

# Interim Assessment Statement of Purpose

## Statement of Purpose for the Smarter Balanced Interim Assessment

The Smarter Balanced Assessment System has three major components: end-of-year **summative** assessments designed for accountability purposes; a suite of tools and resources that support classroom-based **formative** assessment practices; and **interim** assessments designed to support teaching and learning throughout the year by providing:

1. Meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments; and
2. Assessments of the Common Core State Standards, which can be used at strategic points during the school year.

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and English language arts/literacy. The items for the interim assessments are stored in an item bank that is separate from the item bank that supports the summative assessments. There are no security expectations for the items in the interim assessment item bank, and the interim assessments are not intended to be used for accountability purposes.

The interim assessments include two distinct types of tests that draw from the same bank of items and performance tasks:

- **Interim Comprehensive Assessments (ICAs)** use the same blueprints as the summative assessments. They assess the same range of standards and are administered with the same computer adaptive algorithm or with the option of a fixed form. The ICAs include the same item types and formats, including performance tasks, as the summative assessments, and yield results on the same vertical scale. The ICAs yield overall scale scores, overall performance level designations, and claim-level information.
- **Interim Assessment Blocks (IABs)** focus on smaller sets of targets and therefore provide more detailed information for instructional purposes. The blocks are available either as fixed forms or with the use of a computer adaptive algorithm. The IABs yield overall information for each block.

Both the ICAs and the IABs are administered online, using the same delivery software as the summative assessments. There are no restrictions on the number of times that a school, teacher, or student may access interim assessments.

Both the ICA and the IABs provide results that teachers and administrators can examine in relation to the Common Core State Standards and then adjust instruction accordingly.

Most items are scored by the Smarter Balanced Test Delivery Engine. The scoring of human-scored aspects of constructed-response items and performance tasks is a local / state responsibility.

In the initial phases of interim assessment availability, schools and districts in member states that have subscribed to the interim assessments are able to use both the ICA and the IABs, but they should be aware that the pool of interim assessment items that is initially available may result in students being exposed to the same items during subsequent testing occasions. As the interim assessment item bank is more fully populated, concerns about item exposure will diminish. Similarly, the ICAs and the IABs will initially be available as fixed forms. The availability of computer adaptive forms will increase as sufficient numbers of items become available in the item bank.