ALN
ASSESSMENT LEARNING NETWORK

The Assessment Learning Network

Tuesday, September 29, 2020

Interim Assessment and Tools for Teachers Overview

Working Together

Norms for the ALN meetings

Proposed Norms for a Group Whose Purpose is to Learn Together (Virtually)…

- Mute your audio if you are not a presenter.
- Use the chat feature to post thoughts and ask questions.
- Be an active participant.
- Be respectful
- Provide feedback via the chat.
- Know that this is being recorded, including all chat activity.

Today's Agenda

- Overview and Welcome

- Member (Re)introductions

- Interim Assessment and PA 149

- A high-level overview of the SBAC Interim Assessments and Tools for Teachers

- Quick break

- A demonstration of working with the SBAC Interim Assessments and Tools for Teachers

- Additional learning opportunities

A Vision for the ALN

- A professional learning community focused on improving assessment practices in public education
- A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan
- A conduit between the MAC and Michigan's professional educational organizations that can work collaboratively to improve educators' assessment literacy

Who is with us today?

Please type your name and affiliation in the chat box.

Welcome!

Kathy Dewsbury-White
Executive Director –
Michigan Assessment Consortium

Andrew Middlestead
State Assessment Director –
Michigan Department of Education
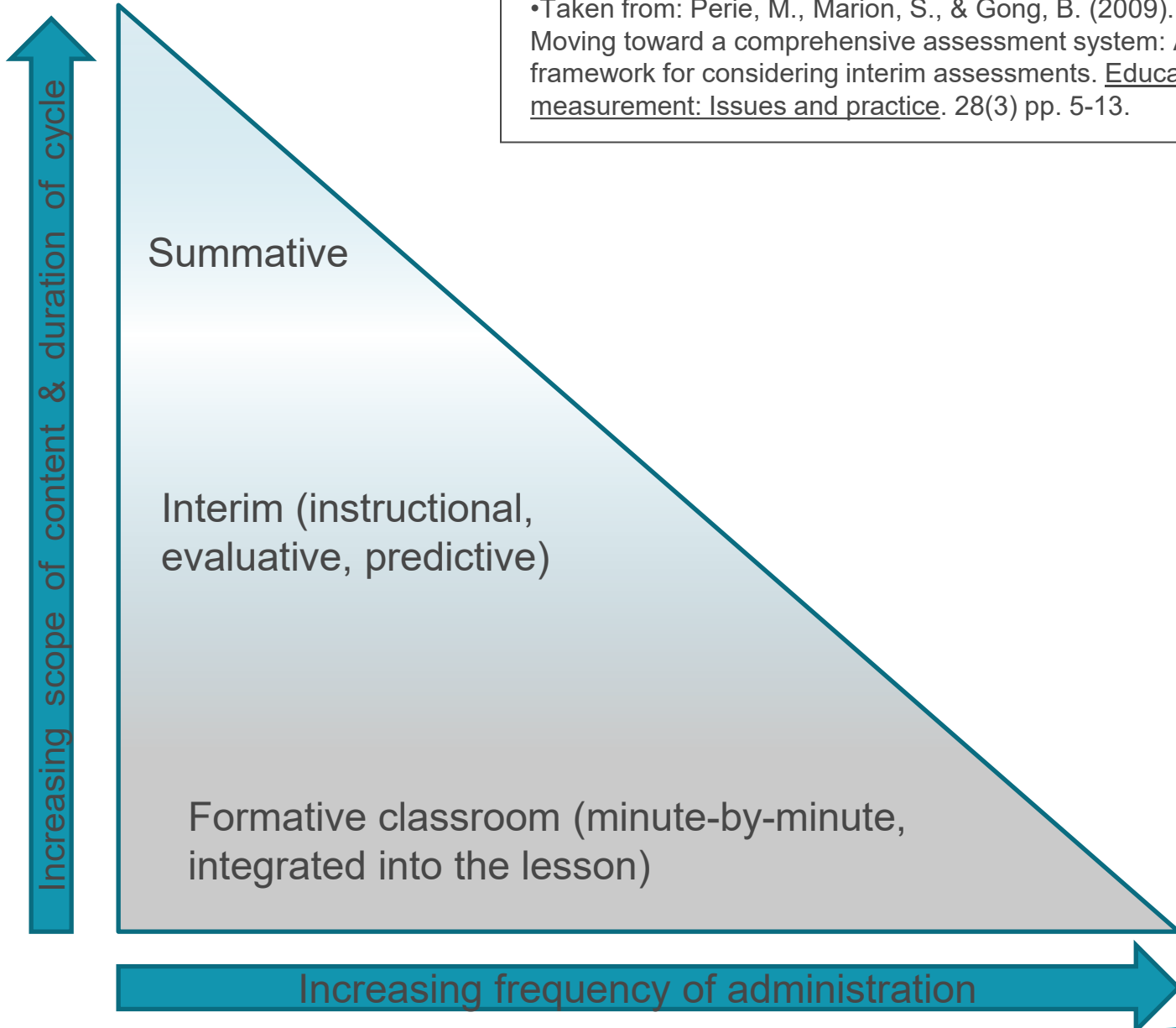
Getting Ready for Our Featured Learning

Let's give credit…

- Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. Educational measurement: Issues and practice. 28(3) pp. 5-13.
- The entire issue is devoted to thinking about formative assessment practices and interim assessments.

Increasing scope of content & duration of cycle

Summative

Interim (instructional, evaluative, predictive)

Formative classroom (minute-by-minute, integrated into the lesson)

Increasing frequency of administration

•Taken from: Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. Educational measurement: Issues and practice. 28(3) pp. 5-13.

Why Give Interim Assessments?

- Being clear on the following is important
  - What do I want to learn from this assessment?
  - Who will use the information gathered?
  - What action steps will be taken as a result?
  - What PD or support should be in place to ensure the action steps?
  - How will student learning improve as a result of the system and will it improve more than if it weren't used?

Three Broad Purposes

- We generally give interim assessments for purposes that fall into three categories
  - Instructional
  - Evaluative
  - Predictive
- Could we place these three categories on our triangle?

Again, purpose is important!

- *Consider a test that is used for both predictive and diagnostic purposes. If the assessment provides good feedback to improve student learning, then its predictive ability is likely to decrease.* (p. 8)

PA 149 of 2020

What does it mean for interim assessment?

Return to Learn Legislation and Benchmark Assessments

Office of Educational Assessment and Accountability (OEAA)

Michigan Department of Education (MDE)

Objectives

- Understand what the Return to Learn legislation, Public Act 149, says about benchmark assessments
- What options are provided under the law?

- Additional assessment-related considerations for the 2020-21 school year that are not addressed by the Return to Learn law

- Where can districts find help related to benchmark assessments?

Return to School Legislation and Benchmark Assessments

MICHIGAN
Department of
Education

WHAT DOES THE RETURN TO LEARN LAW (PUBLIC ACT 149) SAY ABOUT BENCHMARK ASSESSMENTS?

Using M-STEP Reports to Support Continuous Improvement

Extended COVID-19 Learning Plan

- Districts are required to create an extended COVID-19 learning
- plan for the 2020-21 academic year
- Required in order to receive state aid [98a(1)]
- Provide educational goals expected to be achieved in the current academic year [98a(2)(b)]

  - Which goals are expected to be achieved by the middle of the school year and which by the end of the school year?

  - Goals must include increased pupil achievement, or growth if it can be validly and reliably measured, using a benchmark assessment(s)

Extended COVID-19 Learning Plan

The goals must include an assurance that the district shall **select a benchmark assessment** or benchmark assessments that are **aligned to state standards** and an assurance that the district shall administer the benchmark assessment or benchmark assessments to **all pupils** as prescribed under section 104 to **determine whether pupils are making meaningful progress toward mastery of these standards**.

Return to School Legislation and Benchmark Assessments

Benchmark Assessment Provisions

- Districts shall administer a benchmark assessment or assessments [104(8)]
  - Administer to all students in grades K-8
  - Measure proficiency in reading and mathematics
  - Pre-test administration within first 9 weeks of school year
  - Post-test administration no later than last day of school year
  - Benchmark assessment options include:
    - Benchmark assessment from a provider list approved by MDE [104(9)]
    - Assessment that provides progress monitoring [104(10)]
    - Local benchmark assessment
    - Combination of the above

Approved Assessment Providers

- MDE shall approve 4 to 5 benchmark <u>providers</u> [104(9)]
- Criteria for selection:
  a) One of the most commonly administered benchmark assessments in the state

  b) Aligned to state content standards

  c) Complement the state's summative assessment system

  d) Internet-delivered and
     - include a standards-based assessment
     - using a computer-adaptive model

Approved Assessment Providers

- Selection criteria continued:
    - e) Provide information on student achievement regarding the learning of content in a given year or grade span

    - f) Provide immediate feedback to students and teachers

    - g) Nationally normed

    - h) Provide multiple measures of growth
               – and –
       provide for multiple testing opportunities

Approved Provider List

The following benchmark assessment providers have been approved by MDE:

- Curriculum Associates
  (iReady)

- Data Recognition Corp (DRC)
  (Smarter Balanced Interim Assessments, Early Literacy and Mathematics Benchmark Assessments)

- NWEA
  (MAP)

- Renaissance Learning
  (STAR)

Free Benchmark Assessment

- MDE will make available one benchmark assessment from the approved provider list at **no cost to districts** [104(14)]
- The **Smarter Balanced Interim Assessments** will be provided at no cost to districts through the existing DRC administration contract
- The Smarter Balanced Interim Assessments include:
  - Interim Assessments – includes of 3 types of interim assessments based on the granularity of the content the assessed
  - Tools for Teachers – provides access to a suite of tools and resources for teachers

Smarter Balanced Interim Assessments

- The Smarter Balanced Interim Assessments are available in ELA and math for grades 3 – 8

- The August 27, 2020 Spotlight provided additional detail on the Smarter Interims

- Additional information will be provided by DRC upon request.

Assessments Providing Progress Monitoring

- Districts may choose a "benchmark assessment" that provides **progress monitoring tools** and **enhanced diagnostics** [104(10)]
    - Meets the requirements in Section 104(8)

    - Reading in grades K-9

    - Mathematics in grades K-8

    - Examples:
        - Acadience (formerly DIBELS)
        - AIMSWEB

Local Benchmark Assessments

- Districts may administer a local benchmark assessment
- [104(8)(a)]
- Option is available for students in grades K-8
- Should measure proficiency in reading and mathematics
- Exempt from aggregate data requirements in subsection 12
- There are reporting requirements with this option [104(15)]
  - What local benchmark assessment(s) was administered
  - How the assessment(s) measures change in learning, including learning loss
  - The district's plan to address any learning losses
  - This information must be reported to MDE and the Center for Educational Performance and Information (CEPI) in a form and manner determined by CEPI

Using M-STEP Reports to Support Continuous Improvement

Consistency is Encouraged

- To the extent practical, administer the same benchmark or benchmarks administered in prior years [104(11)]

  - Allows for consistent data
    - To assist with informing decisions focused on learning for all students
    - Performing reasonable comparisons over time

  - Applies to all assessments allowed under this law
    - Benchmark assessments from approved provider list
    - Progress monitoring assessments
    - Local benchmark assessments

Using M-STEP Reports to Support Continuous Improvement

Parental Reporting

Districts must provide the results of the benchmark assessment(s) to the student's parent or legal guardian within 30 days of the test administration [104(13)]

Data Requirements

- Districts shall send aggregate district-level benchmark data to the Michigan Data Hub [104(12)]

  - Intended use: Determine loss of learning, if any, resulting from the COVID-19 pandemic

  - Data may not be used for accountability purposes

  - Data must be provided to the Data Hub by June 30, 2021

  - MDE and CEPI must provide report not later than August 1, 2021

    - Number and percentage of students who are significantly behind grade level

  - MDE, CEPI, and the Data Hub will be working together to better understand the requirements of this subsection of the law

Using M-STEP Reports to Support Continuous Improvement

Other Assessment Considerations

- Districts must remain compliant with student IEPs regarding the administration of alternate assessments

  - Reach out to assessment providers on the approved list for options

  - Consider the use of local assessments

  - For students for whom a commercial benchmark assessment is not appropriate (such as a student with a significant cognitive disability or who is not able to engage in an online assessment), use whatever assessment is typically use to monitor progress for the student.

Other Assessment Considerations

- Districts are still required to identify English Learners
    - [In-Person WIDA Screening Considerations for 2020/2021](#)
    - [Temporary Guidance for Identifying Potential English Learners During Remote Learning](#)
    - Both documents are located on the WIDA web page at www.michigan.gov/wida

WHERE CAN I FIND HELP AND MORE INFORMATION?

Using M-STEP Reports to Support Continuous Improvement

Contact Information for Approved Providers

-

Benchmark Provider	Contact Information
NWEA	michigan@nwea.org
Curriculum Associates	Jeff Tompkins 313-316-0141 Jtompkins@cainc.com (Genesee, Livingston, Macomb, Monroe, Oakland, Washtenaw, and Wayne counties) Vikki Halstead 989-577-0305 Vhalstead@cainc.com (Rest of State)

Benchmark Provider	Contact Information
Renaissance Learning	Aaron Hartman 586-533-1107 Aaron.Hartman@renaissance.com
Data Recognition Corporation	Smarter Balanced Interim Assessments (grades 3-8) 877-560-8378 option 2 misupport@datarecognitioncorp.com Early Literacy and Mathematics Benchmark Assessments (grades K-2) 877-560-8378 option 3 mde-oeaa@michigan.gov

Using M-STEP Reports to Support Continuous Improvement

www.michigan.gov/mde-benchmarkassessments

- New webpage to address Benchmark Assessments in the context of the Return to Learn legislation

Stay Informed

- Sign up to receive weekly Spotlight issues to stay up-to-date on all things assessment related at: www.michigan.gov/mde-spotlight
- You'll find:
  - Date Reminders
  - Assessment Task Reminders
  - Administration Updates
  - Report Information
  - Assessment Literacy Corner
 - Much more!

Overview of Smarter Balanced Assessment System

What IS the Smarter Balanced assessment system?

9:55 – 10:05 AM

Assessment System

SUMMATIVE ASSESSMENTS

Computer adaptive tests—online assessments that adjust their level of difficulty based on student responses—administered at the end of the year to grades 3-8 and in high school to determine students' progress toward college and career readiness in English language arts/literacy and math.
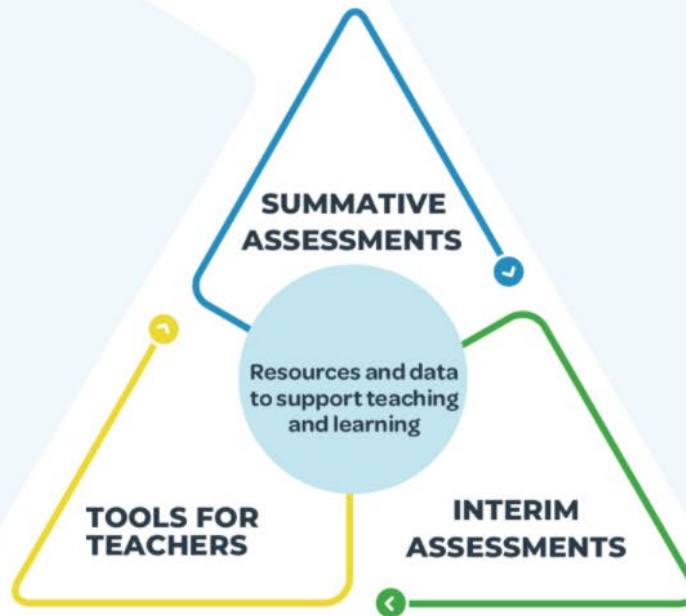
INTERIM ASSESSMENTS

Optional and flexible tests for use in grades 3-8 and high school that enable teachers to check student progress throughout the year and provide instructional next steps.

TOOLS FOR TEACHERS

An easy-to-use website with lessons and activities created by educators to enhance instruction, save time, and prepare students for college or a career.

SUMMATIVE ASSESSMENTS

Resources and data to support teaching and learning

TOOLS FOR TEACHERS

INTERIM ASSESSMENTS

Developed by Teachers, for Teachers

- At the center of everything we do is a commitment to equity, accessibility and ensuring that teachers are equipped with what they need to support students of diverse backgrounds and abilities for successful productive futures

STATE STANDARDS

State standards specify what students need to know and be able to do for success after high school.

INFORMED INSTRUCTION

The Smarter Balanced assessment system provides standards-aligned tools, information, and feedback to inform instruction and help teachers to support student learning and growth, including development of essential critical-thinking and problem-solving skills.

COLLEGE & CAREER READY

As a result, the Smarter Balanced system helps educators ensure students graduate high school ready to succeed in college and a career.

Connections Playlists
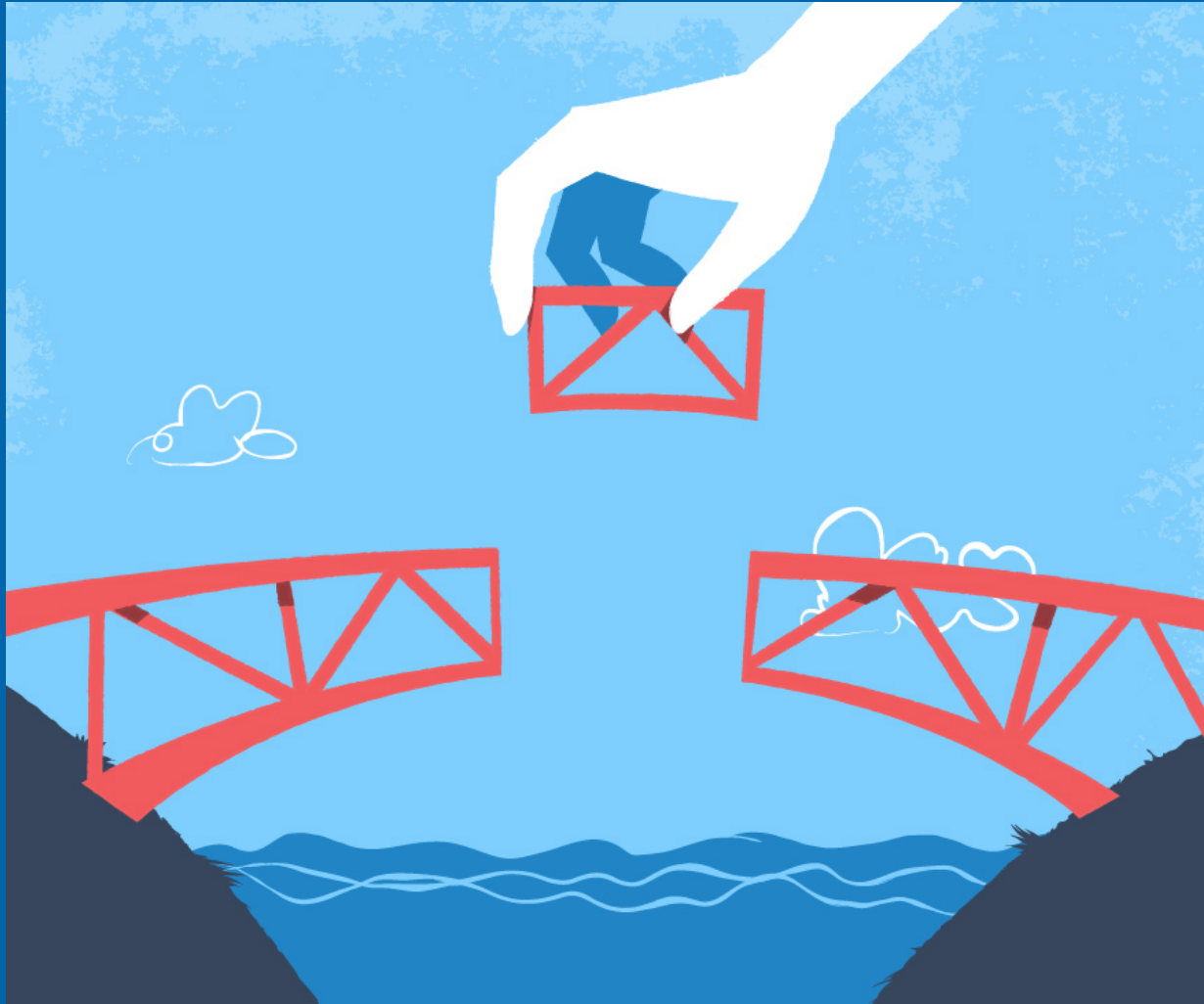
Interim Assessment Blocks

Tools for Teachers

2020-2021
Accessing Smarter Balanced Interim Assessments, Smarter Balanced Reporting, and Tools for Teachers

What's the Same and What's Different?

	Smarter Balanced Interim Assessments	Early Literacy & Mathematics Benchmark Assessments (K-2)	Michigan Summative Online Assessments
DRC INSIGHT Test Engine	X	X	X
DRC INSIGHT Portal	X	X	X
Remote Testing Availability	X	X	
Sites Add New Users in DRC INSIGHT Portal	X		
Sites Add Students in DRC INSIGHT Portal	X		
Educator Scoring	X		
Reports Accessed through DRC INSIGHT Portal	X		
Single Sign-On Access to Tools for Teachers	X		
Single Sign-On Access to Smarter Balanced Reporting System	X		

Adding New Users to the DRC INSIGHT Portal

All District and School users in the Secure Site as of September 14, 2020 were provided access to the Smarter Balanced Interim Assessments in the DRC INSIGHT Portal.

- Additional District and School users will need to be added through the DRC INSIGHT Portal.
- Teacher users will need to be added to the DRC INSIGHT Portal.

How to Add New Users to the DRC INSIGHT Portal Mini-Module:
https://drive.google.com/file/d/1-_SwM_fgf2rXPC9MItDdXguxkiJzYPX8/view?usp=sharing

Smarter Balanced Interim Assessments Overview Training:
https://datarecognitioncorp.zoom.us/rec/share/Mo9BTuf1EtyhjNLWuBvqjQ09E3orbTHkWTYP1xqNIDM53E2TzjK-0HW7vsEvdmtM.IsTEmDB4OSwuiVKN?startTime=1600271453000

DRC INSIGHT Portal User Guide: Log into your DRC INSIGHT Portal Account and navigate to **My Applications > General Information > Documents**. Choose the Smarter Balanced Interim Assessments administration, filter for Manuals & Directions, and choose the Smarter Balanced Interim Assessments DRC INSIGHT Portal User Guide.

Adding Students to the DRC INSIGHT Portal

Students will not be pulled from the Secure Site for the Smarter Balanced Interim Assessments.

- Students will need to be added to and test sessions created in the DRC INSIGHT Portal by sites.

How to Add Students in the DRC INSIGHT Portal Mini-Module:
https://drive.google.com/file/d/1vftKF4dpFBUzORgjldp1WmNyPr0ghSZs/view?usp=sharing

Smarter Balanced Interim Assessments Overview Training:
https://datarecognitioncorp.zoom.us/rec/share/Mo9BTuf1EtyhjNLWuBvqjQ09E3orbTHkWTYP1xqNIDM53E2TzjK-0HW7vsEvdmtM.IsTEmDB4OSwuiVKN?startTime=1600271453000

DRC INSIGHT Portal User Guide: Log into your DRC INSIGHT Portal Account and navigate to **My Applications > General Information > Documents**. Choose the Smarter Balanced Interim Assessments administration, filter for Manuals & Directions, and choose the Smarter Balanced Interim Assessments DRC INSIGHT Portal User Guide.

Accessing Tools for Teachers

Access for Tools for Teachers is provided to users with a DRC INSIGHT Portal account and access to the Smarter Balanced Interim Assessments for the 2020-2021 administration. Permission to access Tools for Teachers is provided in the District, School, and Teacher permission sets.

- How to access Tools for Teachers through the DRC INSIGHT Portal:
  - Log into your DRC INSIGHT Portal Account and navigate to **My Applications > SBAC** menu **> Tools for Teachers**.

Accessing Tools for Teachers

When you click on the Tools for Teachers link in the DRC INSIGHT Portal, you will be automatically redirected to Tools for Teachers.

On the Tools for Teachers main page, click the left-hand menu to see the menu options, or type a topic, claim, target, or click the filter resources link in the search box.

What is Tools For Teachers? (YouTube video):
https://www.youtube.com/watch?v=YI6bM_3qCos&feature=youtu.be

How to Access Tools for Teachers Through the DRC INSIGHT Portal Mini-Module:
https://drive.google.com/file/d/1R3tNsxYwBZE9vszGgWftY_hY_TSqpAQu/view?usp=sharing

Accessing the Smarter Balanced Interim Assessments

In-person Testing Using the DRC INSIGHT Secure Web-Based Test Engine

- Access the DRC INSIGHT secure web-based test engine for in-person testing by double-clicking the DRC INSIGHT icon on the student testing device.

- Under the Smarter Balanced Interim Assessments icon, select the Online Tools Training to launch the OTT or select the Test Sign-In link to log into an actual test.
    - The student can log into their test using the credentials on their test ticket.
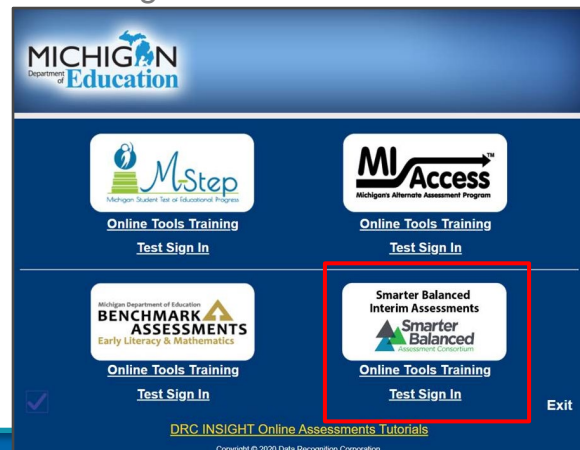
Accessing the Smarter Balanced Interim Assessments

For Remote Testing, the assessment is launched in a public browser via a URL

Information and the URL will be found in the DRC INSIGHT Portal.

1. Log into your DRC INSIGHT Portal account and navigate to **My Applications > General Information > Documents.**

2. Filter the Administration for "Smarter Balanced Interim Assessments" and the Document Type to "Remote Testing"*

3. Select the "**DRC INSIGHT Remote Testing URL, Links, and Contacts for Smarter Balanced Interim Testing**" document.

4. Click on the remote testing URL link and the Smarter Balanced Interim Assessment Test Sign-In page will launch.

5. Enter the credentials on the student test ticket to begin the test.

*Slides and recorded webinar on Remote Testing is available in the same location.

Accessing the Smarter Balanced Reporting System

Access for the Smarter Balanced Reporting System is provided to users with a DRC INSIGHT Portal account and access to the Smarter Balanced Interim Assessments for the 2020-2021 administration. Permission to access Smarter Reporting is provided in the District, School, and Teacher permission sets.

- How to access Smarter Reporting through the DRC INSIGHT Portal:
  - Log into your DRC INSIGHT Portal Account and navigate to **My Applications > SBAC** menu **> Smarter Reporting**.
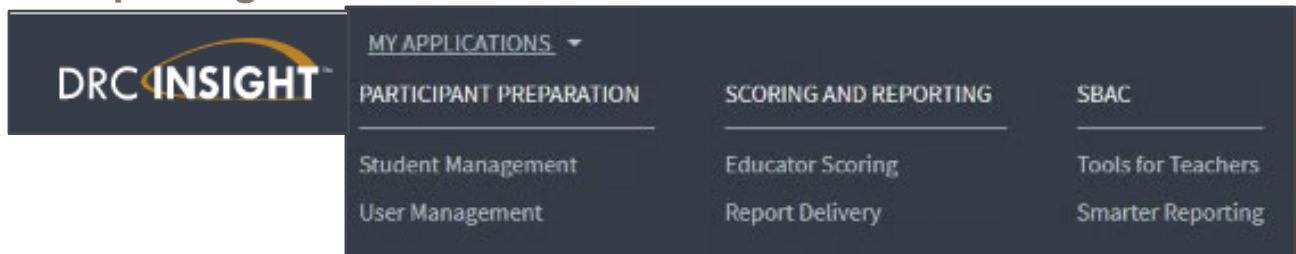
- When you click on the Smarter Reporting link in the DRC INSIGHT Portal, you will be automatically redirected to the Smarter Balanced Reporting System.

Accessing the Smarter Balanced Reporting System

District or School users will need to set up Student Groups and assign them to Teachers in the Smarter Balanced Reporting System.

- ✓ This will provide Teachers access to their students in the Smarter Balanced Reporting System.

- ✓ Detailed information on setting up Student Groups is provided on pages 78-86 of the Smarter Balanced Reporting System User Guide: https://portal.smarterbalanced.org/library/en/reporting-system-user-guide.pdf

Important! Teacher email address MUST match the email used for the Teacher in the DRC INSIGHT Portal. In addition, student information MUST match the student information in the DRC INSIGHT Portal.

Educator Scoring must be completed before the student's final score will be available on the Smarter Balanced Reporting System.

- ❖ Remember: Student Groups will need to be set up and assigned to Teachers to view their students.

Resources

Resources on the DRC INSIGHT Portal

(My Applications > General Information > Documents; Smarter Balanced Interim Assessment administration**)**

- **Smarter Balanced DRC INSIGHT Portal User Guide** (Special edition user guide available under the Smarter Balanced Interim Assessment administration)
- **Smarter Balanced Interim Assessment Test Administration Manual (with Test Directions)**
- **Smarter Balanced Interim Assessment Administration Overview Training Presentation and Slides**
- **Remote Testing Training Presentation and Slides**
- **Responsibility Guide and Checklist for Coordinators and Teachers**
- **DRC INSIGHT Portal Mini-Modules**
  - How to Access Documents on the DRC INSIGHT Portal
  - How to Access OTTs
  - How to Assign and Mass-Assign Student Supports and Accommodations
  - How to Create Test Sessions and Print Test Tickets
  - How to Find Student Testing Status
  - How to Search for Students
  - How to Add New Users to the DRC INSIGHT Portal
  - How to Add Students to the DRC INSIGHT Portal
  - How to Access Tools for Teachers
- **Accommodations Videos**
  - Text-to Speech (TTS) Accommodation and Designated Supports Video

Resources

Smarter Balanced Resources

- **Smarter Balanced Reporting System User Guide**: https://portal.smarterbalanced.org/library/en/reporting-system-user-guide.pdf (Manage Student Groups information pages 78-86)

    Note: Student Groups will need to be set up for Teachers as this provides Teacher access to student in the Smarter Balanced Reporting site.

- **Smarter Balanced Interim Assessment Overview**: https://www.smarterbalanced.org/assessments/interim-assessments/

- **Smarter Balanced Tools for Teachers Overview** https://portal.smarterbalanced.org/library/en/tools-for-teachers-overview.pdf

- **Smarter Balanced Interim Assessment Interpretive Guide:** https://portal.smarterbalanced.org/library/en/reporting-system-interpretive-guide.pdf

- **Understanding the Smarter Balanced Interim Assessments** (YouTube video): https://www.youtube.com/watch?v=Im-thuZCp4c&feature=youtu.be

- **What is Tools For Teachers?** (YouTube video): https://www.youtube.com/watch?v=YI6bM_3qCos&feature=youtu.be

- **Understanding the Smarter Balanced Reporting System for Educators** (YouTube video): https://www.youtube.com/watch?v=sYMY4CJUO6g&feature=youtu.be

Customer Support

DRC Customer Support
- **Phone**: **877-560-8378 Option #2**
- **Email**: **misupport@datarecognitioncorp.com**
- 8:00am-5:00 pm EST Monday-Friday [regular hours]
  - Contact DRC if you have questions about the DRC INSIGHT Portal, test tickets, or the remote testing process.
  - DRC cannot answer calls directly from a parent/guardian or a student.
  - DRC cannot answer questions regarding Web Conferencing solutions.

Office of Educational Assessment and Accountability (OEAA)
- **Phone: 877-560-8378 Option #3**
- **Email: mde-oeaa@michigan.gov**
  - Contact MDE customer service for questions about administration policies.

Quick Break (Whew…)

The SBAC Interim Assessments and Tools for Teachers

How do they look and work in practice?

Understanding the Smarter Balanced Interim Assessments

What types of interim assessments are available?

10:30 – 10:45AM

Importance of Interim Assessments

- Provide information about what students know and can do, so that both teachers and students can make adjustments to improve teaching and learning.
- Assess college and career readiness skills like:
  - Organization
  - Critical thinking
  - Problem solving
- They utilize a full range of item types similar to summative assessments.

Types of Interim Assessments

- There are different types of interim assessments based on the scope of content being assessed.
    - Interim Comprehensive Assessments (ICAs)
    - Interim Assessment Blocks (IABs)
    - Focused Interim Assessment Blocks (Focused IABs)

INTERIM ASSESSMENTS AT A GLANCE

Interim Comprehensive Assessments

Assess the full range of targets, similar to the summative.

Examples:
- Grade 3 ELA
- Grade 3 Math

Interim Assessment Blocks

Assess 3–8 targets in Math or ELA/literacy.

Examples:
- Grade 3 ELA, Reading Literary Texts
- Grade 3 Math, Operations and Algebraic Thinking

Focused Interim Assessment Blocks

Assess 1–3 targets in Math or ELA/literacy.

Examples:
- Grade 3 ELA, Text Analysis (Literary)
- Grade 3 Math: Multiply and Divide Within 100

Interim Comprehensive Assessment (ICA)

Interim Comprehensive Assessments

Assess the full range of targets, similar to the summative.

Examples:
- *Grade 3 ELA*
- *Grade 3 Math*

- The ICAs assess the same range of claims, targets, and standards as the Smarter Balanced summative assessment.

- Provide results within the same achievement levels.

- There is one ICA for each available grade in English language arts and mathematics.

Interim Assessment Blocks (IAB)

Interim
Assessment
Blocks

Assess 3–8 targets in Math or ELA/literacy.

Examples:
- *Grade 3 ELA, Reading Literary Texts*
- *Grade 3 Math, Operations and Algebraic Thinking*

- IABs address a fairly broad, yet related, set of concepts and skills.

- Help teachers and students check where they are in their learning and use the results to make adjustments.

- There are multiple IABs for each grade and content area.

Focused Interim Assessment Blocks (Focused IABs)

Focused Interim Assessment Blocks

Assess 1–3 targets in Math or ELA/literacy.

Examples:
- *Grade 3 ELA, Text Analysis (Literary)*
- *Grade 3 Math: Multiply and Divide Within 100*

- The Focused IABs target a smaller range of concepts and skills compared to the IABs.
- Provide educators with a more detailed understanding of what students know and can do for a very fine-grained set of content.
- Many Focused IABs are available for each grade and content area.

Interim Assessment Use

- Interim Comprehensive Assessment (ICA)
  - ICAs can help determine the ability level of students who have had a significant period of instruction or who are new to the district.
- Interim Assessment Blocks (IABs) and Focused IABs
  - Interims can be used in many ways to inform instruction.
  - Educators and students are allowed the flexibility to decide when the assessment is administered, re-administered, and scored.
  - When administered in a standardized way, educators can review individual and group-level performance and take action on students' results.

Administration Considerations

- Educators should decide what protocols to use prior to giving an interim assessment.
- For example:
  - What level of engagement will educators have with students?
  - Will educators take observation notes while students complete the assessment?
  - Will educators answer student questions during the assessment?
  - How might this impact the inferences teachers make about the students' results?

How do you know which interim assessment to give students and when?

- Considerations:
  - What is the purpose of administering the assessment?
  - How will the data be used to improve teaching and learning?
  - How much time is available for administration?

Additional Note

- Interim Assessments are fixed form, unlike the computer-adaptive portion of the summative assessment. Therefore, students will see the same items each time they take the assessment which may have an impact of test/re-test scenarios.

- Connections Playlists are available for IABs and Focused IABs

Smarter Balanced Interim Assessment Resources

- Understanding the Smarter Balanced Interim Assessments Video (7 mins) - https://www.youtube.com/watch?v=Im-thuZCp4c

- Smarter Balanced Interim Overview Guide - https://portal.smarterbalanced.org/library/en/interim-assessments-overview.pdf

Connections Playlists
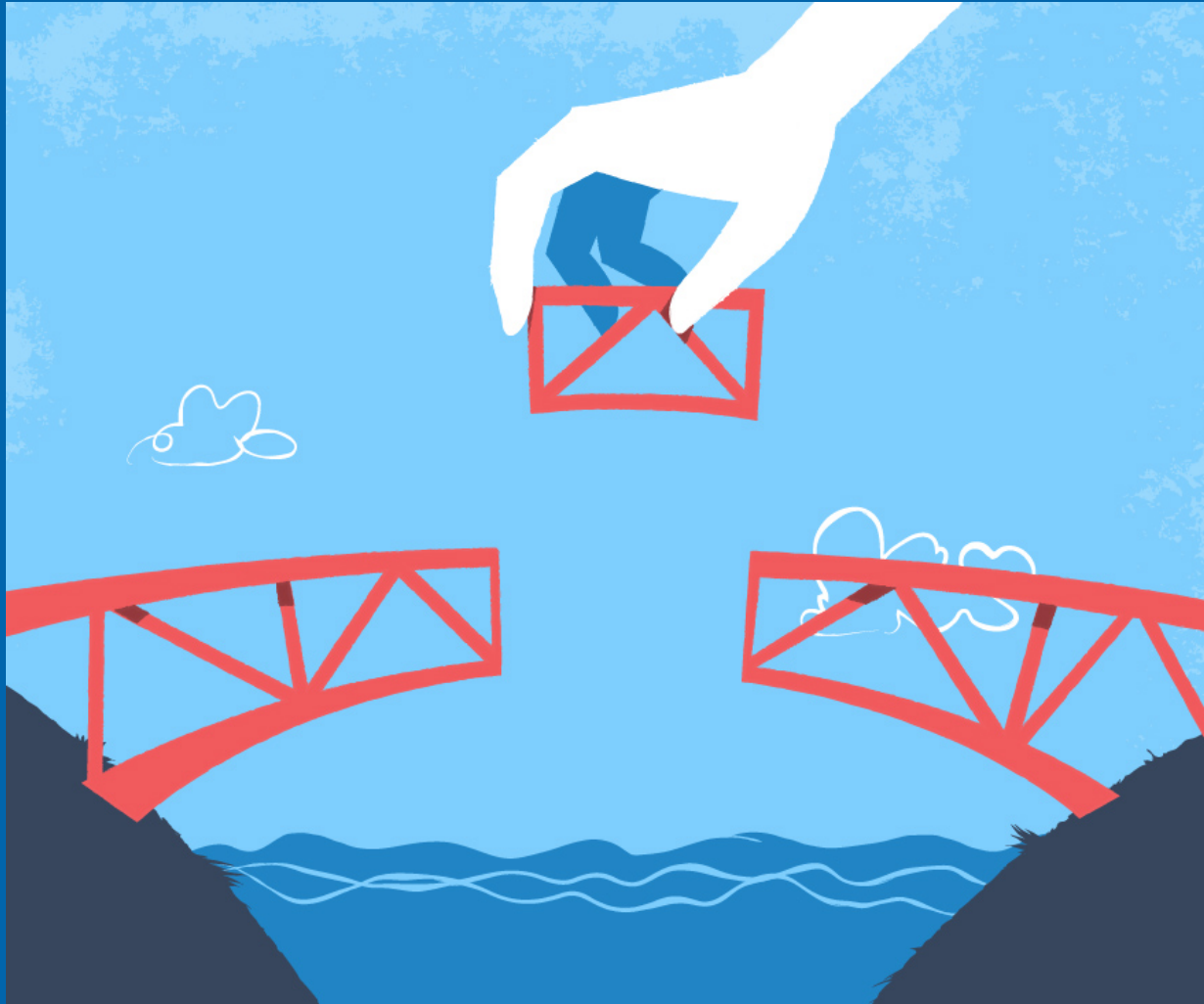
Interim Assessment Blocks

Tools for Teachers

What is a Connections Playlist?

- Connections Playlists bring together interim results with associated instructional resources in Tools for Teachers.
  - Built by educators for educators
  - Describe student performance within achievement categories
  - Connect to instructional ideas and resources
- Each IAB and Focused IAB is associated with a Connections Playlist.
- Educators can use Connections Playlists in multiple ways.

Sample Connections Playlist
(Grade 6 Ratio and Proportional Relationships)

Topic / Resource	■ Below	▮ Near	▮ Above
Coordinate Plane Plot Your Course! BattleGraph →	Plot ordered pairs that lie on the grid lines of a given coordinate plane to understand what "constant" means.	Understanding the scale of a coordinate plane, plot ordered pairs, including points that don't lie on the grid lines of the coordinate plane to understand what "constant" means.	Given a set of values that are not plotted on a coordinate plane explain why a given ratio would or would not be equivalent to the ratios plotted.
Reasoning Future resource	Solve and know equivalent fractions and decimals and understand how to convert units.	Select relevant information, use ratio reasoning and set up a proportion to solve it.	Identify relationships between models or representations.
Percent Taping with Percents →	Know fraction, decimal, and percent relationship.	Multiply and divide to solve percent problems by finding the whole, given a part and the percent.	Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent and be able to convert a ratio to a percent.
Missing Value Come to the Table →	Find the missing value in a sequential equivalent ratio table (denominators less than or equal to 5).	Find the missing values in a non sequential equivalent ratio table (denominators less than or equal to 12).	Explain how to find the missing values in an equivalent ratio table with a real-world context.
Ratio Can You Convert Using Ratio Reasoning? →	Know how to use ratio reasoning to convert measurement, determine the meaning of a ratio and solve one- step problems.	Describe and understand a ratio relationship between any two number quantities, including converting measurement units (denominators less than or equal to 12) in a real world context.	Explain and apply ratio relationships in a real-world context.

Accessing the System of Instructional Supports

What does the system look like to a teacher?

10:45 – 11:15AM

Smarter Reporting System (SRS)

- Explore how the Smarter Balanced reporting system can be used by educators to:
  - View assessment data
  - Access instructional supports, like Connections Playlists

**I will be using snapshots from sandbox environment throughout this presentation, which mimics the reporting system with simulated student data.

Homepage

IAB Dashboard

Interim Assessment Block Results Page
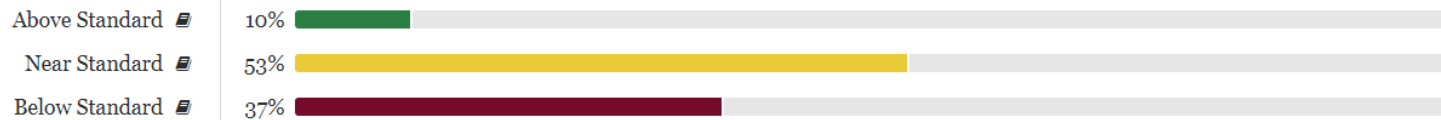
IAB Results by Student

Student	Date	Session	Enrolled Grade	School	Status ⓘ	Reporting Category ⓘ		Scale Score / Error Band ⓘ
⋮ Alvarado, Annie	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Below Standard	📖	2151 ± 123
Annie's Responses	2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard		2368 ± 95
Annie's Test History	2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard		2349 ± 126
Print Annie's Full IAB Report	2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard	📖	2427 ± 122
⋮ Gómez, Zulma	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard	📖	2464 ± 106
⋮ Huff, Harriette	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard	📖	2486 ± 69
⋮ Jones, Elizabeth	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard	📖	2329 ± 92
⋮ Lane, Lee	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Below Standard	📖	2276 ± 78
⋮ Mahoney, Ellen	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Above Standard	📖	2602 ± 56
⋮ Martin, Neil	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard	📖	2302 ± 126
⋮ McKenzie, Janet	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Above Standard	📖	2599 ± 74
⋮ Mims, Joseph	Feb 22, 2019	JOH-f36f	G3	Demo Elementary	Nonstandardized	Near Standard	📖	2489 ± 99

IAB Results by Item

Item #	Claim/Target ⓘ	Item Difficulty ⓘ	Standard ⓘ	Full Credit ⓘ	0	1	2
1	Reading / Target 1	Difficult	3.RL.1	37%	63%	37%	

Student Points and Responses   **Item Viewer**   **Rubric and Exemplar**   **Item Information**

Claim: Read Analytically: Literary Text - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 1: KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences

Depth of Knowledge: Basic Skills and Concepts View reference

Item Difficulty: Difficult

Common Core Standard:

3.RL.1   Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Supporting Documentation: Interpretive Guide

Item #	Claim/Target	Item Difficulty	Standard	Full Credit	0	1	2
2	Reading / Target 3	Moderate	3.RL.4	58%	42%	58%	
3	Reading / Target 4	Difficult	3.RL.3	53%	47%	53%	
4	Reading / Target 1	Difficult	3.RL.1	63%	37%	63%	
5	Reading / Target 4	Difficult	3.RL.3	53%	47%	0%	53%
6	Reading / Target 5	Difficult	3.RL.3	58%	42%	58%	

IAB Key/Distractor Analysis

Item #	Claim/Target ⓘ	Item Difficulty ⓘ	Standard ⓘ	Full Credit ⓘ	A	B	C	D	E	F
▣ 1	Reading / Target 1	Difficult	3.RL.1	37%	21%	26%	11%	37%		
▣ 2	Reading / Target 3	Moderate	3.RL.4	58%	0%	16%	16%	58%		
▣ 4	Reading / Target 1	Difficult	3.RL.1	63%	11%	16%	63%	11%		
▣ 6	Reading / Target 5	Difficult	3.RL.3	58%	11%	21%	58%	5%		
▣ 7	Reading / Target 6	Difficult	3.RL.5	47%	16%	11%	47%	21%		
▣ 8	Reading / Target 7	Difficult	3.RL.4	47%	5%	47%	16%	26%		
▣ 9	Reading / Target 8	Difficult	3.RI.1	58%	11%	16%	58%	11%		
▣ 12	Reading / Target 12	Difficult	3.RI.1	58%	5%	21%	58%	16%		
▣ 13	Reading / Target 13	Difficult	3.RI.5	63%	5%	21%	63%	79%	21%	11%
▣ 14	Reading / Target 14	Difficult	3.L.5a	32%	16%	26%	26%	32%		

Links to Instructional Supports

Select a results view

Key / Distractor Analysis ⌄

📘 Instructional Resources   ☁ Export

The shaded responses below indicate the correct answer for each item.

Item #	Claim/Target ℹ	Item Difficulty ℹ	Standard ℹ	Full Credit ℹ	A	B	C	D	E	F
⊡ 1	Reading / Target 1	Difficult	3.RL.1	37%	21%	26%	11%	37%		
⊡ 2	Reading / Target 3	Moderate	3.RL.4	58%	0%	16%	16%	58%		
⊡ 4	Reading / Target 1	Difficult	3.RL.1	63%	11%	16%	63%	11%		
⊡ 6	Reading / Target 5	Difficult	3.RL.3	58%	11%	21%	58%	5%		
⊡ 7	Reading / Target 6	Difficult	3.RL.5	47%	16%	11%	47%	21%		
⊡ 8	Reading / Target 7	Difficult	3.RL.4	47%	5%	47%	16%	26%		
⊡ 9	Reading / Target 8	Difficult	3.RI.1	58%	11%	16%	58%	11%		
⊡ 12	Reading / Target 12	Difficult	3.RI.1	58%	5%	21%	58%	16%		
⊡ 13	Reading / Target 13	Difficult	3.RI.5	63%	5%	21%	63%	79%	21%	11%
⊡ 14	Reading / Target 14	Difficult	3.L.5a	32%	16%	26%	26%	32%		
⊡ 15	Reading / Target 14	Difficult	3.L.5a	47%	11%	47%	21%	5%		

Smarter Reporting System Resources

- Understanding the Smarter Balanced Reporting System **for Educators** (9 mins) - https://www.youtube.com/watch?v=sYMY4CJUO6g

- Understanding the Smarter Balanced Reporting System for Administrators (8 mins) - https://www.youtube.com/watch?v=XainIrZUBrc&t=2s

Tools for Teachers Live Demo

Tools for Teachers

- Grand Opening in Michigan – September 30

- Tools for Teachers Demonstration (20 mins) - https://www.youtube.com/watch?v=jPSTH7vM37s

What's on Your Mind?

In random breakouts of 4-5, please reflect on the following and appoint someone to report out.

1. How might school districts best use the Smarter Balanced resources that the state will provide?

2. What types of professional learning may be needed to effectively use the Tools for Teachers?

MAC Resources

Learning Points

What do we mean by interim/benchmark assessments?

Interim Assessments: What are some key characteristics?

What do we mean by formative assessment?

What conditions are necessary for successful implementation of formative assessment?

Return-to-School Guidance Documents

Guidance 2020: High Quality Assessment

Guidance 2020: Grading for Learning

MAC Resources

Michigan Assessment Consortium

Curated Collections

Interim Benchmark Assessments

What is an Interim Benchmark Assessment and how are they used?

Interim or interim benchmark assessments have grown in prevalence as the stakes associated with accountability for public schools have increased. Rather than waiting for annual state test data to be returned to schools the use of "interim" assessments was adopted for widespread use. Interim assessments or (IBA's) vary in purpose and use and therefore the characteristics or features incorporated in the design of these measures matters.

districts looking for information to inform changes to curriculum; recent requirements in educator evaluation requirements, have fueled more use of IBA's in order to populate educator evaluation plans with student growth information.

A dozen different purposes have been identified for interim assessments (all legitimate) but more importantly few assessments can serve more than one or two purposes well. The quick links provided engage the website user in definitions, quick primers, importance of identified purpose, characteristics of measures to meet identified

RESOURCES

Interim Benchmark Assessment – A Typology

What do we mean by Interim/Benchmark Assessments?

Moving Toward a Comprehensive Assessment System

Formative Assessment Process: Virtual Learning

Is it possible to transfer the formative assessment process to a virtual environment?

Educators can transfer the use of formative assessment practices to virtual learning environments. Understanding formative assessment as a process and exploring the conditions necessary to use the process to elevate teaching and learning remain a constant and imperative whether the teaching and learning occurs face-to-face, online, or in a hybrid format.

Using the formative assessment process (FAP) in virtual learning environments requires thoughtful and informed pairing of technology tools to collect evidence of student understanding and explain how that evidence can be used to adjust learning and teaching tactics.

RESOURCES

Formative Assessment for Michigan Educators (FAME)

Quick Guide to FAME Components & Elements

Return-to-School Assessment Guidance: Grading for Learning

Formative Assessment

What is formative assessment?

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- Clarifying learning goals and success criteria within a broader progression of learning;
- Eliciting and analyzing evidence of student thinking;

The Michigan Department of Education (MDE) supports the *Formative Assessment for MI Educators* (FAME) program. Learning teams transform and deepen their practice MAC supports the program with research, evaluation, event coordination, web development and publications.

The resources curated on this page include a definition, short articles, research, a video and a recommendation to learn more through the Assessment Learning Module *Understanding the Formative Assessment Process*. A broader search for formative assessment resources in our Assessment Resource Bank should include the terms: Assessment for Learning, and Formative Assessment Process.

RESOURCES

Formative Assessment for Michigan Educators (FAME)

Quick Guide to FAME Components & Elements

Accentuate the Formative: Michigan Teachers Use Rubrics and Video to Improve their Practice

Necessary Conditions for Formative Assessment

www.michiganassessmentconsortium.org

MAC Resources

Assessment Learning Modules

Selecting Appropriate Assessments

This foundational module, Selecting Appropriate Assessments, provides guidelines you can use to select sound assessments. You will become familiar with the Assessment Literacy Standards that serve as the core of the module.

Upon completion of the module, you will be familiar with criteria for selecting assessments, how to determining rigor in assessments, and specific responsibilities and available resources to support the selection process.

Price: $45
Credit Hours: 3
Credit Type: SCECH

Understanding the Formative Assessment Process

This foundational module, The Formative Assessment Process describes how educators use formative assessment strategies within the instructional cycle. You will become familiar with the Assessment Literacy Standards that serve as the core of the module.

Upon completion of the module, you will be able to explain the five components of formative assessment, how to use the formative assessment process effectively, the importance of timely, formative feedback, and how professional learning and administrative support can enhance the learning process.

Price: $60
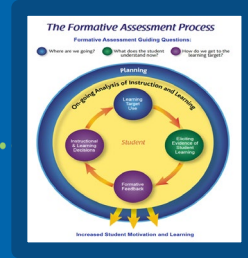**Credit Hours:** 4
Credit Type: SCECH

To receive free access to these two modules, please contact Karrie LaFave for a coupon code at
klafave@michiganassessmentconsortium.org

www.michiganassessmentconsortium.org

Connecting FAME to Tools for Teachers

Using Tools for Teachers as an Instructional Resources

This session will provide insights into using the *Tools for Teachers* digital platform to improve student learning. Materials on the website have been created and vetted by practicing educators from across the country, the digital platform was developed and is maintained by, the [Smarter Balanced Assessment Consortium](). These resources are aligned to state instructional outcomes and with proper planning, may lead to the use of the formative assessment process as they can provide evidence of learning and provide feedback to move student learning forward. These resources can be useful to users of any benchmark assessments, before or after these assessments are used this fall, the platform is newly available to all MI educators through MDE.

Outcomes: Participants will..
- Explore the formative assessment process and how *Tools for Teachers* might be used as a gateway to the use of the formative assessment process by students and their teachers.
- Begin to understand what professional learning may be needed for effective use of these resources.
- Gain confidence using the *Tools for Teachers* digital platform.
- Understand the FAME program as a vehicle to develop educator and district capacity to deepen formative assessment practice and process.

Date: Monday, October 19, 2020

Time: 1:00 – 4:00 pm ET

Register here: https://www.michiganassessmentconsortium.org/event/using-tools-for-teachers-as-an-instructional-resource/

Future Meeting Dates:

Wednesday, October 21, 2020
Kathy Berry and Friends
Prioritizing and Assessing Standards to Accelerate Student Learning

Thursday, November 12, 2020
Christina Cipriano
Assessing Social-Emotional Learning

Thursday, December 3, 2020
Doug Fisher
Best Classroom Summative Assessment Methods & Strategies in a Virtual Environment

Future Meeting Dates:

Tuesday, March 2, 2021
Joe Feldman
Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms

Wednesday, April 21, 2021
Susan Brookhart
Formative Assessment Strategies to Improve Distance Learning Outcomes for Students With Disabilities

ALN
ASSESSMENT LEARNING NETWORK

Adjourn!

Thank You for Spending Your Morning with Us!