Integrating Smarter Balanced and NGSS Interim Assessments into Practice
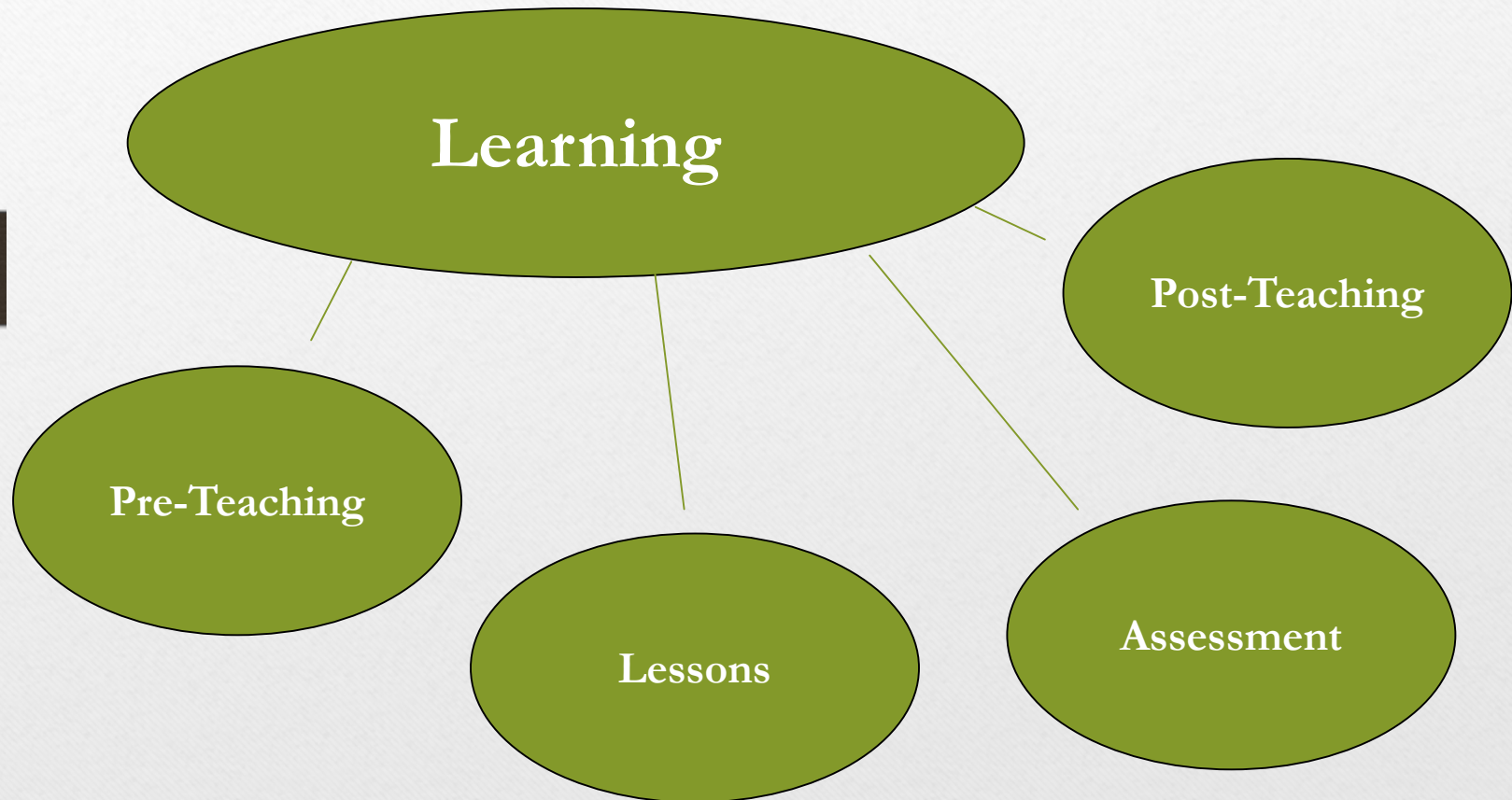
Using Interim Assessment Tools to Support Learning

Learning

Post-Teaching

Pre-Teaching

Lessons

Assessment

Reviewing the Item, Stimulus, and Metadata

- Use the Centralized Reporting System to review each item

- Use the Interim Assessment Item Portal in Tools for Teachers

Analyzing the Five Best/Worst Items

- View the five items students performed **best** on the IAB

    - Allows teachers to focus on the overall individual/class **strengths** on a subset of skills

- View the five items students performed **worst** on the IAB

    - Allows teachers to focus on the overall individual/class **weaknesses** on a subset of skills

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' open-ended responses?**

Looking at Data

Read an item with the corresponding data and then discuss the following questions:

- What is this item measuring?

- How difficult is the item (easy, moderate, or difficult)?

- What content do you need to know to answer this question?

Using the Assessment Viewing Application (AVA)

- to preview IABs **before administering**
- as **an instructional support**, to access stimuli, stems, or item responses:
- **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

Building Metacognition Using Interim Stimuli

Tip: Model note-taking strategies

- use informational stimuli from reading blocks

- use the audio stimuli from the listening block

- analyze stimuli from NGSS item clusters

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?

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.

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

Building Vocabulary and Reinforcing Skills

Tip: Use math, ELA, and science IABs to explicitly reinforce

- New vocabulary that includes not only content words

- Include foundational vocabulary (democracy, population, experiment, variable)

- Skills like skimming, alphabetizing, understanding vocabulary through context clues

- Test-taking and study skills

Annotating Text

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

- Underline main idea.
- 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.

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.

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.

CSDE Interim Web Page:
https://portal.ct.gov/SDE/Student-Assessment/Smarter-Balanced/Smarter-Balanced-Interim-Assessments

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