Smarter Interim Assessments Overview and Hand-Scoring

Curriculum, Instruction, & Professional Development (CIPD)
and
Office of Assessment
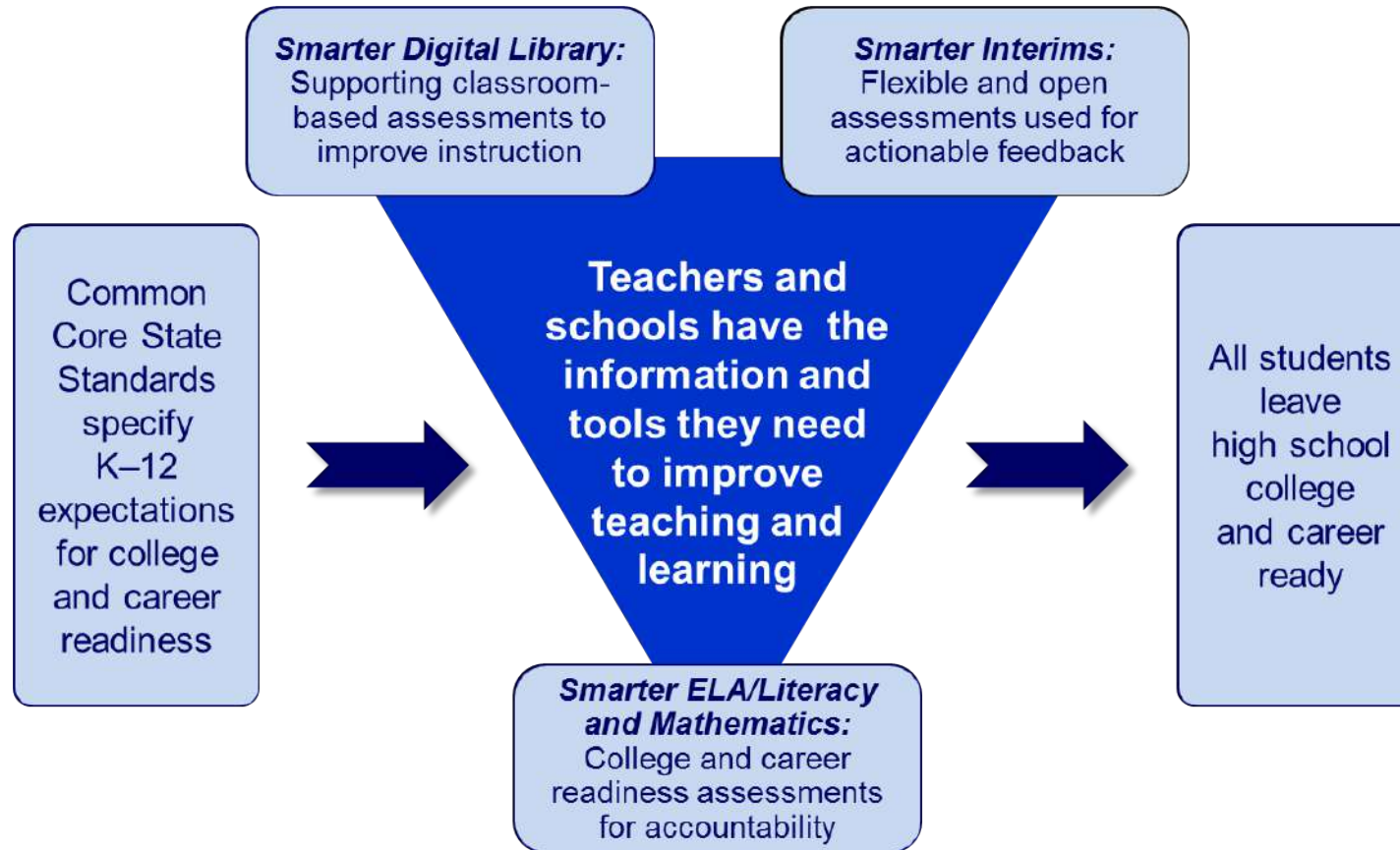
Delaware
Department of Education

Agenda

- Interim Assessment Overview
- Hand Scoring for Interim Assessments
- Teacher Hand Scoring System (THSS)

A Balanced Assessment System

Smarter Digital Library: Supporting classroom-based assessments to improve instruction

Smarter Interims: Flexible and open assessments used for actionable feedback

Common Core State Standards specify K–12 expectations for college and career readiness

Teachers and schools have the information and tools they need to improve teaching and learning

All students leave high school college and career ready

Smarter ELA/Literacy and Mathematics: College and career readiness assessments for accountability

All three are available and funded by DOE

Interim Assessments

- Designed to support teaching and learning throughout the year
  - Feedback to inform instruction including
    - Global measures of early and midyear progress
    - Identify specific areas of strength and weakness
    - Assess skills of incoming students

Interim Assessment

- Same as summative
  - all items were developed together
  - assess Common Core State Standards
  - use Universal Design principles
  - same accessibility resources
  - provide evidence to support claims in mathematics and English language arts/literacy
- Different from summative
  - Not secure, but not public
- Summative and Interim are assessed online

Two Types of Interims

- Interim Comprehensive Assessments (ICAs)
  - Same design as summative tests
  - Assess same claims and standards
  - Yield overall scale scores, performance level designation and claim score information
- Interim Assessment Blocks (IABs)
  - Assess smaller sets of targets
  - Address specific content areas
  - More flexible
  - Reported as "Below Standard, "At/Near Standard," and "Above Standard"

Two Types of Interims

Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)
Use the same blueprints as the summative assessments and assess the same standards.	Focus on smaller sets of targets and therefore are more flexible to better support instruction
Available as fixed form tests and may also be available as adaptive tests when item counts are adequate.	Available as fixed form tests and may also be available as adaptive tests, as appropriate based on content and when item counts are adequate.
Include the same item types and formats, including performance tasks, as the summative assessments	Include the same item types and formats, including performance tasks, as the summative assessments.
Yield overall scale scores (on the same vertical scale), overall performance level designations, and claim-level information. Claim-level information results reported in the Smarter Balanced	Yield overall information for each block. Results will be reported as "Below Standard,"At/Near Standard," and "Above Standard".

Administration Characteristics

- Scoring of non-machine scored <u>items</u> is a local responsibility
  - ICAs and some IABs have items that are not machine-scored
  - Teacher Hand Scoring System (THSS) provided through DeSSA
- Scoring of <u>tests</u>
  - Same scoring rules as summative tests

Administration Characteristics

- Grade flexibility
  - Available for students in grades 3 through 8
  - Tests from any grade can be used, depending on purpose
- Both ICAs and IABs can be administered multiple times during the year
  - Tests draw from the same interim pool
  - Students may see some of the same items more than once
  - Decisions about test choice and frequency are determined by district or school plans for test purpose and score use

Examples of Usage

	Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)
Example Use Cases	• Beginning of the year: Students enter a 4th grade class after summer break. The teacher gives the students an interim assessment aligned to the 3rd grade content standards to better understand what knowledge and skills students retained over the break. • Midyear: A 6th grade teacher has collected formative information that indicate her students have learned a substantial portion of the 6th grade content standards. The teacher administers an interim assessment to provide additional data about the students' progress.	• A teacher recently changed his instruction to emphasize reading informational text. The teacher administers a Read Informational Texts IAB to augment his formative information regarding the degree to which students learned the skills he emphasized. • An 8th grade mathematics team has reviewed the last 3 years worth of 8th grade summative data and wants to determine whether or not students' understanding of Geometry is an important factor in their overall performance in mathematics. The team administers the 8th grade Geometry IAB to their current 8th grade students and reviews the results as part of a professional learning community.

ICAs and IABs

- Non-overlapping item banks
- Increased size of interim item pool
  - allows for frequent use of interim assessments without students seeing the same items more than once
- Continued research on automatic scoring of constructed-response items

IABs for 2016-2017- ELA Grades 3-8

Grades 3-7	Grade 8	High School
Read Literary Texts	Read Literary Texts	Read Literary Texts
Read Informational Texts	Read Informational Texts	Read Informational Texts
Brief Writes	Brief Writes	Brief Writes
Revision*	Edit/Revise***	Revision*
Language and Vocabulary Use*		Language and Vocabulary Use*
Editing*		Editing*
Listen/Interpret	Listen/Interpret	Listen/Interpret
Research**	Research**	Research**
Performance Task	Performance Task	Performance Task

* IAB is new for 2016–17

** IAB includes new items in 2016–17

*** The Edit/Revise IAB for grade 8 will be separated as soon as possible when items are available in the item bank.

http://www.smarterbalanced.org/assessments/development/

Hand Scoring for Interim Assessments

Curriculum, Instruction, & Professional Development (CIPD)
and
Office of Assessment

Delaware
Department of Education

SBAC ELA Hand Scoring Item Types

- Short Text – Brief Write
- Constructed Responses
- Essay – Full Write

Full Write Rubric

Rubric for Full Writes – Narrative – Grades 3-8 –
Organization/Purpose

	4-Point Narrative Performance Task Writing Rubric (Grades 3–8)				
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:	The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:	The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:	The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:	• Insufficient (incudes copied text)
	• an effective plot helps to create a sense of unity and completeness	• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected	• there may be an inconsistent plot, and/or flaws may be evident	• there is little or no discernible plot or there may just be a series of events	• In a language other than English
	• effectively establishes a setting, narrator/characters, and/or point of view*	• adequately establishes a setting, narrator/characters, and/or point of view*	• unevenly or minimally establishes a setting, narrator/characters, and/or point of view*	• may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*	• Off-topic • Off-purpose
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas	• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas	• uneven use of appropriate transitional strategies and/or little variety	• few or no appropriate transitional strategies may be evident and may cause confusion	
	• natural, logical sequence of events from beginning to end	• adequate sequence of events from beginning to end	• weak or uneven sequence of events	• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident	
	• effective opening and closure for audience and purpose	• adequate opening and closure for audience and purpose	• opening and closure, if present, are weak	• opening and/or closure may be missing or unsatisfactory	

*point of view begins at grade 7

ELA – Research Rubric

Claim 4, Target 2

Score Point	Description
2	Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explains how each example supports the idea. Student cites the source for each example.
1	Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea but doesn't explain how each example supports the idea. Student cites the sources. OR Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this idea and that explains how that example supports the idea. Student cites the source. OR Response is an evidence-based explanation that provides only one piece of evidence from a single source that support this idea and that explains how that example supports the idea. Student cites the source. OR Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explains how each example supports the idea. Student does not cite sources.
0	Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

ELA Reading Rubric

Targets 4 Rubric: Task model 3
Target 11 Rubric: Task model 3
Inference or conclusion

Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text **Responses may include (but are not limited to):**
1	A response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text **Responses may include those listed in the 2-point response.**
0	A response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or relevant information from the text

ELA Brief Write

Target 3 – Informational/Explanatory (Organization—Conclusion)

2 points

The response:

- provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a "so what" statement (or provides an answer as to why this information is important or what should happen)
- does more than restate or summarize the points/reasons—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

1 point

The response:

- provides a limited conclusion that is partially related to the information in the body of writing as a whole
- lists, restates, or summarizes the points/reasons—formulaic
- provides an awkward or partial connection and/or limited progression of ideas

0 points

The response:

- provides no conclusion or a conclusion that is minimally related to the information in the body of writing
- may restate random and/or incorrect details from the preceding information
- provides no connections or progression of ideas

Place Holder for Item Specific Rubric

- Use this slide for your constructed response or short text
  - Choose your item type to score
  - Visit TIDE to access materials
- The items used in the DOE Hand Scoring are secure and cannot be shared in the power point.

TIDE Access

- Use a supported browser http://de.portal.airast.org/supported-browsers/
- Access the DDOE IMS login page at https://login.doe.k12.de.us. Use your regular IMS ID and password to log in
- Click the [DeSSA/DCAS] button. You will be directed to the DeSSA Portal
- Click the [Smarter Balanced ELA & Mathematics] user card. You will be directed to the selected "Welcome" page, which includes links to the available DeSSA applications
- Choose the TIDE application
- Navigate to the Resources Link

TIDE Resources

TIDE Materials

This page provides hand-scoring resources you can download. The following table explains how to decode the file names. **Coding of the files - Smarter Interim Assessments**

ELA
C1 – Claim 1: Reading Items
C2 – Claim 2: Brief Writes
C4 – Claim 4: Research Items
PS – Prep Set: contains the anchors with the annotations
TG – Training Guide: includes the text and/or stimulus
[Name] – Topic of the text/resources

Math
C2 – Claim 2: Problem Solving Items
C3 – Claim 3: Communicating Reasoning Items
C4 – Claim 4: Modeling and Data Analysis Items
PS – Prep Set: contains the anchors with the annotations
TG – Training Guide: includes the text and/or stimulus
Item # - Items are interdependent so the order is important to lead to the synthesis final item.

Examples:
ELA—G3 C1 PS Hook means Grade 3, Claim 1, Prep Set, Topic
Math—G3.C4.TG.OrderForm.23989-Item#4 means Grade3, Claim 4, Training Guide, Topic, Item# and order to review/score

Test Administration Forms

Document	Format
G3_C1_PS_Hook_RL.pdf	PDF
G3_C1_TG_Hook_RL.pdf	PDF
G3_C2_PS_Family_Reunion_W3Concl.pdf	PDF
G3_C2_TG_Family_Reunion_W3Concl.pdf	PDF
G3_C2_PS_FW_Beetles_W1.pdf	PDF
G3_C2_TG_FW_Beetles_W1.pdf	PDF
G3_C2_PS_Turtles_W2Elab.pdf	PDF
G3_C2_TG_Turtles_W2Elab.pdf	PDF
G3_C4_PS_PTResearch_Beetles.pdf	PDF
G3_C4_TG_PTResearch_Beetles.pdf	PDF
G3_C4_PS_PTResearch_Beetles2.pdf	PDF

Materials found in TIDE include
- Brief writes
- Full writes
- Performance Tasks
- Prep Sets with anchors and annotations
- Training Guides with text and/or stimulus

Understanding the Codes

C1 – Claim 1: Reading Items

C2 – Claim 2: Brief Writes

C4 – Claim 4: Research Items

PS – Prep Set: contains the anchors with the annotations

TG – Training Guide: includes the text and/or stimulus

[Name] – Topic of the text/resources

Hand Scoring Protocol

Hand Scoring

- Read the sources and accompanying item stem, target specific rubric, condition code document, and target chart
  - [Note your rubric type here.]
- Examine the target specific rubric and rationale for each score point.
- Read through the condition code document to better understand how to score unusual responses
- Read the document containing the prep set, check set, scoring key
- Score the Exemplar/Sample
- Table consensus for Exemplar/Sample
- Debrief Whole Group
- Score anchor packet (student work)
  - Score [Note: Add if there is a particular trait that is to be scored.]
  - Come to a table consensus [Note: Table facilitators use charts.]
- Compare Baseline Anchor Responses to Group Consensus Scores [Note: Compare participants scores to annotated scores.]
- Table Facilitators list papers still in question on the whole group chart · Whole Group Debrief on papers in question

Transition to the SBAC Scoring Guide

- Hand scoring practice with the SBAC Scoring Guide
- Grade 3 Narrative Full Write
- Scored for Organization/Purpose, Development/Elaboration, Conventions

SBAC Writing Rubrics

Grade Levels/Types:	Rubrics Include:
Narrative: Grades 3-8	3Traits: Organization/Purpose = 4 points possible Development/Elaboration/Evidence = 4 points possible Conventions = 2 points possible
Informational: Grades 3-5 Explanatory: Grades 6-11	NS=Not Scoreable (Insufficient- includes copied text; in a language other than English; off-topic; off-purpose)
Opinion: Grades 3-5 Argumentative: Grades 6-11	Overarching score point descriptions with supporting bullets Asterisk* = information that is specific to a grade level; OR a note about the scoring – Examples: • Grades 6-11 Explanatory: Conventions are scored holistically

Grades 3 or 6 Narrative Performance Task Full Write (Essay)

Score	Organization/Purpose	Development/Elaboration	Conventions
4	The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:	The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:	
2			The response demonstrates and adequate command of conventions:
NS	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose		

SBAC Scoring Guide Note Taker

Score Points	Organization/ Purpose	Development/ Elaboration	Conventions
4			
3			
2			
1			

1. Individually - Note the trends in the annotations for **each trait** at each score point.
2. Table discussion – whole group debrief.

Grades 3 or 6 Narrative Performance Task Full Write (Essay)

Hand Scoring
1. Read/review the item-specific rubric
   – Narrative
   – Organization/Purpose
   – Use Note-Taker during review and scoring
2. Score Baseline Anchor Response #11
3. Compare Response #11 with Sample A Baseline Anchor
4. Score student work
   – Score and reasoning
   – Come to a table consensus
5. Compare Anchor Responses to Group Consensus Scores
6. Table Facilitators list papers still in question - Whole Group Debrief

Smarter Balanced Scoring Guide (p. 2)

- Grades 3, 6, & 11
- English/Language Arts Performance Task Full-Write Baseline Sets
  - Writing Tasks
    - Problem/question/circumstance
    - Relevant source material and a writing task
    - Writing topic, audience, purpose, form, and writing criteria
    - Each student will respond to one performance task

Smarter Balanced Scoring Guide (p. 2)

- English/Language Arts Performance Task
  - Source Materials
    - Grade appropriate
    - 2-5 texts depending on grade
    - Informational/explanatory and opinion/argumentative are text based
    - Narrative may be more text-inspired; i.e., connections to source materials may contribute to or enhance the narrative
    - Students will use source materials to support ideas

Smarter Balanced Scoring Guide (p. 2)

- English/Language Arts Performance Task
  - Writing Purposes
    - Narrative
    - Informational/Explanatory
    - Opinion/Argumentative
  - Each writing purpose has a different purpose-specific scoring rubric
    - **Grades 3-8 narrative** purpose – using information in the sources to write a story or capture the essence of an experience; **Grade 11 will not receive narrative** purpose
    - **Grades 3-5 informational** purpose using source material to inform an audience about a topic; **Grades 6-11 explanatory** purpose, analyzing source material to explain some aspect of a subject
    - Students in **Grades 3-5** form and defend an **opinion** supported by information in the source material; **Grades 6-11** compose an **argument** using evidence from the source material to form and support claims and in **Grades 7-11, counterclaims**

Smarter Balanced Scoring Guide (p. 2)

- English/Language Arts Performance Task
  - Writing Forms
    - Clear expected writing form or product
    - Grade appropriate; i.e., letter or report for earlier grades – more sophisticated essays in later grades
  - Audience
    - Appropriate for grade level, purpose, and situation for the task
    - Familiar audiences for younger students; i.e., parents, principal
    - General audiences for older students; i.e., legislative bodies, Internet audiences

Smarter Balanced Scoring Guide (p. 3)

- Baseline Anchor Set
  - Professional contractor scorers trained to use SBAC scoring rubrics
  - Preliminarily score a range of student responses identifying top level responses and then identifying samples representing different score points
  - Educators form SBAC states review, agree and/or validate sample responses that define the range of each score point

Smarter Balanced Scoring Guide (p.3)

- In order to maintain the security of the spring 2014 Field Test items for use in the 2015 Summative and Interim item banks, the student responses included in this guide were selected from the SBAC 2013 Pilot Test.

- The writing sample can help illustrate the descriptors for each score-point category on the SBA writing rubrics; therefore, we see the baseline anchors as a useful educator tool.

- The first Baseline Anchor Sets are, however, just the beginning of what will become full and rich sets of student writing, that include a wide variety of purposes and writing forms for each grade.

Using the SBAC Scoring Guide as a Resource

Hand Scoring:

- Score and annotate SBAC Scoring Guide anchors for organization and conventions; then compare teacher scores and annotations to the Baseline samples
- Score and annotate grade level student writing; then, compare teacher scores and annotations to the Baseline samples

Implications of Writing Instruction and Assessment:

- Use SBAC Scoring Guide with the SBAC Note Taker; discuss expectations at each score point and trait
- Use SBAC Scoring Guide with the SBAC Note Taker; discuss implications for teaching writing and deeper understanding of the CCSS writing standards

Teacher Hand Scoring System (THSS)

- Teacher Hand Scoring System (THSS) allows teachers (scorers) to assign scores to student responses
- When students in a test session submit an assessment, the open-ended items are sent to THSS, where teachers can view students' responses to each item and enter the appropriate score

DeSSA Assessment Viewing Application (AVA)

Office of Assessment
August 2015

Delaware
Department of Education

Assessment Viewing Application (AVA) Overview

- System used for Interim Assessments only

- Educators and students can see the interim test without using specific student login information

- AVA system is accessible through IMS on the DeSSA Portal using Firefox Browser

- The features of AVA are the same as the Interim tests (tools, pause rule, flagging an item for review, completing the review)

http://de.portal.airast.org/wp-content/uploads/2015/08/AVA_UserGuide_2015-2016-082015.pdf

Interim Assessments - Grade 3

Office of Assessment
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DESSA Trainings and Certifications

Role	Required Training	Course Number	Component of the Required Training	Estimated Time to Complete
All Roles	DeSSA Entry Training	24246	Test Security DeSSA Overview TA Interface Student Interface	30 min 30 min 15 min 30 min
Smarter Summative Test Administrator	Smarter Summative Test Administrator Training	24619	Smarter Summative TA Training	30 min
Experienced DCAS – Alt 1 Test Administrator Training (Those who took the face to face DCAS – Alt 1 training in 2014, 2015 or earlier	DCAS Alt 1 Updates – Spring 2016	24649	DCAS Alt 1 Update Test Security	45 min 30 min
District Test Coordinator (DTC) and School Test Coordinator (STC)	DeSSA District and School Test Coordinator Training	24248	TIDE Training ORS Training Smarter Interim Training THSS Training	30 min 35 min 30 min 30 min
Smarter Interim Test Administrator	Smarter Interim Test Administrator Training	24288	Smarter Interim Training THSS Training AVA Training	30 min 30 min 5 min
DCAS – EOC Test Administrator	DCAS – EOC Test Administrator Training	24251	DCAS – EOC Test Administrator Training	15 min
Staff Performing Accommodations Data Entry	District and School Accommodations Manager Training	24250	District and School Accommodations Manager Training	25 min

http://de.portal.airast.org/resources/?section=6

Must complete the training in order to access the AVA.

Teacher Hand Scoring System (THSS)

Teacher Hand Scoring System (THSS)

Teacher Hand Scoring System (THSS)

Interim Comprehensive Assessment Scoring Student Responses

- Student responses are scored using the Teacher Hand Scoring System available on the DeSSA portal.

- Supplemental trainings are provided to assist with this process and score entry.

- For a full list of trainings visit the DeSSA portal – Smarter ELA/Math Resources – Trainings and Certifications