Interim Assessment Statement of Purpose

Statement of Purpose for the Smarter Balanced Interim Assessment

The Smarter Balanced Assessment System has three major components: end-of-year ***summative*** assessments designed for accountability purposes; a suite of tools and resources that support classroom-based ***formative*** assessment practices; and ***interim*** assessments designed to support teaching and learning throughout the year.

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and English language arts/literacy. However, the items for the interim assessments are stored in an item bank that is separate from the item bank that supports the summative assessments. Although the items are not released to the public, the interim assessment items are not secure and are not designed for accountability purposes.

The interim assessments include two distinct types of tests that draw from the same bank of items and performance tasks:

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 reporting system as “Below Standard,” “At/Near Standard,” and “Above Standard”.	Yield overall information for each block. Results will be reported in the Smarter Balanced reporting system as “Below Standard,“At/Near Standard,” and “Above Standard”.

Both the ICAs and the IABs are administered online and may use the same delivery software as the summative assessments. States and Districts have the flexibility to re-administer interim assessments any number of times. These decisions should be made in part of larger assessment context that includes the purpose of the interim assessment, how the interim assessment will be scored and how the data from the interim assessment will be used to improve teaching and learning.

Interim assessment reports can be generated from the Smarter Balanced reporting system. In addition states and districts may elect to report the results the interim assessment using alternative systems.

Most items in the interim assessment will be scored via the computer. However, there are some constructed response items and performance tasks for which machine scoring does not yield optimal levels of reliability and validity. Therefore, some items and tasks on the interim assessment will likely need to be scored by educators. This is a local / state responsibility. Smarter Balanced will make available an open source hand-scoring application that states can deploy to support this process.

Initially, the ICA and IABs will contain overlapping item banks. Therefore students who take the ICA and IABs more than once, or who take both the ICA and IABs in the same grade levels and content areas will see the same items more than once. As more interim assessment items are available, the ICAs and IABs will have fewer overlapping items.

Interim Assessment Structure and Understandings

	Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)
Anticipated Administration Conditions	States and Districts may elect to allow ICAs and IABs to be administered more than once. Students who take the ICA and IABs more than once, or who take both the ICA and IABs in the same grade levels and content areas will see the same items more than once. As more interim assessment items are available, the ICAs and IABs will have fewer overlapping items.	
Content Alignment	• Content is aligned to the Common Core State Standards in Grades 3, 4, 5, 6, 7, 8, and high school • The grade level to assess should be based on the purpose of the testing event (e.g., a grade 7 ICA/IAB can be administered above or below grade 7)	
Interim Assessment Blueprint Characteristics	The ICAs are consistent with the associated summative blueprint. • ICAs are available as fixed form tests. • ICAs may be available as adaptive tests when additional interim items are available.	IABs primarily assess the same targets by grade level as specified in the summative blueprints. • IABs are available as fixed form tests, contingent on per-block item availability. • IABs may be available as adaptive tests, as appropriate by content, when additional interim items are available.
Item Specifications	• Items used in the interim assessments were developed and field tested to meet the same quality criteria used for summative item development. • ICAs and IABs include universal tools, designated supports, and accommodations listed in the *Usability, Accessibility, and Accommodations Guidelines*.	
Item Security	The interim assessment items are not secure, however, they are not intended for the public (e.g. posting on a public web-site). Teachers may review the interim items and their students' responses to the interim items.	
Score Reporting	ICA reporting is the same as for the summative assessment: • Overall scale score with error band endpoints and achievement level per content area/subject.	Reporting for each block is based on three classifications related to the overall scale score cut point between levels 2 and 3: "Below Standard," "At/Near Standard," and "Above Standard."

Interim Assessment Structure and Understandings

	Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)
	• Claim score reporting is based on three classifications related to the overall scale score cut point between levels 2 and 3. These classifications are "Below Standard," "At/Near Standard," and "Above Standard."	
Enhancements Projected for Future Development	• Non-overlapping item banks for ICAs and IABs • Increased size of interim item pool, to allow for frequent use of interim assessments without students seeing the same items more than once. • Continued research on automatic scoring of constructed-response items • Development of the planned IABs not released in 2014-15 and development of new blocks that address the content in different ways	
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 that 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 IABs 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 want to determine whether or not students' understanding of Geometry is a important factor in their overall performance in mathematics. The team administers the 8th grade Geometry IAB to their current 8th grade students and review the results as part of a professional learning community.