



Smarter Balanced Interim Assessments

The Smarter Balanced Assessment System consists of three components: end-of-year **summative assessments** designed for accountability purposes, **interim assessments** designed to support teaching and learning throughout the year, and a suite of tools and resources in the Smarter Balanced Tools for Teachers site that support classroom-based **formative assessment practices**.

This document contains an overview of the Smarter Balanced Interim Assessments that are available for administration to students throughout the 2020-2021 school year.

Interim Assessments are designed to support teaching and learning throughout the school year by providing feedback about student performance to inform instruction. Smarter Balanced offers different types of interim assessments based on the granularity of the content they assess.

Interim Comprehensive Assessments (ICAs) measure similar content to the summative assessment and may be helpful for determining the knowledge and skills of students who are new to the district or the state. ICAs can also provide information about students' knowledge and skills after a significant period of instruction.

Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) are assessments teachers can use throughout the school year to assess smaller bundles of content. They are intended to provide educators and students the ability to check where they are at that moment in time, and educators can use results to determine next steps for instruction. Since the IABs are more granular than the ICAs, educators can use IABs and FIABs during the school year more consistently with the sequence of their instruction.

Focused IABs (FIABs) assess no more than three assessment targets to provide educators with a more detailed understanding of student learning.

Each IAB and FIAB is associated with a Connections Playlist that supports teachers in determining instructional next steps to help students based on their performance on the assessment. The playlists include links to instructional resources in Tools for Teachers that support the formative assessment process by providing tools, resources, and instructional strategies to use in the classroom.

Interim Assessment Items

Ways in which Interim items are the same as the Summative items:

- All items were developed using the same process/criteria as Summative items
- Assess Hawai'i Common Core Standards

- Use Universal Design principles and accessibility resources
- Provide evidence of student progress towards meeting the Hawai'i Common Core Standards in English Language Arts (ELA)/Literacy and Mathematics

Ways in which Interim items are different from Summative items:

- Separate, open, non-secure item pool
- Assessments are fixed form (all students see the same questions and will see them again if the assessment for each subject is taken multiple times).

Interim Comprehensive Assessments (ICAs)

- Provide for five opportunities per school year
- Use the same test blueprint as the Summative Assessments and assess the same claims (content areas within a subject) and standards
- There are **ELA/Literacy and Math ICAs for grades 3 through 11**, now including grades 9 and 10. These ICAs consist of two components for ELA/Literacy: a CAT, and a Performance Task (PT), both of which must be completed to receive a score. For Mathematics, there is no PT component.
 - Note that for the grades 9 and 10 ELA ICA all of the items are the same as the grade 11 ICA. For Math, the grades 9 and 10 ICAs are the same fixed form and both contain 26 of the 32 items found on the grade 11 ICA. However, the grades 9 and 10 ICAs will be scored based upon grade level cut scores set by Smarter Balanced.
- Yield overall scale scores, performance level designation and claim score information if all the components are completed and scored.

Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs)

- Provides for five opportunities per school year
- Assess smaller sets of targets which are narrowly defined skills within a claim. IABs assess 3 to 6 targets while FIABs measure no more than 3 targets.
- Results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard”

Interim Assessment Security

The interim assessments are considered student- and teacher-facing only. This designation provides educators the flexibility to access the test questions in the Assessment Viewing Application, answer keys in TIDE, and their students' responses to the test questions in Centralized Reporting (formerly known as AIRWays Reporting). However, interim assessments must not be publicly displayed or distributed outside the classroom to ensure all educators can use the interim assessments as intended.

The following are lists of the ELA/Literacy and Mathematics IABs and Focused IABs currently available for the 2020-2021 school year.

English Language Arts ELA/Literacy IABs

Grades 3 - 7	Grade 8	High School
Brief Writes	Brief Writes	Brief Writes
	Edit/Revise	
Read Informational Texts	Read Informational Texts	Read Informational Texts
Read Literary Texts	Read Literary Texts	Read Literary Texts
Research	Research	Research
Revision		Revision
Performance Task	Performance Task	Performance Task

English Language Arts ELA/Literacy Focused IABs

Grades 3 - 5	Grades 6 - 7	Grade 8	High School
Editing	Editing		Editing
Language and Vocabulary Use (Writing)	Language and Vocabulary Use (Writing)		Language and Vocabulary Use (Writing)
Listen/Interpret	Listen/Interpret	Listen/Interpret	Listen/Interpret
Research: Analyze Information	Research: Analyze Information	Research: Analyze Information	Research: Analyze Information
Research: Interpret and Integrate Information	Research: Interpret and Integrate Information	Research: Interpret and Integrate Information	Research: Interpret and Integrate Information
Write and Revise Narratives	Write and Revise Narratives	Write and Revise Narratives	Write and Revise Narratives

Mathematics IABs

Grade 3	Grades 4 & 5
Measurement and Data	Measurement and Data
Operations and Algebraic Thinking	Numbers and Operations - Fractions
Performance Task ¹	Number and Operations in Base Ten
	Operations and Algebraic Thinking
	Performance Task ¹
Grade 6	Grades 7 & 8
Expressions and Equations	Expressions and Equations (Grade 7) Expressions and Equations I (Grade 8)
The Number System	Geometry
Performance Task ¹	Performance Task ¹
High School	
Algebra and Functions I - Linear Functions, Equations and Inequalities	
Algebra and Functions II - Quadratic Functions, Equations, and Inequalities	
Geometry Congruence	
Geometry Measurement and Modeling	
Performance Task ¹	

¹Require hand scoring

Mathematics Focused IABs

Grade 3		Grade 4		Grade 5			
Geometry		Four Operations: Interpret, Represent and Solve		Add and Subtract with Equivalent Fractions			
Multiplication and Division: Interpret, Represent, and Solve		Fraction Equivalence and Ordering		Geometry			
Multiply and Divide within 100		Fractions and Decimal Notation		Numerical Expressions			
Number and Operations - Fractions		Geometry		Operations with Whole Numbers and Decimals			
Number and Operations in Base Ten							
Properties of Multiplication and Division							
Grade 6		Grade 7		Grade 8			
Dependent and Independent Variables		Algebraic Expressions and Equations		Analyze and Solve Linear Equations			
Divide Fractions by Fractions		Equivalent Expressions		Congruence and Similarity			
Geometry		Geometric Figures		Expressions & Equations II			
One-Variable Expressions and Equations		Ratios and Proportional Relationships		Functions			
Ratios and Proportional Relationships		Statistics and Probability		Proportional Relationships, Lines, and Linear Equations			
Statistics and Probability		The Number System		The Number System			
High School							
Equations and Reasoning		Geometry and Right Triangle Trigonometry		Interpreting Functions		Number and Quantity	
Seeing Structure in Expressions/Polynomial Expressions		Solve Equations and Inequalities: Linear and Exponential		Solve Equations and Inequalities: Quadratic		Statistics and Probability	

Administration of Interim Assessments

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 will appear in Centralized Reporting and 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 before or 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. Subsequent administrations, or results from collaborating with a class or teacher, alter the interpretation of results. The conditions of administration should be considered when interpreting results.

Standardized administration of the Interim Assessments:

- uses the Test Delivery System (TDS).
- uses the same [Secure Browser](#) as Summative Assessments and other statewide assessments.
- includes individual Universal Tools, Designated Supports, and/or Accommodations, which have been set in [TIDE](#) based on the needs of individual students.
- uses the same directions for administration as the Summative Assessments. These directions may be found in the [Interim Assessments Test Administration Guide](#) posted on the Smarter Balanced Resources page of the Hawai'i Statewide Assessment Program (HSAP) portal (alohahsap.org).

Remote Administration

The Smarter Balanced and HSA Science (NGSS) Interim Assessments are available for in-person or remote administration. Remote administration of the interim assessments is available without students needing to use the secure browser. Cambium Assessment (CAI) and the Hawai'i Department of Education (HIDOE) Assessment Section have developed a [Guide to Remotely Administering Interim Assessments](#) to provide specific guidance on administering interim assessments remotely.

The HIDOE believes data from remote interim administration should only be used for teachers' instructional decision-making. Data should not be used for any other purpose, including but not limited to the placement of students in classes, the identification of student performance trends, or as a replacement for summative test results. Interim assessments are not designed nor should they be used for accountability purposes, e.g., grading.

Scoring of tests

- **The scoring of open response items is carried out in the Centralized Reporting System.** The revised [Centralized Reporting User Guide](#) will be available in fall 2020.
- ELA ICAs and some IABs and FIABs have machine-scored student responses. These are available in the Centralized Reporting System for review, verification and optional hand scoring as deemed appropriate. **Hand scoring will no longer be required for ICAs** to generate an overall ICA score. However, **hand scoring is required for the Mathematics Performance Task IABs.** Performance data for the Mathematics Performance Task IABs will not be available until the hand scoring is completed.
 - For more information about optional hand scoring, refer to the [Centralized Reporting User Guide](#).

Grade flexibility

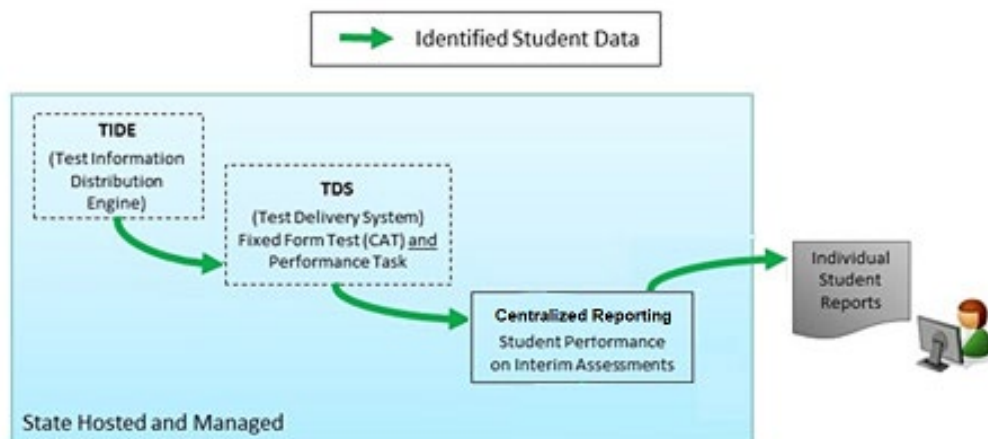
- Grade flexibility testing on the Interim Assessments provides teachers with the option of testing students outside their current enrolled grade level, when appropriate and set in TIDE. Assessments from any grade may be used, depending on the purpose. All high school students are pre-set in TIDE as eligible to take the 11th grade Interim Assessments.

Both ICAs and IABs may be administered up to five times during the school year

- School level personnel or teachers may decide which Interim Assessments to administer and how often.

Flow of Scored Test Data

- The [Centralized Reporting](#) system will be used to post individual student reports for Interim assessments. ICA scores will be posted for ELA/Literacy only after both the Computer Adaptive Test (CAT) and Performance Task (PT) have been completed by a student. In Mathematics, scores will be posted after the CAT has been completed by a student as there is no PT component.



Additional Information:

- For information about reporting, optional editing of scores/hand-scoring, and detailed Interim Assessment results, see the *Centralized Reporting User Guide*
- The above [resources](#) as well as test administration manuals and user guides for other systems are available on the Hawai'i Statewide Assessment Program portal (alohahsap.org).