



Smarter Balanced Assessment System **Interim Assessments**

2015–16 CAASPP Institutes



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Overview of Module

- Learning goals and success criteria for the interim assessment portion of the CAASPP Institute
- Features of the Smarter Balanced Interim Assessments
 - Interim Comprehensive Assessments
 - Interim Assessment Blocks



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Learning Goals

Participants understand:

- The purpose and use of both the Smarter Balanced Interim Comprehensive Assessment (ICAs) and the Smarter Balanced Interim Assessment Blocks (IABs).
- How the use of the hand scoring materials supports improved teaching and learning.



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Learning Goals (cont.)

Participants understand:

- How to use data from the interim assessments to improve teaching and learning for all students, including students with disabilities (SWDs) and English learners (ELs).
- The availability and use of accessibility supports for all students, including SWDs and ELs, for the interim assessments.



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Success Criteria

Participants can:

- Explain the role of the interim assessments in the Smarter Balanced assessment system and describe ways to use the Smarter Balanced Interim Assessments given the design and purpose of each type.
- Identify similarities and differences in the purpose and use of the Smarter Balanced ICAs and IABs.



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Success Criteria (cont.)

Participants can:

- Explain the value of the hand scoring materials, how they work, and ways they can be implemented at their LEA/school.
- Explain how to use the interim assessment results to improve teaching and learning for all students, including SWDs and ELs, during the interim assessments.



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Success Criteria (cont.)

Participants can:

- Consistently select appropriate accessibility supports for use by all students, including SWDs and ELs, during the interim assessments.



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Assessment FOR Learning

*“Assessment has two fundamental purposes: One is to provide information about student learning minute-by-minute, day-to-day, and week-to-week so teachers can continuously adapt instruction to meet students’ specific needs and secure progress. This type of assessment is intended to assist learning and is often referred to as formative assessment or assessment **for** learning.”*

California Department of Education (2014)
*English Language Arts/English Language Development Framework
for California Public Schools: Kindergarten Through Grade Twelve*



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Assessment OF Learning

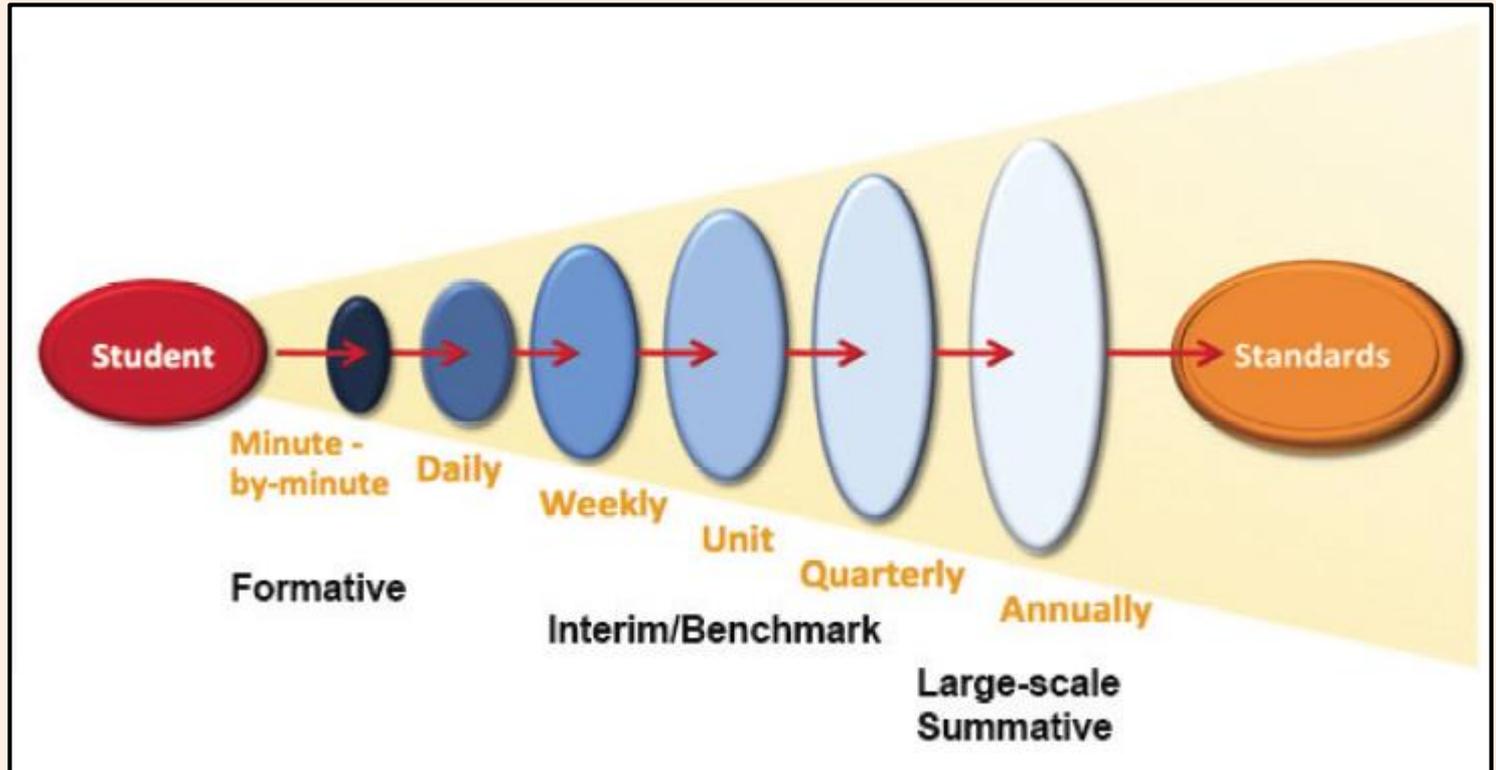
*“A second purpose of assessment is to provide information on students’ current levels of achievement after a period of learning has occurred. Such assessments—which may be classroom-based, districtwide, or statewide—serve a summative purpose and are sometimes referred to as assessments **of** learning.”*

California Department of Education (2014)
*English Language Arts/English Language Development Framework
for California Public Schools: Kindergarten Through Grade Twelve*



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Assessment Cycles by Purpose



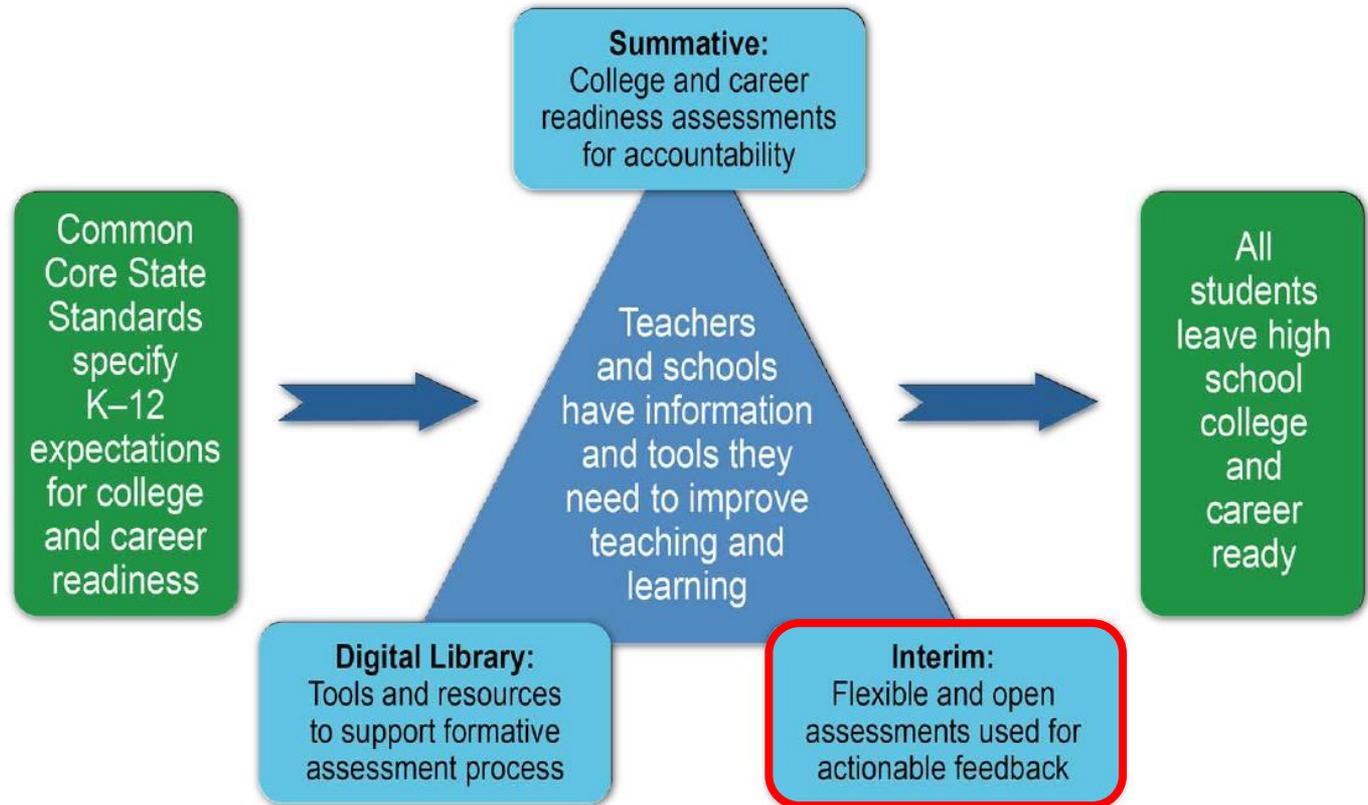
Adapted from Herman and Heritage (2007)

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. The *ELA/ELD Framework* has not been edited for publication. © 2014 by the California Department of Education.



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Smarter Balanced Assessment System





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Interim Assessments Support Teaching and Learning

Interim assessments allow educators to:

- Elicit evidence of student learning to inform teaching and learning
- Engage in professional learning
- Deepen teacher content knowledge



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Interim Assessments Support Teaching and Learning (cont.)

Interim assessments allow educators to:

- Evaluate grade level instructional progress and plan adjustments to increase student learning
- Observe student use of the testing platform and accessibility supports with actual test items



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Features of the Smarter Balanced Interim Assessments

- Available in ELA and Mathematics for grades 3–8 and High School
- Administered online
- Fixed form (i.e., computer-based, not computer-adaptive)
- Results are collected and reported locally, not to the state
- Results are **not** used for state and federal accountability



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Two Types of Interim Assessments

- Interim Comprehensive Assessments (ICAs)
- Interim Assessment Blocks (IABs)



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ICAs

- Replicate the experience of taking the summative assessment (i.e., same test blueprints, same range of standards).
- Provide same type of information and on same scale as summative assessment (i.e., scale scores, achievement levels, claim scores).
- May be administered up to three times each year.



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IABs

- Short sets of items measuring related assessment targets (e.g., Grade 6 Research; Grade 3 Measurement & Data).
- Approximately 5 to 20 items per IAB.
- Reports student performance as “Above Standard,” “At/Near Standard,” or “Below Standard.”
- May be administered an unlimited number of times each year.



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Similarities Between ICAs and IABs

- Administered online using the same test delivery system as the Smarter Balanced Summative Assessments.
- Consist of the same item types, and developed and field tested to meet the same quality criteria that are used for summative item development.
- Designed for grades 3-8 and high school, but may be administered to students in all grades.



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Similarities Between ICAs and IABs (cont.)

- Include performance tasks that must be hand scored locally. Currently, the same performance task is used for the ICA and IAB at each grade level in both content areas.
- Share some of the same non-performance task items.
- May be administered year round.

ICA Information Table



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California Department of Education (<http://www.cde.ca.gov/ta/tg/ca/icaHANDSCORING.asp>)
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Smarter Balanced Interim Comprehensive Assessments

Total Number of Items and Handscoring Requirements by Subject and Grade.

This document is intended to assist LEA CAASPP coordinators, site coordinators, and test administrators in planning for the administration and local hand scoring of the interim comprehensive assessments (ICA). The following table provides key information, including the total number of items appearing on each ICA. This total includes items that are both machine-scored and hand-scored. Also included on this table are the number of items that require local hand scoring on the non-Performance Task (PT) constructed response, the PT constructed response, and the PT essay.

Table 1. English Language Arts Literacy and Mathematics

Subject	Grade	Test Name	Total Number of Items on ICA	Non-PT Constructed Response	PT Constructed Response	PT Essay
ELA	3	G03 - Interim ELA Test (ICA), Interim ELA Performance Task	47	3	2	1
ELA	4	G04 - Interim ELA Test (ICA), Interim ELA Performance Task	48	3	2	1
ELA	5	G05 - Interim ELA Test (ICA), Interim ELA Performance Task	47	3	2	1
ELA	6	G06 - Interim ELA Test (ICA), Interim ELA Performance Task	49	3	2	1
ELA	7	G07 - Interim ELA Test (ICA), Interim ELA Performance Task	49	3	2	1
ELA	8	G08 - Interim ELA Test (ICA), Interim ELA Performance Task	49	3	2	1
ELA	HS	HS - Interim ELA Test (ICA), Interim ELA Performance Task	46	3	2	1
Math	3	G03 - Interim Math Test (ICA), Interim Math Performance Task	37	0	4	0
Math	4	G04 - Interim Math Test (ICA), Interim Math Performance Task	36	0	3	0
Math	5	G05 - Interim Math Test (ICA), Interim Math Performance Task	37	0	2	0
Math	6	G06 - Interim Math Test (ICA), Interim Math Performance Task	36	0	2	0
Math	7	G07 - Interim Math Test (ICA), Interim Math Performance Task	37	0	2	0
Math	8	G08 - Interim Math Test (ICA), Interim Math Performance Task	37	0	2	0
Math	HS	HS - Interim Math Test (ICA), Interim Math Performance Task	39	1	4	0

This information can also be found on the CDE's Smarter Balanced ICAs Web page at <http://www.cde.ca.gov/ta/tg/ca/icaHANDSCORING.asp>.



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IAB Information Table

California Department of Education (<http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp>)
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Smarter Balanced Interim Assessment Blocks

Hand Scoring Requirements and Item Totals by Subject and Grade.

The following tables are intended to assist LEAs in planning for the administration and local hand scoring of the Interim Assessment Blocks (IAB). Included in each table are the total number of items on each IAB. The total number of items shown includes both machine-scored and hand-scored items. Each table also provides the number of constructed response and essay items that require local hand scoring.

↓ ↓ ↓ ↓ ↓

Subject	Grade	Assessment Block	Total Number of IAB Items	Constructed Response	Essay
ELA	3	Read Literary Texts	15	1	0
ELA	3	Read Informational Texts	16	1	0
ELA	3	Edit/Revise	15	0	0
ELA	3	Brief Writes	6	6	0
ELA	3	Listen/Interpret	15	0	0
ELA	3	Research	17	0	0
ELA	3	Opinion Performance Task	4	2	1
Mathematics	3	Operations and Algebraic Thinking	15	0	0
Mathematics	3	Fractions	13	0	0
Mathematics	3	Measurement and Data	15	0	0
Mathematics	3	Mathematics Performance Task	6	4	0

Table: Grade 4

Subject	Grade	Assessment Block	Total Number of IAB Items	Constructed Response	Essay
ELA	4	Read Literary Texts	15	1	0
ELA	4	Read Informational Texts	14	1	0
ELA	4	Edit/Revise	16	0	0
ELA	4	Brief Writes	6	6	0
ELA	4	Listen/Interpret	15	0	0
ELA	4	Research	18	0	0
ELA	4	Narrative Performance Task	4	2	1
Mathematics	4	Operations and Algebraic Thinking	15	0	0
Mathematics	4	Numbers and Operations in Base 10	15	0	0
Mathematics	4	Fractions	16	0	0
Mathematics	4	Mathematics Performance Task	6	3	0

This information can also be found on the CDE's Smarter Balanced IABs Web page at <http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp>.



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Available IABs for ELA

- All Grades
 - Read Literary Texts*
 - Read Informational Texts*
 - Edit/Revise
 - Brief Writes*
 - Listen/Interpret
 - Research
- Performance Tasks*
 - Opinion (Grade 3)
 - Narrative (Grades 4 and 5)
 - Argumentative (Grades 6)
 - Explanatory (Grades 7, 8 and High School)

*Hand scoring required



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Available IABs for Math

- Operations and Algebraic Thinking (Gr 3 and 4)
- Fractions (Gr 3, 4, and 5)
- Measurement and Data (Gr 3 and 5)
- Numbers and Operations in Base 10 (Gr 4 and 5)
- Ratio and Proportional Relationships (Gr 6 and 7)
- Expressions and Equations (Gr 6, 7, and 8)
- Geometry (Gr 6, 8, and HS)
- Number System (Gr 7)
- Functions (Gr 8)
- Algebra and Functions — Linear Functions (HS)
- Algebra and Functions — Quadratic Functions (HS)
- Math Performance Task (all grades)*

*Hand scoring required



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Activity: Your Turn – ICA, IAB, or Both?

- Individually or as part of a team, read each statement.
- Determine if the statement is true of ICAs, IABs, or both, and place a check in the appropriate column.



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***Pause the video to
complete the activity***



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Activity Key: Your Turn – ICA, IAB, or Both?

1. Replicate the experience of taking the end-of-the-year summative assessment. **ICA**
2. Have the same item response types and formats as the summative assessments, including performance tasks. **BOTH**
3. May be administered at any time during the school year. **BOTH**



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Activity Key: Your Turn – ICA, IAB, or Both? (cont.)

4. Focus on smaller sets of related assessment targets (i.e., groups of standards). **IAB**
5. Provide information that teachers and administrators may use to explore further using an evidence-based inquiry process. **BOTH**



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Activity Key: Your Turn – ICA, IAB, or Both? (cont.)

6. Is an assessment “of” learning.

BOTH

7. Is an assessment “for” learning.

BOTH

8. May be administered no more than
three times per year. **ICA**



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Activity Key: Your Turn – ICA, IAB, or Both? (cont.)

9. Includes fewer items and takes less time. **IAB**
10. Some are machine scored only. **IAB**



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***This is the end of this
module.***

***The next module is
“Access to and Use of the
Smarter Balanced Interim
Assessments”***