



Maximizing the Balanced Assessment System

Choosing the Interim That's Right for You

Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

SDE Staff



Brianna Lynch

Math and ELA ISAT Coordinator
208-332-6979
Blynch@sde.idaho.gov



Leslie Younger

ELA and Social Studies Coordinator
208-332-6975
Lyounger@sde.idaho.gov



Cathy Beals

Math Coordinator
208-332-6932
Cbeals@sde.idaho.gov

What are interims?



- Track student learning relative to expected learning goals
- Predict end-of-year/course proficiency
- Inform system improvement decisions regarding curriculum intervention, and instruction
- Likely requested or required to be used by your school board or in your continuous improvement plans

Norm vs Criterion Referenced



- Norm-referenced assessments
 - Compares a student to other students, or a group of students who have previously taken the test
 - SAT, ACT, IRI
 - STARR, MAP
 - IReady and Imagine Math options
- Criterion-referenced assessments
 - Compares student performance to established standards
 - ISAT, NAEP, ELPA
 - IReady and Imagine Math Criterion Developed

Questions for Vendor



- Is your test criterion or norm referenced?
 - If it is norm referenced, what data was used in the norming?
- How will you ensure your criterion-referenced assessment aligns to Idaho State Content Standards?
- What reports can I get from your assessment that encourage actionable instruction and intervention? Do you provide additional resources?

ISAT Interims (Math and ELA)



INTERIM ASSESSMENTS AT A GLANCE

Interim Comprehensive Assessments



Assess the full range of targets, similar to the summative.

Examples:

- Grade 3 ELA
- Grade 3 Math

Interim Assessment Blocks



Assess 3–8 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts
- Grade 3 Math, Operations and Algebraic Thinking

Focused Interim Assessment Blocks



Assess 1–3 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Text Analysis (Literary)
- Grade 3 Math: Multiply and Divide Within 100

"Summative"

Scale Score

Achievement

Level

"Unit"

Below, At/Near,

Above

Proficiency

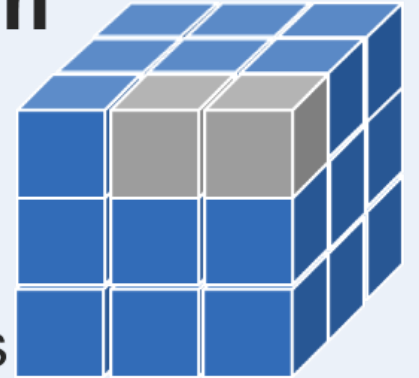
"Chapter"

Below, At/Near,

Above Proficiency

- ELA and Math SICA
 - "CAT" only
 - No Performance Task!
- Grades 3-11

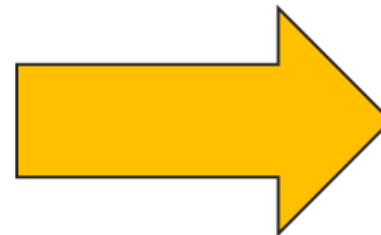
Shortened Interim Comprehensive Assessment



Assess almost all targets
In Math or ELA/literacy.

Examples:

- Grade 5 Math SICA
- Grade 8 ELA/L SICA



**Developed exclusively for
Idaho educators.**

Science Interims



- "SICA" available (NEW!)
- Modular "Testlets" for that address DCIs, SEPs, and compilations of Stand-Alone items
- Same reporting system as ELA and Math Interims

Reporting-5 Items



Score, Performance and Points Earned on **Grade 5 Mathematics - Interim (ICA)** (Interim Test Opportunity 1) of Demo Grade 5, by Student and Reporting Category: 2021-2022
Filtered By **School:** All Schools | **Test Reasons:** Interim Test Opportunity 1 | **Standards Keys**

Breakdown By

Download Student Results

Print

Student	EDUID	Total	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling & Data Analysis
		<div>Total</div>					
		<div>Scale Score</div>					
		<div>Performance</div>					
State		n/a	n/a				
District		2562 ± 26	<div><div>Percent</div><div>Count</div><div>20%4</div><div>20%4</div><div>15%3</div><div>45%9</div></div>				
School		2562 ± 26	<div><div>Percent</div><div>Count</div><div>20%4</div><div>20%4</div><div>15%3</div><div>45%9</div></div>				
My Students		2562 ± 26	<div><div>Percent</div><div>Count</div><div>20%4</div><div>20%4</div><div>15%3</div><div>45%9</div></div>				
Alvarez, Joseph	323656333	2431 ± 27	Level 1				
Bailey, Charles	323656888	2468 ± 24	Level 2				
Bailey, Stephanie	454323222	2698 ± 40	Level 4				

2562 ± 26

Percent

20%

20%

15%

45%

Performance Levels

%Level 1 (2095-2454):

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

%Level 2 (2455-2527):

The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

%Level 3 (2528-2578):

The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

%Level 4 (2579-2891):

The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Interim Data



- Click the "+" to see items grouped by claim, 5 best, 5 worst, and all items
- See trend performance for State, District, School, and Classroom
- See individual student performance

Get Instructional Resources

Score, Performance and Points Earned on **Math SICA Grade 5** (Interim Test Opportunity 1) of All Rosters, by Student and Reporting Category: Demo School 999901, 2021-2022

Filtered By **School:** All Schools | **Test Reasons:** Interim Test Opportunity 1 | **Standards Keys**

Student	EDUID	Total	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Communicating Reasoning	Concepts and Procedures	Item Numbers, Max Points and Points Earned														
						Performance	1	2	4	7	8	9	10	11	13	14	15	16	19	20	
							1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	
State						<div> <div>Percent</div> <div>Count</div> <div>62%</div>188<div>33%</div>100<div>5%</div>16 </div>	0.66	0.46	0.51	0.6	0.54	0.48	0.39	0.4	0.42	0.48	0.45	0.45	0.34	0.51	
District						<div> <div>Percent</div> <div>Count</div> <div>30%</div>6<div>25%</div>5<div>45%</div>9 </div>	0.9	0.6	0.7	0.85	0.7	0.8	0.7	0.8	0.6	0.45	0.7	0.5	0.8	0.45	
School						<div> <div>Percent</div> <div>Count</div> <div>30%</div>6<div>25%</div>5<div>45%</div>9 </div>	0.9	0.6	0.7	0.85	0.7	0.8	0.7	0.8	0.6	0.45	0.7	0.5	0.8	0.45	
Alvarez, Joseph	323656333					Below Standard	1	1	1	1	1	1	1	1	0	0	0	0	0	0	
Bailey, Charles	323656888					Below Standard	1	1	1	1	1	0	1	1	0	0	0	0	0	0	

Interim Questions



Math SICA Grade 5

Item 28

Student: Alvarez, Joseph

Item 2

Current Item: 1

Score: 1/1

Item & Score

Rubric & Resources

Scoring Assertion	Outcome
1. The student chose the correct answer.	✓

Items: ▾

Back

Item Score

student setting(s)

OFF

?

⚙

⏸

🔍

🔍

Zoom Out

Zoom In

1

☰

Interim Question and Student's Response

Rubric



Details

Topic	Communicating Reasoning	Content Alignment	<p>Claim: 1: Concepts and Procedures - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p> <p>Content Category: 1 P: Priority</p> <p>Target Set: 1 P TS02: Target Set 2</p> <p>Assessment Target: 1 P TS02 F-5: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>
Item Difficulty	Easy		

Tools for Teachers Option



- Lesson plans made by educators (maybe some of your teachers!)
- Align to the IABs and FIABs
- See Brianna for more information and training

Please Complete the Feedback Survey



<https://forms.office.com/r/MzK1Zte8Tx>



Questions?



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