Assessment Tools for Instruction

Summative – Interim - Formative

Federal Program Directors Conference
September 26, 2018

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Because…this is where change happens

The Idaho assessment system was designed to support teachers to facilitate student mastery of state standards.

The ISAT was not meant to stand alone…

A Balanced Assessment System

Information and tools to support 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 11 with a computer adaptive test and performance tasks in math and English

Expanding thinking for today

1. Understand how the three parts of our assessment system support each other.

2. Know how to access resources that help teachers use their data for information about teaching and learning

Tools for Teachers

- ALL Teachers need access to their student's data
  - Add students and teachers to TIDE
  - Rosters (classes) established
  - TE role or SC role
- Summative Assessment
  - Claim Report by Student
  - Assessment Target Report by Class
  - Individual Student Reports
- Interim Assessment Blocks (Content Categories)
  - Class Reports by Assessment Target
  - Student Reports by Target / Item
  - Item and Response views in Air Ways
  - Top five and bottom 5 items

Tools for Teachers

Mantra:

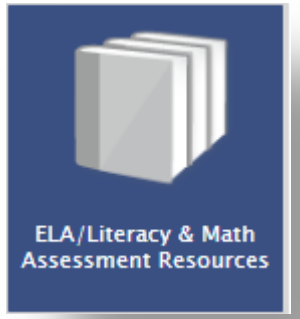
Teachers will not own the data unless they have the opportunity to interact with it

ISAT Portal Applications

- Test Delivery System
- Online Reporting System
- Air Ways (Interim Data Only)
- Assessment Viewing Application
- Digital Library link (formative assessment)
- Item Specifications

Go to the Portal
Idaho.portal.airast.org

Other Resources available without log in access



Applications in the Portal

Facts and Mechanics

Accessing and Analyzing Reports

Changing (or not changing) instruction as a result of the information

How assessment results are reported

Tools for Teachers

Claims

- Broad statements of the assessments system's learning outcomes

Math
Concepts and Procedures Claim: (I claim that…) "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."*

*(if I see the following evidence… as spelled out in targets)

Assessment Target

Statements of evidence needed to back up a Claim.

Math Claim 1

Target F. Reason about and solve one-variable equations and inequalities (Grade 6)

Targets

Claim

Content Category (Domain)

Target

Grade 6 SUMMATIVE ASSESSMENT TARGETS
Providing Evidence Supporting Claim #1

Claim #1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content for this claim may be drawn from any of the Grade 6 clusters represented below, with a much greater proportion drawn from clusters designated "m" (major) and the remainder drawn from clusters designated "a/s" (additional/supporting) – with these items fleshing out the major work of the grade. Sampling of Claim #1 assessment targets will be determined by balancing the content assessed with items and tasks for Claims #2, #3, and #4. Detailed information about how each Claim 1 assessment target is measured can be found in the Item Specifications "Mathematics Grades 6-8" zip folder available at http://www.smarterbalanced.org/smarter-balanced-assessments/

Ratios and Proportional Relationships (6.RP)

Target A [m]: Understand ratio concepts and use ratio reasoning to solve problems. (DOK 1, 2)

The Number System (6.NS)

Target B [m]: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (DOK 1, 2)

Target C [a/s]: Compute fluently with multi-digit numbers and find common factors and multiples. (DOK 1, 2)

Target D [m]: Apply and extend previous understandings of numbers to the system of rational numbers. (DOK 1, 2)

Expressions and Equations (6.EE)

Target E [m]: Apply and extend previous understandings of arithmetic to algebraic expressions. (DOK 1, 2)

Target F [m]: Reason about and solve one-variable equations and inequalities. (DOK 1, 2)

Target G [m]: Represent and analyze quantitative relationships between dependent and independent variables. (DOK 2)

Geometry (6.G)

Target H [a/s]: Solve real-world and mathematical problems involving area, surface area, and volume. (DOK 1, 2)

Statistics and Probability (6.SP)

Target I [a/s]: Develop understanding of statistical variability. (DOK 2)

Target J [a/s]: Summarize and describe distributions. (DOK 1, 2)

Content Specifications

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Targets

Mathematics

Assessment targets are derived from the cluster headings

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

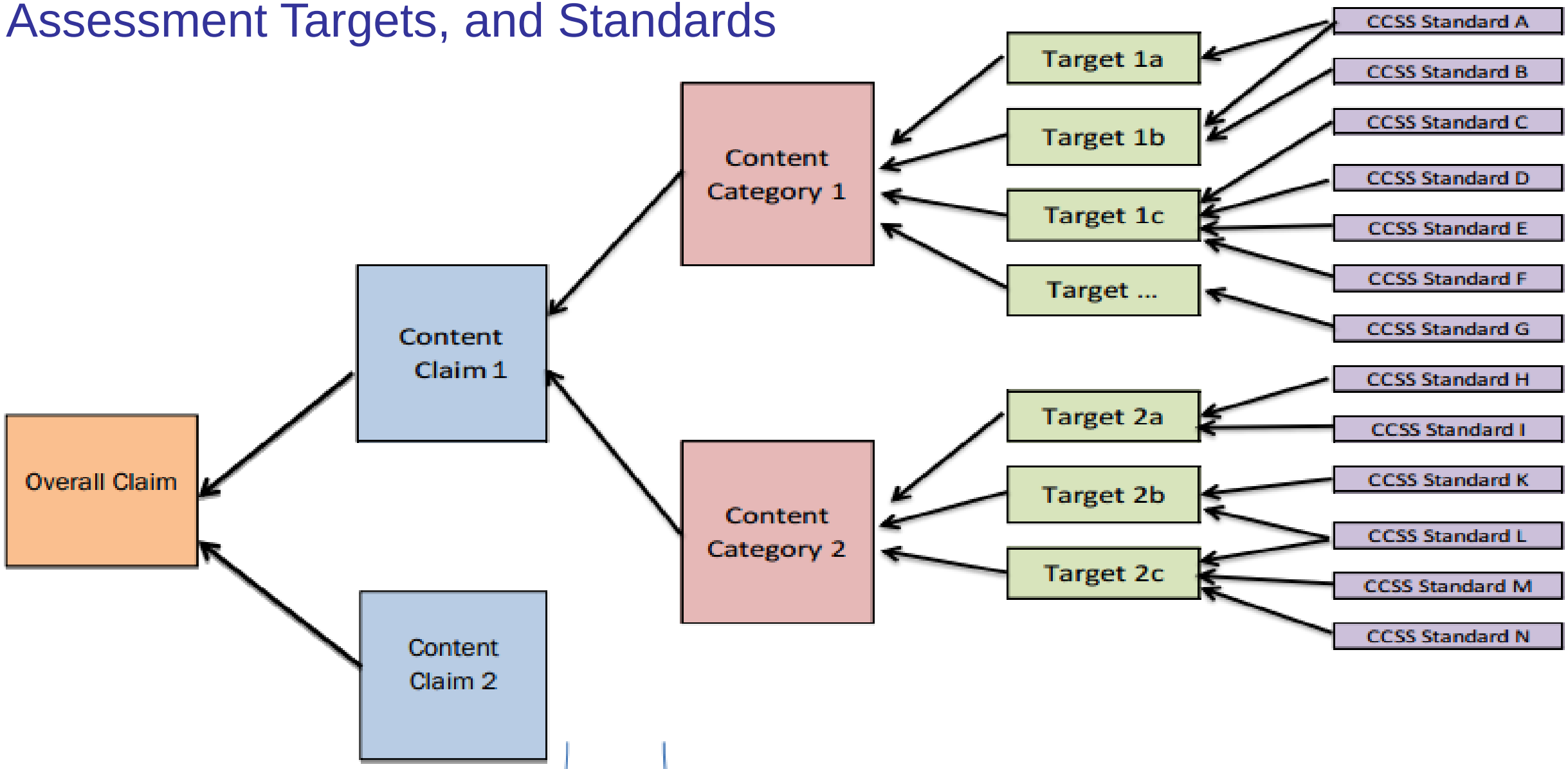
Clusters in Black

Claims and Targets in ORS

				Mathematics				
PRAIRIE ELEMENTARY SCHOOL (242_0722)	21	2575 ±17	57	Concepts and Procedures	2567 ±17	14	48	38
				Problem Solving and Modeling & Data Analysis	2581 ±16	5	57	38
				Communicating Reasoning	2580 ±23	19	33	48

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Target A Understand ratio concepts and use ratio reasoning to solve problems.		
Target B Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
Target C Compute fluently with multi-digit numbers and find common factors and multiples.		
Target D Apply and extend previous understandings of numbers to the system of rational numbers.		
Target E Apply and extend previous understandings of arithmetic to algebraic expressions.		
Target F Reason about and solve one-variable equations and inequalities.		
Target G Represent and analyze quantitative relationships between dependent and independent variables.		
Target H Solve real-world and mathematical problems involving area, surface area, and volume.		
Target I Develop understanding of statistical variability.		
Target J Summarize and describe distributions.		

Slide Title: Claims, Content Categories, Assessment Targets, and Standards



Claims and Targets in Air Ways

Item & Score | Rubric & Resources

Details

Topic	Grade 6 Math Interim IAB-EE
Item Difficulty	Difficult

Content Alignment	Claim: Concepts and Procedures - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.? Content Category: Priority Target Set: Target Set 1 Assessment Target: Reason about and solve one-variable equations and inequalities.

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Consider the inequality $x < 1$.

Determine whether each value of x makes the inequality true. Select Yes or No for each value.

	Yes	No
$-\frac{5}{8}$	☐	☐
$\frac{1}{9}$	☐	☐
$-\frac{7}{2}$	☐	☐
$\frac{4}{2}$	☐	☐
$\frac{13}{6}$	☐	☐

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Reporting

Levels of Data and Types of Reports

- District
- School
- Teacher
- Roster
- Student

- Achievement
- Claim
- Target
- Trend

Navigation

Student Performance in Each Achievement Level
How did my district perform overall in Mathematics?

Test: ISAT Summative Mathematics Grade 6
Year: 2017-2018
Name: COTTONWOOD JOINT DISTRICT

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

Performance on the ISAT Summative ... NWOOD JOINT DISTRICT, 2017-2018

Breakdown by: All Test S... ...mparison: ON

Name	Number of Students	...n Each Achievement Level
Idaho	21823	30 23 21
COTTONWOOD JOINT DISTRICT (242)	21	30 24 33
PRAIRIE ELEMENTARY SCHOOL (242_0722)	21	30 24 33

PRAIRIE ELEMENTARY SCHOOL (242_0722)

Subject: Mathematics
Grade: Grade 6
Who: Teacher
What: Claims
When: Current Admin

View

Assessment literacy

Understanding differences of types of assessment

Supporting Schools and Students to Achieve

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ISAT Summative Assessment
Tools for Teachers

- Large Scale Assessment
- End of year – grade level standards
  - Covers a large amount of content
- Used for a “look back” i.e. How did we perform?
- Accountability
- Trends / “Improvement”

- Curriculum and Instructional Decisions
- Personnel Decisions
- Priority and focus areas
- Comparisons

Importance to classroom teachers

- Claim Report & Claim Report by Student

- How do these help teachers?
  - Shows scale score by Claim to determine broad areas that show mastery or need improvement
  - Student report shows actual intervention levels by Claim and individual student claim performance

Claim Reports – Current students

Idaho	22088	2509 ±1	55	ELA/Literacy				
				Reading	2515 ±1	22	48	29
				Writing	2505 ±1	24	48	28
				Listening	2506 ±1	18	63	19
				Research/Inquiry	2503 ±1	22	49	29
District	3189	2533 ±2	67	ELA/Literacy				
				Reading	2537 ±2	16	47	37
				Writing	2531 ±2	17	47	37
				Listening	2529 ±2	13	63	24
				Research/Inquiry	2530 ±2	16	44	39
School	85	2477 ±11	45	ELA/Literacy				
				Reading	2494 ±13	33	44	24
				Writing	2473 ±14	40	41	19
				Listening	2462 ±15	29	59	12
				Research/Inquiry	2451 ±14	40	40	20
Teacher	28	2451 ±17	32	ELA/Literacy				
				Reading	2464 ±22	39	43	18
				Writing	2452 ±23	46	39	14
				Listening	2432 ±24	29	68	4
				Research/Inquiry	2410 ±23	50	39	11

Reading 2464 vs Research / Inquiry 2410

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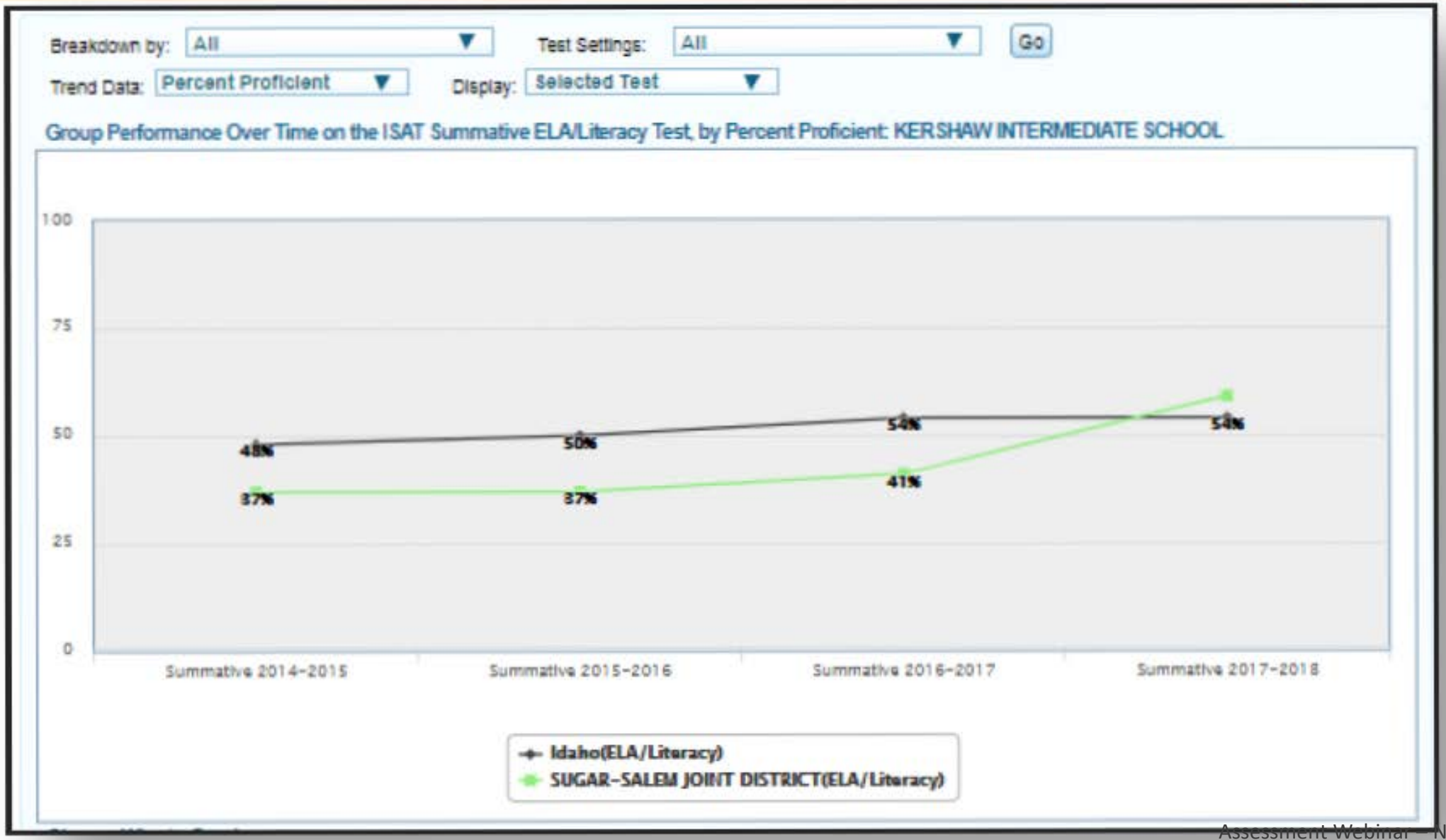
Summative Assessment Target Report

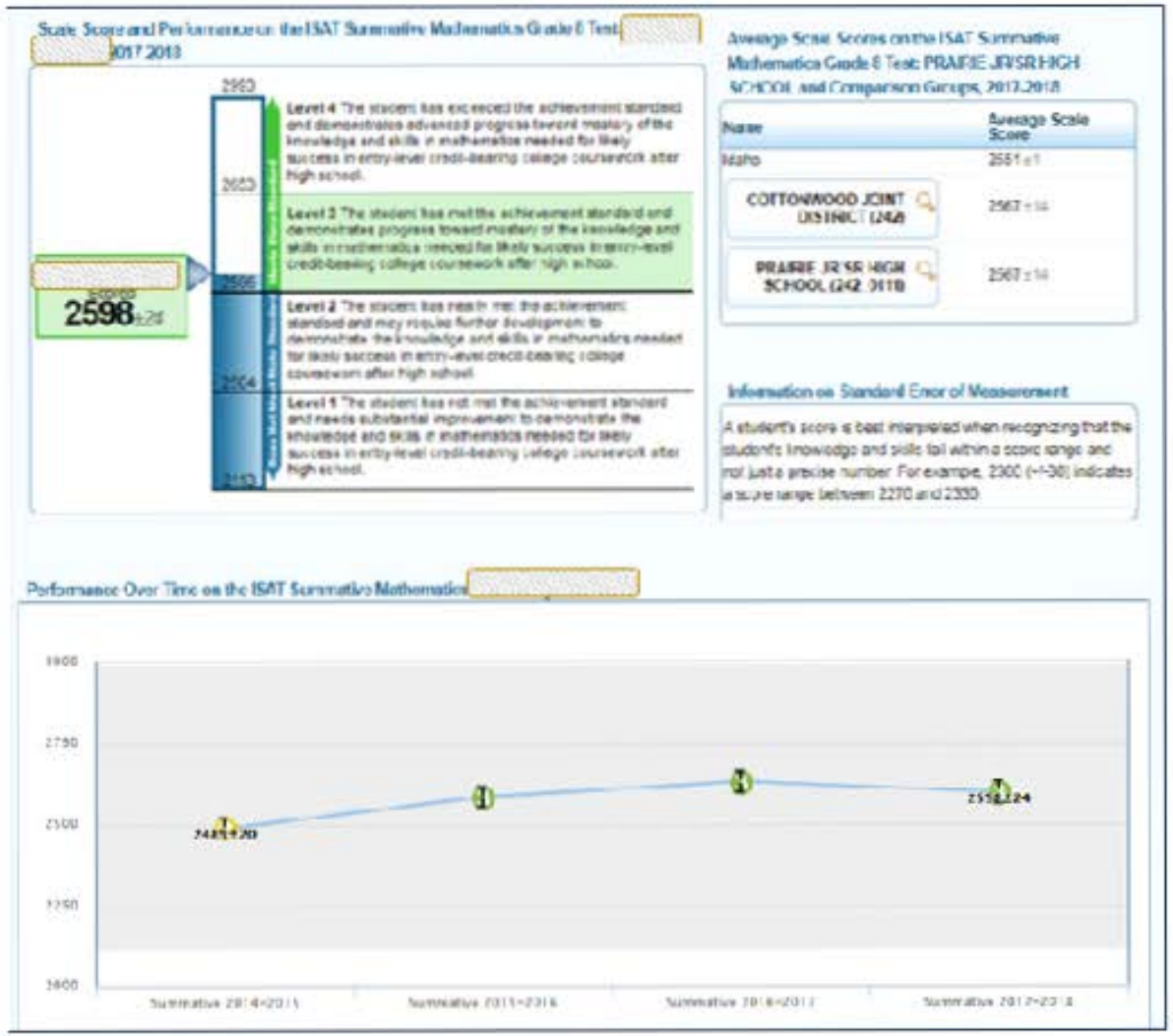
Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Reading		
Literary Texts		
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.		
Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.		
Target 3 (Literary Text) WORD MEANINGS: Determine intended or figurative 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), and 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.		
Target 4 (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.		
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.		
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.		
Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.		
Informational Texts		
Target 8 (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.		
Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.		
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 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 (tier 2) vocabulary common to complex texts in all disciplines.		
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a topic OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts, points of view, use of information from multiple print/digital sources and evidence to support points) and use supporting evidence as justification/explanation.		
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., individuals, events, ideas, concepts) or analyze information presented within or across texts' point of view.		
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.		
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on		

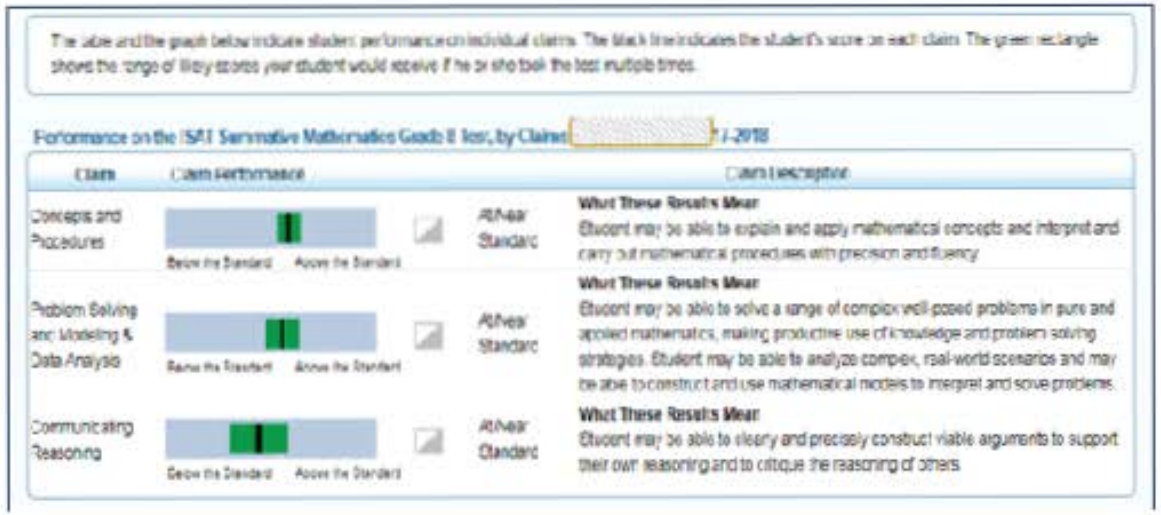
Writing		
Narrative		
Target 1 WRITE/REVISE BRIEF TEXTS: Write/revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or events).		
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).		
Informational		
Target 3 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, supporting evidence and elaboration, in writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.		
Target 4 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.		
Opinion		
Target 5 WRITE/REVISE BRIEF TEXTS: Write/revise one or more paragraphs demonstrating ability to state an opinion about topics or an assigned or a content, organize ideas, develop a supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose or audience and related to the opinion presented.		
Target 6 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience; organize ideas by stating a content and focus (opinion), include structure and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.		
Writing		
Target 5 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when writing or composing texts.		
Target 6 PRINT: Apply written language conventions (grammar, usage, capitalization, punctuation, and spelling) in order to compose/revise all narrative, informational, and opinion texts.		
Listening		
Listening		
Target 41 LISTEN/INTERPRET: Interpret or infer information delivered orally.		
Research/Inquiry		
Research/Inquiry		
Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from different print or digital text sources for a given purpose.		
Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.		
Target 4 USE EVIDENCE: Use evidence to support opinions, ideas, or analyses.		

Trend Report



Individual Student Report





Importance to classroom teachers

- Assessment Target Report
- How does it help teachers?
  - Reports Proficiency and Test as a Whole
  - Report on the ‘evidence’ students need to show for a the related content standards
  - Focus on Targets within a Claim
    - Before or after instruction

Assessment Target Report

Reading Claim

Target 4 (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.	△	▬
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	★	★
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	△	▭
Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	△	▬

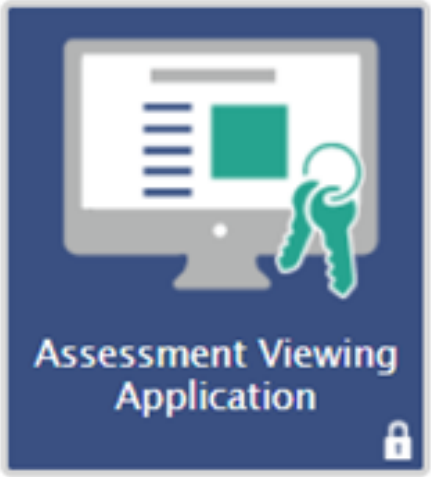
Research Claim

Research/Inquiry		
Research/Inquiry		
Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.	△	▬
Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	△	▭
Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	△	▬

What Next ?

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

Administer below grade level Interim Assessment Block on Reading- Literary text for deeper information at the individual student level



Preview:
What items or tasks will students be asked to respond to?

ISAT Interim Assessment

Tools for Teachers

Interim Assessment

An **interim assessment** is a form of **assessment** that educators use to:

(1) evaluate where students are in their learning progress and

(2) determine whether they are on track to performing well on future **assessments**, such as standardized tests or end-of-course exams.

(3)Results can be aggregated

Users of Interim Data

- Teachers
- Students
- Parents

IAB Summary information

Operations and Algebraic Thinking	0	N/A
Numbers and Operations in Base 10	29	38 48 14
Fractions	26	42 35 23
Geometry	0	N/A
Measurement and Data	0	N/A
Mathematics Performance Task	0	N/A
Mathematics		
Operations and Algebraic Thinking	0	N/A
Numbers and Operations in Base 10	12	25 50 25
Fractions	11	45 18 36
Geometry	0	N/A
Measurement and Data	0	N/A
Mathematics Performance Task	0	N/A
Mathematics		
Operations and Algebraic Thinking	0	N/A
Numbers and Operations in Base 10	29	38 48 14
Fractions	26	42 35 23
Geometry	0	N/A
Measurement and Data	0	N/A
Mathematics Performance Task	0	N/A
Mathematics		

IAB Class Report

Classroom Block Report Numbered by Item

Provides description of evidence (target) and percent who responded correctly

Read Informational Texts			
1. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) - Point(s) Possible: 1 Point	33	67	0
2. KEY DETAILS: Use explicit details and implicit information from texts to support answers or inferences about information presented - Point(s) Possible: 1 Point	33	67	0
3. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures to compare or connect information across texts - Point(s) Possible: 1 Point	100	0	0
4. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics - Point(s) Possible: 1 Point	67	33	0
5. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context - Point(s) Possible: 1 Point	67	33	0
6. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas) - Point(s) Possible: 1 Point	100	0	0
7. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic) - Point(s) Possible: 1 Point	67	33	0
8. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) - Point(s) Possible: 1 Point	33	67	0
9. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures to compare or connect information across texts - Point(s) Possible: 1 Point	33	67	0
10. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas) - Point(s) Possible: 2 Points	0	67	33
11. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic) - Point(s) Possible: 1 Point	33	67	0
12. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) - Point(s) Possible: 1 Point	67	33	0
13. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context - Point(s) Possible: 1 Point	67	33	0
14. KEY DETAILS: Use explicit details and implicit information from texts to support answers or inferences about information presented - Point(s) Possible: 1 Point	33	67	0
15. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas) - Point(s) Possible: 2 Points	33	33	33

Student Report

Shows overall performance on blocks taken and item target information

Block		
Read Literary Texts		At/Near Standard
Read Informational Texts	✓	Above Standard
Edit/Revise		At/Near Standard
Brief Writes	N/A	N/A
Listen/Interpret	N/A	N/A
Research	✓	Above Standard
Explanatory Performance Task	N/A	N/A

Performance on the Interim Block ELA/Literacy Grade 8 Test, by Items: Jensen, Connor D., 2018-2019

Item #/Target	Points Earned	Points Possible
Read Literary Texts		
1. LANGUAGE USE: Determine or interpret impact or intent of 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	1	1
2. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn - Point(s) Possible: 1 Point	1	1
3. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation - Point(s) Possible: 1 Point	1	1
4. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation - Point(s) Possible: 1 Point	1	1
5. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools) - Point(s) Possible: 1 Point	0	1
6. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text - Point(s) Possible: 2 Points	0	2
7. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn - Point(s) Possible: 1 Point	1	1
8. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools) - Point(s) Possible: 1 Point	0	1
9. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn - Point(s) Possible: 1 Point	1	1
10. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue) - Point(s) Possible: 1 Point	1	1
11. LANGUAGE USE: Determine or interpret impact or intent of 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	0	1
12. LANGUAGE USE: Determine or interpret impact or intent of 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	1	1
13. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation - Point(s) Possible: 1 Point	0	1
14. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text - Point(s) Possible: 1 Point	0	1
15. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn - Point(s) Possible: 1 Point	1	1
16. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue) - Point(s) Possible: 1 Point	0	1

Air Ways Reports – District/School

Assessment Name	Test Reason	Student Count	Average Score	Performance Distribution
Grade 11 E-A Interim IAB-Research	Unassigned	77	n/a	
Grade 11 Math Interim IAB-AlgQuad	Unassigned	11	n/a	
Grade 11 Math Interim IAB-AlgLinear	Unassigned	57	n/a	
Grade 11 Math Interim IAB-GeoRightTriRatioLaws	Unassigned	8	n/a	
Grade 11 E-A Interim IAB-Revisor	Unassigned	4	n/a	
Grade 11 Math Interim IAB-StatisticsProbability	Unassigned	34	n/a	
Grade 11 E-A Interim IAB-LangUsage	Unassigned	21	n/a	
Grade 11 E-A Interim IAB-LangUsage	Test Two	33	n/a	
Grade 11 E-A Interim IAB-BriefWrites	Unassigned	60	n/a	
Grade 11 E-A Interim IAB-PassLit	Unassigned	1	n/a	

Details

Topic: Grade 11 Math Interim IAB-AlgLinear
Item Difficulty: Moderate
Content Alignment:
Claim: Concepts and Procedures - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Content Category: Priority
Target Set: Target Set 3
Assessment Target: Algebra: Solve equations and inequalities in one variable.

Air Ways Reports – Individual student data

Score,Performance and Points Earned on **Grade 5 Math Interim IAB-G** (Unassigned) of All Classes, by Student and Reporting Category: DISCOVERY ELEMENTARY SCHOOL, 2016-2017

Student	Student ID	Total	Total	5 Items on which Students Performed the Best					5 Items on which Students Performed the Worst					Total Items
			Performance	Item Numbers and Points Earned					Item Numbers and Points Earned					
				1	2	4	7	13	5	6	9	11	12	
Max Points			Above Standard	1	1	1	1	1	1	1	1	1	1	
Everyone			12% 49% 39%	0.93	0.8	0.88	0.93	0.95	0.44	0.39	0.46	0.02	0.49	
			Above Standard	1	1	1	1	1	1	1	1	0	1	
			Above Standard	1	1	1	1	1	0	0	1	1	1	
			At/Near Standard	1	1	1	1	1	1	1	0	0	0	
			At/Near Standard	1	1	1	1	1	1	1	0	0	0	
			At/Near Standard	1	0	1	1	1	0	1	0	0	1	
			At/Near Standard	1	0	1	1	1	0	0	0	0	1	
			Above Standard	1	1	1	1	1	1	1	0	0	1	
			Above Standard	1	1	1	1	1	1	1	1	0	1	
			Above Standard	1	1	1	1	1	1	0	1	0	1	
			At/Near Standard	1	1	1	1	1	0	0	1	0	0	

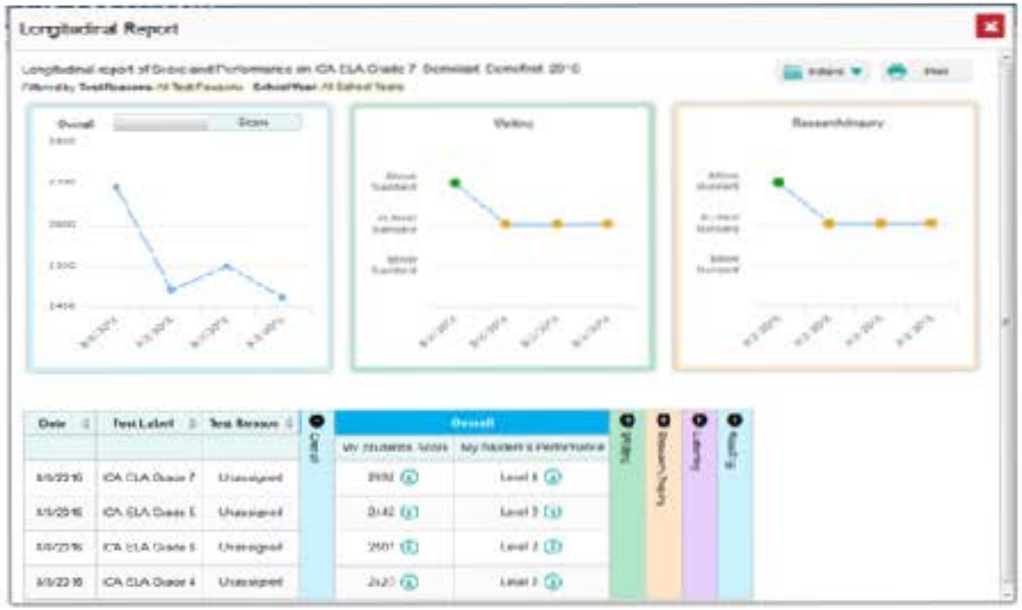
Air Ways Reports – Longitudinal

Longitudinal Reports

Longitudinal Reports show how a student performed on related assessments over time. This report is only available when the student in an Assessment Report has completed at least one Interim assessment in a previous school year.

To open a longitudinal report:

1. Click in the upper-left corner of a Student Assessment Report. The report will open in a pop-up window.



Now what?

How the data informs classroom instruction
Interpreting and Acting on Evidence

Spring ISAT data review

- Look back – what does the data tell you
- Focus on systems, groups
- What is working, what is not
- Curriculum & Instruction
- Trends, Consistencies and Inconsistencies
- Teachers / rosters, classes

Fall progression

- Review summative (spring) data on current students
- Determine “RTI” (intervention) groups
- Use target report to identify strengths, weaknesses
- Pre-view appropriate blocks in AVA
- Give below grade level IABs for deeper information
- Pre-teaching with scaffolding, review, teach GL standards
- Use FA process during teaching (DL Connections)
- Pre-view GL IAB
- Give grade level IAB to all students

Summative Claim Report

What will you do differently for these groups of learners entering your classroom?

Scale Score	Achievement Level	Concepts and Procedures Achievement Category	Problem Solving and Modeling & Data Analysis Achievement Category	Communicating Reasoning Achievement Category
2736 ±23	Level 4	✓	✓	✓
2692 ±22	Level 4	✓	✓	✓
2669 ±22	Level 4	✓	✓	✓
2648 ±18	Level 4	✓	✓	✓
2628 ±18	Level 4	✓	✓	✓
2615 ±22	Level 4	✓		✓
2615 ±19	Level 4		✓	✓
2608 ±20	Level 3	✓		✓
2601 ±19	Level 3	✓		✓
2599 ±20	Level 3		✓	✓
2581 ±20	Level 3		✓	
2553 ±22	Level 3			
2551 ±19	Level 2			
2551 ±21	Level 2			
2544 ±21	Level 2			
2509 ±22	Level 2			
2503 ±23	Level 2		⚠	⚠
2501 ±21	Level 2			⚠
2479 ±23	Level 2	⚠		⚠
2478 ±24	Level 2	⚠		
2424 ±26	Level 1	⚠		⚠

Summative Target Report

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Target A Know that there are numbers that are not rational, and approximate them by rational numbers.	△	−
Target B Work with radicals and integer exponents.	△	−
Target C Understand the connections between proportional relationships, lines, and linear equations.	◒	▬
Target D Analyze and solve linear equations and pairs of simultaneous linear equations.	◒	▬
Target E Define, evaluate, and compare functions.	△	−
Target F Use functions to model relationships between quantities.	◒	▬
Target G Understand congruence and similarity using physical models, transparencies, or geometry software.	◒	+
Target H Understand and apply the Pythagorean theorem.	△	−
Target I Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	◒	▬
Target J Investigate patterns of association in bivariate data.	✓	+

Math

Concepts and Procedures

Grade 8

Item and Task Specifications

http://www.smarterbalanced.org/assessments/development/

Content Area
Grade
Claim
Target
Standards
DOK
Evidence Required

Task Models- these show how to ask for the same types of evidence in the classroom while instruction is occurring

Smarter Balanced Resources
ELA & Mathematics

Mantra

Ask for the same evidence in the classroom as is asked for by the standards and therefore the assessment

Item Specifications

Grade 8 Mathematics Item Specification C1 TJ

Balanced Assessment Consortium

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Statistics and Probability**

Target J [s]: Investigate patterns of association in bivariate data. (DOK Levels 1, 2)

Tasks for this target will often be paired with 8.F Target F and ask students to determine the rate of change and initial value of a line suggested by examining bivariate data. Interpretations related to clustering, outliers, positive or negative association, linear and nonlinear association will primarily be presented in context by pairing this target with those from Claims 2 and 4.

Standards: 8.SP.A, 8.SP.A.1, 8.SP.A.2, 8.SP.A.3, 8.SP.A.4	**8.SP.A Investigate patterns of association in bivariate data** **8.SP.A.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. **8.SP.A.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. **8.SP.A.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.* **8.SP.A.4** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

'Evidence Required'

Evidence Required:	1. The student interprets patterns of association between two quantities in a scatter plot (clustering in reference to the line of best fit, positive or negative association, linear association, nonlinear association, and the effect of outliers) and interprets the slope and *y*-intercept in terms of the context. 2. The student identifies the slope (rate of change) and intercept (initial value) of a line suggested by examining bivariate measurement data in a scatter plot. 3. The student constructs and interprets a two-way table summarizing data on two categorical variables collected from the same subjects.

In the classroom…

Task Model 1

Response Type: Matching Table

DOK Level 1

8.SP.A.1
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.A.2
Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

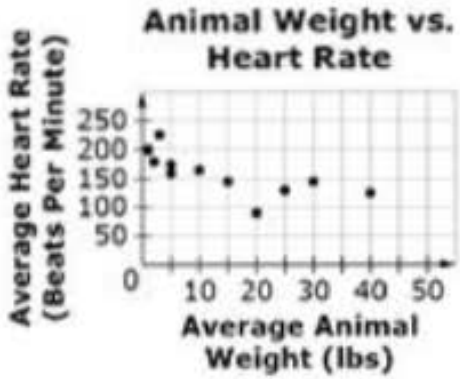
Evidence Required:
1. The student interprets patterns of

Prompt Features: The student is prompted to determine whether statements about the data in a scatter plot are true.

Stimulus Guidelines:
- Context should be familiar to students 13-15 years old.
- Scatter plot will have an informative title relevant to the situation.
- Axes will have informative titles relevant to the situation and appropriate interval scales.
- The data set may include clustering.
- Item difficulty can be adjusted via these example methods:
  - The association may be positive, negative, linear, or nonlinear.
  - There may be clustering, gaps, and outliers in the data.

TM1a
Stimulus: The student is presented with a situation that involves a relationship between two quantities and a scatter plot of measurements of those quantities with sufficient points to demonstrate a linear or nonlinear relationship.

Example Stem: This scatter plot shows the relationship between the average weight and average heart rate for 11 different animals.



Select True or False for each statement based on the scatter plot.

Statement	True	False
There is a positive association between average weight and average heart rate for animals.		

Grade 8 Mathematics Item Specification C1 T3

Task Model 2

Response Type: Multiple Choice, single correct response

DOK Level 2

8.SP.3
Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

Evidence Required:
2. The student identifies the slope (rate of change) and intercept (initial value) of a line suggested by examining bivariate measurement data in a scatter plot.

Tools: Calculator

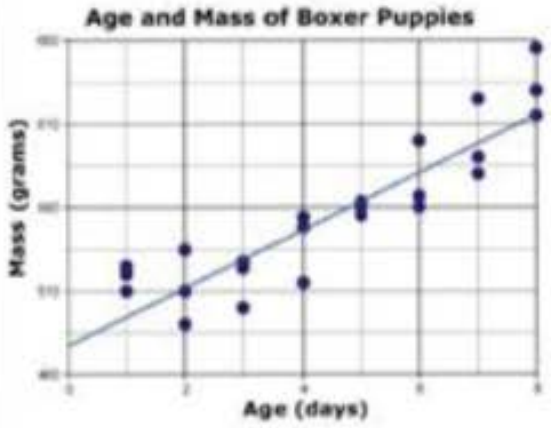
Version 3 Update: Revised TM2 and changed from equation/numeric

Prompt Features: The student is prompted to interpret the slope and y-intercept of the line of best fit on a scatter plot.

Stimulus Guidelines:
- Context should be familiar to students 13-15 years old.
- Scatter plot will have an informative title relevant to the situation.
- Axes will have informative titles relevant to the situation and appropriate interval scales.
- The data set may include clustering.
- Item difficulty can be adjusted via these example methods:
  - The association may be positive, negative, linear, or nonlinear.
  - The data set may reflect an explicit or implicit linear relationship or explicit or implicit nonlinear relationship.
  - There may be clustering, gaps, and outliers in the data.

TM2a
Stimulus: The student is presented with a situation that involves a relationship between two quantities and a scatter plot measurements of those two quantities with sufficient points to demonstrate a linear relationship. The graph provides the line of best fit.

Example Stem 1: Every boxer puppy in a litter is weighed each day. The scatter plot shows the age and mass recorded at each weighing.



Digital Library

Classroom activities that connect with Interim Blocks

Digital Library by Smarter Balanced

Digital Library Connections

Grade 7
Ratio and Proportional Relationships
The Number System
Expressions and Equations
Geometry
Statistics and Probability
Mathematics Performance Task

GRADE 7 Statistics and Probability

Digital Library

Student Learning Objective: Students will use random sampling to draw inferences about a population and draw informal comparative inferences about two populations. Students will investigate chance processes and develop and use probability models.

ABOVE STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Determine a compound probability. • Use proportional reasoning to make inferences about the population (may scale up or down using non-whole-number factors). • Understand the reasons for discrepancies between experimental results and the predicted results.	• Create organized lists of possible outcomes for real-world situations. Digital Library example: Tree Diagrams Using Clothes • Use organized lists to determine compound probabilities. • Use results from probability experiments and discuss differences in the experimental results and the expected results. Example: Evaluating Probability Statements • Use real-world statistical information and identify whether results are reliable.

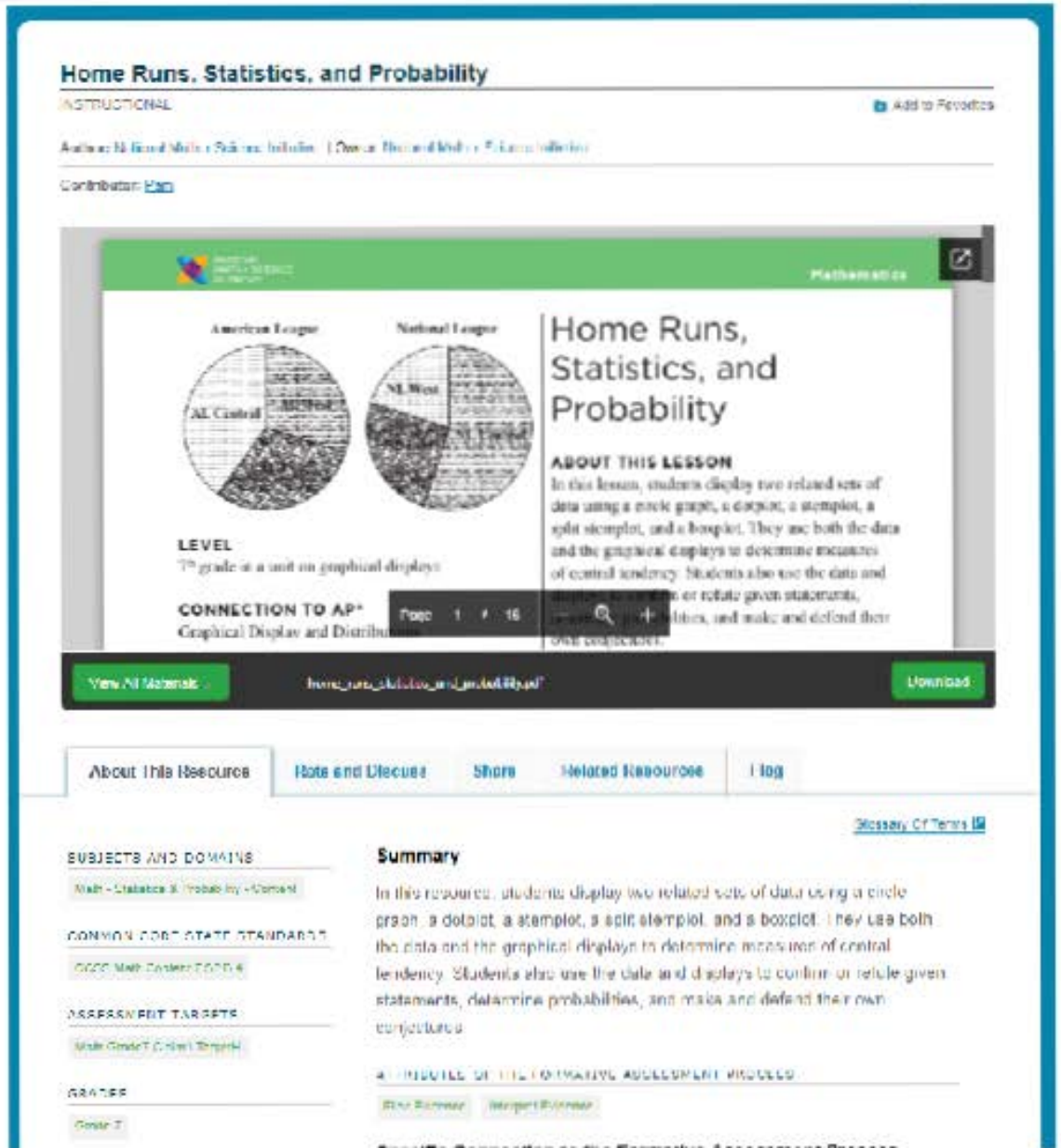
AT/NEAR STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Determine the probability of an event and express it using fractions, decimals, or percentages. • Use proportional reasoning to make inferences about the population (may scale up or down using whole-number factors). • Be able to interpret data displays, such as box plots and dot plots, to determine and compare measures of center and variability for two data sets. • Use the relative frequency of an event to predict a possible outcome.	• Conduct probability experiments and express relative frequency using fractions, decimals, and percentages. Digital Library example: Sleep Survey • Create data displays, including box plots and dot plots, using information gathered from experiments and surveys. Example: Home Runs, Statistics, and Probability • Use data gathered from surveys to make predictions about the population. Example: Counting Trees • Use the relative frequency of an experiment to predict the results of an event with a different number of trials. Example: Non-Transitive Dice

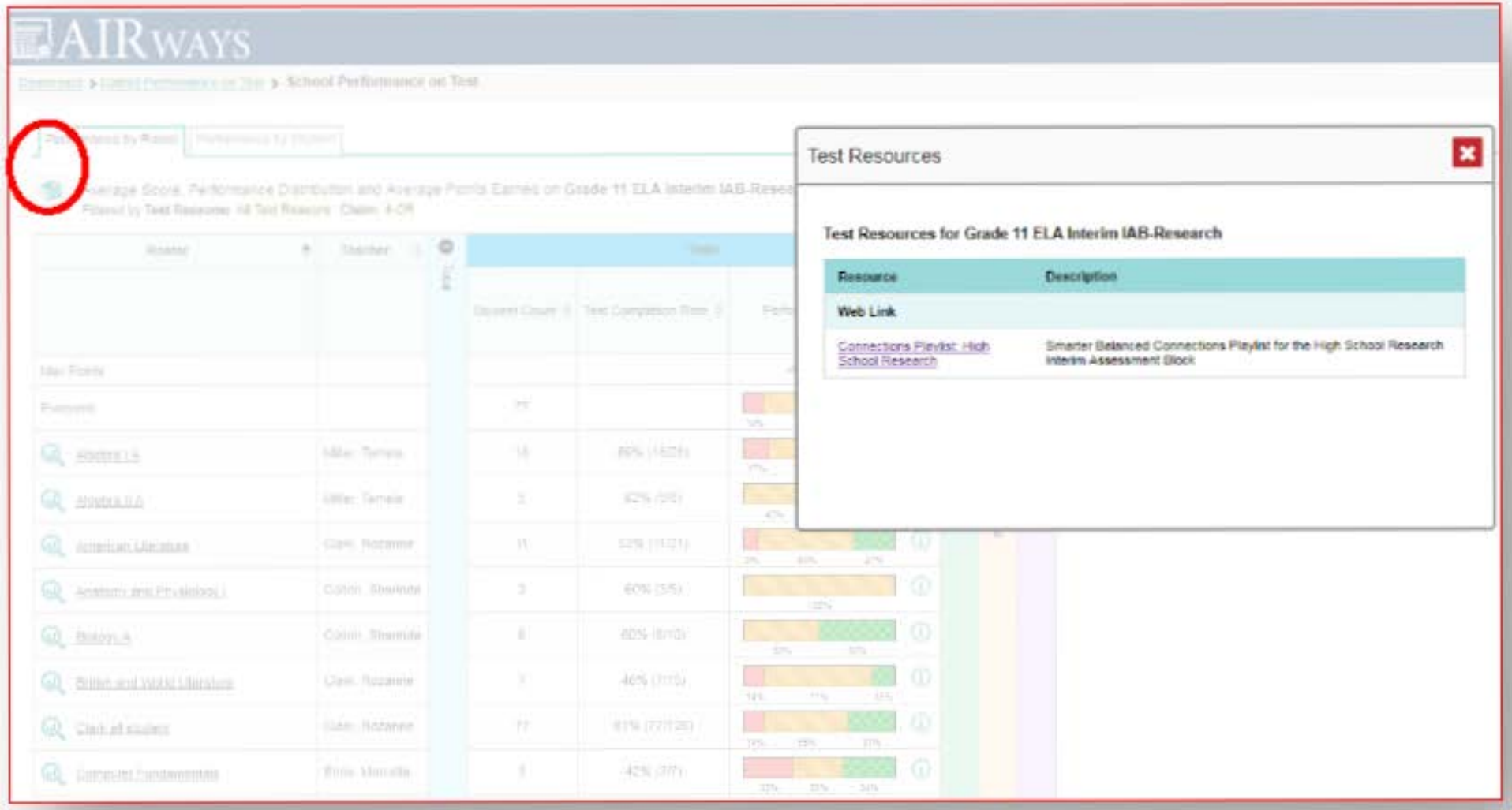
BELOW STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Identify a target population and understand that a random sample can be used to make inferences about the population. • Approximate the probability of an event and understand the likelihood of the probabilities of 0 and 1 and between 0 and 1. • Determine range, median, and mean of data sets.	• Complete surveys of sample populations and make inferences about the whole population, and then consider whether or not the inference is accurate. Digital Library example: Capturing the 90M Bears • Generate and name events from real life that have likelihoods of 0, 1, 1/2, etc. • Identify the likelihood of given events. • Determine measures of center and variability for unorganized data sets given in various types of data displays.

Formative (during/informing instruction)



Air Ways Reports – Digital Library Connections



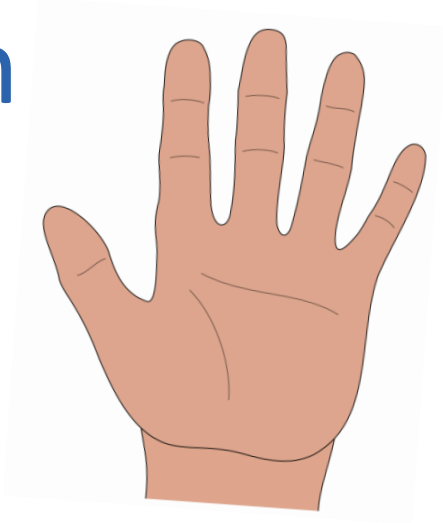
Flexible Implementation decisions

- Which blocks will be given? Why?
- What grade level block will student(s) take?
- Who will take block assessments?
- With whom will the data be shared? (hint: kids, kids, kids…!)
- What will you do as a result of this info to move learning forward?

What thinking was expanded?

1. Understand how the three parts of our assessment system support each other.

2. Know how to access resources that help teachers use their data for information teaching and learning



Moving forward

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