



CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Performance Office

# The Smarter Balanced Interim Assessments

2018 Interim Webinar Series #1



# Agenda

- What are the purposes of the various assessments?
- What are the Interim Assessments?
- What is assessed in mathematics and English language arts?
- How are the Interim Assessment Blocks viewed, administered, and scored?
- Questions
- Resources





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# What are Purposes of the Various Assessments?



# Summative Assessments

Efficient and reliable estimates of student's **overall performance** relative to grade appropriate subject area standards

Enable valid **interpretations of student achievement and progress**, but not the only one

Are **not** a tool to inform day-to-day classroom instruction

Are **not** a curriculum-based diagnostic measure of specific student strengths/weaknesses in sub-skills





# Summative Aggregate Results Inform

Federal/state reporting

District/school accountability

Program evaluation at state/district/school levels

Educator evaluation and support

District/school identification for support and recognition





# Interim Assessments

**Periodic** –given a few times a year

Measure **domain-level (not overall) performance** (e.g., Read Informational Text, Statistics and Probability)

Designed to help classroom **teachers evaluate student learning**

Most useful when aggregated at **class/grade level**





# Formative Assessment Process

A **process** used by teachers and students **during** instruction

Used **throughout** the school **year**

**Embedded** in the learning to provide feedback

**Teaching is adjusted** based on feedback

Provides feedback to **students** to help them know what they need to do to **close that gap**

**Non-standardized**





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# What are Interim Assessments?



# What are Interim Assessments?

Interim Assessments allow teachers to **check student progress** throughout the year, gaining access to information that can be used to **improve instruction** and help students meet the challenge of college-and career-ready standards.





# Smarter Balanced Interim Assessments

Comprised of items from the Smarter Balanced **item pool**

Administered on a **computer** using the same test delivery software as the summative assessments

Include a **range** of assessment targets, item types, and item difficulty

Consist of **fixed forms** and is not adaptive

Require some **hand scoring** of constructed-response items

Allow for **flexibility** in administration





Interim Assessments provide **students** with an opportunity to:

Practice a subset of **focused skills**

Become **familiar** with the **online test** platform

Experience a range of **item types**

Access a variety of **universal tools**





# Interim Assessments provide **teachers** with important information to:

Select a specific assessment block from a menu of assessments that **support skills taught** in the classroom

Identify strengths, weaknesses, and trends among a **group of test takers**

Identify strengths, weaknesses, and growth at the **individual student level**

Determine **next steps for instruction**, intervention, and/or enrichment





# Two Types of Smarter Balanced Interim Assessments



Interim Comprehensive  
Assessment  
(ICA)



Interim Assessment  
Blocks  
(IAB)





# Interim Comprehensive Assessments (ICAs)

Use the **same design** and test blueprint as the Smarter Balanced Summative assessments

Include **one per grade** level and content area

Both computer scored items and Performance Tasks must **completed and** all constructed response items must be scored in order to receive an overall scale score and performance level

Are the **equivalent of administering the full summative** assessment





# Interim Assessment Blocks (IABs)

IABs are **shorter**, more **focused** assessments grouped by similar content

There are between **4 and 9** IABs per grade and content area

Can be used **throughout the year** as skills are introduced

**Reinforce** instructional **skills** in mathematics and English Language Arts





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Looking More Closely at Mathematics





# What are the Mathematics Claims?

A **Claim** is a summary statement about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the CT Core Standards for mathematics.

Claim #1 – Concepts and Procedures

Claim #2 – Problem Solving

Claim #3 – Communicating Reasoning

Claim #4 – Modeling and Data Analysis





# What is a Target?

- Each Claim is accompanied by a set of **assessment targets** that provide more detail about the range of content and Depth of Knowledge levels being assessed.
- For Claim 1, the assessment targets are drawn from the grade-level cluster headings from the CT Core Standards for mathematics.
- For Claims 2, 3, and 4, the assessment targets are drawn from the CT Core Standards for Mathematical Practice. The assessment targets for Claims 2, 3, and 4 are the same across all tested grades.





# Understanding the Targets

Claim 1 targets **change** based upon the grade level being assessed.

**Grade 4 Cluster Heading Number & Operations - Fractions:** *Extend understanding of fraction equivalence and ordering.*

**Grade 4 Claim 1 Target F:** *Extend understanding of fraction equivalence and ordering.*

**Grade 8 Cluster Heading Geometry:** *Understand and apply the Pythagorean Theorem.*

**Grade 8 Claim 1 Target H:** *Understand and apply the Pythagorean Theorem.*





# Understanding the Targets

Claim 2, 3 and 4 targets **do not** change based upon the grade level being assessed.

## Target Language

### **Claim 3 Target D**

Use the technique of breaking an argument into cases.

### **Claim 4 Target E**

Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.

## Math Practice Language

### **Math Practice 3**

They are able to analyze situations by breaking them into cases and recognize and use counterexamples.

### **Math Practice 4**

They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Overview of the Mathematics Interim Assessment Blocks





# Smarter Balanced Interim Assessment Blocks for Mathematics

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Operations and Algebraic Thinking
Number and Operations – Fractions	Number and Operations – Fractions	Number and Operations – Fractions
Measurement and Data	Measurement and Data	Measurement and Data
Number and Operations in Base Ten	Number and Operations in Base Ten	Number and Operations in Base Ten
Geometry*	Geometry	Geometry
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

\* IAB is new for 2017–18





# Smarter Balanced Interim Assessment Blocks for Mathematics

Grade 6	Grade 7	Grade 8
Ratio and Proportional Relationships	Ratio and Proportional Relationships	Functions
The Number System	The Number System	The Number System*
Expressions and Equations	Expressions and Equations	Expressions and Equations 1
Geometry	Geometry	Geometry
Statistics and Probability	Statistics and Probability	Expressions and Equations II (with Prob/Stat)
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

\* IAB is new for 2017–18





# Smarter Balanced Interim Assessment Blocks for Mathematics

## High School

Algebra and Functions I – Linear Functions, Equations and Inequalities

Algebra and Functions II – Quadratic Functions, Equations, and Inequalities

Geometry and Right Triangle Trigonometry

Statistics and Probability

Seeing Structure in Expressions/Polynomial Expressions\*

Geometry Congruence\*

Geometry Measurement and Modeling\*

Interpreting Functions\*

Number and Quantity\*

Mathematics Performance Task



\* IAB is new for 2017–18



# Block Blueprints

- Each block has its own blueprint
- The blueprint identifies by claim:
  - Targets
  - DOK
  - Number of items
- For Claim 1 the content category is identified





# Example IAB Blueprint

## Grade 7 – Expressions and Equations

Claim	Content Category	Targets	DOK	Number of items	Total Items in Reporting Category
1. Concepts and Procedures	EE	C. Use properties of operations to generate equivalent expressions.	1,2	5	12
		D. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	1,2	7	





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Looking More Closely at English Language Arts





# Smarter Balanced Interim Assessment Blocks for English Language Arts

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



- IAB includes new items in 2017-18



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# ELA Interim Assessment Reading Blocks



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Grade 7, Block 1

Block 1: Read Literary Texts						
Claim	Assessment Target	DOK <sup>52</sup>	Items			Total Items
			Short Passage	Short Passage	Long Passage	
Reading	2. Central Ideas ★	2	0-2	0-2 <sup>53</sup>	1-2	2
	4. Reasoning & Evidence ★	3	0-2	0-2 <sup>53</sup>	1-2	3
	1. Key Details	1,2	0-1	0-1	0-1	3
	3. Word Meaning	1,2	0-1	0-1	0-1	2
	5. Analysis within or across Texts	3,4	0-1	0-1	0-1	1
	6. Test Structures & Features	2,3	0-1	0-1	0-1	3
	7. Language Use	2,3	0-1	0-1	0-1	1
<b>TOTAL ITEMS</b>						<b>15</b>

★ This target includes open-ended items.



# Grade 4, Block 2

Block 2: Read Informational Texts						
Claim	Assessment Target	DOK <sup>25</sup>	Items			Total Items
			Short Passage	Short Passage	Long Passage	
Reading	9. Central Ideas ★	2	0-2	0-2 <sup>26</sup>	1-2 <sup>27</sup>	2
	11. Reasoning & Evidence ★	3	0-2	0-2 <sup>26</sup>	1-2	2
	8. Key Details	1, 2	0-1	0-1	0-1	2
	10. Word Meanings	1, 2	0-1	0-1	0-1	3
	12. Analysis within or across Texts	3, 4	0-1	0-1	0-1	1
	13. Text Structures or Text Features	2, 3	0-1	0-1	0-1	2
	14. Language Use	2, 3	0-1	0-1	0-1	2
<b>TOTAL ITEMS</b>						<b>14</b>





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# ELA Interim Assessment Writing Blocks



# Grade 5, Blocks 3 and 4

Block 3: Brief Writes					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text <sup>42</sup>	
Writing	1a. Write Brief Texts (Narrative) ★	3	0	2	2
	3a. Write Brief Texts (Informational) ★	3	0	2	2
	6a. Write Brief Texts (Opinion) ★	3	0	2	2
<b>TOTAL ITEMS</b>					<b>6</b>

Block 4: Revision					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	1b. Revise Brief Texts (Narrative)	2	5	0	5
	3b. Revise Brief Texts (Informational)	2	5	0	5
	6b. Revise Brief Texts (Opinion)	2	5	0	5
<b>TOTAL ITEMS</b>					<b>15</b>



# Grade 5, Blocks 5 and 6

Block 5: Language and Vocabulary Use					
Claim	Assessment Target	DOK	Items		Claim
			Machine Scored	Short Text	
Writing	8. Language and Vocabulary Use	1, 2	15	0	15
<b>TOTAL ITEMS</b>					<b>15</b>

Block 6: Editing					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Writing	9. Edit	1, 2	14	0	14
<b>TOTAL ITEMS</b>					<b>14</b>





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# ELA Interim Assessment Listening Block



# Grade 6, Block 7

## Block 7: Listen and Interpret

Claim	Assessment Target	DOK	Items		Claim
			Machine Scored	Short Text	
Listening	4. Listen/Interpret	1,2,3	15	0	15
<b>TOTAL ITEMS</b>					<b>15</b>





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# ELA Interim Assessment Research Block



# Grade 3, Block 8

Block 8: Research					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Short Text	
Research	2. Interpret & Integrate Information	2	6	0	6
	3. Analyze Information/Sources	2	6	0	6
	4. Use Evidence	2	6	0	6
<b>TOTAL ITEMS</b>					<b>18</b>



# Grade 3, Block 10

Block 10: Opinion Performance Task					
Claim	Assessment Target	DOK	Items		Total Items
			Machine Scored	Human Scored	
Writing	7. Compose Full Texts (Informational) ★	4	0	1	3 <sup>20</sup>
Research	2. Interpret & Integrate Information (1) ★	3	1	2	3
	3. Analyze Information/Sources (0) ★	4			
	4. Use Evidence (2) ★	3			
<b>TOTAL ITEMS</b>					<b>6</b>





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Using the CT Comprehensive Assessment Portal





# Accessing the CT Portal

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

OR

access the Portal via the CSDE site:

[www.sde.ct.gov](http://www.sde.ct.gov)

- Student Assessment page
- Under the Summative Assessment Calendar is the link



# Navigating the CT Portal

Home Get Started Resources

**CSDE** CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENTS

Students & Families

Smarter Balanced Assessment

CMT/CAPT Science

NGSS Pilot

Connecticut Alternate Assessments

Connecticut SAT School Day

Technology Resources

Recent

**NEW!** AIR System  
AIR system 18 – Sunday, August 13, 2017, 10:00 AM – 12:00 PM  
Ways, AVA  
Added July 2017

- As a reminder, the NeoSpee software for the CMT/CAPT Science Text-to-speech package is now available. **Note:** The NeoSpee software will be replaced by the NeoSpee software compute software. Please download the General Information for the license. Windows 10 update 3, 2017, expires. Added May 2017
- The test Standard for Mathematics May 26<sup>th</sup> are now available for schools to use. Also for the resource...

Resources ▾

Resources ▾ FAQs Supported

- Alternate Assessments
- Brochures and Quick Guides
- CMT/CAPT Science
- District Administrators
- General Information
- Manuals for Online Testing
- NGSS Pilot
- Reporting Resources
- Smarter Balanced Assessment
- Student Assessment News
- Students & Families
- Technology for Online Testing
- Training Materials



# Navigating the CT Portal

Home Get Started Resources FAQs Supported Browsers

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM PORTAL

Students & Families

Smarter Balanced Assessment

Smarter Balanced Assessment /CAPT

Smarter Balanced Assessment /SS Pilot

Connecticut Alternate Assessments

Connecticut SAT School Day

Technology Resources

### Recent Announcements

**NEW! AIR System Hardware Upgrade—Systems Offline August**

AIR systems are undergoing a hardware upgrade from Friday, August 18 – Sunday, August 20, 2017. All systems (TIDE, TDS, ORS, AIR Ways, AVA) will be offline during this time.

*Added July 26, 2017*

- As a reminder: For Windows users, if your school has NeoSpeech voice packs installed on your computers used for the Connecticut Comprehensive Assessments with text-to-Speech, you will need to renew your NeoSpeech voice pack licenses.

**Note:** Schools do not need to re-install the voice pack software, only the licenses. To ensure that your computer's voice packs continue to function as expected, please download the updated licenses in TIDE under General Resources > Download Voice Pack and transfer the licenses to the appropriate license folders on Windows machines following the instructions available in the Updating the NeoSpeech Licenses document. On May 3, 2017, the current license for the Julie voice packs will expire.

*Added May 2, 2017*

- The test window for the [Next Generation Science Standards \(NGSS\) Assessment Pilot](#) is from May 1<sup>st</sup> to May 26<sup>th</sup>. For participating districts, several resources are now available. These resources are appropriate for schools that were randomly selected for the pilot and also for those that volunteered to participate. These resources include:

- [NGSS Sample Items](#) are available at the elementary



# Systems that Support the Interim Assessments

Use AVA and the teacher hand-scoring materials in TIDE to decide which IAB to administer.



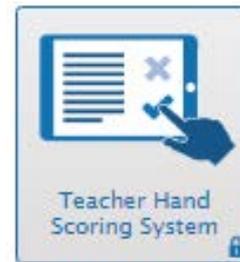
Administer the IAB to students using the TA Interface and the Secure Browser.



Use the THSS to score constructed-response items using materials in TIDE.



View high-level reports in ORS. View detailed, item-level reports in AIR Ways.



# Navigating the CT Portal

The screenshot shows a grid of 13 icons representing various portal functions. Red circles with numbers 1 through 4 are placed over the following icons:

- 1:** Assessment Viewing Application
- 2:** Test Administration
- 3:** Teacher Hand Scoring System
- 4:** AIR Ways Reporting

On the right side of the dashboard, there are sections for:

- Welcome Smarter Ba**
- Announcements**
  - The updated Smarter Language Arts (ELA) p available. Students ar these tests via the pr Updated practice test been posted to the p
  - Added March 1, 2017
  - The secure browsers are now available. It i secure browser be do online test administra
  - Added August 16, 2016
- Key Documents**
  - SBAC Construct Relev [PDF] Updated March 17, 2017
  - SBAC Construct Relev Language Arts [PDF] Updated March 17, 2017
  - Guidelines for Simplif Administration Manu Updated January 23, 2017
  - Interim Assessment T Updated October 12, 2016
  - CSD E Assessment Gu Updated October 4, 2016
  - Connecticut Compreh Coordinator's Manual Updated January 18, 2017
  - 2017 DTC Workshop 2017 DTC Workshop Updated January 25, 2017
  - Smarter Balanced Sur





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Viewing the Interim Assessments

# CT Assessment Portal

 Test Administration	 TIDE	 Online Reporting System
 TA Practice & Training Site	 Teacher Hand Scoring System	 Practice & Training Tests
 Digital Library	 Test Administration Certification	 Assessment Viewing Application
 AIR Ways Reporting	 Data Entry Interface	 Smarter Balanced Resources
 Manuals for Online Testing		

  
Assessment Viewing Application



# Using the Assessment Viewing Application (AVA)

- to preview IABs before administering
- as an instructional support, to access stimuli, stems, or item responses:
  - incorporate a Think-Aloud activity
  - teach, model, or measure an additional skill or strategy
  - display an IAB in a classroom after students have completed the test. Facilitate a discussion about the items and solutions





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# How are Interim Assessments Administered?





# Setting Designated Supports and Test Supports/Accommodations

Test Settings for: Lastname, Firstname     Set     Set & Approve     Cancel

? Print Size    No Default Zoom Applied

---

**Non-Embedded Designated Support**

? Non-Embedded Designated Supports    None

---

**Embedded Accommodation**

? American Sign Language Video     ON

? Presentation    English

? Print on Demand    None

? Streamline Mode (Accommodation)     OFF

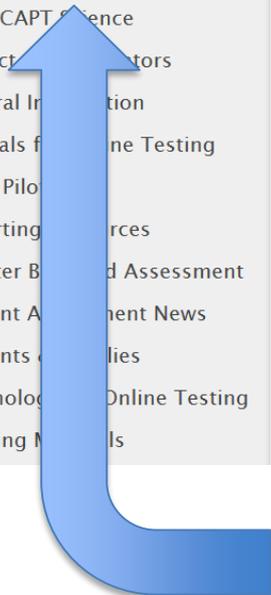


# How to Prepare a Roster?

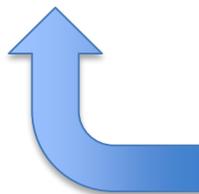
Search Resources

Advanced Search

- Alternate Assessments
- Brochures and Quick Guides
- CMT/CAPT Science
- District Directors
- General Information
- Manuals for Online Testing
- NGSS Pilot
- Reporting Resources
- Smarter Balanced Assessment
- Student Assessment News
- Students and Families
- Technology for Online Testing
- Training Materials



Manuals for Online Testing



<p>Test Administration</p>	<p>TIDE</p>	<p>Online Reporting System</p>
<p>TA Practice &amp; Training Site</p>	<p>Teacher Hand Scoring System</p>	<p>Practice &amp; Training Tests</p>
<p>Digital Library</p>	<p>Test Administration Certification</p>	<p>Assessment Viewing Application</p>
<p>AIR Ways Reporting</p>	<p>Data Entry Interface</p>	<p>Smarter Balanced Resources</p>
<p>Manuals for Online Testing</p>		



# Prepare a Roster

The screenshot displays the TIDE (Test Information Delivery Environment) interface for the Connecticut State Department of Education. The header includes the CSDE logo and the text "CONNECTICUT STATE DEPARTMENT OF EDUCATION COMPREHENSIVE ASSESSMENT PROGRAM". On the right, it shows "Administration: CT Comprehensive Assessment 2016-2017" and "Role: STATE". Navigation links for "General Resources", "Help", "Manage Account", and "Log out" are also present.

The main content area is divided into three vertical panels:

- Preparing for Testing (Orange Panel):** Contains a search bar "Find Student by ID" and a list of menu items: "Users", "Student Information", "Student settings", "Rosters", and "Order Reports". A dropdown menu is open for "Rosters", showing options: "Rosters", "Add Rosters", "View/Edit Rosters", and "Upload Rosters".
- Administering Tests (Green Panel):** Contains menu items: "Monitoring Test Progress", "Print Testing Tickets", and "Appeals".
- After Testing (Blue Panel):** Contains a menu item: "Data Cleanup".

White arrows indicate a flow from the "Preparing for Testing" panel to the "Administering Tests" panel, and then to the "After Testing" panel. A black arrow points from the "Rosters" menu item in the "Preparing for Testing" panel to the expanded dropdown menu.



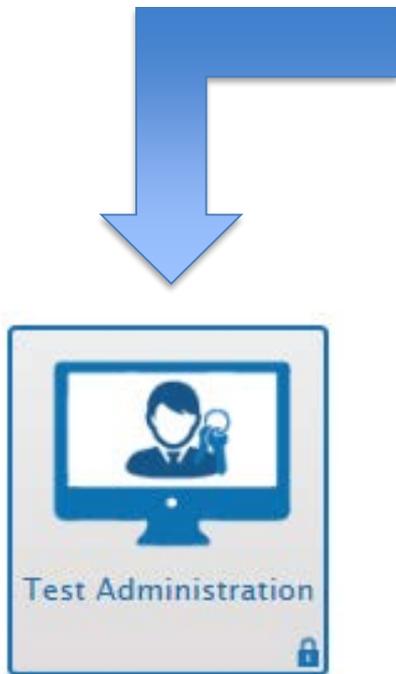


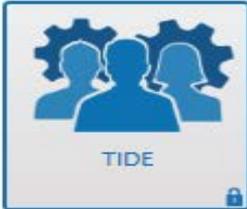
# Download the 2017-18 Secure Browser

- The Windows and Mac OSX secure browsers for the 2017—2018 school year is now available on the CT Comprehensive Assessment Program Portal.
- This new version of the secure browser is **required** for all 2017-2018 online test administrations.



# Interim Test Administration



 <p>Test Administration</p>	 <p>TIDE</p>	 <p>Online Reporting System</p>
 <p>TA Practice &amp; Training Site</p>	 <p>Teacher Hand Scoring System</p>	 <p>Practice &amp; Training Tests</p>
 <p>Digital Library</p>	 <p>Test Administration Certification</p>	 <p>Assessment Viewing Application</p>
 <p>AIR Ways Reporting</p>	 <p>Data Entry Interface</p>	 <p>Smarter Balanced Resources</p>
 <p>Manuals for Online Testing</p>		

# Menu of Assessments



CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

## Test Session Not Started

### Instructions

- 1 Start Session**  
Press the **Select Tests** button, mark the checkboxes for the tests
- 2 Approve Students**  
Press the **Approvals** button, review the student's test details, and
- 3 Monitor Progress**  
Monitor the **Students** in your **Test Session** table. You can use the  
To stop a test session, press the  button next to the Session ID.

### Test Selection

Expand All 

Choose the tests to add to your session, and then start your session.

	<input type="checkbox"/>	Smarter Balanced Interim Assessments	
	<input type="checkbox"/>	Grade 3	
	<input type="checkbox"/>	Grade 4	
	<input type="checkbox"/>	Grade 5	
	<input type="checkbox"/>	Grade 6	
	<input type="checkbox"/>	Grade 7	
	<input type="checkbox"/>	Grade 8	
	<input type="checkbox"/>	Grade 11	

 Start Session Close Reason for Session:





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# How are Interim Assessments Scored?



# How are Interim Assessments Scored?

Interim Assessment blocks containing **only** multiple-choice type items are machine scored and results will be available through AIR Ways.

Interim Assessment blocks containing **open-ended** items must be scored by trained teachers using the Teacher Hand Scoring System (THSS). Once scores are assigned and submitted, results will be available through AIR Ways.





# Hand Scoring

- Hand scoring of the interim assessments is a local responsibility.
- Educators will use the same scoring rules as the summative assessment.
- Training is essential to provide optimal levels of reliability and validity when interpreting test results.
- Smarter Balanced Interim Assessment Hand Scoring material, including rubrics, Exemplar Sets, and Training Guides are available on [TIDE](#).



# Using TIDE to Access Hand Scoring Material

TIDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

Administration: CT Comprehensive Assessment

General Resources ▾ ? Help Manage Acc

Download Voice Pack

THSS Material

Preparing for Testing

Administering Tests





# Using TIDE to Access Hand Scoring Material

The following links are for downloading THSS materials:

[ELA\\_Interim\\_Assessments\\_Scoring\\_Materials\\_Item\\_IDs\\_Crosswalk.pdf](#)

[Math\\_Interim\\_Assessments\\_Scoring\\_Materials\\_Item\\_IDs\\_Crosswalk.pdf](#)

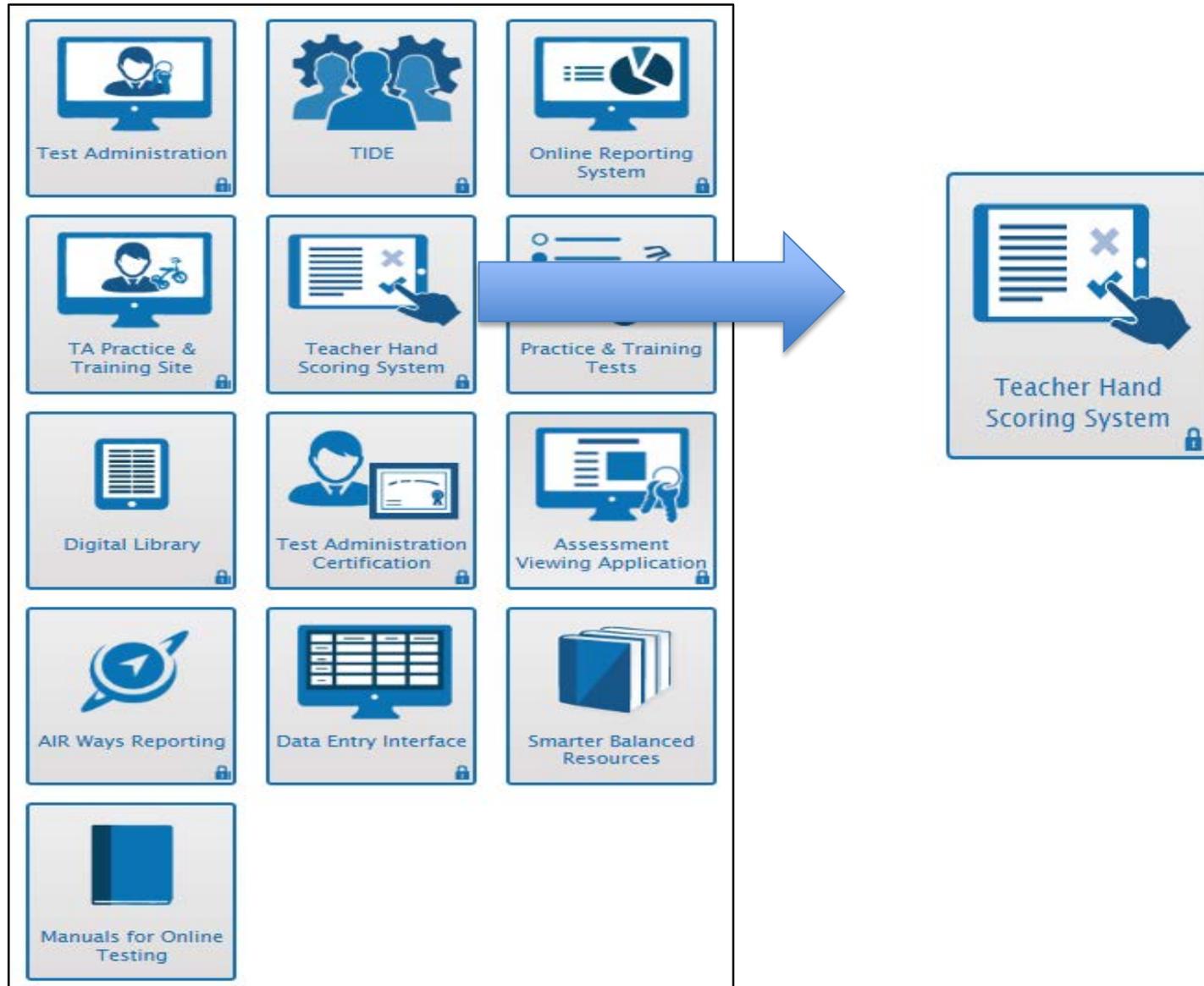
[Interim\\_Assessment\\_Training\\_Guides\\_and\\_Exemplars.zip](#)



Close



# Scoring Open-Ended Responses



# Inside the THSS



## Teacher Hand Scoring System - Response List

Test:  Session:

<input type="checkbox"/>	Student Name	Item	Session	Status	Score
<input type="checkbox"/>	Lastname, Firstname	25662: Animal Jumping—Mathematics Short Text	03-14	Not Scored	<input type="button" value="Score"/>
<input type="checkbox"/>	Lastname, Firstname	25665: Animal Jumping—Mathematics Short Text	ct-9a03-14	Not Scored	<input type="button" value="Score"/>
<input type="checkbox"/>	Lastname, Firstname	: Animal Jumping—Mathematics Short Text	ct-9a03-14	Not Scored	<input type="button" value="Score"/>
<input type="checkbox"/>	Lastname, Firstname	25667: Animal Jumping—Mathematics Short Text	ct-9a03-14	Not Scored	<input type="button" value="Score"/>
<input type="checkbox"/>	Testsa, Testnew	52620: The Clan—Reading Short Text	ct-890a-14	Not Scored	<input type="button" value="Score"/>



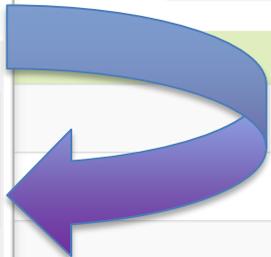
# Sorting Open-Ended Responses

THSS    Navigate to another application

 **Teacher Hand Scoring System - Response List**

Test:     Session:

<input type="checkbox"/>		Item
<input type="checkbox"/>	Select Test...	
<input type="checkbox"/>	IAB - ELA Grade 6 - Read Literary Text	25662: Animal Jumping—Mathematics Short Text
<input type="checkbox"/>	ICA PT - Math Grade 6 - Cell Phones	25665: Animal Jumping—Mathematics Short Text
<input type="checkbox"/>	ICA - ELA Grade 8	25666: Animal Jumping—Mathematics Short Text
<input type="checkbox"/>	ICA PT - Math Grade 8 - Baseball	25667: Animal Jumping—Mathematics Short Text
<input type="checkbox"/>	IAB - ELA Grade 5 - Brief Writes	52620: The Clan—Reading Short Text
<input type="checkbox"/>	IAR - FIA Grade 5 -	
<input type="checkbox"/>	Testsa, Testnew	13310: Cell Phone Plan—Mathematics Short Text
<input type="checkbox"/>	Testsa, Testnew	13312: Cell Phone Plan—Mathematics Short Text
<input type="checkbox"/>	Testsa, Testnew	13313: Cell Phone Plan—Mathematics Short Text
<input type="checkbox"/>	Test, Test	46921: At the World's Fair—Reading Short Text



# Scoring Open-Ended Responses

## Item 52620: The Clan—Reading Short Text

Item : IAB - ELA Grade 6 - Read Literary Text    Session : CT-890A-14    Student : Testsa, Testnew

### Rubric

[Exemplar](#)    [Training Guides](#)

	Points
<p>The response:</p> <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to make a determine the theme/central idea OR to summarize what happens during or after a key event</li> <li>• includes specific examples/details that make clear reference to the text</li> <li>• adequately explains the theme/central idea OR summarizes with relevant information based on the text</li> </ul>	2
<p>The response:</p> <ul style="list-style-type: none"> <li>• gives limited evidence of the ability to determine the theme/central idea OR to summarize what happens during or after a key event</li> <li>• includes vague/limited examples/details that make reference to the text</li> <li>• provides a limited explanation of the theme/central idea OR summarizes with vague/limited information based on the text</li> </ul>	1
<p>The response:</p> <ul style="list-style-type: none"> <li>• gives no evidence of the ability to determine the theme/central idea OR to summarize what happens during or after a key event</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• gives the theme/central idea OR summarizes, but includes no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• gives the theme/central idea or summary, but includes no explanation OR no relevant information from the text</li> </ul>	0

Scoring Criteria	Points	Score	Condition Code
Correct Answer	2	<input type="text"/>	Not Applicable <input checked="" type="checkbox"/>





# Scoring Open-Ended Responses

Response

52620



Summarize what happens after Charlie walks away from Rose. Use key events from the text to support your summary.

qweqweqwe



# Scoring Open-Ended Responses

## Item 52620: The Clan—Reading Short Text

Status : Not Scored    Test : IAB - ELA Grade 6 - Read Literary Text    Session : CT-890A-14    Student : Testsa, Testnew

Rubric		Exemplar	Training Guides
<b>Description</b>			
The response: <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to make a determine the theme/central idea OR to summarize what happens during or after a key event</li> <li>• includes specific examples/details that make clear reference to the text</li> <li>• adequately explains the theme/central idea OR summarizes with relevant information based on the text</li> </ul>		2	
The response: <ul style="list-style-type: none"> <li>• gives limited evidence of the ability to determine the theme/central idea OR to summarize what happens during or after a key event</li> <li>• includes vague/limited examples/details that make reference to the text</li> <li>• provides a limited explanation of the theme/central idea OR summarizes with vague/limited information based on the text</li> </ul>		1	
The response: <ul style="list-style-type: none"> <li>• gives no evidence of the ability to determine the theme/central idea OR to summarize what happens during or after a key event</li> </ul> OR <ul style="list-style-type: none"> <li>• gives the theme/central idea OR summarizes, but includes no examples/details that make reference to the text</li> </ul> OR <ul style="list-style-type: none"> <li>• gives the theme/central idea or summary, but includes no explanation OR no relevant information from the text</li> </ul>		0	
Scoring Criteria	Points	Score	Condition Code
Correct Answer	2	<input type="text"/>	Not Applicable <input checked="" type="checkbox"/>



# THSS Materials

ELA/Literacy Training Guide  
Grade 6

Item 52620  
Claim 1 • Target 2 • Central Ideas

Student constructed-response items from the Smarter Balanced Interim Assessments are hand scored by local educators. This training guide and the exemplar set are to be used for training prior to scoring ELA student responses. While these materials may be downloaded and printed, they should be used only for classroom, building- or district-level training. These materials should not be posted or distributed to teachers or others not involved in training or scoring the interim assessments.

## Training Guide

The Training Guide for reading items contains a stimulus, item stem, target-specific rubric, condition code document, and target chart.

## Directions for Using the Teacher Hand Scoring Materials for Claim 1 Reading Items

1. Start by reading the stimulus and the accompanying item stem.
2. Examine the target-specific rubric for each score point.
3. Read through the condition code document to better understand how to score unusual responses.

Having completed these steps, you are now ready to train on examples of student responses.

A target chart is provided to support the understanding of all targets in Claim 1.

## Exemplar

A document containing an anchor set, a check set, and the key for scoring the check set is located in the Exemplar tab.

The anchor set is provided to help the scorer understand how the rubric and scored papers align.

- The anchor set contains examples of student responses and, when available, scoring comments. Responses are ordered high-to-low for score points 2, 1, and 0.

The check set contains randomly ordered example student responses without scores or scoring comments.

- The check set is an opportunity for the scorer to practice accurate scoring.
- The score points and scoring comments for the check set can be found in the key.

Each set contains approximately 10 examples of student responses.

Each student response includes a metadata table indicating the claim, target, and other item-specific information.

Examples of student responses are authentic (original spelling, grammar, and punctuation).

By viewing the Training Guide and practicing using both the exemplars and check sets, educators are ready to begin scoring assigned student responses.

## Training Guide Glossary

**Stimulus:** a literary fiction or non-fiction passage(s)

**Item Stem:** a target-focused statement or question prompting students to respond

Exemplars: 52620

Grade 6

This packet provides student examples. For the stimulus, rubrics and instructions on how to hand score, please access the Training Guide.

# Exemplars

Title: The Clan

Item ID: 52620

These scoring materials are to be used for teacher training prior to scoring ELA student responses from the Smarter Balanced Interim Assessments. While these materials may be downloaded and printed, they should be used only for classroom, building- or district-level training. These materials should not be posted or distributed to teachers or others not involved in training or scoring the interim assessments.



# Machine Scored ELA Performance Task Full-Write

Figure 9. Machine-Scored Responses

Scoring Criteria	Points	Score	Condition Code
Organization/Purpose	4	3 (Machine Score)	Not Applicable
Evidence/Elaboration	4	1 (Machine Score)	Not Applicable
Conventions	2	2 (Machine Score)	Not Applicable





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Considerations



# Before Interim Assessments are administered...

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





# And...

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





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Resources



# User Guides Available on the Connecticut Comprehensive Assessment Program Portal

- For information about student and user management, rosters, and appeals, see the [\*TIDE User Guide\*](#).
- For information about administering online tests, see the [\*Test Administrator User Guide\*](#).
- For information about hand-scoring questions, see the [\*Teacher Hand Scoring System User Guide\*](#).
- For information about network, internet, and software requirements, see the [\*Technical Specifications Manual for Online Testing\*](#).



# Learn More – CSDE Information

- Connecticut State Department of Education  
Comprehensive Assessment Program Portal  
<http://ct.portal.airast.org>
- Student Assessment Newsletter  
[www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335452](http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335452)
- Student Assessment Web page  
[www.ct.gov/sde/Student Assessment](http://www.ct.gov/sde/Student%20Assessment)



# Contacts

**Dr. Cristi Alberino, ELA**  
Education Consultant  
Performance Office  
[Cristi.Alberino@ct.gov](mailto:Cristi.Alberino@ct.gov)  
860-713-6862

**Deirdre Ducharme, ELA**  
Education Consultant,  
Performance Office  
[Deirdre.Ducharme@ct.gov](mailto:Deirdre.Ducharme@ct.gov)  
860-713-6859

**Steve Martin**  
Education Consultant  
Performance Office  
[Steve.Martin@ct.gov](mailto:Steve.Martin@ct.gov)  
860-713-6857





**Thank you for your  
participation!**

