PLAINVILLE
COMMUNITY SCHOOLS
Inspire • Prepare • Engage

Utilizing Interim Assessments K-8

Plainville Community Schools
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PERFORMANCE MATTERS FORUM
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PLAINVILLE COMMUNITY SCHOOLS

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District – Level Guidance and Support

- **SETTING DIRECTION**
  - Understanding the Why
    - Student Practice (questions types, interface, and feedback)
    - Learning for Educators
      - Question types
      - Necessary skills
      - Plan for how to better teach the skills
- **DEVELOPING PERSONNEL**
  - Professional Learning

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District - Level Guidance and Support

- **Organizational Structures**
  - Allocation of Resources
    - Time
    - Ongoing Support
- **INSTRUCTIONAL GUIDANCE**
  - Models
  - Instructional Tools

PLAINVILLE COMMUNITY SCHOOLS VISION

GOALS:

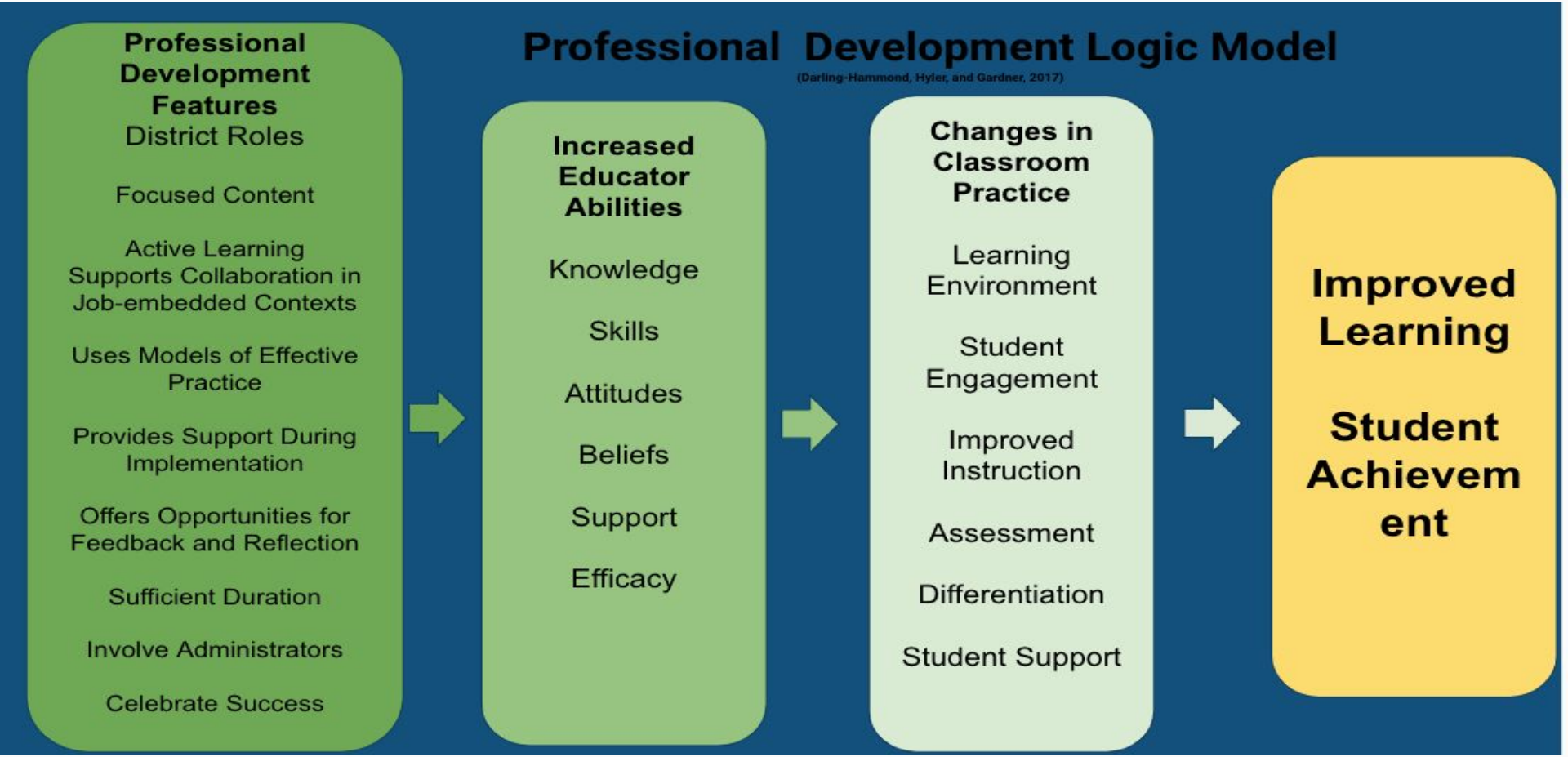
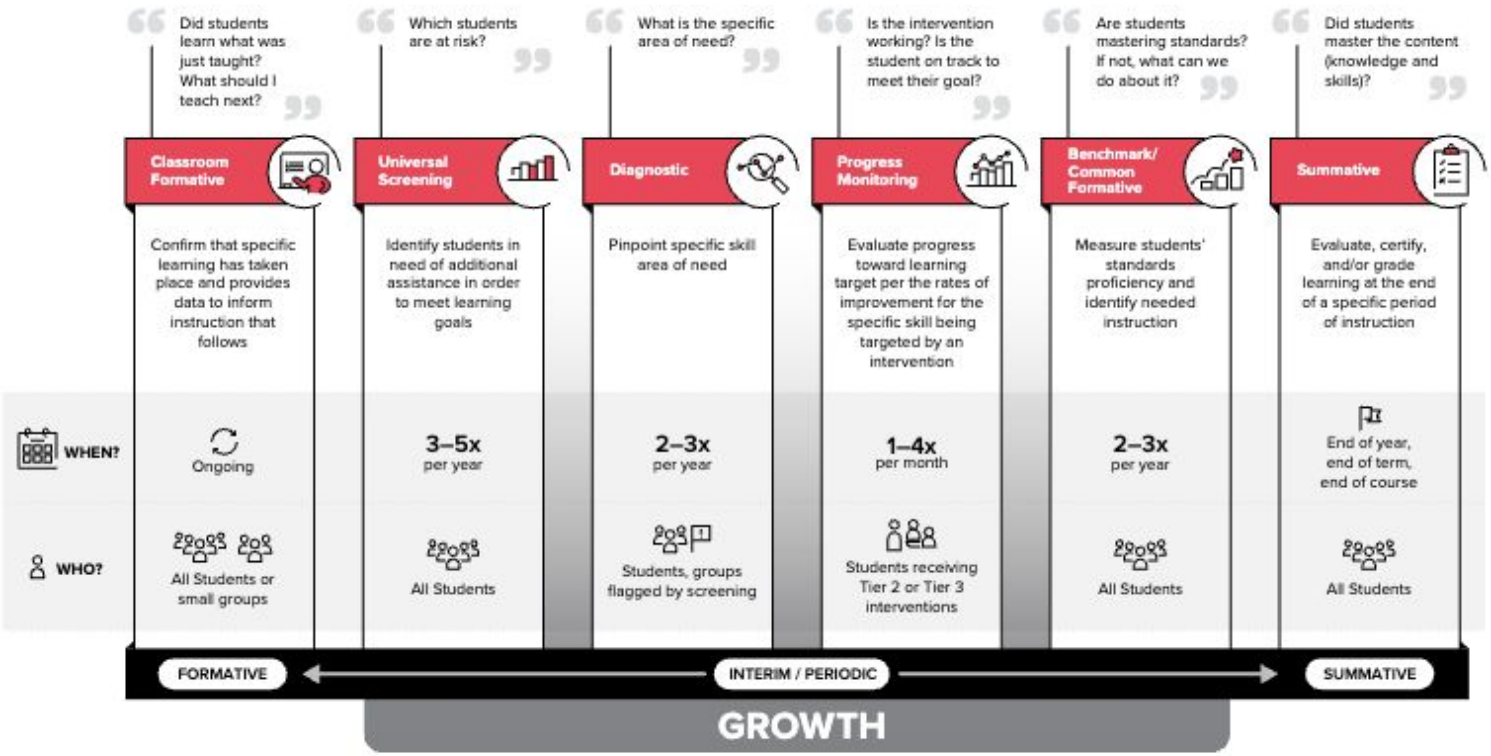

Professional Development Logic Model
(Darling-Hammond, Hyler, and Gardner, 2017)
Professional Development Features
District Roles
Focused Content
Active Learning Supports Collaboration in Job-embedded Contexts
Uses Models of Effective Practice
Provides Support During Implementation
Offers Opportunities for Feedback and Reflection
Sufficient Duration
Involve Administrators
Celebrate Success
Increased Educator Abilities
Knowledge
Skills
Attitudes
Beliefs
Support
Efficacy
Changes in Classroom Practice
Learning Environment
Student Engagement
Improved Instruction
Assessment
Differentiation
Student Support
Improved Learning
Student Achievement

Figure 1: Comprehensive Assessment System At-a-Glance



Unlocking the Power of Assessment - Renaissance Learning Retrieved 9/2023

Comprehensive Assessment System

The 4 W's of Assessment

	Formative	Interim	Summative
When (Frequency)	Continuous Throughout Instruction	Periodic	End of Learning (Chapter, Unit, Annual)
What (Provided)	Immediate Actionable Feedback	Multiple "Check Points" Across Time	Snapshot
Who (Benefits)	Students and Teachers	Students, Teachers, and School	Students, Teachers, and School and District
Why (Purpose)	Inform Teaching and Learning Approaches	Monitor Student Learning toward meeting Learning Goals and Standards	Certify Student Learning of Intended Outcomes

Elementary Overview Statement

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Goal:

*Prepare students to be successful on
ELA, Math & NGSS Smarter Balanced Assessment

Action Plan:

*Align IABs to Curriculum Units of Study

*Expose and Engage students to the level of rigor in real time using individually selected questions

*Implement full IAB instructionally 3x per year

Literacy Overview Statement

Familiarizing teachers with the SBAC assessment improved their understanding of the test. In order to do this, we gave teachers time to look at sample test passages and questions and actually take the test as a student. Based on this knowledge, teachers are now able to plan instruction and utilize the interim assessments for instruction using note taking strategies, exposing students to the types of questions being asked and demonstrating ways to successfully answer questions anchored with focus claims and standards. Members of the grade level team are given opportunities to share their instructional methods and their test knowledge with their colleagues through a learning lab structure. This involves grade level teams planning instruction and observing each other executing lessons. There is a debrief after each session where adjustments are made and the lesson is executed again tweaking and improving instruction each round. Using the interim assessments as an instructional tool has continued to improve SBAC scores as teachers gain more knowledge of instructional best practices and the intricacies of the test.

Alignment with the Common Core State Standards

Alignment with TC Reading Units of Study

Tools For Planning Comprehension
3rd
4th
5th

TC Reading Progressions

Model w/instructional interims by standard using the Tools for Teachers Smarter Balanced Assessment Portal.

Use targeted small groups using groupings from iReady.

Monitor progress using notebook responses and pre & post unit assessments.

Teacher reads through the passage & questions.

I do,
We do,
You do

Learning Lab integration

Continue this pattern throughout fiction & nonfiction units of study.
Monitor through iReady Fall (Sept.), Winter (Dec.) and Spring (March).
Continue instruction groupings based on iReady

We do SBAC practice 2 X per month from October through March that aligns with TC units, Common Core Standards and learning progressions.

- We use the TC Units of Study with a learning progression focus which is based on the Common Core Standards.
- We begin by teaching SBAC lessons whole group.
- The following week we use a “We Do” or “I Do” model that aligns with the lesson from the previous week.
- We utilize a learning lab model in which multiple teachers collaborate to plan, execute and reflect/revise each lesson.

Math Alignment

Grade 5

Interim Assessment Block Blueprint | Gr. 5 SBAC Claim/Target/Standard Sample Questions

Pacing	IM Unit	IAB that Aligns	Specifics / Details
Sept - Oct	Unit 1 Finding Volume	Measurement and Data IAB	Questions: 3, 4, 7-9, 13-14
		Volume Concepts FIAB	All Questions
Oct-Nov	Unit 2 Fractions as Quotients and Fraction Multiplication	Numbers and Operations Fractions IAB	Questions: 1, 2, 4, 6, 8-9
Nov-Dec	Unit 3 Multiplying and Dividing Fractions	Numbers and Operations Fractions IAB	Questions: 3, 10, 12, 13
Dec	Instructional Full IAB	Operations and Algebraic Thinking IAB	Students answer in the portal, review (question by question)
Dec-Jan	Unit 4 Wrapping Up Multiplication and Division with Whole Numbers	Numbers and Operations Base 10 IAB	Question 8
		Operations with Whole Numbers and Decimals FIAB	Questions: 1-5, 12
Jan - Feb	Instructional Full IAB	Convert Measurements FIAB	Students answer in the portal, review (question by question)

Math Alignment

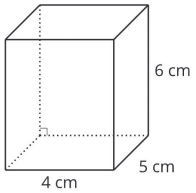
Warm-up: True or False: Parentheses or No Parentheses

Decide if each statement istrue or false. Be prepared to explain your reasoning.

- $(4 \times 2) \times 5 = 4 \times (2 \times 5)$
- $(2 \times 5) \times 4 = 2 \times 20$
- $5 \times 4 \times 2 = 10 \times 40$

Analyze / Justify

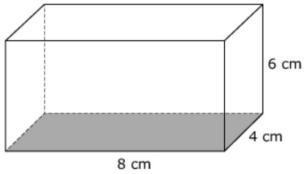
3. Select **all** expressions that represent a way to fill the rectangular prism with layers of centimeter cubes for a base.



A. 5×24
B. 10×12
C. 8×15
D. 6×20
E. 4×30

Select ALL

The right rectangular prism shown has a length of 8 centimeters, a width of 4 centimeters, and a height of 6 centimeters.



Complete the Table

Determine whether each equation can be used to find the volume of this prism. Select Yes or No for each question.

	V = 32 x 6	V = (8 + 4) x 6	V = 8 x 4 x 6	V = 10 x 8	V = 8 x (4 x 6)
Yes	☑	☐	☐	☐	☐
No	☐	☐	☐	☐	☐

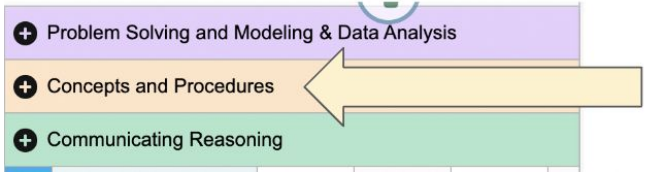
Math - Full IAB as an Instructional Tool

When?	3x per year: Late Fall / Early Winter / Spring
What?	Intentional Selection: *Analysis of prior achievement *IAB and Performance Task
How?	Instructional *Question-by-question *Solve and input *Full session
Why?	Immediate Feedback *Review, Clarify, Reflect

Math - Full IAB - Performance Analysis

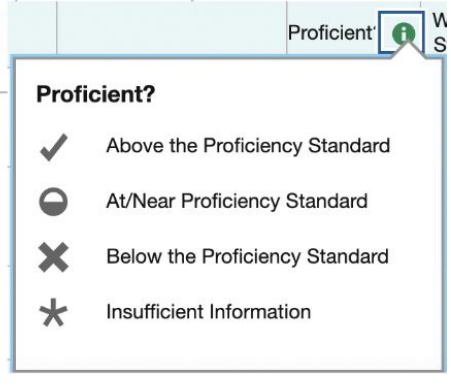
District Data Analysis
Math Claim 1: Concepts and Procedures
Target Level

Target H		Target I		Target J		Target K	
Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
✗	=	◒	=	◒	=	✗	



Identify Strengths (checkmark)

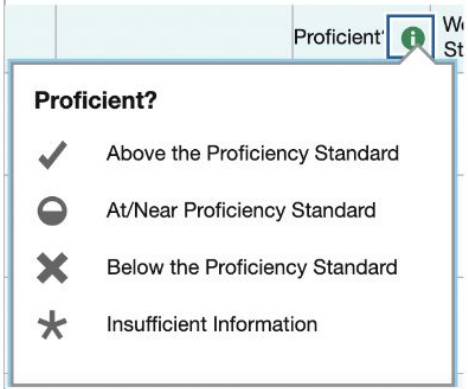
Identify Areas for Growth (X)



Math – Full IAB – Target Level

District Data Analysis
Math Claim 1: Concepts and Procedures

Grade 5	*Areas for Growth*: **Target B:** Analyze patterns and relationships. **Target G**: Convert like measurement units within a given measurement system. **Target H**: Represent and interpret data. **Target K**: Classify two-dimensional figures into categories based on their properties.

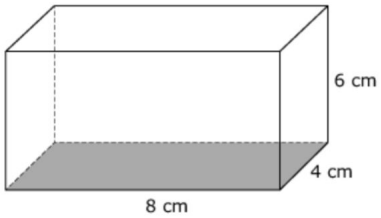


Math – Full IAB Intentional Selection

Instructional Opportunity	Targets Assessed	Timeline
Operations and Algebraic Thinking (IAB)	Targets A, B	*December*
Convert Measurements (FIAB)	Target G	*January / February*
Performance Task: Turtle Habitat	A range of targets in Claims 2, 3, and 4	*March*

Math – Full IAB as an Instructional Tool

The right rectangular prism shown has a length of 8 centimeters, a width of 4 centimeters, and a height of 6 centimeters.



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	V = 32 x 6	V = (8 + 4) x 6	V = 8 x 4 x 6	V = 10 x 8	V = 8 x (4 x 6)
Yes	☑	☐	☐	☐	☐
No	☐	☐	☐	☐	☐

*Question-by-question
*Solve and Input
*Immediate Feedback
*Review, Clarify, Reflect

NGSS IABs

Physical Science		
5-PS1 Matter and Its Interactions • 5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4	Watery Planet Chemical Magic	• **5-PS1-2 A Properties of Matter: Simulation - Sugar & Tea** • **5-PS1-2 B: Chemical Reaction - Steel Wool** • **5-PS1-4: Chemical Reactions - Simulation / Trials - Liquids & Baking Soda, Parts A-E** • **5-PS2-1: Forces and Interaction - Dropping Objects off Cliff / Animation to Support Claim, Parts A-C** • **4-PS4-1: Wave Properties - Simulation and Trials, Parts A-D** • 4-PS4-2: Create a Model in a Room - Mirror • 4-PS4-3: Communication • 4-PS3-3: Speed of Soccer Ball • 4-PS3-4: Energy Transfer • 3-PS2-1 B: Force on a Cart • 3-PS2-2: Forces and Motion
5-PS2 Motion and Stability: Forces and Interactions • 5-PS2-1	Spaceship Earth	
5-PS3 Energy • 5-PS3-1	Web of Life	
Life Science		
5-LS1 From Molecules to Organisms: Structures and Processes • 5-LS1-1	Web of Life	• **5-LS2-1 A: Life Science - Ecosystems - Terrarium, Model, Parts A-F** • 4-LS1-1: Bird Mating • 4-LS1-2: Model of Sound • 3-LS3-1: Inheritance of Traits • 3-LS4-1: Grand Canyon Animal Ancestry • 3-LS4-3: Desert Toads
5-LS2 Ecosystems: Interactions, Energy, and Dynamics • 5-LS2-1	Web of Life	

Using IABs as Instructional Opportunities

Highlights:

*Low pressure, builds confidence

*Explicit connections to units of study throughout the year

*Exposure to the level of rigor of questions

*In the moment feedback

*Training opportunity - platform features, test-taking strategies