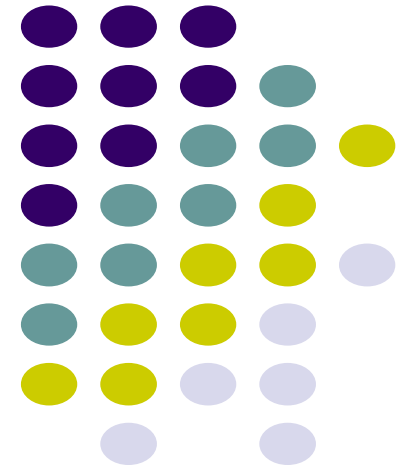


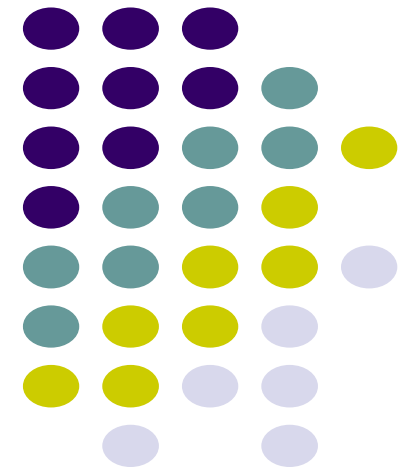
Regional District Assessment Coordinator Meeting

NWESD

January 25, 2019



Welcome & Introductions





Topics:

- Updates from OSPI
- Interim Assessment Updates
- District Sharing
- Your other questions

Interim Assessment Blocks Updates

January 25, 2019

Kim Kellogg
Regional Literacy Coordinator



Leveraging the Smarter Balanced System

Shelley O'Dell

ELA Assessment Specialist

OSPI

How are Interim Assessments used in your district?

- How does your district use interims?
 - For what purpose:
 - Practice/training
 - Inform instruction
 - Other?
- Does your district/school use the Digital Library?
 - Yes – for what purpose and how often
 - No – why not (be honest)



Do Districts/Schools use Interims?

ELA/Literacy (Interims)

Grade	Number of Students Tested at Least One Block
Grade 3	3473
Grade 4	3926
Grade 5	5396
Grade 6	5586
Grade 7	6105
Grade 8	5473

ELA/Literacy (Summative)

Grade	Number of Students Tested	Percent Proficient
Grade 3	84931	56%
Grade 4	85398	58%
Grade 5	84854	60%
Grade 6	81938	57%
Grade 7	79552	61%
Grade 8	78985	60%

Lessons Learned in the Field...

- If teachers don't understand the purpose of the IABs, they are less likely to administer them
- If they get lost in WCAP, they close the browser and walk away
- If we want teachers to administer IABs, we need to help them understand how the data can be used to plan for instructional next steps

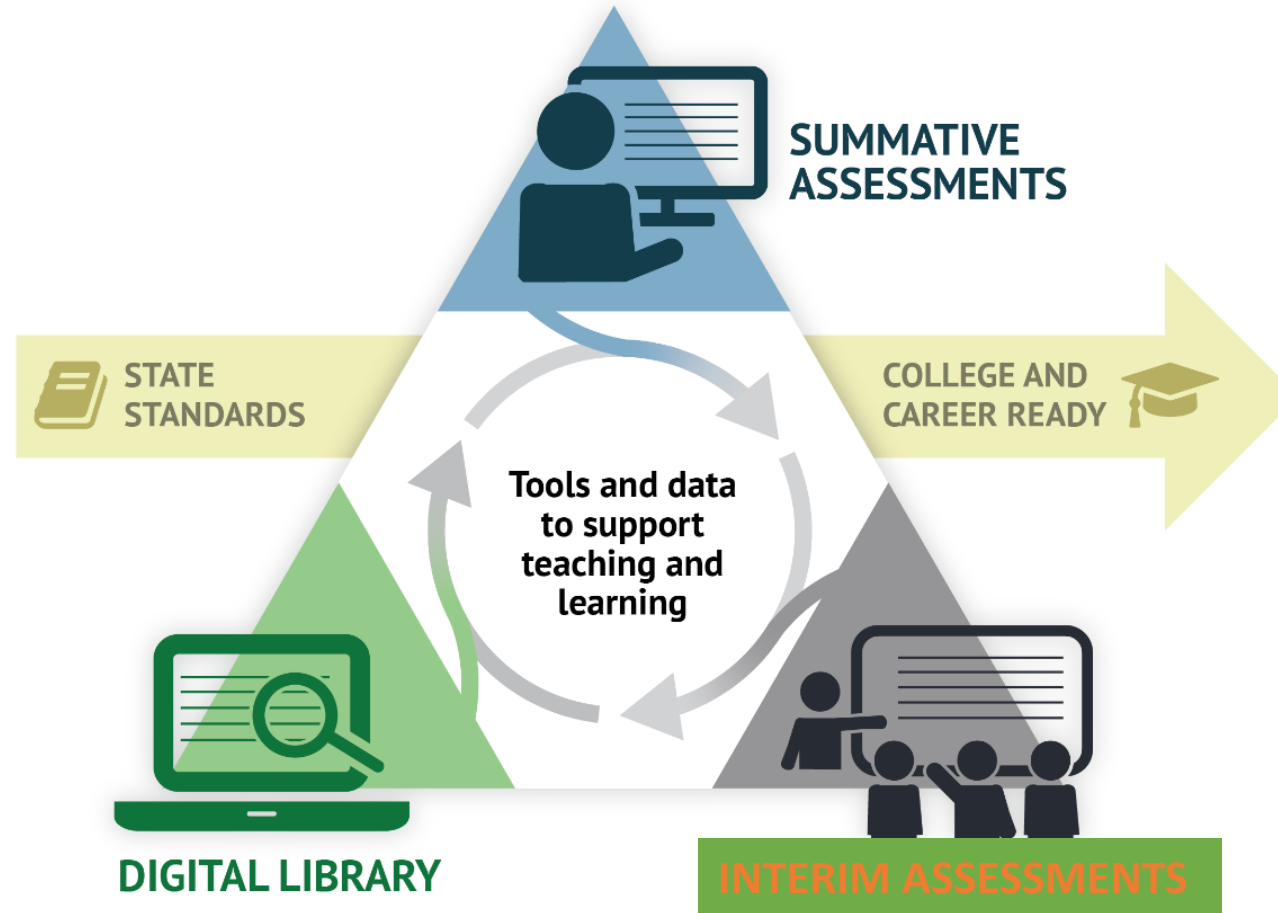
Lesson 1

Help Teachers See the
“What” and “Why” of IABs

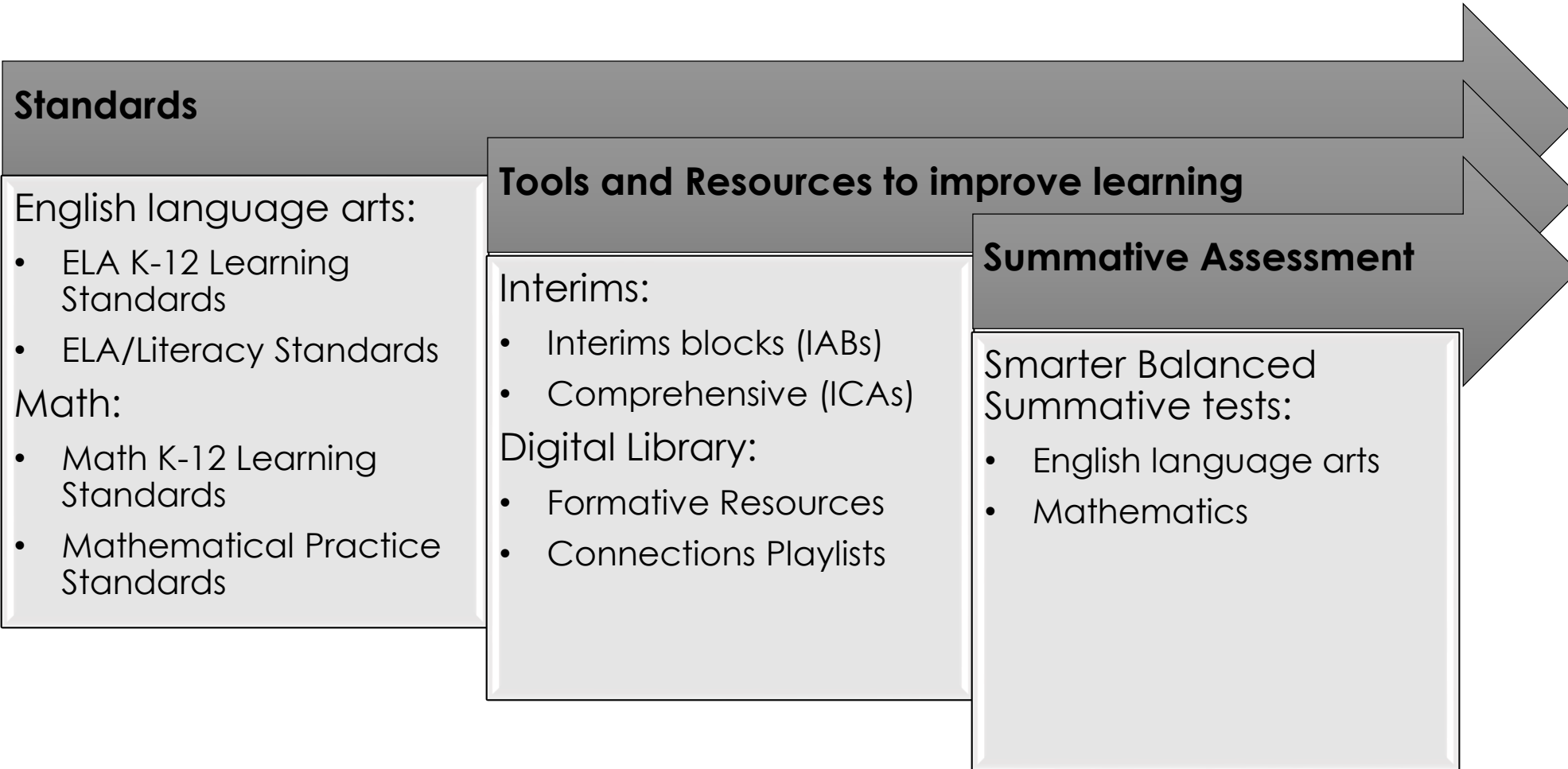
Smarter Balanced as a System

- Intentional year-long implementation
 - **Interim assessments**
 - **Digital Library** resources
 - **Summative assessment**
- **Reporting applications** to dig into data and content
- **Connections Playlists** to understand skills and knowledge, find targeted Digital Library resources for instructional purposes

Smarter Balanced System



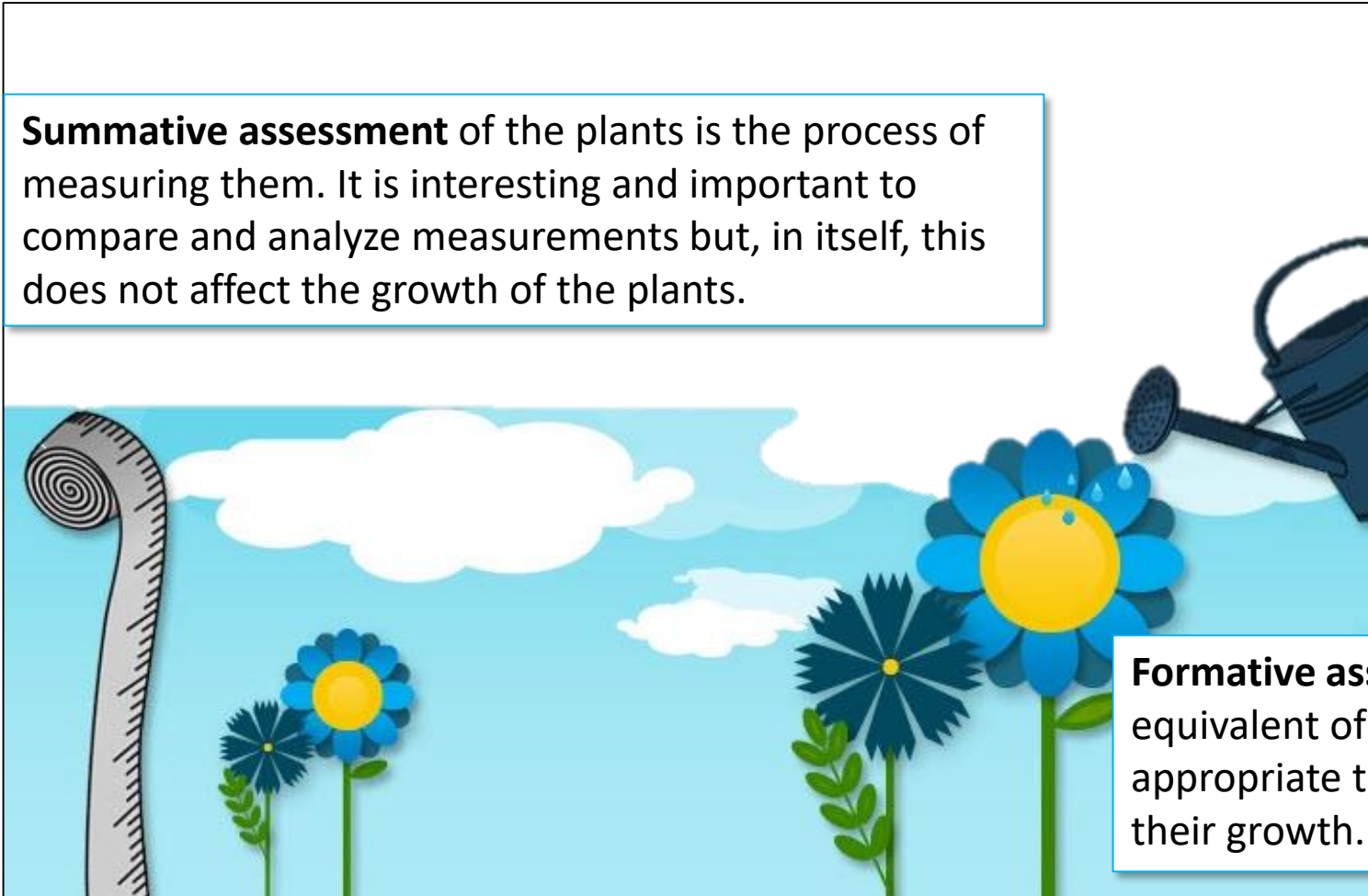
Our Assessment System



Summative or Formative?

The garden analogy... If we think of our children as plants

Summative assessment of the plants is the process of measuring them. It is interesting and important to compare and analyze measurements but, in itself, this does not affect the growth of the plants.



Formative assessment, on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs – directly affecting their growth.

Purpose of Assessments

Summative: Assessment **OF** learning

- Generally high-stakes
 - Accountability
 - Evaluation of curriculum and instruction
 - End of unit/class
 - Evaluation of student understanding

Formative: Assessment **FOR** learning

- Generally low-stakes
 - Classroom purposes and involves learners
- Improvement of ongoing instruction and learning
 - Non-graded
 - Actionable feedback

Purpose of Interims

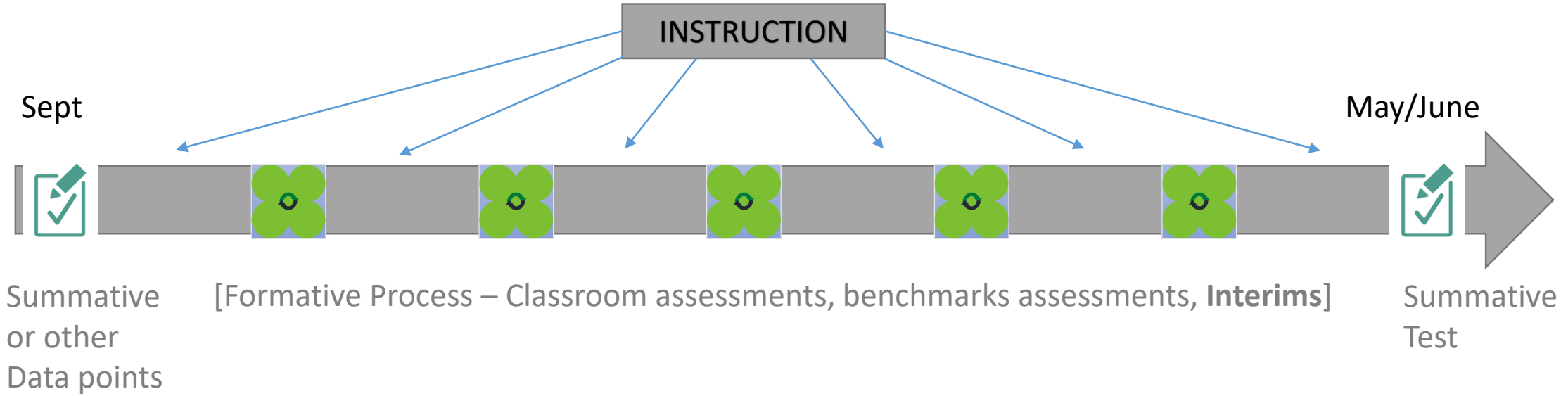
Designed for instructional use to support learning and teaching:

- Check student progress
- Inform classroom instruction
- Practice with online system and accessibility tools (accommodations)

Important considerations:

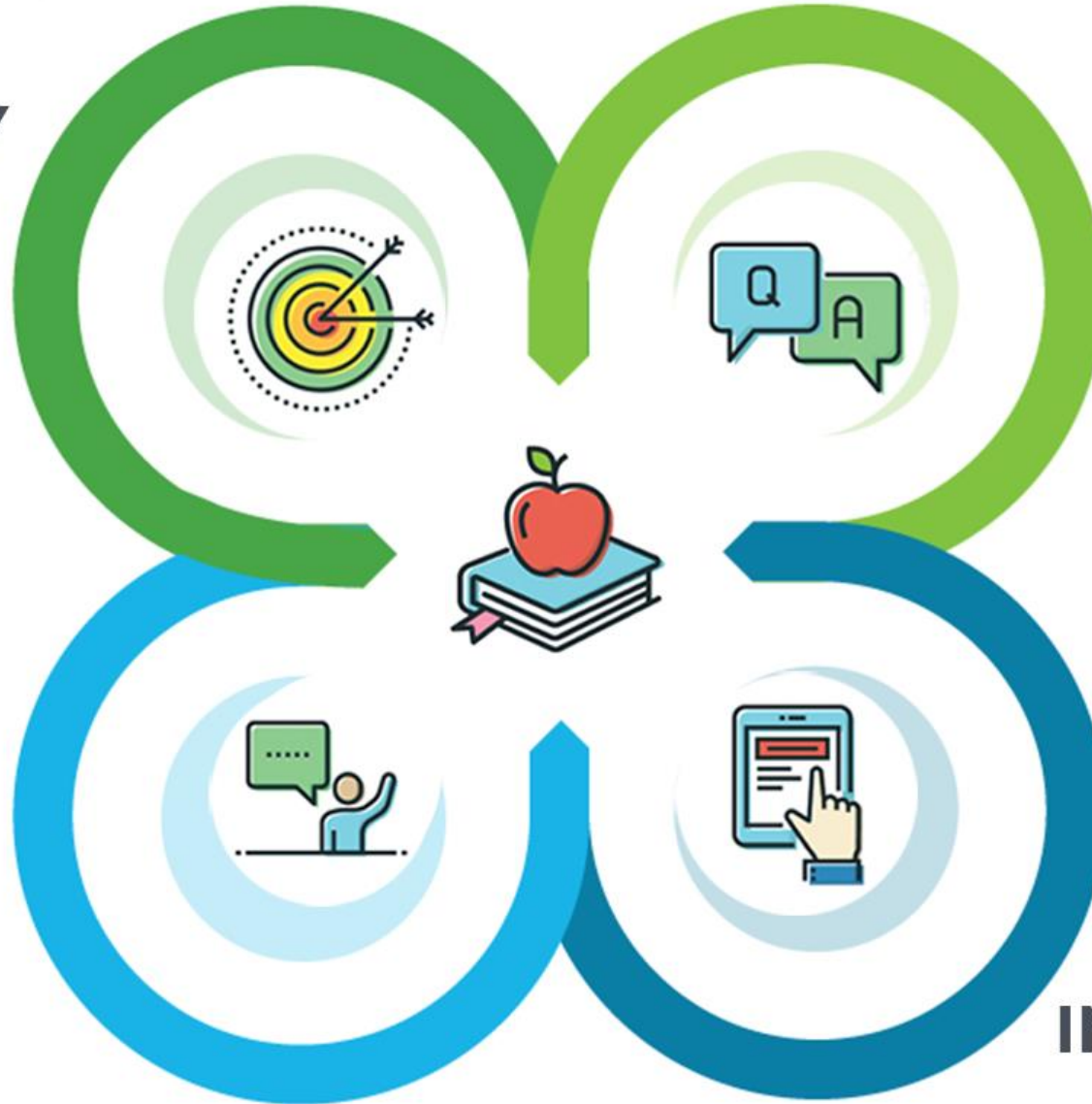
- Interims are “non-secure, non-public”
 - Non-secure = Meant for teachers and students to access
 - Non-public = Not meant for posting publicly or distributing
- **In other words: Interims are only meant to be used in classrooms with students—do not send them home or post online!**

Year-long Implementation



FORMATIVE ASSESSMENT PROCESS

CLARIFY
Intended
Learning



ELICIT
Evidence



ACT ON
Evidence.

INTERPRET
Evidence

Using the WCAP Portal Formatively

Clarifying Learning:

- Assessment Viewing Application (AVA) – preview interim items
- Interim Blueprints – targets and standards

Elicit Evidence:

- TA Administration – Full interim

Interpret Evidence:

- Online Reporting System (ORS)
- AIRWays Reporting – Scoring student responses, analyzing data and content

Act on Evidence:

- Digital Library – Connections Playlists and Digital Library resources

Lesson 2

Support teachers in understanding how to navigate the WCAP Portal

The WCAP Portal



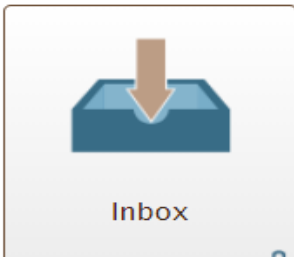
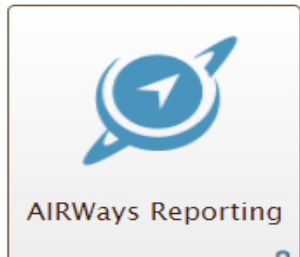
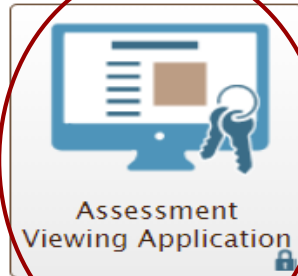
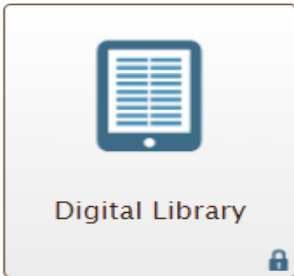
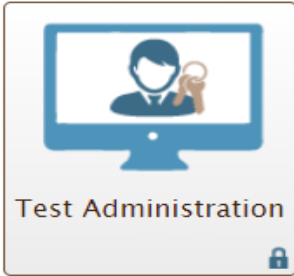
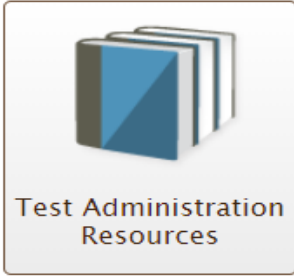
Use **APPLICATIONS** for the following tasks:

- Administer summative/interims – **Test Administration**
- Preview Interims - **AVA**
- Download Scoring Training materials - **TIDE**
- Score Interims – **AIRWays Reporting**
- View reports for summative/interims – **ORS and AIRWays Reporting**
- Find next instructional steps– **Digital Library**



WCAP Portal Changes

- THSS System (for scoring) and AIRWays merged
 - **THSS** application no longer appears on Portal
 - Use **AIRWays Reporting** application for both scoring student responses and viewing interim reports
 - Training materials and exemplars provided with item
 - Materials for training and previewing still in **TIDE**



Assessment Viewing Application (AVA)

- Allows teachers to view the Interim Assessment Blocks and see exactly what their students will see on the screen
- Provides an understanding of the content being assessed and time needed to complete the IABs
- Helpful with planning and preparation

Available Tests

Choose a test for data entry.

Interim Smarter Balanced Assessments



Start G4ELA-Interim-IAB-BriefWrit

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-LangVocab

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-PTNar

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-ReadLit

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-Revise

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-Edit

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-Listen

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-ReadInfo

This is opportunity 1 of 99



Start G4ELA-Interim-IAB-Research

This is opportunity 1 of 99

FUTURE: Focused Target Interims

- Focused Target Interim Assessment Blocks (FTIABs)
- Goal:
 - Math assess 1 or 2 clusters instead of entire domain
 - ELA assess 1-3 targets instead of claim subgroup (i.e., Reading Lit)
- Educators Involved in development Spring-fall 2018
- Plan to roll out *some* FTIABs during 2019–20 school year
 - Would include instructional supports



AIRWays Reporting



- This is where your students' data will be found after they take an IAB
- If they take a completely computer-scored IAB, the data is ready as soon as students complete the IAB
- If teacher-hand scoring is necessary, this is where you log in to score that question/questions. Then the data is ready.

What's Included in the ELA/literacy IABs for 2018–19?

	Grades 3-7	Grade 8	High School
✓	Read Literary Texts	Read Literary Texts	Read Literary Texts
✓	Read Informational Texts	Read Informational Texts	Read Informational Texts
✓	Brief Writes	Brief Writes	Brief Writes
	Revision	Edit/Revise*	Revision
	Language and Vocabulary Use		Language and Vocabulary Use
	Editing**		Editing
	Listen/Interpret	Listen/Interpret	Listen/Interpret
	Research	Research	Research
✓	Performance Task	Performance Task	Performance Task

*The Edit/Revise IAB for Grade 8 will be separated and the Language and Vocabulary Use IAB will be available as soon as possible when items are available in the item bank.

**One item removed from the Grade 6 editing IAB for the 2018-19 school year

✓ = Requires hand scoring

Lesson 3

Provide opportunities for teachers to analyze IAB data to plan for instructional next steps

Online Reporting System and AIRWays

ORS reports:

Summative and interim results

- Overview information
- Teacher, roster groups, individuals
- Claim – above, at/near, below
- Target – either relative to proficiency or the group









AIRWAYS:

Interim results





- Interim results by teacher, roster, student
- Item information – including rubrics and correct answers
- Actual student Responses
- **NEW** – Use to Score/modify student responses

Sample ORS Target Report





- Shows relative strengths and weaknesses for group of students

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.		
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.		
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.		
Target 7 (Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context		

Legend: Performance Relative to Proficiency

-  Performance is above the Proficiency Standard
-  Performance is near the Proficiency Standard
-  Performance is below the Proficiency Standard
-  Insufficient Information

Legend: Performance Relative to the Test as a Whole

-  Performance is better than on the rest of the test
-  Performance similar to performance on the test as a whole
-  Performance is worse than on the rest of the test
-  Insufficient Information

Dashboard

My Assessments










[Filters](#) [Print](#)

Average Score and Performance Distribution of All Rosters, by Assessment: 2018-2019

 Filtered by **Rosters:** All Rosters **Test Reasons:** All Test Reasons

Sorted by Date Taken: descending

Assessment Name	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
INTERIM: G7-ELA-IAB-ReadLit	Test One	50	n/a	 14% 52% 34%	11/20/2018
INTERIM: G7-ELA-IAB-LangVocab	Test One	50	n/a	 22% 54% 24%	11/20/2018
INTERIM: G7-ELA-IAB-Edit	Test One	58	n/a	 9% 71% 20%	11/20/2018

Student	Student ID	Total	Total	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Total Items
			Performance			
Max Points			Above Standard			
Everyone			 31% 46% 23%			
 Joey Student			Above Standard			
 Suzy Pupil			At/Near Standard			
			At/Near Standard			
			Above Standard			
			Below Standard			
			Below Standard			
			Above Standard			
			Below Standard			
		31				

5 Items on which Students Performed the Best

5 Items on which Students Performed the Best

Item Numbers and Points Earned

<u>1</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>15</u>
1	1	1	1	1
0.62	0.81	0.62	0.5	0.69
<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>
<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>

5 Items on which Students Performed the Worst

Total Items

5 Items on which Students Performed the Worst

5 Items on which Students Performed the Worst

Item Numbers and Points Earned

<u>5</u>	<u>7</u>	<u>9</u>	<u>11</u>	<u>12</u>
1	1	1	1	1
0.23	0.27	0.19	0.23	0.19
<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Total Items





Item 11

Item 12 - Currently Showing

Item 1



Current Item:12

Score: 12/1

Item & Score

Rubric & Resources

12

A student is writing a narrative about a rainy day for a literary magazine. Read the draft of the narrative and answer the question that follows.

For the third straight morning, I stood at my window and sadly saw the rain coming down really hard as it seemed to wash away the colors of summer. My baseball uniform still lay on my bed, clean and neatly folded, not looking very red and blue beneath the dim shadow of a rainy day. I knew there would be no reason to ask about the game; the rain already had given an answer.

The student would like to revise the underlined phrase to make it more descriptive. Which **two** phrases could replace the underlined phrase?

- viewed a great amount of rain
- looked at tons and tons of rain
- noticed all the rain everywhere
- regarded the constant, driving rain
- gazed at a thick sheet of pouring rain
- recognized the rain falling from the sky



Details

Topic	INTERIM: G7-ELA-IAB-LangVocab
Item Difficulty	Difficult

Content Alignment

Claim: Write Effectively - Students can produce effective and well-grounded writing for a range of purposes and audiences.
 Assessment Target: LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary figurative language,) and style appropriate to the purpose and audience when revising or composing texts
 Standard: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.


Rubric

Correct Answer: D,E

Frequency Distribution of Student Responses

	Points Earned	
	0	1
# of Student Responses for My School	42	8

AIRWays - Suggested Scores for Full Writes

Scoring Criteria	Max Points	Points Earned	Hand Scored Points Earned and Condition Codes	
Conventions	2	2		
Evidence/Elaboration	4	4		
Organization/Purpose	4	4		

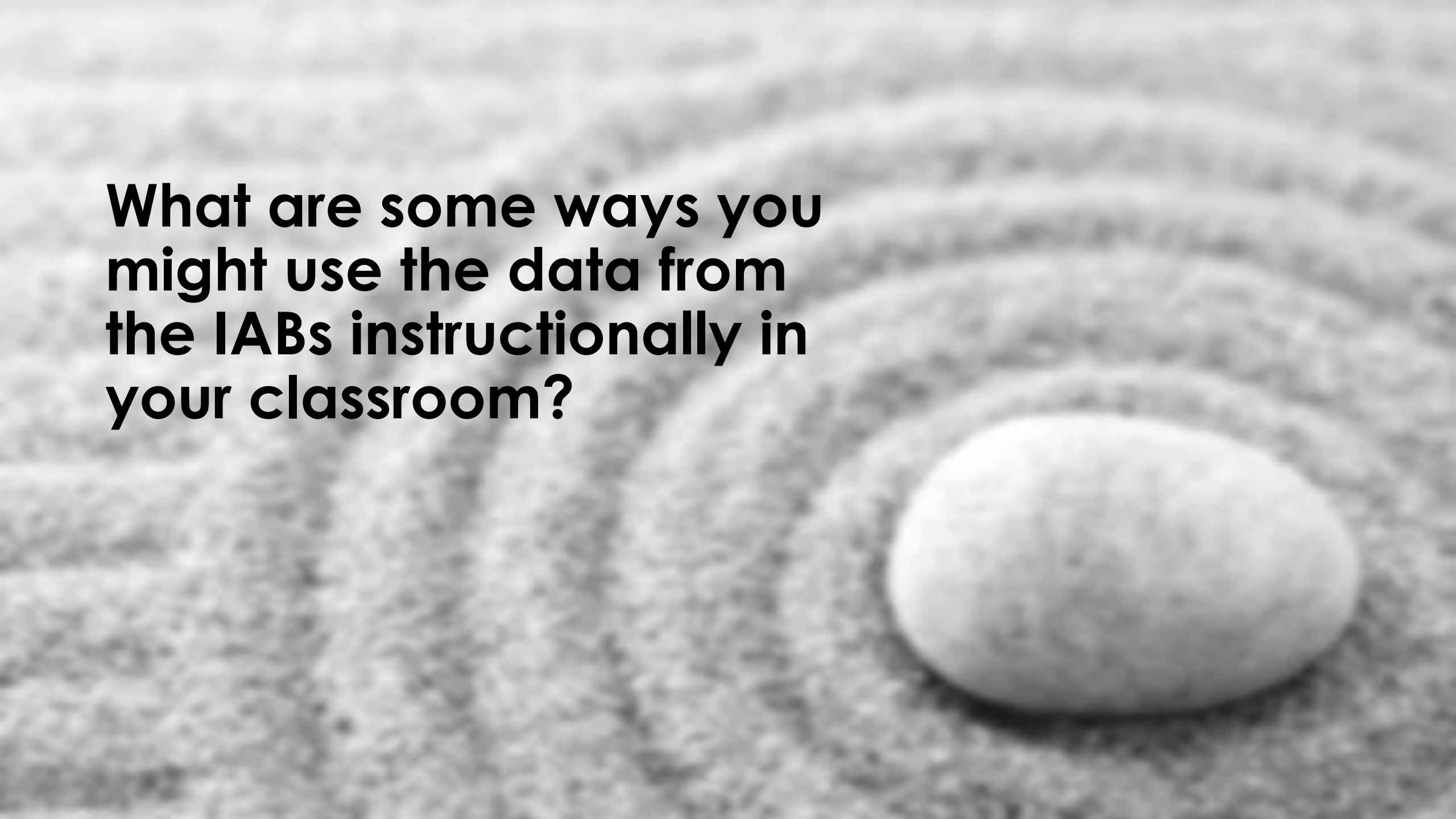


Suggested scores
(machine scored)



Choose to edit the scores

What are some ways you might use the data from the IABs instructionally in your classroom?



4 Ways to Supercharge Learning with IABs

📅 JANUARY 11, 2019 / 📌 FEATURES

Tips and Tricks for Using Interim Assessment Blocks in the Classroom

Interim Assessment Blocks are quick, flexible tools teachers can use with students as learning opportunities and to collect information about learning. Based on collaboration with, and feedback from, member state educators, here are the top four ways you can use IABs to give learning (and instruction) a boost:

- + 1. Quick Check
- + 2. Instructional Activity
- + 3. Clarify Expectations with Students
- + 4. Standardized Administration

Super Tip

Use #1 is not generally administered via computer, but Use #2, #3, and #4 provide students an opportunity to log in to the assessment portal and use the built-in accessibility tools, so there may be an added bonus depending on delivery method.

4 WAYS TO USE INTERIMS
Strategies for using #SBInterims in the classroom

- #1 QUICK CHECK**
Check whole class' understanding of a single item
- INSTRUCTIONAL ACTIVITY #2**
Check individual or collective understanding via partner or small group work
- #3 CLARIFY EXPECTATIONS**
Calibrate scoring criteria with students in order to engage in self-assessment and peer feedback
- FORMAL ASSESSMENT #4**
Administered using a standardized approach to measure student learning at a certain point in time

WWW.SMARTERBALANCED.ORG



<http://www.smarterbalanced.org/4-ways-to-supercharge-learning-with-iabs/>



Webinar: Building Bridges One Block at a Time

Bonus! In November, the Smarter Balanced Instructional Supports team hosted a webinar called, “Building Bridges One Block at a Time” that focused on how educators can use the IABs in the classroom. The webinar was hosted by Amy Thierry, Director of Supports for Formative Assessment and included Joe Moran, South Dakota’s Assessment Specialist and Rebecca Bowers, an Education Program Consultant from California. Tune in to learn more from the experts!

<http://www.smarterbalanced.org/4-ways-to-supercharge-learning-with-iabs/>

Connections Playlists and Digital Library

- What is a “Playlist”?
 - Collections of Digital Library resources that focus on a particular interim block – there is one for each block at each grade
- Each Playlist includes:
 - **Achievement Levels:** Above, At/Near, Below Standard
 - **Skills** students should demonstrate at each level
 - Educator-recommended **next steps**
 - **Digital Library resources** aligned to next steps

Connections Playlist

- Connections Playlists for every interim block (108!)
 - Built by educators based on student performance on IABs
- Resources organized by achievement level: Below, At/Near, or Above Standard
- Focus on specific skills and topics



Helpful Resources

- [OSPI ELA Assessment Portal](#)
- [Smarter Balanced Website](#)
- [SBA Practice & Training Tests](#)
- [Practice Test Scoring Guides](#)
- [ELA Item Specifications](#)
- [SBA Vocabulary](#)

Smarter Balanced Content Contacts

- Shelley O'Dell – ELA Assessment Specialist
shelley.odell@k12.wa.us
- Anton Jackson – Director of Assessment Development
anton.jackson@k12.wa.us
- Terese Otto – Program Specialist/Administrative Support
terese.otto@k12.wa.us

Thank You!

Kim Kellogg

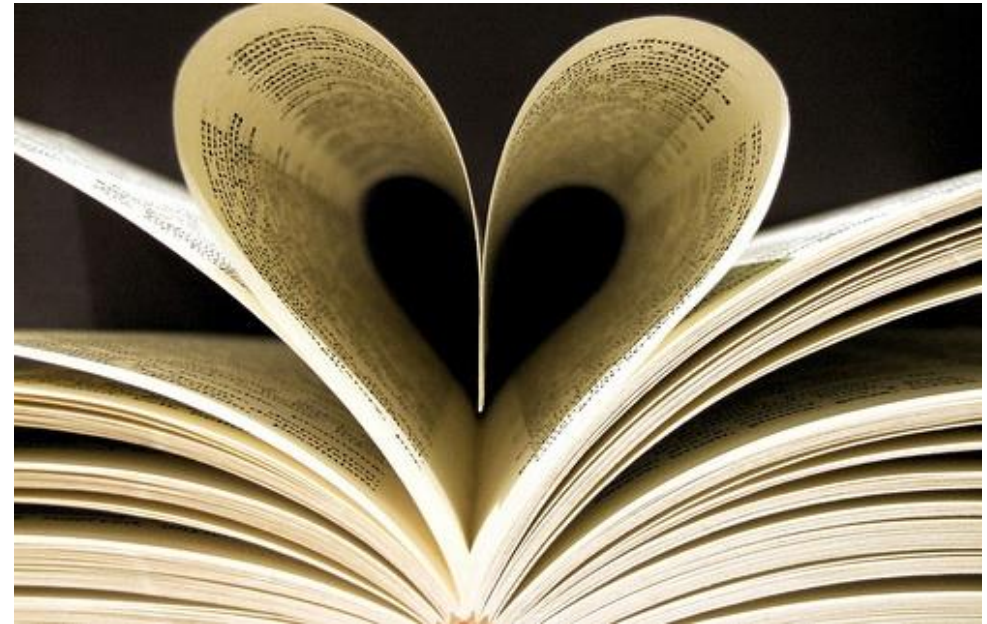
Regional Literacy Coordinator

kkellogg@nwesd.org



**Northwest Educational
Service District 189**

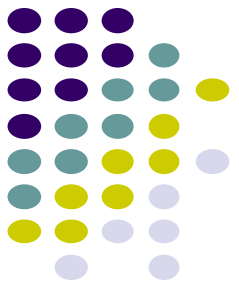
Together We Can





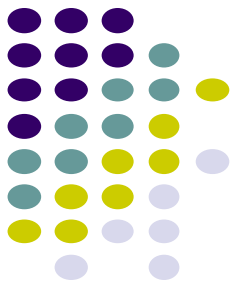
Assessment Updates from OSPI

- By Brian Rick,
Bellingham SD



District Sharing and questions

2018-19 Meeting dates:



March 22, 2019

June 10, 2019