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Performance Office

Using Interim Assessment Data

2018 Interim Webinar Series #2

Agenda

- Interim Assessment scoring

- Working with interim data

- Connecting to the Digital Library

- Embedding the IABs in teaching

- Questions

- Resources

Accessing the CT Portal

http://ct.portal.airast.org

OR
access the Portal via the CSDE site:
www.sde.ct.gov
- Student Assessment page
- Under the Summative Assessment Calendar is the link

Navigating the CT Portal

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How are the Interim Assessment Block Scores Reported?

Interim Assessment Block (IAB) Scores

- The IABs are reported using three performance categories
  - Above
  - At/Near
  - Below

- This is very similar to the claim achievement category on the summative assessment.

- The IAB performance categories are determined the same way as the summative claim score categories.

Raw score/item difficulty → Scale score and SEM → Compare to standard cut → Performance category
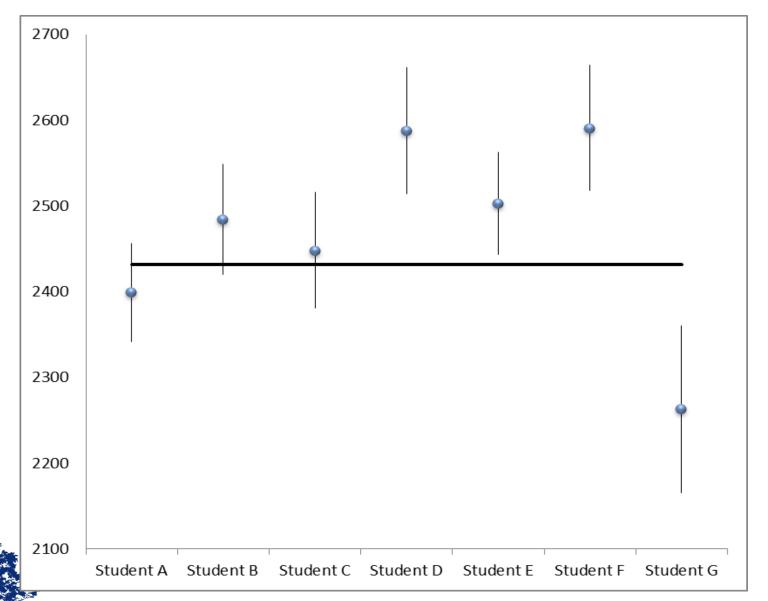
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ELA Grade 3 Claim Performance

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Interim Assessment Reporting Systems: The Online Reporting System and AIR Ways

Score Reporting

Interim Assessment Blocks

- provide data **student**, **class**, **grade**, **school**, **district**
- provide an **average score by block**
- indicate item number, points earned, and a total score for each student **on each item**
- allow for student and whole class averages
- can be broken down by item or target
- provide **performance distribution** by student and class on each block

Online Reporting System (ORS)

AIR Ways

AIR Ways Dashboard

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AIR Ways Dashboard

Assessment Name	
🔍 IAB - ELA Grade 3 - Editing	
🔍 IAB - ELA Grade 3 - Language and Vocabulary Use	
🔍 IAB - Math Grade 3 - Fractions	

AIR Ways Dashboard

AIR Ways Dashboard
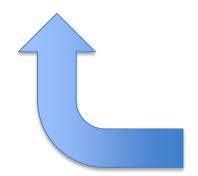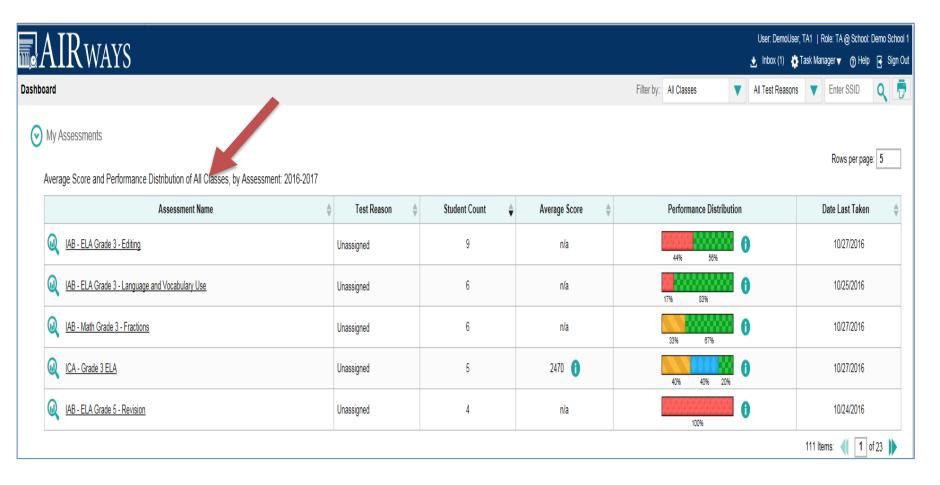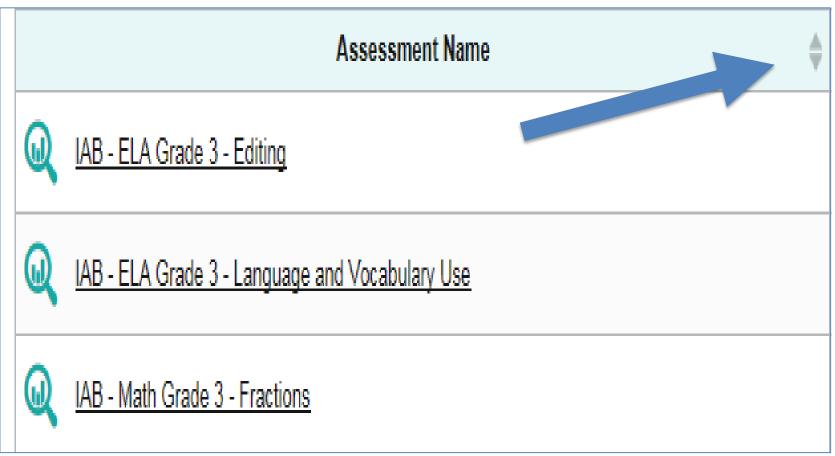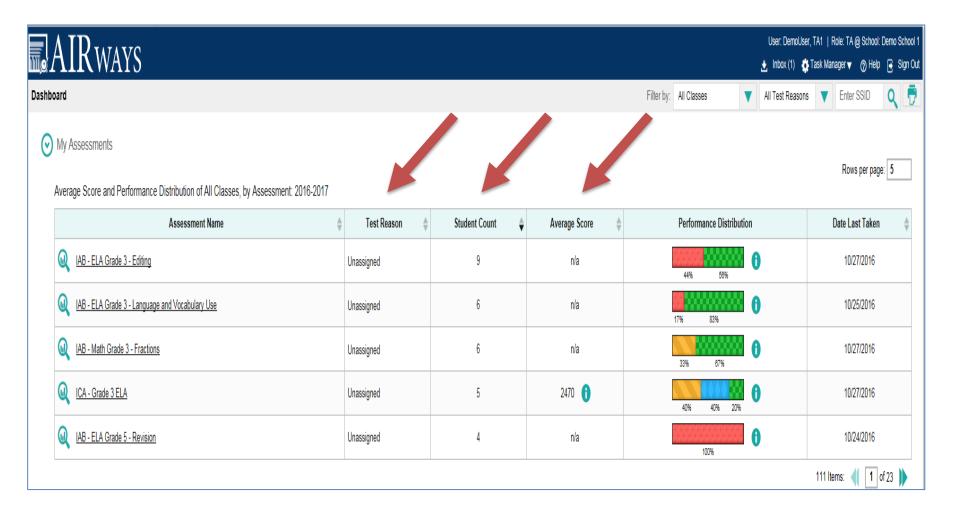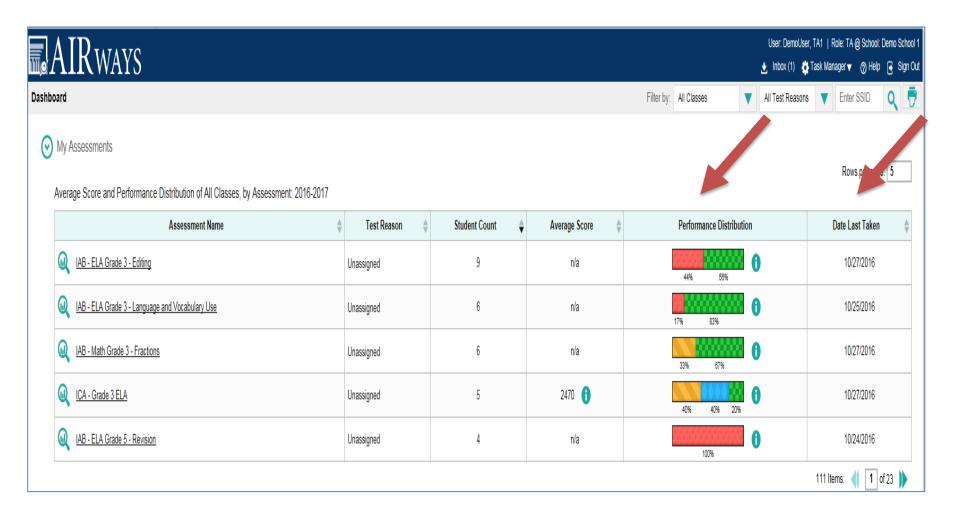
Test Reason	Student Count	Average Score
Unassigned	9	n/a
Unassigned	6	n/a
Unassigned	6	n/a
Unassigned	5	2470

AIR Ways Dashboard

AIR Ways Dashboard
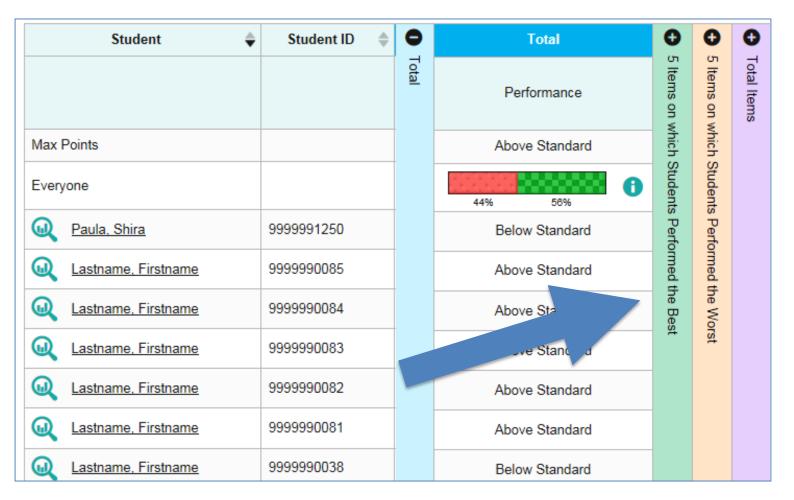
Performance Distribution	Date Last Taken
44% 56%	10/27/2016
17% 83%	10/25/2016
33% 67%	10/27/2016
40% 40% 20%	10/27/2016

Sorting by Assessment Name

Score,Performance and Points Earned on **IAB - ELA Grade 3 - Editing** (Unassigned) of All Classes, by Student and Reporting Category: 2016-2017

Student	Student ID	Total	Total	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Total Items
			Performance			
Max Points			Above Standard			
Everyone			■44% 56% ℹ			
Paula, Shira	9999991250		Below Standard			
Lastname, Firstname	9999990085		Above Standard			
Lastname, Firstname	9999990084		Above Sta...			
Lastname, Firstname	9999990083		...ve Stand...			
Lastname, Firstname	9999990082		Above Standard			
Lastname, Firstname	9999990081		Above Standard			
Lastname, Firstname	9999990038		Below Standard			

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Sorting by Assessment Name

5 Items on which Students Performed the Best

Item Numbers and Points Earned

1	5	6	7	10
1	1	1	1	1
0.56	0.89	0.89	0.67	0.78
0	1	1	1	1
1	1	1	0	1
1	1	1	1	1

5 Items on which Students Performed the Worst

Item Numbers and Points Earned

3	9	11	12	15
1	1	1	1	1
0.33	0.33	0.11	0.22	0.56
0	0	0	0	0
0	0	0	0	1
0	0	1	1	1

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AIR Ways Student Portfolio

Points Earned on **IAB - ELA Grade 3 - Editing** (Unassigned) Items, by Reporting Category: **Lastname, Firstname**, 2016-2017

Student	Total Items	Total Items														
Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Max Points		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Everyone		0.56	0.56	0.33	0.56	0.89	0.89	0.67	0.56	0.33	0.78	0.11	0.22	0.56	0.56	0.56
Lastname, Firstname Student ID: 9999990082		1	1	1	1	1	1	1	1	1	1	0	0	1	1	1
		Performance: Above Standard															

Lastname, Firstname's Score: n/a   **Class Average:** n/a   **Lastname, Firstname's Performance:** Above Standard

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Integrating the Supporting Systems

Now what?

- Were there items on which **all students struggled**?

- Were there items on which **all students did well**?

- Were there items **in the middle**? What instruction would benefit students?

- Were there **trends in answers** based on particular types of items?

- What did you notice about **students' responses while hand scoring**?

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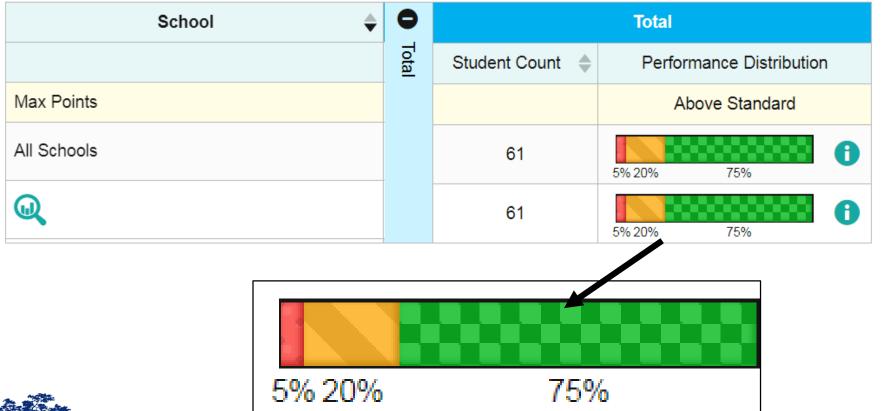
Connecting Interim Data to the Digital Library

Using Data with Connection Playlists to Influence Instruction

Grade 6, Mathematics, Geometry

Average Score and Performance Distribution for **IAB - Math Grade 6 - Geometry**

School	Total	Student Count	Performance Distribution
Max Points			Above Standard
All Schools		61	5% 20% 75%
		61	5% 20% 75%

5% 20% 75%

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Connecting Interim Data to the DL

Connections Playlists are built **based on student performance** on specific IABs.

Digital Library resources are selected and organized based on the specific **performance categories** for an IAB.

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Connection Playlists

Grade 3

- Number and Operations in Base Ten

Grade 4

- Revision
- Brief Writes

Grade 5

- Fractions

Grade 6

- Geometry

Grade 7

- Read Literary Text
- Ratio and Proportional Relationships

Grade 8

- Research

High School

- Brief Writes
- Revision
- Statistics and Probability

Connection Playlists

GRADE 6 Geometry

Smarter Balanced
Assessment Consortium

Student Learning Objective: Students solve real-world and mathematical problems involving area, surface area, and volume.

ABOVE STANDARD

Students are working to solidify the following skills:

- Calculate area of rectangles on a coordinate plane.

- Calculate area of polygons with fractional dimensions.

- Calculate volume of rectangular prisms with three fractional dimensions.

Educator-recommended next steps and Digital Library resources

Instructional next-steps include, helping students to:

- Model a real-life problem using multiplication and division of fractions, decimals and whole number. Digital Library Example: The Doghouse Performance Task

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Connection Playlists

Students are working to solidify the following skills:

- Calculate area of rectangles on a coordinate plane.

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Educator-recommended next steps and Digital Library resources

Instructional next-steps include, helping students to:

- Model a real-life problem using multiplication and division of fractions, decimals and whole number. Digital Library Example: The Doghouse Performance Task

- Find the area of polygons by decomposing them into rectangles and triangles. Digital Library Example: Finding the Areas of Polygons by Decomposing and Composing

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Revisit and Reteach

5 Items on which Students Performed the Worst				
Item Numbers and Points Earned				
6	9	11	12	13
1	1	2	1	1
0.1	0.67	0.7	0.62	0.62

Grade 6 Geometry Block: Item #6

Data from AIR Ways shows this is difficult

- Using AIR Ways and a Smartboard, have students solve problem as a Do Now activity

- Discuss the students' proposed solutions as defined by Number Talks

- This item assumes that the sixth graders know how to calculate area (l x h)

Instructional Playlists

Instructional Playlists are instructional resources that center around content found in the IABs.

- Intended to supplement core curriculum
- Supply learning goals and success criteria
- Include **lessons** and **resources** to reinforce specific skills
- Available for both math and ELA
  - 14 total
  - 2 per grade

Instructional Playlists

Grade 3

Read Literary Text

Operations in Algebraic Thinking

Grade 4

Read Literary Text

Operations in Base 10

Grade 5

Read Literary Text

Numbers in Base Ten

Grade 6

Read Informational Texts

Ratio and Proportional Relationships

Grade 7

Read Informational Text

The Number System

Grade 8

Read Informational Texts

Expressions and Equations

High School

Research

Algebra and Functions

IAB Math Gr. 5 – Numbers and Operations in Base 10

Total	
Student Count ⬍	**Performance Distribution**
	Above Standard
91	51%　42%　7%
91	51%　42%　7%

Instructional Playlists
Grade 5: Numbers and Operations in Base 10

Learning Goals
Students understand how to:

- multiply multi-digit whole numbers using the standard algorithm.
- find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
- add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- read, write, and compare decimals to thousandths.
- use place value understanding to round decimals to any place value.

Success Criteria
Students can:

- multiply multi-digit whole numbers.
- determine whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
- add, subtract, multiply, and divide decimals to the hundredths.
- read and write decimals to the thousandths.
- compare two decimals to the thousandths by using >, =, and < symbols.
- round decimals to the nearest whole number, tenth, or hundredth.

Instructional Playlist Resources

Title
Math in the World Around Us: Fishin' Trip Video Math Task ↗️   CCSS of focus: 5.NBT.B.7

Resource Overview
This resource includes a two-minute video that provides the context for this real-world scenario: The Berg family has a fixed budget for its fishing trip. Students interpret evidence

Supplement Instruction

The Berg family has $190 for a short fishing trip. They want to use it to drive their camper from Billings, Montana to Canyon Ferry, Montana and the camper gets 8 miles per gallon. Can they afford to travel?

- Give the miles in one direction
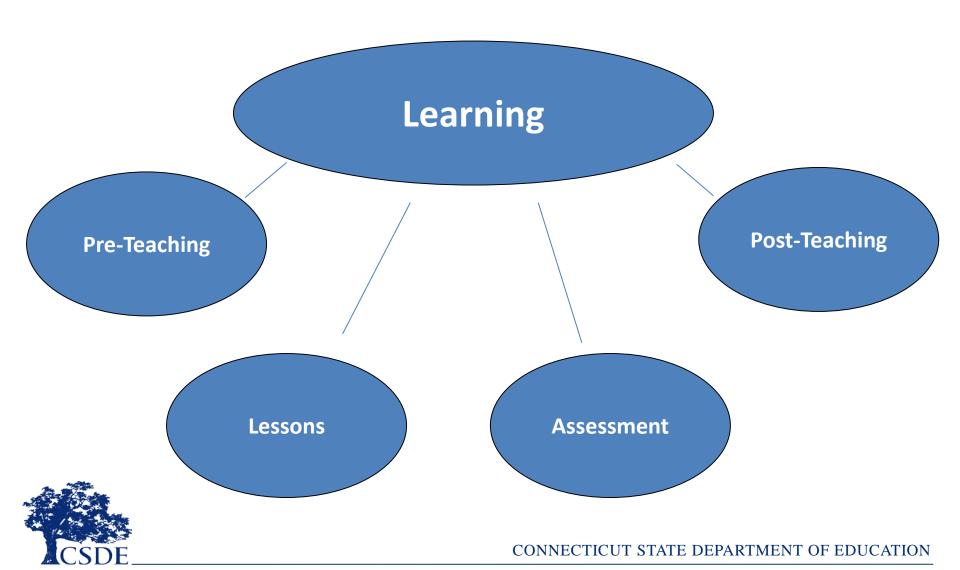- Give the miles round trip
- Give the cost of gas

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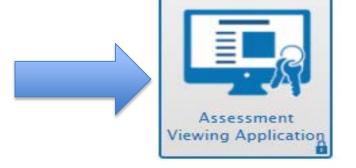# Viewing the Interim Assessments and Connecting Results to Instructional Strategies

Using Interim Assessment Tools to Support Learning
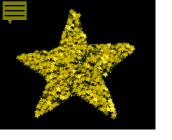
CT Assessment Portal

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

Select Items as Pre- and Post-test

Tip: Use items from a grade-level IAB as a pre- and post-test for a narrow learning objective.

- Choose a few similar items

- Choose items with differing orders of operation

- Attempt to find items with different formats

Use Practice or Training Tests to Introduce Test Format and Tools

Tip: Model test taking strategies by displaying the Practice and Training Tests on a Smartboard to familiarize students with the test format, item types, and tools.

Tip: Select potentially unfamiliar item types from AVA to further reinforce test-taking strategies.

Capture Depth of Knowledge and Rigor in Grade-Level Instruction

Tip: You can reverse engineer from the IABs to fine-tune grade-level instruction.

What are the differences of the test's demands between Grades 3 and 4 in mathematics?

Let's look at the Interim Assessment Block **Measurement and Data** for both of these grades and see exactly what is being asked of the students.

The Frequency at Each Grade of Concepts Measured

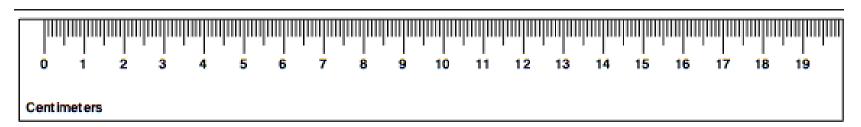| Concept	Frequency grade 3	Frequency grade 4
Area	4*	2
Perimeter	2	1
Area AND Perimeter	1	
Telling Time	2	
Time Conversion	2	
Measurement Conversion		1
Interpreting Bar Graph	2	
Interpreting Line Graph		3
Deduction from Data	2	1
Angles		5*
Equal Measures		2
TOTAL	15	15

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Some Things to Consider

- 15 Items

- Highest frequency Grade 3 = AREA

- Highest frequency Grade 4 = ANGLES

- Grade 3 telling time (or converting time) = FOUR items

- Grade 4 telling time = ZERO items

- Grade 3 items requiring multiple correct responses = ZERO

- Grade 4 items requiring multiple correct responses = SEVEN

FOR EXAMPLE…

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Example: Grade 4 Measurement and Data

Decide whether each measurement is equal to 8 meters. Select Yes or No for each measurement.

	Yes	No
80 centimeters	☐	☐
800 centimeters	☐	☐
8000 centimeters	☐	☐

Centimeters

Grades 3 and 4:
Differences on the Same Topic

- Examine items on the same topic between grades.

- Gain a sense of differing complexity demands by grade.

- Examples from Grade 3 and then Grade 4 with regard to deductions from data follow…

Example: Grade 3
Measurement and Data

Cristi and her class visit the local zoo.

- They arrive at the zoo at 1:00 p.m.
- They spend 30 minutes in the monkey house.
- They spend 40 minutes at the petting zoo.

The zoo closes at 4:00 p.m. What is the **greatest** number of minutes the class could spend in the aquarium section of the zoo?
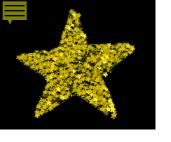
Example: Grade 4 Measurement and Data

Marlene is building identical gizmos as gifts for different people.

• She needs a package of bolts, wood, and one bracket for each gizmo.
• The bolts cost $1.75 per package.
• The wood needed for each gizmo costs $8.25.
• The brackets cost $2.25 each.

Select True of False for each of the statements below.

❑ If Marlene makes 5 gizmos, she will need 5 packages of bolts which will cost $10.00.
❑ If Marlene makes 7 gizmos, she will need 9 brackets, and 7 packages of bolts.
❑ If Marlene makes 2 gizmos, she will spend $16.50 on wood.

Building Metacognition Using Interim Stimuli

Tip: Model note-taking strategies

- use literary/informational stimuli from reading blocks

- solve complex math problems using the PT

- use the audio stimuli from the listening block

Building Vocabulary and Reinforcing Skills

Tip: Use math and ELA IABs to explicitly reinforce

- New vocabulary that includes not only content words
- Include foundational vocabulary (democracy, population)
- Skills like skimming, alphabetizing, understanding vocabulary through context clues
- Test-taking and study skills

Take Advantage of Item Distractors

Tip: When presenting an item, discuss item distractors.

- Which are appealing?
- Which are incorrect and why?
- How do you know which is the correct answer?
- Did you read the question carefully, paying attention to bold words in the stem?
- Did you go back and check your answers?

Annotating Text

Tip: Model text annotation of text types across genres and purposes.

- <u>Underline main idea.</u>
- Highlight supporting details in yellow.
- Circle unknown words.
- Place a star next to something new and interesting.
- Highlight interesting or vivid descriptive language in green.
- Use a ? to identify what is confusing.

Maximize the Possibilities: Use Stimuli as a Starting Point

Tip: Use stimuli and link with other **multimedia or complex texts** to build knowledge and expertise.

Tip: Provide writing and research activities around the topic to **promote critical skills** across the standards.

Maximize the Possibilities: Use Stimuli as a Starting Point

Tip: Use stimuli to **model skills** such as problem solving, close reading, examining text features, and analyses within and across texts.

Tip: Use stimuli to **engage students** in small groups or whole class **conversation** about author's purpose, main idea, interesting facts, or any takeaways.
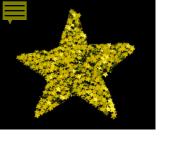
Take Advantage of Item Distractors

Tip: When analyzing items, note widely-used responses.

- Wrong choices might give **more** information about misunderstandings and help you focus on a targeted area when re-teaching.

Maximizing the Brief Writes

Tip: Incorporate a Think-Aloud activity to model the measured writing skill.

Tip: Extend a Brief Write to teach, model, or measure an additional skill or strategy.

Tip: Use a Brief Write as a starting place for research.

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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.

Considerations

In drawing any conclusion or making any decision, test scores should always be used in conjunction with multiple sources of evidence, including formative measures, school assessments, and/or homework.

And…

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

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Resources

Portal Resources

Connecticut State Department of Education Comprehensive Assessment Program Portal
http://ct.portal.airast.org

- Construct Relevant Vocabulary

- Rubrics

- Translated Test Directions

- Student Documents

User Guides Available on the CT 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*.

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