	✓
2546 ±25	4	✓	☐	☐	☐
2533 ±25	4	✓	✓	☐	☐
2622 ±27	4	✓	✓	✓	✓
2549 ±25	4	☐	✓	✓	✓
2590 ±27	3	☐	☐	☐	☐
2521 ±24	3	☐	✓	☐	☐
2512 ±24	3	☐	☐	☐	✓
2532 ±23	3	☐	☐	☐	✓
2503 ±27	3	☐	☐	☐	✓
2474 ±23	3	☐	☐	☐	✓
2510 ±24	3	☐	✓	☐	☐
2478 ±24	3	☐	☐	☐	✓
2482 ±25	3	☐	☐	☐	✓
2492 ±25	3	✓	☐	⚠	☐
2491 ±25	3	☐	✓	☐	☐
2513 ±25	3	✓	✓	☐	☐
2424 ±25	2	⚠	☐	⚠	☐
2433 ±27	2	☐	⚠	☐	☐
2455 ±25	2	☐	☐	☐	☐
2423 ±26	2	☐	⚠	☐	⚠
2456 ±28	2	☐	☐	☐	⚠
2472 ±24	2	☐	☐	☐	☐
2347 ±25	1	⚠	⚠	☐	⚠
2352 ±25	1	⚠	⚠	☐	☐
2397 ±26	1	⚠	⚠	☐	⚠
2385 ±23	1	⚠	☐	⚠	⚠
2339 ±27	1	⚠	⚠	⚠	⚠



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# As Teachers:

Look at current students:

- Target Report from Summative Assessment

Informational Text

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

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

Target	Performance Relative to the Test as a Whole	Performance Relative to Proficiency
<b>Reading</b>		
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=	=
<b>Central Ideas</b> (Informational Text) KEY DETAILS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	+	+
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/ter 2 words, domain-specific (ter 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), 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 (ter 2) vocabulary common to complex texts in all disciplines.	=	=
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	=	+
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.	-	=
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.	=	=
(Informational Text) LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, overtones).	=	=
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=	=
<b>Central Ideas</b> (Literary Text) KEY DETAILS: Identify or determine a theme or central idea from details in the text, or summarize the text.	-	-
(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/ter 2 words), based on context, 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 (ter 2) vocabulary common to complex texts in all disciplines.	=	=
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	-	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.	*	*
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	=	=
(Literary Text) 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.	=	=
<b>Writing</b>		
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	=	=
COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	=	=
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	=	+
COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience; organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	=	+
WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	=	=
COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience; organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources, and develop an appropriate conclusion related to the opinion presented.	+	+
LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	=	=
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	-	-
<b>Listening</b>		
LISTEN/INTERPRET: Interpret and use information delivered orally.	+	+
<b>Research/Inquiry</b>		
INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided, select and	+	+

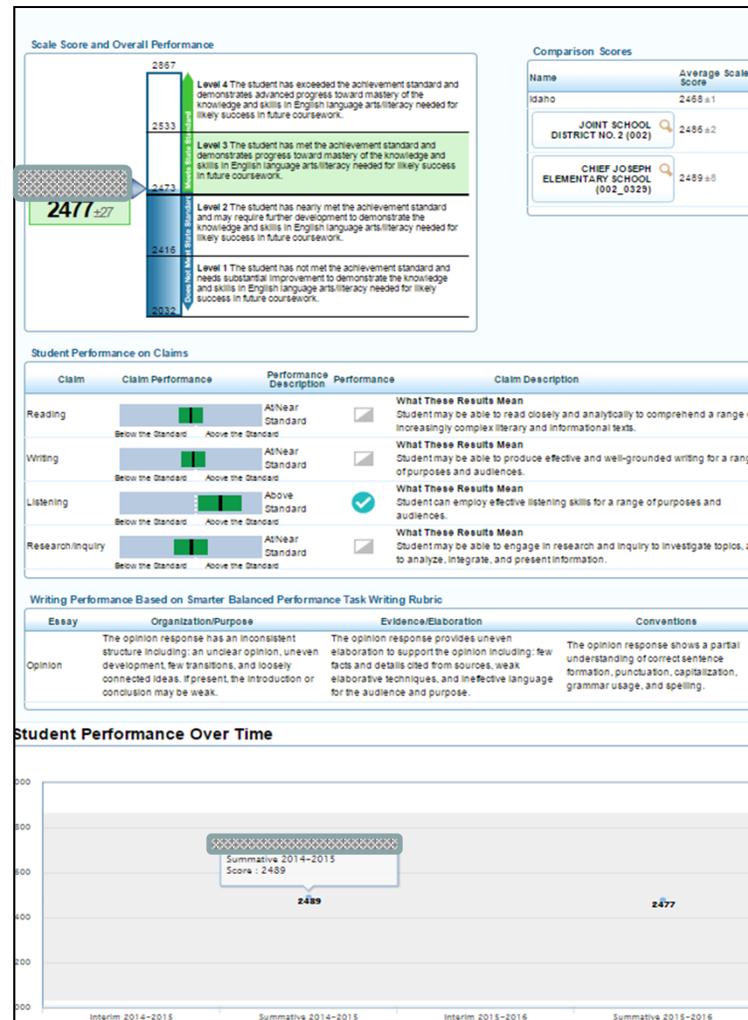


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# Summative Individual Student Report

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



# Assessment Viewing Application

## idaho.portal.airast.org



### Available Tests

Choose the test you wish to review.

<a href="#">Start Grade 4 ELA Interim IAB-Editing</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 ELA Interim IAB-LangVocab</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 ELA Interim IAB-Revision</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 Math Interim IAB-G</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 Math Interim IAB-MD</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 Math Interim IAB-NBT</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 Math Interim IAB-NF</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 Math Interim IAB-OA</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 ELA Interim IAB-ListenInterpet</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 ELA ICA CAT</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 ELA ICA PT-UncommonAnimals</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 Math ICA CAT</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 Math ICA PT-AnimalJumping</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 ELA Interim IAB-ReadInfo</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 ELA Interim IAB-ReadLit</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 ELA Interim IAB-Research</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 ELA Interim IAB-BriefWrites</a> This is opportunity 1 of 999	<a href="#">Start Grade 4 ELA Interim IAB-PT-Narrative- UnlikelyAnimal</a> This is opportunity 1 of 999
<a href="#">Start Grade 4 Math Interim IAB PT- AnimalJumping</a> This is opportunity 1 of 999	

#### Next Step:

If you wish to log out, select **Back to Login**.

[Back to Login](#)

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
<b>Read Literary Texts</b>			
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; author'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; author'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; author'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

Grades 3-7
Read Literary Texts
Read Informational Texts
Brief Writes
Revision*
Language and Vocabulary Use*
Editing*
Listen/Interpret
Research**
Performance Task



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

# 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.

Sample Items by Assessment

English Language Arts/Literacy Claims -

Item Types

SR = Selected Response    ER = Extended Response    PT = Performance Task  
CR = Constructed Response    TE = Technology Enhanced    DOK = Depth of Knowledge

English Language Arts/Literacy Cognitive Rigor Matrix

Grade 3

Grade 4

Grade 5

Files    FAQs    Training    Links

## Resource Files

General Files

Program Information +

Item/Task Specifications

English Language Arts/Literacy Item Specification -

- Brief Write Rubrics
- Construct Relevant Vocabulary for English Language Arts and Literacy
- Conventions for Scoring Performance Task Full-Writes
- Computer Adaptive Test and Performance Task Stimulus Specifications

Grade 3

Grade 4

Claim 1

- Target 1
- Target 2
- Target 3
- Target 4
- Target 5
- Target 6
- Target 7
- Target 8

# Item Specifications Documents: Bridge assessment and instruction

English Language Arts Specification: Grade 4 Claim 1 Target 2



<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 2. CENTRAL IDEAS:</b> Identify or determine a theme or central idea from details in the text, or summarize the text.	
<b>Clarifications</b>	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).
<b>Standards</b>	<b>RL-1</b> <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <b>RL-2</b> <u>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</u>  <b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.
<b>Depth of Knowledge (DOK)</b>	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
<b>Stimuli/Passages</b>	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.
<b>Dual-Text Stimuli</b>	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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> 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 <u>Appropriate Stems for Dual-Text Stimuli</u> 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.
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	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.

# 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	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response (MS)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>            The <b>item stem</b> 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 <b>two</b> answers.            The <b>answer choices</b> will present five to six options of similar structure. Of the options, there will be <b>two</b> 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 <b>distractors</b> 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.  <b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a theme or central idea/main idea of a text using supporting evidence.</li> <li>2. The student will summarize key events or ideas in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Choose <b>two</b> sentences that <b>best</b> [tell(s)/show(s)/describe(s)] the [theme(s)/main idea(s)] presented in the passage.</li> <li>• Choose <b>two</b> sentences that should be included in a summary of the text.</li> </ul> <p><b>Scoring Rules:</b> All correct responses: 1 point; All other responses: 0 points</p>

# Digital Library Resources: Professional & Instructional Resources

**Using a Learning Progression in a Small Group Reading Literature Lesson**  
PROFESSIONAL LEARNING ♥ Unfavorite

Author: [The Teachers College Reading and Writing Project](#) | Owner: [The Teachers College Reading and Writing Project](#)  
Contributor: [Eric](#)

**Using a Learning Progression to Support Self-Assessment and Writing about Themes in Literature: Small Group Work (3-5)**  
from [TC Reading and Writing Project](#)



View All Materials Using a Learning Progression to Support Self-Assessment and Writing about Themes in Literature: Small Group Work (3-5)

**About This Resource** | Collaboration | Reviews | Share | Related Resources | Flag

[Glossary Of Terms](#)

**SUBJECTS AND DOMAINS**

ELA - Reading Literature

**COMMON CORE STATE STANDARDS**

CCSS.ELA-Literacy.RL.4.1  
CCSS.ELA-Literacy.RL.4.2

**GRADES**

Grade 4

**INTENDED END USERS**

Administrator | Teacher  
Coach/Coordinator  
Professional Learning Community

**Summary**

This video shows a teacher using a learning progression, or continuum, with a small group of 4th grade readers that are working on theme of literature that they read. This video shows students using a the learning progression to reflect and set reading goals. Viewing this resource can help teachers learn to use the information from student self-assessments to accurately assessing their reading abilities and set goals. In this video students discuss a read aloud book, *A House of Tailors* by Patricia Reilly Giff.

**ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS**

Clarify Intended Learning

**Specific Connection to the Formative Assessment Process**

Students use this process to evaluate where they are along a learning

**Excerpt from Where the Mountain Meets the Moon by Grace Lin (with test)**  
INSTRUCTIONAL ♥ Add to Favorites

Author: [Leah Carroll](#) | Owner: [Leah Carroll](#)  
Contributor: [LEAH](#)

Excerpt from Where the Mountain Meets the Moon by Grace Lin (with mini-assessment)

**Standards:**

**Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary text.**

RL-1 Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.

RL-2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.

RL-3 Describe in depth a character, setting, or event in a story, drawing on specific details in the text.

RL-4 Determine the meaning of words and phrases as they are used in the text

**Text:** Listed in Common Core Appendix B Exemplar Text Grade 5  
Excerpt from Where the Mountain Meets the Moon by Grace Lin Pages 4-8

View All Materials lesson\_overview\_excerpt\_from\_where\_the\_mountain\_meets\_the\_moon.docx Download

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[Glossary Of Terms](#)

**SUBJECTS AND DOMAINS**

ELA - Reading Literature

**COMMON CORE STATE STANDARDS**

CCSS.ELA-Literacy.RL.4.1  
CCSS.ELA-Literacy.RL.4.10  
CCSS.ELA-Literacy.RL.4.2  
CCSS.ELA-Literacy.RL.4.3  
CCSS.ELA-Literacy.RL.4.4  
CCSS.ELA-Literacy.RL.5.1  
CCSS.ELA-Literacy.RL.5.10  
CCSS.ELA-Literacy.RL.5.2  
CCSS.ELA-Literacy.RL.5.4

**GRADES**

Grade 4 | Grade 5

**Summary**

This is a four day lesson plan using Common Core Appendix B exemplar text. The students participate in two days of close reading activities. On day three they are assessed with a formative test using stems from the SBAC item specifications document. On day four the students debrief with the teacher and edit any errors that occurred on the assessment.

**ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS**

Clarify Intended Learning | Elicit Evidence

**Specific Connection to the Formative Assessment Process**

This resource connects to the formative assessment process in many ways. First the students take a mini-assessment on the skills covered in the close reading activities. After the assessment the teacher can choose how to debrief with students. One option is to meet with the students one on one and go over the assessment. While the teacher goes over the assessment they can guide and help the students fix the errors made. Another option is

# 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
	26	2540 ±16	42	4 54 15 27



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

# 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 Procedures Act Category	Problem Solving and Modeling & Data Analysis Act Category	Communicating Reasoning Act 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
<b>Concepts and Procedures</b>					
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
<b>Problem Solving and Modeling &amp; Data Analysis</b>					
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
<b>Communicating Reasoning</b>					
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

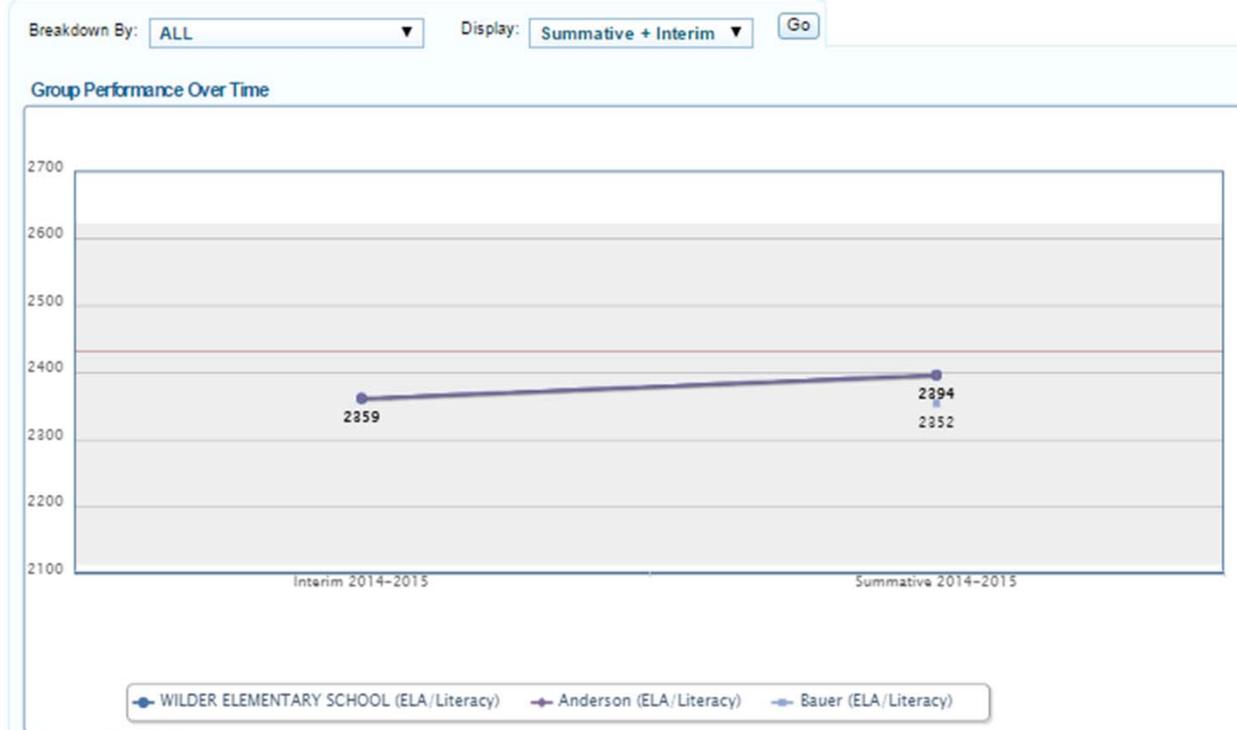
Item #/Target	Percent 0 Point Earned	Percent 1 Point Earned	Percent 2 Point Earned	Percent 3 Points Earned	Percent 4 Points Earned
<b>Grade 5 Concepts and Procedures</b>					
1. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	30	70	*	*	*
2. Perform 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
<b>Grade 5 Numbers and Operations in Base 10</b>		
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



Subject: Smarter Summative ELA/Literacy  
Name: WILDER ELEMENTARY SCHOOL



# Trend Report ~ ICA to ISAT

**35 point  
average gain  
for 20  
students**

**The result of using  
data to change the  
outcome**

### Choose Who to Graph

Name

Idaho

- WILDER DISTRICT (133)
- WILDER ELEMENTARY SCHOOL (133\_0452)
- [Grid Icon]

### Student Scale Scores on ELA/Literacy Test Over Time

Name	Dropped Students	Interim 2014-2015	Summative 2014-2015
WILDER ELEMENTARY SCHOOL (ELA/Literacy)	<a href="#">View</a>	2350	2394
[Grid Icon]	<a href="#">View</a>	2350	2394
	N/A	N/A	2352

# 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.”*

SUPERINTENDENT OF PUBLIC INSTRUCTION SHERRI YBARRA

### 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	Opportunity
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
<b>Grade 5 Numbers and Operations in Base 10</b>		
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
<b>Grade 5 Fractions</b>		
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

Now viewing: Scores for my current students

## Summary Statistics

Step 1: Choose What Step 2: Ch

Test: **Smarter ICA**  
 Administration: **2016-2017**  
 Test Name: **Mathematics Grade 5 ICA**

[Generate Report](#)

### Mathematics Grade 5 ICA Statistics of Students in . Smarter ICA: 2016-2017

Legend  
 0 - not tested 1 - tested **bold** - % [ ] - count

Name	% Tested at each Opportunity & Count		% Proficient by Opportunity	% Proficient across Opportunities
JOINT SCHOOL DISTRICT NO. 2 (002)	0	N/A [N/A]	N/A	
	1	N/A [N/A]	<b>42</b>	<b>42</b>
	2	N/A [N/A]	N/A	
PIONEER ELEMENTARY SCHOOL (002_0507)	0	N/A [N/A]	N/A	
	1	N/A [N/A]	<b>42</b>	<b>42</b>
	2	N/A [N/A]	N/A	





*Make strategic implementation decisions*

*[idaho.portal.airast.org](http://idaho.portal.airast.org)*

# Implementation Guidance

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- ***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



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# 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...



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# Check in on learning goals for the webinar

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- 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*



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# 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.



### 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 assessments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English







Questions?



[idaho.portal.airast.org](http://idaho.portal.airast.org)



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