



Administering Smarter Balanced Interim Assessments: A Guide for Administration

2019-2020

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SECTION 1.0: INTRODUCTION TO THE GUIDE

1.1. Intended Audience

This Interim Assessment Guide for Administration is intended for staff who play a role in the administration of, and review of results for, the Smarter Balanced interim assessments.

1.2. Purpose of the Guide

This document consolidates all the information about interim assessments into one resource. This includes information on the types of interim assessments (Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA)), guidelines for administering the assessment for both non-standardized and standardized administrations, test security, accommodations and accessibility, the Centralized Reporting system, and the Smarter Balanced Connections Playlists available in the Digital Library. The interim assessments can be administered flexibly by teachers to best meet their instructional needs (e.g., in a non-standardized manner).

1.3. Organization of the Guide

The guide is organized into the following sections.

- **Overview of the Interim Assessments:** an overview of the Smarter Balanced Interim Comprehensive Assessments and Interim Assessment Blocks.
- **Tasks to be Completed Prior to Administration:** the steps that need to happen before administering the interim assessments to students.
- **Administering the Interim Assessments Online:** an overview of the test administration site and the student testing site and how to complete important tasks and functions. Interim assessments are administered using the Hawai'i test delivery system via the TA Live Site with certified test administrators launching test sessions and students logging in through the Secure Browser.
- **Guidelines for Administering the Interim Assessments:** general test rules and policies for the interim assessments.
- **Viewing Scores and Results:** an overview of the reports available in Centralized Reporting. Further information is available in the [Centralized Reporting User Guide](#) which can be accessed in the Reporting folder on the Smarter Balanced Resources page at alohahsap.org.
- **Smarter Balanced Digital Library Overview:** an overview of the resources available to educators and how to access the Smarter Balanced Digital Library.

- **Appendices** list the interim assessment available in school year 2019-2020 and provide links to additional resources.

1.4. Training and Practice Tests

Training and Practice Tests allow students the opportunity to become familiar with both the testing environment and different kinds of test questions. They can be found in the Training Sites folder on the Smarter Balanced [Students and Families](#), [Teachers](#), or [Test Coordinators / Administrators](#) pages at alohahsap.org.

1.5. HSAP Help Desk

The [Hawai'i Statewide Assessment Program portal](#) is the home for all online Smarter Balanced interim assessments administration information.

For questions regarding the online testing system or for additional assistance, please contact the Hawai'i Statewide Assessment Program Help Desk at 1-866-648-3712 or hsaphelpdesk@cambiumassessment.com.

The Help Desk will be open Monday–Friday from 7:30 a.m. to 4:00 p.m. HST (except holidays) During these hours, staff will respond to your calls, voice mail messages, and emails as promptly as possible based on the order in which they are received.

The Help Desk may be contacted for situations and questions that include the following:

- testing system is not available; user accounts are not available or users are not able to administer tests;
- student information is incorrect or missing;
- loading student data or student settings into TIDE;
- preparing for online testing—downloading the secure browser, voice packs, etc.;
- tests showing as unavailable to students when they log in to begin testing;
- password resets for state, complex area, complex, and school users; and
- settings not presenting as intended.

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser information;
- network configuration information (consult with your Technology Coordinator for this information);

- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and Computer Adaptive Test (CAT) or Performance Task (PT).

Policy-related questions may be directed to the Assessment Section.

Assessment Section

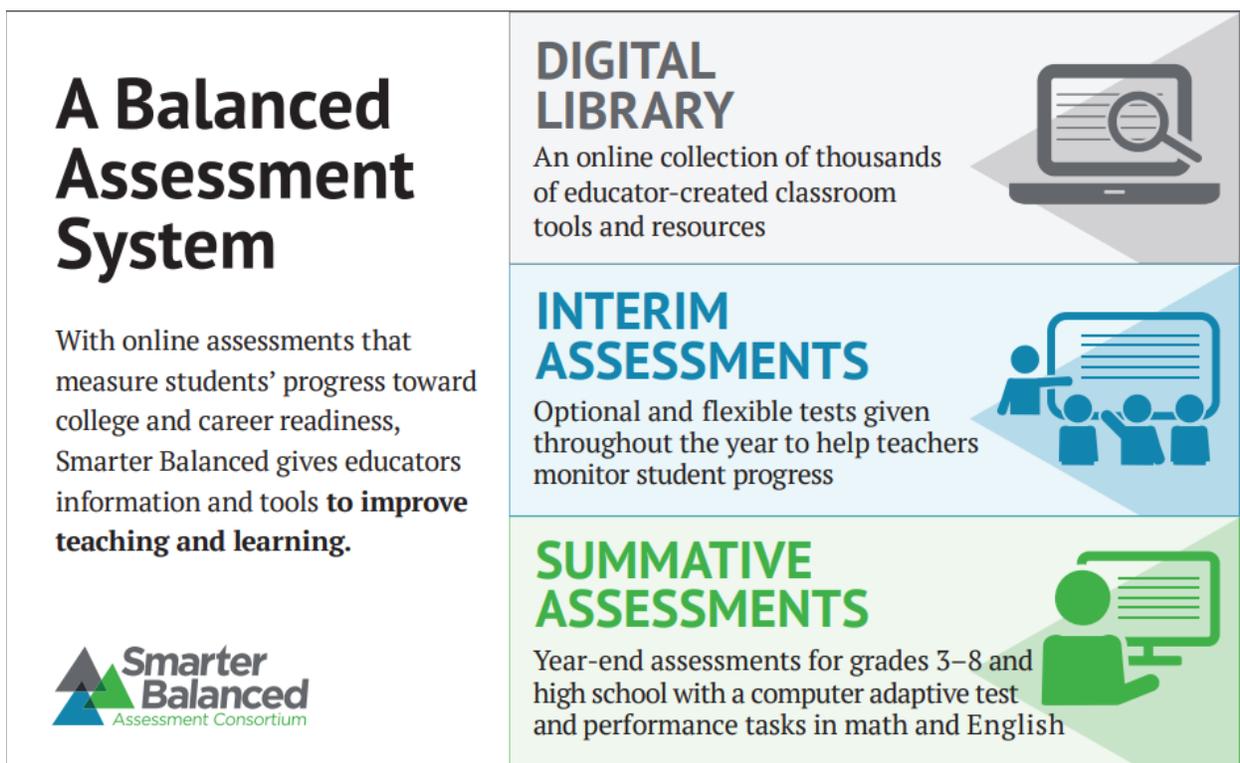
Assessment and Accountability Branch
Office of Strategy, Innovation, and Performance
Telephone: 808-307-3636
Fax: 808-733-4483

SECTION 2.0: OVERVIEW OF THE INTERIM ASSESSMENTS

2.1. Overview of the Smarter Balanced Assessment System

The Smarter Balanced assessment system is a valid, fair, and reliable approach to student assessment that provides meaningful results with actionable data for educators, students, and parents to help students succeed. The system is aligned to the Hawai'i Common Core Standards for English language arts/literacy (ELA) and mathematics to accurately measure student progress toward college- and career-readiness. The interim assessments are one of the three major components—a digital library, interim assessments, and summative assessments—all designed with the intention to gauge student progress towards attaining the content knowledge and skills including in the Hawai'i Common Core Standards as they will be measured by the Smarter Balanced summative assessments.

Figure 1. Overview of the Smarter Balanced Assessment System



The summative assessments are administered by states, as an accountability measure, at the end of the year to determine students' progress toward college and career readiness in English language arts/literacy (ELA) and mathematics. In contrast, interim assessments are administered throughout the year in support of the formative assessment process.

All Smarter Balanced test items for the summative and interim assessments are developed using the ELA and mathematics item and task specifications and the same item writing, review, and field-testing processes. Smarter Balanced assessment items are developed through

collaboration with K-12 educators and higher education faculty. Items on the ICAs and IABs are selected from the same pool of items as the summative assessment items.

Educator involvement in the development of summative, interim and formative resources is critical. Since 2011, teachers from Hawai'i and a number of other states have contributed to each step of the development, from writing test questions to creating the resources in the Digital Library.

2.2. Key Features of the Interim Assessments

The Smarter Balanced interim assessments allow teachers to check student progress throughout the year, so educators can use the results to inform instruction and help students meet the challenge of college- and career-ready standards. Key Features of the Interim Assessment include:

- The optional and flexible tests can also be used formatively (e.g., classroom discussion, small groups of students working on interim assessment items).
- Assessments are available in ELA and mathematics in grades 3–8 and high school. At the high school level, the assessments are consistent with the grade 11 summative design but may also be administered in grades 9, 10, and 12.
- Teachers may administer individual assessments at any grade level. Out of grade-level interim administration for students in grades 3 -8 is also permitted, (e.g., administration of a grade 4 interim to students in grade 3, or a grade 3 interim to students in grade 4), however school personnel need to indicate that eligibility in TIDE.
- Students have up to five opportunities to take the ICA and each of the IABs throughout the school year.
- Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently with the sequence of their instruction.

There are two types of Smarter Balanced interim assessments: The Interim Comprehensive Assessments (ICAs) and the Interim Assessment Blocks (IABs). The ICAs are similar to the summative assessments, assess the same range of standards, and provide scores on the same scale. The IABs focus on smaller sets of Hawai'i Common Core Standards and provide more detailed target information within a claim for instructional purposes. Both ICAs and IABs draw from a shared bank of items, including performance tasks, meaning there are overlapping items in the IABs and ICAs in each content area and the performance task is the same whether given as an IAB as part of the ICA.

The interim assessments are designed to be administered as computer-based assessments and are not available in paper-pencil format. All interim assessments provide access to the

same universal tools, designated supports and accommodations available on the summative assessment based on the needs of individual students if they have been set in TIDE. It is recommended that students using these tools, supports, and accommodations be administered the training and/or practice tests to familiarize themselves with the use of these tools prior to summative testing. The ICAs and IABs are fixed-form tests, which means that all students in the class will be presented with the same items and a student who takes an interim assessment more than once will see the same items each time. Because each student responds to the same test items, teachers may more easily interpret their students' performance on a common set of items.

2.2.1. The Interim Comprehensive Assessments

The Interim Comprehensive Assessments (ICAs) are accurate simulations of the summative assessments and address the same range of standards as the summative assessments. The CAT will include the same item types and formats and the ELA/Literacy ICA includes a Performance Task. Therefore, the ICAs may be helpful for purposes such as determining the knowledge and skills of students who are new to the school or the state and providing interim information after a significant period of instruction. The ICA blueprints can be found in the General Information Folder on the Smarter Balanced Resources page at alohahsap.org.

Each ICA includes:

- For mathematics, a CAT with 30 to 33 items depending on the grade level; and
- For ELA/Literacy, a CAT with 38 to 43 items depending on the grade level, and a Performance Task (PT) that ranges from 2-3 items depending on the content area and grade level.

Once the entire ICA (e.g., for ELA both CAT and the PT) is completed student results will be available in Centralized Reporting within 24 hours. All student responses on the ICAs and IABs will be machine-scored for reporting in Centralized Reporting. Hand scoring of full writes by school staff members **is no longer required** for a score to be generated in Centralized Reporting. However, hand scoring is available in Centralized Reporting for Test Administrators, Teachers, or school specified individuals so that machine-scored responses can be reviewed and edited as deemed appropriate.

The ICA reporting provides the same type of scores as the ones provided for the summative assessments:

- Overall scale score.
- Claim score reporting is based on three classifications. These classifications are “Below Standard,” “At/Near Standard,” and “Above Standard.”

2.2.2. The Interim Assessment Blocks

The Interim Assessment Blocks (IABs) are short, focused item-sets that include 6–18 items. Throughout the school year, teachers can use these sets of related concepts in ELA and mathematics to check students’ understanding. Since the IABs are more granular than the ICAs, teachers can administer these assessments throughout the school according to the sequence of their curricula. Some of the IABs assess as many as 4 to 8 targets and other more focused IABs assess only 1 to 3 targets. Each IAB has a corresponding Connections Playlist available in the Digital Library, which provides aligned resources teachers can use for instructional next steps to support student learning. The Focused IABs and associated instructional resources will provide educators with a deeper understanding of student knowledge and skills and next steps for instruction.

The interim assessment blueprints provide additional information about the content measured by each assessment, including which claim(s), assessment target(s), and depth of knowledge level(s) are addressed by the items, as well as the number of items by target or target group. They can be used by to plan how to integrate the IABs effectively within classroom instruction or to better understand results that are reported. A fifth-grade teacher, for example, may wish to collect more information regarding her students’ knowledge about geometry. The teacher could use the Grade 5 Geometry blueprint to see that this IAB is composed of 13 machined-scored items across the four claims: concepts and procedures, problem solving, communicating reasoning, and modeling and data analysis.

The 2019-20 interim assessment blueprints can be found in the General Information folder on the Smarter Balanced Resources page at alohahsap.org:

- [ELA IAB Blueprints](#)
- [Mathematics IAB Blueprints](#)

2.2.3. Standardized vs Non-Standardized Test Administration

There is one ICA per grade and content area. There are over 100 IABs across grades and content areas. The Interim Assessments Overview document lists the available ICAs and IABs. This document is updated annually and posted on the Development and Design page of the Smarter Balanced website (<http://www.smarterbalanced.org/assessments/development/>).

The following factors should be considered when administering the interim assessments.

- **Multiple administrations:** Schools have the flexibility to re-administer interim assessments up to five times during the school year. These decisions should be made as part of larger assessment context that includes the purpose of the interim assessment, how the interim assessment will be scored, and how the data from the interim assessment will be used to improve teaching and learning.

- **Fixed forms:** There is only one form of each interim assessment. All interims are fixed-form tests so students who take an interim assessment multiple times will see the same questions in the same order. In addition, within a grade there are overlapping items in the IABs and ICAs in each content area and the performance task is the same whether given as an IAB as part of the ICA. Exposure to and familiarity with test questions may affect student performance and the accuracy of interim results as an indicator of student’s knowledge and skills.
- **Grade levels:** The ICAs and IABs are comprised of items aligned to the Hawai’i Common Core Standards in grades 3–8 and high school. However, administering the interim assessments is not constrained by grade level. Students may take an off-grade-level interim assessment to help inform educators on skills and knowledge a student has from previous grades, or from an advanced-level course. Teachers of students in grades 3-8 will need to off-grade eligibility in TIDE.
- **Untimed:** Both ICAs and IABs are untimed tests. The time it might take students to complete an ICA under a standardized administration is provided in this document only as a guide. Many IABs administered under a standardized administration can be completed in about one class period but some may take more than one period.

2.2.4. Standardized Administration

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 an assessment of learning after a period of instruction and results reflect an individual student’s mastery of the concepts assessed.

Information about the reliability and meaning of scores for these fixed form assessments applies only to the first time a test is administered under standardized conditions, including the use of standardized hand-scoring protocols. Subsequent administrations, or results from collaborating with a class or teacher, alter the interpretation of results. In addition, some items on the IABs and ICAs are shared and no longer have the same parameters once exposed to the student. The conditions of administration should be considered when interpreting results.

2.2.5. Non-standardized Administration

Non-standardized administration refers to any administration that is not consistent with the administration requirements of the summative assessment. Some examples of non-standardized 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.
- Providing access to classroom resources that may support the students' understanding of the assessed content.

Results from a non-standardized administration of the interim assessments are more appropriately used as assessment for learning (formative assessment process) rather than the assessment of learning. Because non-standardized administrations do not necessarily describe the performance of individual students in a comparable manner, caution must be used when making instructional decisions based on data from a non-standardized administration.

SECTION 3.0: PREPARING TO ADMINISTER THE SMARTER BALANCED INTERIM ASSESSMENTS

The Smarter Balanced interim assessments, although not secure tests, can be administered as proctored tests using the same procedures that are used for the HSA Science (NGSS) Assessments, End-of-Course (EoC) Exams, and the Smarter Balanced summative assessments.

Table 1: Personnel Who May Serve as Test Administrators

Personnel	Requirements
General education teacher (full or part time)	Must have a Hawai'i teacher license or credential
Special education teacher, including those hired (full or part time) by a private recruiting agency	Must have a teacher license or credential for Hawai'i or another state
School counselor	Must have a master's degree in counseling
Instructors	Must be teaching a class independently in a content area where there is a shortage of Hawai'i licensed or credentialed teachers
Long-term substitute teachers	Not required to have a Hawai'i teacher license or credential if they are teaching a class independently
Identified public charter school employees	Qualified teaching staff members
Test Coordinator	Must meet any one of the above requirements

3.1. Tasks to Complete Prior to Administration

In order to have a successful testing experience the following tasks should be completed prior to scheduling the assessments:

- TCs and TAs should verify that students are provided an opportunity to complete the Training Test and Practice Test for a content area prior to testing. It is highly recommended that ALL students be provided the opportunity to take the Training Test and Practice Test for each content area prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.
- Ensure that all TAs complete the online [TA Certification Course](#).
- Each student must be correctly assigned to his or her school and grade in TIDE. Incorrect student information must be updated in the Department's student information

system (Infinite Campus) before the student can be tested. (Students can be administered off-grade interim assessments if set in TIDE.) All high school students are pre-set in TIDE as eligible to take the 11th grade interim assessments. ICAs for grades 9 and 10 have been added. However, for ELA all of the items are the same as the grade 11 ICA and for math 26 of the 32 items are the same. The grade 9 and 10 ICAs will be scored based upon grade level cut scores set by Smarter Balanced.

- In addition to the correct school and grade, TCs, TAs, and Teachers should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) based on individual student needs for each content area prior to testing.
- Work with technology personnel to ensure timely computer setup including: conducting network diagnostics, and downloading the latest version of the secure browser available at: <https://alohahsap.org/secure-browsers.shtml>,
- Communicate with the TAs to identify the number of headsets needed for each testing location and ensure that the needed number is available. Headsets are required for the ELA Listening portion of the assessment, for students who require text-to-speech, or for students requiring audio glossaries.

3.2. Scheduling the Interim Assessments

The scheduling rules and recommendations for ELA/literacy and mathematics appear in the following tables for scheduling purposes, as the interim assessments are not timed. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area.

Table 2: Assessment Sequence - ELA

English Language Arts/Literacy		
	CAT Items	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No more than three sessions. Additional sessions may be necessary in rare or extreme cases. Session durations range from 40–60 minutes for elementary students, and up to 90 minutes in secondary schools. 	<p>The PT is presented in two segments.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Session durations range from 60–120 minutes. Requiring multiple days for any PT segment is considered a test security violation. For example, requiring a student to spend at least two test sessions on the full-write (segment 2 of the PT) is considered a test security violation.
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens if all of those items have been answered.</p> <ul style="list-style-type: none"> Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch). 	<p>The PT is presented in two segments; however, once a student moves to Segment 2, he or she will not be able to review or revise answers to items in Segment 1.</p> <ul style="list-style-type: none"> Recommendation: Students can complete both segments in one session.
Total Duration	<p>Once a student has started the CAT, it will be available for 45 calendar days.</p> <ul style="list-style-type: none"> Recommendation: Student completes the CAT within five days of starting. 	<p>Once a student has started the PT, it will be available for 10 calendar days.</p> <ul style="list-style-type: none"> Recommendation: Student completes the PT within one, but not more than 2 days.

Table 3: Assessment Sequence - Mathematics

Mathematics		
	CAT Items	Performance Task
Number and Duration of Sessions	<p>Recommendations:</p> <p>Administered in one or two sessions. Session durations range from 40–60 minutes.</p>	N/A
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software's pause feature. The Pause Rule results in the student not being able to go back to answered items on the previous screens if the test is paused for more than 20 minutes, This does not apply to Performance Tasks.</p> <p>Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).</p>	N/A
Total Duration	<p>Once a student has started the CAT items, they will be available for 45 calendar days.</p> <p>Recommendation: Student completes the CAT within five calendar days of starting it.</p>	N/A

3.2.1. Additional administration recommendations

- For the ELA performance task, students may be best served by sequential, uninterrupted time that may exceed the time in a student's regular schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

3.3. Estimated Testing Time

3.3.1. The Interim Comprehensive Assessment (ICAs)

The ICAs, which mirror the summative assessment, are best scheduled over multiple class periods, depending on grade level and content area. The following table contains rough estimates of the time it will take most students to complete the ICAs under standardized administration. Actual times will vary depending on how the assessments are administered and may not be reasonable estimates for ICAs administered in a non-standardized administration. This information is for scheduling purposes, as the interim assessments are not timed. These estimates do not account for any time needed to start computers, log in students, or for breaks.

Table 4: Estimated Testing Times for ICAs

Content Area	Grades	Computer Adaptive Test (CAT) items	Performance Task (PT)	Total “Computer” Time
English Language Arts/Literacy	3–5	1:30	1:45	3:15
	6–8	1:25	1:20	2:45
	HS	1:15	:55	2:10
Mathematics	3–5	1:35	N/A	1:35
	6–8	1:35	N/A	1:35
	HS	1:05	N/A	1:05
Total Time for both ELA and Math	3–5	3:05	1:45	4:50
	6–8	3:00	1:20	4:20
	HS	2:20	:55	3:25

3.3.2. The Interim Assessment Blocks (IABs)

The IABs are designed to be completed within a single class period. For scheduling purposes, each IAB includes 6–18 items as reflected in the IAB blueprint. Some IABs, (e.g., the ELA PT IABs) may require more than one class period for some students to complete.

SECTION 4.0: ADMINISTERING THE INTERIM ASSESSMENTS ONLINE



Use the following information and script to assist students with the login procedures. Please refer to the *Guide to Navigating the Online HSAP Administration* in the *Test Administration* folder on the Smarter Balanced Resources page at alohahsap.org to become familiar with the Online Testing System.



It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.



RECOMMENDATION: Consider printing this section to be used by the Test Administrator on the day of testing for both the Computer Adaptive Test (CAT) and Performance Task (PT) portions of the test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating either test.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session and must ensure that students do not have access to digital, electronic, or manual devices during testing.

Ideally, students taking the interim assessments will practice using the same accessibility supports that they will use during summative testing. For a full listing of available supports, their definitions, and suggestions for use, see the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* and *Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF)*. **Designated supports** can be set in TIDE at the school level by Teachers, Test Administrators, and Test Coordinators; **Accommodations** will require the School's Test Coordinator to submit the [Accommodations Verification Request Form](#) to the Assessment Section for review and IEP student record verification.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. These directions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. No test items can be read to any student for any content area, unless the decision to provide the Read Aloud Designated Support or Accommodation has been made or rendered.

Please remember that the script must be followed exactly and used each time a test is administered except with students who are assigned the Simplified Test Directions non-

embedded designated support as described in the *UAAG* and *CAF*. If the class is resuming a test and the TA is sure that all students can log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TA should try to maintain a quiet environment, free from talking and other distractions. Before each test begins, he or she should encourage students to do their best.

Any time a student logs in to the testing system, the TA should follow this script. This includes logging in to complete the Computer Adaptive Test (CAT) or the Performance Task (PT).

4.0.1 Launch Secure Browsers



Prior to launching the secure browser, all other applications should be closed.

A secure browser is required to access the Smarter Balanced interim assessments. The secure browser provides a secure environment for student testing by disabling the hot keys, copy, and screenshot capabilities and access to the desktop (Internet, email, and other files or programs installed on school machines). Prior to launching the secure browser, all other applications should be closed. The secure browser will not display the IP address or URL for the secure testing website. Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as testing navigation tools. Students will not be able to print from the secure browsers. During testing, the desktop is locked down, and students must “Pause” (to save the assessment or exam for another session) or answer all test items and complete the assessment or exam in order to exit the secure browser.

Before students arrive to take an assessment, make sure that the student login screen is showing on each computer. Click the HSAP Secure Browser icon on each computer to open the secure browser. It is recommended that Test Administrators rather than students launch the browsers in order to prevent students from accessing other applications. Once the secure browser is launched, students can no longer access other applications.

In the event of technical difficulties with the secure browser, contact your technology coordinator or the HSAP Help Desk.

4.0.2. Distribute Materials

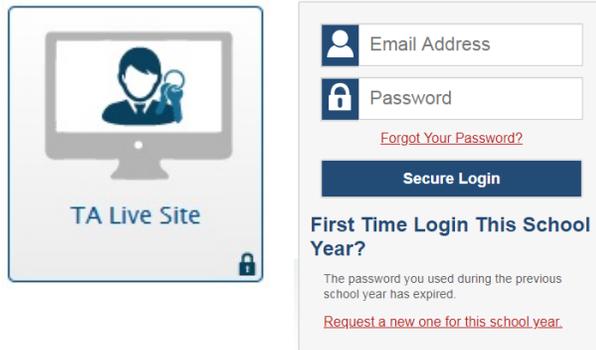
Distribute any needed materials, such as pencils, scratch paper and headphones. You may wish to plug in headphones ahead of time so that you do not need to pass them out during the test session.

4.1. Starting a Test

The TA must create a test session before students can log in to the Student Testing System **(but no more than 30 minutes prior or the system will time out)**. When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

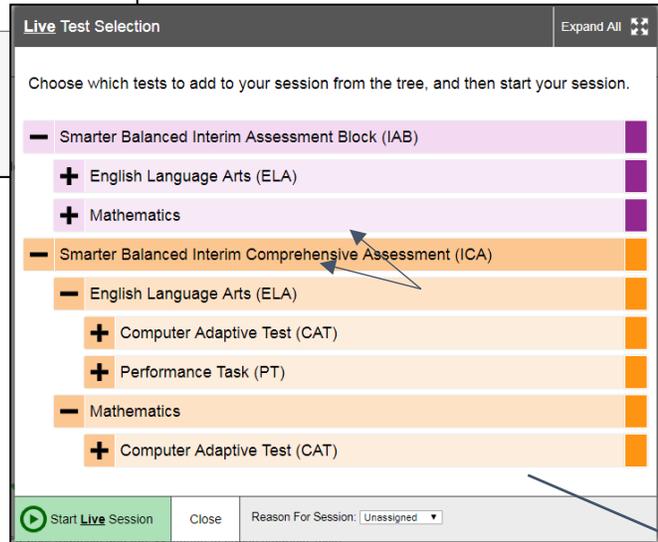
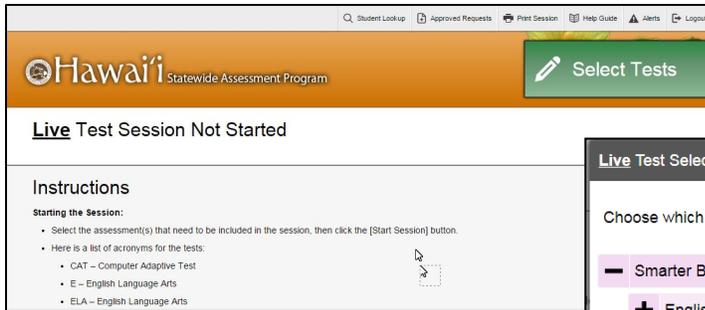
1. The TA logs in to the TA Interface.

The TA accesses the TA Interface via the TA Live Site card at <https://smarterbalanced.alohahsap.org/>. The TA then enters his or her username and password and clicks [**Secure Login**] to log in to the TA Interface.



2. The TA creates a test session.

When you log in to the TA Interface via the TA Live Site card, the Test Selection window opens automatically. This window allows you to create a test session, select the particular test(s), content area, and CAT(s) or PT(s) to be administered in the test session. All of the interim assessments are available through the [TA Live site](#). Interim assessments can be “filtered” by test and subject.



Smarter Balanced Interim Comprehensive CAT
Smarter Balanced Interim Comprehensive Performance Task

IMPORTANT: When administering the Smarter Balanced Performance Task, the Test Administrator must select and start the Performance Tasks available for grade level they are testing on. TAs must be careful to only select the interim assessments that are intended to be administered.



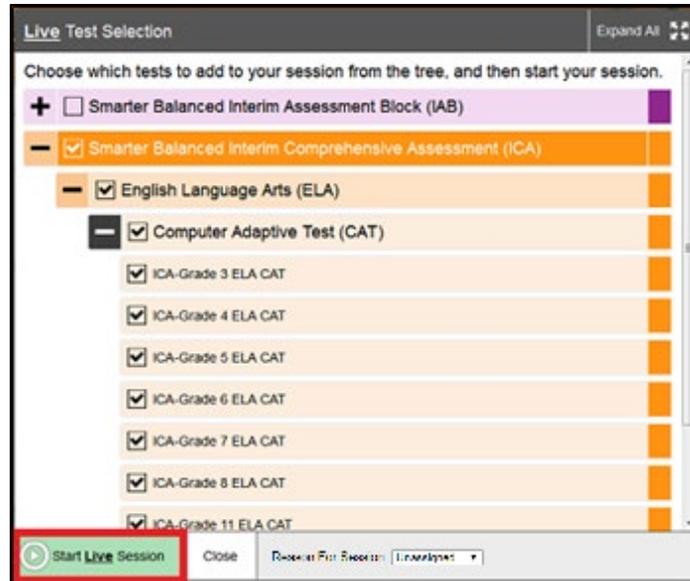
Students will only be able to see and access those selected tests for which they are eligible in TIDE.

3. *The TA begins the test session.*

After clicking on the assessment(s) to be administered during the test session, the TA clicks on the **[Start Live Session]** button to begin the test session and generate the session ID that students use to join that test session.

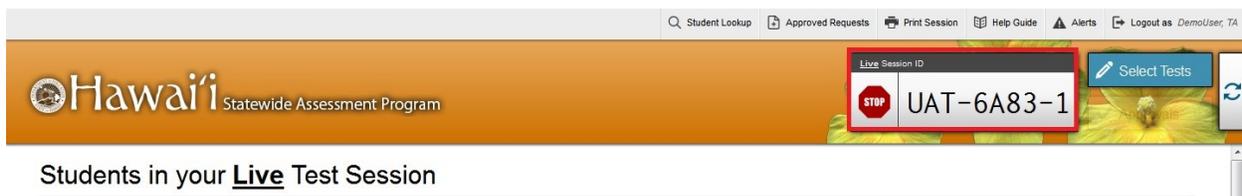


Although the interim assessments are considered non-secure tests, the administration procedures for the summative assessments, including electronic device policies, should be followed.



4. The TA informs students of the test session ID.

The system-generated session ID appears in the top-right corner of the screen.



Write the Session ID clearly on the chalkboard or whiteboard or somewhere else where students will be able to see it. Students must enter the Session ID exactly as it is written, without extra spaces or extra characters, in order to log in.

Test sessions must be created on the day of testing, not before. This prevents potential test security problems. Students from the same class who take tests at different times or with different Test Administrators do not need to use the same Test Session ID.

The script should be read in its entirety prior to a student logging in for the first time. For subsequent administrations of the same assessment, see section 4.2. Testing Over Multiple Session or Days.

SAY: Today, you will take the Smarter Balanced interim [insert grade, ELA/mathematics, and CAT/PT or the name of the IAB] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

You may only use the computer to take this test. You may not use the computer for another reason before, during, or after testing.

Take your cell phone and any other electronic devices out of your pocket, backpack, or bag and turn it off. Do not leave it on or place it on silent mode. If you have a backpack or bag, place the turned off phone or device in your backpack or bag and place it in the area I have designated. If you do not have a backpack or bag, bring your phone or device to my desk and place it in the area I have designated. Your phone or device will be returned to you at the end of the test session. If you do not follow these test security directions and you use your phone or device during the test session for any reason, your test will be invalidated, your parents will be informed of your behavior and any consequences that will be determined by the principal.

During Testing

You must answer each question on the screen before going on to the next one. Go ahead and provide what you think is the best answer even if you are unsure and mark it before going on to the next question. If you would like to review that answer, you may go back and change the answer during this test session.

If you have a question or need help with something during the test, raise your hand and I will come to you. Some of you may not finish your tests during this session, and that is okay. You will be able to finish on another day.



NOTE: If a school has a more stringent cell phone policy, then that policy may be stated in place of the minimum cell phone test security requirements stated above.

NOTE: TAs may not limit the number of questions a student may answer during a test session.

SAY: Please write your name on the scratch paper. I will collect all papers at the end of this session.

[The following should be read for the Mathematics ICA CAT in grades 6 – 11 and ELA PT only]

SAY: Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

SAY: You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

[The following should be read for the ELA/Literacy, Math ICA CAT test only and non-PT IABs]

SAY: If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers, even the ones you marked for review. You may check your answers to any questions before you pause your test.

SAY: Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you still have a cell phone or an electronic device, please turn it off, raise your hand and I will come and collect it before the test begins.

If you finish your test early, review your answers. Once you have done so, submit your test and log out. You must sit quietly in your seat until dismissed. You may not use the computer for any reason.

We have [x] minutes to work on this test today. I will let you know when there are 5 minutes remaining in the session. Begin to log in now.

Give students the test session ID and other log-in information. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected and securely stored after each test session and securely shredded after all testing has been completed. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The TA will be logged out of a test session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to resume the test session.

TAs may also write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered exactly as it is written—it is case sensitive—without extra spaces or characters. Please refer to the *Guide to Navigating Online HSAP Administration* in the Test Administration folder on the Smarter Balanced Resources page at alohahsap.org to become familiar with the Online Testing System.

SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. *Raise your hand if you need help typing this information on your keyboard.*

Please do not share your SSID with anyone. This is private information.

Now click "Sign In." *Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

Ensure that all students have successfully entered their information. The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or TIDE. TAs may assist students with logging in if necessary.

Student information could also be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Test tickets with students' legal name and 10-digit State Student Identification Number (SSID) number can be printed from the Students Section of Preparing for Testing in TIDE at www.hitide.org. However, please remember that SSIDs are confidential information and papers or cards need to be collected and stored in a secure location after each test session. The papers or cards must be shredded after testing has been completed.

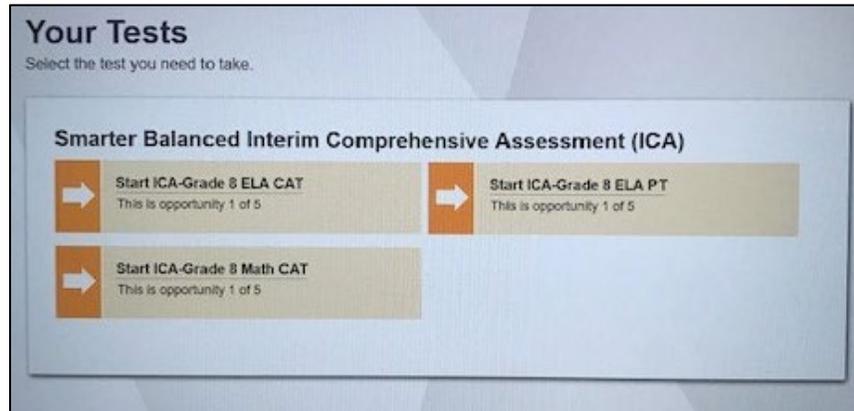
If the information in the online testing system is incorrect for a student, the student's information must be updated in the Department's student information system by your school's office or registrar. Information from that system will then automatically be transferred into the online HSAP system. Typically, it will take 48–72 hours for updated information from the student information system to be updated in the online HSAP system. Please contact your Test Coordinator if a student's personal information is displayed incorrectly and you need assistance.

5. *The TA informs students of the test session in which they are participating.*

SAY: On the next screen, select the [INSERT NAME OF TEST (e.g., ICA Grade 5 ELA CAT)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test

Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the Test Coordinator (TC).



Students may be able to select from more than one test, for example, a CAT in both English language arts/literacy (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area “ELA” or “Math” and the test type “CAT” or “PT.” Students will see only assessments for which they are eligible.

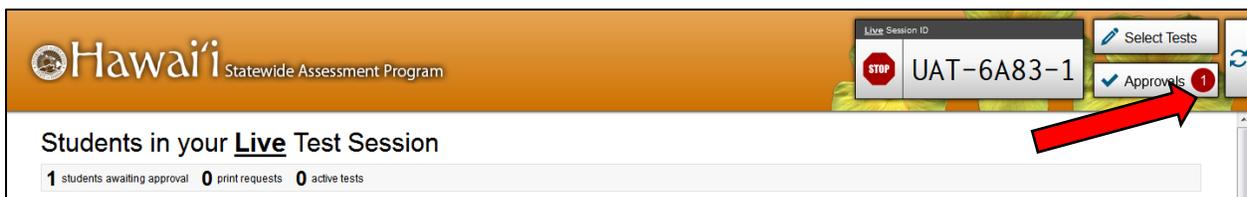
6. The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.**



Accidentally selecting and starting a summative assessment will start the clock on these assessments (10 calendar days for the ELA PT, 45 calendar days for the CAT), regardless of whether or not the TA or teacher intended to start these tests.

- a. Select the [Approvals #] button.



- b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test, Computer Adaptive Test (CAT) or Performance Task (PT).
- i. If a student selected a test other than the one the TA plans to administer to that student that day (for example, selected a PT instead of a CAT or selected mathematics instead of ELA), the TA must deny the student entry to the test session. The student may then log in again and select the correct test.

NOTE: Administering a summative test instead of an interim test is a testing irregularity and needs to be addressed in Testing Incidents in TIDE. Administering an interim test instead of a summative test is not a testing irregularity but will require students to retest at a later time to complete summative testing.

- c. The TA should also review the test settings assigned to each student to ensure that they are correct.
 - i. If a student's settings are incorrect, do not approve that student to begin testing. Depending on the setting, the TA will need to work directly with the Test Coordinator (TC), the student's Teacher, and/or the Assessment Section to correct the test settings in TIDE before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the TA interface.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.** Please see the [TIDE User Guide](#) for additional information on correcting student test settings.
 - ii. A designated support may be changed for a student after testing has begun; however, the student's test will need to be paused and he or she will need to log out of the test session in order for the TA to change the designated support in the TA Live Site. The TC may change the designated support in TIDE. The updated designated support will take effect once the student logs back into the test session.
 - iii. The Language selection may not be changed after a student has begun a test opportunity. Once a student has started an online Smarter Balanced assessment in English or Braille, or in Spanish for mathematics, the setting cannot be changed. If a student has started a test opportunity with the incorrect Language feature, the student's test should be immediately paused, and the Test Coordinator should contact the HSAP Help Desk for further assistance.
- d. When the correct test is selected and test settings are verified, the TA clicks [] for each student or [Approve All Students]. **The TA should only click Approve All Students if he or she confirms that the content area, type of test, and test settings for each student are correct.** Test settings, designated supports in particular, can be set by the TA if necessary and appropriate.

Approvals and Student Test Settings ✓ Approve All Students ↻ Refresh ✕ Done

1 students awaiting approval ● = Smarter Balanced Interim Comprehensive Assessment (ICA)

ICA-Grade 5 ELA CAT				
Student Name	Student ID	Opp #	See Details	Action
SMITH, JOHN	9999990054	1	Custom	

Test Settings for: Smith, John ✓ Set ✓ Set & Approve ✕ Cancel

You must select [Set] or [Set & Approve] to confirm these test settings. Use [Set] to confirm the settings and return to the main Approvals screen to approve this student.

Student ID: 9999990017 | Middle School Earth Space Science - History of Earth 1 | Opp # 1

Embedded Designated Supports

	Color Contrast	Yellow on Blue
	Masking	Masking Available
	Permissive Mode	On
	Streamline	On
	Text to Speech	None

Embedded Universal Tools

SAY: After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Each student will be logging in at a different time. The TA should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA assessment or using Text-to-Speech for mathematics during the test session, read the next blue box so the students will know how to verify that their headsets are working properly.

[The following should be read for the ELA CAT]

SAY: Today you are taking the ELA CAT. Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [I heard the sound]. If not, raise your hand.

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Sound and Video Playback Check

Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.



Next Step:

If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

[The following should be read for any students who have the Text-to-Speech designated support or accommodation]

SAY: If you have text to speech, next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [I heard the sound]. If not, raise your hand.

Text-to-Speech Sound Check

Make sure text-to-speech is working.

 Make sure that audio playback is working. To play sample audio, press the speaker button. If you were able to play the sound, choose Works! If not, choose Doesn't Work and report it to the proctor.

Sound Settings

Current Voice Pack:

Use the sliders to adjust the available text-to-speech settings.

Volume

Pitch

Rate

Next Step:

If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or the HSAP Help Desk at 1-866-648-3712 or hsaphelpdesk@cambiumassessment.com.

SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

For the CAT portion of the test, after a pause, the student's test can be resumed at any time within the testing window up to forty-five (45) calendar days from the start date. For the PT, there is no pause limit, but the test expires ten (10) calendar days after it is started. See *Testing Time* and *Recommended Order of Administration* for each content area and type of assessment in the *Smarter Balanced Summative TAM* located in the Test Administration folder on the Smarter Balances Resources page at alohahsap.org.

7. The TA Monitors test progress.

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in ten days (PT) or forty-five days (CAT), the TC will need to submit a "Testing Incident" request via TIDE to reopen the test.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. Incidences of cheating or other inappropriate behaviors should be addressed at the school level.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student and which item they are currently working on (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the  button in the upper-right corner to update it manually. Do NOT click the web browser's refresh button to refresh the TA Interface.

Students in your Live Test Session							
0 students awaiting approval		0 print requests		1 active tests		Smarter Balanced Interim Comprehensive Assessment (ICA)	
Student Name	Student ID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
SMITH, JOHN	9999990054	1	ICA-Grade 5 ELA CAT		started: 4/43	Custom	 

Student Directions During Testing

TAs and proctors may not advise or assist students during test sessions, such as:

- provide reminders of test taking strategies,
- advise a student to use scratch paper,
- provide hints on problem solving techniques,
- remind students to review work,
- provide guidance on pacing (speed up or slow down).

If you notice that a student is off task, you may read the statement below **verbatim**.

SAY: It is important that you do your best. Do you need to pause the test and take a break?



If a student is not actively engaged with the test, the TA may pause the student's test and should consult with the TC to determine if additional test sessions are appropriate. TAs are not required to provide additional test sessions for a student who has exceeded the average test taking time and is not actively engaged in the test.

If a student is concerned about an item, you may direct the student to review a tutorial by reading the script below **verbatim**.

SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can select Tutorial from the context menu to view a short video.

Allowing the students to practice on the Training Test and Practice Test prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.

IMPORTANT:

- If the TA is using the TA Interface and navigates to another CAI system (TIDE, ORS, etc.) the session will stop, and all students in the session will be logged out.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. (Inactivity is different from pausing a test. The Pause Rule is 20 minutes). Before 30 minutes have elapsed, the TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID and re-enter the test session.
- As a security measure, TAs are automatically logged out of the TA Interface after 30 minutes of TA user inactivity (defined as clicking the  button or navigating to any part of the TA Site) and/or student inactivity (defined as selecting an answer or navigation option in the test) in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so that they can log in and resume testing. Please note that students will not be able to return to CAT items from previous sessions, even if the responses were marked for review.

8. *The TA ends the test session and logs out of the Test Administrator Site.*

When there are approximately ten minutes left in the test session, the TA should give students a brief warning.

SAY: There are 10 minutes remaining in this test session. If you have not reached the last question on the test, please answer the current question on your screen and stop.

You may review any completed or marked items now. Do not submit your test unless you have answered all of the questions. If you have not finished the test, you will have a chance to answer the rest of the test questions on another day.

[The following should be read for the ELA CAT portion only].

SAY: If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

SAY: If you need additional time let me know.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test.

After answering the last question and reviewing any marked test questions, students must pause or submit their tests. If students would like to review their answers before submitting their test, they should click **[Review My Answers]** and then **[Submit Test for Scoring]** after they finish reviewing. Once a student clicks **[Submit Test for Scoring]**, the student will not be able to review answers. Students must then click **[Log Out]** to exit the testing site. Students who have not finished can click **[Pause]**.

SAY: This test session is now over. If you have not finished, please answer the current question on your screen and click [Pause], and you will be able to finish at another time. Then click [Log Out].

Follow appropriate testing policies regarding allowing students who need additional time to finish testing. Keep in mind the 20-minute pause rule; students whose test is paused for longer than 20 minutes will not be able to go back to any questions that contain a response or are marked for review. Students will also not have access to notes entered in the Digital Notepad.

SAY: **[For Math and ELA CAT portions only]** Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

SAY: If you have answered all the questions on your test and have finished reviewing your answers, click **[Submit Test For Scoring]**. Then click **[Log Out]**. I will now collect any scratch paper or other materials. Please be sure your name is written on your scratch paper.

TAs should click **[Stop Session]** to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the **[Logout]** button at the top right. TAs should also collect any used scratch paper (and graph paper for grades 6 and up).

4.2. Testing Over Multiple Session or Days

For some tests, particularly the Performance Tasks (PTs), students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. The ELA PT may be administered in one session covering both Segments 1 and 2. Once a student moves

on to Segment 2, he or she will not be able to review or revise the answer to the question in Segment 1. For the Mathematics IABs that include a PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.



It is very important that tests be Paused not Ended or Submitted if students will be completing in a later session.

If testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script (SAY boxes) to the students from the beginning of this section

4.3. Sensitivity Responses

4.3.1. Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Smarter Balanced security protocols make it clear that TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after the Smarter Balanced assessments, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect
9. Bullying

4.3.2. Collecting information

Prior to administration, each TA should have a thorough understanding of school and/or state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, and/or state policies.

4.3.3. Escalating information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern to the test coordinator or principal in accordance with school policies and procedures.

SECTION 5.0: GUIDELINES FOR ADMINISTERING THE INTERIM ASSESSMENTS

5.1. Criteria for Selecting Standardized Administration

The criteria for selecting the standardized option for a student is determined locally. Factors that may impact appropriateness include, but are not necessarily limited to, the extent to which:

- The test items have been exposed to students.
- The interim assessments were administered in a consistent manner across time.
- ***Educators and others who make inferences based on test results should have received adequate training in administering the interim assessments and in interpreting results.***
- A student with disabilities took the interim assessment in a manner consistent with the accessibility resources (e.g., accommodations) identified in his or her respective Individualized Education Program (IEP) or Section 504 Plan, and in a manner consistent with how the student performs work for his or her classes.
- A student identified as an English learner took the interim assessment with the necessary accessibility resources identified for use with statewide assessments.

The following table provides several examples of standardized and non-standardized administration of interim assessments.

Table 1: Examples of Standardized and Non-standardized Administration

Standardized Administration	Non-standardized Administration
<p>Example 1: A teacher administers the Read Informational Texts IAB to assess the degree to which students learned the emphasized skills at the completion of a unit of instruction.</p>	<p>Example 1: The teacher displays an item from the Read Informational Texts IAB that requires hand scoring. Using the Assessment Viewing Application, the teacher asks students to respond to the question on paper. The teacher may then score the responses using the scoring guides and use the results to inform next steps for instruction.</p>

Standardized Administration	Non-standardized Administration
<p>Example 2: A grade eight math teacher administers the grade seven ICA in the fall to any student who did not take the Smarter Balanced Summative Assessment the previous school year. The teacher uses these results, along with the grade seven summative results for the other students, as a foundation for instructional planning at the beginning 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 whole-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. Teachers score the students' work and discuss any impact they've observed in their performance.</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>

In summary, interim assessments can be used in a variety of ways. They can be administered under standardized conditions, as described in the *Smarter Balanced Summative Test Administration Manual*. The *Smarter Balanced Summative Test Administration Manual* can be found in the Test Administrator folder on the Smarter Balanced Resources page at <https://smarterbalanced.alohahsap.org/resources/test-administration/>. They can also be administered in a non-standardized manner. In addition, they may be used as a basis for class discussion or feedback at the item level but may not be used, displayed or distributed to individuals beyond authorized local education agency staff and students.

5.2. Test Security

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with school policies and procedures, educators may establish the timeframe, administration policies, and local scoring practices for interim assessments. The interim assessments are designated as student and teacher facing. This designation means that educators have the flexibility to access the test questions and their students' responses to the test questions. Educators may use the interim assessments for the formative assessment process to improve teaching and learning. 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. 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. Finally, interim assessment items must not be copied into third party systems without the permission.

5.2.1. Responding to Testing Improprieties, Irregularities, and Breaches

Since interim assessments are not intended to be used for accountability purposes, most testing improprieties, irregularities, and breaches described in the *Smarter Balanced Summative Test Administration Manual* are not reported during an interim assessment administration. Unlike the summative assessments, teachers may discuss interim test items with students or other educators in the school and may use interim test items for instructional purposes.

There are two exceptions to this general policy:

- **Testing Irregularity:** A Test Administrator accidentally administers a summative assessment instead of an interim assessment. This testing irregularity is typically reported to the School Principal and TC immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a testing incident request be required.
- **Breach:** An adult or student shares interim items publicly. Incidents that are considered breaches for interim assessments include the following:
 - Adult or student posting interim test items or stimuli on social media (Twitter, Facebook, etc.).
 - Adult allowing students to take home copied or printed test items, stimuli, or scratch paper that was used during the test. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item.
 - Adult or student posting interim test items in a third-party system (e.g., a student information system or local database).
 - Adult displaying or distributing interim assessment items that results in access to individuals beyond authorized local education agency staff and students (e.g., posting on a classroom webpage or putting them into a homework packet).

These inappropriate uses of interim items may prevent a teacher from a different school, complex, or complex area from using an interim assessment for their planned purpose. A breach incident must be reported to the School Test Coordinator immediately. The School Test Coordinator is responsible for notifying the HIDOE Assessment Section at 808-307-3636 who will notify Smarter Balanced staff of a potential security breach.

SECTION 6.0: UNIVERSAL TOOLS, DESIGNATED SUPPORTS, ACCOMMODATIONS, ACCESSIBILITY

The Smarter Balanced assessment system is designed so that all students—including students who are learning English or have special needs—can participate in the tests and demonstrate what they know and can do. The interim assessments also include all the accessibility resources that are available in the summative assessment to provide accurate results for all students. Smarter Balanced accessibility resources include:

- A set of universal tools—such as a digital notepad and scratch paper—are available to all students based on student preference and selection.
- Designated supports—like a translated pop-up glossary are available to students for whom a need has been indicated by an educator or team of educators (along with the student and his or her parent/guardian) familiar with the student’s instructional needs.
- Accommodations—are available to students with a documented need noted in an IEP or 504 Plan.



Universal tools are available to all students and are pre-selected in TIDE. Designated Supports and Accommodations for students who require these accessibility features must be set in TIDE prior to the student taking any Interim Assessments.

6.1.1 What are Universal Tools?

Universal tools are access features of an assessment or exam that are provided as digitally delivered, i.e., embedded, or separately-delivered, i.e., non-embedded, components of the test administration system. Universal tools are available to all students based on their preference and selection and have been preset in TIDE. For specific information on how to access and use these universal tools, refer to the *Guide to Navigating the Online HSAP Administration*, the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, or the HSAP *Crosswalk of Accessibility Features Across State Assessments in Hawai'i* posted on the Smarter Balanced Resources page at alohahsap.org.

6.1.2 What are Designated Supports?

Designated supports are access features that are available for use by a student for whom a need has been indicated by an educator or team of educators. Educators may consult with parents, guardians, and students as needed. A consistent process needs to be used to determine which embedded and non-embedded designated supports are needed by a student for an assessment. Educators who make these decisions for an identified student need to have a clear understanding of the process for ensuring that this student is currently using the feature during classroom instruction and is given an opportunity to practice using any variation in the

feature that will be provided during the administration of an assessment. For specific instructions on how to set these designated supports in TIDE, refer to the *TIDE User Guide* posted in the Test Administration folder on the Smarter Balanced Resources page at alohahsap.org. For guidance regarding these designated supports, refer to the Accessibility and Accommodations folder on the Smarter Balanced Resources page at alohahsap.org.

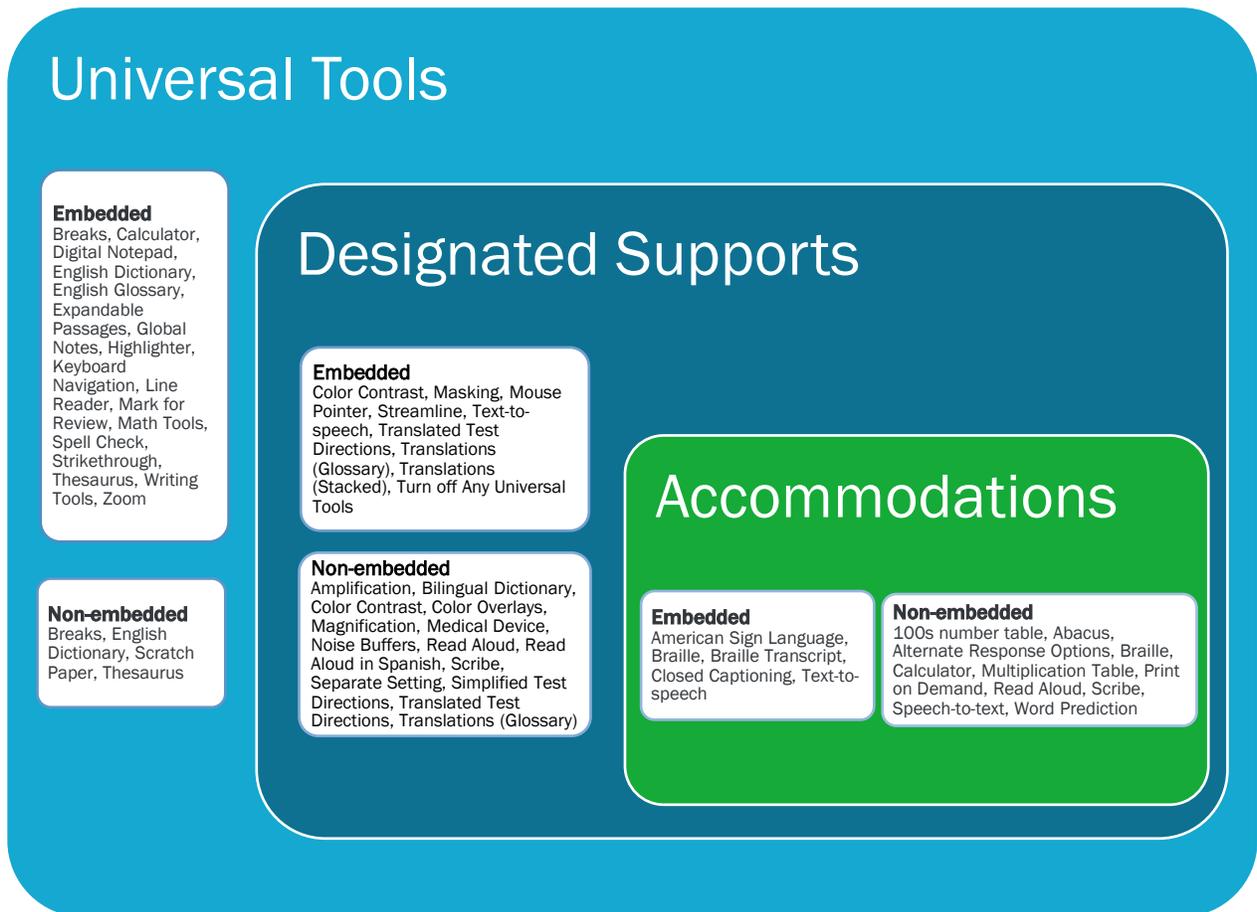
6.1.3 What are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access for IDEA-eligible and 504 students during the administration of the Smarter Balanced assessments. A student's need for an embedded or non-embedded accommodation must be documented in his or her IEP or 504 Plan. For specific instructions on how to set these accommodations in TIDE, refer to the *TIDE User Guide* posted in the Test Administration folder on the Smarter Balanced Resources page at alohahsap.org. For guidance regarding these accommodations, refer to the Accessibility and Accommodations folder on the Smarter Balanced Resources page at alohahsap.org.

Test Coordinators must submit the **Accommodations Verification form (available in the Smarter Balanced Summative Test Administration Manual [Appendix Q] or on the Test Administration Forms page at alohahsap.org)** to be verified and set in TIDE by the Assessment Section. Only one Accommodations Verification Form is needed per student per accommodation per school year. This will enable the settings for all applicable assessments. Be sure to indicate which assessments the settings are needed for when filling out the form. Settings for Smarter Balanced ELA/Literacy or Mathematics Assessments will be applied to both the Interim and Summative Assessments.

As shown in the following figure, each category of accessibility features—universal tools, designated supports, and accommodations—includes both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system (embedded) or separate from the test administration system (non-embedded).

Figure 2. Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.

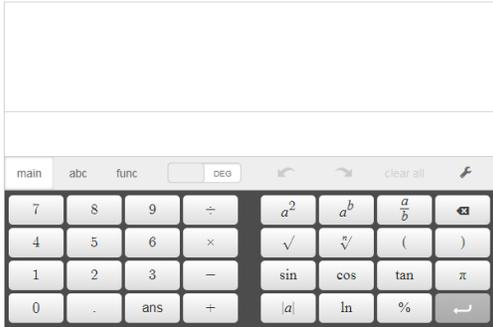
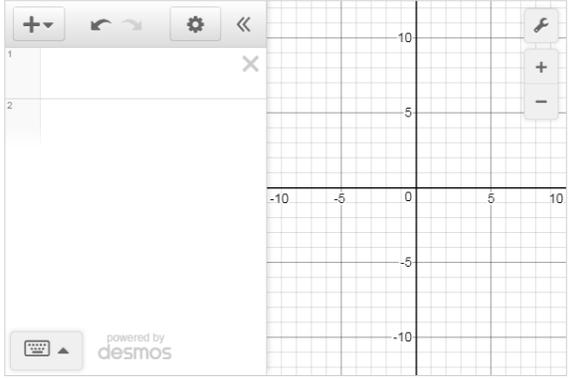


6.2. Use of Calculators

The following describes calculator policies for the Smarter Balanced online summative assessments and for students taking the online interim assessments using standardized administration procedures. Teachers administering the interim assessments using non-standardized conditions or for formative purposes may offer students more flexibility regarding the use of calculators.

- No external calculators are permitted, with the exception of students with a documented accommodation in an IEP or 504 Plan (i.e.; Braille or talking calculators). Where needed, embedded calculators are available to students for mathematics tests within the online testing system.
- Smarter Balanced mathematics assessments for grades 3–5 do not allow calculators to be used.

- Many of the mathematics ICA and summative assessments for grades 6 through high school are divided into two sections: Calculator Available and Calculator Not Available. The types of embedded online calculators available during the Calculator Available section is described below.

<p>Grade 6—four-function calculator</p>	<p>Basic Calculator for Grade 6</p> 
<p>Grades 7 and 8—scientific calculator</p>	<p>Scientific Calculator for Grades 7–8</p> 
<p>High School—calculator with scientific, regression, and graphing capabilities</p>	<p>Scientific, Graphing, and Regression Calculator for High School</p> 

- Some grade-level mathematics IABs have a calculator available and others do not, depending upon assessed content.

6.3. Electronic Devices

For standardized administration conditions, students should only have what is needed and allowed for testing on their desks, unless a device is needed for medical monitoring as described in the [Smarter Balanced Usability Accessibility and Accommodation Guidelines](#). All other student belongings should be placed in the location identified by the Test Administrator.

For standardized and non-standardized test administrations, no digital, electronic, or manual device may be used to record or retain test items or stimuli (reading passages). Similarly, these materials may not be shared using email, social media websites, etc. This is consistent with the interim assessments being “student and teacher facing” only and the information provided in See Section [5.2. Test Security](#).

6.4. Scratch Paper

Scratch paper is a non-embedded universal support for students to take notes, write computations, or develop draft responses. Scratch paper should be provided to students for all of the interim assessments. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (e.g., Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 Plan. Access to internet must be disabled on assistive technology devices.

For a standardized interim assessment administration, the teacher may either destroy scratch paper or securely store it after each test session, if the teacher plans to use student notes after testing for instruction. This includes when students take notes and/or draft responses to the ELA performance task (PT). For the ELA PT IAB and the PT portion of the ELA ICA, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for notetaking during the ELA PT, students may use scratch paper to make notes or develop draft responses.

To maintain the security of interim test items, teachers should direct students to write their names (or some appropriate identifying information) on their scratch paper used for notes on the ELA PT. The teacher should collect and securely store the scratch paper to be used during a subsequent ELA PT test session. All scratch paper must be securely destroyed or stored upon the student's completion of the PT similar to the protocol used for the summative assessment.

Work that students do on scratch paper for interim assessments may contribute to classroom discussions, (e.g., compare first drafts to later versions of a writing response). It may also help inform teacher's next steps in instruction or be used in a Professional Learning Community

within the school environment. In all cases, the scratch paper must be kept securely and should be destroyed/shredded when the instructional use ends.

6.5. Breaks

There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. It is recommended that a single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).

For the ELA performance task (PT), the student can take a break for any amount of time and still return to any previously answered item within the PT's current segment only. The ELA Performance Tasks are presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves from Part 1 to Part 2, he or she will not be able to review or revise items in Part 1. It is recommended that students complete Part 1 in one test session and Part 2 the next school day in a separate test session.

6.6. Verbal Instructions/Script

The purpose of the Smarter Balanced interim assessments is to provide educators with student- and class-level results that can be used to inform instruction. For a standardized administration of the ICAs, TA's may use the scripts and directions provided in [Section 4.0: Administering the Interim Assessments Online](#). For non-standardized administration a standard verbal script is not required.

SECTION 7.0: VIEWING SCORES AND RESULTS

Smarter Balanced Interim Assessment scores will be available in the Centralized Reporting system after tests have been submitted by a student and the scores for all responses have been combined to generate a report. In the case of the ELA ICAs, both the Computer Adaptive Test (CAT) and Performance Task (PT) for ELA/literacy must be completed by the student before scores are posted.

The ICA reporting is the same as for the summative assessments: The reports contain: an overall scale score with error band endpoints and achievement level per content area/subject and claim- level classifications as “Below Standard,” “At/Near Standard,” and “Above Standard”. Once an IAB is completed, and open responses are hand scored, if applicable, student results will be available in Centralized Reporting. Results will report overall information for each block as “Below Standard,” “At/Near Standard,” and “Above Standard”. Sample reports appear in [Appendix C](#). Class Target Score Reports are not available for the Interim Assessments.

Centralized Reporting can be accessed at: <https://smarterbalanced.alohahsap.org/users/test-administrators.stml> using your TIDE user name and password. The *Centralized Reporting Guide* can be found in the Reporting folder on the Resources page at alohahsap.org.



Centralized Reporting provides detailed information regarding school, class, and student results for the Interim Assessments. The system includes the student responses to Interim Assessment items.

7.1. Centralized Reporting Overview

Centralized Reporting provides student performance reports for interim assessments (Smarter Balanced ICAs and IABs). Centralized Reporting consists of a **Dashboard** page and various Assessment Reports. The **Dashboard** provides a summary of all the assessments associated with a particular user or institution, and the Assessment Reports provide detailed performance data for each of the assessments.

Assessment Reports are available at various levels within a complex. Access to each Assessment Report depends on your user role.

ELA ICAs and some IABs have machine-scored student responses. These are available in Centralized Reporting for review, verification and optional hand scoring as deemed appropriate. Hand scoring will no longer be required for ICAs or IABs to generate results in Centralized Reporting, with the exception of Mathematics PTs. Performance data for the Mathematics Performance Task IABs will not be available until the hand scoring is completed. Authorized users may also use Centralized Reporting to modify scores for certain machine-scored items.

For interim assessments with items that are all machine scored, student results are generally available in Centralized Reporting within a few minutes after the test is submitted by the student in the online test delivery system. In the case of the ELA ICAs, both the Computer Adaptive Test (CAT) and Performance Task (PT) for ELA/literacy must be completed by the student before scores are posted.

Below is a brief description of each level of results.

7.1.1. Group-Level Results

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

- A teacher's classes
- The group of students who received similar instruction or who participates in a specific program (e.g., intervention or enrichment)

The reporting system allows users to establish customized groups or to display results by grade-level, demographic category, education status (e.g., IEP, EL) within a particular school.

Instructional supports are available for each IAB and provide teachers with instructional next steps based on a group of students' performance on an IAB.

7.1.2. Student-Level Results

Student-level results provide a roster of students with each student's overall performance on a selected ICA or IAB. The report displays individual student achievement levels and claim reporting categories for ICAs and reporting categories for ICAs.

7.1.3. Item-Level Results

Item-level results provide student responses to test questions and enable educators to evaluate any patterns in responses by looking at which items the group did well on and on which items they struggled. The item-level view for an individual student shows the claim, target, item difficulty, standard, the maximum score, and the student's score for the item.

7.2. Accessing Centralized Reporting

Access to the reports and features available in Centralized Reporting depends on your user role in TIDE. All users may access the Student Portfolio Report.

- Teachers can access the Teacher Assessment Report and Student Assessment Report.
- Principals and Test Coordinators can access the School Assessment Report, Roster Assessment Report, and Student Assessment Report.

- Complex staff users can access the District Assessment Report, School Assessment Report, Roster Assessment Report, and Student Assessment Report.

See the *Centralized Reporting User Guide* for more detailed information about user roles. The *Centralized Reporting User Guide* can be found in the Reporting folder of the Smarter Balanced Resources page at alohahsap.org.

7.3. Understanding Results for the Interim Assessments

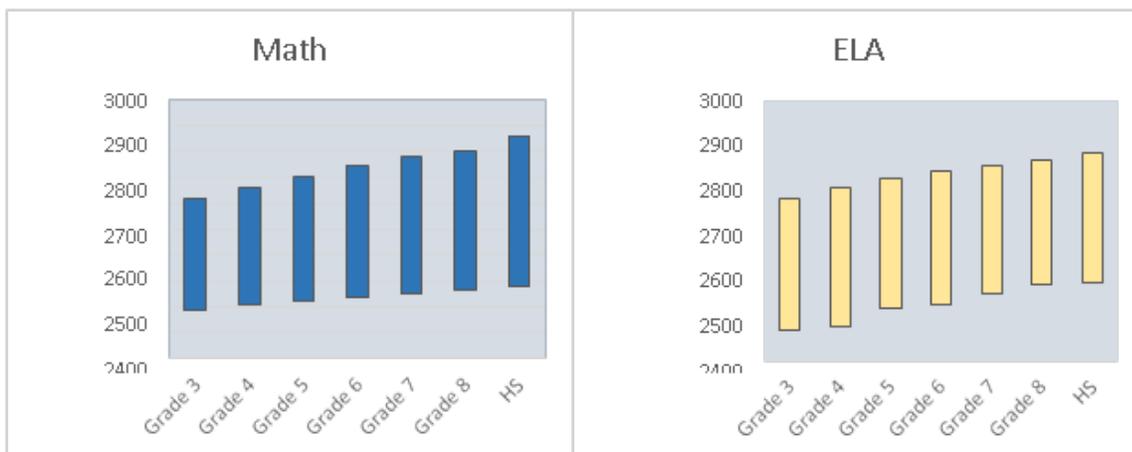
Results from the interim assessments include scale scores and an error band, as described below. See the *Interim Assessments Interpretive Guide* (<https://portal.smarterbalanced.org/library/en/reporting-system-interpretive-guide.pdf>) for more information.

7.3.1. Scale Scores

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 for both the interim and summative assessments.

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 3. Smarter Balanced Vertical Scale



Scale scores provide information about overall student performance (achievement level) on the summative assessment and ICA. The scale score and standard error of measurement are used to determine a student's reporting category for IABs.

The interim assessments are designed to support teaching and learning. Rather than using the results to predict student performance on the summative assessment, especially when the results indicate that students have not mastered the assessed content, the teacher should use the results and the instructional supports available in the Digital Library to help students master the content prior to taking the summative assessment.

7.3.2. 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, and student guessing. Each time a student takes a Smarter Balanced test, psychometric procedures are used to calculate the scale score and the standard error of measurement (SEM). 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.

7.4. Reporting Performance for ICAs

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), and Level 1 (Standard not met). The achievement levels are also reported for the summative assessments as described in the Reporting Achievement Level Descriptors at <https://portal.smarterbalanced.org/library/en/achievement-level-descriptors.pdf>

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 a particular aspect of the Hawai'i Common Core Standards. Claim scores are reported in one of three reporting categories: Above Standard, At/Near Standard, or Below Standard.

7.5. Reporting Performance for IABs

Reporting categories used for the Interim Assessment Blocks (IABs) are different from achievement levels used to communicate overall performance on the ICAs (Interim Comprehensive Assessments), because there are fewer items on the IABs and they are more focused. Reporting performance for IABs and ICAs is described below and is followed by information regarding how the results can be used to inform instruction through links to the Digital Library.

Based on a student's individual scale score and the error band, student results for IABs are reported as one of three reporting categories: Above Standard, At/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.

7.6. Links to the 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. The resources are selected and organized based on the specific reporting categories for an IAB. These documents can be easily accessed through Centralized Reporting on each Assessment Report page by clicking the  icon in the upper left corner above the results table. NB: You need to be a registered Digital Library user and log in after clicking the icon in order to access the playlists.

The following page includes a sample Connections Playlist for Grade 5 Math Measurement and Data.

Figure 4. Connections Playlist for Grade 5 Math – Measurement and Data



GRADE 5 Measurement and Data

Student Learning Objective: Students convert like measurement units within a given measurement system, understand concepts of volume, and represent and interpret data.

ABOVE STANDARD

Students are working to solidify the following skills:

Educator-recommended next steps and Digital Library resources

- Apply volume formulas of rectangular prisms:
 $V = l \times w \times h$ or $V = B \times h$.
- Convert units.
- Interpret data on a line plot to perform multiple operations with fractions.
- Analyze/think critically to make sense of a visual model.
- Synthesize problems using mathematical thinking.
- Create a rectangular prism using understanding of volume. Digital Library example: [Using the concept of volume and factoring to create an aquarium](#)
- Create a line plot using fractions. Example: [Line Plot Connections](#) NOTE: Eliminate section relative to mean.
- Critique the reasoning of others. Example: [Exploring Volume](#)
- Engage in mathematical practices utilizing close reading strategies and a graphic organizer to solve word problems. Example: [One way...Another Way](#)

AT/NEAR STANDARD

Students are working to solidify the following skills:

Educator-recommended next steps and Digital Library resources

- Calculate volume formulas of rectangular prisms:
 $V = l \times w \times h$ or $V = B \times h$.
- Measure volume by counting unit cubes.
- Perform multi-digit multiplication/division.
- Convert units.
- Interpret and graph data on a line plot by finding equivalent fractions.
- Develop mathematical thinking to make sense of problems.
- Master volume with multiple tasks. Digital Library example: [Student understand checklist for finding volume](#)
- Use the formula to find volume. Example: [Introducing Volume as a Formula](#)
- Develop representations of multiplication using real-world problems. Example: [Multi-Digit Multiplication](#)
- Solve problems involving measurement conversion. Example: [Metric Conversion Game and Exit Slips](#)
- Practice graphing points on a line plot. Example: [Fraction PBIT Game with Number Line](#)
- Identify appropriate use of operations in a problem. Example: [Do I Multiply or Divide?](#)
- Develop solutions to multi-step word problems. Example: [Challenging Real-World Problems](#)

BELOW STANDARD

Students are working to solidify the following skills:

Educator-recommended next steps and Digital Library resources

- Use the technology required for test-taking, such as click above line.
- Understand and compare line plots of graphed data sets.
- Complete practice tests provided by Smarter Balanced to practice using the technology.
- Make a line plot with fractional data and explain what a line plot is and what the data mean. Digital Library example: [Real Life Application of Line Plots](#)
- Graph fractions on a number line and recognize equivalencies. Example: [3rd Grade Representing Fractions on a Number Line](#)

SECTION 8.0: SMARTER BALANCED DIGITAL LIBRARY OVERVIEW

8.1. Smarter Balanced Digital Library Overview

The Digital Library is a teacher-created, teacher-approved collection of more than 3,000 instructional resources that can be used as tools in the formative process to improve teaching and learning. Educators can use the Digital Library to find:

- Instructional resources that include ideas, activities, and lessons that can be infused into classroom instruction,
- Collections of Instructional Resources—called Playlists—that represent a progression in skills or understanding for a topic, and
- Professional Learning resources that focus on topics for educator professional development.

Teachers can use these resources to:

- Engage in Professional Learning Communities
- Differentiate instruction for diverse learners
- Engage students in their own learning
- Improve assessment literacy
- Supplement locally-adopted curriculum and instruction

Additional information about the instructional resources is available on the Digital Library page of the Smarter Balanced website (<http://www.smarterbalanced.org/educators/the-digital-library/>).

8.2. Accessing the Digital Library

Access to the Digital Library is available to Hawai'i public and charter school educators and requires a username and password. Users log in or register for an account on the Digital Library landing page. (<https://www.sbdigitallibrary.org/>)

APPENDIX A: INTERIM ASSESSMENTS AVAILABLE IN SCHOOL YEAR 2019-2020

English Language Art/Literacy

ELA: Grades 3 to 7

Interim Comprehensive Assessment	Targets Assessed
Grade 3 ELA ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
Read Literary Texts	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task	Claim 2, Target 7; and Claim 4, Targets 2, 3,
Focused IABs	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary
Editing	Claim 2, Target 9: Editing
Research: Interpret and Integrate Information	Claim 4, Target 2: Interpret & Integrate
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze
Write and Revise Narratives	Claim 2, Target 1a: Write Brief Texts; 1b:

ELA: Grade 8

Interim Comprehensive Assessment	Targets Assessed
Grade 8 ELA ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
Read Literary Texts	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Research	Claim 4, Targets 2, 3, 4
Edit/Revise*	Claim 2, Targets 1b, 3b, 6b, 8, 9
Performance Task	Claim 2, Target 7; and Claim 4, Targets 2, 3,

Focused IABs	Targets Assessed
Research: Interpret and Integrate Information	Claim 4, Target 2: Interpret & Integrate
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze

*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.

ELA High School

Interim Comprehensive Assessment	Targets Assessed
Grade 9 ELA ICA ¹	Full range of targets
Grade 10 ELA ICA ¹	Full range of targets
Grade 11 ELA ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
Read Literary Texts	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task	Claim 2, Target 7; and Claim 4, Targets 2, 3,
Focused IABs	Targets Assessed
Language and Vocabulary Use (Writing)	Claim 2, Target 8: Language & Vocabulary
Editing	Claim 2, Target 9: Editing
Research: Interpret and Integrate Information	Claim 4, Target 2: Interpret & Integrate
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze
Write and Revise Narratives	Claim 2, Target 1a: Write Brief Texts; 1b:

¹. The Grade 9 and 10 ELA ICAs have the same items as the Grade 11 ICA but are scored based upon grade level cut scores determined by Smarter Balanced.

Mathematics

Math: Grade 3

Interim Comprehensive Assessment	Targets Assessed
Grade 3 Math ICA	Full range of targets

Interim Assessment Blocks (IABs)	Targets Assessed
Operations and Algebraic Thinking	Claim 1, Targets A, B, C, D
Measurement and Data	Claim 1, Targets G, H, I, J
Performance Task ¹	A range of Targets in Claims 2, 3, and 4
Focused IABs	Targets Assessed
Multiplication and Division: Interpret, Represent, and Solve	Claim 1, Target A: Represent and solve problems involving multiplication and division
Properties of Multiplication and Division	Claim 1, Target B: Understand properties of multiplication and the relationship between
Multiply and Divide within 100	Claim 1, Target C: Multiply and divide within
Number and Operations in Base Ten	Claim 1, Target E: Use place value understanding and properties of operations to
Number and Operations—Fractions	Claim 1, Target F: Develop understanding of
Geometry	Claim 1, Target K: Reason with shapes and

¹ Includes at least one item that is hand-scored

Math: Grade 4

Interim Comprehensive Assessment	Targets Assessed
Grade 4 Math ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
Operations and Algebraic Thinking	Claim 1, Targets A, B, C
Number and Operations—Fractions	Claim 1, Targets F, G, H
Measurement and Data	Claim 1, Targets I, J, K
Number and Operations in Base Ten	Claim 1, Targets D, E
Performance Task ¹	A range of Targets in Claims 2, 3, and 4
Focused IABs	Targets Assessed
Four Operations: Interpret, Represent, and Solve	Claim 1, Target A: Use the four operations with whole numbers to solve
Fraction Equivalence and Ordering	Claim 1, Target F: Extend understanding of fraction equivalence and ordering
Fractions and Decimal Notation	Claim 1, Target H: Understand decimal notation for fractions, and compare decimal fractions
Geometry	Claim 1, Target L: Draw and identify lines and angles, and classify shapes by properties of their lines and angles

¹ Includes at least one item that is hand-scored

Math: Grade 5

Interim Comprehensive Assessment	Targets Assessed
Grade 5 Math ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
Operations and Algebraic Thinking	Claim 1, Targets A, B
Number and Operations—Fractions	Claim 1, Targets E, F
Measurement and Data	Claim 1, Targets G, H, I
Number and Operations in Base Ten	Claim 1, Targets C, D
Performance Task ¹	A range of Targets in Claims 2, 3, and 4
Focused IABs	Targets Assessed
Numerical Expressions	Claim 1, Target A: Write and interpret numerical
Operations with Whole Numbers and Decimals	Claim 1, Target D: Perform operations with multi-digit whole numbers and with decimals to
Add and Subtract with Equivalent Fractions	Claim 1, Target E: Use equivalent fractions as a strategy to add and subtract fractions
Geometry	Claim 1, Target J: Graph points on the coordinate plane to solve real-world and mathematical problems

¹ Includes at least one item that is hand-scored

Math: Grade 6

Interim Comprehensive Assessment	Targets Assessed
Grade 6 Math ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
The Number System	Claim 1, Targets B, C, D
Expressions and Equations	Claim 1, Targets E, F, G
Performance Task ¹	A range of Targets in Claims 2, 3, and 4
Focused IABs	Targets Assessed
Ratios and Proportional Relationships	Claim 1, Target A: Understand ratio concepts and use ratio reasoning to solve problems
Divide Fractions by Fractions	Claim 1, Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions
One-Variable Expressions and Equations	Claim 1, Target F: Reason about and solve one-variable equations and inequalities

Focused IABs	Targets Assessed
Dependent and Independent Variables	Claim 1, Target G: Represent and analyze quantitative relationships between dependent and independent variables
Geometry	Claim 1, Target H: Solve real-world and mathematical problems involving area, surface area, and volume
Statistics and Probability	Claim 1, Target I: Develop an understanding of statistics variability Claim 1, Target J: Summarize and describe distributions

¹ Includes at least one item that is hand-scored

Math: Grade 7

Interim Comprehensive Assessment	Targets Assessed
Grade 7 Math ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
Expressions and Equations	Claim 1, Targets C, D
Geometry	Claim 1, Targets E, F
Performance Task ¹	A range of Targets in Claims 2, 3, and 4
Focused IABs	Targets Assessed
Ratios and Proportional Relationships	Claim 1, Target A: Analyze proportional relationships and use them to solve real-world
The Number System	Claim 1, Target B: Apply and extend previous understandings of operations with fractions to
Equivalent Expressions	Claim 1, Target C: Use properties of operations to generate equivalent expressions
Algebraic Expressions and Equations	Claim 1, Target D: Solve real-life and mathematical problems using numerical and
Geometric Figures	Claim 1, Target E: Draw, construct, and describe geometrical figures and describe the
Statistics and Probability	Claim 1, Target G: Use random sampling to draw inferences about a population Claim 1, Target H: Draw informal comparative inferences about two populations

¹ Includes at least one item that is hand-scored

Math: Grade 8

Interim Comprehensive Assessment	Targets Assessed
Grade 8 Math ICA	Full range of targets
Interim Assessment Blocks (IABs)	Targets Assessed
Expressions & Equations I	Claim 1, Targets B, C, D
Geometry	Claim 1, Targets G, H, I
Performance Task ¹	A range of Targets in Claims 2, 3, and 4
Focused IABs	Targets Assessed
The Number System	Claim 1, Target A: Know that there are numbers that are not rational, and approximate them by rational numbers
Proportional Relationships, Lines, and Linear Equations	Claim 1, Target C: Understand the connections between proportional relationships, lines, and linear equations
Analyze and Solve Linear Equations	Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations
Expressions & Equations II	Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations
Functions	Claim 1, Target E: Define, evaluate, and compare functions Claim 1, Target F: Use functions to model relationships between quantities
Congruence and Similarity	Claim 1, Target G: Understand congruence and similarity using physical models, transparencies, or geometry software

¹ Includes at least one item that is hand-scored

Math: High School

Interim Comprehensive Assessment	Targets Assessed
Grade 9 Math ICA ¹	Full range of targets
Grade 10 Math ICA ¹	Full range of targets
Grade 11 Math ICA	Full range of targets

Interim Assessment Blocks (IABs)	Targets Assessed
Algebra and Functions I—Linear Functions, Equations, and Inequalities	Claim 1, Targets G, I, J, L, M, N
Algebra and Functions II—Quadratic Functions, Equations, and Inequalities	Claim 1, Targets G, I, J, L, M, N
Geometry Congruence	A range of Targets in Claims 2, 3, and 4
Geometry Measurement and Modeling	A range of Targets in Claims 2, 3, and 4
Performance Task ²	A range of Targets in Claims 2, 3, and 4
Focused IABs	Targets Assessed
Number and Quantity	Claim 1, Target A: Extend the properties of exponents to rational exponents Claim 1, Target B: Use properties of rational and irrational numbers
Seeing Structure in Expressions/ Polynomial Expressions	Claim 1, Target D: Interpret the structure of expressions
Equations and Reasoning	Claim 1, Target H: Understand solving equations as a process of reasoning and explain the reasoning
Solve Equations and Inequalities: Linear and Exponential	Claim 1, Target I: Solve equations and inequalities in one variable
Solve Equations and Inequalities: Quadratic	Claim 1, Target I: Solve equations and inequalities in one variable
Interpreting Functions	Claim 1, Target K: Understand the concept of a function and use function notation Claim 1, Target L: Interpret functions that arise in applications in terms of the context
Geometry and Right Triangle Trigonometry	Claim 1, Target O: Define trigonometric ratios and solve problems involving right triangles
Statistics and Probability	Claim 1, Target P: Summarize, represent, and interpret data on a single count or measurement variable

¹. **The Grade 9 and 10 Math ICAs contain 32 items, 26 of which are the same as those on the Grade 11 ICA but are scored based upon grade level cut scores determined by Smarter Balanced.**

² Includes at least one item that is hand-scored.

APPENDIX B: ADDITIONAL RESOURCES

The following resources provide additional information about the Smarter Balanced interim assessments.

Resource	Description
Digital Library Overview Video	Provides a brief overview of the types of tools and resources available within the Digital Library
Digital Library Playlists Overview	Overview of the three types of playlists available in the Digital Library. Teachers can use playlists with interim assessment results to quickly pinpoint resources that support instruction.
Digital Library QuickStart Guide	Easy to follow instructions for setting up a user profile, performing a search, and downloading resources in the Digital Library
Digital Library Search Feature User Guide	Instructions for searching within the Digital Library
Digital Library Search Video	Demonstration and walk through of the search feature within the Digital Library
Digital Library User Guide Ten Tips	Ten tips from the National Network of State Teachers of the Year (NNSTOY) for creating a profile, searching for results, and using resources and playlists in the Digital Library
Interim Assessments Interpretive Guide	Designed to help educators, parents, and other stakeholders interpret reports in the Smarter Balanced Reporting System. This document focuses on interpreting student test results from the Smarter Balanced Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs).
Interim Assessment Overview	Provides an overview of the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs), describes key features of the assessments, and provides an update for 2018–19.
Interim Assessment Technical Report for Educators	Provides evidence in support of the validity and value of the Smarter Balanced Interim Assessments, with the understanding that the flexibility of the interim assessment system allows for educators to make local decisions about its best and most appropriate uses; therefore, focuses on the development of test items and on characteristics of test forms

Resource	Description
Training and Practice Test	<p>Practice tests are available for ELA and mathematics for all tested grades. They are similar in format and structure to the actual test and include about 30 questions based on similar but abbreviated content as the summative test. Practice Tests include Performance Tasks for each grade.</p> <p>Training tests are shorter than practice tests and offer a sample of six questions, so students can become familiar with the testing software.</p>
Sample Items Website	<p>Provides examples of test questions used on Smarter Balanced assessments in English language arts/literacy and mathematics. Sample items are not intended to be used as practice tests, but educators can use them to better understand how Smarter Balanced measures college- and career-ready content.</p>
Centralized Reporting User Guide	<p>Provides instructions and support for users viewing test results and changing item scores in Centralized Reporting.</p>
Usability, Accessibility, and Accommodations Guidelines	<p>Describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. The guidelines provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.</p>