



Interim Assessments Interpretive Guide

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Contents

List of Tables and Figures	3
Purpose of the Smarter Balanced Interim Assessments Interpretive Guide.....	4
Smarter Balanced Assessment System	4
Two Types of Interim Assessments	5
Assessment Content.....	6
Administration of the Interim Assessments	6
Table 1. Possible Uses of the Interim Assessments: Examples of Standardized and Nonstandardized Administration	7
Understanding Smarter Balanced Assessment Results	8
Group-Level Results	8
Student-Level Results.....	8
Item-Level Results	8
Scale Scores and Error Band	8
Figure 1. Smarter Balanced Vertical Scale	9
Reporting Overall Performance on Interim Assessments	10
Interim Assessment Blocks.....	10
Figure 2. Comparison between Performance Standard and the IAB Scale Score and Confidence Interval to determine IAB Reporting Category	11
Interim Comprehensive Assessments.....	11
Figure 3. Smarter Balanced Summative and ICA Scale Score Ranges by Content and Grade	12
Guidelines for Appropriate Use of Test Results	12
Figure 4. Student’s Scale Score and Error Band	13
The IAB Dashboard: A Quick View of Overall Group-level Results	15
Figure 5. IAB Dashboard	15
Example of Classroom Use of an IAB: End-of-Unit Assessment.....	16
Group-Level Analysis.....	16
Figure 6. Group-Level View of IAB Results	16
Group Item-Level Analysis.....	17
Figure 7. Item-Level View of IAB Results: Group Scores	17
Student-Level Analysis	18
Figure 8. Student-Level View of IAB Results	18
Figure 9. Individual Student Item-Level View of IAB Information	19
Figure 10. Item-Level Tabs	19
Figure 11. Rubric and Exemplar Tab	20

Figure 12. Item Information Tab	20
Table 2. Depth of Knowledge Levels	21
Table 3. Item Difficulty Categories	21
Key and Distractor Analysis	22
Figure 13. Select to View Key/Distractor Analysis	23
Figure 14. Key and Distractor Analysis View	24
Figure 15. Key and Distractor Analysis Item Details Tabs	25
Writing Trait Score Report	25
Figure 16. Group Report on the Essay Question	25
Figure 17. Individual Student Report on the Essay Question	27
Using IAB Results to Inform Next Steps for Instruction.....	27
Smarter Balanced Digital Library	28
Digital Library Connections Playlists	28
Figure 18. Smarter Balanced Connections Playlist for Grade 5 Fractions	29
Glossary of Terms	30
Appendix A: Resources to Support the Use of Interim Assessments	32
Test Blueprints.....	32
Figure A1. Grade 5 Block 4 IAB: Revision	33
Figure A2. Grade 5 Block 3 IAB: Brief Writes	34
Figure A3. Grade 5 Block 8 IAB: Informational Performance Task	34
Appendix B: A Parent and Student Guide to Understanding the Interim Assessment Reports	35
What Are the Interim Assessment Blocks?	35
What Do the Interim Assessment Block Scores Mean?.....	35
What Are the Interim Comprehensive Assessments?.....	35
What Do the Interim Comprehensive Assessment Scores Mean?.....	35
How Accurate Are the Interim Assessments?.....	36
One Measure of a Student’s Success.....	36
Sample Interim Assessment Block Individual Student Report	37
Sample Interim Comprehensive Assessment Individual Student Report	39

List of Tables and Figures

Table 1. Possible Uses of the Interim Assessments: Examples of Standardized and Nonstandardized Administration.....	7
Figure 1. Smarter Balanced Vertical Scale.....	9
Figure 2. Comparison between Performance Standard and the IAB Scale Score and Confidence Interval to determine IAB Reporting Category.....	11
Figure 3. Smarter Balanced Summative and ICA Scale Score Ranges by Content and Grade.....	12
Figure 4. Student’s Scale Score and Error Band.....	13
Figure 5. IAB Dashboard.....	15
Figure 6. Group-Level View of IAB Results.....	16
Figure 7. Item-Level View of IAB Results: Group Scores.....	17
Figure 8. Student-Level View of IAB Results.....	18
Figure 9. Individual Student Item-Level View of IAB Information.....	19
Figure 10. Item-Level Tabs.....	19
Figure 11. Rubric and Exemplar Tab.....	20
Figure 12. Item Information Tab.....	20
Table 2. Depth of Knowledge Levels.....	21
Table 3. Item Difficulty Categories.....	21
Figure 13. Select to View Key/Distractor Analysis.....	23
Figure 14. Key and Distractor Analysis View.....	24
Figure 15. Key and Distractor Analysis Item Details Tabs.....	25
Figure 16. Group Report on the Essay Question.....	25
Figure 17. Individual Student Report on the Essay Question.....	27
Figure 18. Smarter Balanced Connections Playlist for Grade 5 Fractions.....	29
Figure A1. Grade 5 Block 4 IAB: Revision.....	33
Figure A2. Grade 5 Block 3 IAB: Brief Writes.....	34
Figure A3. Grade 5 Block 8 IAB: Informational Performance Task.....	34

Purpose of the Smarter Balanced Interim Assessments Interpretive Guide

THE SMARTER BALANCED INTERIM ASSESSMENTS INTERPRETIVE GUIDE IS DESIGNED TO HELP EDUCATORS, PARENTS, AND OTHER STAKEHOLDERS INTERPRET INTERIM ASSESSMENT REPORTS OF THE SMARTER BALANCED REPORTING SYSTEM.

This document focuses on interpreting student test results for the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs), which are one component of a comprehensive three-part assessment system. The guide addresses questions of how to evaluate group, student, and item-level data from these assessments to improve teaching and learning. Appendix A provides a list of helpful resources that support the use of interim assessments. Appendix B provides guidance on the Individual Student Report (ISR) for use in student and parent discussions.

Smarter Balanced Assessment System

The Smarter Balanced Assessment System has three major components:

Summative Assessments	Interim Assessments	Digital Library
End-of-year assessments that measure student achievement and growth in English and mathematics in grades 3-8 and HS.	Designed to support teaching and learning throughout the year.	A suite of tools and resources that support a classroom-based formative assessment process.

Administration of the interim assessments is flexible and can serve a variety of educator and student needs. Schools and school districts may establish timeframes, administration policies, and scoring practices for the interim assessments, keeping in mind any guidance from their own state department of education. Educators can use the interim assessments in a standardized fashion as an assessment of learning after a period of instruction, or in a nonstandardized fashion (e.g., teaching tool, warm-up activity) as an assessment for learning. The interim assessments are powerful resources to improve teaching and learning for all students.

“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. 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

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with member education agency policies, educators may establish the timeframe, administration policies and scoring practices for interim assessments. The interim assessments are

Interim Assessments Interpretive Guide

considered student and teacher facing. The student and teacher facing designation provides educators the flexibility to access the test questions and their students' responses to the test questions. Because of this flexibility, the interim assessments are not intended to be used for accountability purposes. Interim assessments are not for public use, display, or distribution. This allows educators to use the interim assessments in the intended manner. For this reason, any use, display, or distribution of the interim assessments that results in access to individuals beyond authorized local education agency staff and students is prohibited. The interim assessments also include all the accessibility resources that are available in the summative assessment to provide accurate results for all students. Finally, interim assessment items must not be copied into third party systems without the permission of Smarter Balanced.

Two Types of Interim Assessments

Smarter Balanced offers two types of interim assessments: **IABs** and **ICAs**. The lists below provide a summary of the features of each type.

Common Features:

- are available in English-language arts/literacy (ELA) and mathematics
- contain high-quality items that are placed on the same scale as the summative assessments and use the full array of accessibility resources and supports available on the summative assessments
- are designed for Grades 3 - 8 and high school, but may be administered to students in any grade level
- use the same item types and formats as the summative assessments
- include performance tasks
- are administered online using the same test delivery system as the summative assessments, but are fixed-form tests, not computer-adaptive

Interim Assessment Blocks:

- focus on specific topics (e.g., Measurement and Data, Fractions, Read Informational Text);
- can usually be administered in one class period; include between 4 and 18 items depending on grade and content area;
- provide information about student performance in three categories: Above Standard, Near Standard, and Below Standard;
- include a performance task for each content area;
- may require local hand scoring if the IAB includes constructed-response items or an essay;
- may be administered to students in a manner consistent with the sequence of the curriculum; and
- may be administered as a standardized or nonstandardized assessment.

Interim Comprehensive Assessments:

- measure the same content and the same standards as the Smarter Balanced Summative Assessment;
- take between 3 and 4 hours to administer (like the Smarter Balanced Summative Assessment);
- provide information about student performance overall (achievement levels) and for each claim in ELA and mathematics (three levels of performance);
- include a performance task in each content area;
- require local hand scoring of some constructed-response items and performance tasks;
- may be used to determine the knowledge and skills of students after a significant period of instruction; and
- may be administered as a standardized or nonstandardized assessment.

Assessment Content

Both the IABs and the ICAs are available in ELA and mathematics in grades three through eight and high school, though they may be administered to students in any grade for appropriate educational purposes. The ICAs measure the same content and the same standards as the Smarter Balanced Summative Assessment.

Administration of the Interim Assessments

The interim assessments can be administered flexibly by teachers to best meet their instructional needs. All student results will note the manner in which the assessment was administered (standardized/nonstandardized). This information is provided when viewing results in the online system or on printed student reports.

Standardized

Standardized administration means that a student completes the interim assessment individually, following the procedure for administration used for the summative assessments. Results from a standardized administration can be interpreted in a consistent manner and used as a gauge of student learning that is comparable across students. In this approach, the interim assessment is used as assessment of learning after a period of instruction and results reflect an individual student's mastery of the concepts assessed. Standardized tests can be used as part of an assessment of learning and an assessment for learning.

Nonstandardized

Nonstandardized administration refers to any administration that is not consistent with the administration requirements of the summative assessment. Some examples of nonstandardized administration might include (but are not limited to):

- Administering tests while students answer cooperatively in pairs, in small groups, or as a whole class. Teachers may elect to include some discussion time between test items, and may have students hand score items as needed.
- Providing interim assessment resources other than those approved in the *Usability, Accessibility and Accommodations Guidelines* (e.g., use of a multiplication table by a student who does not have an IEP and a documented need for this accommodation).

Because nonstandardized administration does not necessarily describe the performance of individual students in a comparable manner, caution must be used when making instructional decisions based on results from a nonstandardized administration and when interpreting classroom results that incorporate results from tests administered in a nonstandardized manner. Remember that results from a nonstandardized administration of an interim assessment are more appropriately used in the assessment for learning rather than the assessment of learning. Tables 1 below provides several examples of standardized and nonstandardized administration of interim assessments.



STANDARDIZED ADMINISTRATION = ASSESSMENT OF LEARNING AND
ASSESSMENT FOR LEARNING

NONSTANDARDIZED ADMINISTRATION = ASSESSMENT FOR LEARNING

Table 1. Possible Uses of the Interim Assessments: Examples of Standardized and Nonstandardized Administration

Standardized Administration	Nonstandardized Administration
<p>Example 1: A teacher recently changed instruction to emphasize reading informational text. The teacher administers a Read Informational Texts IAB to assess the degree to which students learned the emphasized skills.</p>	<p>Example 1: The teacher displays an IAB item that requires hand scoring using a vendor’s item viewer application and asks students to respond to the question on paper. The teacher scores the item using the scoring guides and uses the student responses to inform next steps for instruction.</p>
<p>Example 2: A grade eight mathematics teacher administers the grade seven ICA in the fall to new students who did not take the Smarter Balanced Summative Assessment the previous school year. The teacher uses these results, along with grade seven summative results for the other students, to determine instructional focus in the first few weeks of the school year.</p>	<p>Example 2: A teacher asks students to work in small groups and discuss the questions in an IAB as they take the test. This is followed with a class discussion.</p>
<p>Example 3: A district pilots a new writing program to improve students’ writing skills. Teachers administer the grade-level ELA Performance Task IAB. Teachers score the students’ full writes using the IAHSS. Teachers use the results as one indicator of the degree to which the program improved students’ writing skills.</p>	<p>Example 3: A teacher administers an IAB during instruction. The teacher projects the items on the screen and elicits answers from the class followed by a discussion about the reasoning behind student responses.</p>

Understanding Smarter Balanced Assessment Results

The Interim Assessment Reporting System allows educators to view results from the interim assessments at the group, student, and item level to help identify what students know and can do and where they might need additional support to master the content.



THE INTERIM ASSESSMENT REPORTING SYSTEM SHOWS RESULTS ONLY FOR STUDENTS WHO COMPLETE THE ONLINE ASSESSMENT, AND FOR WHICH AN EDUCATOR SCORES ALL HAND-SCORED ITEMS.

Group-Level Results

Group-level results can help educators evaluate the degree to which they may need to adjust their instruction by analyzing areas in which students excel and areas where students need additional support. The definition of a group is locally defined. Some examples are:

- a classroom of students
- a grade level of students or
- the students who participate in a special program (e.g., intervention or enrichment) who received similar instruction

The Interim Assessment Reporting System allows users to establish customized groups or to display results by grade-level within a school, educational services, or supports.

Student-Level Results

Student-level results can provide insight into those specific areas of content individual students have not yet mastered, and the additional instructional support each individual student or group of students may require.

Item-Level Results

Item-level results provide student responses to test questions and enable educators to evaluate any patterns in responses by looking at items on which the group did well and items on which they struggled.

Scale Scores and Error Band

Results from the interim assessments include scale scores and an error band.

Student-Level Information

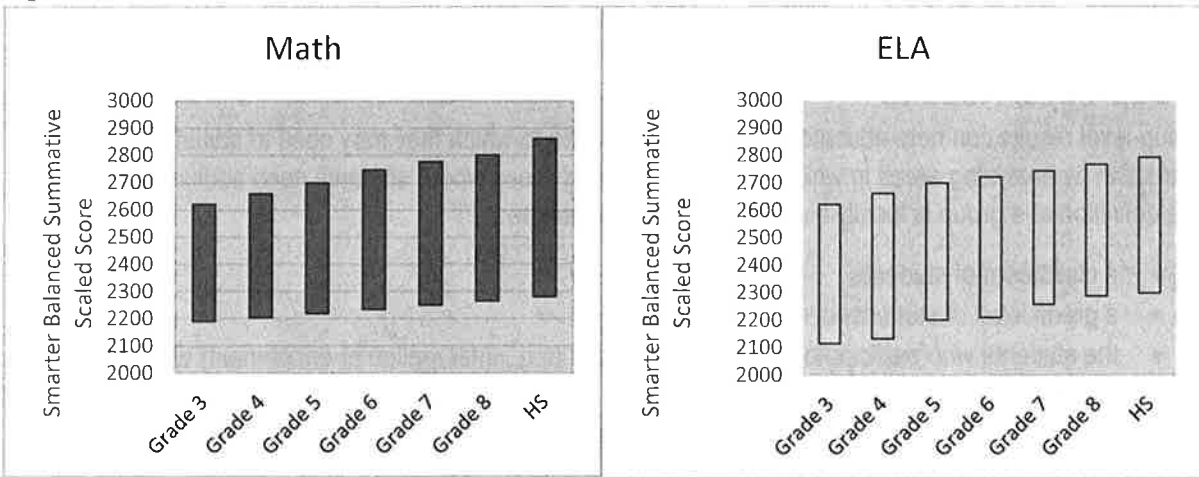
Scale Scores

Each student who completes a Smarter Balanced Interim or Summative Assessment receives an overall scale score. The scale score is the basic unit of reporting. It allows for fair comparisons at both the

individual student level and the aggregate or group level. This scale ranges from approximately 2000 to 3000.

The Smarter Balanced scale is a vertical scale, which means that student performance in all grades is reported on the same scale. This allows educators to compare a student’s scale score from a test in one grade to that student’s scale score from a test in another grade. However, this comparison should be done with caution, especially when interpreting or predicting scores for non-adjacent grade levels. An important aspect of a vertical scale is that the overall score range for each grade steadily increases, and the threshold scores between each level increase across grade levels. Figure 1 below shows the range of scaled scores for each grade and content area.

Figure 1. Smarter Balanced Vertical Scale



Scale scores provide information about overall student performance and can be used to evaluate student progress.

Error Band

Test scores are estimates of student achievement and come with a certain amount of measurement error for several reasons, including the sample of test questions administered, testing conditions, or student guessing. Each time a student takes a Smarter Balanced test, statistical procedures are used to calculate the scale score and the standard error of measurement (SEM) for the student’s score. Since this measurement error is known, the individual student report also provides the range of scores the student is likely to earn if that student were to take the test multiple times, or a test of parallel construction and similar difficulty, without receiving further instruction. This range, called an error band, represents one standard error of measurement above and below the student’s scale score.

An example of student scale score with the error band can be found in Appendix B of this document. For more examples on measurement error, please refer to “Tests Results are Not Perfect Measures of Student Performance” section on page 12.

Reporting Overall Performance on Interim Assessments

Interim Assessment Blocks

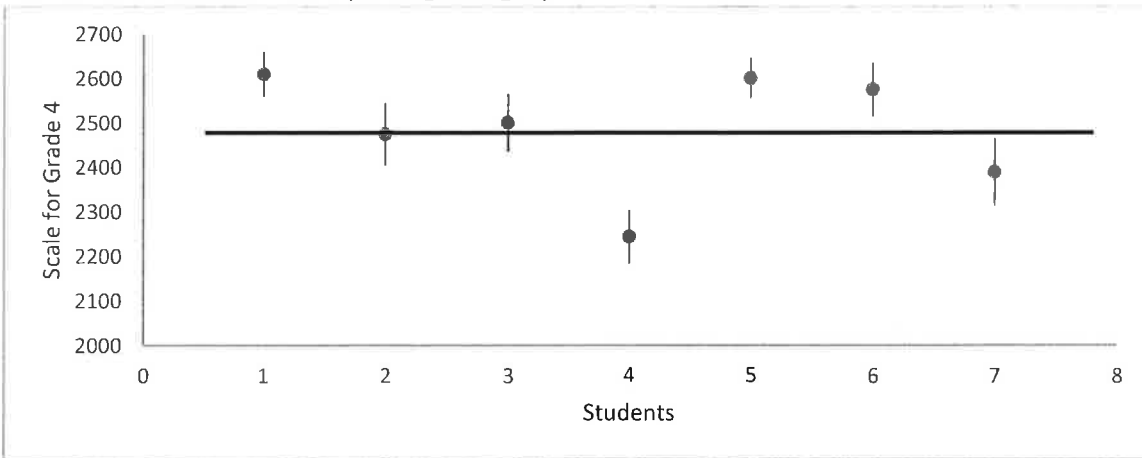
Based on their individual scale scores and the error band, student results for IABs are reported as one of three reporting categories: **Above Standard**, **Near Standard**, or **Below Standard**. Each reporting category represents a range of scale scores. A student score distribution by reporting category is also provided for group-level reporting, providing educators with the proportion of students that performed within each reporting category.

Reporting categories used for the IABs are different from achievement levels used to communicate overall performance on the summative and ICA tests.

The IAB reporting categories that are used to classify students are calculated using the performance standard, which is defined as the summative (and ICA) cut score between Levels 2 and 3, as the starting point. The student's performance on the IAB is evaluated against the grade and content Standard Met performance standard. (e.g., a student's scale score for the Grade 3 IAB, Numbers and Operations—Fractions is compared to the Grade 3 mathematics summative assessment performance standard as the starting point). Since the SEM represents the uncertainty around a student's scale score, the SEM is multiplied by 1.5 to create a confidence interval that likely includes the student's true score. The confidence interval is even larger than the student's SEM, so it provides greater certainty, or confidence, in the reporting category classification.

Figure 2 (below) contains a dot representing the scale score for each of the seven students being evaluated on a Grade 4 Math IAB. The bars above and below the scale score are the confidence interval, or 1.5 times the standard error of measurement on the test. The dark horizontal line is the performance standard for the summative and ICA Grade 4 Math assessments—a scale score of 2485. If the confidence interval for the student's scale score on the IAB is completely above the performance standard, as in Students 1, 5, and 6, the student's reporting category is Above Standard. If the confidence interval for the student's scale score is completely below the performance standard, as in Students 4 and 7, the student's reporting category is Below Standard. If the confidence interval for the student's scale score touches the performance standard, as in Students 2 and 3, the student's reporting category is Near Standard, regardless of whether the reported scale score is above or below the performance standard. Please note: The achievement level of some students in the Near Standard category will be either above or below the performance standard, but not far enough above or below such that we can confidently label the performance as Above Standard or Below Standard.

Figure 2. Comparison between Performance Standard and the IAB Scale Score and Confidence Interval to determine IAB Reporting Category



(*Smarter Balanced would like to acknowledge the Connecticut State Department of Education who designed Figures 1 and 2.)

Please note that IAB scale scores are derived using fewer items than the overall vertical scale scores on the Summative and Interim Comprehensive Assessments; therefore, the standard error of measurement for an IAB scale score will be greater than that of the overall vertical scale score.

Since the IAB reporting categories are derived in a different way from the summative and ICA achievement levels, there is not a direct comparison between performance levels on the IABs and the ICA or summative test. For full technical details on the calculations used, please refer to the Smarter Balanced Scoring Specifications under Technical Documentation at <http://www.smarterbalanced.org/assessments/development/>.

Interim Comprehensive Assessments

Based on their individual scale scores and the error band, student results for ICAs are reported in one of four achievement levels, Level 4: Standard Exceeded; Level 3: Standard Met; Level 2: Standard Nearly Met; Level 1: Standard Not Met. The same achievement levels are also reported for the summative assessments. They were decided upon by a committee of member state representatives, teachers, parents, and other stakeholders through a process called Achievement Level Setting. In this process, threshold (or cut) scores are identified to differentiate the knowledge and skills expected at each level.

The tables below (Figure 3) show the range of scaled scores for each achievement level in the ICA and summative assessments in mathematics and English Language Arts/Literacy.

Figure 3. Smarter Balanced Summative and ICA Scale Score Ranges by Content and Grade

Mathematics:

Grade	Level 1	Level 2	Level 3	Level 4
3	<2381	2381–2435	2436–2500	>2500
4	<2411	2411–2484	2485–2548	>2548
5	<2455	2455–2527	2528–2578	>2578
6	<2473	2473–2551	2552–2609	>2609
7	<2484	2484–2566	2567–2634	>2634
8	<2504	2504–2585	2586–2652	>2652
11	<2543	2543–2627	2628–2717	>2717

English Language Arts/Literacy

Grade	Level 1	Level 2	Level 3	Level 4
3	<2367	2367–2431	2432–2489	>2489
4	<2416	2416–2472	2473–2532	>2532
5	<2442	2442–2501	2502–2581	>2581
6	<2457	2457–2530	2531–2617	>2617
7	<2479	2479–2551	2552–2648	>2648
8	<2487	2487–2566	2567–2667	>2667
11	<2493	2493–2582	2583–2681	>2681

Claim Scores

The summative tests and ICAs also report claim scores. A claim is a summary statement about the knowledge and skills students will be expected to demonstrate on the assessment related to an aspect of the Common Core State Standards (CCSS). Claim scores are reported in one of three reporting categories: Above Standard, Near Standard, or Below Standard. These reporting categories are determined using the same calculation used to determine the IAB overall reporting categories. (See page 8 for additional information.)

Guidelines for Appropriate Use of Test Results

Many variables influence test results and it is important that educators understand the following guidelines when analyzing assessment results to inform educational decisions.

Tests Results are Not Perfect Measures of Student Performance

All tests include measurement error; no test is perfectly reliable. An error band is included with a student's test score as an indicator of its reliability. A statistical calculation is made by the system, determining how much worse or better the student could be expected to do on the assessment if the student took the test

multiple times. Since performance could increase or decrease, the error band is represented on the report by the entry after the scale score, with a "+" or "-" before it.

For example, as shown in Figure 4 below, a Grade 7 student takes the ELA Interim Comprehensive Assessment and receives a score of 2552 with an error band of +/- 48 points. The error band indicates that the student's true score lies between 2504 (2552 minus 48) and 2600 (2552 plus 48). This means that if the student took a test with a similar difficulty again without receiving further instructions, using either a different sample of test questions, or taking the test on a different day, his or her score would likely fall within the range given by the error band. The student's scale score falls on the cut score between Nearly Met Standard and Met Standard. With the error band, the student's true score falls within both achievement levels.

Figure 4. Student's Scale Score and Error Band



Measurement error in testing may result from several factors such as the sample of questions included on the test, a student's mental or emotional state during testing, or the conditions under which the student took the test. For example, student factors, like whether the student was tired, hungry, or under stress, classroom factors such as noise or temperature, or technical issues with the computer might all affect the student's test performance. In addition, any required human scoring for a test item may also influence the test result due to factors associated with the accuracy of the human scorer.

REMEMBER:

IABs are fixed-form tests. Repeated exposure to the same test items may influence a student's score, therefore educators should be mindful about how often a student responds to the same IAB.



MEASUREMENT ERROR IN TESTING IS EXPECTED AND UNAVOIDABLE. USING A TEST RESULT IN CONJUNCTION WITH OTHER INDICATORS ABOUT STUDENT PERFORMANCE IMPROVES THE ACCURACY OF JUDGMENTS ABOUT WHAT STUDENTS KNOW AND CAN DO.

Use the Entire Assessment in Combination with Other Indicators

Items in an assessment form vary in format, content, target skill, and difficulty level. While it may be possible to make some inferences about what students know and can do based on their performance on a

single test item, students' performance on the entire IAB is a better indicator of students' knowledge and skills.

All test results include some degree of error. Therefore, it is critical to use results from a test in combination with other information about student learning. This can encompass student work on classroom assignments, quizzes, observation, and other forms of evidence.

Educators may use assessment results as one part of an "academic wellness check" for a student. The test results, when analyzed alongside additional information about the student, can strengthen conclusions about where the student is doing well and where the student might benefit from additional instruction and support.

Validity of Results Depends on Appropriate Interpretation and Use

The Smarter Balanced Interim Assessments were designed to be used by educators to evaluate student performance against grade-level standards. When used as designed, results from the Smarter Balanced Interim Assessments can provide useful information to help educators improve teaching and learning for their students. However, any inferences made from the test results may not be valid if the test is used for purposes for which it was not designed and validated.

Manner of Administration Informs the Use of Results

Teachers may use the Smarter Balanced Interim Assessments in several ways to gain information about what their students know and can do. When a test examiner begins a test session for the interim assessment, the examiner must first determine if the test will be administered in a standardized or nonstandardized manner of administration. The teacher selects the manner of administration when starting a test session. Nonstandardized is the default setting if the teacher doesn't select Standardized.

When combined with other forms of evidence, results from standardized administrations can be reasonably used to gauge student knowledge and growth over time after a period of instruction because those results represent individual student knowledge. Standardized administration of the IABs is much like an end-of-unit test and can be used both as an assessment of learning and an assessment for learning.

Nonstandardized administration of the interim assessments is done primarily for learning. Results from a nonstandardized administration should be used with caution when evaluating an individual student. Individual student scores may be produced, but if a student is working with other students, the individual student scores are not reflective of the individual student's ability. However, nonstandardized administrations may yield valid results for other purposes. The goal of a nonstandardized administration is to learn where students are succeeding and where they might need more support during instruction.

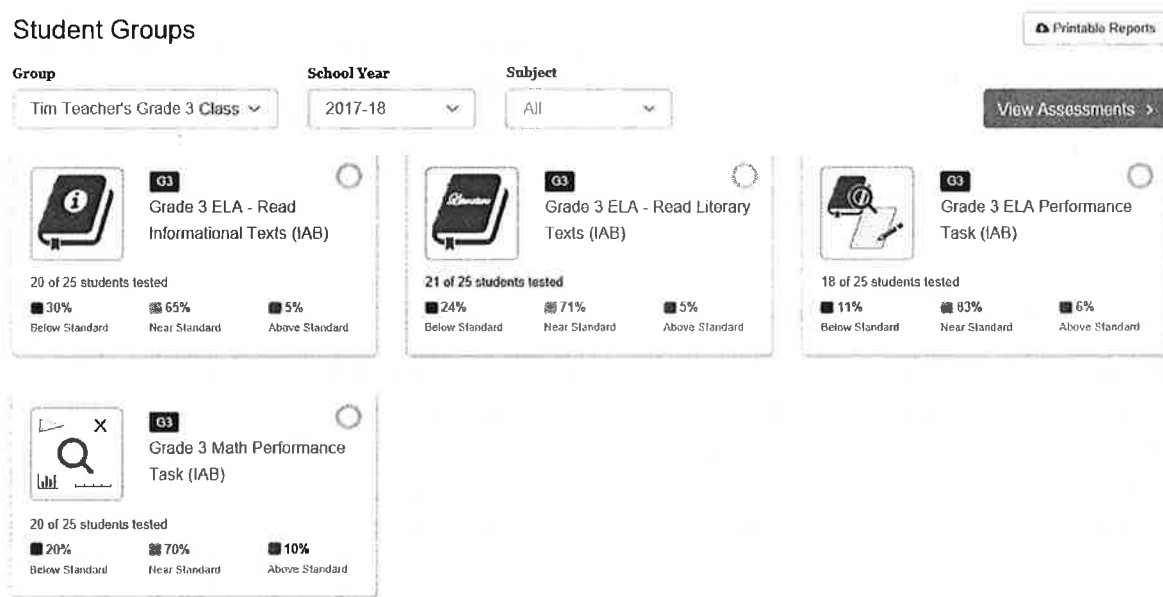


MORE THAN ONE MEASURE OF STUDENT PROGRESS AND PERFORMANCE SHOULD ALWAYS BE USED TO MAKE EDUCATIONAL DECISIONS.

The IAB Dashboard: A Quick View of Overall Group-level Results

The IAB Dashboard provides educators with a quick view of overall results for the IABs administered to a group of students. A teacher can view the score distribution for each IAB to see the percentage of students who performed in each reporting category (Above, Near, and Below Standard). The teacher can also see which IABs were completed by all students in the group.

Figure 5. IAB Dashboard.



The teacher can see from the IAB Dashboard that not all 25 students in the class completed each IAB. The score distributions for each IAB show overall group performance so the teacher can quickly see on which IABs students did well and which they did not do well. By selecting an IAB, the teacher can see more detailed information about student performance.

Example of Classroom Use of an IAB: End-of-Unit Assessment

In this section, we provide an example of how an educator might use one of the IABs to improve teaching and learning in her classroom. Included in this example are screenshots from the Smarter Balanced Reporting System that illustrate the different views available to educators to analyze the data and interpret it within their local context. Results will be analyzed at the group level, individual student level, and item level. At each level, highlights of appropriate use and cautions will be provided.

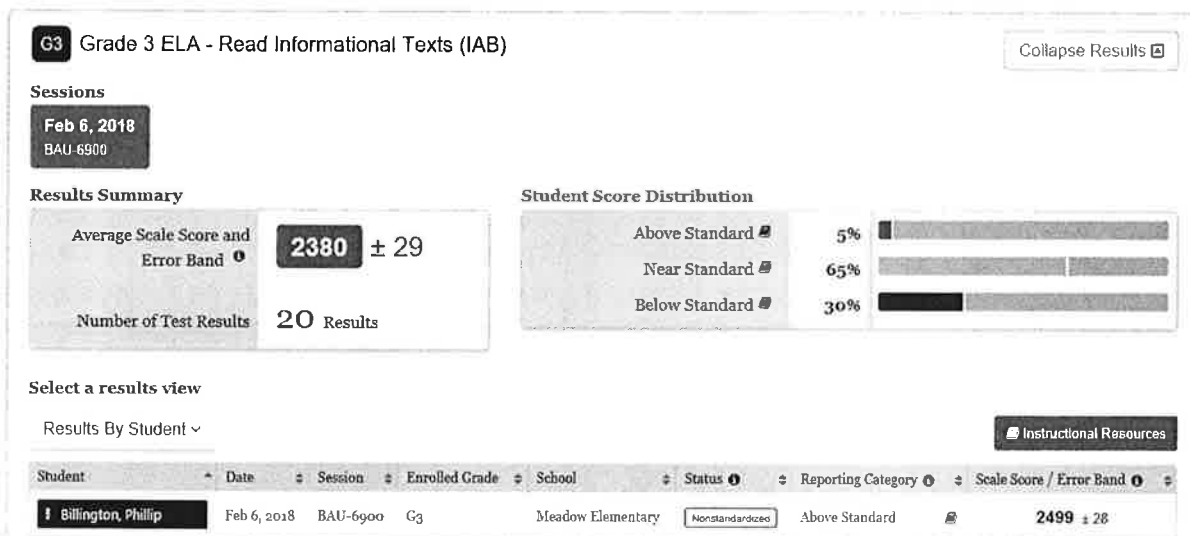
SAMPLE SCENARIO

Ms. Garcia is a third-grade teacher who administers the grade three ELA IAB Read Information Text as one measure of how well her students can read closely and analytically to comprehend a range of increasingly complex informational texts.

Group-Level Analysis

As shown in Figure 6 below, Ms. Garcia's classes had an average scale score on the Grade 3 ELA – Read Information Texts IAB of 2380. She can also see the error band of +/- 29 points or error of the mean. This means that if a test of parallel design were given to these students on another day without further instruction, their average scale score would likely fall between 2351 (2380 minus 29 points) and 2409 (2380 plus 29 points).

Figure 6. Group-Level View of IAB Results



Ms. Garcia can see from the Student Score Distribution section that 5% of her students scored within the Above Standard reporting category. The distribution of scores also highlighted that 65% of the students scored within the Near Standard reporting category, and 30% scored within the Below Standard category.

From the group results page, Ms. Garcia can access links to instructional resources. Each IAB has an associated Digital Library Connections Playlist. Connections Playlists are time-saving tools that were developed by teachers for teachers. Each playlist provides resources that were selected and organized based on the reporting categories for an IAB. More information about Connections playlists is available on the [Digital Library page of the Smarter Balanced website](#). In addition to the Smarter Balanced Connections Playlists, districts and schools may include links within the Reporting System to local district or school resources.

There are several ways that Ms. Garcia can access these resources. By selecting the “Instructional Resources” button, Ms. Garcia can access resources for all reporting categories. To view resources that would be useful for students at particular reporting categories, she can select the book icons located on the student score distribution and student rosters. Through any of these links, Ms. Garcia can find resources to:

- provide students who scored above standard with instruction designed to enrich and expand their skills; and
- provide differentiated instruction based on student needs.

See page 29 for additional information about the Digital Library.

Group Item-Level Analysis

For each item in the IAB, Ms. Garcia can see the claim, target, item difficulty, the relevant standard assessed, and the proportion of students who received full credit, as well as the proportion of students at each score point.

For example, as shown in Figure 7, item #5 is listed as Difficult. Ms. Garcia sees that about 40% of her students received full credit on Item #5. Continuing in the same row, she can also see that 60% of her students did not receive any points on Item #5 and 40% received the maximum of one point. This information indicates a need for additional support.

Figure 7. Item-Level View of IAB Results: Group Scores

Select a results view

Results By Item ▾

Instructional Resources Export

Item #	Claim/Target	Item Difficulty	Standard	Full Credit	0	1
1	Reading - Informational Text / Target 13	Difficult	3 RI.5	50%	50%	50%
2	Reading - Informational Text / Target 11	Difficult		60%	40%	60%
3	Reading - Informational Text / Target 8	Difficult	3 RI.1	50%	50%	50%
4	Reading - Informational Text / Target 12	Moderate		65%	35%	65%
5	Reading - Informational Text / Target 10	Difficult	3 RI.4	40%	60%	40%

Ms. Garcia can also sort on the Full Credit column to quickly identify test items that students performed well on and items where students struggled.

Student-Level Analysis

To inform her teaching to help students comprehend a range of increasingly complex informational texts and provide better instructional support to her students, Ms. Garcia can use individual student performance results by looking at the “Results by Student” screen (Figure 8). The “Reporting Category” column is sortable so that Ms. Garcia can easily identify the students who performed within each reporting category.

Using the test results for students in the Above Standard reporting category, combined with her knowledge of student performance on classroom assignments, homework, and other observations, Ms. Garcia makes inferences about her students’ ability to read and comprehend informational text. She is confident that students who scored in the Above Standard category have mastered the skills and knowledge taught in the classroom and are in no need of additional support on that content.

Because she feels confident in the abilities of about half of her students, Ms. Garcia chooses to focus her attention on the students who scored in the Below Standard category, suspecting that there might be need for additional instruction for that group. Ms. Garcia remembers that the information from the IAB is only one measure and it should always be used in combination with other information about her students. However, the information from the IAB can assist her in adjusting instruction to the specific needs of her students, thereby improving teaching and learning in the classroom. For example, Ms. Garcia could use the reporting categories to determine the specific needs of her students and tailor the instruction and processes of collaborative learning groups to meet those needs.

Figure 8. Student-Level View of IAB Results

Select a results view

Results By Student ▾ Instructional Resources

Student	Date	Session	Enrolled Grade	School	Status	Reporting Category	Scale Score / Error Band
Billington, Phillip	Feb 6, 2018	BAU-6900	G3	Meadow Elementary	Nonstandardized	Above Standard	2499 ± 28
Davis, Herman	Feb 6, 2018	BAU-6900	G3	Meadow Elementary	Nonstandardized	Near Standard	2486 ± 38
Desouza, Wanda	Feb 6, 2018	BAU-6900	G3	Meadow Elementary	Nonstandardized	Below Standard	2365 ± 33
Wanda's Responses	BAU-6900	G3	Meadow Elementary	Nonstandardized	Near Standard	2466 ± 68	
Wanda's Test History	BAU-6900	G3	Meadow Elementary	Nonstandardized	Near Standard	2350 ± 63	
Print Wanda's Full IAB Report	BAU-6900	G3	Meadow Elementary	Nonstandardized	Near Standard	2445 ± 120	

As shown in Figure 8, Ms. Garcia can select an individual student from the group list (by selecting the blue box with the student’s name) to examine the student’s performance on items within the IAB. When an individual student is selected, Ms. Garcia can select the option to view the student’s responses and a screen showing each item in the IAB is displayed (see Figure 9).

Figure 9. Individual Student Item-Level View of IAB Information

Desouza, Wanda 4000003394

Student's Responses

Item #	Claim/Target	Item Difficulty	Standard	Student Points	Max Points	Correctness
1	Reading - Informational Text / Target 13	Difficult	3.RI.5	0	1	0.00
2	Reading - Informational Text / Target 11	Difficult		1	1	1.00
3	Reading - Informational Text / Target 8	Difficult	3.RI.1	0	1	0.00
4	Reading - Informational Text / Target 12	Moderate		1	1	1.00
5	Reading - Informational Text / Target 10	Difficult	3.RI.4	0	1	0.00

Ms. Garcia selects item number 1 and the following three tabs appear Item Viewer, Rubric and Exemplar, and Item Information (Figure 10).

Figure 10. Item-Level Tabs

Item Viewer Rubric and Exemplar Item Information

Key: C

This is the view of the item as seen while taking the assessment, including the student's response.

Zoom Out Zoom In

Read the passage. Then answer the questions.

What's That in Your Backpack?
by Mona Pease

Are you carrying a forest on your back? Of course not! But if you dig through your backpack, you will probably find many things that come from the forest. You might have books, pencils, and even a sweet candy treat, all from the forest. Is your pack feeling heavier yet?

Let's explore some of these things and see how they get from the woods to your backpack. Let's start with the paper . . .

1

What is the **most likely** reason the author used paragraph headings for each part of the passage?

- A to explain school supplies
- B to tell the reader about types of trees
- C to show items made from trees
- D to make the reader think about backpacks

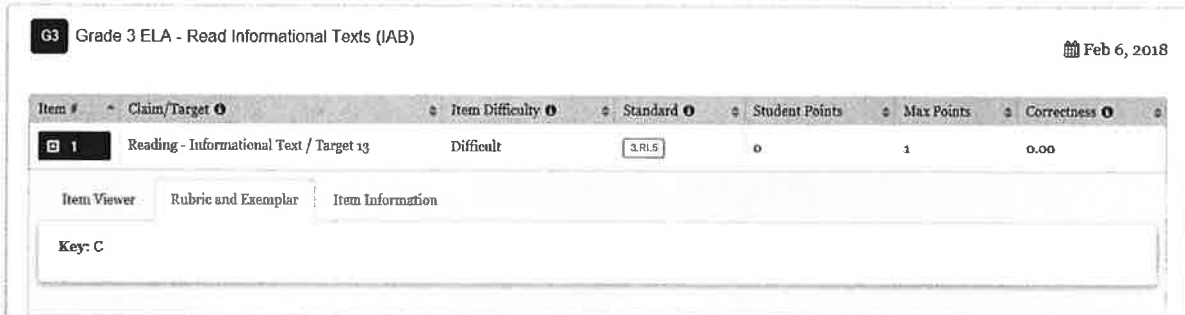
By examining student responses in the Item Viewer tab, Ms. Garcia can identify patterns in student responses that might reveal common misconceptions or misunderstandings. If several students chose the same incorrect response, for example, Ms. Garcia can isolate areas to revisit with her class.

The Rubric and Exemplar tab (Figure 11) shows the exemplar (i.e., correct response), any other possible correct responses to the item, and a rubric that defines the point values associated with specific responses. For multiple-choice questions, the key or correct response is provided.

Figure 11. Rubric and Exemplar Tab

Desouza, Wanda 4000003394

Student's Responses

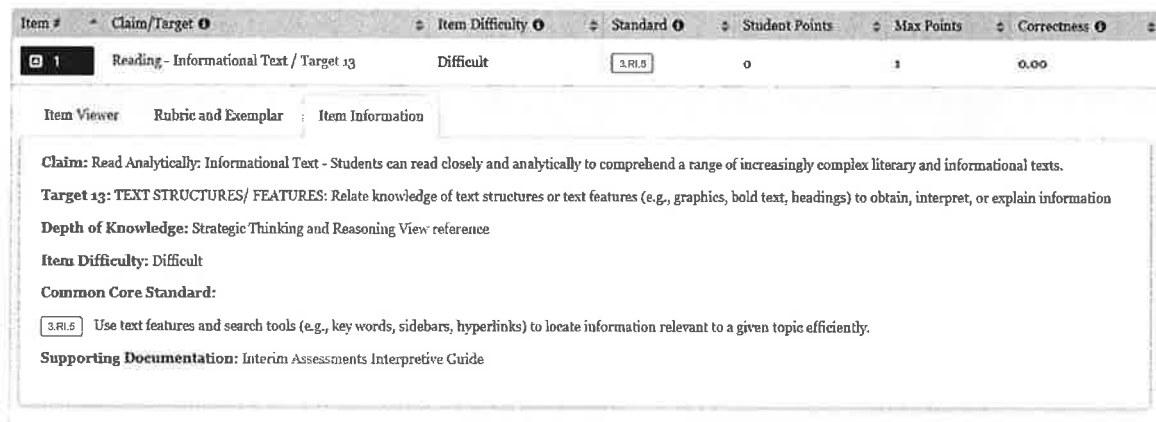


The Item Information tab (Figure 12) describes the claim, assessment target, domain, and standard that the item assesses. This tab also provides the Depth of Knowledge, the item difficulty, and links to other supporting documentation.

Figure 12. Item Information Tab

G3 Grade 3 ELA - Read Informational Texts (IAB)

Feb 6, 2018



Claims, Targets, Domain, and Standards

Claims and targets are a way of classifying test content. The claim is the major topic area. For example, in English language arts, reading is a claim. Within each claim, there are targets that describe the knowledge and skills that the test measures. Each target may encompass one or more standards from the CCSS. Within the Reading claim, for example, one of the targets is concerned with finding the central idea in a

text. Domains are large groups of related standards in the Mathematics CCSS (e.g., Geometry, Statistics and Probability, Ratios and Proportional Relationships). More information about the claims, targets, and standards can be found in the Content Specifications, and Item and Task Specifications at <http://www.smarterbalanced.org/assessments/development/>.

Depth of Knowledge

Depth of Knowledge (DOK) levels, developed by Webb (1997), reflect the complexity of the cognitive process demanded by curricular activities and assessment tasks (Table 2). Higher DOK levels are associated with activities and tasks that have high cognitive demands. The DOK level describes the kind of thinking a task requires, not if the task is difficult in and of itself.

Table 2. Depth of Knowledge Levels

DOK Level	Title of Level
1	Recall
2	Skills and Concepts
3	Strategic Thinking
4	Extended Thinking

Item Difficulty

Each Smarter Balanced test item is assigned a difficulty level based on the proportion of students in the field-test sample who responded to that item correctly. The students who responded to the item are referred to as the reference population. The reference population determines the difficulty level of a test item. (Note: The reference population for an item consists of all the students who took the test the year the item was field-tested. Depending on when the item was field tested, the reference population may refer to students who took the spring 2014 Field Test or a subsequent summative assessment that included embedded field-tested items.)

Test items are classified as easy, moderate, or difficult based on the average proportion of correct responses of the reference population, also referred to as the average proportion-correct score (Table 3). The average proportion-correct score can range from 0.00 (no correct answers meaning the item is difficult) to 1.00 (all correct answers meaning the item is easy).

Table 3. Item Difficulty Categories

Difficulty Category	Range of Average Proportion Correct (p-value) Score		For items worth more than 1 point, the average proportion correct score is the item's average score among students in the reference population divided by the maximum possible score on the item. For example, if the average score for a 2-point item is 1, its average proportion correct score is 1 divided by 2, or 0.50. In this example, that test item would be rated as moderate on the item difficulty scale.
	Minimum	Maximum	
Easy	0.67	1.00	
Moderate	0.34	0.66	
Difficult	0.00	0.33	

Easy items are answered correctly by at least 67% of the students in the reference population.

Moderate items are answered correctly by 34-66% of the reference population.

Difficult items are answered correctly by 33% or fewer of the reference population.

As previously shown in Figure 12, item #1 is aligned to Standard 3.RL.5 (Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently) and assesses Reading claim, Target 13 (TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information). This information tells Ms. Garcia what concepts and skills the item assesses.

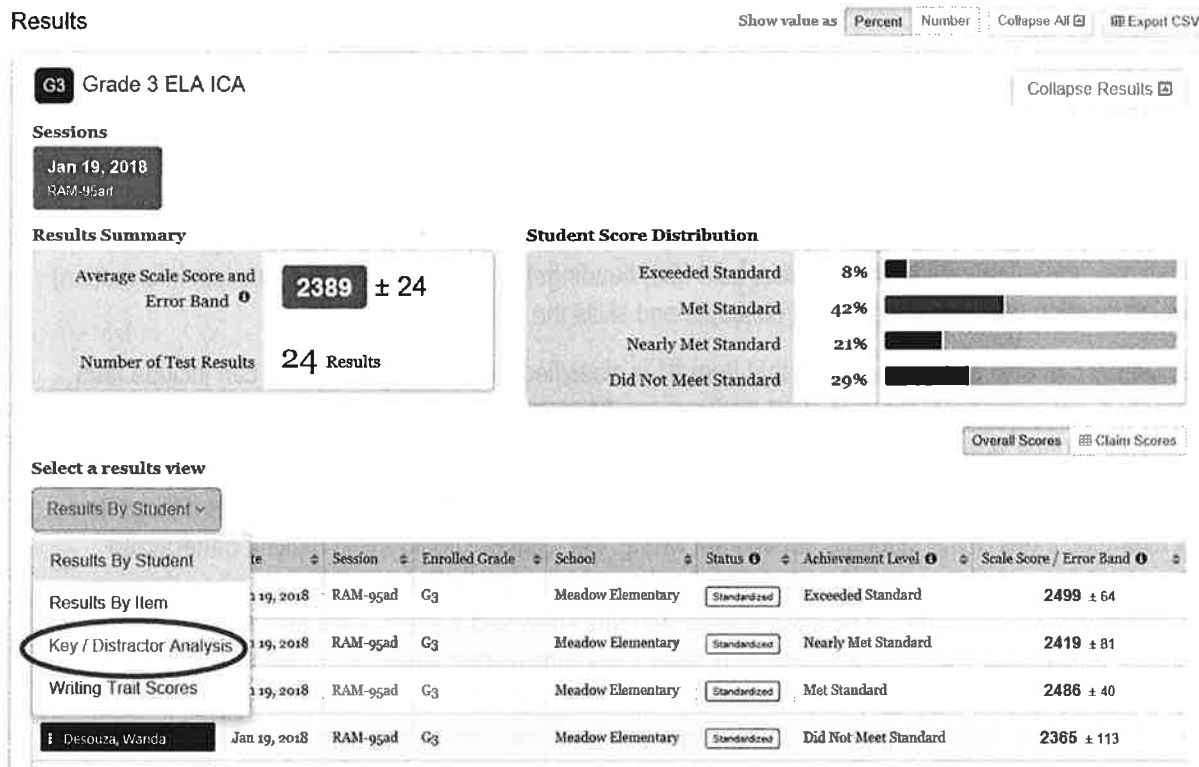
Ms. Garcia can also see from this tab that Item #1 is classified as difficult. Ms. Garcia can include item difficulty in her inferences about student performance because item classification provides her with additional context when reviewing test results and considering instructional implications.

Student scores on more difficult items should be treated differently from the scores on less difficult items. For example, if half of the students get an item wrong, Ms. Garcia should avoid making generalized inferences about student needs. Instead, Ms. Garcia can account for the item difficulty when drawing conclusions from test results to determine what students know and can do. If the item is rated difficult, Ms. Garcia's conclusions about her students may differ from conclusions based on an item rated easy. If half of the students answer an easy item incorrectly, she may decide to re-teach the concepts addressed in that item. On the other hand, if half of her students got a difficult item incorrect, she may choose to address that result by encouraging additional practice on this type of item.

Key and Distractor Analysis

For selected response items, Ms. Garcia can analyze whether a large group of students selected a particular incorrect response, which may signal a common misconception about a topic or skill. To do this, Ms. Garcia selects the Key/Distractor Analysis from the results view drop-down menu (Figure 13).

Figure 13. Select to View Key/Distractor Analysis Results



The Key and Distractor Analysis view (Figure 14) displays information for multiple-choice and multi-select items. Ms. Garcia can see the claim, target, item difficulty, and related standard(s) for each item. In addition, she can see the percentage of students who earned full credit for each item and the percentage of students who selected each answer option. (For multi-select items, these percentages will not add up to 100 percent since students may select more than one option.) Ms. Garcia can sort the list by the percentage of students who earned full credit to see those items on which students had the greatest difficulty and then determine whether there were incorrect answers that many students selected. (The correct answers are highlighted.)

Figure 14. Key and Distractor Analysis View

Overall Scores Claim Scores

Select a results view
Key / Distractor Analysis Export

The shaded responses below indicate the correct answer for each item.

Item #	Claim/Target	Item Difficulty	Standard	Full Credit	A	B	C	D	E	F
2	Research and Inquiry / Target 3	Difficult		46%	4%	21%	17%	46%		
3	Listening / Target 4	Difficult	3.SL.2	50%	17%	8%	50%	13%		
7	Reading - Literary Text / Target 7	Moderate	3.L.5a	75%	4%	17%	4%	75%		
8	Writing / Target 9	Difficult		58%	17%	8%	58%	13%		
9	Writing / Target 3	Difficult	3.W.2a	67%	8%	8%	13%	67%		
10	Reading - Literary Text / Target 6	Difficult	3.RL.5	54%	54%	17%	21%	6%	25%	58%
14	Writing / Target 8	Difficult	3.L.8	71%	8%	8%	17%	71%	75%	13%
18	Reading - Informational Text / Target 13	Difficult	3.RI.5	42%	33%	13%	42%	4%		
20	Reading - Informational Text / Target 8	Difficult	3.RI.1	42%	42%	25%	21%	13%	50%	50%

Ms. Garcia identifies Item 18 as one on which several students selected the same incorrect answer, A. To learn more about this item, Ms. Garcia can select the item number and see four tabs as shown in Figure 15: Student Scores and Responses, Item Viewer, Rubric and Exemplar, and Item information. From the Student Scores and Responses tab, Ms. Garcia can sort on the Response column to see which students incorrectly selected C. By selecting the Item Viewer, Ms. Garcia can see all the response options and, using other information she has about her students based on classroom discussion and assignments, begin to form hypotheses about why her students may have incorrectly chosen the incorrect response option.

Figure 15. Key and Distractor Analysis Item Details Tabs

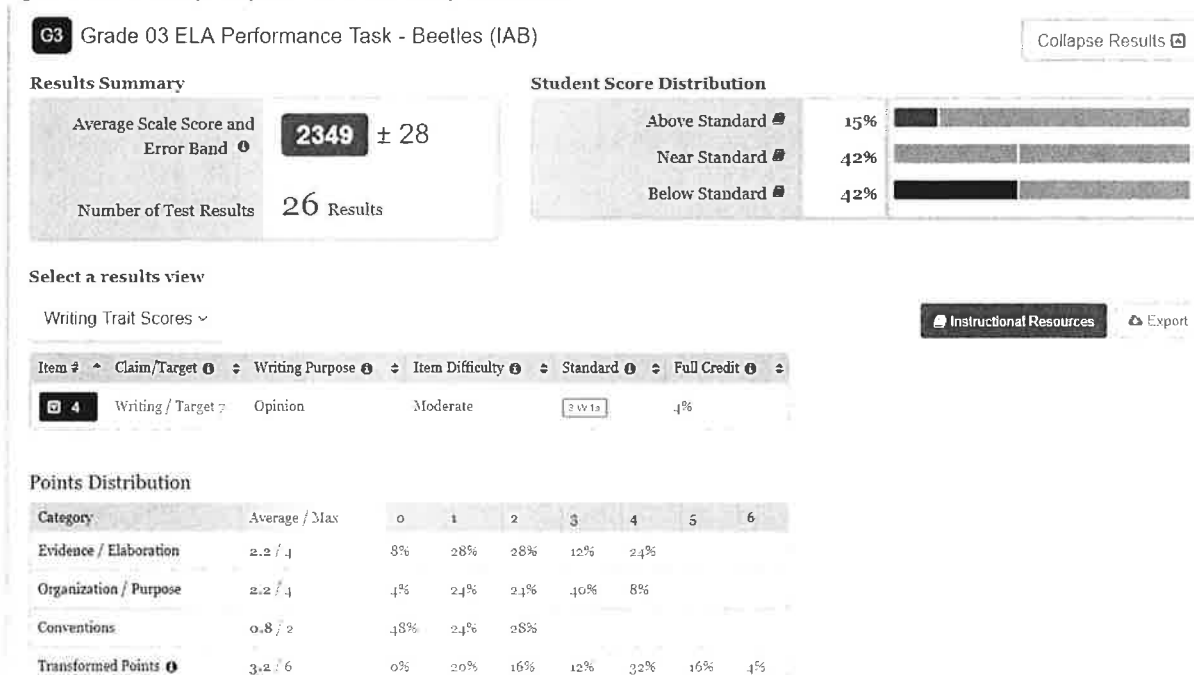
Item ID	Item Name	Difficulty	3 L O	71%	8%	8%	17%	71%	75%	13%
14	Writing / Target 8	Difficult	3 L O	71%	8%	8%	17%	71%	75%	13%
18	Reading - Informational Text / Target 13	Difficult	3 RL 5	42%	33%	13%	42%	4%		

Student	Date	Session	Enrolled Grade	School	Response	Student Points	Max Points	Correctness
Billington, Phillip	Jan 19, 2018	RAM-95ad	G3	Meadow Elementary	C	1	1	1.00
Dance, Dawn	Jan 19, 2018	RAM-95ad	G3	Meadow Elementary	A	0	1	0.00
Davis, Herman	Jan 19, 2018	RAM-95ad	G3	Meadow Elementary	D	0	1	0.00
Desouza, Wanda	Jan 19, 2018	RAM-95ad	G3	Meadow Elementary	A	0	1	0.00
Galindo-Mack, Gloria	Jan 19, 2018	RAM-95ad	G3	Meadow Elementary	A	0	1	0.00
Hoyt, Pam	Jan 19, 2018	RAM-95ad	G3	Meadow Elementary	C	1	1	1.00
Kelly-Wendland, Judy	Jan 19, 2018	RAM-95ad	G3	Meadow Elementary	B	0	1	0.00

Writing Trait Score Report

Ms. Garcia also administered the ELA Performance Task IAB that includes a full write or essay question. This report is available for ELA Performance Task IABs and ELA Interim Comprehensive Assessments (ICA). It allows teachers to analyze the strengths and weaknesses of student writing (Figure 16) based on student performance on the essay question.

Figure 16. Group Report on the Essay Question



This report provides the information found on other group summary reports (average scale score and error band, student score distribution and item information). In addition, it indicates the writing purpose of the essay question. The purpose may be argumentative, explanatory, informational, narrative, or opinion depending on the grade level of the assessment.

The report provides the average points earned by Ms. Garcia's students and maximum number of points for each writing trait. The three writing traits describe the following proficiencies in the writing process.

- **Purpose/Organization:** Organizing ideas consistent with purpose and audience
- **Evidence/Elaboration:** Providing supporting evidence, details, and elaboration consistent with focus/thesis/claim, source text or texts, purpose and audience
- **Conventions:** Applying the conventions of standard written English; editing for grammar usage and mechanics to clarify the message

There is a maximum of four points for organization/purpose, four points for evidence/elaboration, and two points maximum for conventions.

The report also displays the Transformed Points value that is calculated by adding the Conventions score to the average of the Organization/Purpose and Evidence/Elaboration scores. These two values represent two dimensions that are used to compute the student's overall scale score and the Claim 2 – Writing reporting category for the ELA ICA.

A student's score is computed as follows:

Organization/purpose:	4 points earned	}	Average = $(4+1)/2 = 2.5$, which is rounded up to 3 points
Evidence/elaboration:	1 points earned		

Conventions: 2 points earned

$3 + 2 = 5$ Transformed Points

The report also provides the percentage distribution of students by the number of points they earned for each writing trait and the percentage of students who earned each possible number of Transformed Points.

Hand scoring training guides are available in the Interim Assessment Hand Scoring System. The guides include the rubrics and annotated scored student responses that are used to determine student scores.

The Performance Task Writing Rubrics are also available in the links below:

- [Argumentative \(PDF\)](#)
- [Explanatory \(PDF\)](#)
- [Informational \(PDF\)](#)
- [Narrative \(PDF\)](#)
- [Opinion \(PDF\)](#)

Ms. Garcia can view the writing trait scores for individual students by selecting the blue box for item 4 (Figure 16). This displays a report on individual student performance by writing trait and Transformed Points earned (Figure 17). Ms. Garcia can sort by Transformed Points to quickly identify students who

Interim Assessments Interpretive Guide

performed well and those who need additional support. The Student Scores and Responses tab allows Ms. Garcia to read each student's essay after selecting the blue box with the student's name. The Item Viewer displays the essay question as it appeared on the test. The Rubric and Exemplar tab provides the writing rubrics and the Item Information tab provides information about the claim, target, standard, item difficulty, and Depth of Knowledge.

Figure 17. Individual Student Report on the Essay Question

Select a results view

Writing Trail Scores ▾

Instructional Resources Export

Item #	Claim/Target	Writing Purpose	Item Difficulty	Standard	Full Credit
4	Writing / Target 7	Opinion	Moderate	3.W.1a	0%

Student Points and Responses Item Viewer Rubric and Exemplar Item Information

Expand each student row to view their response to this item.

Student	Date	Session	Enrolled Grade	School	Evidence / Elaboration	Organization / Purpose	Conventions	Transformed Points
Breedlove, Ramonita	Nov 16, 2018	EAK-bege	G3	Demo CDE School Five	2	3	0	3
Hernández, Kelly	Nov 16, 2018	FIG-03f8	G3	Demo CDE School Five	0	1	0	1
Holloway, Hilda	Nov 16, 2018	MUN-3be1	G3	Demo CDE School Five	3	3	0	3
Losh, Mary	Nov 16, 2018	MUN-3be1	G3	Demo CDE School Five	2	2	0	2
Peterson, Michele	Nov 16, 2018	MUN-3be1	G3	Demo CDE School Five	4	3	0	4

As she reviews these results, Ms. Garcia keeps in mind all the same caveats about considering student scores in the context of everything else she knows about a student's performance, factoring in the difficulty of the test item and manner of test administration, and recognizing that no test or single test question should be used as the sole indicator of student performance. Using all the information she knows about her students, Ms. Garcia can determine whether her class or individual students need additional support related to the writing process. She also can use the rubrics and student test score information to help students and their families understand where a student's writing skills are on track and where they need further practice.

Using IAB Results to Inform Next Steps for Instruction

The IAB results can provide information about:

- group and individual student knowledge after completing a unit of study; and
- student response patterns on each item.

The IAB results can help educators:

- identify students who have a strong grasp of the material and need enrichment activities to support expansion of their skills;
- group students by knowledge/skill level for differentiated instruction; and
- pinpoint areas to emphasize during classroom instruction.

To further help educators use IAB results to inform instruction, the Smarter Balanced Reporting System links directly to the Smarter Balanced Digital Library.

Smarter Balanced Digital Library

The Smarter Balanced Digital Library is an online collection of instructional and professional learning resources created by educators for educators. All resources are aligned to the CCSS, Smarter Balanced assessment targets, and one or more formative assessment attributes. The resources are designed to help educators implement the formative assessment process to improve teaching and learning. The resources can support instruction by:

- providing guidance on differentiated instruction for diverse learners;
- increasing educator's assessment literacy;
- engaging students in their own learning;
- designing professional development opportunities; and
- providing materials for Professional Learning Communities.

For more information about the Digital Library, including how to receive login information for educators in Smarter Balanced states, is available at <http://www.smarterbalanced.org/educators/the-digital-library/>.

Digital Library Connections Playlists


Created by expert educators in collaboration with Smarter Balanced, the ***Digital Library Connection Playlists*** link student performance on the IABs to resources in the Smarter Balanced Digital Library (DL). These documents can be easily accessed through the Instructional Resources button in the Smarter Balanced Reporting System. Each IAB has an associated Digital Library Connections Playlist. Educators can use these documents to find relevant and useful instructional supports that are aligned to students' needs.

The DL Connections Playlists provide just a sample of educator-recommended DL resources that can supplement curriculum and other classroom activities, such as the example shown in Figure 18. The DL Connections Playlists are not meant to replace curriculum or define an instructional sequence. Many of the resources can be implemented "as-is," while others will likely need to be adapted to suit unique classroom and individual student needs. By considering IAB results along with other classroom assessment results and professional judgment, educators can decide how to use DL resources to support their instruction.

Figure 18. Smarter Balanced Connections Playlist for Grade 5 Fractions

GRADE 5

Fractions



Student Learning Objective: Students model with fractions, identify fractional equations and expressions to represent a situation, and utilize mathematical operations to solve fractional expressions.

ABOVE STANDARD	Educator-recommended next steps and Digital Library resources
<p style="font-size: 8px; margin: 0;">Students are working to acquire the following skills:</p> <ul style="list-style-type: none"> Multiply and divide with fractions and mixed numbers greater than 1. Interpret and create a variety of visual models to solve word problems. 	<p style="font-size: 8px; margin: 0;">Instructional next steps include helping students to:</p> <ul style="list-style-type: none"> Apply knowledge of multiplying and dividing fractions to real-world scenarios (e.g., money). Digital Library example: Illustrating Mathematical Multiplying Fractions Model Extend their application of adding, subtracting, multiplying, and dividing fractions to percentages. Digital Library example: Shared with Pizza Utilize visual models as tools for solving problems involving multiplying fractions. Digital Library example: Multiply Fractions Conceptually
AT/NEAR STANDARD	Educator-recommended next steps and Digital Library resources
<p style="font-size: 8px; margin: 0;">Students are working to acquire the following skills:</p> <ul style="list-style-type: none"> Use expressions or equations with equivalent fractions to add or subtract fractions or mixed numbers with unlike denominators. Understand numerators, denominators, and the part-to-whole relationships present in all fractions. 	<p style="font-size: 8px; margin: 0;">Instructional next steps include helping students to:</p> <ul style="list-style-type: none"> Flout, confront, and resolve a common misconception about adding fractions. Digital Library example: Using Models to Clarify Reasoning When Adding Fractions Develop a conceptual understanding of adding and subtracting fractions. Digital Library example: Adding and Subtracting Fractions Determine which operations to use when solving problems with fractions. Digital Library example: Inductive Set for Adding, Subtracting, Multiplying and Dividing Fractions Practice fraction operations including adding, subtracting, multiplying and dividing in a variety of ways.
BELOW STANDARD	Educator-recommended next steps and Digital Library resources
<p style="font-size: 8px; margin: 0;">Students are working to acquire the following skills:</p> <ul style="list-style-type: none"> Identify a model that represents a multiplication expression of a whole number by a fraction. Identify a division expression that is equivalent to a given fraction. Make reasonable estimates using familiar fractions totaling less than 1. 	<p style="font-size: 8px; margin: 0;">Instructional next steps include, helping students to:</p> <ul style="list-style-type: none"> Apply whole-to-part relationships in order to compare fractions. Digital Library example: The Great Fraction Hunt Develop a conceptual understanding of fractions. Digital Library example: Daily Discourse Through Fractions Develop whole-to-part relationships and attend to solving problems with a variety of operations. Digital Library example: Illustrating and Dividing Fractions – A Unit for Fifth Grade

Digital Library resources are meant to be used in conjunction with an educator's curriculum, and to serve as a jumping-off point for instruction. Educators are encouraged to consider their particular classroom context and culture when selecting resources, and to adjust the resources to best fit their students' needs.

To create the DL Connections Playlists, educators reviewed the items in each IAB, determined the skills and knowledge aligned to each reporting category, and identified corresponding resources in the DL.

Glossary of Terms

ACHIEVEMENT LEVEL	A category of performance based on students' scaled scores on the ICA and summative assessment. The four achievement levels indicate progress toward meeting the expectation of content mastery and college and career readiness: Level 4: Standard Exceeded; Level 3: Standard Met; Level 2: Standard Nearly Met; Level 1: Standard Not Met.
AVERAGE SCALE SCORE	Information about the average performance of students in a defined group for the tested grade and subject.
CLAIM	A summary statement about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the CCSS. The Smarter Balanced Summative Assessment for ELA includes claims in reading, listening and speaking, writing, and research/inquiry and for mathematics includes concepts and procedures, problem solving and modeling & data analysis, and communicating reasoning.
COMMON CORE STATE STANDARDS (CCSS)	A set of standards that describe what students should know and be able to do in mathematics and English language arts/literacy in each grade K–12.
CONFIDENCE INTERVAL	A calculated range around the student's scale score on the IAB, equal to 1.5 times the standard error of measurement.
CORRECTNESS	Value arrived at by dividing the maximum score possible for an item by the student's score.
DEPTH OF KNOWLEDGE (DOK)	Levels that describe the cognitive demand associated with curricular activities and assessment tasks (not to be confused with difficulty).
DIFFICULTY (ITEM DIFFICULTY)	The rating of an item as easy, moderate, or difficult is based on the proportion of students who answered the item correctly. See page 18 for the definitions of the item difficulty categories.
DOMAIN	Larger groups of related standards in the mathematics CCSS (e.g. Numbers and Operations—Fractions).
ERROR BAND	A student's test score can vary if the test is taken several times. The error band is the level of uncertainty around a student score. The error band represents a score range that the student's score would likely fall within if the student took the test multiple times before any additional instruction or learning occurs.
EXEMPLAR	An example of a response that would earn full credit.
IAB	Interim Assessment Block that measures a limited portion of the material taught at each grade level, such as fractions or reading a literary text.
ICA	Interim Comprehensive Assessments that measure the same content as the summative assessments.
KEY AND DISTRACTOR ANALYSIS	An item analysis feature that displays the percentage of students who selected the correct response option(s) (Key) and incorrect response items (Distractors).

Interim Assessments Interpretive Guide

PERFORMANCE STANDARD	The scale score associated with the cut score between the Level 2 and Level 3 achievement levels on the summative assessment for a particular grade and content area).
REFERENCE POPULATION	The reference population is a group of students. In this context, the reference population for an item consists of all the students who took the test the year the item was field-tested. Depending on when the item was field tested, the reference population may be students who took the Spring 2014 Field Test or a subsequent summative assessment that included embedded field-tested items. These students' responses to test items were used to classify each item into one of three difficulty categories—easy, moderate, or difficult.
REPORTING CATEGORY	A category of performance based on students' scaled scores on the IABs. The three reporting categories are: Above Standard, Near Standard, and Below Standard.
RUBRIC	A scoring guide for evaluating the quality of student responses that describes the performance expectations for each test item.
SCALE SCORE/STUDENT SCORE	The score, ranging from 2000 to 3000, based on student results on a Smarter Balanced assessment. Smarter Balanced uses a single vertical scale across all tested grades.
STANDARD ERROR OF MEASUREMENT	The statistical uncertainty around a student's true scale score, which may be affected by several factors such as the sample of questions included on the test, a student's mental or emotional state during testing, or the conditions under which the student took the test.
STATUS	An indication of how the IAB was administered, including whether the test was a standardized or nonstandardized administration, and whether the test was completed or partially complete.
TARGET	Describes the expectations of what will be assessed by the items and tasks within each claim. Also known as an assessment target.
WRITING TRAIT SCORES	Measures of the following writing proficiencies: Purpose/Organization: Organizing, Evidence/Elaboration, and Conventions

Appendix A: Resources to Support the Use of Interim Assessments

Several resources, including the Smarter Balanced Content Specifications, Item and Task Specifications, and the interim assessment test blueprints, are available to support educator understanding and use of the IABs and ICAs:

- The content specifications provide information about the claims and targets assessed on the interim and summative assessments.
- The item and task specifications provide guidance on how to translate the Smarter Balanced Content Specifications into actual assessment items.
- The interim assessment test blueprints provide information about the claims and targets assessed on each IAB, the number of items, and the Depth of Knowledge for the items.
- The summative assessment test blueprints provide information about the claims and targets assessed on each ICA and the Depth of Knowledge (for the items. However, because the ICAs are fixed-form tests, the number of items on an ICA is not a range as noted on the summative blueprints.
- The Digital Library Connections Playlists provide instructional resources housed in the Smarter Balanced Digital Library that are linked to student performance on the IABs.
- The Digital Library includes instructional and professional learning resources developed by educators for educators in ELA, mathematics, and other subject areas.

Test Blueprints

IAB blueprints are available for both ELA and mathematics. The IAB blueprints contain information that will help educators understand the content of each IAB and ways in which the IABs might be effectively integrated within classroom instruction. The blueprint includes:

- The IABs available for each grade level
- The number of items included in each IAB
- The focus of each IAB, including information about the:
 - Claim(s)
 - Assessment target(s) and the emphasis of each target relative to other targets in the block
 - DOK level(s) addressed by items
 - The number of items by type (for ELA only - e.g., short text, machine scored)

The Interim Assessment Overview and Blueprints for IABs in mathematics and ELA can be found at:

<http://www.smarterbalanced.org/assessments/development/>

Summative assessment blueprints are available for both ELA and mathematics. The summative assessment blueprints contain information that will help educators understand the content of each ICA and summative assessment.

- Each summative assessment blueprint includes information about the:
 - Claim(s)
 - Assessment target(s) and the emphasis of each target relative to the other targets
 - DOK level(s) addressed by items
 - The types of items (for ELA only - e.g., short text, machine scored)

The Summative Assessment Blueprints for mathematics and ELA can be found at:

<http://www.smarterbalanced.org/assessments/development/>

Sample Use of the IAB Blueprints

A Grade 5 teacher wishes to determine the writing expectations for students who will take the ELA IABs.

After reading the blueprints, the teacher understands that the Revision IAB is composed of fifteen machined-scored items and that students are expected to revise narrative, informational, and opinion texts (Figure A1).

Figure A1. Grade 5 Block 4 IAB: Revision

Assessment Target	DOK	Items: Machine Scored	Items: Short Text	Total Items
1b. Revise Brief Texts (Narrative)	2	5	0	5
3b. Revise Brief Texts (Informational)	2	5	0	5
6b. Revise Brief Texts (Opinion)	2	5	0	5
				Total Items: 15

Looking further (Figure A2), the teacher sees another IAB on brief writes composed of six items across the same three writing purposes, each requiring hand scoring.

Figure A2. Grade 5 Block 3 IAB: Brief Writes

Assessment Target	DOK	Items: Machine Scored	Items: Short Text	Total Items
1a. Write Brief Texts (Narrative)	3	0	2	2
3a. Write Brief Texts (Informational)	3	0	2	2
6a. Write Brief Texts (Opinion)	3	0	2	2
				Total Items: 6

The teacher also finds a performance task that deals solely with research and is machine scored (Figure A3).

Figure A3. Grade 5 Block 8 IAB: Informational Performance Task

Assessment Target	DOK	Items: Machine Scored	Items: Short Text	Total Items
2. Interpret & Integrate Information	2	6	0	6
3. Analyze Information/Sources	2	6	0	6
4. Use Evidence	2	6	0	6
				Total Items: 18

Given the differences in class time required to administer each IAB and the amount of time needed to score them, the teacher decides which IAB best meets the instructional needs of the class.

Appendix B: A Parent and Student Guide to Understanding the Interim Assessment Reports

This guide explains the Individual Student Reports for Interim Assessment Blocks and Interim Comprehensive Assessments and provides additional resources to help you understand what a student knows and can do.

What Are the Interim Assessment Blocks?

Interim Assessment Blocks are computer-based assessments teachers can use throughout the school year to focus on sets of concepts in English language arts/literacy and mathematics. Most Interim Assessment Blocks can be administered in a single class period. They provide teachers, parents/guardians, and students with information about what concepts students have already mastered and where they might need additional help. For more information about Interim Assessment Blocks visit the Smarter Balanced Assessment Consortium Web site at: <https://www.smarterbalanced.org/assessments/>

What Do the Interim Assessment Block Scores Mean?

A student's score is a number between 2,000 and 3,000 that falls into one of three reporting categories: Below Standard, Near Standard, or Above Standard. The score provides information about what a student knows and can do based on the assessed content. A student's teacher will use the score, along with other information, such as classroom assignments and quizzes, to decide what additional support is needed to help the student master the material covered in class.

What Are the Interim Comprehensive Assessments?

Interim Comprehensive Assessments are computer-based assessments teachers can use during the school year that measure the same content and the same standards as the Smarter Balanced Summative Assessment. There is one Interim Comprehensive Assessment for each grade level in English language arts/literacy and mathematics and each assessment includes a performance task. The Interim Comprehensive Assessments provide information about overall student performance in English and mathematics. For more information, visit the Smarter Balanced Assessment Consortium Web site at: <https://www.smarterbalanced.org/assessments/>

What Do the Interim Comprehensive Assessment Scores Mean?

A student's score is a number between 2,000 and 3,000 that falls into one of four achievement levels (Level 4: Standard Exceeded; Level 3: Standard Met; Level 2: Standard Nearly Met; Level 1: Standard Not Met). The score provides information about what a student knows and can do based on the assessed content. Claim scores provide information about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the learning standards. For example, a claim within the English Assessment is reading. Claim scores are reported in one of three reporting categories: Above Standard, Near Standard, or Below Standard. A student's teacher will use these results, along with other information, such as classroom assignments and quizzes, to decide what additional support is needed to help the student master the material covered in class.

How Accurate Are the Interim Assessments?

All tests include error, meaning that test results are not perfect measures of what a student knows. On an IAB report, there is an error band that is reported as a +/- number. The error band is located next to the student's score. The error band accounts for the fact that several factors may affect a student's test score, such as the sample of test questions, the student's mental or emotional state during testing, or the conditions under which he or she took the test. For example, being tired, hungry, or under stress and classroom factors such as noise or temperature, or technical issues with the computer might all affect a student's test performance.

One Measure of a Student's Success

Assessment results are only one measure of a student's academic performance. They should be considered along with other available information, such as classroom tests, assignments, grades, and feedback from the teacher, in deciding what additional support a student needs to succeed in his or her learning.



ASSESSMENT RESULTS PROVIDE ONE MEASURE OF A STUDENT'S STRENGTHS AND AREAS WHERE ADDITIONAL SUPPORT MIGHT BE NEEDED.

Sample Interim Assessment Block Individual Student Report

Brown, Ben

Grade: 8

School: Woodcreeper Whale Intermediate School

District: Pigeon Martin School District

State: OT

IAB Math

Grade 8 Interim Assessment Blocks 2017-18

Current Results

G8 Grade 8 Math - Expressions and Equations I (IAB)

2532 ± 47

Dec 26, 2017
Near Standard

Previous Results

G8 Grade 8 Math - Expressions and Equations II (IAB)

2532 ± 56

Dec 7, 2017
Near Standard

G8 Grade 8 Math - Functions (IAB)

2532 ± 61

Oct 2, 2017
Near Standard

G8 Grade 8 Math - Geometry (IAB)

2532 ± 69

Nov 10, 2017
Near Standard

G8 Grade 8 Math - The Number System (IAB)

2532 ± 53

Feb 22, 2018
Near Standard

Frequently Asked Questions

Where can I find more information about the Smarter Balanced Assessment System? Information about Smarter **Balanced** Assessment System is available at www.smarterbalanced.org

Take the Test:
Gain familiarity with the types of questions and tools for students by taking a practice test:
<http://www.ets.org/s/sba/interim/assessment/what-is-a-practice-test>

These results represent only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests when making educational decisions. Specific questions about individual student results should be directed to the student's teacher.

Important Information About Interim Assessments

Interim assessments may be scored by local teachers. This scoring is not subject to the rigorous controls used in summative assessment and local results may show some variations.

Exposure to, and familiarity with test questions may affect student performance and the accuracy of interim results.

Interim Assessments Interpretive Guide

- 1 Student information: name, grade, school, district, and state
- 2 Name of report
- 3 Name of assessment
- 4 Student's scale score and error band information
- 5 Date of the assessment and student's reporting category
- 6 Frequently Asked Questions
- 7 Useful information and additional resources about interim assessments

Sample Interim Comprehensive Assessment Individual Student Report

1 Smarter Balanced ICA Interim Comprehensive Assessment Report Math 2018-19

2 Anderson, Deborah
Grade: 3
Demo CDE School Four
Demo CDE District Four, CA

3 2380 Nearly Met Standard (2279-2481)*
Deborah nearly met the grade three standard for mathematics needed for likely success in future coursework. Please discuss with Deborah's teacher(s) ways to help Deborah improve.

4 2380 ± 107*
2188 2281 2418 2501 2671
Did Not Meet Standard Nearly Met Standard Met Standard Exceeded Standard

5 Student Achievement by Claim
Deborah's results are also reported out into the three claims (i.e., areas) that together make up mathematics: Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning. These three claims (i.e., areas) are based on California's academic standards, which describe the knowledge and skills students are expected to learn in grade three. If Deborah received a score of "No Score Available" for any claim, this means he or she did not complete enough items to receive a score in that area.

- Concepts and Procedures** Below Standard
Deborah does not yet demonstrate the ability to explain and apply mathematical concepts, or the ability to interpret and carry out mathematical procedures with ease and accuracy.
- Problem Solving and Modeling & Data Analysis** Above Standard
Deborah demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. Deborah also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.
- Communicating Reasoning** Below Standard
Deborah does not yet demonstrate the ability to put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.

6 Note: These results represent only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests when making educational decisions. Specific questions about individual student results should be directed to the student's teacher.

Important Information About Interim Assessments
Interim assessments may be scored by local teachers. This scoring is not subject to the rigorous controls used in summative assessment and local results may show some variations. Exposure to, and familiarity with test questions may affect student performance and the accuracy of interim results.

*** Error Band**
A student's test score can vary if the test is taken several times. If this student was tested again, it is likely that the scale score would fall within this range.

- 1 NAME OF REPORT, TYPE OF INTERIM ASSESSMENT, SUBJECT, AND YEAR
- 2 STUDENT INFORMATION: NAME, GRADE, SCHOOL, DISTRICT, AND STATE
- 3 DESCRIPTION OF STUDENT'S ACHIEVEMENT LEVEL
- 4 INFORMATION ABOUT STUDENT'S ACHIEVEMENT: SCALE SCORE, ACHIEVEMENT LEVEL, ERROR BAND, AND OTHER POSSIBLE ACHIEVEMENT LEVELS WITH MAXIMUM AND MINIMUM SCORES FOR EACH LEVEL
- 5 STUDENT'S ACHIEVEMENT FOR EACH OF THE TESTED CLAIMS
- 6 ADDITIONAL INFORMATION

Revision Log

Updates to the Interim Assessments Interpretive Guide after September 15, 2017 are noted below.

Page	Description of Change	Revision Date
Various	Updated screen shots for Figures 4, 5, 6, 7, 8, 9, and 10	3/16/2018
Various	Added new screen shots, Figures 11, 12, 13, 14, and 15	3/16/2108
16	Moved the original "Item-Level Analysis" section up to "Group Item Level Analysis"	3/16/2108
23-25	Added new section for Key and Distractor Analysis	3/16/2108
25-27	Added new section for Writing Trait Scores	3/16/2018
15	Added new section for IAB Dashboard with new Figure 4. Renumbered existing figures accordingly.	6/25/2018
Various	Updated screen shots and associated text for Figures 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17	6/25/2018
38-40	Updated screen shots and associated text for the Sample IAB and ICA Individual Student Reports	6/25/2018
4-5	Updated the language about interim assessments being considered "non-secure/non-public" to match the current description "student- and teacher-facing" to align with the Interim Assessments Overview document posted on the Smarter Balanced website	2/21/2019
5	Added an example to clarify Providing interim assessment resources other than those approved in the Usability, Accessibility and Accommodations Guidelines	2/21/2019
7	In Table 1, clarified Example 1 under Non-standardized	2/21/2019
13	Changed the example under Test Results are Not Perfect Measures of Student Performance to ICA results and added Figure 4 to illustrate the example. All subsequent figures re-numbered accordingly.	2/21/2019
25	Updated screen shot for new Figure 16: Group Report on the Essay Question	2/21/2019
26	Replaced text about "total points" with "Transformed Points" to clarify how the writing trait scores are used to calculate a student's overall score and Claim 2 - Writing reporting category for ELA ICAs and summative assessments	2/21/2019

Interim Assessments Interpretive Guide

27	Updated new Figure 17. Individual Student Report on the Essay Question	2/21/2019
40	Updated screen shot of Sample Interim Comprehensive Assessment Individual Student Report	2/21/2019