

# Smarter Interim Assessment Blocks (IABs) Info Sheet

2019-2020

School teams are encouraged to focus on quality over quantity in relation to the administration of IABs. Below is guidance on the number of IAB's required and an overview of the IAB cycle.

- Minimum Requirement - 1 IAB per grade level (schools are encouraged to do more if ready)

This assures students have practice with test tools, and accommodations or designated supports if applicable, before the summative tests.

## BEFORE

- Determine which blocks to administer when. IAB should align with classroom instruction. Set purpose for administration (Pre-Test, Mid Unit Check, Post-Test)

Resources:

- [Blueprints](#)
  - New addition in 2019-2020 Focused IABs
- [Interim Assessment Overview](#)
- Red Clay Math guidance: see table
- Red Clay ELA: schools should focus on the following areas:
  - Elementary grades should give either Reading Literary Text or Reading Informative Text.
  - Middle school grades should give Reading Informative Text.
- Make sure accommodations/designated supports are entered into TIDE and are correct
- Notify STC of testing dates, STC completes google schedule
- Make sure computers being used are prepared (laptops, desktops, chromebooks should be ready); secure bins are accessible
- Review TAM ([Test Administration Manual](#))
- To administer TAs must take:
  - DeSSA Security (also needed for Smarter Summative so will already have this done) PDMS #26402
  - Interim Assessment Block test administration training PDMS #24649
  - Navigating Airways Reporting System PDMS #28624

## After

- **Not secure, not public**-can review items with colleagues or students in a closed environment. Student-specific information should not be shared with other students. Nothing should leave the environment: no notes, no items. During assessment security is the same as in summative assessment (no electronic devices, collect and put scrap paper in shredding bins after the test session).
- **New in 2019-2020** Most items are scored by artificial intelligence (AI) but a teacher can overwrite scores in AIRways; if AI could not score items teachers should hand score
- Access handscoring materials in TIDE as needed, note teachers can create rosters in TIDE
- Review results in AIRways and analyze which items students performed the best, the worst, and/or look at student performance on all items. The item itself can be viewed in Airways . They can also filter by claim. User guide: <https://de.portal.airast.org/resources/user-guides-smarter/>

The screenshot displays the AIRways reporting system interface. It features several data tables and filters. The top row includes a 'Roster' table with columns for 'Teacher' and 'Student'. Below it is a 'Total' table with columns for 'Student Count', 'Test Completion Rate', and 'Performance Distribution'. The 'Performance Distribution' table shows a color-coded bar chart for 'Above Standard' performance. To the right, there are two tables for 'Item Numbers and Points Earned', one for '2 Items on which Students Performed the Best' and one for '3 Items on which Students Performed the Worst'. Each of these tables has columns for item numbers and points earned. At the bottom left, there is a 'Filters' section with a 'Clear All' button and a list of claims: 'All Claims', '10 Claims', '1. Context and Procedures - Students can explain', '2. Problem Solving - Students can solve a range of', and '3. Communicating Reasoning - Students can explain'.

- Use Red Clay's [Making Sense of IAB Data Sheet](#)
  - Review data to support instructional planning.
  - Complete an item analysis to identify strengths and weaknesses.
  - Dig Deeper: Triangulate IAB data with other data points.
  - Lesson plan to address gaps in learning. Consider the following:
    - Use of data to create small groups and inform small group instruction.
    - Use of AIRways to discuss items and answer choices with students.
    - Use of the Connections Playlist and Digital Library Resources based on assessment data.
- Then the team could look for resources in Digital Library that address weaknesses. A link is available in AIRways.



Source: <http://www.smarterbalanced.org/educators/the-digital-library/#playlists>

### Playlists: Time-Saving Tools for Teachers

A 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 carefully trained educators. There are three types of Playlists available to educators:

- **Instructional Playlists** are collections of Digital Library instructional resources that center around content found on Smarter Balanced Interim Assessment Blocks (IABs).
- **Connections Playlists** are a type of Instructional Playlist that are built based on student performance on Interim Assessment Blocks (IABs). Digital Library resources are selected and organized based on the specific achievement categories for an IAB. More information about Connections playlists is available below.
- **Professional Learning Playlists** are collections of resources in the Digital Library that focus on educator professional development.

For Connections Playlists: Use dropdowns to see all the topics available for each grade and subject.

Additional Resources:

- <http://www.smarterbalanced.org/4-ways-to-supercharge-learning-with-iabs/>
- <http://www.smarterbalanced.org/5-ways-to-make-interims-a-natural-part-of-instruction/>

