

Exploring Interim Assessment Blocks as a Team

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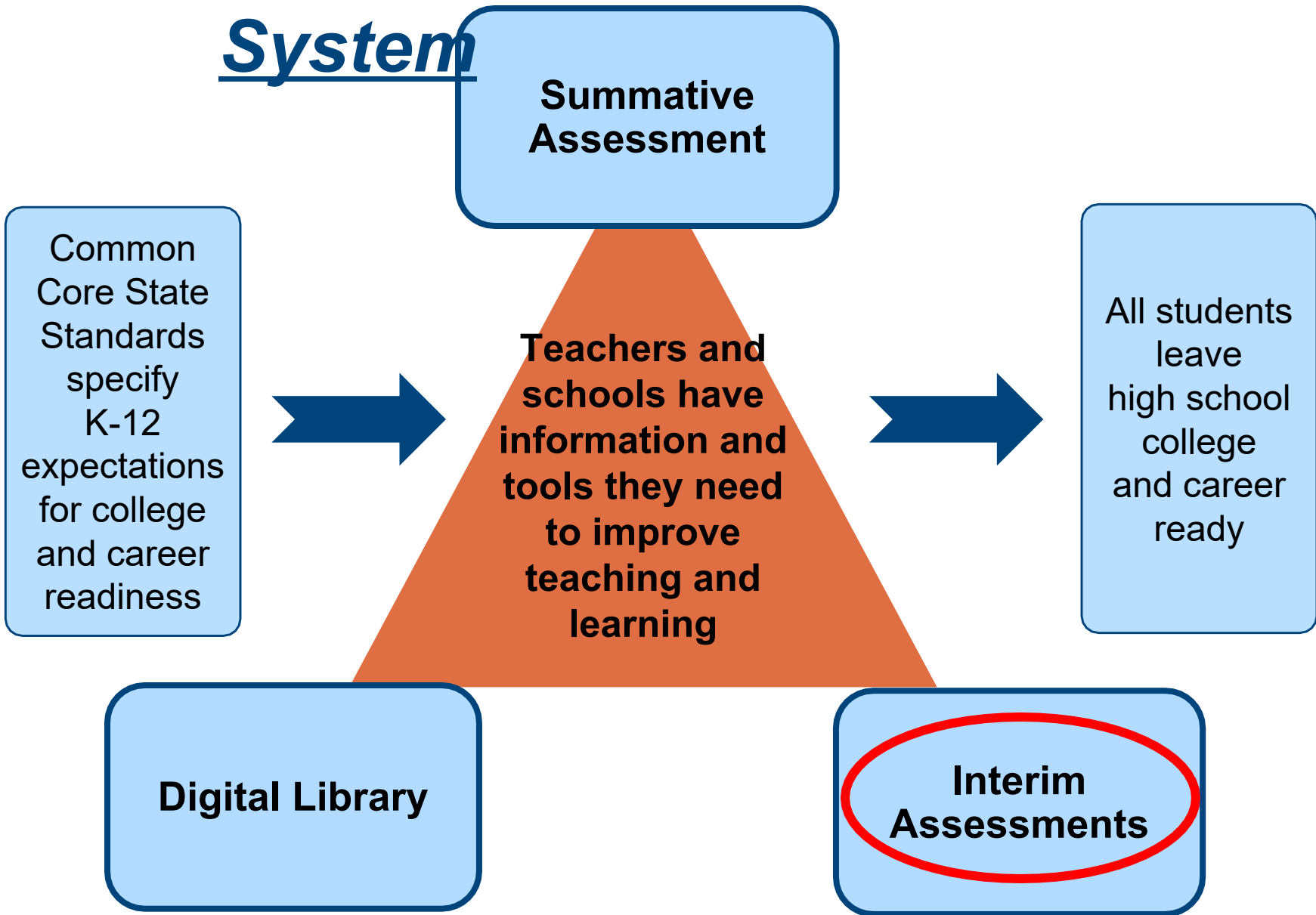
Updated 12/14/2021

Objectives

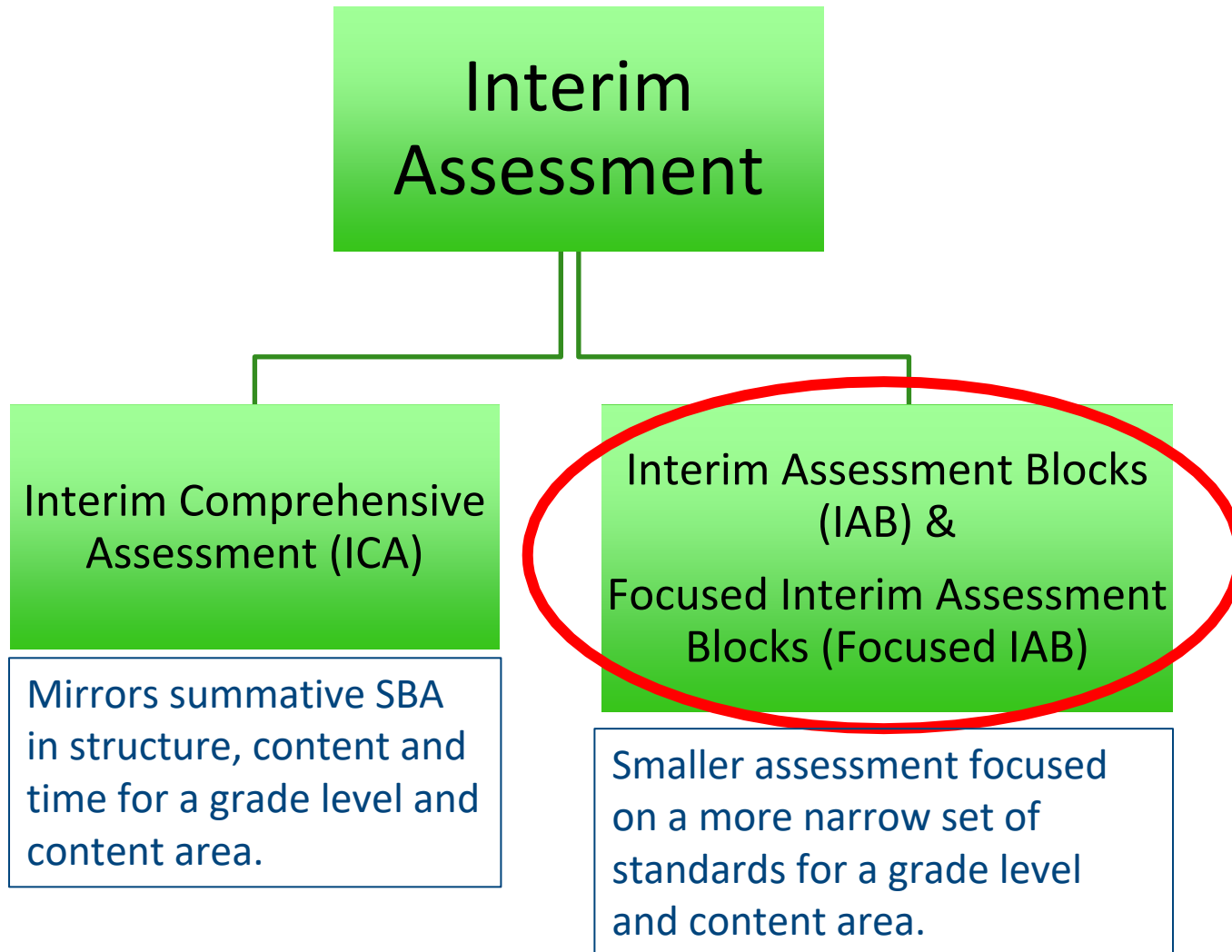
Understand:

- the role of Interim Assessment Blocks (IAB) in the Smarter Balanced Assessment (SBA) system
- how to explore the IAB blueprints and item specifications as collegial work and to select an appropriate IAB
- how to prepare students for and administer IABs
- how to review IAB scores and use them inform instruction

Smarter Balanced Assessment System



Interim Assessment Types



Why should I use an IAB?

- Assess student learning against a set of standards
- Get actionable data to inform instruction
- Evaluate growth in a unit of study
- Provide students experience in the online assessment environment in preparation for the summative assessment
- Provide students experience with questions and tasks using structures aligned with the summative assessment

IABs for Mathematics: 3-5

Mathematics Focused Interim Assessment Blocks

Grade 3	Grade 4	Grade 5
Multiplication and Division: Interpret, Represent, and Solve	Four Operations: Interpret, Represent, and Solve	Numerical Expressions
Properties of Multiplication and Division	Fraction Equivalence and Ordering	Operations with Whole Numbers and Decimals
Multiply and Divide within 100	Fractions and Decimal Notation	Add and Subtract with Equivalent Fractions
Number and Operations – Fractions	Geometry	Geometry
Number and Operations in Base Ten		
Geometry		

Mathematics Interim Assessment Blocks

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

IABs for Mathematics: 6-8

Mathematics Focused Interim Assessment Blocks

Grade 6	Grade 7	Grade 8
Divide Fractions by Fractions	Equivalent Expressions	Proportional Relationships, Lines, and Linear Equations
One-Variable Expressions and Equations	Algebraic Expressions and Equations	Analyze and Solve Linear Equations
Dependent and Independent Variables	Geometric Figures	Congruence and Similarity
Ratios and Proportional Relationships	Ratios and Proportional Relationships	Expression and Equations II
Geometry	Statistics and Probability	The Number System
Statistics and Probability	The Number System	Functions

Mathematics Interim Assessment Blocks

Grade 6	Grade 7	Grade 8
The Number System		Expressions & Equations I
Expressions and Equations	Expressions and Equations	Geometry
	Geometry	
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

Focused IABs for ELA: 3-8

Summary of ELA/Literacy Interim Assessment Blocks

SUMMARY: GRADES 3, 5-7	
Block Name	Number of Items
Write and Revise Narratives	8-10
Language and Vocabulary Use	15
Editing	13-14
Listen and Interpret	14-15
Interpret and Integrate Information	10-12
Analyze Information	10-12

SUMMARY: GRADES 4, 8	
Block Name	Number of Items
Write and Revise Narratives	10
Listen and Interpret	14-15
Interpret and Integrate Information	12
Analyze Information	10-12

IABs for ELA: 3-5

SUMMARY: GRADES 3–5		
Block Number	Block Name	Number of Items ¹
1	Read Literary Texts	14-15
2	Read Informational Texts	14-16
3 ²	Brief Writes	6
4	Revision	15
5	Research	18
6	Informational Performance Task	0
7	Opinion Performance Task	4 ³ (grade 3)
8	Narrative Performance Task	4 ³ (grade 4,5)

¹ During the early phase of the Smarter Balanced Interim Assessment, the number of items may vary slightly depending on the size of the item pool.

² Block contains new item(s) for 2019–20

³ The Writing PT score is derived from a single student response scored on three distinct traits.
There are also two or three Research items in each PT, for a total of three or four items per task.

IABs for ELA: 6-7

Summary of ELA/Literacy Interim Assessment Blocks: Grades 6–7

SUMMARY: GRADES 6–7		
Block Number	Block Name	Number of Items ⁴
1 ⁵	Read Literary Texts	12-15
2	Read Informational Texts	16
3	Brief Writes	6
4	Revision	15
5	Research	18
6	Explanatory Performance Task	4 ⁵ (grade 7)
7	Argument Performance Task	3 ⁵ (grade 6)
8	Narrative Performance Task	0

⁴ During the early phase of the Smarter Balanced Interim Assessment, the number of items may vary slightly depending on the size of the item pool.

⁵ The Writing PT score is derived from a single student response scored on three distinct traits.
There are also two or three Research items in each PT, for a total of three or four items per task.

IABs for ELA: 8

Summary of ELA/Literacy Interim Assessment Blocks: Grade 8

SUMMARY: GRADE 8		
Block Number	Block Name	Number of Items ⁶
1	Read Literary Texts	16
2	Read Informational Texts	16
3	Brief Writes	6
4	Edit/Revise	14
5	Research	18
6	Explanatory Performance Task	4 ⁷
7	Argumentative Performance Task	0
8	Narrative Performance Task	0

⁶ During the early phase of the Smarter Balanced Interim Assessment, the number of items may vary slightly depending on the size of the item pool.

⁷ The Writing PT score is derived from a single student response scored on three distinct traits.
There are also two or three Research items in each PT, for a total of three or four items per task.


Selecting an IAB

Collaborate with team and specialists to select an IAB:

- Consider the purpose: what do you hope to learn?
- What fits the instructional map?
- Review the Test Blueprints
 - Consider content, structure and DOK
- Take the IAB using the Assessment Viewing Application (AVA)
 - Consider content, item format, ease of use of tools/items

Finding Blueprints in WCAP Portal

1. Go to WCAP Portal through Managed Bookmarks.



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ASSESSMENT

Interim Smarter Balanced ELA and Math Assessments

Interim tests allow teachers to provide students the opportunity to interact with test item types prior to summative testing.

2. Click on the blueprints task tile.

TASK


Interim Test Design and Blueprints


Interim test design, blueprints, and item specifications.

3. Click to download the relevant blueprint.

RESOURCE

Interim Test Design and Blueprints

Mathematics Focused IAB Blueprint  

ELA/Literacy Focused IAB Blueprint 

Mathematics IAB Blueprint 

IAB Blueprints

Grade 3 – Number and Operations in Base Ten (14 items)					
Claim	Content Category	Assessment Targets	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	NBT	E. Use place value understanding and properties of operations to perform multi-digit arithmetic.	1	12	12
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	2
		B. Select and use appropriate tools strategically.	1, 2, 3		
		C. Interpret results in the context of a situation.			
	Modeling and Data Analysis	D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).		0	
		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.	2, 3		
		D. Interpret results in the context of a situation.	2, 3, 4		
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.			
E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1, 2, 3				
G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4				
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples.	2, 3	0	0
		D. Use the technique of breaking an argument into cases.			
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.	2, 3, 4		
		E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.			
		C. State logical assumptions being used.	2, 3		
		F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.			

IAB Blueprints

Grade 8

Block 4: Edit/Revise

Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	4b. Revise Brief Texts (Narrative)	2	2	0	2
	3b. Revise Brief Texts (Explanatory)	2	2	0	2
	6b. Revise Brief Texts (Argument)	2	1	0	1
	8. Language and Vocabulary Use	1,2	5	0	5
	9. Edit	1,2	8	0	4
TOTAL ITEMS					14

IAB Blueprints

G3_ 1E_ NBT_

Grade 3 – Number and Operations in Base Ten (14 items)					
Claim	Content Category	Assessment Targets	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	NBT	E. Use place value understanding and properties of operations to perform multi-digit arithmetic.	1	12	12
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	2
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	0	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4		
		3. Communicating Reasoning	Communicating Reasoning		
B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4				
C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	2, 3				

IAB Blueprints

G08 C 2_ T1.b

Grade 8

Block 4: Edit/Revise

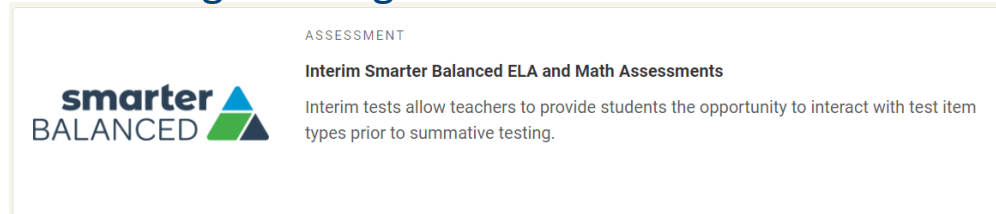
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	1b. Revise Brief Texts (Narrative)	2	2	0	2
	3b. Revise Brief Texts (Explanatory)	2	2	0	2
	6b. Revise Brief Texts (Argument)	2	1	0	1
	8. Language and Vocabulary Use	1,2	5	0	5
	9. Edit	1,2	8	0	4
TOTAL ITEMS					14

Claim 1: Reading
Claim 2: Writing
Claim 3: Speaking and Listening
Claim 4: Research

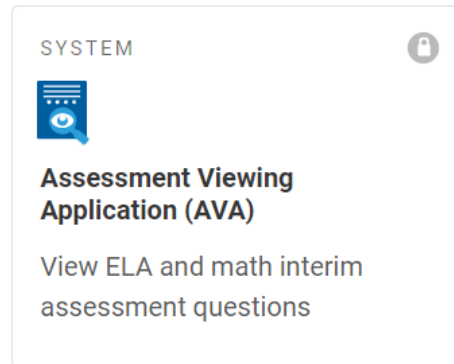
Assessment Viewing Application

(AVA)

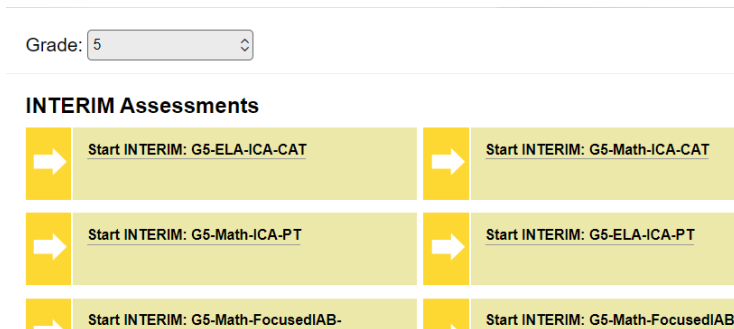
1. Go to WCAP Portal through Managed Bookmarks.



2. Scroll down and click on the AVA system tile. Log in.



3. Select the grade level and click on the interim you want to view.

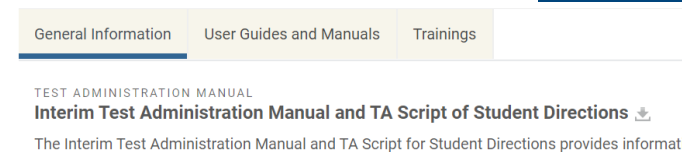
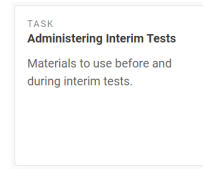
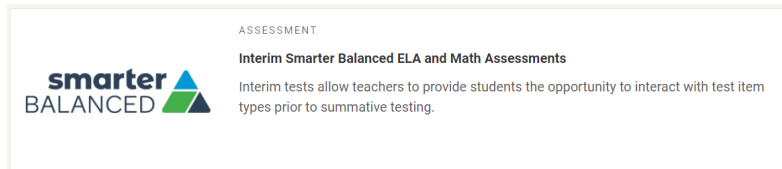


How do I prepare for an IAB?

- Check your roster and accommodations.
 - Contact your TIDE manager for help if:
 - you are missing students or have extras
 - you think a student's accommodations are wrong in any way
 - You need guidance on providing an accommodation or support
- Provide a *guided* training/practice test:
 - Provides opportunities for students to:
 - practice logging in
 - be trained in the use of their tools, supports, and accommodations
 - be trained in the use of the item types they will see in interim and summative testing

How do I administer an IAB at home?

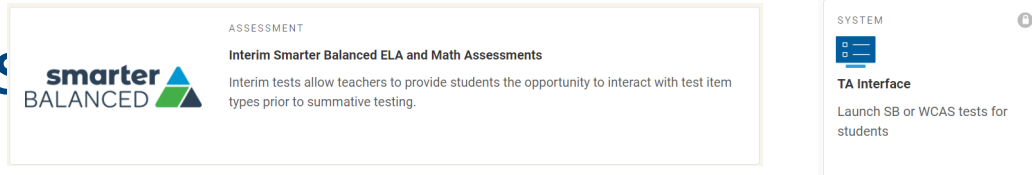
- In advance: provide each student with their SSID and first name (exactly as shown on your roster
 - SSID is FERPA protected
- Use [Interim Administration Manual](#)



- Launch session in TA Interface
- Use Zoom to proctor the session.
 - Many teachers use individual breakout rooms
- Students log in at a special site to allow them to access the test while Zoom is open:
 - <https://mobile.tds.cambiumast.com/launchpad/>

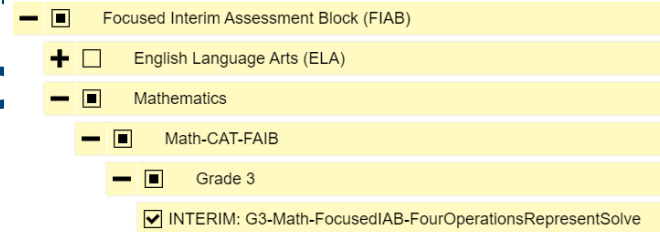
TA Interface: launching a session

- WCAP Portal > Interim tile > TA Interface



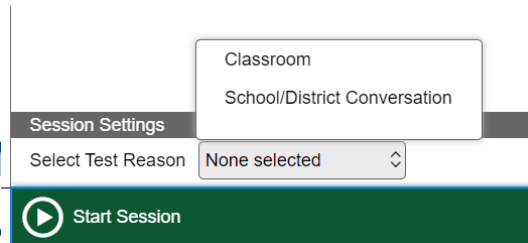
INTERIM Assessments

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



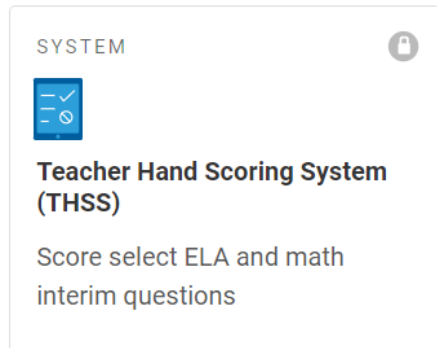
ng +/- to only offer the

- Pick a Test Reason select it before clicking start.

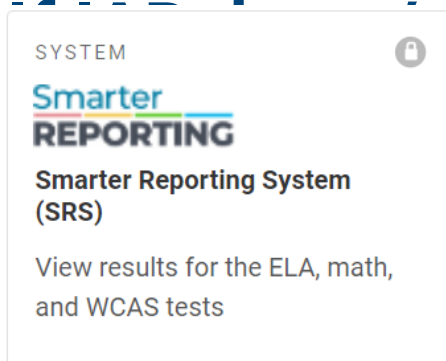


How do I get my student scores?

If IAB includes constructed response



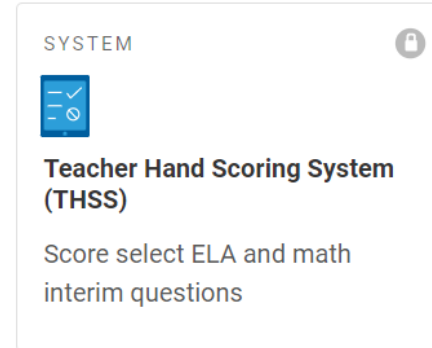
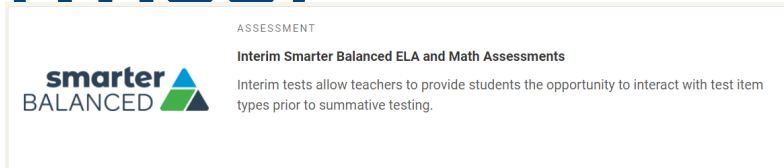
- requires hand scoring prior to final score appearing in Smarter Reporting.
- Tentative scores will be generated for full writes, but are not equivalent to teacher hand scoring.



to include constructed response

- scores in shortly after submission.


Teacher Hand Scoring System (THSS)



- WCAP Portal>Interim assessment tile>THSS system tile (scroll down)
- Instructions are in the back of the [Interim Manual](#).

TIP: make sure to mark your students complete when you are done scoring or their scores will not show up in Smarter Reporting.


Smarter Reporting System (SRS)

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ASSESSMENT

Interim Smarter Balanced ELA and Math Assessments

Interim tests allow teachers to provide students the opportunity to interact with test item types prior to summative testing.


SYSTEM 

**Smarter
REPORTING**

**Smarter Reporting System
(SRS)**

View results for the ELA, math,
and WCAS tests

- WCAP Portal>Interim assessment tile>SRS system tile (scroll down)
- Extensive instructions are available here: WCAP Portal>Interim assessment tile>Scores and Reporting task tile>scroll down to resources

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ASSESSMENT


Interim Smarter Balanced ELA and Math Assessments


Interim tests allow teachers to provide students the opportunity to interact with test item types prior to summative testing.


TASK


Scores and Reporting

Resources that support the interpretation of ELA, math, and science test scores.

USER GUIDE/GUIDELINES
SRS—Smarter Reporting System Introductory Guide 

TRAINING/MODULE
SRS—Smarter Reporting System Training Module 

TRAINING/MODULE
SRS—Smarter Reporting System Audio Training 

RESOURCE
SRS—Smarter Reporting System Q&A 

Interim Comprehensives Fun Facts

- Comprehensive is as long as a full-length summative SBA
- Must complete both CAT and PT for that subject
- Must complete hand scoring to get a score

Understanding your scores

Work with content specialists and your team

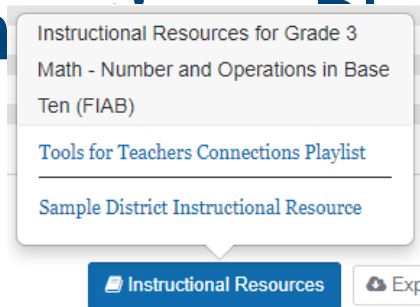
- Review student data as a team
- Score hand scoring collaboratively
 - Why?
 - Calibration
 - Learning more deeply about standards
 - Learning about the structure of questions and tasks

Analyze the results keeping in mind:

- Learning targets students have been exposed to
- Depth of knowledge
- Instructional map
- Question or task construction
- Results of other assessments
- Distractors

Apply the data to instruction

- Click Instructional Resources for Tools for Teachers Resources like Connections Playlists



Protect the Reliability of the Exam

- Don't review questions with students
- Do develop similar questions

Using a Connections Playlist

Playlist suggests instructional next steps with links to example materials by performance level.



Connect Student Performance to Instructional Resources ⓘ

STUDENT PERFORMANCE PROGRESSIONS ⓘ

Topic Resource	■ Below	■ Near	■ Above
Organizing Information Organizing Home Sweet Habitat →	Use a graphic organizer to sort information from an oral presentation.	Use a graphic organizer to sort and analyze information from an oral presentation.	Analyze and organize information from an oral presentation.
Drawing Conclusions Antiques Roadshow: Show and Tell →	Select the conclusion that best fits the oral presentation from a list of given choices.	Use information from an oral presentation to draw a conclusion.	Use information from an oral presentation to draw and support a conclusion.
Key Details Home Sweet Habitat →	Identify one key detail to support the main idea and purpose of an oral presentation.	Identify two key details to support the main idea and purpose of an oral presentation.	Identify three or more key details that support the main idea and purpose of an oral presentation.
Author's / Speaker's Purpose Future resource	Select the author's/speaker's purpose in an oral presentation from a list of choices.	Identify the author's/speaker's stated purpose in an oral presentation.	Infer the author's/speaker's purpose in an oral presentation.
Main Idea / Purpose Return of the Swifts →	Select the main idea in an oral presentation from a list of given choices.	Identify the stated main idea in an oral presentation.	Infer the main idea in an oral presentation.