Sensible Assessment Series: Nonstandard Use of Interims

Connecticut State Department of Education

January 31, 2024

Meeting Reminders

Meeting Reminders:

- The slide deck is posted in the chat.
- The meeting is being recorded and will be posted to the Student Assessment Training webpage.
- Attendees are on mute.
- We are monitoring the chat and will try to respond. If we do not get to your question, please email us at ctstudentassessment@ct.gov.
- We will stop at several points during the presentation for questions where attendees can “raise their hand” and ask questions verbally.

Sensible Assessment Webinars

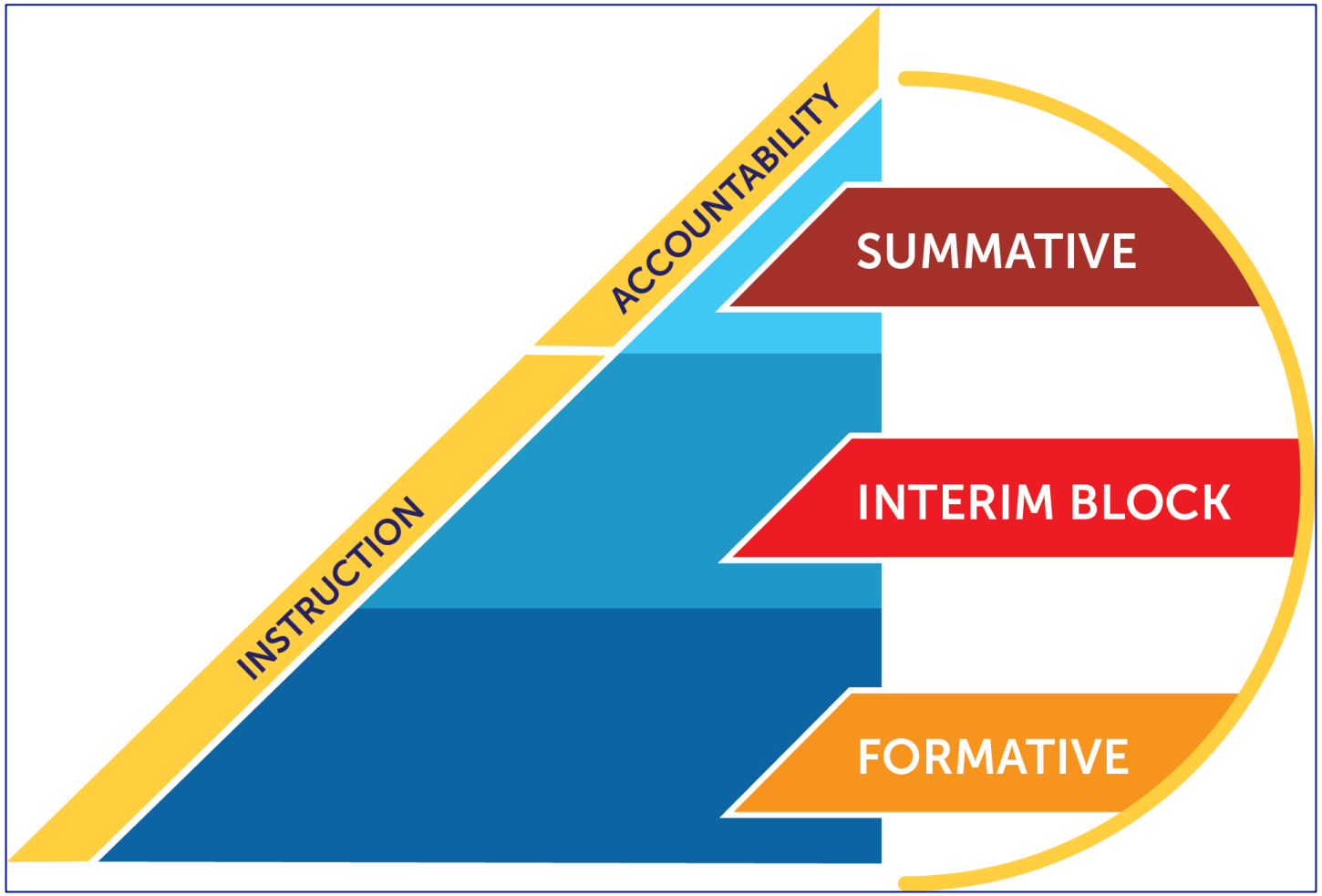
Register using the CSDE Calendar.

- February 28, 2024, Tools for Teachers and District Sharing
- March 27, 2024, NGSS Interims and District Sharing
- April 24, 2024, Smarter Balanced Interims and District Sharing
- May 29, 2024, Using Smarter Balanced/NGSS Interim Results and District Sharing

Today's Agenda

- Update on Sensible Assessments
- Districts Share Interim Use in Non-Standard Ways
  - New Haven School District - Lisa Benard
  - Integrated Day Charter School - Deb Allard
  - Stamford School District - Alec Iogman
- Summary
- Resources

Sensible Assessment



Range of Assessments

Assessment Type	When	Purpose	Priority for Instruction
Formative Assessment Process	**During** instruction	• Provides feedback so teachers may adjust instruction on-the-fly • Provides feedback to students to help them know where they are, where they need to be, and what they need to do to reach mastery	High
Interim	**Between** learning cycles (i.e., end of unit, quarterly, etc.)	• Measures domain-level performance • Aligned to standards and includes high-quality test items like in the summative • Designed to help classroom teachers evaluate student learning • Informs curriculum and instruction	Medium
Summative	**After** year or course	• Culminating evaluation • Measures overall performance • Aligned to standards • Standardized and reliable • Accountability	Low

Types of Interims Available

Smarter Balanced

- Interim Assessment Blocks (IABs):
  - Measures 3-8 targets
  - Can be aligned to curriculum
- Focused Interim Assessment Blocks (FIABs):
  - **Same as IABs**, but measures 1-3 targets
- Interim Comprehensive Assessments (ICAs):
  - Similar blueprint to the summative
  - Time consuming – 6.4 hours

NGSS

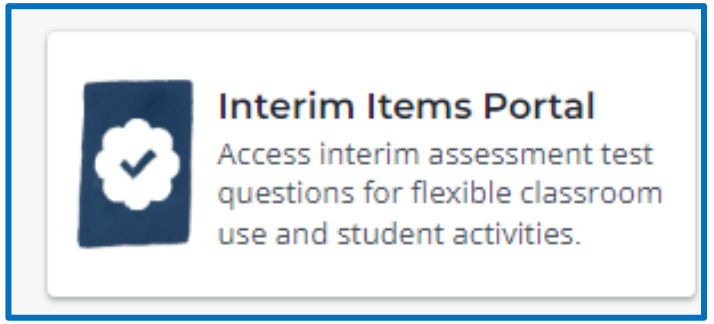
- NGSS Interim Assessments:
  - 109 items across three grade bands: 3-5, 6-8, and 9-12
  - Includes both shorter, stand-alone items with 1-2 interactions and longer item clusters with several interactions
  - Each item is aligned to a single NGSS Performance Expectation

Tools for Teachers

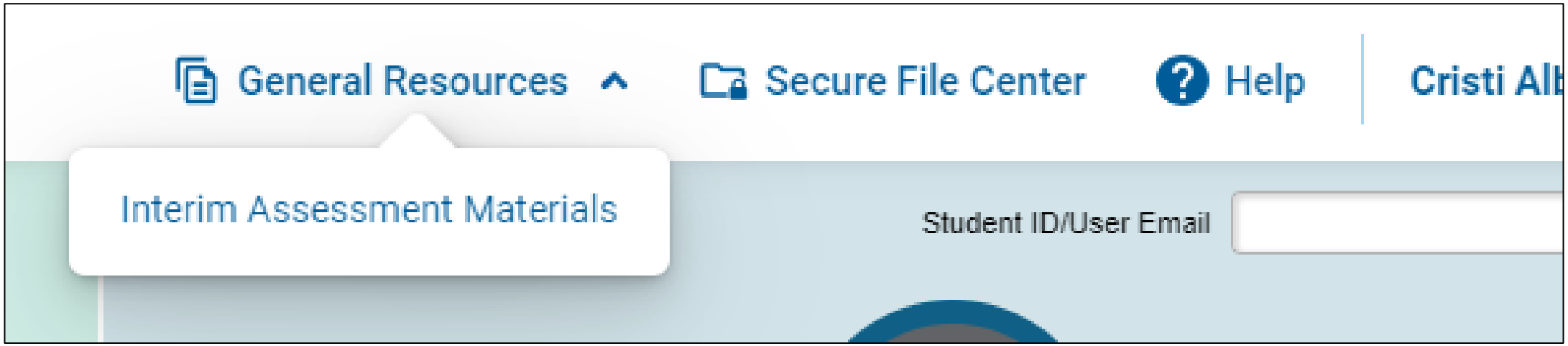
Smarter Balanced

Interim Assessment Item Portal

- Available in Tools for Teachers for math and ELA interims only
- View all (F)IAB metadata, items, rubrics
- Items can be viewed or saved individually or as a full block to a PDF for instructional use
- Answer keys can be printed or saved



Answer Keys


General Resources
Secure File Center
Help
Cristi Alt
Interim Assessment Materials
Student ID/User Email

Beyond Standard Implementation

New Haven School District
Integrated Day Charter School
Stamford School District

John C. Daniels Interdistrict Magnet School of International Communication

Lisa Benard

January 31, 2024

NHPS Math Department goals for IAB's

Effective this year, we utilize the IAB's as instructional tools rather than assessment tools.

NHPS Math Department goals for IAB's

Our district philosophy: We want our students to be successful with their test taking and we want to reduce the anxiety that goes along with test taking. Much of the student anxiety is due to their math mindset:

- "Math is too hard"
- "I'm not smart enough to do this"
- "This is overwhelming"
- "Where do I start?" "How do I go about solving this?"
- "How do I use these tools?" (technical components)

Using the IAB's as learning tools rather than instructional tools is giving our students the confidence needed to counteract some of this anxiety and is better preparing them for the end of year Smarter Balanced Assessments.

NHPS Math Department goals for IAB's

- ➔ Expose students to **grade level content** in the same way that they will see it on the Smarter Balanced Assessments.
- ➔ Expose students to the **formatting and logistics** of what they will see on the SBA digitally. (tools, entering responses, language, logging in etc.)

Rationale for these changes

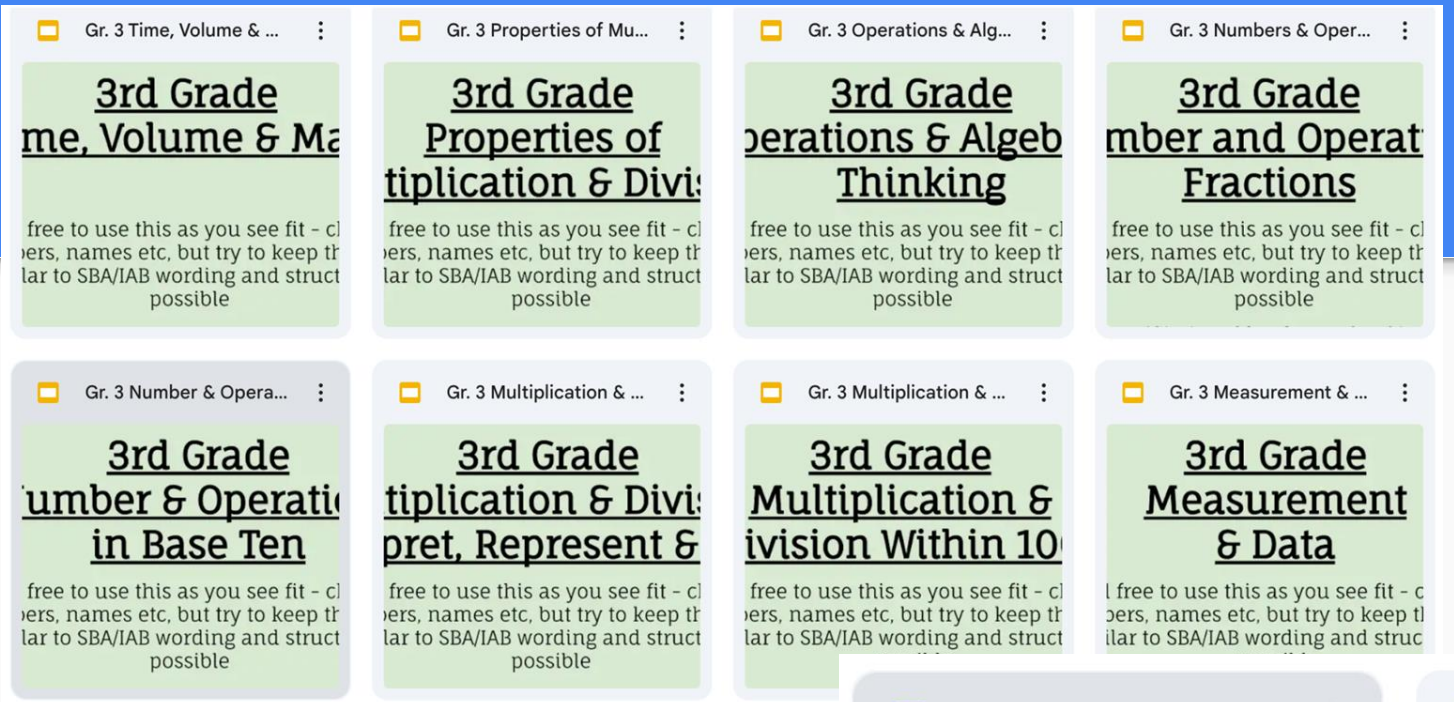
Five important factors drove the decision making process around these changes:

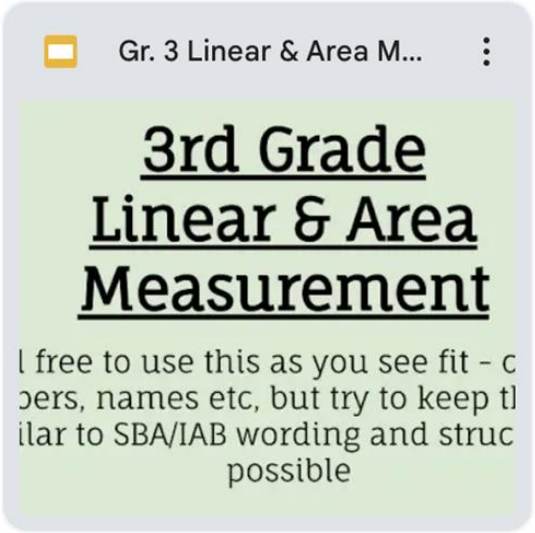
1. To give students adequate exposure and familiarity to content, formatting, structure of SBA type questions.
2. To give students support with navigating and manipulating various SBA tools and technical aspects of entering answers PRIOR to the end of year Smarter Balanced Tests.
3. To give students confidence and to support the mindset that they can be successful on the actual test.
4. To give students and teachers familiarity with the testing environment, routines and processes such as logging into the SBA portal, monitoring student progress etc.
5. To allow for more reliable test scores based on students knowledge. (students are often confused by the structure of the questioning not the actual skill to be utilized)

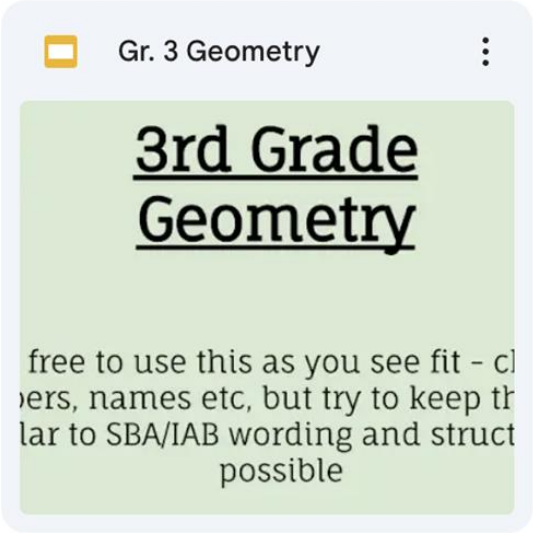
IAB action plan, preparation and review steps for teachers

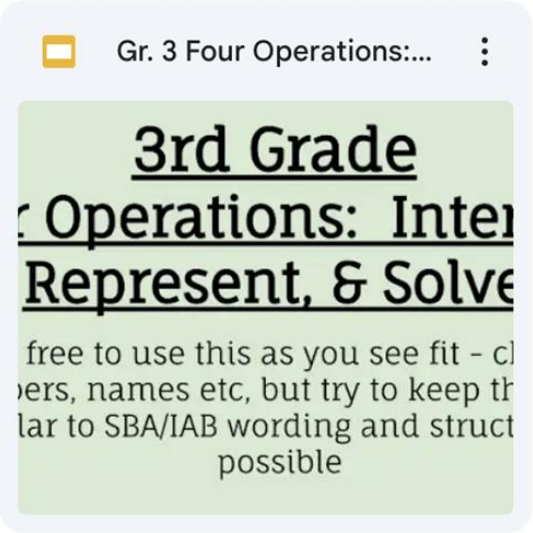
- Teachers are welcome to give as many IAB's as they feel appropriate *without prioritizing testing over instruction*.
- Every Math Class grades 3-8 MUST take 1 IAB assessment in the 2nd Marking Period and 1 in the 3rd Marking Period. Teachers can choose the appropriate IAB for their class. (based on student strengths & weaknesses or where they are in their pacing)
- Coaches have prepared slideshows for ALL IAB's - these are usable and editable for use.
  - Teachers can pull questions from these slideshows to use for morning problems, small group work, Do Nows, classroom discussions, Exit slips, homework, centers, math activities/games etc.
  - These reviews will continue to expose students to content problems without taking away from curriculum pacing!

Examples of IAB slideshows









Testing options

Once the review process has been completed, the teacher chooses the manner in which the test is administered. Students log onto the SBA portal and can take the test whole class, small group or individually.

Next Steps after administration of IAB’s

What do we do with the data after the test? We use the data to:

- Drive individual instruction
- Create small groups
- Drive whole group instruction

Examples of how we can help students become more successful test takers through the IAB's

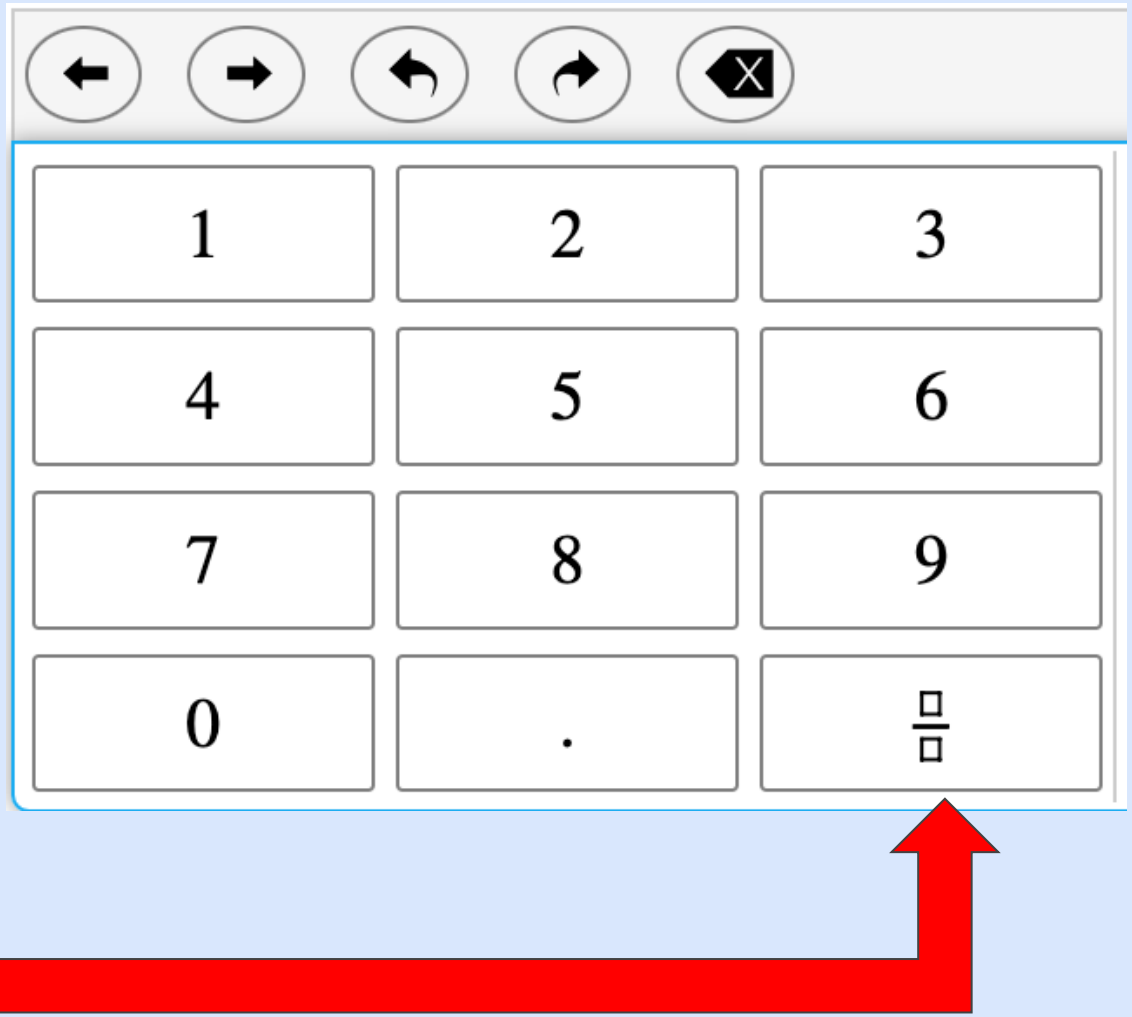
Familiarity with :

- Digital tools: how to use the digital calculator, drag & drop
- Structure: how to answer all items in a table or matrix
- Language format: how to make sense of lots of text to read, understand confusing language and sort out extraneous information
- Multiple problem solving strategies: how to utilize strategies in order to tackle problems i.e., creating models, drawing pictures, eliminating options that don't make sense
- Critiquing the reasoning of others and justifying answers

Enter the fraction that is equivalent to the expression

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

Familiarity with tools: Students must make sure they use the fraction portion of the calculator to enter a fraction.



Drag the greater than (>), less than (<) or equal to (=) symbol that makes this comparison true.

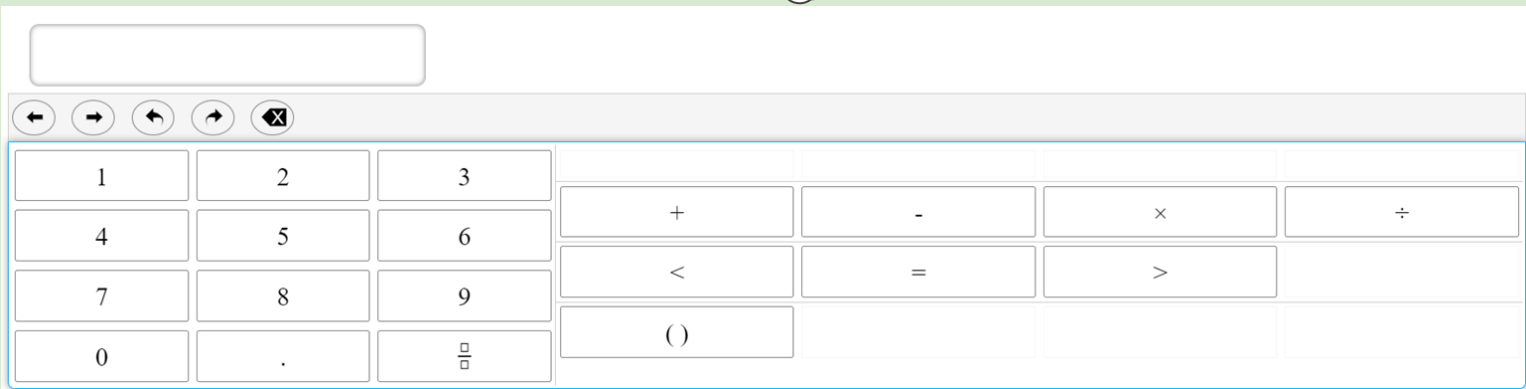
$>$

$<$

$=$

$\frac{2}{8}$ $\frac{3}{8}$

Familiarity with utilizing tools: how to drag the signs



Consider the statements about the properties of two lines and their intersection.

Select True for all cases, True for some cases, or Not true for any cases.

	True for all cases	True for some cases	Not true for any cases
Two lines that have the same y-intercept and the same slope intersect at exactly one point.			
Two lines that have the same y-intercept intersect at exactly one point.			
Two lines that have the same slope do not intersect at any points.			
Two lines that have different slopes intersect at exactly one point.			

Familiarity with structure: Students must make sure they answer for ALL statements

Trey is playing a number game with his friend.
His clue is:
*When the number is rounded to the nearest ten, it is 50.

Click Yes if the number matches Trey's clue.
Click No if the number does **not** match Trey's clue.

Familiarity with confusing language and lots of text to read

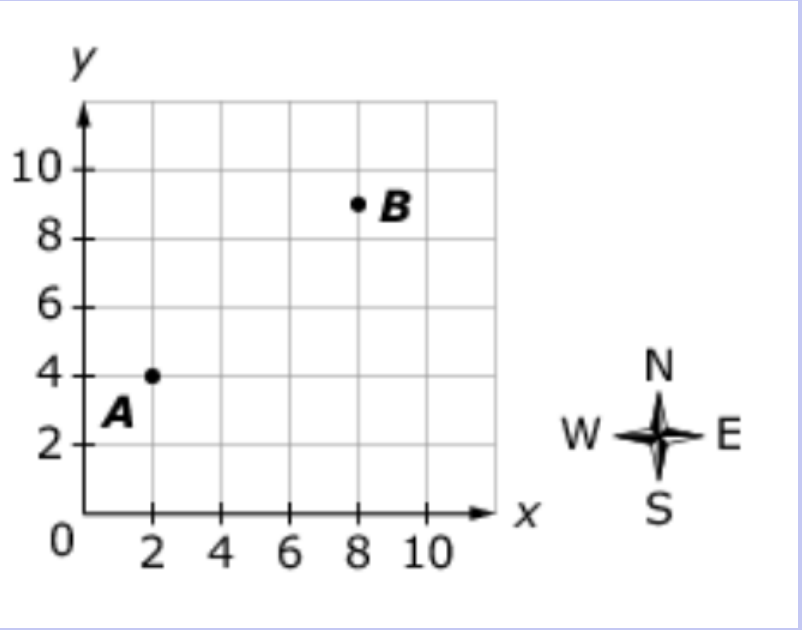
	Yes	No
51		
45		
41		
48		

Amy's house is shown on the coordinate grid at point A.
Becca's house is shown at point B.

*The girls are going to a party at Melinda's house.
*Melinda's house is located at point (9, 2)
*Amy walks 6 blocks east and Becca walks 5 blocks south so they can meet and walk together to Melinda's house
*Once together, how many blocks in each direction must Amy and Becca walk to get to Melinda's house.

a) 1 block east and then 2 blocks south
b) 2 blocks east and then 1 block south
c) 5 blocks west and then 6 blocks north
d) 6 blocks west and then 5 blocks north

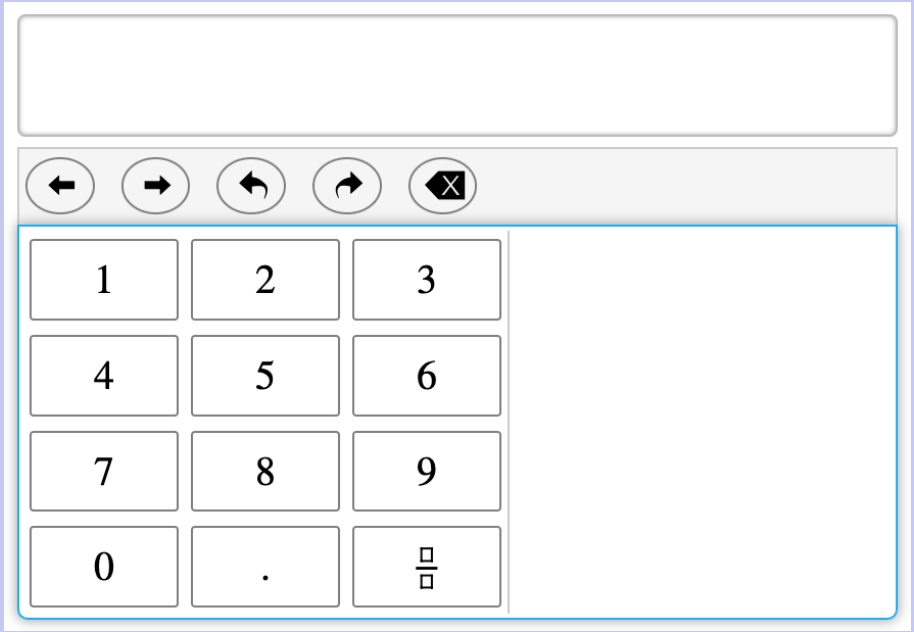
Familiarity with confusing language and lots of text to read



Enter a positive value for q that makes this statement true:

12 x q is greater than 12 but less than 24.

Familiarity with constructing models in order to interpret and solve problems



Familiarity with identifying key/important information and sorting out extraneous information.

The principal of Lakeshore Middle School wants to buy mechanical pencils with the school name on them for the school store.

- The pencils can be bought from Company P for $0.57 each, with free shipping.
- The pencils can be bought from Company T for $0.54 each, plus $4.95 for shipping.

Which statement is **true** about purchasing pencils from these two companies?

- Only the cost model for Company P results in a linear graph.
- The graphs of the cost functions for each company will not intersect.
- Buying pencils from Company T is always more expensive than buying pencils from Company P, regardless of the number of pencils bought.
- The company with the least expensive option can only be determined once the number of pencils the principal wants to buy is known.

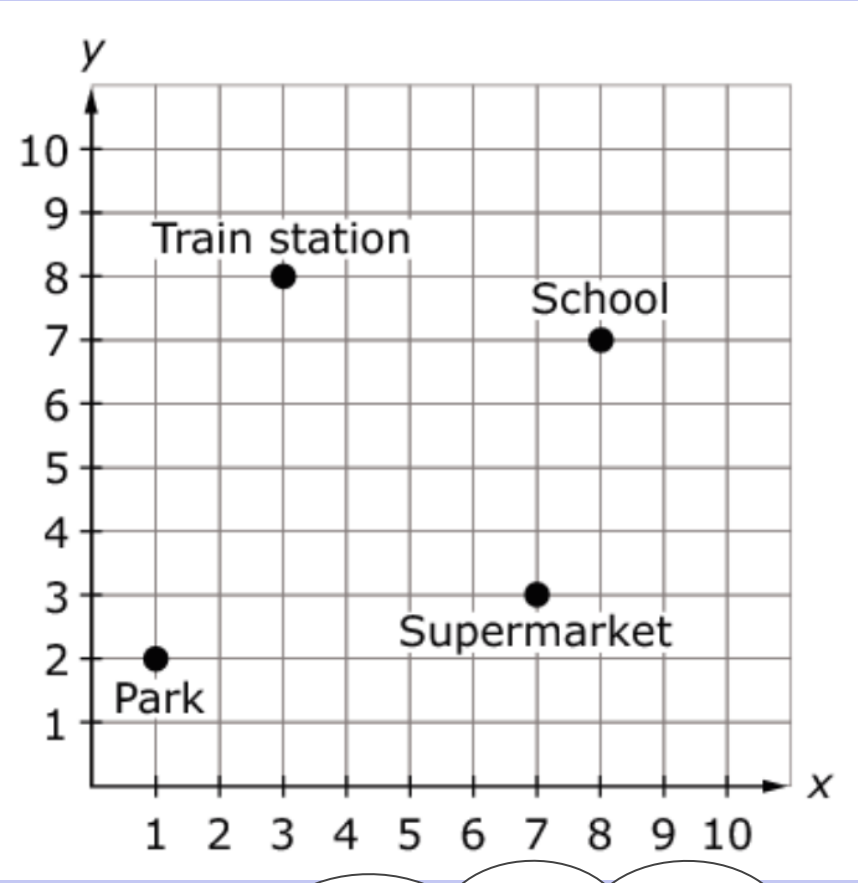
Kelli is buying a book at an online store. She can choose to use one of the three deals that are shown below.

Deal #1	Deal #2	Deal #3
5% off the purchase, not including shipping, of a hardcover book	10% off the purchase, not including shipping, or an order of two or more items	Free shipping on orders with a total over $25

The online store charges a flat rate of $3.99 for shipping. Kelli is buying a book for $22.43. She could buy the same book with a hardcover for $1.50 more.

Which option is the least expensive for Kelli?

- Buy the book without using any of the deals.
- Upgrade the book to hardcover, and use Deal #1.
- Order another small item for #3, and use Deal #2.
- Order another small item for $3, and use Deal #3.



The coordinate grid is a map of the town where Diana lives. Diana is at School and needs to go to the Supermarket and then the Park.

Click **all** sets of coordinates that will get Diana from School, to the Supermarket, and then to the Park while staying on a grid line.

Familiarity with critiquing the reasoning of others

- [ ] Begin at (8, 7), walk to (7, 7), walk to (7, 3), walk to (7, 2), and then walk to (1, 2).
- [ ] Begin at (8, 7), walk to (8, 3), walk to (7, 3), walk to (1, 3), and then walk to (1, 2).
- [ ] Begin at (8, 7), walk to (1, 7), walk to (1, 2), walk to (7, 2), and then walk to (7, 3).
- [ ] Begin at (7, 8), walk to (3, 8), walk to (3, 7), walk to (3, 1), and then walk to (2, 1).
- [ ] Begin at (7, 8), walk to (7, 1), walk to (2, 1), walk to (3, 1), and then walk to (3, 7).

Which situation can be represented by this equation?

$$\frac{1}{2} \times \square = 4$$

Ⓐ Marvin had 4 packs of gum. He gave Karen $\frac{1}{2}$ of a pack of gum. How many packs of gum does Marvin have left?

Ⓑ Marvin had 4 pieces of gum. He gave Karen $\frac{1}{2}$ of the pieces of gum. How many pieces of gum did Marvin give Karen?

Ⓒ Karen gave Marvin $\frac{1}{2}$ of a pack of gum. Marvin bought 4 more packs of gum. How many packs of gum does he have now?

Ⓓ Marvin gave Karen $\frac{1}{2}$ of the pieces of gum in a pack. He gave Karen 4 pieces of gum. How many pieces of gum were in the pack?

Click on the chart to match the equal fractions

Familiarity with structure: how to understand how to enter answers

	$\frac{3}{12}$	$\frac{4}{8}$	$\frac{2}{6}$
$\frac{1}{2}$	☐	☐	☐
$\frac{1}{3}$	☐	☐	☐
$\frac{1}{4}$	☐	☐	☐

Rectangle *E* has a length of 5 inches and a width of 2 inches.

Rectangle *E*

2 in

Select **all** of the rectangles that have the same perimeter of Rectangle *E*

Familiarity with how to analyze text and eliminate the options that don't make sense.

- ☐ Rectangle *F* - length 6 inches, width 7 inches
- ☐ Rectangle *G* - length 4 inches, width 3 inches
- ☐ Rectangle *H* - length 2 inches, width 12 inches
- ☐ Rectangle *J* - length 1 inch, width 6 inches

✓

Questions?
Thank you for your time!

SBAC/IABs

Deb Allard

2023-2024

Considering Question Types and Exposure

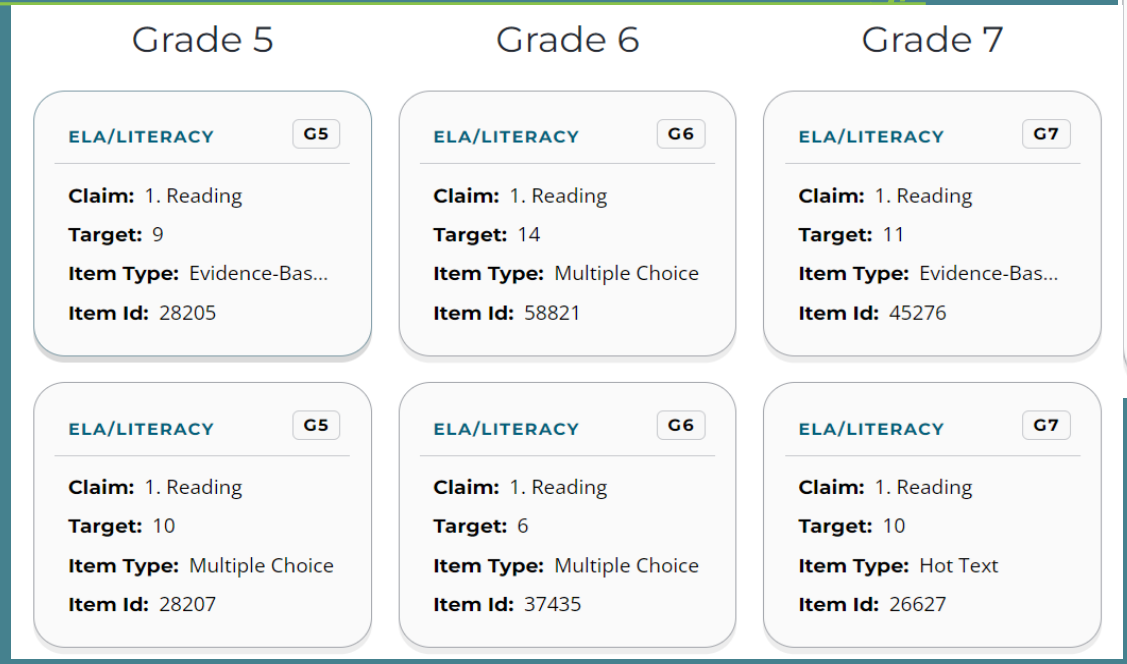
https://sampleitems.smarterbalanced.org/AboutItems

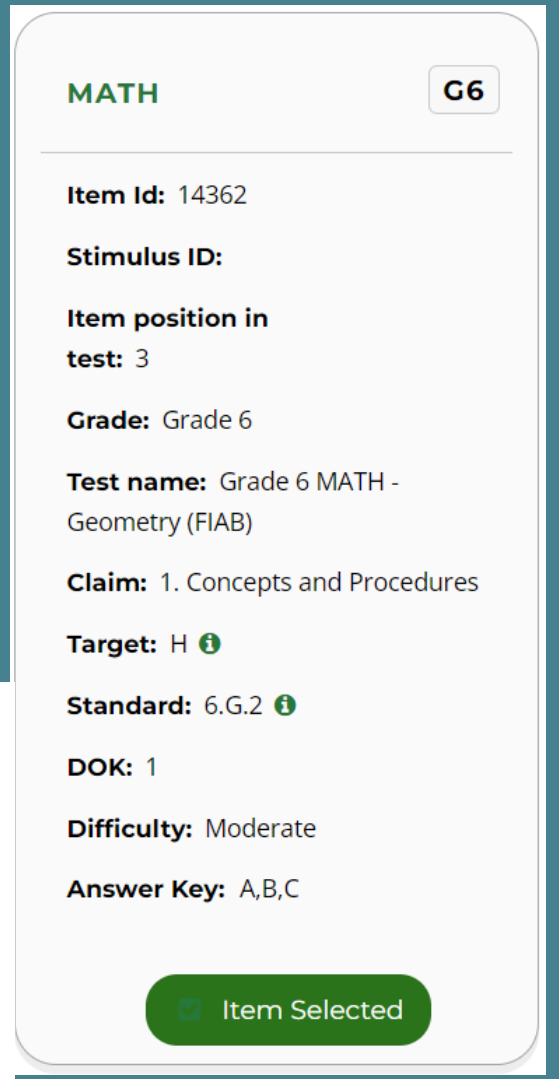
Smarter Balanced Tools for Teachers

Favorite features:

- Answer keys!!!
- Correlation to IAB/FIAB
- Level of difficulty
- Type of question

  - https://interimitems.smartertoolsforteachers.org/



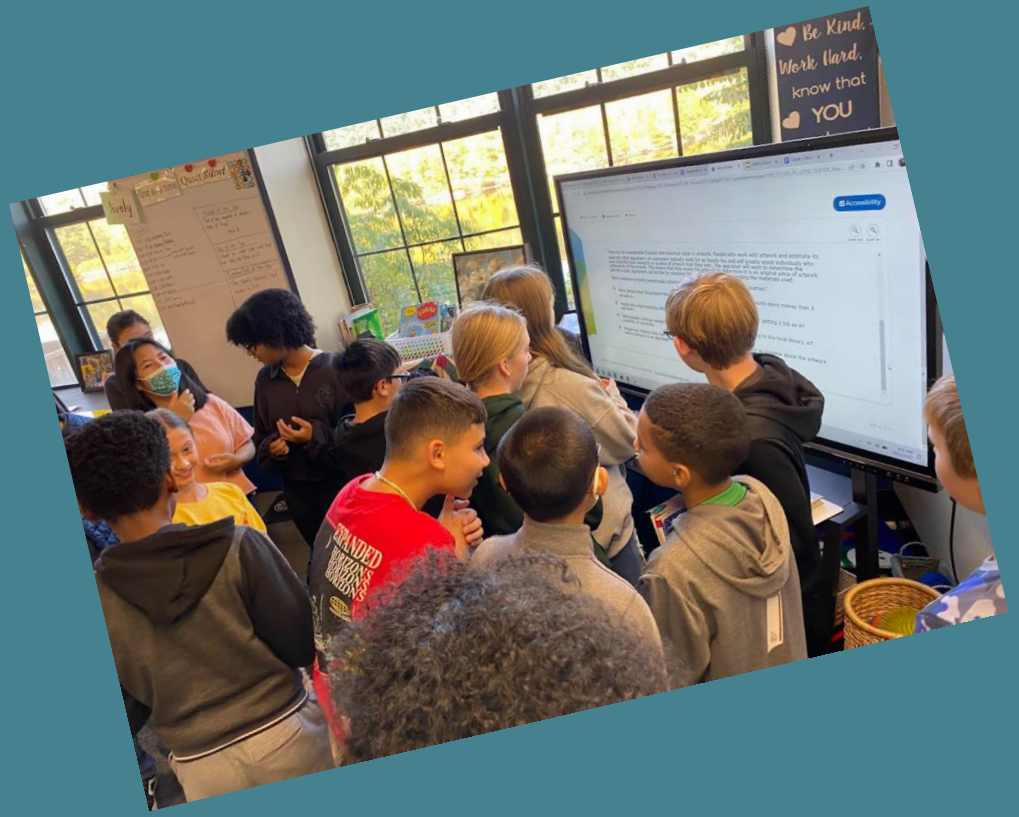


Using the Data (options)

- Show individual students their scores and show the whole class their composite, use this as a goal setting opportunity
- Look at specific problems on the IAB that gave the most students the trickiest time
- See what areas the students have been successful in - ask yourself why
- Let’s take a look at one of our own!

Testing Environment

The value of making the test…dare we say…fun!



Concentric Circles

- Allows partners to share ideas and strategies, lets students gain varying perspectives
- Students create two circles, students in inner circles face outwards while student in outer circle face inwards with everyone having a partner. Students are give a certain amount of time to talk to the question posed or show and then rotate a couple of times.
- Inner circle may have one purpose while outer circle has a different purpose.

Concentric Circles

- Example questions to ask in concentric circles:
  - ELA Grade 8, Claim 4, Target 3 - Students might partner to share which two resources they think are most credible and why. If partners disagree, they have to rationalize why or state their claim. If they agree, they should give reasoning behind why they chose those resources.

A student is writing a research report about causes of the declining bee populations for his science class. The student must use sources that are credible, trustworthy, and appropriate for the topic. Choose **two** of the credible or trustworthy sources that are **most likely** appropriate for the topic.

☐ http://environmental-science-topics.nytimes.com/2008/04/11/honey-bees-a-history/?_r=0

As a result of their continuing disappearance, honeybees have received worldwide attention. Beekeeping shifted from a hobby to a money-making business during the 19th century with four inventions.

☐ http://www.theguardians.com/environment/bees-buzzfeeds-pesticides-food-prices

This month in bees: new shelters will better protect bees, and why the reduction in honey supply might cause grocery prices to rise. Stories about beekeepers across the country are featured to create a picture of challenges beekeepers experience from the changing seasons.

☐ http://organicfoodmag.com/food/2010/04/honey-bees-still-struggling/

A modern mystery is the death of the bees. This recent survey pointed to factors like starvation, poor weather, and weak colonies going into winter. Recently discovered is something called Colony Collapse Disorder of which scientists still do not know the cause, but it has led to significant decline in the bee population in the last

Concentric Circles

- Example questions to ask in concentric circles:
  - Math Grade 6, Claim 3, Target B - Students can explain their mathematical thinking and the “why” behind their thinking

In the expression 5^3, 5 is the base and 3 is the exponent.

Select the statement that provides an equivalent expression for 5^3 with correct justification.

(A) $5 \cdot 5 \cdot 5$ because the base tells you the number of times the exponent is used as a factor

(B) $5 \cdot 5 \cdot 5$ because the exponent tells you the number of times the base is used as a factor

(C) $3 \cdot 3 \cdot 3 \cdot 3 \cdot 3$ because the base tells you the number of times the exponent is used as a factor

(D) $3 \cdot 3 \cdot 3 \cdot 3 \cdot 3$ because the exponent tells you the number of times the base is used as a factor

Grade 5 ELA/Literacy, Claim 4 (Research/Inquiry), Target 2, Standard 5.W.8 (Recall relevant information from print & digital sources…)

Research Report Plan

Topic: Thomas Edison
Audience: fifth-grade students
Purpose: to inform
Research Question: In what ways did his interest in science influence his life?

The student found information for the research report. Choose **two** pieces of information that answer the research question.

- [ ] Thomas Edison was born in 1847 in Ohio.
- [ ] Because of a childhood illness, he was nearly deaf by adulthood.
- [ ] He was an active child and was home-schooled by his mother.
- [ ] Mr. Edison and his wife Mary had three children together.
- [ ] In 1880 Mr. Edison became famous throughout the world for his invention of the light bulb.
- [ ] Mr. Edison was paid a great deal for his first invention, so he quit his regular job to invent full-time.

Grade 6 Math, Claim 1 (Concepts/Procedures), Target D, Standard 6.NS.7a (Interpret statements of inequality...)

24659

Consider the points plotted on the number line shown.

Consider statements in the table shown. Select True or False for each statement about the number line.

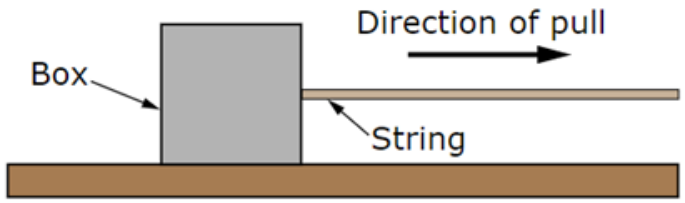
	True	False
The value of Point *A* is greater than -2**.**	☐	☐
The value of Point *B* is greater than the value of point *C*.	☐	☐
The value of Point *D* is less than $2\frac{3}{4}$**.**	☐	☐

Developing Problem Solving Strategies using Groupthink

On a greased table with almost no friction, a heavier box takes more effort to move.

An investigation examines how the mass of an object and the force exerted on the object affect the object's motion. Figure 1 shows the setup of the investigation. Assume that no friction is involved.

Figure 1. Set-up of Investigation



A string is used to pull a box across a frictionless table. The experiment varied both the mass of the box and the force applied to the string. Table 1 summarizes the data collected during the investigation. For each trial, the box was pulled a distance of 5 meters (m). The mass of the box is given in kilograms (kg). The pulling force is given in Newtons

1

Part A

Based on the investigation results:

1. Complete the table to show the effects of increasing the amount of force on the string while the mass of the box does not change.

2. Complete the table to show the effects of increasing the mass of the box while the amount of force on the string does not change.

Click on each blank box to select words and phrases to complete the table.

Change in Property	Change in Time of Travel
Increase Force	
Increase Mass	

Four Corners

- Best for use with Multiple Choice Answers
- Assign corners as “A, B, C, D”
- Read questions one at a time and allow students to go to respective corners. With some classes, I’ve had student write down their answer first and then go to the corner so there is not a “mob mentality”.
- Once students are in corners, provide an opportunity for debate between corners or for discussion about why they all chose a similar corner.

Where will you choose to go?

86034

Choose the sentence that is punctuated correctly.

(A) Andrea enjoys playing a variety of sports she plays basketball, soccer, and softball for her school.

(B) Andrea enjoys playing a variety of sports; she plays basketball, soccer, and softball for her school.

(C) Andrea enjoys playing a variety of sports, she plays basketball, soccer, and softball for her school.

(D) Andrea enjoys playing a variety of sports because, she plays basketball, soccer, and softball for her school.

Which corner will you choose?

82388

Thomas wants to estimate the number of students in his seventh-grade class who are interested in starting a computer club. He needs to create a random sample of students. How should Thomas collect his sample data?

(A) Thomas should ask 30 students in his technology class.

(B) Thomas should ask 30 students who are his closest friends.

(C) Thomas should ask 30 students in the seventh grade.

(D) Thomas should ask 30 students from the entire school.

Heads Up

The “official” game has 60-second rounds but you can make your rounds however short or long you want, as long as they are the same for both players/teams.

Heads Up is a two-player game. If you have more players, you can simply divide into two teams.

Set Up: Have each player or team sit opposite each other with the cards face down between them.

To Play

Decide who will go first (we always play rock-paper-scissors to determine).

On your turn, start the timer. Pick up a card without looking at it and hold it to your forehead so the other player can see it. He or she must give you clues to help you figure out what item is on the card.

When you guess a card correctly, set it on your left. If you want to pass, set it on your right. Anytime you set a card down, pick up a new one until the timer runs out.

When the timer runs out, the second player takes his or her turn following the same guidelines above. At the end of the second player’s turn, each player counts the number of cards in the pile on their left. The player with the most cards wins.

If you want, you can play until one player reaches a certain score (e.g. 25 points).

Heads Up Word Banks - Ideas for Grade 5

This is a sample of vocabulary from the construct-relevant for the Math SBAC.

Some words require exposure or review, such as “pattern” or “weight” while others can be used to construct meaning through explanation in a game-style format where students have to describe and define words for others to guess. See the next slide for an ELA example.

Grade 5

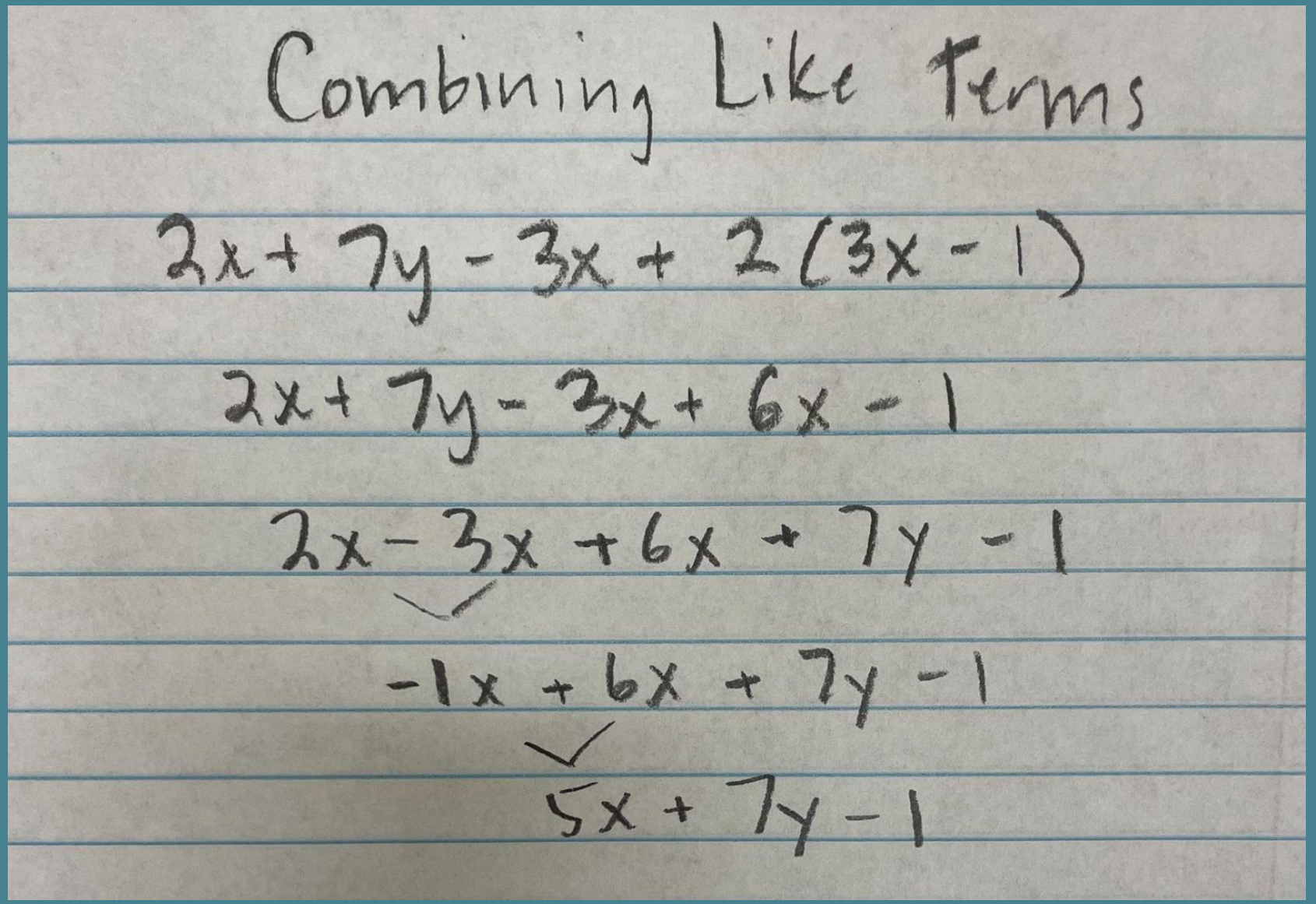
Target A: sum, quotient, factor, dividend, divisor
Target B: coordinates, ordered pairs, pattern, sequence
Target C: round, digit, value, greater than, less than, equal to, equivalent, expression, expanded form, hundredths, tenths, thousandths, word form
Target D: array, area model, equation, quotient, product, factor, divisor, dividend, remainder
Target E: equivalent fractions, denominators, numerators, mixed numbers
Target F: fraction, equivalent, denominator, numerator, sum, difference, product, mixed number
Target G: mass, weight, length, time, kilometer, meter, centimeter, kilogram, gram, liter, milliliter, inch, foot, yard, mile, ounce, pound, cup, pint, quart, gallon, hour, minute, second
Target H: line plot, table, measurement, data set, interval, unit fraction, mixed number
Target I: area array, right rectangular prism, associative property, cube, volume, length, width
Target J: origin, coordinate plane, coordinate system, coordinate pair, x-coordinate, y-coordinate, first quadrant, point, x-axis, y-axis, ordered pair
Target K: right, acute, obtuse, line segments, parallel, perpendicular, symmetrical, line of symmetry

Heads Up Word Banks - Ideas for Grade 3 ELA

Grade 3

affix
antonym
article/magazine article/ newspaper article
audience (as in writer's audience)
author
capitals/capitalization
central idea
character(s)
character's actions
characters' relationships
clear language
conclude/conclusion
conclusion drawn/drawing a conclusion
connect ideas (transitions in writing)
convince/convincing (in opinion writing)
definition
describe/description/descriptive details/realistic details
global notes
grammar usage
heading
illustration
imaginary
infer/inference(s)/ inference(s) made
inform
information
informational paper/ informational article
Internet
introduce setting/ characters/problems (writing)
introduction
key details
lesson/moral
main character
main idea
meaning
mental picture (writing)
message (e.g., author's message)
pre-writing
presentation (listening stimulus)
punctuation/punctuated
purpose for writing (informative, opinion, narrative writing)
quotation/direct quotations/ quoting directly
reason(s)
relationship
report
research
research report
revise
root word
sentence/pair of sentences/set of sentences/line
setting
similar
skim
source(s)
speaker (used in listening items)
specific word choice
spell check

My Favorite No



Kahoots, Jeopardy and Blookets

These can be used as warm-ups, reviews, and are a great way to use exact question types to gamify the IABs.

Example of a Grade 5 math warm-up, all questions pulled from the FIABs. Students use their Chromebooks but are also required to show their work on a white board. They can further explain why other answers are correct or incorrect.

https://create.kahoot.it/details/a0c0fec5-a975-4500-b4db-445852d45def

Integrating the Arts

PE Choices:

- Playing Tic Tac Toe relay with SBAC questions and/or vocabulary
- Scavenger hunts to find questions and answers for points

Art:

- Symmetry
- Geometry
- Measurement (Scale, Jewelry Making, Weight)

Music:

- Multiplication through song making
- Patterns

https://create.kahoot.it/details/a0c0fec5-a975-4500-b4db-445852d45def

The power of a pencil...and organizing the scratch paper!

Look ahead at what you want to accomplish…

- Plan one of the fun activities and prepare it
- Look ahead and decide on your next couple of months of IABs
- Take a look at one of the IABs you've administered to make decisions on next steps for instruction

CSDE-Sensible Assessment Webinar

Alec Iogman - Coordinator of Technology Integration & Online Assessment

Best Practices

- Collaborative partnership between Assessment and Teaching Department
- CCSS mapping with unit/pacing guides
- Maintaining a library of SBA and NGSS items by grade/domain/strand/difficulty
- Developing a consistent practice of embedding SBA/NGSS material into instruction

- Pacing Guide labeled with major or dominant lessons strands allows for easy embedding into units
- Units with heavy single domain concentration can be followed by administration of IAB as a formative assessment.

- ☐ Grade 5 MATH - Add and Subtract with Equivalent Fractions (FIAB)
- ☐ Grade 5 MATH - Convert Measurements (FIAB)
- ☐ Grade 5 MATH - Geometry (FIAB)
- ☐ Grade 5 MATH - Measurement and Data (IAB)
- ☐ Grade 5 MATH - Number and Operations - Fractions (IAB)
- ☐ Grade 5 MATH - Number and Operations in Base Ten (IAB)

2023-24 Grade 5				
Unit	**Date**	**Strand**	**Domain**	**Lesson**
Unit 2				
unit 2	**26-Sep**	**5.NBT.1**	**NBT**	**2-1***
unit 2	28-Sep	5.NBT.2	NBT	2-2
unit 2	29-Sep	5.NBT.2	NBT	2-3
unit 2	2-Oct	5.NBT.5	NBT	2-4
unit 2	3-Oct	5.NBT.5	NBT	2-5
unit 2	**4-Oct**	**5.OA.2 5.MD.1**	**OA**	**2-6***
unit 2	6-Oct	5.NBT.5	NBT	2-7

Cristi Alberino: Demonstrates Item Bank Searching and Filtering

1. Item Bank
2. Searching for items
3. Filtering items by domain, difficulty

Summary

Putting it all Together

Educators can tailor their own formative assessment plan that synchronizes to their curriculum:

- by choosing interim blocks or crafting their own interims from the item portal and administering interims in a non-standardized way.
- by using formative and accessibility strategies to boost existing curriculum or to foster professional learning.

Resources

Interim Assessment Resources

- Connecticut Interim Assessments: Smarter Balanced and Next Generation Science
- Creating an Answer Key Document Using the Interim Assessment Item Portal (IAIP)
- Smarter Balanced Tools for Teachers
- The Relationship between Student Participation on the Smarter Balanced Interim Assessment Blocks and Student Growth on the Smarter Balanced Summative Assessment 2020 Report
- The Relationship between Student Participation on the Smarter Balanced Interim Assessment Blocks and Student Growth on the Smarter Balance Summative Assessment 2023

Interim Assessment Resources

- Using Interim Connections Playlists
- Smarter Balanced Back to School Assessment Playbook
- Connecticut Comprehensive Assessment Program Portal
  - The NGSS Interim Assessment Quick Guide
  - Smarter Balanced Interim Assessments Overview
- NGSS Assessment Resources
- NGSS Resource Library

Thank You

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