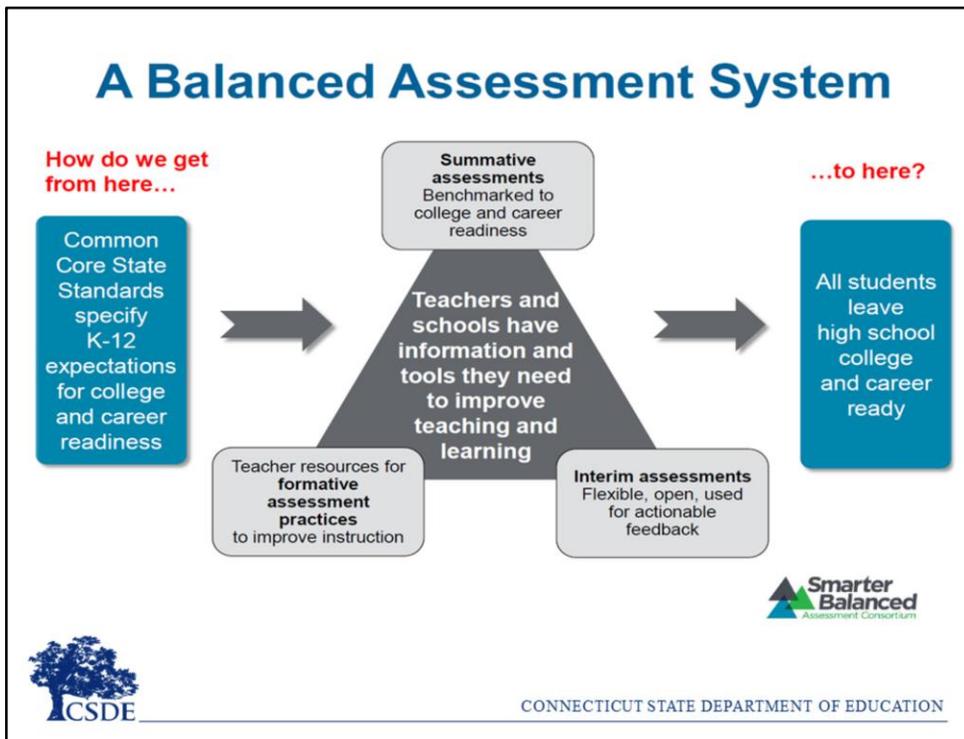


This overview was developed to provide educators with information regarding the purpose, use and components of the Smarter Balanced Interim Assessments for Mathematics and English Language Arts/Literacy. Additional information can be obtained by attending the Smarter Balanced Assessment System: The What, the How and the Why of Smarter Balanced Interim Assessments Workshops. The Connecticut State Department of Education (CSDE) is offering these one-day workshops designed to support grade 3-8 classroom teachers, instructional coaches, ELA and mathematics department chairs, and interested administrators. For more information, contact the Office of Student Assessment at 860-713-6860. To register, visit <http://ctcorestandards.org> or http://ctcorestandards.org/?page_id=9785.



There have been significant changes to the way we educate our students since the adoption of the Common Core State Standards in 2010 (referred to in Connecticut as the Connecticut Core Standards). With the implementation of more rigorous standards across mathematics and ELA/Literacy and alignment of the instruction students receive to the standards, a more complete and holistic approach has been made to examine student learning outcomes. While standardized assessments have always been viewed as one indicator of achievement (or a single snapshot of what students know and can do), a balanced assessment system is used. By now, you've more than likely learned that the Smarter Balanced Assessment System has three major components:

- end-of-year **summative** (assessments designed for accountability purposes);
- optional **interim** assessments designed to support teaching and learning throughout the year; and
- a suite of tools and resources that support classroom-based **formative** assessment practices via the Digital Library.

High quality instruction combined with best practices in teaching, rigorous aligned-curriculum and the provision of ongoing exposure and practice of the critical skills is important to teaching and learning. The Smarter Balanced Interim Assessments will serve as one possible indices to support teachers as they gauge and monitor student learning and progress.

The Smarter Balanced Assessment System

The **summative components** include adaptive tests (CAT) and performance tasks (PT).

The **interim components** are administered on a computer using the same test delivery software as the summative assessments. Items are not adaptive and include a PT.



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ONLY the Smarter Balanced Summative Assessments include computer adaptive tests (CAT).

Each content area summative assessment includes a CAT portion and a PT.

The optional Interim Assessments are administered on a computer using the same test delivery software as the summative assessments. The scope, number, and timing of the Interim Assessments are determined locally at the district level. Currently, the Interim Assessments are not computer adaptive. Each grade Interim Assessment includes a performance task.

What is a CAT?

- CAT = Computer Adaptive Test
- During the test, the difficulty of questions changes based on student responses.
- An adaptive test provides more precise information about student achievement than a paper-pencil test in which all students see the same set of questions.
- The interim assessments are currently not adaptive.



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A computer adaptive test or CAT is customized to each student. During the test, the difficulty of questions changes based on student responses. In this way, adaptive tests provide more precise information about student achievement than a paper-pencil test in which all students see the same set of questions.

If you have questions about the CAT, please select the following URL:
<http://www.smarterbalanced.org/smarter-balanced-assessments/computer-adaptive-testing/>.

What is a PT?

- PT = Performance Task
- Challenge students to apply their knowledge and skills to respond to complex real-world problems
- Collections of questions and activities that are coherently connected to a single theme or scenario
- Measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions



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Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks are taken on a computer (but will not be computer adaptive) and take one to two class periods to complete.

Both the Mathematics and ELA/Literacy Smarter Balanced assessments contain a Performance Task. In each respective content area, PTs contain scoring rubrics and hand scoring materials to ensure appropriate and accurate scoring.



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Overview of the Smarter Balanced Interim Assessments

One of the benefits of the Interim Assessments is to provide teachers with an additional resource that measures student strengths and weakness when assessed on specific content and skills aligned to the Connecticut Core Standards throughout the school year. While there is no better place to learn these skills than being part of a dynamic and interactive classroom setting, teachers can use the interim assessments throughout the year to gauge student progress toward mastery of the skills measured by the summative assessment and to assess targeted concepts at strategic points during the school year.

Interim Assessment Items

- The items and performance tasks were developed simultaneously with the summative assessment items
- The items and tasks assess the same content and skills as the summative assessment
- Non-secure/non public



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The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess measurable skills aligned to standards, adhere to principles of Universal Design to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy.

The interim assessments are non-secure but non-public. This means that educators may view the items, use Smarter Balanced scoring rubrics and other ancillary interim hand scoring materials, however, they should not be made public or distributed outside of classroom, school, or district use.

Two Types of Interim Assessments

Smarter Balanced Interim Assessments

Interim Comprehensive Assessment (ICA)

Interim Assessment Blocks (IAB)



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There are two types of interim assessments, the Interim Comprehensive Assessments (ICA) and the Interim Assessment Blocks (IAB).

How are the IAB and ICA Similar?

- Available at Grades 3-8 and High School
- Administered at teacher's discretion, including using off grade-level
- Same item types as the summative assessment
- Currently not computer adaptive
- Scoring:
 - Many items are machine scored
 - Some constructed-response (open-ended) items are hand scored by teachers
 - Hand scoring materials are available to support scoring; training is required



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- The IABs and ICAs are available at all tested grades, but their use is flexible.
- Teachers may administer interims out of grade level as appropriate.
- The item types are the same as what students will see on the summative assessment.
- Both the IABs and ICAs are currently available as fixed-form tests only. (Note: Fixed form means that the test or blocks contain a pre-selected subgroup of items. Students taking the same IAB or ICA for a particular block/grade will see the same items.)
 - Teachers will only need training on a fixed number of hand-scored items during the initial implementation of the interim assessments. As the item bank becomes more robust, a teacher may need to hand score different items for students taking the same topic interim assessment. Once educators become familiar with the scoring process, it is easier to adapt those same scoring protocols to different items.
 - Having a fixed-form test means there is only one test available per grade. If a teacher wants to use an IAB as a pre- and post-test, the students would be administered the exact same items twice. Item overexposure becomes an issue. Therefore, overexposure to stimuli and items within an IAB may influence student performance requiring careful interpretation of data analysis.
 - As more interim assessment items are available, the computer adaptive interim assessment will be available.

Currently ALL mathematics interim assessments contain machine-scored items along with some PT items. The only hand-scored items are in the PTs. ELA has a number of hand-scored items along with the PTs. For example, the Reading Informational and Literary IABs, Brief Write IABs and research items corresponding with the Performance Task involve hand

scoring of constructed response items.

Math machine scored items include traditional MC, multi-correct answer MC, hot text, grid, fill-in table and equation/numeric.

ELA machine scored items include traditional MC, multi-correct answer MC, and hot text.

Note: An Item Type Tutorial is available on the Connecticut Comprehensive Assessment Program Portal <http://ct.portal.airast.org/item-type-tutorials/>. This tutorial defines the different types of items used on the Smarter Balanced assessments and provides an online interactive demonstration to illustrate how the item works. Teachers may want to share this resource with their students so that they are familiar with the different types of items on the Math and ELA summative and interim assessments.

How are the IAB and ICA Different?

Interim Comprehensive Assessments (ICA)

- Same design (blueprint) as summative
- One ICA per grade level and content area
- Must complete both on-line items and PT
- One ICA per grade and PT to receive a score
- Yield overall scale scores, achievement levels and claim-level information (same as summative)



Interim Assessment Blocks (IAB)

- Short, focused sets of items grouped by similar content
- Between 4-7 IABs currently available per content area
- 6 -18 items per block
- Yield overall information for each block

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- The ICA has the same blueprint as summative assessment for each grade and content area. The summative blueprint is available on the Smarter Balanced Web site (www.SmarterBalanced.org). The ICAs assess the same claims and targets as the summative. The IABs, on the other hand are shorter, more focused assessments that focus on sets of items grouped by similar content.
- Currently, there is only one ICA per grade level and content area and between 4 and 7 IABs per content area.
- The student must complete both the online items and PT to receive an ICA score (between 2.5 and 4 hours of testing per content area). IABs only have between 6-18 items and are designed to take less time.
- The ICA yield overall scaled scores, performance level designation, and claim score information similar to the summative assessment. The IABs yield overall information for each block.



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Benefits and Limitations

How the Interim Assessments May Be Used

Interim Comprehensive Assessment (ICA)

Midyear: A 6th grade teacher has collected formative information that indicate that her students have learned a substantial portion of the 6th grade content standards. The teacher administers an interim assessment to provide additional data about the students' progress.

Caution: The ICAs are the equivalent of administering the full summative assessment



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There are various purposes for using the Interim Comprehensive Assessment (ICA).

For example, the ICA might be used midyear by a 6th grade teacher who has collected formative information that indicate that her students have learned a substantial portion of the 6th grade content standards. The teacher administers an interim assessment to provide additional data about the students' progress. Additionally, administering an ICA may be appropriate for an in-coming student new to the public school systems or new to Connecticut from a non-Smarter Balanced state.

Caution: Educators should be cognizant of the amount of time required to administer the ICA and use it for purposes that justify the time away from instruction. It is not advised to administer ICAs as a pre and post assessment to an entire class given the extent of time needed to administer the assessments. In order to obtain an overall student score for the ICAs, a student will have to complete the entire math and ELA portion of online items in addition to the Performance Tasks for math and ELA. This may take as many as 7 hours.

How the Interim Assessments May Be Used

Interim Assessment Blocks (IAB)

A teacher recently changed his instruction to emphasize reading informational text. The teacher administers a Read Informational Texts IAB to augment his formative information regarding the degree to which students learned the skills he emphasized.



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There are various purposes for using the Interim Assessment Blocks (IABs).

For example, the IAB might be used throughout the year as particular skills are introduced or reinforced in an instructional unit of reading, writing or research. For example, when supporting student writers develop their explanatory writing skills, a teacher may choose to administer an explanatory PT for that grade (if available). The slide above gives an example of a teacher who recently changed his instruction to emphasize reading informational text and in turn administers a Read Informational Texts IAB to augment his formative information regarding the degree to which students learned the skills he emphasized.

The IABs might be used as progress checks to support formative information collected during classroom instruction to identify needs and strengths. Educators may also use the blocks to evaluate how well a new or revised curriculum unit aligns with the learning expectations and use that information to adjust instruction. The IABs might also be used as pre- and post-tests for a unit of study. Teachers may also use the IABs as a tool to model skills with students.

Users must be aware of the intended purposes and uses for the IABs and ICAs to ensure that they are making valid inferences about what students know and can do.

Benefits

- **Grade flexibility**
 - available for students in Grades 3 through high school
 - tests from any grade can be used, depending on purpose
- **Educator Professional Development**
 - By engaging in hand scoring and analyzing the results of performance-based student assessments, teachers have the opportunity to learn more about the standards, their students, and their teaching practice.



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One benefit of the interim assessments is that there is flexibility in their use. A teacher may administer an interim assessment that is above or below the student’s current grade level. An above grade-level assessment might be used by a teacher to assess students enrolled in an advanced placement course with curriculum aligned to above grade level standards. A below grade-level assessment might be used by a teacher who wants to assess students who are struggling with grade-level content to identify areas of weakness in prior learning. However, teachers must be aware of the intended purposes and uses for the IABs and ICAs to ensure that they are using results to make valid inferences about what students know and can do.

A second benefit is the value of teacher engagement in hand scoring as a professional development opportunity. In fact, research shows that what teachers have dubbed “drive-by” professional development has little effect on teacher practice and virtually no effect on student achievement, despite the fact that this form of professional development is ubiquitous in American schools.¹ By contrast, significant gains in student achievement can result from strategies that engage teachers in content-specific activities that are linked to collegial analyses of student work and learning over a more sustained period of time.²

¹ Kwang Suk Yoon and others, “Reviewing the evidence on how teacher professional development affects student achievement” (Washington: U.S. Department of Education, 2007), available at:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf.

² For a summary of research, see Ruth C. Wei, Linda Darling-Hammond, and Frank Adamson, "Professional Development in the United States: Trends and Challenges" (Dallas: National Staff Development Council and Stanford, CA: Stanford Center for Opportunity Policy in Education, 2010).

New Item Analysis Feature

- An item analysis feature for the interim assessments will be available in 2016.
- This feature will be part of
 - a student's Interim Individual Student Report
 - a class report
- This feature will include
 - list of IABs the student has taken and the score breakdown for each block
 - number of points earned compared to the total possible points



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An item analysis feature will provide educators with more instructionally sensitive information and will be more helpful for informing instruction than the overall IAB scores, "Above Standard," "At/Near Standard," and "Below Standard."

Similar to most item analysis applications, this feature will provide more fine-grained information about student performance. Again, caution should be used when using this data to inform instruction. It is ill-advised nor valid to build an instructional plan based on the results of 1-2 items. Therefore, use of this data requires careful interpretation of data analysis.

Current Limitations

- There is currently an overlap of items in the ICA and IABs for each content area
- Limited release of IABs during year one
- Not adaptive
- Both the IABs and ICA share the same PT for each grade and content area
- Student responses to hand scored items are only available during the scoring process



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During the first year of deployment of the interim assessments, several limitations were noted along with plans for future enhancements.

- There is currently an overlap of items in each grade and content area across the ICA and IABs. In particular, the same PT is administered for each grade level content area ICA and PT IAB. This means that if a student is administered the IABs during the school year and is also administered the grade-level IAC , the student will see the same items. There is currently only one fixed form test for each grade-level content area IAB, therefore, if the same IAB is administered more than once, the students will be administered the same items. Therefore, overexposure to stimuli and items may influence student performance requiring careful interpretation of data analysis.
- The interim assessments are not adaptive, meaning that students are administered the exact same test.
- Currently, the Teacher Hand Scoring System does not allow teachers to retrieve student responses to analyze after scoring. In the future, there will be a mechanism that allows teachers to access student responses to open-ended items.

All of these limitations are being addressed with future enhancements.

Future Enhancements

- The interim assessment item bank will be increased using items from the 2015 embedded field test to reduce overlap
- Future field testing will allow for a larger item bank to support adaptive testing
- Secure viewing system being developed to allow teachers to view/retrieve student responses after scoring
- The Online Reporting System will provide suggested links to Digital Library



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- The interim assessment item bank will be populated with new items after there are field tested to mitigate the overlap of items and item exposure issue. This refresh will take place after all field test scoring, item calibration studies, and data review are completed. Date TBD.
- Because the majority of field tested items were needed for the summative assessment, there was a limited release of IABs during year 1. Additional blocks will be made available once new items are added to the interim assessment item bank. This will also allow for future adaptive testing.
- In addition to the item analysis feature being deployed in October, another new feature is being developed to make the information provided by the interims more instructionally sensitive.
- An application is being developed to allow teachers to view and retrieve student responses after being scored to better support instruction. This will allow teachers to use student responses and scoring materials to help students understand the scoring process used to evaluate their work.
- Smarter Balanced is also working on linking the Online Reporting System to resources in the Digital Library. This will provide educators with resources to improve instruction as needed.

Scoring Considerations

ICA: To generate a score, both the on line items and PT portions must be completed and all hand scoring submitted using the Teacher Hand Scoring System (THSS)

IAB: To generate a score, all items **within a block** must be completed and all hand scoring, if applicable, must be completed

Teachers must be trained prior to hand scoring responses, similar to the training required to score summative assessment items



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For the ICAs, a student must complete both the online and PT and all hand scoring must be submitted to generate a score for a student.

For the IABs, all items within a block must be completed and all hand scoring must be completed to generate a score for a student. However, not all blocks need to be administered. Teachers may want to focus on a specific block only (i.e., Performance Task).

The ELA blocks are currently grouped by Claim (Reading, Writing, Listening and Research). There may be multiple blocks for a given content area such as writing. For example, writing is assessed in the Edit/Revise, Brief Writes and Performance Tasks blocks. Keep in mind that some of these blocks (i.e. Brief Writes) contain multiple assessment targets, and therefore, may be difficult to gauge specific areas of strengths and weaknesses. Given this consideration, teachers may find the use of item analysis or AVA beneficial when looking at individual or class data.

To effectively and accurately score student responses, it is critical that teachers be trained prior to scoring. The Smarter Balanced Assessment System: The What, the How and the Why of Smarter Balanced Interim Assessments workshops will provide participants with a closer look at hand scoring expectations within the Math and ELA content areas. For more information about these workshops, select the following link: http://ctcorestandards.org/?page_id=1955.

Before Interim Assessments are administered...

Educators should have clarity regarding the **purpose** of the assessment and the **uses** of the assessment data before committing to the use of the assessments.



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And...

Although the items are **not released to the public**, the interim assessment items are **not secure**.



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Before Administering Interim Assessments

Considerations

- Provide teachers with training on implementing assessments, interpreting results and using data effectively
- Instructional supports, such as Digital Library, materials, and further professional development to provide continued support to teachers



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- Work with teachers on implementing the interim, how to interpret results accurately and use data effectively to modify instruction
- One possibility is using a team environment to analyze data and identify ways to improve instruction

CT Assessment Portal

<http://CT.portal.airast.org>

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This is the Connecticut Comprehensive Assessment Program Portal. All assessment related information is available on this portal.

The following programs are available on the portal. Note that any links that have a picture of a lock require a TIDE username and password to access:

- Teacher Hand Scoring System (THSS)
- TA Practice and Training Site (Practice administering a test using the Practice Test)
- Test Administration Certification (CT is not requiring this but it is a good check to see if a teacher is ready to administer a test.)
- Test Information Distribution Engine (TIDE) – Database of students/district users, Summative Assessment Classroom Activities, and Interim Teacher Hand Scoring Training Materials
- Test Administration (Administer a summative or interim assessment)
- Online Reporting System (Individual and aggregate-level reports by district, school, teacher)
- Digital Library
- Test Administration Resources (All manuals and user guides)
- Interim Assessment Classroom Activities (Same as summative assessment, the teacher should administer the classroom activity prior to administering the PT)
- Assessment Viewing Application (AVA) (Allows for viewing an entire interim assessment) [Will show this next]



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Viewing the Interim Assessments

Assessment Viewing Application (AVA)

- Requires a TIDE username/password
- Allows users to view and interact with the **interim** assessments without starting a test session
- Suggested uses:
 - A teacher may display the interim assessment in a classroom setting after students completed a test. The teacher can facilitate a discussion about the items and solutions.
 - District personnel responsible for PD may review the interim assessments to become familiar with the content that is assessed, particularly on each IAB.



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The Assessment Viewing Application (AVA) is available on the Connecticut Smarter Balanced Assessment Portal. The application requires a username/password and allows users to access the ICAs and IABs for math and ELA at each grade level. AVA allows the user to select a given grade (across grades 3-8) and a specific Interim for Math or ELA (ICA or IABs). Once the interim assessment is selected, the viewer can access the exact test items in that assessment or block. AVA can be used for professional development purposes or used in-class room with students following the administration of an interim block.

As a reminder, interim assessment items are non-public and non-secure. Viewing these items should be used for the purposes of understanding the breadth of an interim assessment block or for professional development within a school or district. These items cannot be published, reproduced, posted online or shared publically beyond instructional purposes.

Assessment Viewing Application (AVA)

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SMARTER BALANCED ASSESSMENT

Welcome Smarter Balanced Assessment!

This site provides resources for administering the Smarter Balanced Assessments for Mathematics and English Language Arts/Literacy.

Announcements

- TIDE will be down for maintenance **Tuesday, October 13th, 5:00 – 5:30pm ET**. We apologize for any inconvenience.
Added October 12, 2015
- The Smarter Balanced Interim Assessments in English language arts/literacy and mathematics are available for administration from October 9, 2015 to June 10, 2016. Information on navigating the TA Interface can be found in the TA User Guide and on the How to Activate a Test Session for the Interim Assessments guide.

Users will need TIDE credentials to log in to the TA interface. **All TIDE accounts** have been reset for the 2015–2016 school year. If users have not received new TIDE credentials from AIRAST–DoNotReply@airast.org, contact the Help Desk at 1–844–sk@air.org.

ring System (THSS) used to score instructed response test items will late.

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When AVA is selected, the user will be prompted to enter username/password.

Username/passwords are managed at the district/school level depending on local education agency (LEA) decisions. District and school coordinators can add users for the purposes of accessing AVA and other components of the assessment system as appropriate.



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Scoring the Interim Assessments

Scoring

- Specific item types are machine scored
- Short-text and full-write items will be hand scored locally (school/classroom) using scoring rubrics and training materials
- Scoring of non-machine scored items is a local responsibility
 - ICAs and some IABs have items that are not machine-scored
- Scoring of tests
 - Same scoring rules as summative tests



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It is critical that teachers/handscorers read the Teacher Hand Scoring System User Guide thoroughly and are familiar with the supporting documents (i.e., scoring rubrics, anchors and training material) to ensure accuracy when scoring student responses. There may be philosophical differences between the ways in which some teachers would score a response for instructional purposes versus the scoring criteria established for standardized testing purposes. However, to eliminate bias and maintain the integrity of the assessment, teachers must apply the expectations identified by the scoring rubrics and use the corresponding anchor and training papers with consistency and fidelity. This will ensure accuracy and reliability when scoring open-ended responses.

Interim Assessment Hand Scoring

- Educators use Teacher Hand Scoring System (THSS) to assign scores to hand scored items
 - Rubrics and training materials are provided within the system



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As more resources are available to help teachers complete the hand scoring, they will be posted for use in the field. Currently, several ELA/Literacy and Mathematics rubrics are available on the Connecticut Comprehensive Assessment Program Portal in the Smarter Balanced Resources folder. To access, select the following link <http://ct.portal.airast.org/smarter-balance-assessment> and select the Smarter Balanced Resources folder on the bottom- left icon. Once opened, choose the Rubrics folder.

Teacher Hand Scoring System

The screenshot displays the Connecticut State Department of Education (CSDE) Smarter Balanced Assessment website. At the top, the CSDE logo and the text "CONNECTICUT STATE DEPARTMENT OF EDUCATION SMARTER BALANCED ASSESSMENT" are visible. Below this, there is a grid of icons for various systems: Online Reporting System, Interim Assessment Classroom Activities, TA Practice & Training Site, TIDE, Test Administration Certification, Test Administration, Smarter Balanced Resources, and Manuals for Online Testing. The Teacher Hand Scoring System icon is highlighted with a red box and a message that says "System is Not Currently Open". To the right of the grid, there is a "Welcome Smarter Balanced Assessment!" section with a microphone icon and the heading "Announcements". The announcements list two items: one about TIDE being down for maintenance on Tuesday, October 13th, 5:00 - 5:30pm ET, and another about the Smarter Balanced Interim Assessments in English language arts/literacy and mathematics being available for administration from October 9, 2015 to June 10, 2016. The CSDE logo is also present at the bottom left of the screenshot, and the text "CONNECTICUT STATE DEPARTMENT OF EDUCATION" is at the bottom right.

The Teacher Hand Scoring System (THSS) requires a username/password. Once logged-in, teachers will be able to access the student responses in which they were assigned to score. In preparation to score a particular open-ended item, the teacher will access all corresponding training material associated with that item located within the THSS. Training materials include the scoring rubric, stimuli (if associated with the item), anchor papers, training papers and check-sets, which allow teachers to practice scoring prior to scoring a students response.

In the future, hand scoring materials will be located in a second location, TIDE, to provide access to materials so that they can be easily utilized for reference or training purposes.

As a reminder, the hand scoring material is non-public and non-secure. These materials should be used for the purposes of hand scoring and/or professional development within a school or district. These materials cannot be published, posted on line or shared publically beyond instructional purposes.



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Reporting the Scores

Score Reporting

| Interim Comprehensive Assessments | Interim Assessment Blocks |
|--|---|
| <p>ICA reporting</p> <ul style="list-style-type: none">• is the same as the summative assessment• is by student, grade, school, district• indicates achievement level for mathematics and English language arts(ELA)• provides an overall score for math and ELA• designates one classification per claim in both math and ELA: "Below Standard," "At/Near Standard," and "Above Standard" | <p>IAB reporting</p> <ul style="list-style-type: none">• is by student, grade, school, district• can be broken down by target at an aggregate level (dependent on N count)• provides one classification per block: "Below Standard," "At/Near Standard," and "Above Standard" |



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Teachers will have the opportunity to look at individual student responses to determine areas of strength and weakness.

Online Reporting System (ORS)



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SMARTER BALANCED ASSESSMENT



Online Reporting System



Interim Assessment Classroom Activities



TA Practice & Training Site



TIDE



Online Reporting System



Digital Library



Test Administration Certification



Test Administration



Assessment Viewing Application



Smarter Balanced Resources



Manuals for Online Testing

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Users will need TIDE credentials to log in to the TA interface. **All TIDE accounts** have been reset for the 2015–2016 school year. If users have not received new TIDE credentials from AIRAST-DoNotReply@airast.org, please follow the instructions for resetting passwords in the TIDE User Guide or contact the Help Desk at 1-844-202-7583 or cthelpdesk@air.org.

The Teacher Hand Scoring System (THSS) used to score Interim Assessment constructed response test items will be released at a later date.

Added October 9, 2015



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The Online Reporting System requires a username/password.

Interim Assessments

The screenshot shows the Smarter Balanced Assessment Consortium website. At the top, there is a navigation bar with links for Home, Contact Us, and Member States Login. Below this is a search bar and a menu with categories: ABOUT, SMARTER BALANCED ASSESSMENTS, K-12 EDUCATION, HIGHER EDUCATION, PARENTS & STUDENTS, and RESOURCES & EVENTS. The main content area features a large image of students and a title "Interim Assessments". Below the title is a paragraph explaining that these assessments allow teachers to check student progress throughout the year. To the right, there are sections for "SCHOOL YEARS" with a calendar graphic, "FAST FACTS" for the 2014-15 school year, and a "TWITTER" section with social media links. At the bottom left is the CSDE logo, and at the bottom right is the text "CONNECTICUT STATE DEPARTMENT OF EDUCATION".

Visit SmarterBalanced.org for additional resources, including:

- **Factsheets** explaining the assessment system, as well as handouts for parents, teachers, and business leaders.
- **Publications and resources**, including high-quality research and information on the Common Core and aligned assessments.
- **Webinars** hosted by Consortium staff, providing knowledge and information on the development of the assessment system.
- **Frequently asked questions** about the Consortium and the assessments.
- **Resources in Spanish**, such as factsheets, publications, and links to Common Core resources.



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Resources

Professional Development Opportunities

The What, the How, and the Why of Smarter Balanced Interim Assessments

To register visit:

www.CTCoreStandards.org



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Focus of the Workshop

Purposes and uses for the Interim Comprehensive Assessments and the Interim Assessment Blocks for English language arts/literacy and mathematics

Scoring student responses using the hand-scoring training materials

Using student scores and responses to support instruction



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- Connecticut State Department of Education
Comprehensive Assessment Program Portal
<http://ct.portal.airast.org>
- Student Assessment Newsletter
www.sde.ct.gov/sde/SAN
- Student Assessment Web page
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