Interim Assessments

Santa Barbara County Education Office Presentation October 2014

Interim Assessments

• ICAs and IABs are alike in the following ways:
  – The quality criteria used for the ICA and IAB items are the same as those used for the summative assessment.
  – ICAs and IABs use the same universal tools, designated supports, and accommodations.
  – Available to all California teachers.
  – ICA and IAB use is optional.

Smarter Balanced Interim Assessments

• Outcomes
  – Purpose
  – Similarities and Differences:
    • Interim Comprehensive Assessments
    • Interim Assessment Blocks
  – Uses
  – Role in the local assessment system

A Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Educator resources for formative assessment practices to improve instruction

Summative assessments benchmarked to college and career readiness

All students leave high school college and career ready

Interim Assessments

• The Smarter Balanced Interim Assessments are comprised of
  – interim comprehensive assessments (ICAs) and
  – interim assessment blocks (IABs)

Grades Supported by Interim Assessments

• Interim assessments are available for grades 3, 4, 5, 6, 7, and 8 and for high school;
• Administration is not constrained by grade level:
Grades Supported, continued

– The grade 5 ICAs/IABs, for example, can be administered to grades above or below grade 5.
– High school IABs, because they test content appropriate across grade levels, could be given in grades 9, 10, 11, and/or 12.

Assessment Targets for Grade 8

Interim Comprehensive Assessments (ICAs)

Mirror the summative assessment:
- Use the same blueprints as the summative.
- Assess the same range of standards.
- Have the same item types and formats.

Claims

Table 1: Scores reported for individual students on Smarter Balanced Summative Assessments

<table>
<thead>
<tr>
<th>#</th>
<th>Claims</th>
<th>Example of Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading</td>
<td>% (TBD)</td>
</tr>
<tr>
<td>2</td>
<td>Writing</td>
<td>% (TBD)</td>
</tr>
<tr>
<td>3</td>
<td>Speaking &amp; Listening</td>
<td>% (TBD)</td>
</tr>
<tr>
<td>4</td>
<td>Research</td>
<td>% (TBD)</td>
</tr>
<tr>
<td></td>
<td>Total Composite</td>
<td>100%</td>
</tr>
</tbody>
</table>

Content Specifications


ICAs, continued

- Include performance tasks.
- Require the same amount of administration time as the summative.
- Provide information regarding student readiness for the end-of-year summative assessment.
Use of ICAs

• Examples of the use of ICAs include:
  – Beginning of the year a student from another state is given the previous year’s ICA.
  – Mid-year a teacher gives an ICA to gauge how students might perform on the summative assessment.

Interim Assessment Blocks

Assess fewer sets of skills, and:

• Use the same assessment targets, by grade level, as the summative blueprints.
• Consist of short, focused sets of items.
• Provide information about a student’s strengths and needs in relation to the assessment targets.
• Offer varied blocks by grade level and subject area.

Use of IABs

• Examples of use of the IABs include:
  – A teacher uses a block focused on analysis of text to determine the degree of student understanding before or after instruction.
  – A team of teachers uses a block to become informed about how a group of students is performing in geometry.
**Rollout of ICAs and IABs**

- Initial item pool will be limited in depth.
- Initial ICAs and IABs will be in a fixed format.
- As the item pool grows, ICAs and IABs will become available as computer adaptive tests (CATs).

**Administration**

- ICAs and IABs only administered online.
- The same teacher registration process as the summative assessment will be used.
- ICA and IAB administration will use the same test delivery interface as the summative assessment.

**Administration, continued**

- Testing intervals are determined locally.
- There are no restrictions on the number of times ICAs or IABs may be administered.
- The items are not secure.

**Scoring and Results of the Smarter Balanced Interim Assessments**

- Most items are scored by the Smarter Balanced test delivery engine.
- Scoring of constructed-response items and performance tasks is a local responsibility.
- Development of and process for overall score reporting in progress.

**Data Storage**

- Interim assessments results are maintained separately from the summative assessment results.
Scoring and Results of the Smarter Balanced Interim Assessments

- The ICAs and the IABs provide individual student results that teachers can examine in order to adjust instruction.
  - ICA: Overall scale score and Score of “Below” “At/Near” or “Above” Standard for each Claim
  - IAB: Score of “Below” “At/Near” or “Above” Standard for each Block

Reporting Results

- Smarter Balanced proto-type still developing.
- California may customize based on needs and legislative requirements.
- Possible content and format.

Smarter Balanced Draft Report Template


Use of the Interim Assessments

- Interim assessment results are reported locally, not to the state.
- Interim assessment results are not intended to be used for state and federal accountability.
- Results may be exported from the test management system and imported into the local student data management system.

Availability

- Fixed form of both ICAs and IABs are expected to be released in January of 2015.

LEA Preparation

- What might you be doing between now and January 2015 to prepare for the availability of the interims?
1. How do you see the Smarter Balanced interim assessments being integrated into your local system of assessment and accountability?

2. Who might be responsible to determine if and when the interim comprehensive assessments will be administered to students? District-wide decision? Site-level decision? Teacher-level decision? Other?

3. Who might be responsible to determine if and when the interim assessment blocks will be administered to students? District-wide decision? Site-level decision? Teacher-level decision? Other?

4. What resources would be helpful to your work in this area?

Overview

- Purpose and importance of assessment accessibility
- Three Categories of Accessibility Resources
  - Universal Tools
  - Designated Supports
  - Accommodations
- Recommended Seven-Step Process
- LEA Process Development
- Training and Resources

Purpose and Importance of Assessment Accessibility

- Accuracy and validity of test results.
- Standardization and consistency of test administration procedures.
- Equal opportunity to demonstrate learning.
- New demands:
  - Technology
  - Cognitive

Accessibility Resources

- Embedded
  - Built into the testing interface

- Non-embedded
  - Provided by Test Administrator/proctor

Three Categories of Accessibility Resources

The three categories of accessibility resources are universal tools, designated supports and accommodations.

1. Universal Tools:
   - Available to all students based on student preference and selection
   - Can be turned off if determined to be best for individual students
California Accessibility Supports for 2014-15

Three Categories of Accessibility Resources

The three categories of accessibility resources are universal tools, designated supports and accommodations.

1. Universal Tools:
   - Available to all students based on student preference and selection
   - Can be turned off if determined to be best for individual students

2. Designated Supports:
   - Are available to all students who can benefit from them, including English learners (ELs), struggling readers, and students with attention issues
   - Require recommendation from an adult (or adults) knowledgeable about the student
   - Systematic, equitable method for identification recommended

Example Designated Supports

- Stacked translations for ELs:
  - Spanish
  - Mathematics items

- For EL students who have used dual language supports:
  - Additional reading load
  - Additional cognitive load
  - Additional time required
Example
Designated Supports

- Embedded glossaries for Els:
  - Mathematics items
  - Languages/dialects
    - Spanish
    - Vietnamese
    - Arabic
    - Tagalog
    - Cantonese
    - Mandarin
    - Punjabi
    - Korean
    - Russian
    - Ucranian

Example
Designated Supports

- Turn off universal tool(s)
- Masking
- Color contrast

Three Categories of
Accessibility Resources

3. Accommodations:
   - Available to students with an individualized education program (IEP) or a 504 plan that specifies the need for such an accommodation
   - Examples:
     - Closed captioning
     - Braille
     - Calculator (non-embedded)
     - Scribe
     - American Sign Language

Accommodations

- For students with needs documented in an IEP plan or Section 504 plan

Recommended
Seven-Step Process

1. Designate key staff roles and responsibilities.
2. Provide information to parents and training to all staff, as appropriate.
3. Identify students who will benefit from designated supports and will need accommodations per IEP and 504 plans.
4. Select the designated supports and accommodations for all identified students using the CAAAPPP Individual Student Assessment Accessibility Profile tool.
5. Enter or upload designated supports and accommodations into TOMS.
Recommended
Seven-Step Process (cont.)

6. Perform a pre-administration check of assigned designated supports.
7. Check the test administration interface to confirm student has assigned accessibility support.

Designated Supports

- New, inclusive category of tools
- Creates a need for Local Education Agencies (LEAs) to develop and implement systematic processes for using the accessibility supports across the LEA based on identified student needs.

Step One: Identify Key Staff

- What are the tasks that must be completed to ensure the appropriate, effective use of designated supports at all schools in the LEA?
  - Decision making tasks
  - Implementation tasks

Step One: Decision-making Tasks

- Team approach
- Potential decision makers
  - Classroom teachers
  - Special education teachers
  - Others?

Step One: Implementation Tasks

- Effective implementation involves the student using the same designated support tools during daily instruction and on classroom assessments that will be available to the student on the Smarter Balanced Interim and Summative assessments.
Implementation Tasks, cont.

• Goal of the implementation process is to give all students every available opportunity to demonstrate their best performance both
  – at the classroom level and
  – on Practice and Training Tests
  – on interim assessments
  – on state-wide summative assessments.

Questions to Consider

• What will be the LEA procedures for completing each of these implementation tasks?
• How will the effectiveness of specific designated supports at the classroom level and on Smarter Balanced Practice Tests, Training Tests, and Interim assessments be tracked and evaluated?

LEA Support to Sites

• How will the LEA support the school sites?
  – Provide clear written and verbal communication on LEA procedures and timelines.
  – Provide relevant student data (e.g. CELDT scores/levels, EL classification history, LEA-level assessment data).
  – Provide common LEA forms/templates.
  – Other?

Step Two: Training

• Who will be responsible for planning and implementing LEA-wide dissemination of information and for providing training?
• What will be the timeline for the planning and implementation of initial dissemination of training and information?
• How will the training be evaluated and additional training needs be identified?
• How will the on-going training and information needs be met?
Step Three: Identify Students

- What are the specific accessibility needs of each student?
  - Executive functioning: attention, cognitive control and processing
  - Persistent calculation disability: dyscalculia
  - Reading-related disabilities, print disabilities, struggling readers
  - Reading access in language(s) of translation
  - Significant motor difficulties and recent injury
  - Visual impairments/blindness
  - Hard-of-hearing/deafness

Step Three: Identify Students, cont.

- CA Individual Student Assessment Accessibility Tool (CA ISAAP)
  - Spreadsheet format
  - 7 categories of student need
  - Matches identified needs to specific designated supports and/or accommodations
  - Can import directly into TOMS

Step Four: Select Appropriate Supports

- CA Individual Student Assessment Accessibility Tool (CA ISAAP)
  - Spreadsheet format
  - 7 categories of student need
  - Matches identified needs to specific designated supports and/or accommodations
  - Can import directly into TOMS

Steps Five through Seven

- Essential to ensuring accessibility.
  - Enter or upload into TOMS.
  - Complete pre-admin check.
  - Ensure delivery.
  - Plus: Evaluate effectiveness post-test.

Fall Webinar Series

1. Overview/Orientation (10/22)
2. CAASPP Matrix One
   - Crosswalk docs & Timeline
3. Designated Supports Implementation
   - LEA Administrator Guide with Resources
4. CA ISAAP Process & Tool (11/5)
5. Student Settings in TOMS (11/12)

Web Resources

- CAASPP Matrix One
  - www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp
- Training resources
  - www.cde.ca.gov/ta/tg/ca
  - sbac.portal.airast.org/ca/practice-test-ca/
For Further Information

California Department of Education
CAASPP Office
casppp@cde.ca.gov
916-445-8765

Smarter Balanced Web Page
http://www.smarterbalanced.org/interim-assessments/

CAASPP.org
http://caaspp.org/
1-800-955-2954

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