

Slide 1



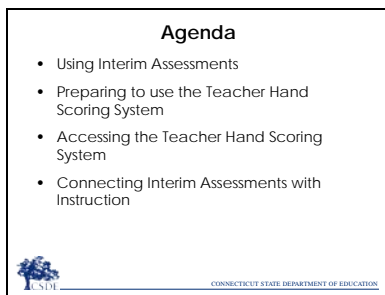
Welcome to our webinar on the updated 2017-2018 Smarter Balanced Teacher Hand Scoring System.

This presentation provides detailed, step-by-step instructions on how to use the Teacher Hand Scoring System to score open-ended student responses to the Interim Assessments.

I'd like to introduce myself.

I am Dr. Cristi Alberino, ELA Consultant for the Bureau of Student Assessment. I have 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.

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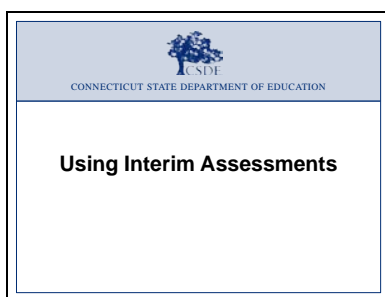


In this presentation, I will quickly review the uses of the Interim Assessment Blocks. There are several resources that support the scoring of the interim assessments, which I will discuss before I delve into how to access and use the Smarter Balanced Interim Assessment Teacher Hand Scoring System. This system is used to score the open-ended responses in ELA and math.

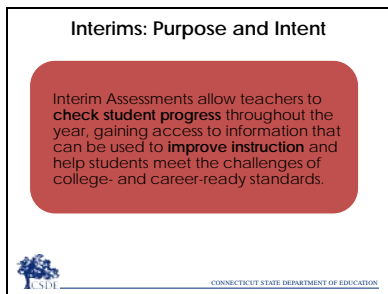
To support instructional next steps in mathematics and English language arts/literacy instruction, information on the Digital Library, and a number of practical applications will be presented.

Please feel free to contact our office at 860-713-6860 with any questions you have following this presentation.

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The quick answer to explain the purpose and intent of the Interims is: The Interims are a way to **check student progress** and to **gather information about learning that can alter the instruction** provided. Interims offer **flexibility**, and both the math and the ELA interims can be used for professional development or in class with students in a variety of ways. The State Department of Education is not dictating if or when you use the interims, but I will caution you to keep in mind the purposes and appropriate uses of these assessments.

And I need to point out that the interims benefit students as well as teachers because they allow students the chance to practice on a subset of grade-level appropriate, focused skills in math and ELA using an online platform—the same online platform they will use when they take the summative assessment.

The interim blocks include all types of items that are also used on the summative assessments. The exposure to the expectations within the system is important – and responding to open-ended items in ELA or on the Math and ELA Performance Tasks allows students the opportunity to actually showcase their work and strategic thinking in a way that cannot be captured by computer-scored items.

Interims provide a snap shot of students' abilities in a specific skill area.

There is a menu of interim assessments available across Grades 3-8 and HS in both Math and ELA. And, they can be used off grade level.

Interims are brief and measure a focused set of skills.


The results can be used to identify strengths and weaknesses both at the individual or group level, and help inform next steps for supporting student learning.

This can lead to collaborative conversations about teaching within and even across grades. For instance, perhaps a Grade 4 class is struggling with a mathematical skill. Since the mathematics standards are built on progressions, this may be because they missed something in Grade 3. In addition, since the topics are divided into blocks containing grade-appropriate skills, teachers can see a natural fit of the blocks within the curriculum.

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**Benefits of Hand Scoring**

- Process is self-paced and **self-guided**
- Rubrics, Exemplars, and Training Guides allow teachers to **internalize scoring expectations** and **calibrate** to scoring rubric.
- Scoring is **aligned** to the Smarter Balanced Summative Assessments
- Materials are consistent across grade levels, content areas, and item types
- Teachers can identify areas of strength and weakness



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The Smarter Balanced Teacher Hand Scoring System (THSS) is intended to be a self-guided process, where users can take the appropriate time to access the rubrics and ancillary material to then score student responses.

On a global scale, the scoring rubrics and ancillary training materials allow for scoring calibration to a fixed rubric that provides a consistent ruler among scorers and helps them better understand the expectations of the skills being measured.

Across grade levels, content areas, and item types, the THSS materials are formatted in similar styles. Each item has a rubric, training guide, and exemplar set.

Hand scoring allows teachers to interpret strengths and weaknesses for student performance on the specific skills being assessed.

Student responses can be one piece of evidence used as a measure by teachers to evaluate student understanding and determine next instructional steps.

Hand scoring of the interim assessments is a local responsibility.


It is critical that teachers/hand-scorers read the Teacher Hand Scoring System User Guide thoroughly and are familiar with the supporting documents (i.e., scoring rubrics located in the Training Guide and anchors located in the Exemplar Guide) to ensure accuracy when scoring student responses.

The hand scoring training materials are available for download in TIDE.

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**Hand Scoring**

- Hand scoring of the interim assessments is a local responsibility.
- Educators will use the same scoring rules as the summative assessment.
- Training is essential to provide optimal levels of reliability and validity when interpreting test results.




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**How are Interim Assessments Scored?**

Interim Assessment blocks containing **only** multiple-choice type items are machine scored and results will be available through the Online Reporting System and AIR Ways.

Interim Assessment blocks containing **open-ended** items must be scored by trained teachers using the Teacher Hand Scoring System (THSS). Once scores are assigned and submitted, results will be available through the Online Reporting System and AIR Ways.



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The Teacher Hand Scoring System is the one platform that supports the scoring of open-ended items used by the interim assessments. It is accessed on the CT Assessment Portal with a TIDE username/password and provides teacher access to open-ended student responses and the ancillary scoring rubrics and training guides that are associated with those specific items.


The first step prior to accessing interim results is to determine if the administered block contains items that are machine scored only, a combination of machine-scored and hand-scored items, or solely hand-scored items (as in the Brief Write blocks). Use the ELA and Math Interim Assessment Crosswalk documents available in TIDE to determine which items require hand scoring.

Access to data via the AIR Ways Reporting System will be dependent on the types of items comprised within the block. For example, blocks that are entirely machine scored will yield results immediately through AIR Ways. However, blocks containing open-ended items will require teacher training for hand scoring, and the actual scoring of these items using the Teacher Hand Scoring System before the data is available for that particular block.

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**Which Blocks Require Hand Scoring?**


Hand Scoring	Grades 3-8 and High School
✓	Read Literary Text
✓	Read Informational Text
✓	Brief Writes
✓	ELA Performance Task
✓	Math Performance Task



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These blocks all contain one or more items that require hand scoring.

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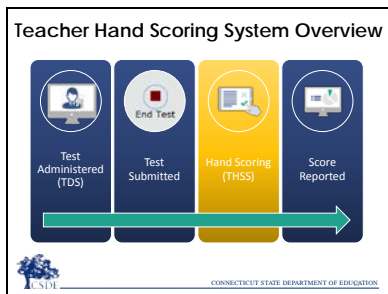


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**Preparing to Use the Teacher Hand Scoring System**

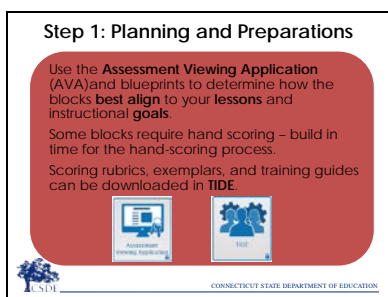
Before you begin scoring in the THSS, there are a number of things you can do to familiarize yourself with this tool and the various resources that coincide with it.

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Once a student takes a test in the Test Delivery System (TDS) and submits it, the TDS forwards hand-scored responses to the THSS for scoring, where authorized users can view student responses to each item, enter scores, and mark them with condition codes as necessary. After hand scoring is complete, the student's scores are forwarded to the Online Reporting System (ORS) and AIR Ways, where they become available for authorized users to view, download, and print.

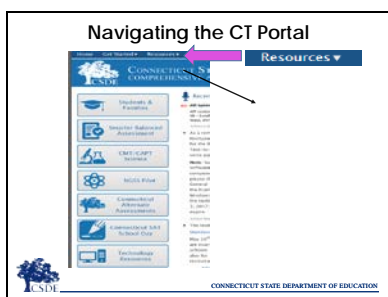
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The Assessment Viewing Application (AVA) allows educators with TIDE access to view interim assessments for planning and preparation. It also provides educators with information about focused concepts and skills assessed within a given IAB.

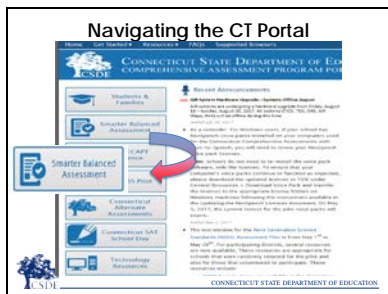
The items presented in AVA are the actual interim assessment items and are presented exactly as students view them when completing the IAB.

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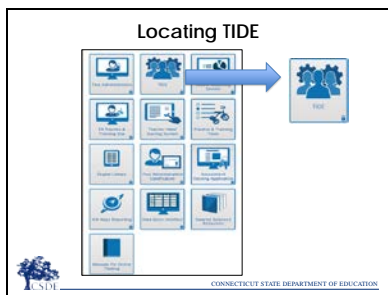
For any questions on how to use the various systems in the portal, and to find brochures and quick guides for making a roster or administering an interim, use the Resources tab, as shown on the slide.

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Choose the Smarter Balanced Assessment button on the left side of the page. This gives you access to systems associated with Smarter Balanced, such as the Digital Library, Practice & Training Tests, Manuals for Online Testing, and Smarter Balanced Resources.

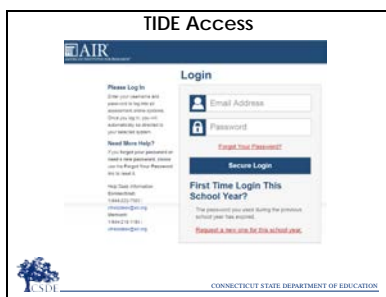
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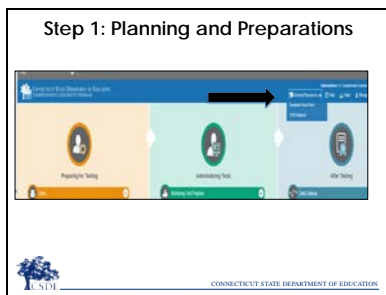
Locate the TIDE link in the top row. You should have a TIDE username and password from your district. See your District Administrator if one is needed.

## Using Interim Assessment Data: Webinar #3

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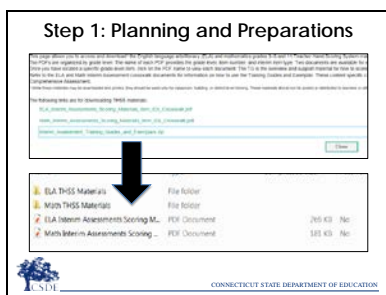


Now I want you to be able to access the THSS materials, which will help prepare you to score student responses from the Smarter Balanced Interim Assessments.

The materials are located in zip files by content and grade level. They can be downloaded and/or printed.

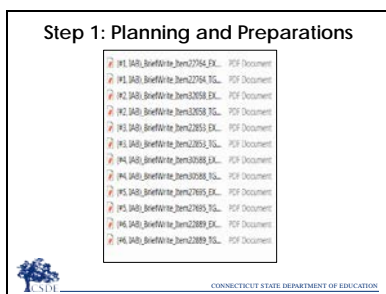
You will also find a crosswalk document for ELA and mathematics that highlights each open-ended item in the IABs and ICAs.

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Once there, you can download the bottom folder entitled Interim Assessment Training Guides and Exemplars. If you choose not to access the materials through TIDE, these materials are also accessible in the THSS after students have completed the interim assessment block, but only for the particular item being scored.

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Each folder contains an item-specific rubric, a Training Guide (labeled "TG"), and Exemplar Set (labeled "EX"), for each hand-scored item.

Every training guide contains the item-specific stimulus, item stem, target-specific rubric, condition code, and a target chart. The condition codes are the only part that is the same for reading, research, and brief writes; the full write codes provide a more extensive list.

These materials are also accessible in the THSS after students have completed the interim assessment, but only for the particular item being scored.

If you open one of the documents, you will find:

- Instructions that provide step-by-step directions for using the materials;

- A Stimulus, which is the passage or text to which students are asked to respond;
- An Item stem, which could be the question or task that students are asked to complete;
- A target specific rubric that you should use to score student responses;
- A list of condition codes to use during scoring to identify reasons that responses are not scorable; and
- Every TG contains a target chart that shows those targets and standards associated with the claim to which the item aligns.

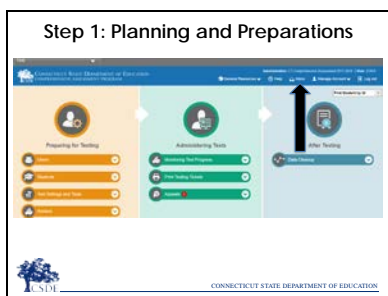
At any point throughout the year you can move through the self-guided documents to train alone, or you can train your colleagues. These materials can be printed out or you can work through them on your computer.

Just remember not to post these electronically or share them publicly as these test materials are nonpublic.

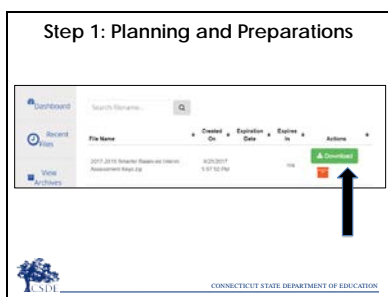
Before I leave TIDE, there is one more valuable resource I want to share.

Click on your Inbox on the top right of the screen.

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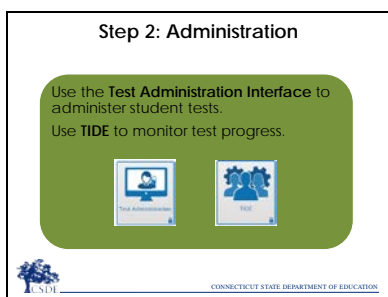


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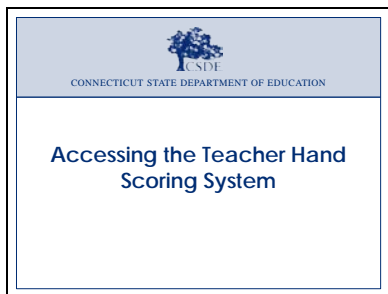
Here you will find the new Smarter Balanced Interim Answer Keys. When downloaded, you will find two folders designated by ELA and Math. Within the folder, you will find that files are available for IAB and the ICA and clearly labeled by grade.

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When administering the tests to students, teachers will use the same Test Administration site used to administer the summative assessments. Teachers can use TIDE to monitor student progress throughout the testing by selecting the corresponding tab under the Administering Tests application.

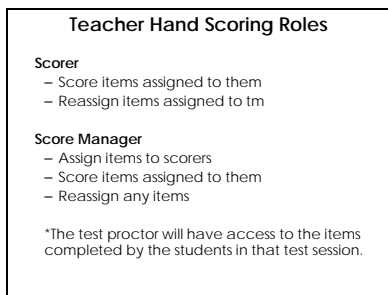
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Now students have completed their interim blocks and several of those blocks contained one or more open-ended items.

In order to see the results, you have to score those open-ended items in the THSS

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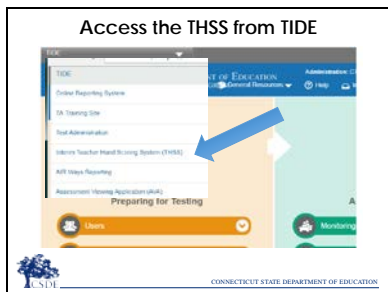
In the Teacher Hand Scoring System there are two types of roles that authorized users can have: these roles are **Scorer** and **Score Manager**. Users will not see these roles in TIDE, but they are assigned based on TIDE user roles.

For example, any user with a Teacher or Test Administrator role in TIDE is automatically a Scorer, and a Test Coordinator is automatically a Score Manager. We'll talk about access as Scorer and Score Manager, but remember these are THSS access roles not TIDE access roles.

The primary difference between a Scorer and a Score Manager has to do with reassigning items for scoring. Scorers may only reassign items that are currently assigned to them. Score Managers may reassign any item in their school.

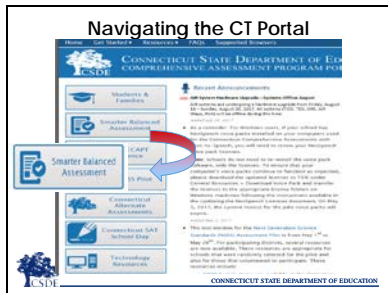
As I move through the screenshots of the THSS, I will provide images of score managers' access to delineate between the levels of roles.

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Just a note that you can move between the various systems associated with The Smarter Balanced Assessments once you are signed in to any application. Simply access the drop down arrow at the top left of your screen and you will find the other connecting applications.

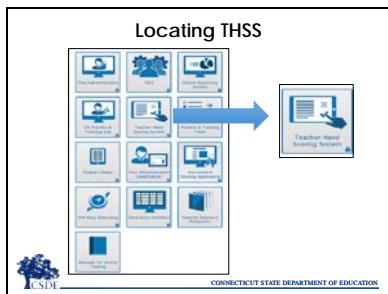
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If you want to access the THSS from the portal, choose the Smarter Balanced Assessment button on the left side of the page. This gives you access to systems associated with Smarter Balanced.

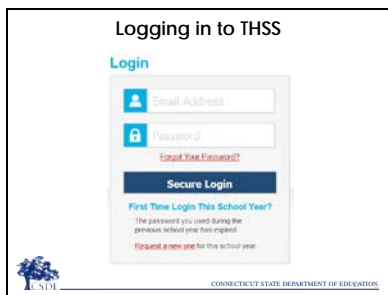


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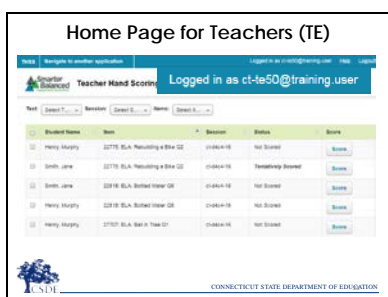
Take a moment to identify the THSS application.

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Once you arrive at the THSS log in page, enter your user name and password, and then click **Secure Login** to continue.

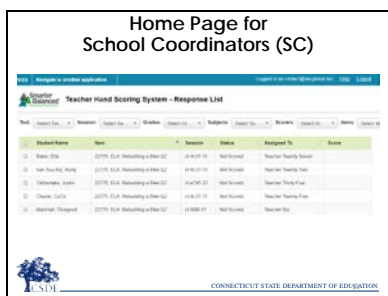
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The first screen that appears is the Response List page.

For Scorers, this page will automatically show all responses assigned to them for scoring. Responses are assigned by default to the TA who proctored the session in which the student submitted the test.

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Score Managers will see all responses in their jurisdiction (usually the school).

**Session** is the ID of the session in which the student completed the test containing this response.

**Status** of "Not Scored" indicates the response still needs to be scored. "Tentatively Scored" indicates the response was scored, but still needs to be marked as complete.

**Assigned To** names the scorer to whom the response is currently assigned.

**Score** is where you can click the score button to enter a score for the response. If you are a Score Manager, you can only enter scores for responses that are assigned to you.

## Using Interim Assessment Data: Webinar #3

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[illegible]

All users can filter the responses that appear in the response list table using the drop-down lists for **Test**, **Session**, and **Items**. Score Managers can additionally filter the table by grade, subject, and/or assigned Scorer.


When you open a drop-down list above the table, you can either select a response shown in the list, or type in your own keyword to use as a filter. The table will show only the items that match your filter.

Items in the table may be sorted by clicking on the header of the column you wish to sort by. Click “Student Name” to sort the items by students' name. Click “Item” to sort the items by item name. Click “Session” to sort the items by session ID. Click “Status” to sort the items based on whether they have been scored.

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## Scoring Responses

Student Name	Item	Response	Status	Score
Wagner, James	SW10, ELA, Test Q10	01/06/16-16	Not Scored	<a href="#">Score</a>
Wagner, James	SW10, ELA, Test Q10	01/06/16-16	Not Scored	<a href="#">Score</a>
Hamblett, Scott	SW10, ELA, Test Q10	01/06/16-16	Not Scored	<a href="#">Score</a>
Horne, Matthew	SW10, ELA, Test Q10/10 Q1	01/06/16-16	Not Scored	<a href="#">Score</a>
Smith, Jane	SW10, ELA, Test Q10/10 Q1	01/06/16-16	Not Scored	<a href="#">Score</a>



When you click the score button next to an item, the Score Response page for that item will appear.

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# Student's Response

The screenshot shows the "Student's Response" page for item ID 207779. The page includes navigation links at the top: "Back to Response List", "Previous Response", and "Next Response". Below this, the item details are displayed: Item ID 207779, ELA: Rebuilding a Blue Q2, Name: Alex Sosa, Seat: 18686-ELA-Grade 8-Building a Blue Q2, Session: 1/2/2016 10:41, Result: Wrong! Try Again.

The main content area contains two sections: "Public" and "Response". The "Public" section has a red arrow pointing left towards the "Back to Response List" link and a red arrow pointing right towards the "Example" and "Training Guides" links. The "Response" section has a red arrow pointing left towards the "Back to Response List" link. Below the "Response" section is a "Scoring" table with columns for Scoring Criteria, Points, Score, and Condition Code. The table shows one row for "Correct Answer" with a score of 2 and condition code "Not applicable". At the bottom, there are three more navigation links: "Back to Response List", "Submit Score", "Previous Response", and "Next Response".

Back to Response List Previous Response Next Response

Item ID 207779 ELA: Rebuilding a Blue Q2  
Name: Alex Sosa Seat: 18686-ELA-Grade 8-Building a Blue Q2 Session: 1/2/2016 10:41 Result: Wrong! Try Again

Public Example Training Guides

Response

Scoring

Scoring Criteria	Points	Score	Condition Code
Correct Answer	2	0	Not applicable

Back to Response List Submit Score Previous Response Next Response

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First, in the Rubric section, review the rubric description for the item to be scored.

To view anchor papers, click on **Exemplar** tab.

To view instructions for scoring each item response, and to view the item’s stimulus, question or task, click the **Training Guides** tab.

Once these are open for the specific item you are scoring, you can download the files to your computer. So if you choose not to go into TIDE to access all the documents at once, you can get only those for the items you are actively scoring here in the THSS.

You also have the response section that contains the item stem and the student's response.

And lastly, the scoring section where you can document their score or condition code.

While scoring, you may find it helpful to expand or collapse sections by clicking the plus or minus sign in the upper-left corner of that section.

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**Scoring the Response**

read or explain why the characters are.

James had an odd bike with a lot of rust on it. He didn't know how to fix it so he asked his dad to help him fix the rusty thing.

Scoring

Scoring Criteria	Points	Score	Condition Code
Content Accuracy	2	1	Not Applicable

Submit Score

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In order to assign a score to a response, use the drop down menu. Scorers can move between responses with the “next response” button, or return to the original list of students and items taken by choosing the “back to response list” button. But, scores are not logged into the system until you click **SUBMIT SCORE**. If you move on without submitting the score, you will need to return to this page eventually to submit the score.

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**Completing Item Responses**

10077 ELA Full-Write DA 10/26/17 Not Scored

Marked Students Complete?

Are you sure that the selected students should be marked as complete? This action cannot be reversed.

Mark Selected as Complete Cancel

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When you have finished scoring responses, you will need to submit the scores.

To submit scored items, mark the checkbox to the left of each scored response on the Response page, and click the button labeled **Mark Selected as Complete**, which is located at the bottom of the page.

Once an item is marked complete, it is immediately submitted and can no longer be edited or viewed in the THSS.

Once all of a student’s items for a specific test have been scored and marked complete, the student’s score for the entire test will become available in the Online Reporting System and AIR Ways. All open-ended responses can be viewed in the AIR Ways system, but no edits may be made to the item response or the score it received.

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**Machine-Scored ELA Performance Task Full-Write**

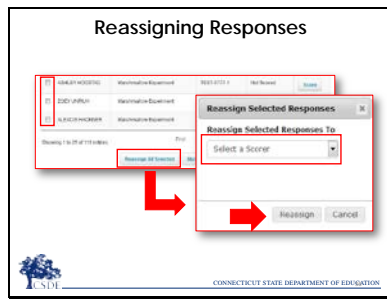
Figure 5: Machine-Scored Responses

Scoring Criteria	Points	Score	Condition Code
Organizational/Purpose	4	3 (Machine Score)	Not Applicable
Exemplification/Detail	4	1 (Machine Score)	Not Applicable
Conventions	2	2 (Machine Score)	Not Applicable

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The Test Delivery System will now automatically suggest a preliminary score on the ELA Performance Task Full-Write. These responses are displayed as “Tentatively Scored” (as displayed on your screen). Scorers will need to review the scoring rubrics, Exemplars, and Training Guides, and approve or modify the final scores across the three scoring criteria/indices before submitting a final score. The machine-scored suggestion is **only available for the ELA Performance Task Full-Write**.

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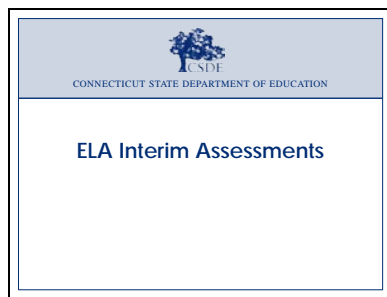


Whoever administers an IAB using the Test Administration System will have all of those open-ended student responses automatically assigned to them in the THSS.

A school or district administrator OR the teacher to whom the responses are assigned can reassign them by checking the box to the left of the student's name, and clicking the Reassign all Selected button. A dropdown menu will appear asking that a new scorer be selected from those within your district. Then by simply clicking reassign, the student's responses are the responsibility of the new scorer.

Please note that only one scorer can score a response. Once scored, they are no longer accessible in the Teacher Hand Scoring System.

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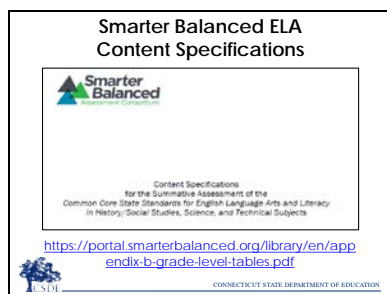
I am sure you are familiar with the ELA Interim Assessment Blocks, but I have a useful chart to let you know which blocks require hand scoring.

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English Language Arts Interim Assessment Blocks	
Read Literary Texts	★
Read Informational Texts	★
Edit/Revise	★
Brief Writes	★
Listen/Interpret	
Research	
Narrative Performance Task	★
Informational Performance Task	★
Explanatory Performance Task	
Opinion Performance Task	★
Argument Performance Task	★

The blocks represented by a star indicate that there are items requiring hand scoring. In ELA, all grades from 3-7 and 11 have the same blocks available. Grade 8 has fewer blocks in writing.

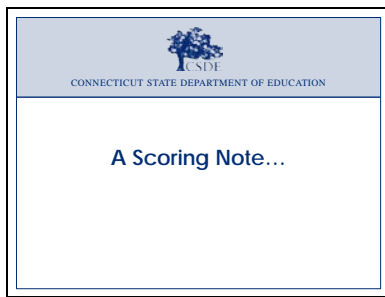
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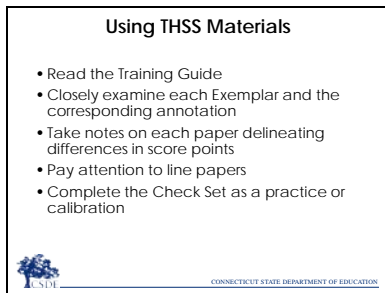
The Smarter Balanced Content Specifications also provides detailed information about the assessment targets. Assessment targets for each claim provide more detail about the range of content, alignment to the standards, and Depth of Knowledge levels being assessed.

Content Specifications can be located on the Smarter Balanced website.

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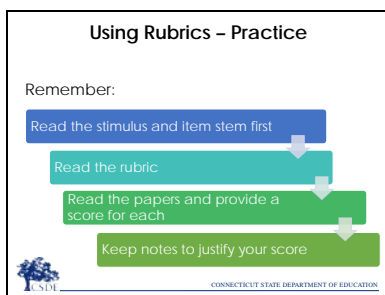


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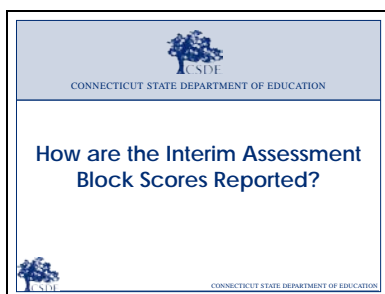


In an effort to fully understand the expectations of the hand-scoring process, I have outlined steps that will help ensure accuracy in scoring.

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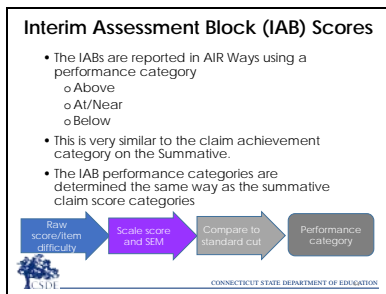


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Now that you are familiar with how to score student responses, you need to know how scores for the Interim Assessment Blocks are reported.

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First, the IABs are reported using what is called a “performance category,” and you’ll notice that they have the same names as the summative claim achievement categories.

So, hopefully it won’t surprise you that we use the same process as was used to determine the claim scores on these performance categories.

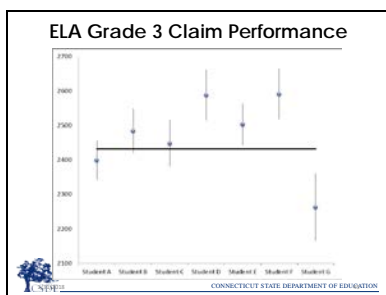
A combination of raw score and item difficulty results in a scale score and a standard error.

Then, we compare to the standard cut for that grade level and content area, which then gives us the performance category.

The IABs are groups of items about similar topics. IABs with harder content likely have more items with higher difficulty values. Raw points on one IAB topic cannot be compared to raw points on another IAB topic.

Let’s look at item difficulty and how it contributes to a score. Some IABs have content that is harder for students than other topics. This means that IABs with harder content will have items with higher difficulty levels...which leads to higher scale scores.

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This diagram may help you better understand the three performance categories.

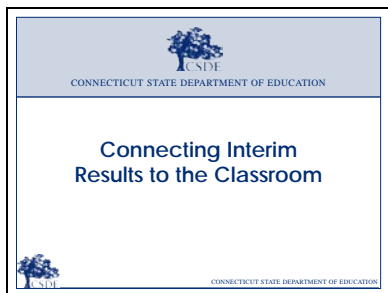
For Grade 3, the cut score between levels 2 and 3 is 2432. So, if a student has a scale score of 2431, they are in the two performance level. AT 2432 or above is a three.

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).

When a score is clearly above the line (blue dot) not only in the scale score, but considering the SEM as well, it is Above.

When a scaled score including the SEM is completely below the line, it is below. When the scale score including the SEM touches that LINE, it is at or near.

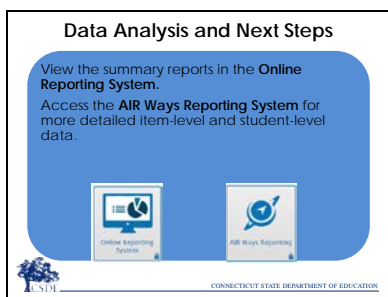
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In short, when reporting the Performance Category for an IAB, the 2/3 levels are combined and classified as one category (At/Near).

The goal here is to incorporate all the information we have collected into our teaching. But first, you need to know how to access the results of the Blocks students have taken.

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There are two systems in which you can view student results to the interim assessments: the Online Reporting System and AIR Ways Reporting System.

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).

But, for teachers and administrators who 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.

AIR Ways is the reporting system designed to provide detailed, item-level student performance reports for interim assessments. As a matter of fact, this system 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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**AIR Ways Dashboard**

The screenshot shows the AIR Ways Dashboard interface. At the top, there's a header with the AIR Ways logo and user information. Below that is a table with the following columns: Assessment Name, Test Reason, Student Count, Average Score, and Performance Distribution. The table lists several assessment blocks, including 'IAB ELA Grade 3 Editing Block'. Red arrows point to the column headers. A legend at the bottom left explains the performance distribution color codes: Red for Below Standard, Yellow for At/Near Standard, and Green for Above Standard.

Assessment Name	Test Reason	Student Count	Average Score	Performance Distribution
IAB ELA Grade 3 Editing Block		10	10	100% Above Standard
IAB ELA Grade 3 Reading Block		10	10	100% Above Standard
IAB ELA Grade 3 Writing Block		10	10	100% Above Standard
IAB ELA Grade 3 Math Block		10	10	100% Above Standard

The **Dashboard** is the landing page for AIR Ways users. After logging in to the system, the page displayed is automatically MY ASSESSMENTS.

This first screen provides you with various sorting options.

You can find data by **Assessment Name**, the first column on the left, which lists the names of the Interim Assessment Blocks that were administered. As an example, you can see the IAB ELA Grade 3 Editing Block. If I click on that underlined name, I gain access to an incredible amount of class and student-level information! The next screen will provide specific examples of that data.

Next I have a column entitled **Test Reason**, which is a category that allows you the option to assign a name to a test opportunity such as “fall or spring, pretest or post-test”. If no test reason is assigned to the opportunity, this column displays Unassigned, which is what you see on this slide.

The Dashboard also lets you know the number of students who completed the assessment in the **Student Count** column.

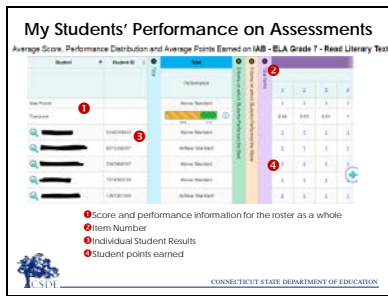
**Average Scores**, also known as scale scores, are the sum of assessment scores for all your students divided by the student count should you administer an Interim Comprehensive Assessment or ICA (which is an interim that is equivalent to the summative assessment).

In the column entitled **Performance Distribution**, you will find the percentage of your students who performed at each performance level. There are three levels of student performance that are reported for an Interim Block: Below Standard, At/Near Standard, and Above Standard. AIR Ways not only provides the percentage of students at each performance level on a given block, but color codes those levels: RED for Below, YELLOW for at/near, and GREEN for Above standard.

Lastly, you can also review tests by the most recent date on which one of your students completed the assessment.



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Any of these columns can be sorted and that is indicated by the arrows on the right top corner of any column.

Once you've selected the IAB you want to see, it will take you to a page of all of your students who took that block.

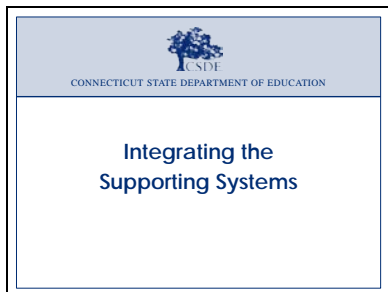
If you look to the left of the screen, **this row numbered 1** is aligned with the word Everyone. This portion of the report shows how **all** your students averaged on the test overall, as well as the group average on each item.

Now find **#2** on the top right side of the screen. If you want to see the item just as the student saw it, you can click on the item number in the top row. This will show the actual item, as well as item details such as difficulty level and target alignment. The answer is also provided for you on this screen.

Perhaps you want to see how only one student performed across all the items in this block. Find **#3** in the middle of the left side of the screen. I simply locate the student and click on their name. This provides information on not only that one student, but compares the responses to the average correct responses by the group as a whole.

Lastly, I can see each student's response to an item. Find **#4** in the center of the screen. By choosing an item for a specific student I can access their response, as well as the item information available in #3.


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**Data Analysis and Next Steps**

Were there items on which students **struggled**?  
Were there items on which students performed **well**?  
Were there **trends in answers** based on the particular type of item?  
What did you notice about students' responses while hand scoring?



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But what I really want is 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:

Were there items that all your students struggled with? So, did students perform badly due to an item type? Or, was the particular skill being measured not introduced by the curriculum?

Were there items that all of your students did well on? Are there any patterns in the ways they responded?


Where are the outliers—items that all but a few students did well on? What instruction would benefit those few students?

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?


Another resource available to you is the Digital Library. This can be helpful whether you are using the interims or not, but now there is a new feature available.

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**Connecting Interim Data to the Digital Library**



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**Connecting Interim Data to the DL**

Connections Playlists are built based on student performance on specific IABs.

Digital Library resources are selected and organized based on the specific performance categories for an IAB.

Multiple ELA and math available at each grade.

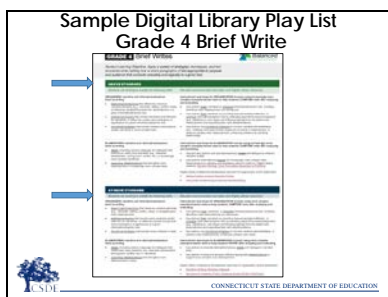
- 24 ELA
- 19 Math



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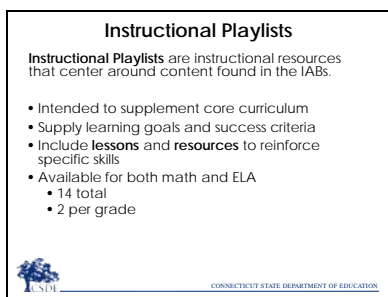
A Connections Playlist is a collection of resources in the Digital Library that address a progression in skills or understanding for a topic. They are created by trained educators.

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The playlist for Grade 4 Brief Writes includes videos that support instruction directed at students who perform above standard, as well as at/near standard.

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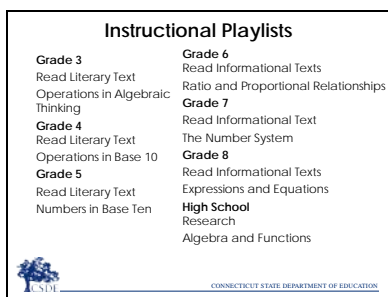


Smarter Balanced also offers Instructional Playlists, which are instructional resources that center on the content measured in an interim assessment Block.

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.

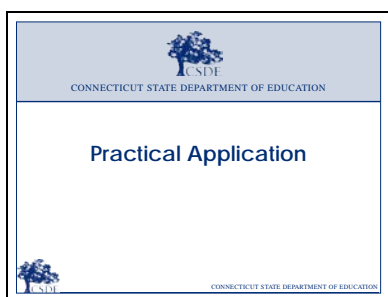
Currently, there are 14 Instructional Playlists available on the Digital Library: two per grade, one in ELA and one in Math.

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This is a list of the available Instructional Playlists by grade.

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This is the point where you need to think about your own classroom populations and the individual needs of your students. Think about both the struggling and high-performing readers; think about English language learners; think about your students with disabilities. Based on the expectations in the standards, and your newly gained understanding of the scoring rubrics in the interim assessments, how might you enhance your instruction based on the valuable information you receive when scoring open-ended items?

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**Bringing it to Life**

- Incorporate a Think-Aloud activity to model the measured math or ELA skill.
- Extend an open-ended item or Performance Task to teach, model, or measure additional skills or strategies.
- Use an open-ended item or Performance Task as a starting place for additional practice or incorporation of critical skills.



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There are countless ways to connect the information learned from the interim results to instructional strategies that can be integrated into the daily curriculum.


Teachers might use the Assessment Viewing Application to demonstrate how to solve a math problem or write an introduction to an essay using one item from an interim block.

Performance tasks or brief writes can easily be extended to teach a skill not necessarily measured by the item. For example, a narrative brief write asking the students to write an opening to the story can be used to teach narrative strategies like dialogue, or can be revisited to incorporate figurative language or character development.

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**Suggestions for Mini-Lessons**

- Paraphrasing, inferencing, vocabulary in context, and inferring main idea/controlling idea/opinion/claim
- Identifying arguments and evidence in texts
- Using implicit and explicit details and specific textual evidence to support inferences and conclusions
- Using text evidence for elaboration
- Summarizing key details and central ideas



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Noticing students' responses to the open-ended items will demonstrate where they need focused intervention. Our experience in reviewing students' responses tells us the areas most students need help in, are perfect opportunities for mini-lessons.

Take a moment to review the various ways the interim assessments and supporting resources can be used to complement instruction and improve student learning.

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**Suggestions for Mini-Lessons**

- Organizing ideas using note-taking strategies such as graphic organizers
- Writing for different purposes and audiences
- Developing introductions and conclusions
- Citing information
- Providing supporting evidence/details/elaboration consistent with focus/main idea/controlling idea/thesis/claim




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Think about customizing your own mini-lessons following your unique observations when scoring student responses using the THSS and data analysis using AIR Ways Reporting.

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**Suggestions for Mini-Lessons**

- Using appropriate and varied transitional strategies
- Using language effectively (including word choice, sentence variety, precise/nuanced language, domain specific language, and voice)
- Editing for grammar usage, punctuation, spelling, capitalization, sentence structure
- Analyzing within and across texts




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## Using Interim Assessment Data: Webinar #3

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**Contacts**

Dr. Cristi Alberino, ELA Education Consultant Performance Office <a href="mailto:Cristi.Alberino@ct.gov">Cristi.Alberino@ct.gov</a> 860-713-6862	Deirdre Ducharme, ELA Education Consultant Performance Office <a href="mailto:Deirdre.Ducharme@ct.gov">Deirdre.Ducharme@ct.gov</a> 860-713-6859
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If you have any questions or concerns, please do not hesitate to contact us.

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