

Sensible Assessment Series: Analyzing Interim Results



Connecticut State Department of Education
May 29, 2024



Meeting Reminders



Meeting Reminders:

- The link to the slide deck is 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.



Meeting Purpose



This meeting will present an overview of some of the ways that Smarter Balanced/NGSS Interim Assessment results can be analyzed using the Centralized Reporting System. Educators will share their experiences and provide tips on analyzing Smarter Balanced/NGSS Interim results using the Centralized Reporting System.



Today's Agenda



- District/School Sharing
 - West Hartford, Eileen Eustis
 - Thompson, Laura Stefanski and Pat Chenail
 - Connecticut Technical Education and Career System, Brian Barrington
 - East Hartford, Ellen Delgado
- Summary
- Resources



District Sharing

West Hartford



West Hartford Public Schools - NGSS interims

Grades 6 - 11

- Course/grade level groups identified 2 interim assessments to be given by end of year or by testing date for grades 8 and 11
- Trained teachers in how to administer them and how to access scores in Centralized Reporting System
- Provided links to resources - such as quick guide to interims, scoring assertions,
- Teachers analyzed data individually

Next steps:

- Incorporate interims into the curriculum and analyze data during course and grade level PLCs
- Analyze areas of growth and how to address it (revise curriculum/shift instructional practice)



District Sharing

Thompson:



Interim Assessments in Thompson, CT

May 2024

Assessment Inventory

- Previous Assessment Tool and what wasn't working
 - NWEA and IXL
- What we were looking for
 - An assessment tool teachers could/ would use to drive instruction.
- CSDE Support

Why Interims?

- We needed something with more options for teacher/ district use
- Interims allow you to assess focused skills and has many options broken down by grade level and content area.
- Assessments teachers could administer themselves and take greater ownership of.
- It's free
- Provides data we need to make better decisions around instruction
 - with information on student performance to help gauge students' knowledge and skills
- Provides information on student performance that would be a predictor for SBAC
- Provides students with an opportunity to gain familiarity with the tools and types of questions they will encounter on the summative assessment

How we used Interim Assessments

- **Interim that corresponded to a unit of study** - Used the interim as a pre and/ or post assessment. This information told them what kids already knew and **informed instruction**.
- Examples
 - Math: Functions (grade 8)
 - ELA: Read Literary Texts (grade 5) it was identified that students struggled with inference questions of all types but especially finding supporting details for the selected inferences.
- **Class Activity** -Printed Interim questions and used them as practice questions.
 - Example - Math: challenge questions for small group
 - Example - ELA: Used during whole group. Teachers used them as more challenging questions to break down and solve together and gained important information about vocabulary (infer, inferencing, inference).
- **To Identify Trends** - Each teacher looked at the 5 lowest performing questions.
 - Math: Operations with whole numbers and decimals (grade 5)
 - ELA - In several grades, the lowest 5 were usually questions with more than one part/ step.

Thompson

Professional Development

- Reintroduced uses and outlined expectations during a staff meeting in first quarter.
- A representative (Jen Michalek) from CSDE came in-person to provide PD to our staff (Jan 2nd)
- PD time provided to staff in Feb to analyze 2nd Interim

State Support

Embed in Curriculum



Structures for Sustainability

- Embed in curriculum
- Provide time (data review)
- Administrative support
- SBAC data review - making connections to Interims
- Tools for Teachers

Tips for Implementation



Plan

Create a plan



Test Reason

Scores are grouped by test reason for each Interim



Time

Teachers will need time to analyze the data



Thank you!

Do you have any questions?

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District Sharing

**Connecticut Technical Education and Career
System: Brian Barrington**

CTECTS NGSS Interim Assessments

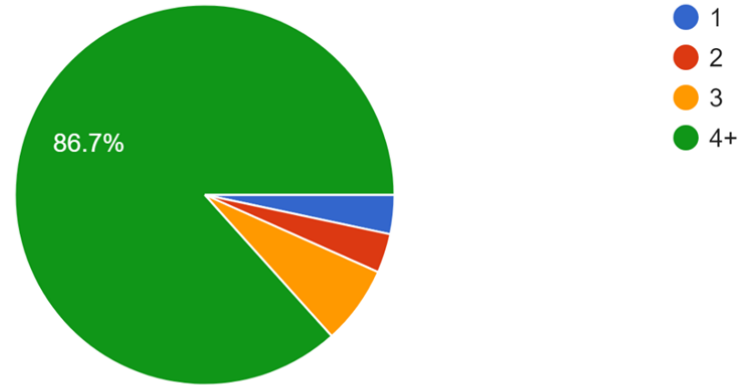
Where we Started

- Use across all schools (grades 9-11)
 - Implementation and use varied across schools and grade levels
- Noticed a correlation between schools utilization and higher test scores
 - Even small interaction with the assessment platform is beneficial



Please share the best approximation of how many Interim Based Assessments you have students practice each year.

30 responses



Next Generation Science Standards(NGSS) Assessment, Trend Connecticut Technical Education and Career System, Grade 11, All Students

[Export .csv file](#)

District	School Year								
	2018-19			2021-22			2022-23		
	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Scale Score (SS)	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Scale Score (SS)	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Scale Score (SS)
Connecticut Technical Education and Career System	2,401	30.8	1089	2,610	31.1	1088	2,621	37.8	1092

Intentional Use / Implementation Styles

Correlation between use and higher NGSS Scores

How are teachers using the IABs (NGSS Interim Assessments)

→ Gradual Release:

- ◆ Model and work with students
- ◆ Student practice with supports
- ◆ Independent Practice and Reflection

→ Amount of use varies from once a cycle to quarterly

- ◆ District goal of schools to use the assessments once per quarter

→ Check students progress on SEPs and CCCs when used in and out of context of applicable taught content

→ Teach/check students progress on utilizing test taking strategies and the tools available to them in the platform

- ◆ In addition allow students to become familiar and feel confident with the platform

Intentional Use / Implementation Styles

What teachers are saying! Teacher feedback is based on the grade levels they teach.

9th

- Students have exposure to a minimum of 1 ngss interim assessment per quarter.
- Results are often discussed in class and given after loosely learning a topic.
- Can also be given as small group problem solving tasks.
- Main goals are for 9th graders to know how to login, show the format of the platform, the different tools available, and what NGSS is looking for.

10th

- Align certain questions to when we teach the concept (taught in context of content)
- Questions are then discussed with students, in addition some questions are worked on together as a group or individual practice
- Focus: independence of login process, view various types of questions, practice multiple forms of data collection and analysis, digital graphing, review experimental design
- Utilization: 3-5 interim assessments spread throughout the year

*Main goal is increased release of responsibility from teacher to student

11th

- Facilitate whole-class assessments, engaging students in discussion and ensuring comprehension of questions.
- Clarify the question requirements and assist in locating relevant information as needed.
- Provide practice in setting up experiments where applicable.
- Encourage students to vote on answers and explain their reasoning, fostering critical thinking.
- Review answers collectively, discussing both correct and incorrect choices to enhance understanding; this process typically occupies a full class period per question.

Next Steps

❖ Strengthen PLCs

- Interpret the data provided from practice interims as formative data about students skill progress (SEPs, CCCs, and test taking skills) and guide instructional decisions

❖ District Wide Implementation

- Continue to build and maintain consistency of use across schools and grade levels 9-11
- Provide teachers with strategies and teaching models to be able to implement and utilize interims in variety of ways in the classroom
- Provide teachers with information on how to view scores of interim assessments and utilize the data to inform instruction



District Sharing

East Hartford: Ellen Delgado

East Hartford Public Schools

IAB/FIAB Assessment System for Elementary Instruction, Assessment, and Guided Experience

Ellen Delgado - *Supervisor for PreK-5 Curriculum, Assessment and Instruction*



EHPS Elementary IABs/FIABs Overview

Goal: Effective use of Interims to support SBA access and outcomes

**District Implementation of IABs/FIABs
for ELA/Math/Science**

Test-like Scenario

Guided Practice

Instructional Integration

Given as a formal
assessment

Data analyzed by teams

Access to support lessons
based on data

Small group delivery

Can be assigned and then
will go through together

Educator provides support
with question types, answer
strategies, and reflection

Questions used within daily
lessons

Content used to support
instructional units

Use additional tools like
“Brief Writes” and T for T as
lesson support



Centralized Reporting System

Important EHPS & CSDE Resources/Connections

District IAB/FIAB Implementation Plan (EH)

1

2024 ELA IAB/FIAB Plan

★CSDE Interim Assessment Manual / ★2024 CSDE Interim Assessment Overview

The links below provide a list of all IABs offered in each grade level

GRADE 3	GRADE 4	GRADE 5
---------	---------	---------

IABs/FIABs for **test-like scenarios** - [Hand Scoring Guidance](#) (needed before scores can be viewed)
Two of the IABs will be used as Curriculum-Based Assessments (CBA) for Literacy Units 2 and 3 content. For tested IABs, students work independently. GL teams analyze trends in the data along with other data sources

Grade 3	Grade 4	Grade 5
TEST 1: Research: Use Evidence (FIAB 12/2023)	TEST 1: Research: Use Evidence (12/2023)	TEST 1: Research: Use Evidence (12/2023)
TEST 2: Read Informational Texts (CBA 1/2024)	TEST 2: Read Informational Texts (1/2024)	TEST 2: Read Informational Texts (1/2024)
TEST 3: Research: Interpret and Integrate (FIAB 2/2024)	TEST 3: Research: Interpret and Integrate (2/2024)	TEST 3: Research: Interpret and Integrate (2/2024)
TEST 4: Read Literary Texts (CBA 3/2024)	TEST 4: Read Literary Texts (3/2024)	TEST 4: Read Literary Texts (3/2024)

IABs/FIABs options for **guided instruction/modeling/practice**:
These IABs would be done as a guided session (whole or small group), together, when question stems and answer choices can be discussed, and modeled

Grade 3	Grade 4	Grade 5
Revision	Revision	Revision
Language and Vocabulary Use	Language and Vocabulary Use	Language and Vocabulary Use
Editing	Editing	Editing
Research: Analyze Information	Research: Analyze Information	Research: Analyze Information

IABs/FIABs options to be folded into activities/tasks for **instruction and practice** in Units 2&3:
These IAB materials and questions can be used during Literacy (Reading and Writing) instructional blocks. Students need targeted and frequent practice with Writing tasks aligned to SBA. Utilize these [Tools for Teachers lessons](#) and [Smarter Annotated Response Tool](#).

Grade 3	Grade 4	Grade 5
Listen/Interpret	Listen/Interpret	Listen/Interpret
Write and Revise Narratives	Write and Revise Narratives	Write and Revise Narratives
Write and Revise Infor. Texts	Write and Revise Infor. Texts	Write and Revise Infor. Texts
Write and Revise Opinion Texts	Write and Revise Opinion Texts	Write and Revise Opinion Texts

Math IABs/FIABs 2024

The links below provide a list of all IABs offered in each grade level

GRADE 3	GRADE 4	GRADE 5
---------	---------	---------

IABs for test-like scenarios

(Students work independently, Grade Level teams analyze trends in the data combined with IM data)

Grade 3	Grade 4	Grade 5
TEST 1: Number & Operations - Base 10 (week of 1/16/2024)	TEST 1: Focused IAB (FIAB): Build Fract (*week of 11/6/2023)	TEST 1: Focused IAB (FIAB): Volume (week of 10/16/2023)
TEST 2: Number & Operations-Fractions (week of 3/4/2024)	TEST 2: Number and Operations-Base-10 (week of 3/4/2024)	TEST 2: Number & Operations in Base 10 (week of 3/4/2024)

IABs options for guidance/instruction/modeling/practice

(Options include: daily warm-ups, additional math warm ups, small group, partner work, cooldown, etc)

Grade 3 IM integration	Grade 4 IM integration	Grade 5 IM integration
Operations & Algebraic Thinking 4 Operations: Inter, Rep & Solve (Sep-Jan)	Fraction Equivalence and Ordering (Sep-Nov)	Number and Operations Fractions Grade 5 Performance Task (embed into end of Unit 3-Dec)
Grade 3 Performance Task (embed into Unit 4- Jan/Feb)	Grade 4 performance Task (embed into end of Unit 5-Feb)	Operations & Algebraic Thinking Numerical Expressions (Dec/Jan)
Time, Volume, Mass (Mar/Apr)	Multi-digit Arith. & Place Value Op Number and Operations in Base 10	Place Value System (Feb/Mar) Add/Subtract Equiv. Frac (Mar/Apr)

IAB options for exposure or review:

(Could be done as morning work, homework (review), independent work, centers)

Grade 3	Grade 4	Grade 5
Linear and Area Measurement (review Unit 1)	Factors and Multiples (review-Unit 1)	Volume Concepts (review-Unit 1)
Multi./Div: Interpret, represent & Solve (Oct/Jan)	Place Value and Whole #s (Dec-Feb)	Operations w/ Whole Numbers & Decimals (Dec-Mar)
	Geometry	Measurement & Data (review) Geometry (new/exposure)

Utilize the [Interim Assessment Item portal](#) for easy access to more options for printable questions

2

2023-24 Interim Assessments Overview & CR Guidance (CSDE)

GUIDE

Centralized Reporting System User Guide

This user guide provides instructions and support for users viewing performance reports in the CRS.

WEBINAR

Centralized Reporting System (CRS) Video Series

This Centralized Reporting System (CRS) Video Series consists of 12 video tutorials to help you navigate the CRS.

2023-24 Interim Assessments Overview

smarter BALANCED

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

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IAB/FIABs for Grades 3-5:

4 Tested ELA
4 Guided
4 Integrated within
Instruction

2 Tested Math
1 Guided (PT)
7 Integrated within
Instruction/Units

Access and Opportunity Across the Year

2 ELA Tested IAB/FIAB

Guided and Integrated
IAB/FIABs in Math/ELA

NGSS IAB item reviews

Guided and Integrated
IAB/FIABs in MATH/ELA

Oct/Nov

Dec/Jan

Feb/Mar

April

1 Tested Math IAB/FIAB

Guided and Integrated
IAB/FIABs in Math/ELA

1 Tested Math IAB/FIAB

2 ELA Tested IAB/FIAB

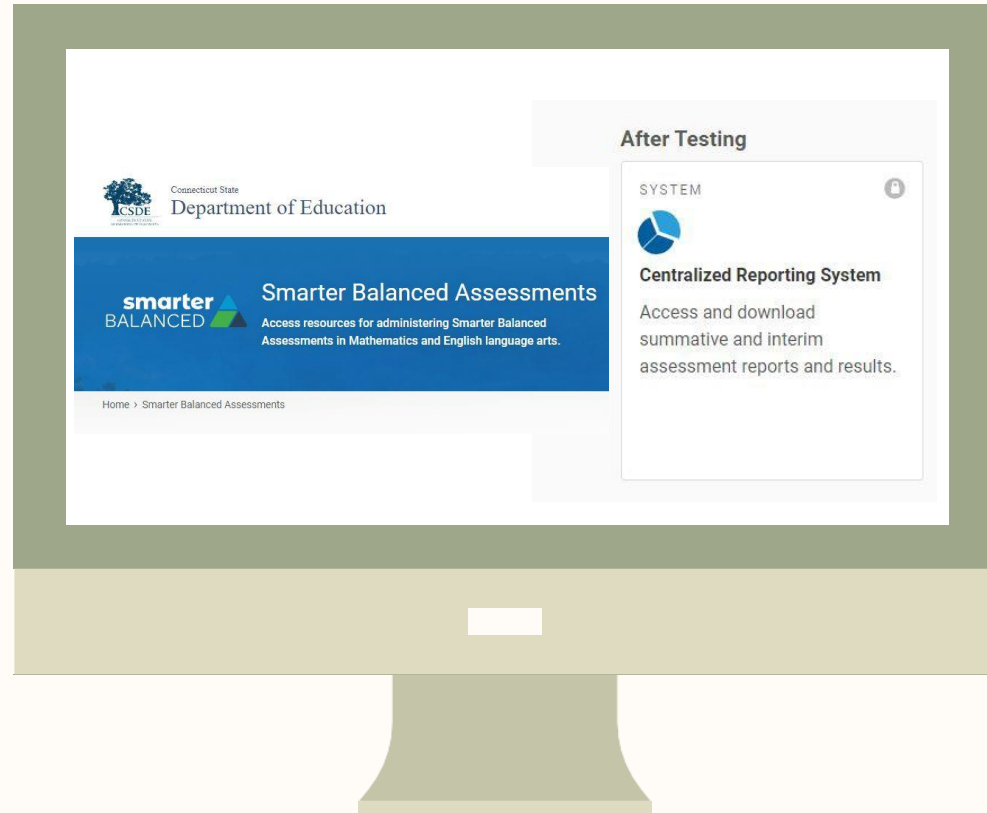
1 Tested NGSS



Centralized Reporting System

Resources for Assessment and Analysis

As a district, we have used our district assessment system and expanded to include IABs/FIABs in a very integrated way. The testing scenarios provide the ability for us to look at progress, needs, and trends through Centralized Reporting. This has been a great tool for teachers and teams.



Using Centralized Reporting for Data Analysis and Targeted Program Planning and Improvement

School	Total	Student Count	Performance Distribution
District	Total	337	<p>Percent: 20% 50% 30% Count: 66 169 102</p>
Anna E. Norris School	Total	26	<p>Percent: 19% 54% 27% Count: 5 14 7</p>
Dr. Franklin H. Mayberry School	Total	48	<p>Percent: 33% 52% 15% Count: 16 25 7</p>
Dr. John A. Langford School	Total	45	<p>Percent: 11% 60% 29% Count: 5 27 13</p>
Dr. Thomas S. O'Connell School	Total	80	<p>Percent: 14% 41% 45% Count: 11 33 36</p>
Governor William Pitkin School	Total	38	<p>Percent: 8% 55% 37% Count: 3 21 14</p>
Joseph O. Goodwin School	Total	19	<p>Percent: 16% 42% 42% Count: 3 8 8</p>
Robert J. O'Brien School	Total	56	<p>Percent: 29% 50% 21% Count: 16 28 12</p>
Silver Lane School	Total	25	<p>Percent: 28% 52% 20% Count: 7 13 5</p>

Total Items													
Item Numbers, Max Points and Points Earned													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	2 pt	1 pt	1 pt	1 pt	1 pt
0.3	0.4	0.37	0.43	0.79	0.47	0.3	0.31	0.23	0.44	0.32	0.36	0.33	0.4
0.36	0.46	0.43	0.59	0.88	0.61	0.36	0.39	0.22	0.42	0.43	0.46	0.34	0.46
0.33	0.43	0.48	0.76	0.86	0.71	0.52	0.55	0.25	0.2	0.65	0.35	0.35	0.7
1	0	0	1	1	0	1	1	0	0	1	0	1	0

5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst								
Item Numbers, Max Points and Points Earned	Item Numbers, Max Points and Points Earned								
2	4	5	6	14	1	7	8	9	10
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	2 pt
0.4	0.43	0.79	0.47	0.4	0.3	0.3	0.31	0.23	0.44
0.46	0.31	0.84	0.42	0.38	0.19	0.19	0.27	0.27	0.38
0.27	0.23	0.64	0.34	0.33	0.19	0.28	0.19	0.19	0.43

Grade 5 ELA IAB Data

Research Use Evidence (FIAB)	Read Informational Texts	Research: Interpret & Integrate	Read Literary
<p>Percent: 31% 56% 14% Count: 92 167 41</p> <p style="text-align: center;">December 2022</p>	<p>Percent: 14% 64% 22% Count: 47 209 73</p> <p style="text-align: center;">January 2023</p>	<p>Percent: 32% 40% 28% Count: 97 123 86</p> <p style="text-align: center;">February 2023</p>	<p>Percent: 29% 49% 22% Count: 93 160 71</p> <p style="text-align: center;">March 2023</p>
<p>Percent: 27% 54% 19% Count: 87 173 62</p> <p style="text-align: center;">December 2023</p>	<p>Percent: 14% 57% 29% Count: 49 195 98</p> <p style="text-align: center;">January 2024</p>	<p>Percent: 27% 44% 29% Count: 95 156 103</p> <p style="text-align: center;">February 2024</p>	<p>Percent: 20% 49% 31% Count: 64 159 101</p> <p style="text-align: center;">March 2024</p>

Questions?



Thank you!

Ellen - delgado.em@easthartford.org

QUESTIONS

FROM THE

CHAT



Resources



Interim Assessment Resources



- [Using the Interim Assessment Item Portal Video](#)
- [Connecticut Comprehensive Assessment Program Portal](#)
 - [The NGSS Interim Assessment Quick Guide](#)
 - [Smarter Balanced Interim Assessments Overview](#)
 - [Understanding and Creating Rosters in the CRS](#)
 - [Interim Assessment AI Scoring FAQ](#)
 - [Centralized Reporting System User Guide](#)



Accessibility Resources



- [CSDE Assessment Guidelines](#)
- [Accessibility Chart](#)
- [Smarter Balanced and NGSS Reader Options Table](#)
- [Embedded and Non-Embedded Designated Supports for English Learners](#)
- [Best Practices for Determining Accommodations for Statewide Assessments Office Hours](#)



Tools for Teachers Resources



- [Sensible Assessment Practices Webinar Series Webpage](#)
- [Smarter Balanced Tools for Teachers](#)
- [Smarter Balanced Back to School Assessment Playbook](#)
- [Smarter Annotated Response Tool Video](#)
- Sample Items Website <https://sampleitems.smarterbalanced.org/>
- Smarter Content Explorer
<https://contentexplorer.smarterbalanced.org/>



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