


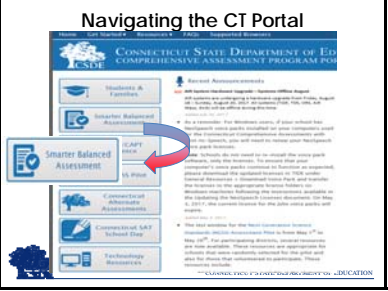

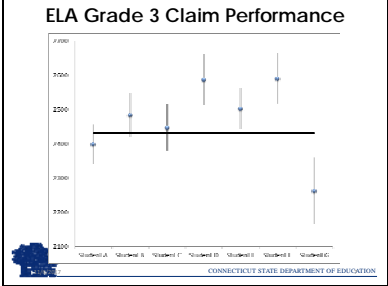
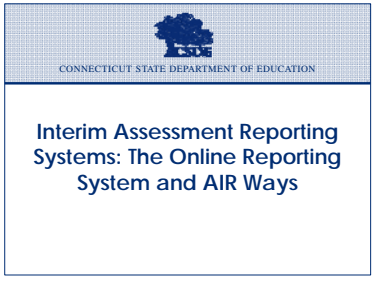
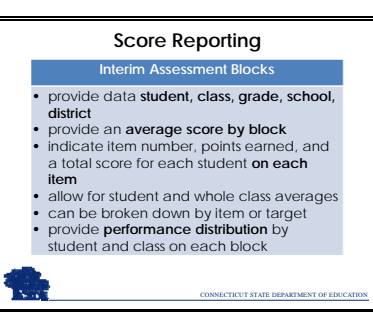
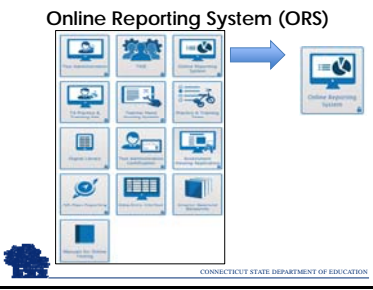
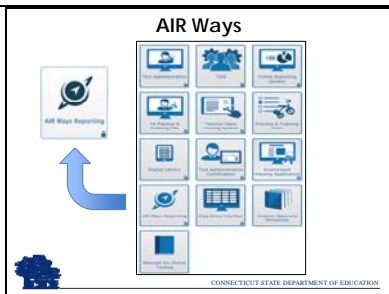


Slide 1	 <p>Using Interim Assessment Data</p> <p>2018 Interim Webinar Series #2</p>	<p>Welcome to our webinar on the updated 2017-2018 Smarter Balanced Interim Assessments.</p> <p>This presentation, entitled <i>Using Interim Data</i> provides ideas about using the information from the interim assessments to inform instruction. This is the second webinar in our Interim Webinar Series.</p> <p>I'd like to introduce our presenters:</p> <p>First, we welcome Dr. Cristi Alberino, ELA Consultant for the Bureau of Student Assessment. Dr. Alberino has worked for the Connecticut State Department of Education for more than 12 years, and served in a national leadership role with the Smarter Balanced Consortium with a focus on English Language Arts across Grades 3-8 and high school.</p> <p>We also have Steve Martin and Deirdre Ducharme, who have worked with the Department of Education for close to 50 years combined. As a Consultant in Student Assessment, Deirdre led the national development of the reading assessments for Smarter Balanced, and supports the assessment of English Language Arts across elementary and middle school. Steve has worked on nearly every aspect of administering Connecticut's statewide student assessments, while serving on several national committees, most recently with regard to formative assessment practices, and with national standards applications in English language arts.</p> <p>These presenters bring an in-depth understanding of the many components of assessment-related activities, especially in the areas of formative, interim, and summative assessments.</p>
Slide 2	<p>Agenda</p> <ul style="list-style-type: none"> ▪ Interim Assessment scoring ▪ Working with interim data ▪ Connecting to the Digital Library ▪ Embedding the IABs in teaching ▪ Questions ▪ Resources 	<p>In this presentation, we will discuss how to access and use the Smarter Balanced Interim Assessment results to support instructional next steps in mathematics and English language arts/literacy instruction. We will delve into how some interim assessment block data is directly linked to the Digital Library, with access to specific resources and teacher lessons that focus on explicit standards and concepts measured within the assessment blocks. We will also offer ideas for embedding the blocks</p>

		<p>in classroom instruction without traditionally administering the blocks in a formal test setting.</p> <p>Lastly, we will share just a few of the numerous resources available to you for using interims on both the CSDE and Smarter Balanced websites.</p> <p>Please feel free to contact our office at 860-713-6860 with any questions you have following this presentation.</p>
Slide 3	<p>Accessing the CT Portal</p> <p>http://ct.portal.airast.org</p> <p>OR</p> <p>access the Portal via the CSDE site:</p> <p>www.sde.ct.gov</p> <ul style="list-style-type: none"> - Student Assessment page - Under the Summative Assessment Calendar is the link 	<p>In order to access the systems we will discuss today, you will need access to the CT Comprehensive Assessment Program Portal. There are two ways to access the portal: directly, with the address above, or via the CT State Department of Education Web site, located on the Student Assessment page.</p>
Slide 4	<p>Navigating the CT Portal</p> 	<p>From the Portal, choose the Smarter Balanced Assessment button on the left side of the page. This gives you access to systems associated with Smarter Balanced, including but not limited to, the Digital Library, AIR Ways Reporting System, test manuals, and additional resources.</p>
Slide 5	<p>How are the Interim Assessment Block Scores Reported?</p>	<p>To better understand what interim scores tell us about student learning, we first need to know how those scores are calculated and reported.</p>
Slide 6	<p>Interim Assessment Block (IAB) Scores</p> <ul style="list-style-type: none"> The IABs are reported using three performance categories <ul style="list-style-type: none"> o Above o At/Near o Below This is very similar to the claim achievement category on the summative assessment. The IAB performance categories are determined the same way as the summative claim score categories. 	<p>First, the IABs are reported using what is called a “Performance Category,” and the process used to determine the IAB reporting categories is the same process used to determine claim scores on the Smarter Balanced Summative Assessments.</p> <p>A combination of a raw score and item difficulty results in a scale score and a standard error of measurement. Then, we compare to the standard cut for that grade level and</p>

	<p>content area, which then gives us the performance category for a given interim assessment block.</p> <p>The IABs are groups of items that measure a focused group of related skills or concepts. IABs with harder content likely have more items with higher difficulty values.</p> <p>So, what is item difficulty and how does it contribute to a score?</p> <p>Well, some blocks have content that is more difficult and challenging, in general, for students than other topics. This means that blocks with harder content will have items with higher difficulty levels, which leads to higher scale scores.</p> <p>Remember that the smaller the number of items on a test, the greater the standard of error measurement; therefore, IABs with a small number of items (such as 5 or 6) have the largest SEM.</p>																																				
<p>Slide 7</p>  <p>The chart, titled 'ELA Grade 3 Claim Performance', displays the performance of eight students (Student A through Student H) on a scale from 2000 to 2500. A horizontal black line at 2432 represents the cut score between Performance Level 2 and 3. Each student's score is shown as a blue dot with vertical error bars representing the standard error of measurement (SEM). Student A is below the line, while Students B through H are above it.</p> <table><thead><tr><th>Student</th><th>Score (approx.)</th><th>SEM (approx.)</th><th>Performance Level</th></tr></thead><tbody><tr><td>Student A</td><td>2415</td><td>50</td><td>2</td></tr><tr><td>Student B</td><td>2445</td><td>40</td><td>3</td></tr><tr><td>Student C</td><td>2435</td><td>40</td><td>3</td></tr><tr><td>Student D</td><td>2465</td><td>40</td><td>3</td></tr><tr><td>Student E</td><td>2445</td><td>40</td><td>3</td></tr><tr><td>Student F</td><td>2455</td><td>40</td><td>3</td></tr><tr><td>Student G</td><td>2465</td><td>40</td><td>3</td></tr><tr><td>Student H</td><td>2425</td><td>40</td><td>3</td></tr></tbody></table>	Student	Score (approx.)	SEM (approx.)	Performance Level	Student A	2415	50	2	Student B	2445	40	3	Student C	2435	40	3	Student D	2465	40	3	Student E	2445	40	3	Student F	2455	40	3	Student G	2465	40	3	Student H	2425	40	3	<p>This diagram may help you better understand the three performance categories. The black line in this diagram represents the 2/3 line when scores are reported out in one of four performance levels (1: Does Not Meet the Standard; 2 Approaching, 3 Meets, and 4 Exceeds).</p> <p>For Grade 3, the cut score between Levels 2 and 3 is 2432. So, if a student has a scale score of 2431, they are in the 2 Performance Level. At 2432 or above is a 3.</p> <p>When a score is clearly above the line (the blue dot) not only in the scale score, but considering the SEM as well, it is Above Standard.</p> <p>When a scale score including the SEM, is completely below the line, it is Below.</p> <p>When the scale score, including the SEM, touches that line, it is At or Near.</p> <p>In short, they combined the 2/3 Levels in the interim reporting.</p>
Student	Score (approx.)	SEM (approx.)	Performance Level																																		
Student A	2415	50	2																																		
Student B	2445	40	3																																		
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Student G	2465	40	3																																		
Student H	2425	40	3																																		

Slide 8	 <p>Interim Assessment Reporting Systems: The Online Reporting System and AIR Ways</p>	Interim assessments reports are available on the Online Reporting system and AIR Ways.
Slide 9	 <p>Score Reporting Interim Assessment Blocks</p> <ul style="list-style-type: none"> • provide data student, class, grade, school, district • provide an average score by block • indicate item number, points earned, and a total score for each student on each item • allow for student and whole class averages • can be broken down by item or target • provide performance distribution by student and class on each block 	<p>While ICA reporting is similar to the summative, with information available by student, grade, school, and district, these reports only indicate the overall scale score for ELA and math with the corresponding achievement level and claim score performance, the classification of Below, At/Near, or Above Standard. You will, in short, receive no more information on the ICA than you will for the summative assessment.</p> <p>The IAB however, offers reporting by student, class, grade, school, and district, and also by block and target. You can view a single student's responses to each item on a block, and compare each response with the average response of the class on the same item.</p>
Slide 10	 <p>Online Reporting System (ORS)</p>	<p>There are two reporting systems currently available on the CT Portal that will provide access to interim assessment results. The first is the one you are most familiar with, the Online Reporting System or ORS, which is the same system you use to access summative score reports.</p> <p>Users of the ORS will still be able to access Individual Student Reports for the interim assessments, but will not have access to the item-level, detailed information or view items or student responses to items. The ORS is used for high-level student, roster, school, and district score reporting, with the ability to delineate by subgroup (enrolled grade, ethnicity/race, gender, IDEA, LEP).</p> <p>But, for teachers and administrators that want item-level reports, AIR Ways is a valuable tool and a source of guidance to tailor classroom instruction based on students' individual performance on the blocks.</p>

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AIR Ways is the reporting system designed to provide detailed, item-level student performance reports for interim assessments. As a matter of fact, it only supplies information for interims and no other assessments.

AIR Ways consists of a *Dashboard* page and various assessment reports.

Assessment reports are available at differing levels within a district. Access to each assessment report depends on your user role.

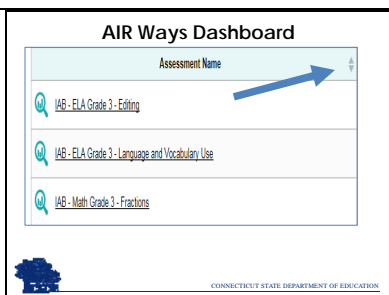
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When you log into AIR Ways, the first stop is the Dashboard.

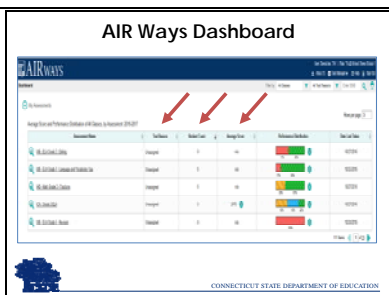
The Dashboard is the landing page for AIR Ways users. This page displays the sorting options available.

If you choose to sort within a column, click on the variable name.

Users can find data by selecting Assessment Name, which provides a listing of interim assessment blocks administered.

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Any category with the up and down arrows in the top right corner is sortable.

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Other options on the Dashboard for AIR Ways include the Test Reason column, the Student Count column, and the Average Score column.

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AIR Ways Dashboard

Test Reason	Student Count	Average Score
Unassigned	9	n/a
Unassigned	6	n/a
Unassigned	6	n/a
Unassigned	5	2470

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In the column entitled Test Reason, the user can assign a reason for administering an interim, such as selecting fall or pretest, or spring or post-test. These names are available in a drop down menu and are limited to 13 options. If no test reason is assigned, the column will display “Unassigned”, which is what you see on this slide.

To the right of that is a column that lets you know the number of students who completed the assessment.

Average scores are only available when administering an Interim Comprehensive Assessment, and is the sum of assessment scores for all your students divided by the student count.

These three columns can also be sorted.

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AIR Ways Dashboard

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The last two columns provide the overall performance of the students on a block and the most recent date the assessments were taken.

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AIR Ways Dashboard

Performance Distribution	Date Last Taken
	10/27/2016
	10/25/2016
	10/27/2016
	10/27/2016

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Although a user can sort tests by when they were given, there is not an option to sort any information in the Performance Distribution column. Note that bar reflects the three performance categories for the interim: Below Standard, At/Near Standard, and Above Standard. This variable is useful in that it provides the user with a quick check for class performance on a particular block.

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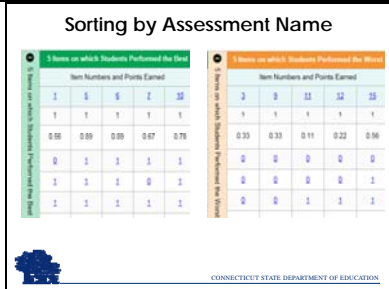
Sorting by Assessment Name

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There are varying levels of access depending on the user permission in the system. As a district administrator, I might click on the assessment block name that is underlined in the Assessment Name column and see all of the schools in my district listed. From there, I can drill down to the rosters for each teacher in each school. But, as a teacher, if I click on the assessment block name that is underlined in the Assessment Name Column to review, I will see only those students assigned to me in my roster that have taken the block. For this illustration, I chose the Grade 3 Editing Block.

	<p>The table provides a list of every student who took the assessment block, their ID, and their overall performance score on that block.</p> <p>What I love about this table is that it begins by showing me what everyone did as a group and then I am able to see where students fell in relation to the whole group. I can also opt to click on a student's name and I will see how they specifically did on this assessment block. I will present that example momentarily.</p> <p>A teacher can choose an item and view the entire class' responses to that single item by toggling down the page or the teacher can view how a single student responded to each item in a block by toggling left to right.</p> <p>If a student took IABs last year, when a teacher selects the Student Portfolio tab, the results for this year and last year will be available. That page will also include a longitudinal report to visually represent student performance across years.</p> <p>If a teacher is inclined to see the assessment using the student's accommodations, the test settings button will allow for that and showcase the item exactly as it was presented to a student. For example, if a student used the streamline accommodation or color contrast, the item will be presented as such in AIR Ways.</p> <p>And lastly, an all school report will be available for those with district level access.</p> <p>But this information is not the end of what is available on this screen....</p> <p>By clicking on the variety of colored vertical bars, I can view the 5 items on which students performed the best and the worst.</p>
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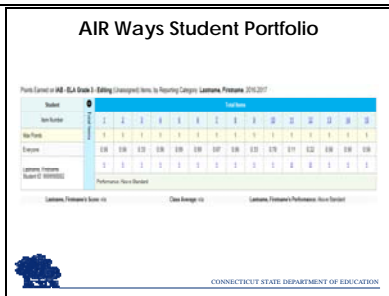
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In the five best, on the left of the screen, and in the five worst, on the right of the screen, I am provided with the item number in blue at the top of the chart, the maximum points possible just below that, an average of how everyone did on that item, and how each student in this group did on that specific item. The individual scores below that are aligned to the students' names.

I can also get more detailed information just by clicking on the blue item number in a row aligned with a student's name. I can see the metadata for that item, such as the difficulty level, and the target to which it aligns. I can also see the entire item and corresponding answer key.

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Another other option is to choose one student from the list, and click on their name.

The screen then provides a detailed chart on how that child did on the chosen block, AND how everyone else did in comparison. It also provides you with the performance level for the child. Additionally, I can see the test item the way the student saw it (based on any designated supports and accommodations set for that student if applicable) as well as the student's response.



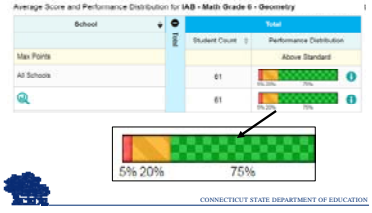
As we noted in a previous slide, longitudinal report will soon be available that will show the how the student did on similar blocks over the years.






We recommend taking some time to browse through this system. It is a viewing system, therefore there is no danger of altering information during use.

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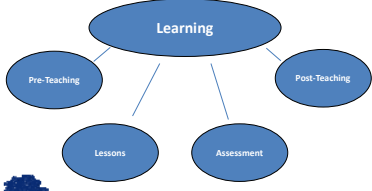

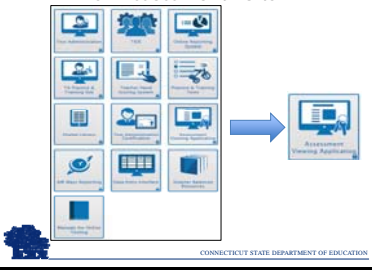

Given all of the information provided, you may be asking yourself, “Now what? What should I concentrate on when looking at information in AIR Ways?”



<p>Slide 22</p>	<p>Now what?</p> <ul style="list-style-type: none"> • 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' responses while hand scoring?  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>We'd like to encourage you to look past the charts full of numbers and the category labels, and really dig into the items themselves. Here are some questions that could be asked:</p> <p>Were there items that all your students struggled with?</p> <p>Were there items that all of your students did well on? Are there any patterns in the ways they responded?</p> <p>Where are the outliers—items that all but a few students did well on? What instruction would benefit those few students?</p> <p>Were there trends in answers based on particular types of items? Does it look like students know what to do with technology enhanced items like graphing or drag-and-drop? How are they handling the multi-select items, which allow them to choose more than one correct answer? What did you notice while hand scoring constructed response items in the Teacher Hand Scoring System?</p>
<p>Slide 23</p>	 <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p>Connecting Interim Data to the Digital Library</p>	<p>One new feature we want to highlight is the direct connection to resources in the Digital Library.</p>
<p>Slide 24</p>	<p>Using Data with Connection Playlists to Influence Instruction</p> <p>Grade 6, Mathematics, Geometry</p> <p>Average Score and Performance Distribution for IAB - Math Grade 6 - Geometry</p>  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>Let's imagine that 61 students in a school took the Grade 6 Geometry block. The results are provided here.</p> <p>The first thing we might do is ask some questions:</p> <p>How did students do?</p> <p>What is the overall performance distribution?</p> <p>What might the next steps include?</p> <p>Looking at this information from AIR Ways, we see that 75% of the students performed above the expectations of the standard. But, remember that there are only 14 items in this block, so a performance category of Above Standard does not guarantee a complete knowledge and understanding of the topic. In short, we know we can't just stop here.</p> <p>Educators can now use the Grade 6 Geometry Connections Playlist to influence future instruction based on student performance. The Connection Playlists are designed to</p>





		help teachers determine how to continue to enhance student learning and mastery of the math standards.
Slide 25	<div>Connecting Interim Data to the DL</div> <div>Connections Playlists are built based on student performance on specific IABs.</div> <div>Digital Library resources are selected and organized based on the specific performance categories for an IAB.</div> <div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div>	A Connections Playlist is a collection of resources in the Digital Library that address a progression in skills or understanding for a topic. They are created by trained educators.
Slide 26	<div>Connection Playlists</div> <div><div>Grade 3<ul style="list-style-type: none">Number and Operations in Base Ten</div><div>Grade 4<ul style="list-style-type: none">RevisionBrief Writes</div><div>Grade 5<ul style="list-style-type: none">Fractions</div><div>Grade 6<ul style="list-style-type: none">Geometry</div><div>Grade 7<ul style="list-style-type: none">Read Literary TextRatio and Proportional Relationships</div><div>Grade 8<ul style="list-style-type: none">Research</div><div>High School<ul style="list-style-type: none">Brief WritesRevisionStatistics and Probability</div></div> <div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div>	In Connection Playlists, pre-selected resources from the Digital Library have been aligned with student or group performance on 11 of the interim assessment blocks.
Slide 27	<div>Connection Playlists</div> <div><div>GRADE 6 Geometry</div><div></div></div> <div><div>Student Learning Objective: Students solve real-world and mathematical problems involving area, surface area, and volume.</div><div><div>ABOVE STANDARD</div><div>Students are working to solidify the following skills:<ul style="list-style-type: none">Calculate area of rectangles on a coordinate plane.Calculate area of polygons with fractional dimensions.Calculate volume of rectangular prisms with three fractional dimensions.</div><div>Educator-recommended next steps and Digital Library resources</div><div>Instructional next-steps include, helping students to:<ul style="list-style-type: none">Model a real-life problem using multiplication and division of fractions, decimals and whole number. Digital Library Example: The Doghouse Performance TaskFind the area of polygons by decomposing them into rectangles and triangles. Digital Library Example: Finding the Areas of Polygons by Decomposing and Composing</div></div></div> <div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div>	<p>If we really focus on the fact that 75% of the students performed above the standard expectation on this block, we would access the section of the Connection Playlist that provides an explanation of those skills students who are in that performance category are working on, and some resources for educators to enhance those high-level skills.</p> <p>Let’s enlarge this section up so we can read it more easily.</p>
Slide 28	<div>Connection Playlists</div> <div><div>Students are working to solidify the following skills:<ul style="list-style-type: none">Calculate area of rectangles on a coordinate plane.Calculate area of polygons with fractional dimensions.Calculate volume of rectangular prisms with three fractional dimensions.</div><div><div>Educator-recommended next steps and Digital Library resources</div><div>Instructional next-steps include, helping students to:<ul style="list-style-type: none">Model a real-life problem using multiplication and division of fractions, decimals and whole number. Digital Library Example: The Doghouse Performance TaskFind the area of polygons by decomposing them into rectangles and triangles. Digital Library Example: Finding the Areas of Polygons by Decomposing and Composing</div></div></div> <div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div>	<p>The students are identified as working on calculating the area of rectangles on a coordinate plane, or polygons with fractional dimensions or rectangular prisms.</p> <p>The teacher is encouraged to model how to solve multi-step real world word problems involving surface area.</p> <p>Suggestions also include using nets to calculate the surface area of more difficult shapes.</p> <p>In short, these playlists are designed to not only support students who are struggling, but to reinforce that even those students who are scoring above the expected standard still need enhancement in the area of focus.</p>

<div>Slide 29</div>	<div><div>Revisit and Reteach</div><div><div>5 Items on which Students Performed the Worst</div><table><thead><tr><th colspan="6">Item Numbers and Points Earned</th></tr><tr><th>6</th><th>9</th><th>11</th><th>12</th><th>13</th><th></th></tr></thead><tbody><tr><td>1</td><td>1</td><td>2</td><td>1</td><td>1</td><td></td></tr><tr><td>0.1</td><td>0.67</td><td>0.7</td><td>0.62</td><td>0.62</td><td></td></tr></tbody></table></div></div>	Item Numbers and Points Earned						6	9	11	12	13		1	1	2	1	1		0.1	0.67	0.7	0.62	0.62		<div>While we recognize that student achievement on the Grade 6 Geometry Block was above the expectation of the standards, this slide shows the same block, but we are now reviewing data in the section that highlights those items on which students struggled. Here we see that Item #6 was challenging for these students. Only 10 % got this correct. So, where do we go from here?</div>
Item Numbers and Points Earned																										
6	9	11	12	13																						
1	1	2	1	1																						
0.1	0.67	0.7	0.62	0.62																						
<div>Slide 30</div>	<div><div>Grade 6 Geometry Block: Item #6</div><div>Data from AIR Ways shows this is difficult</div><ul style="list-style-type: none">Using AIR Ways and a Smartboard, have students solve problem as a Do Now activityDiscuss the students' proposed solutions as defined by Number TalksThis item assumes that the sixth graders know how to calculate area (l x h)</div>	<div>Well, the first thing that we can note is that the metadata in AIR Ways for this item shows it is “difficult”. Perhaps, we need to separate it from the block, making it available to all students on a Smartboard. This example uses the whole class because overall so few students correctly responded to this difficult item.</div> <div>As a Do Now, students would solve the geometry problem alone and then, as a whole group, propose solutions and discuss their solutions. Using a method such as Number Talks, the teacher facilitates the discussion to include thinking about the accuracy of the answer, talking about which method is the most efficient, and later testing the method by using it to solve for a box of your own devising that is not a perfect cube.</div> <div>Geometric knowledge needed for this item assumes that the sixth graders know how to calculate area (l x h). If that background is missing among some of the students, this will become apparent during the Number Talk.</div>																								
<div>Slide 31</div>	<div><div>Instructional Playlists</div><div>Instructional Playlists are instructional resources that center around content found in the IABs.</div><ul style="list-style-type: none">Intended to supplement core curriculumSupply learning goals and success criteriaInclude lessons and resources to reinforce specific skillsAvailable for both math and ELA<ul style="list-style-type: none">14 total2 per grade</div>	<div>Smarter Balanced also offers Instructional Playlists, which are instructional resources that center around the content measured in an interim assessment Block.</div> <div>The Instructional Playlists are intended to supplement core curriculum and help educators by supplying learning goals and success criteria for focused skill areas. These lists include lessons and resources to reinforce specific skills, and are available for both math and ELA.</div> <div>Currently, there are 14 Instructional Playlists available on the Digital Library: two 2 per grade, one in ELA and one in Math.</div>																								

<div>Slide 32</div>	<div><div>Instructional Playlists</div><div><div><div>Grade 3</div><div>Read Literary Text</div><div>Operations in Algebraic Thinking</div></div><div><div>Grade 4</div><div>Read Literary Text</div><div>Operations in Base 10</div></div><div><div>Grade 5</div><div>Read Literary Text</div><div>Numbers in Base Ten</div></div></div><div><div><div>Grade 6</div><div>Read Informational Texts</div><div>Ratio and Proportional Relationships</div></div><div><div>Grade 7</div><div>Read Informational Text</div><div>The Number System</div></div><div><div>Grade 8</div><div>Read Informational Texts</div><div>Expressions and Equations</div></div><div><div>High School</div><div>Research</div><div>Algebra and Functions</div></div></div><div><div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div></div></div>	<div>This is a list of the available instructional playlists by grade.</div>									
<div>Slide 33</div>	<div><div><div>IAB Math Gr. 5 – Numbers and Operations in Base 10</div><div><table><tr><th colspan="2">Total</th></tr><tr><th>Student Count</th><th>Performance Distribution</th></tr><tr><td></td><td>Above Standard</td></tr><tr><td>91</td><td><div><div>51%</div><div>42%</div><div>7%</div></div></td></tr><tr><td>91</td><td><div><div>51%</div><div>42%</div><div>7%</div></div></td></tr></table><div><div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div></div></div></div></div> <div><div>In this Grade 5 Math Block, we can see that more than half of the students tested Did Not Meet the Standards, and another 42 % are only At or Near. These numbers demonstrate a misunderstanding of the content and, after carefully reviewing the items and all students’ responses, it is apparent that they need more help in Numbers and Operations in Base 10.</div><div>To support the teaching of this set of skills, link to the available instructional playlist for this block.</div></div>	Total		Student Count	Performance Distribution		Above Standard	91	<div><div>51%</div><div>42%</div><div>7%</div></div>	91	<div><div>51%</div><div>42%</div><div>7%</div></div>
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<div>Slide 34</div>	<div><div><div>Instructional Playlists</div><div>Grade 5: Numbers and Operations in Base 10</div><div><div>Learning Goals</div><div>Students understand how to:</div><div><ul style="list-style-type: none">multiply multi-digit whole numbers using the standard algorithm;find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division;add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left;read, write, and compare decimals to thousandths;use place value understanding to round decimals to any place value.</div></div><div><div>Success Criteria</div><div>Students can:</div><div><ul style="list-style-type: none">multiply multi-digit whole numbers;determine whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors;add, subtract, multiply, and divide decimals to the hundredths;read and write decimals to the thousandths;compare two decimals to the thousandths by using >, =, and < symbols;round decimals to the nearest whole number, tenth, or hundredth.</div></div><div><div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div></div></div></div> <div><div>Each available playlist provides a list of student learning goals as well as success criteria to help teachers determine if students have met the expectations for the standards measured in the corresponding block.</div><div>In this Grade 5 block, teachers are offered 5 lesson options, although some grades offer more. The options range from a lesson asking students to create bar models and write simple equations for adding/subtracting decimals using bar model problem solving, to a culminating assignment on adding/subtracting decimals. There is even a detailed lesson plan from Illustrative Mathematics to help teach equivalent forms of decimals.</div></div>										
<div>Slide 35</div>	<div><div><div>Instructional Playlist Resources</div><div><div><div>Title</div><div>Math in the World Around Us: Fishin’ Trip Video Math Task</div><div>CCSS of focus: 5.NBT.B.7</div></div><div><div>Resource Overview</div><div>This resource includes a two-minute video that provides the context for this real-world scenario: The Berg family has a fixed budget for its fishing trip. Students interpret evidence</div></div></div><div><div>CONNECTICUT STATE DEPARTMENT OF EDUCATION</div></div></div></div> <div><div>Resources in the instructional playlists are hyperlinked to the Digital Library and each resource comes with a description.</div><div>This particular resource includes a video to support students’ use of math in real-world situations. Let’s take a closer look at what this involves.</div></div>										

<p>Slide 36</p>	<p>Supplement Instruction</p> <p>The Berg family has \$190 for a short fishing trip. They want to use it to drive their camper from Billings, Montana to Canyon Ferry, Montana and the camper gets 8 miles per gallon. Can they afford to travel?</p> <ul style="list-style-type: none"> - Give the miles in one direction - Give the miles round trip - Give the cost of gas  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>The video tells the story of the Berg family, who wants to take a short trip in their RV to go fishing. However, they only have \$190 for the entire trip. The information provided to students is amount of money, the starting and ending locations and that the camper only gets 8 miles to the gallon. Students are expected to research the distance between the two starting and ending points, and the price of gas in that area.</p> <p>In order to differentiate instruction for those students who really struggles with extended word problems, students might be given the miles in one direction, the miles round trip, and even the cost of gas in that area.</p> <p>This activity can be used as a whole group, small group, or individual activity.</p>
<p>Slide 37</p>	 <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p>Viewing the Interim Assessments and Connecting Results to Instructional Strategies</p>	<p>There are countless ways to connect the information learned from the interim results to instructional strategies that can be integrated into the daily curriculum. This next section provides information about viewing the blocks and embedding those items/blocks into lessons.</p>
<p>Slide 38</p>	<p>Using Interim Assessment Tools to Support Learning</p>   <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>The Smarter Balanced Interim Assessment Tools such as AVA, the Teacher Hand Scoring System, and AIR Ways can support teachers in their professional development and pre-teaching activities, lessons, formative or interim assessment goals, and post-teaching follow-up.</p>
<p>Slide 39</p>	<p>CT Assessment Portal</p>   <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>One such tool we just mentioned is the Assessment Viewing Application or AVA. In order to view the interims, AVA is available on the Connecticut Smarter Balanced Assessment Portal. It requires a username and password, and allows users to access the ICAs and IABs for math and ELA at each grade level.</p>

<p>Slide 40</p>	<p>Using the Assessment Viewing Application (AVA)</p> <ul style="list-style-type: none"> - to preview IABs before administering - as an instructional support, to access stimuli, stems, or item responses: <ul style="list-style-type: none"> ▪ incorporate a Think-Aloud activity ▪ 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  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>For some, AVA may be one of the first resources to access when determining the appropriateness or relevance an IAB has in relation to a unit that a teacher is incorporating in class. Use the Assessment Viewing Application to preview blocks and the content they are measuring.</p> <p>After administering a block and reviewing data results, teachers may use AVA to review items on which students struggled. Teachers can also use an item to demonstrate a skill they are teaching such as writing an introduction. The item can be shown to all students and the teacher can model how an introduction might be written, or how a paragraph would be edited.</p> <p>These items can also be a valuable part of professional development. Teachers might work through difficult items and incorporate them into their PD to prepare for the assessments, to better understand the expectations, or to see how their curriculum aligns to what is being measured.</p>
<p>Slide 41</p>	<p> Select Items as Pre- and Post-test</p> <p>Tip: Use items from a grade-level IAB as a pre- and post-test for a narrow learning objective.</p> <ul style="list-style-type: none"> - Choose a few similar items - Choose items with differing orders of operation - Attempt to find items with different formats  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>Another way to use AVA is to pre-screen an IAB in mathematics.</p> <p>You can choose a couple of items to use as a pretest before instructing students on a concept. An example might be the underlying concept with regard to the algebraic rules governing the order of operations. Before instruction, you can direct the student to complete two items.</p> <p>The items might ask the student to correctly interpret a mathematical expression.</p> <p>In a second test, selected items are similar in concept to the first set used as a pre-test. You might choose to have that same concept asked in two different ways. In other words, the expectation of a standard as interpreted by Smarter Balanced will require the student to move in either direction, text-to-expression, or expression-to-text. Both of these pathways, though, are driving at the same mathematical understanding. Giving this variety in the pretest and also in the posttest is a good idea.</p>

	<p>What you would look for is which students can respond correctly to the items given after instruction, and which may still be having trouble. As a reminder, items in the interim blocks come from the exact same item pool as was used to create the end-of-year Summative Assessments, so they are a mirror of the style and difficulty of the items on that test.</p>
<p>Slide 42</p> <div>  <p>Use Practice or Training Tests to Introduce Test Format and Tools</p> <p>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.</p> <p>Tip: Select potentially unfamiliar item types from AVA to further reinforce test-taking strategies.</p>  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> </div>	<p>Another available tool in the CT portal, under the smarter balanced tab, is the practice and training tests.</p> <p>The purpose of training tests is to become familiar with the system, functionality, and item types; the tests are not intended to guide classroom instruction. They contain, on average less than 10 items.</p> <p>Practice tests are a little longer and include items from all measured claims. These practice sessions again give students the opportunity to familiarize themselves with a variety of item types, the universal tools available, and some of the designated tools. Students can browse the grade-level assessments to introduce them to the content in a stress-free situation. Responses to the practice and training tests are not recorded. Once the students submit their test, it is erased.</p> <p>Teachers can provide short demonstrations if necessary on how to respond to an item type or a particularly difficult or complex item.</p>
<p>Slide 43</p> <div>  <p>Capture Depth of Knowledge and Rigor in Grade-Level Instruction</p> <p>Tip: You can reverse engineer from the IABs to fine-tune grade-level instruction.</p> <p>What are the differences of the test's demands between Grades 3 and 4 in mathematics?</p> <p>Let's look at the Interim Assessment Block Measurement and Data for both of these grades and see exactly what is being asked of the students.</p>  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> </div>	<p>Another way to incorporate the interim assessments to support instruction is to capture depth of knowledge and rigor in grade-level instruction.</p> <p>By reverse engineering, I mean that you can determine the likely complexity of the test questions by grade that the students will eventually see on the summative exam in the spring, by studying those expectations from the various interim assessment blocks. You do not need to administer an assessment block in order to gain this understanding. The items are available to you on the Assessment Viewing Application (AVA).</p> <p>Studying the demands of these items yourself, can help you focus your instruction at the appropriate level in your classroom.</p>

Let's look at the complexity of concepts by for mathematics in Measurement and Data between Grades 3 and 4.

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The Frequency at Each Grade of Concepts Measured

Concept	Frequency grade 3	Frequency grade 4
Area	4*	2
Perimeter	2	1
Area AND Perimeter	1	
Telling time	2	
Time Conversion	2	
Measurement Conversion		1
Interpreting Bar Graph	2	
Interpreting Line Graph		3
Deduction from Data	2	1
Angles		5*
Equal Measures		2
TOTAL	15	15

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This table is a frequency distribution of items by grade and by concept. The star in each column indicates that concept that has the most items in each of these grades on the IAB; in Grade 3 the concept is area, while in Grade 4 the concept is angles.

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Some Things to Consider

- 15 Items
- Highest frequency Grade 3 = AREA
- Highest frequency Grade 4 = ANGLES
- Grade 3 telling time (or converting time) = FOUR items
- Grade 4 telling time = ZERO items
- Grade 3 items requiring multiple correct responses = ZERO
- Grade 4 items requiring multiple correct responses = SEVEN

FOR EXAMPLE...

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The table on the previous page shows several things:

There are 15 items in each of these IABs.
The highest frequency concept in Grade 3 is AREA.
There are four items in Grade 3 having to do with telling time or converting time, while there are NO items at Grade 4 on this topic.


The highest frequency concept in Grade 4 is ANGLES with one third of the items asking about this geometric concept. It is worth studying these items to see the different ways the test presents them.
In Grade 4 has nearly HALF the items require multiple correct response, while Grade 3 has zero.

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Example: Grade 4 Measurement and Data

Decide whether each measurement is equal to 8 meters. Select Yes or No for each measurement.





	Yes	No
80 centimeters	<input type="checkbox"/>	<input type="checkbox"/>
800 centimeters	<input type="checkbox"/>	<input type="checkbox"/>
8000 centimeters	<input type="checkbox"/>	<input type="checkbox"/>















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This is an example of an item that requires all answers to be answered in order for the item to be considered correct. This kind of item shows up frequently in Grade 4, but not at all in the Grade 3 IAB. The implication is that, in the classroom, you can model this kind of thinking and provide tasks with a similar set of demands so that students are not surprised when they see this type of item in the spring test.






Please note that this item and the picture of the ruler are not on an actual IAB and are included for the purposes of illustration.


<p>Slide 47</p>	<p>Grades 3 and 4: Differences on the Same Topic</p> <ul style="list-style-type: none"> Examine items on the same topic between grades. Gain a sense of differing complexity demands by grade. Examples from Grade 3 and then Grade 4 with regard to deductions from data follow...   <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>To get a sense of the difference of sophistication between the Grade 3 and 4 mathematics items, one can examine the items across these grades on the same topic.</p> <p>What is the difference in complexity across the grades on the students' ability to deduce facts when presented with a set of data?</p>
<p>Slide 48</p>	<p>Example: Grade 3 Measurement and Data</p> <p>Cristi and her class visit the local zoo.</p> <ul style="list-style-type: none"> They arrive at the zoo at 1:00 p.m. They spend 30 minutes in the monkey house. They spend 40 minutes at the petting zoo. <p>The zoo closes at 4:00 p.m. What is the greatest number of minutes the class could spend in the aquarium section of the zoo?</p>  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>Let's try another example that is not an actual interim item, but that we are including for the purposes of illustration.</p> <p>The item is shared with the whole class and an answer is solicited.</p> <p>Assuming there is not time lost between visits at each area of the zoo, and assuming an abiding interest in all the different animals, Cristi and her class can spend a maximum of 110 minutes (or 1 hour 50 minutes) visiting the aquarium.</p> <p>This demonstrates the level of complexity demanded of a student in Grade 3 student.</p>
<p>Slide 49</p>	<p>Example: Grade 4 Measurement and Data</p> <p>Marlene is building identical gizmos as gifts for different people.</p> <ul style="list-style-type: none"> She needs a package of bolts, wood, and one bracket for each gizmo. The bolts cost \$1.75 per package. The wood needed for each gizmo costs \$8.25. The brackets cost \$2.25 each. <p>Select True or False for each of the statements below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If Marlene makes 5 gizmos, she will need 5 packages of bolts which will cost \$10.00. <input type="checkbox"/> If Marlene makes 7 gizmos, she will need 9 brackets, and 7 packages of bolts. <input type="checkbox"/> If Marlene makes 2 gizmos, she will spend \$16.50 on wood.  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>Let's try one last example that again is not an actual interim item, but that we included for the purposes of illustration.</p> <p>This is also an example of a multiple correct answer item. The key to this item is to work backwards from the questions asked, instead of trying to do calculations as soon as you read the numbers.</p> <p>For the first question the answer is false because 5 bolts at \$175 each is \$8.75.</p> <p>The answer to the second question is false because the information in the item states there is one bracket per gizmo.</p> <p>The answer to the third question is true that it will cost \$16.50 to make two gizmos.</p> <p>This type of item can be replicated by giving real world data to the students and asking different questions from the same source of data.</p>

<p>Slide 50</p>	 <p>Building Metacognition Using Interim Stimuli</p> <p>Tip: Model note-taking strategies</p> <ul style="list-style-type: none"> • use literary/informational stimuli from reading blocks • solve complex math problems using the PT • use the audio stimuli from the listening block  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>The Connecticut Core Standards note that the standards leave room for educators to determine the full range of metacognitive strategies that benefit students. We suggest using the interims to support the teaching of these skills such as note taking, which is a critical part of the learning process, helps keeps students alert and engaged, supports memory and recall, and provides a record of important information.</p> <p>Teachers can use the literary or informational stimuli from the reading blocks to teach note-taking skills. These stimuli were chosen only after we determined that they were grade-appropriate, complex text. The math problems in the performance tasks are available to help teach step-by-step methods in problem solving, and lastly the listening stimuli, also deemed grade appropriate and complex, can be used to teach or reinforce note-taking skills.</p>
<p>Slide 51</p>	 <p>Building Vocabulary and Reinforcing Skills</p> <p>Tip: Use math and ELA IABs to explicitly reinforce</p> <ul style="list-style-type: none"> – New vocabulary that includes not only content words – Include foundational vocabulary (democracy, population) – Skills like skimming, alphabetizing, understanding vocabulary through context clues – Test-taking and study skills  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>The stimuli also contain rich tier 2 and 3 vocabulary. Our Resources tab in the Smarter Balanced section of CT Portal, contains content relevant vocabulary lists for both math and ELA. These are words that are out of grade level, but are still considered necessary to students because they relate to valuable content required by the standards.</p> <p>Lastly, students should be exposed to short lessons on test taking skills and study skills, both of which can be taught using the items and stimuli from the interims.</p>
<p>Slide 52</p>	 <p>Take Advantage of Item Distractors</p> <p>Tip: When presenting an item, discuss item distractors.</p> <ul style="list-style-type: none"> • 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?  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>Short discussions concerning test taking might ask students why they chose what they chose or if they even read the stems closely. Many students do not take the time to review their responses. Getting students into the habit of careful reading of the actual questions and a few minutes review prior to submitting tests can improve performance.</p>

<p>Slide 53</p>	 <p>Annotating Text</p> <p>Tip: Model text annotation of text types across genres and purposes.</p> <ul style="list-style-type: none"> • <u>Underline main idea.</u> • 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.  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>Since the texts in the blocks represent the difficulty level of the types of texts students should be using in the classroom, they can easily be used to teach annotating. Teaching students to annotate text will help them learn to look quickly for important information and to identify areas of difficulty they may be having.</p> <p>Using the preselected stimuli from the interims, teachers can model annotating skills for students.</p>
<p>Slide 54</p>	 <p>Maximize the Possibilities: Use Stimuli as a Starting Point</p> <p>Tip: Use stimuli and link with other multimedia or complex texts to build knowledge and expertise.</p> <p>Tip: Provide writing and research activities around the topic to promote critical skills across the standards.</p>  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>When designing the listen portion of the assessment, we originally envisioned showing students videos, longer excerpts of audio etc., but were constrained by things like bandwidth. As a result, the audios on the interim and summative assessments are brief - less than 60 seconds- and are not always accompanied with a photo. We love the idea of maximizing access to content on a potentially interesting and educational topic and embedding other resources across media to support students.</p> <p>This is what we came up with:</p> <p>Using the audio stimuli available on AVA, identify a relevant audio topic to present to your class. Present the listening audio and facilitate conversation or activities from that short piece. Then, branch out, having students do research on the topic they find interesting, or extending the information in a short listening stimulus. Use the item stems, without the multiple choice options, as discussion starters.</p>
<p>Slide 55</p>	 <p>Maximize the Possibilities: Use Stimuli as a Starting Point</p> <p>Tip: Use stimuli to model skills such as problem solving, close reading, examining text features, and analyses within and across texts.</p> <p>Tip: Use stimuli to engage students in small groups or whole class conversation about author's purpose, main idea, interesting facts, or any takeaways.</p>  <p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p>	<p>The Literary and Informational stimuli, can be used as a mini-lesson (or mini-check) when teaching a specific skill. For example, these blocks can be great tools when modeling how to analyze within and across texts, and use text evidence to support important inferences and conclusions.</p> <p>Teachers can use stimuli to teach skills beyond those measured by the block. For example, teachers can use think-alouds to expand inferences related to author's purpose, use of language and text structure among other important literary traits that impact meaning and student understanding.</p>

<p>Slide 56</p>	 <p>Take Advantage of Item Distractors</p> <p>Tip: When analyzing items, note widely-used responses.</p> <ul style="list-style-type: none"> Wrong choices might give more information about misunderstandings and help you focus on a targeted area when re-teaching.  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>When reviewing students' responses to items, sometimes wrong answers provide valuable information! Focusing on the choice of wrong answer might let you know where your students have been misinformed or what area provides them difficulty. AIR Ways new toggle feature allows the user to choose an item and toggle through all the individual responses provided by every student who was administered the session.</p>
<p>Slide 57</p>	 <p>Maximizing the Brief Writes</p> <p>Tip: Incorporate a Think-Aloud activity to model the measured writing skill.</p> <p>Tip: Extend a Brief Write to teach, model, or measure an additional skill or strategy.</p> <p>Tip: Use a Brief Write as a starting place for research.</p>  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>The Brief Writes are an amazing support to the teaching of writing! Using AVA, display an item and model the desired skill. Do this as a think aloud so students understand the metacognitive strategies employed when writing.</p> <p>Also, by extending the focus to include more than what a particular item measures, I can teach multiple writing strategies with one stimuli. For example: the items asks students to write an ending to the story. Now ask students to elaborate on the existing stimuli by incorporating dialogue or details that further develop the characters or the plot.</p>
<p>Slide 58</p>	 <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small> <p>Considerations</p>	<p>These are just a few of the many ways educators can utilize the interim assessments. We recommend you visit the Digital Library for other resources and suggestions to support your teaching.</p> <p>Before we wrap up, a reminder....</p>
<p>Slide 59</p>	<p>Before Interim Assessments are administered...</p> <p>Educators should have clarity regarding the purpose of the assessment and the uses of the assessment data before committing to the use of the assessments.</p>  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	<p>We cannot stress enough throughout this presentation that everyone needs to have a very clear purpose prior to administering these assessments. These are optional, as we noted in the initial slides, so think about what you might do with the information you receive from these tests before opting to incorporate them into your curriculum.</p>

Slide 60	<p style="text-align: center;">Considerations</p> <p>In drawing any conclusion or making any decision, test scores should always be used in conjunction with multiple sources of evidence, including formative measures, school assessments, and/or homework.</p>  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	In drawing any conclusion or making any decision, test scores should always be used in conjunction with multiple sources of evidence, including formative measures, school assessments, or homework assignments.
Slide 61	<p style="text-align: center;">And...</p> <p>Although the items are not released to the public, the interim assessment items are not secure.</p>  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	And the Smarter Balanced Interim items and scoring materials are classified as non-secure/non-public. This means that while we encourage you to use the interims in your classrooms, these materials, including items, stimuli, scoring materials and sample student responses cannot be posted publicly, reproduced for commercial purposes, e-mailed, sent home with students, or sold.
Slide 62	 <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small> <p style="text-align: center;">Resources</p>	There are a number of resources available and we would like to take a moment to review them.
Slide 63	<p style="text-align: center;">Portal Resources</p> <p>Connecticut State Department of Education Comprehensive Assessment Program Portal http://ct.portal.airsi.org</p> <ul style="list-style-type: none"> • Construct Relevant Vocabulary • Rubrics • Translated Test Directions • Student Documents  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	In the CT Portal, under Smarter Balanced, there is a link for Smarter Balanced Resources. Folders containing the math and ELA lists of construct relevant vocabulary, most open-ended item rubrics, translated directions, and several items for students including keyboard charts and multiplication tables.
Slide 64	<p>User Guides Available on the CT Portal</p> <ul style="list-style-type: none"> • For information about student and user management, rosters, and appeals, see the <i>TIDE User Guide</i>. • For information about administering online tests, see the <i>Test Administrator User Guide</i>. • For information about hand-scoring questions, see the <i>Teacher Hand Scoring System User Guide</i>. • For information about network, internet, and software requirements, see the <i>Technical Specifications Manual for Online Testing</i>.  <small>CONNECTICUT STATE DEPARTMENT OF EDUCATION</small>	All of the user guides that have been highlighted throughout are all available on the portal under manuals. For information about student and user management, rosters, and appeals, see the <i>TIDE User Guide</i> . For information about administering online tests, see the <i>Test Administrator User Guide</i> . For information about hand-scoring questions, see the <i>Teacher Hand Scoring System User Guide</i> .

	<p>For information about network, internet, and software requirements, see the <i>Technical Specifications Manual for Online Testing</i>.</p>
<p>Slide 65</p> <div data-bbox="253 348 639 638"><p>Contacts</p><p>Dr. Cristi Alberino, ELA Education Consultant Performance Office Cristi.Alberino@ct.gov 860-713-6862</p><p>Deirdre Ducharme, ELA Education Consultant, Performance Office Deirdre.Ducharme@ct.gov 860-713-6859</p><p>Steve Martin Education Consultant Performance Office Steve.Martin@ct.gov 860-713-6857</p><p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p></div>	<p>If you have any questions or concerns, please do not hesitate to contact us.</p>