



Smarter Balanced and
NGSS Interim

Scoring and Reporting

How are Interims Scored

- All items in the NGSS and ELA Interim Assessment Blocks are AI scored.
- Math Performance Task items that are item dependent require hand scoring.
- Smarter Balanced ELA and Mathematics Interim Assessments scores are reported as performance levels
- NGSS Interim Assessments provide raw scores and percent correct

Interim Administration

- Give the interim assessments
- Be certain PT open-ended items are scored
- Go to the Centralized Reporting System in the [CT Comprehensive Assessment Portal](#)

SYSTEM



Centralized Reporting System

Access and download
summative and interim
assessment reports and results.

Reports Available

All test scores for students in district or classroom

- Includes previous years test scores

Access to both summative and interim scores based upon user level

- Teachers can view data for all students in their rosters who have completed assessments and view data for students to whom they have administered assessments in the current school year.
- School-level users can view data for all students in their schools who have completed assessments.
- District-level users can view data for all students in their districts who have completed assessments.



Dashboard




There are no assessments to display



Test
Reasons

Filters



-  ▼ Test Groups
 - ▼ Interim
 - ▼ Science
 - Grade 8
 - ▼ Interim Assessment Blocks (IAB)
 - ▼ Mathematics
 - Grade 6
 - Interim Comprehensive Assessment (ICA)
 - ▼ ELA
 - Grade 3
 - Grade 4
 - ▼ Mathematics
 - Grade 3
 - Grade 4



Aggregation Card

- Test group name
- List of grades
- Number of students who took the test
- Date the test was last taken
- Performance distribution bar

Note: The message “Data cannot be aggregated together for this group of tests” instead of the performance distribution bar for tests that do not report performance distribution, or that use different sets of performance levels.

Performance Distribution, By Test Group: Demo District 1, 2020-2021

Filtered By **Test Reasons:** All Test Reasons **Sorted By:** Date Last Taken



Interim Science

Grades Tested: 5, 8, 11

Tests Taken: 55 Date Last Taken: 11/23/2020

Data cannot be aggregated together for this group of tests



Interim Assessment Blocks (IAB) ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 11

Tests Taken: 120 Date Last Taken: 11/23/2020



| | | | |
|---------|-----|-----|----|
| Percent | 86% | 13% | 2% |
| Count | 103 | 15 | 2 |



Interim Assessment Blocks (IAB) Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, 11

Tests Taken: 102 Date Last Taken: 11/10/2020



| | | | |
|---------|-----|-----|----|
| Percent | 80% | 13% | 7% |
| Count | 82 | 13 | 7 |



Interim Comprehensive Assessment (ICA) Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, 11

Tests Taken: 10 Date Last Taken: 10/23/2020



| | | | |
|---------|-----|-----|-----|
| Percent | 70% | 10% | 20% |
| Count | 7 | 1 | 2 |



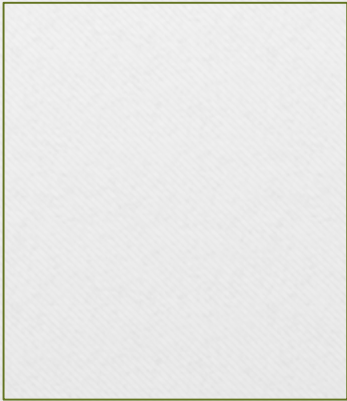
Interim Comprehensive Assessment (ICA) ELA


Grades Tested: 3, 4, 5, 6, 7, 8, 11


Tests Taken: 11 Date Last Taken: 09/04/2020







| | | |
|---------|-----|-----|
| Percent | 82% | 18% |
| Count | 9 | 2 |



 Download Student Results

 Print ▼

| Performance Distribution | | Date Last Taken |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Percent |  100%  | 01/25/2020 |
| Count | 1 | |
| Percent |  100%  | 11/14/2019 |
| Count | 1 | |

Sample NGSS Interim Report

Summary results are available for each scoring assertion.

Reporting

CONNECTICUT STATE DEPARTMENT OF EDUCATION
COMPREHENSIVE ASSESSMENT PROGRAM

Reporting

User: ct-la1@demo user | Role: TA @ School: Demo School 1

Dashboard > Performance on Tests > My Students' Performance on Test

Enter Student ID

Performance by Roster Performance by Student

Breakdown By Download Student Results Print

Score, Performance and Points Earned on Interim High School Earth and Space Science - History of Earth 2: ESS2-3 (Unassigned) of My Proctored Students, by Student and Reporting Category: , 2020-2021

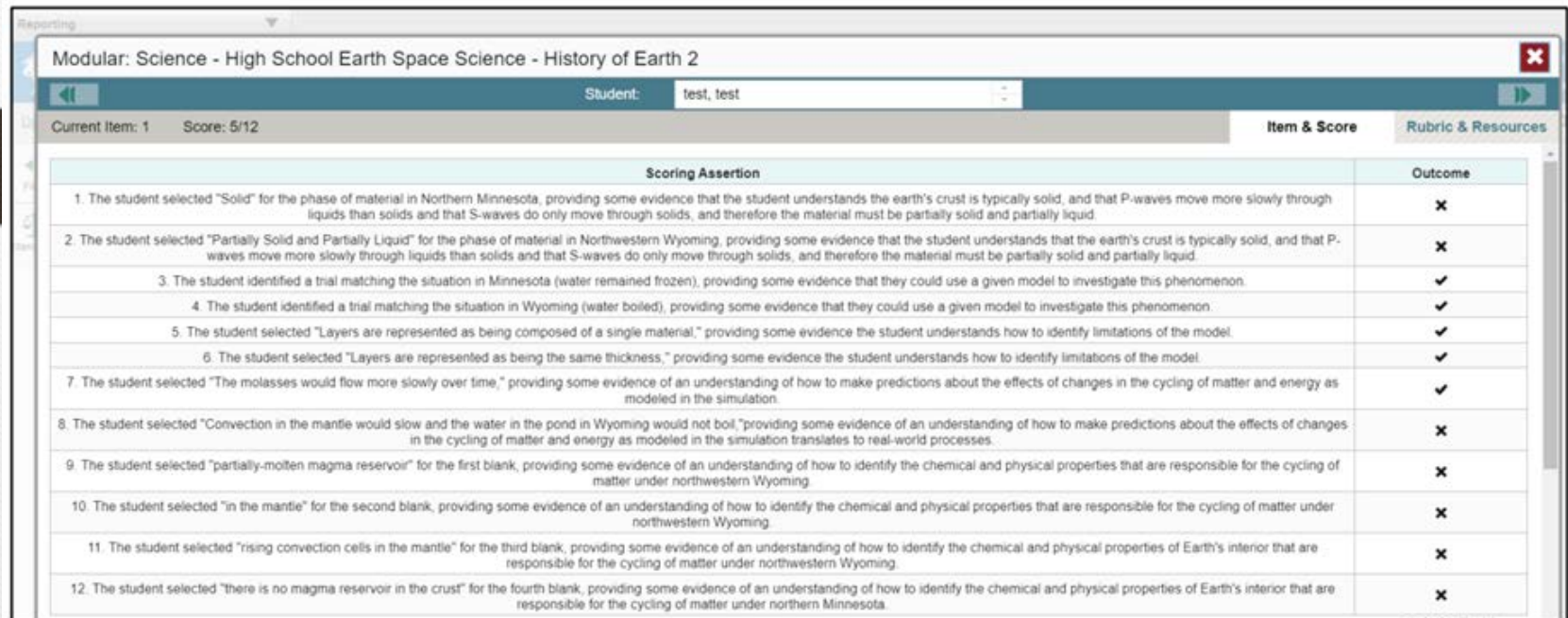
Filtered By Rosters: My Proctored Students Test Reasons: Unassigned

| Student | Student ID | Total | Total Items | Total Items | | | | | | | | | | | | |
|-------------|------------|-------|-------------|--------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|
| | | | | Item Numbers, Max Points and Points Earned | | | | | | | | | | | | |
| | | | | 1 12 pt | 1-1 1 pt | 1-2 1 pt | 1-3 1 pt | 1-4 1 pt | 1-5 1 pt | 1-6 1 pt | 1-7 1 pt | 1-8 1 pt | 1-9 1 pt | 1-10 1 pt | 1-11 1 pt | 1-12 1 pt |
| District | | 5/12 | | 5 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| School | | 5/12 | | 5 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| My Students | | 5/12 | | 5 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| test_test | 999912350 | 5/12 | | 5 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |

Rows per page: 1 1 Items: 1 of 1

Sample NGSS Interim Scoring Assertions

- Teachers are also able to access the scoring assertions for each item cluster to see how the item cluster was scored.
- Teachers can also view the student's response to each item in the Centralized Reporting System.



The screenshot displays the 'Reporting' interface for 'Modular: Science - High School Earth Space Science - History of Earth 2'. The student is identified as 'test, test' with a score of 5/12. The table below lists 12 scoring assertions and their corresponding outcomes.

| Scoring Assertion | Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. The student selected "Solid" for the phase of material in Northern Minnesota, providing some evidence that the student understands the earth's crust is typically solid, and that P-waves move more slowly through liquids than solids and that S-waves do only move through solids, and therefore the material must be partially solid and partially liquid. | ✗ |
| 2. The student selected "Partially Solid and Partially Liquid" for the phase of material in Northwestern Wyoming, providing some evidence that the student understands that the earth's crust is typically solid, and that P-waves move more slowly through liquids than solids and that S-waves do only move through solids, and therefore the material must be partially solid and partially liquid. | ✗ |
| 3. The student identified a trial matching the situation in Minnesota (water remained frozen), providing some evidence that they could use a given model to investigate this phenomenon. | ✓ |
| 4. The student identified a trial matching the situation in Wyoming (water boiled), providing some evidence that they could use a given model to investigate this phenomenon. | ✓ |
| 5. The student selected "Layers are represented as being composed of a single material," providing some evidence the student understands how to identify limitations of the model. | ✓ |
| 6. The student selected "Layers are represented as being the same thickness," providing some evidence the student understands how to identify limitations of the model. | ✓ |
| 7. The student selected "The molasses would flow more slowly over time," providing some evidence of an understanding of how to make predictions about the effects of changes in the cycling of matter and energy as modeled in the simulation. | ✓ |
| 8. The student selected "Convection in the mantle would slow and the water in the pond in Wyoming would not boil," providing some evidence of an understanding of how to make predictions about the effects of changes in the cycling of matter and energy as modeled in the simulation translates to real-world processes. | ✗ |
| 9. The student selected "partially-molten magma reservoir" for the first blank, providing some evidence of an understanding of how to identify the chemical and physical properties that are responsible for the cycling of matter under northwestern Wyoming. | ✗ |
| 10. The student selected "in the mantle" for the second blank, providing some evidence of an understanding of how to identify the chemical and physical properties that are responsible for the cycling of matter under northwestern Wyoming. | ✗ |
| 11. The student selected "rising convection cells in the mantle" for the third blank, providing some evidence of an understanding of how to identify the chemical and physical properties of Earth's interior that are responsible for the cycling of matter under northwestern Wyoming. | ✗ |
| 12. The student selected "there is no magma reservoir in the crust" for the fourth blank, providing some evidence of an understanding of how to identify the chemical and physical properties of Earth's interior that are responsible for the cycling of matter under northern Minnesota. | ✗ |

NGSS Interim Resource:

Scoring Assertions Associated with Each Part

Elementary School NGSS Interim Assessment Scoring Assertions

| Earth Systems and Gravitational Forces: Cluster 1 ("Falling Objects", 5-PS2-1) | | |
|--------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Part A | The student classified five of the six observations as supporting the student's claim, and classified the feather being dropped off the cliff as not supporting the student's claim, thereby providing evidence of an ability to sort these observations into those that support the claim from those that fail to support the claim. |
| 2 | Part B | The student identified the claim as true, thereby providing evidence of an understanding that on Earth gravity pulls things "downward", and that the observation of the feather dropped off the cliff does not falsify the claim. |
| 3 | Part B | The student chose "non-supporting observations reflect forces competing with gravity", thereby providing evidence of an understanding that on Earth gravity causes objects to fall "down", but that locally, competing forces can cause other motion in objects. |
| 4 | Part C | Student selected "conduct more trials under each condition", thereby providing evidence of an understanding of how to improve the quality of the evidence that can be used to support an argument. |
| 5 | Part C | Student selected "observe objects falling for longer periods of time", thereby providing evidence of an understanding of how to improve the quality of the evidence that can be used to support an argument. |

Available from Jeff Greig (jeff.greig@ct.gov)



The Value of Data

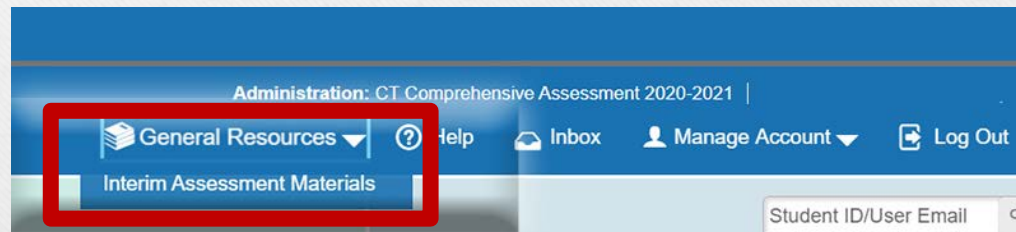
- Generate and export student data files for analysis
- Review each item and student's response to that item
- View the past performance of your current students
- Compare the performance of your former students with that of your current students
- Identify highest 5 and lowest 5

Reporting System Video Series

- Centralized Reporting System Video Series
 - How to navigate the dashboard
 - How to understand measures for standards, DOK, and writing dimensions
 - How to analyze interim assessment reports
 - How to track student performance over time
 - How to hand score unscored items

Answer Keys

- Smarter Balanced ELA and Mathematics Interim Assessment Answer Keys and Scoring Guides are available in TIDE or in the Interim Assessment Item Portal in [Tools for Teachers](#).



- NGSS does not provide answer keys, but item responses are provided in AVA as well as the Centralized Reporting System

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

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