ADDENDUM: 2020-21 INTERIM ASSESSMENT GUIDE FOR ADMINISTRATION – IAIP GUIDANCE AND POTENTIAL USES OF THE IAIP DURING INSTRUCTION

This addendum provides guidance regarding educator use of the Interim Assessment Item Portal (IAIP). The IAIP is a permission-based resource that authenticated educators can access via Tools for Teachers starting in August 2020. This guidance is intended for use by member states who have purchased access to the Smarter Balanced interim assessments. It includes options and ideas for the use of the IAIP during in-person and remote instruction.

PURPOSE

Interim Assessment Item Portal (IAIP)

The IAIP provides educators with the ability to use interim assessment items in more flexible ways that support student learning through the use of the formative assessment process. The IAIP includes all live items on the available Interim Assessment Blocks (IAB), Focused IABs and the Interim Comprehensive Assessments (ICA). The IAIP may be used by educators to view and select or deselect individual assessment items to tailor content covered by an interim assessment so it better aligns with the sequence of their instruction. Educators may use the IAIP in addition to the fixed form IABs, Focused IABs and ICAs for remote and in-person instruction, as determined by the member state.

FEATURES

With similar functionality to the Sample Items Website, this initial release allows educators to:

- Easily find, access, display, and export relevant interim assessment items via a search by test name, grade, claim, target, and standard,
- View and discuss individual items and answers with students or teacher teams, or
- Select items to create a PDF for download and print for use with students.

TEST SECURITY

The IAIP, like the Smarter Balanced interim assessments, can serve a variety of educator needs. The security considerations for interim assessments described here also apply to the IAIP.

To better support the range of possible uses consistent with member education agency policies, educators may establish the timeframe, administration policies, and local scoring practices for interim assessments. The interim assessments are designated as student- and teacher-facing. The student- and teacher-facing designation means that educators have the flexibility to access the test questions and their students' responses to the test questions. This allows educators to use the interim assessments for the formative assessment process to inform teaching and learning. Because of this flexibility, the interim assessments are not intended to be used for accountability purposes.

The student- and teacher-facing designation also means that interim assessments, including interim assessment items downloaded from the IAIP, are not for public use, display, or distribution. **For this reason, any use, display, or distribution of the interim assessment items 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 of Smarter Balanced.

Interim assessment items and scoring rubrics that are printed for student use are subject to the same test security protocols as printed summative assessment items. Printed interim assessment items, passages, and scoring rubrics, including embossed braille printouts, must be collected and securely stored when they are not in use for instruction. Upon completion of their use for instruction, the printed materials must be securely destroyed.

When using the IAIP during remote instruction, teachers may display the interim items using a web meeting software platform with the chat feature set to allow students to send chats to the teacher (host) only. This will allow the teacher to view student responses and save them to later evaluate them.

Note: Due to potential item security risks, the use of printed interim assessment items and scoring rubrics is limited to use during in-person instruction only.

ACCESSIBILITY RESOURCES

Educators using the IAIP may select an item to display as it appears in an online assessment, including all embedded accessibility resources available for that item. When an item is selected for download to a PDF for printing, the embedded accessibility resources available for the item are limited to:

- Universal Tools – English Glossary
- Designated Supports – Math only: Stacked Spanish Translation and Illustration Glossary
- Accommodations – braille files

In addition to the above resources, educators may allow students to use the non-embedded accessibility resources described in Appendix A of the Usability, Accessibility, and Accommodations Guidelines (UAAG). For more detailed information refer to:

- Table 2. Non-embedded Universal Tools Available to All Students
- Table 4. Non-embedded Designated Supports
- Table 6. Non-embedded Accommodations

The Smarter Balanced assessment system is designed so that all test takers—including students who are learning English or have special needs—can demonstrate what they know and can do.

USING THE IAIP

The IAIP offers flexible ways to access the interim assessment items in a variety of ways. This section provides some examples of these flexible uses.

Table 1: Example Scenarios for Non-standardized Use of Interim Assessment Items in the IAIP

Quick Check – Single Item Use

The teacher uses the IAIP to access a single interim assessment item for use with students. The teacher displays the item and reads the item aloud to students. Quick responses can be collected orally, on white boards, or via student scratch paper.

Quick Checks can be used as an entrance or an exit ticket or during instruction to elicit evidence and dive deeper into student thinking. This use of items in the IAIP affords teachers an opportunity to collect a quick snapshot of where students are in their learning using a specific item type, target, and standard. The immediate collection of responses provides opportunities to inquire about student thinking in real time and provides actionable data for instructional next steps and student learning strategies. These next steps and learning strategies can be strategically applied.

Student accessibility needs and preferences should be considered with each individual item used in the IAIP. For example, when displaying an item visually in class, a teacher can access and display the American Sign Language (ASL) video for students or a student paper copy can be generated and magnified for a student with a visual impairment who may have difficulty accessing item content when it is displayed in a classroom environment. Knowing student needs and preference will help teachers select instructional accessibility strategies for individual item use.

Considerations for Use of the IAIP for Remote Instruction

Considerations for remote use include ensuring the items are in a secure environment and are not displayed or accessible publicly. When using an online meeting platform, the teacher should set the application so that only the teacher (host) can view student responses in the chat feature. The teacher should also remind students that they are not allowed to take screenshots or copy the item on their own word processing tools and/or scratch paper. Several platforms have in-meeting polls as well as tools to gather quick formative feedback (e.g., emojis, thumbs up). Students can also use formative strategies to share their responses (e.g., fist to five, whiteboards, popsicle sticks).

Instructional Activity – Single to Multiple Item Use

The teacher uses the IAIP to access interim assessment items for use with students. The teacher selects either a single item or multiple items for an activity that will be used during instruction. Instructional activities can vary from classroom to classroom. For example, a single item can be used and displayed or printed while partners or teams work together to discuss their thinking and answer this item. Think-Pair-Share is a formative strategy a teacher can use to observe student thinking and elicit student responses. Other options include having students self-select or participate in assigned teams to discuss the item and share their thinking by presenting their responses to the class. In math, the "number talks" strategy may be used with interim items as an instructional activity.

Using items for an instructional activity affords teachers an opportunity to model a concept and then observe student critical thinking in real time with an item. This affords the opportunity for teachers to interpret and act on misconceptions students may have with a specific item type, target, or standard. The activity approach to elicit student responses provides opportunities for students to work together and to share their thinking as well as hear the thinking of their peers. Descriptive feedback can be given and applied immediately.

Student accessibility needs and preferences should be considered when using items from the IAIP instructionally with students. For example, when displaying an item visually in class, a teacher can magnify the item and model the use of the color contrast options for students who use these designated supports. When using math items, providing the illustration glossaries for the items can support students' understanding of item content. Knowing student needs and preferences will help teachers select needed instructional accessibility strategies when using the IAIP items for an instructional activity.

Considerations for Use of the IAIP for Remote Instruction

Considerations for remote use include ensuring the items are in a secure environment and are not displayed or accessible publicly. When using an online meeting platform, the teacher should set the application so that only the teacher (host) can view student responses in the chat feature. The teacher should remind students that they are not allowed to take screenshots or copy items on their own word processing tools and/or scratch paper. The teacher can use virtual breakout rooms for an instructional activity or use a virtual Socratic Seminar strategy. However, if virtual breakout rooms are conducted, to ensure security of the items, it is recommended that students work on the item(s) individually as a whole group first while the teacher displays the item(s). Then, in their breakout rooms students can discuss their responses with their peers.

Understanding Scoring – Short Answer and Performance Tasks

The teacher uses the IAIP to display a short answer interim assessment item to students. The teacher elicits student responses via an entrance or exit ticket, a white board, or other writing tool. The teacher then selects the "About this Item" button to access the scoring rubric for the item. The scoring rubric describes the rationale for each possible score point.

The teacher can also display sample student responses that are available in the secure teacher hand scoring materials for interim assessments, available in the Hawaii TIDE system in the "General Resources" section. The teacher may also create their own sample student responses using student responses with personally identifiable information redacted. Teachers can have students use the rubric to score the sample responses to calibrate student understanding of the rubric. Students can also use the scoring rubric to evaluate their own responses and as they work with partners or teams to provide descriptive peer feedback. Understanding scoring rubrics can help students and teachers identify student performance gaps and provide guidance on learning goals.

In addition, effective November 2020, Smarter Balanced will make available a new Smarter Annotated Response Tool (SmART) that provides sample student responses for released Smarter Balanced practice test items that may be used to support student understanding of scoring rubrics.

Student accessibility needs and preferences should be considered when using scoring rubrics with students. For example, when using rubrics with students, printing a copy for each student to reference can provide support. Additional considerations for using line readers, highlighters, glossaries, and magnification may also be considered when sharing and using rubrics with students.

Considerations for Use of the IAIP for Remote Instruction

Considerations for remote use of scoring rubrics include using publicly available scoring rubrics available in the new Smarter Annotated Response Tool (SmART) or the Smarter Content Explorer.

Administering Interim Assessments in Paper-Pencil Forms – Printing Out Interim Assessment Items for In -Person Instruction Only

The teacher wants to administer an interim assessment to students; however, the teacher does not have access to a computer lab or devices for administering via computer. The teacher can access the interim assessment items in the IAIP, select all items in an assessment, and print them out to a PDF. The teacher can then administer the interim assessment on paper to students. Student accessibility resources such as braille files, Spanish translation (math only), and English glossaries are also included in the printout. The teacher also prints the Answer Key/Rubric for each item and uses them to score the student responses.

The teacher should securely store the printed interim assessment items, passages, and scoring rubrics, including embossed braille printouts when they are not in use for instruction and securely destroy them upon completion of their use.

Considerations for Use of the IAIP for Remote Instruction

Due to potential item security risks, this scenario is not applicable for remote instruction, however, for hybrid instruction, it is applicable when students are receiving in person instruction.