

## 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 and assess the same standards. They will be provided as fixed forms and will become adaptive when item counts are adequate. 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.

	Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)
Description and Purpose	<p>The ICAs will meet the blueprint of the summative assessment. They provide teachers with information on a student's</p> <ol style="list-style-type: none"> <li>1. general areas of strength or need based on the Common Core State Standards (CCSS), and/or</li> <li>2. readiness for the end-of-year summative assessment.</li> </ol>	<p>The IABs are short, focused sets of items that measure several assessment targets. Results provide teachers with information about a student's strengths or needs related to the Common Core State Standards (CCSS).</p> <p>The number of blocks varies by grade and subject area. There are between five and seventeen blocks per subject per grade.</p>
Anticipated Administration Conditions	<p>The interim assessments can be administered at any time during the school year. The item bank in the initial rollout of the interim assessments will be limited in depth. Therefore, if ICAs and IABs are administered more than once to the same students, individuals may be exposed to the same items several times.</p>	
Grades Supported	<p>Grades 3, 4, 5, 6, 7, 8, and high school</p> <ul style="list-style-type: none"> <li>• Assessment administration is not constrained by grade level (e.g., a fifth-grade ICA/IAB can be administered to grades above or below fifth grade).</li> <li>• The high school ICAs are constructed to be consistent with the grade 11 summative blueprints. High school IABs are constructed to focus on content that would be appropriate across grade levels. Schools or districts may choose to administer the high school interim assessments in grades 9, 10, 11, and/or 12.</li> </ul>	
Interim Assessment Blueprint Characteristics	<p>The ICAs are consistent with the associated summative blueprint.</p> <ul style="list-style-type: none"> <li>• ICAs will be provided as fixed forms.</li> <li>• ICAs will also be adaptive when item counts are adequate.</li> </ul>	<p>IABs assess the same targets by grade level as are specified in the summative blueprints.</p> <ul style="list-style-type: none"> <li>• IABs will be provided as fixed forms and will be available as item counts support.</li> <li>• IABs will also be adaptive as appropriate by content and when item counts are adequate.</li> </ul>
Item Specifications	<p>Items used in the interim assessments were developed and field tested to meet the same quality criteria that are used for summative item development.</p>	
Item Pool	<p>Items for the interim assessments have been administered in the Field Test with all appropriate reviews and</p>	

Note: This array of interim assessments will be available dependent upon item availability in the interim item pool. Additional items will be field tested in 2014-15, expanding the size of the interim item pool.

	Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)
Characteristics	<p>scoring applied.</p> <p>Speaking items for use in the interim assessments will be part of future development.</p> <p>The Consortium’s plan is to provide fixed form ICAs and fixed form IABs that include universal tools, designated supports, and accommodations listed in the <i>Usability, Accessibility, and Accommodations Guidelines</i>. The goal is to provide accessible adaptive ICAs and IABs by Fall 2015.</p>	
Item Pool Security	<p>There are no security expectations for the items in the interim assessment item bank. The interim assessments are not intended to be used for accountability purposes.</p>	
Score Reporting	<p>ICA reporting is the same as for the summative assessment:</p> <ul style="list-style-type: none"> <li>• Overall scale score with error band endpoints and achievement level per content area/subject.</li> <li>• Claim score reporting is based on three classifications related to the overall scale score cut point between levels 2 and 3.</li> </ul>	<p>Individual student scores are available for each block.</p> <p>Reporting for each block is based on three classifications related to the overall scale score cut point between levels 2 and 3: “Below Standard,” “At/Near Standard,” and “Above Standard.”</p>
Enhancements Projected for Future Development	<ul style="list-style-type: none"> <li>• Separate item banks for ICAs and IABs</li> <li>• Increased size of interim item pool, to allow for frequent use of interim assessments without exposure concerns</li> <li>• Continued development for automatic scoring of constructed-response items, to reduce teacher scoring load</li> </ul>	
Example Use Cases	<ul style="list-style-type: none"> <li>• Beginning of the year: Students enter a class from another state, and a teacher does not have data for them. The teacher decides to give these students the previous year’s ICA to complete the data for the class.</li> <li>• Midyear (e.g., February): A teacher might want to know how students are doing in preparation for the summative test, in order to better know what areas to focus more efforts/attention on.</li> </ul>	<ul style="list-style-type: none"> <li>• A teacher is providing focused instruction on argumentative writing. The teacher could use a block focused on argumentative writing to determine the degree of students’ understanding before or after the instruction.</li> <li>• An eighth-grade mathematics team wants to be informed about how students are doing in geometry, in a coordinated fashion.</li> </ul>

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## ELA/Literacy Interim Assessment Blocks

Grades 3–5
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Narrative Performance Task <sup>1</sup>
Informational Performance Task <sup>1</sup>
Opinion Performance Task <sup>1</sup>

Grades 6–8
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Narrative Performance Task <sup>1</sup>
Explanatory Performance Task <sup>1</sup>
Argument Performance Task <sup>1</sup>

High School
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Explanatory Performance Task <sup>1</sup>
Argument Performance Task <sup>1</sup>

1. This is a full performance task as students experience in the summative assessment.

## Mathematics Interim Assessment Blocks

Grade 3
Operations and Algebraic Thinking
Numbers and Operations in Base 10
Fractions
Measurement and Data
Mathematics Performance Task <sup>1</sup>

Grade 4
Operations and Algebraic Thinking
Numbers and Operations in Base 10
Fractions
Geometry
Measurement and Data
Mathematics Performance Task <sup>1</sup>

Grade 5
Operations and Algebraic Thinking
Numbers and Operations in Base 10
Fractions
Geometry
Measurement and Data
Mathematics Performance Task <sup>1</sup>

1. This is a full performance task as students experience in the summative assessment.
2. Claim 1 items, as well as Claims 2, 3, and 4 items with appropriate domains identified, will be used for each block.

Note: This array of interim assessments will be available dependent upon item availability in the interim item pool. Additional items will be field tested in 2014-15, expanding the size of the interim item pool.

## Mathematics Interim Assessment Blocks

Grade 6	Grade 7	Grade 8
Ratio and Proportional Relationships	Ratio and Proportional Relationships	Expressions & Equations I (and Proportionality)
Number System	Number System	Expressions & Equations II
Expressions and Equations	Expressions and Equations	Functions
Geometry	Geometry	Geometry
Statistics and Probability	Statistics and Probability	Mathematics Performance Task <sup>1</sup>
Mathematics Performance Task <sup>1</sup>	Mathematics Performance Task <sup>1</sup>	

1. This is a full performance task as students experience in the summative assessment.
2. Claim 1 items, as well as Claims 2, 3, and 4 items with appropriate domains identified, will be used for each block.

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## High School Mathematics Blocks

#	Test Name
1	Algebra and Functions - Linear Functions
2	Algebra and Functions - Quadratic Functions
3	Algebra and Functions - Exponential Functions
4	Algebra and Functions - Polynomials Functions
5	Algebra and Functions - Radicals Functions
6	Algebra and Functions - Rational Functions
7	Algebra and Functions - Trigonometric Functions
8	Geometry - Transformations in Geometry
9	Geometry - Right Triangle Ratios in Geometry
10	Geometry - Three - Dimensional Geometry
11	Geometry - Proofs
12	Geometry - Circles
13	Geometry - Applications
14	Interpreting Categorical and Quantitative Data
15	Probability
16	Making Inferences and Justifying Conclusions
17	Mathematics Performance Task <sup>1</sup>

1. This is a full performance task as students experience in the summative assessment.
2. Claim 1 items, as well as Claims 2, 3, and 4 items with appropriate domains identified, will be used for each block.

Note: This array of interim assessments will be available dependent upon item availability in the interim item pool. Additional items will be field tested in 2014-15, expanding the size of the interim item pool.