



INTERIM ASSESSMENT GUIDE FOR ADMINISTRATION

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SECTION 1.0: INTRODUCTION TO THE GUIDE

1.1. Intended Audience

This Interim Assessment Guide for Administration is intended for staff who play a role in the administration of, and review of results for, the Smarter Balanced interim assessments.

1.2. Purpose of the Guide

This document consolidates all the information about interim assessments into one resource. This includes information on the types of interim assessments (Interim Assessment Blocks (IAB), Focused IABs, and Interim Comprehensive Assessments (ICA)), guidelines for administering the assessment for both non-standardized and standardized administrations, test security, accommodations and accessibility, hand scoring by district/school educators, and the Smarter Balanced Open-source Reporting System and Connections Playlists available in [Tools for Teachers](#). In most cases the guide is informational and does not mandate administration procedures. Unlike summative assessments, the interim assessments can be administered flexibly by teachers to best meet their instructional needs (e.g., in a non-standardized manner).

1.3. Organization of the Guide

The guide is organized into the following sections.

- ▶ **Overview of the Interim Assessments: an overview of the Smarter Balanced Interim Comprehensive Assessments and Interim Assessment Blocks.**
- ▶ **Tasks to be Completed Prior to Administration: the steps that need to happen before administering the interim assessments to students.**
- ▶ **Administering the Interim Assessments Online: an overview of the test administration site and the student testing site and how to complete important tasks and functions on the Idaho portal.**
- ▶ **Guidelines for Administering the Interim Assessments: general test rules and policies for the interim assessments.**
- ▶ **Hand Scoring Constructed-Response Items: instructions for local hand scoring of constructed-response items.**
- ▶ **Viewing Scores and Results: an overview of the reports available in the Smarter Balanced Open-source Reporting System for states and territories that opt to use that system. The reports are available on the Reporting System portal card on the Idaho Portal.**
- ▶ **Smarter Balanced Tools for Teachers Overview: an overview of the resources available to educators and how to access the Smarter Balanced [Tools for Teachers](#).**
- ▶ **Appendices provide links to additional resources and are available on the Idaho Portal.**

1.4. Training and Practice Tests

Training and Practice Tests allow students the opportunity to become familiar with both the testing environment and different kinds of test questions. Training and Practice tests can be found here: <https://idpt.cambiumtds.com/student/>

1.5. Help Desk/Customer Service

Idaho Help Desk

Customer Support Phone: 844-560-7365

Customer Support Email: Support Email: IDHelpDesk@cambiumassessment.com

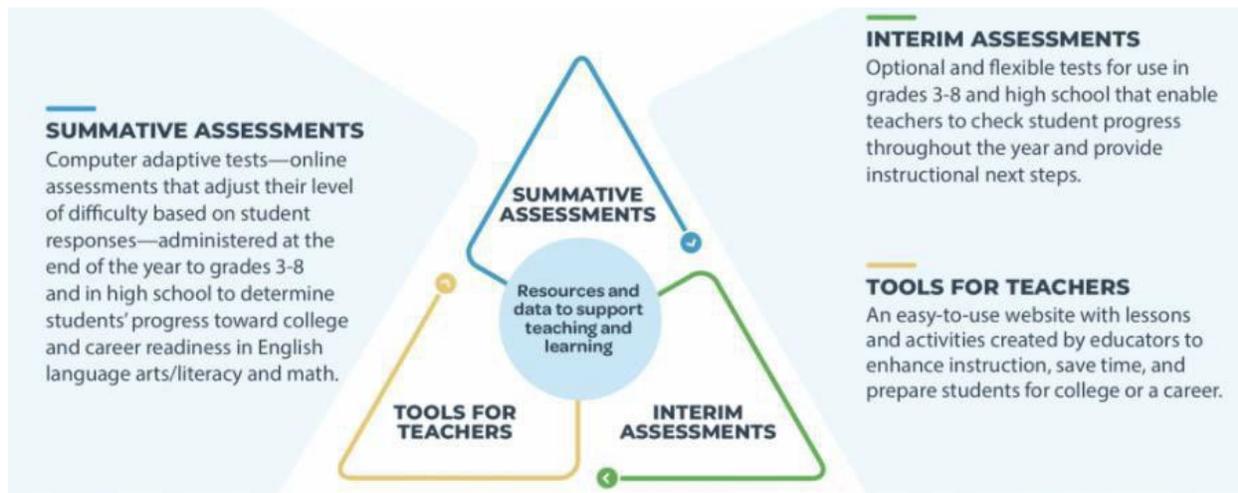
The Help Desk is open Monday – Friday 8:00 am to 8:00 pm Mountain Time (except holidays or as otherwise indicated on the Idaho Portal.

SECTION 2.0: OVERVIEW OF THE INTERIM ASSESSMENTS

2.1. Overview of the Smarter Balanced Assessment System

The Smarter Balanced assessment system is a valid, fair, and reliable approach to student assessment that provides meaningful results with actionable data for educators, students, and parents to help students succeed. The system is aligned to the Common Core State Standards for English language arts/literacy and mathematics and consists of three major components—Tools for Teachers, interim assessments, and summative assessments—all designed to improve teaching and learning.

► **Figure 1. Overview of the Smarter Balanced Assessment System**



The summative assessments are administered by states, to provide aggregate data to schools and districts to help inform school and program improvement goals. Summative assessment results are also used as an accountability measure, at the end of the year to determine students’ progress toward college and career readiness in English language arts/literacy (ELA) and mathematics. In contrast, interim assessments can be administered throughout the year in support of the formative assessment process. [Tools for Teachers](#) and interim assessments are also available to states and territories that participate in the full system. Schools and districts may contract with a service provider to purchase Tools for Teachers and interim assessments if not available statewide.

All Smarter Balanced test items for the summative and interim assessments are developed using the ELA and mathematics item and task specifications and the same item writing, review, and field-testing processes. Smarter Balanced assessment items are developed through collaboration with K-12 educators and higher education faculty. Items on the ICAs, IABs, and Focused IABs (FIABs) are selected from the same pool of items as the summative assessment items.

Educator involvement in the development of summative, interim and formative resources is critical. Since 2011, hundreds of teachers from multiple states have contributed to each step of the development, from writing test questions to creating the resources in Tools for Teachers.

2.2. Key Features of the Interim Assessments

The Smarter Balanced interim assessments allow teachers to check student progress throughout the year, so educators can use the results to inform instruction and help students meet the challenge of college- and career-ready standards. The interim assessments may be administered at multiple points throughout the school year and are available in ELA and mathematics in grades 3–8 and high school; however, teachers may administer individual assessments at any grade level. Out-of-grade-level interim administration is a local decision (e.g., administration of a grade 4 interim to students in grade 3, or a grade 3 interim to students in grade 4). The optional and flexible tests can also be used formatively (e.g., classroom discussion, small groups of students working on interim assessment items).

There are three types of Smarter Balanced interim assessments: The Interim Comprehensive Assessments (ICAs), the Interim Assessment Blocks (IABs), and the Focused IABs. All ICAs, IABs, and Focused IABs (FIABs) draw from a shared bank of items, including performance tasks, meaning there are overlapping items in the IABs, Focused IABs (FIABs) and ICAs in each content area and the performance task is the same whether given as an IAB or as part of the ICA.

The interim assessments are designed to be administered as computer-based assessments and are not available in paper-pencil format. All interim assessments offer the same breadth and depth of universal tools, designated supports and accommodations available on the summative assessment. Unlike the Smarter Balanced summative assessments (which are adaptive), the ICAs and IABs are fixed-form tests, which means that each student has access to the same test questions and the tests do not adapt according to student responses. Because each student responds to the same test items, teachers may more easily interpret their students' performance on a common set of items. Further, teachers can better manage hand scoring since all students respond to the same constructed-response questions.

2.2.1. The Interim Comprehensive Assessments

The Interim Comprehensive Assessments (ICAs) measure similar content to the summative assessment. Therefore, the ICAs may be helpful for purposes such as determining the knowledge and skills of students who are new to the district or the state and providing interim information after a significant period of instruction.

There is one ICA per grade and content area, which includes a performance task. The ICAs take about the same amount of time to administer as the Smarter Balanced full form summative assessments when administered under standardized conditions.

2.2.2. The Interim Assessment Blocks

The Interim Assessment Blocks (IABs) are short item-sets that include 6–18 items. Throughout the school year, teachers can use these sets of related concepts in ELA and mathematics to check students' understanding. Since the IABs are more granular than the ICAs, teachers can administer these assessments throughout the school according to the sequence of their curricula. Some IABs assess as many as 4 to 8 targets and other more focused IABs assess only 1 to 3 targets. Each IAB has a corresponding Connections Playlist available in Tools for Teachers, which provides aligned resources teachers can use for instructional next steps to support student learning.

2.2.3. Focused Interim Assessment Blocks (FIABs)

Focused IABs assess no more than 3 assessment targets and provide educators with a deeper understanding of student knowledge and skills. Each Focused IAB has a corresponding Connections Playlist available in Tools for Teachers, which provides aligned resources teachers can use for instructional next steps to support student learning.

2.3. Interim Assessment Blueprints

The interim assessment blueprints provide additional information about the content measured by each assessment, including which claim(s), assessment target(s), and depth of knowledge level(s) are addressed by the items, as well as the number of items by target or target group.

The ICA blueprint describes the assessed content for the comprehensive assessments, which is the same content assessed on the summative assessment. The IAB blueprints can be used by educators to plan how to integrate the IABs effectively within classroom instruction or to better understand results that are reported. The IAB blueprints can be used to determine which assessment targets are addressed in a specific IAB and the emphasis of each target relative to the other targets in the IAB. A fifth-grade teacher, for example, may wish to collect more information regarding her students' knowledge about geometry. The teacher could use the Grade 5 Geometry blueprint to see that this IAB is composed of 13 machined-scored items across the four claims: concepts and procedures, problem solving, communicating reasoning, and modeling and data analysis.

The interim assessment blueprints are available for download from the [Test Development page of the Smarter Content Explorer](#).

- [ELA/Literacy ICA Blueprint](#)
- [Mathematics ICA Blueprint](#)
- [ELA/Literacy IAB Blueprint](#)
- [Mathematics IAB Blueprint](#)
- [ELA Literacy Focused IAB Blueprint](#)
- [Mathematics Focused IAB Blueprint](#)

There is one ICA per grade and content area. There are more than 100 IABs and Focused IABs across grades and content areas. The [Interim Assessments Overview](#) document lists the available ICAs and IABs. This document is updated annually and posted on the [Test Development page of the Smarter Content Explorer](#).

SECTION 3.0: TASKS TO BE COMPLETED PRIOR TO THE ADMINISTRATION

3.1. Checklist of Activities

The interim assessments, although not secure tests, are administered using the same procedures as those used for the ELA/Literacy and Math Summative assessments.

To have a successful “testing experience” the following should be completed prior to scheduling the assessments:

1. Ensure that anyone administering an assessment complete the online TA Certification Course.
2. Work with technology personnel to ensure timely computer setup including conducting network diagnostics, downloading the Secure Browser available on the Idaho portal (<https://idaho.portal.cambiumast.com/browsers>), and verifying that your school has met the minimum technology requirements. Please refer to the Technology Information resources section for more information on technology and system requirements.
3. Identify the number of headsets needed for each testing site and ensure that the needed number is available. Headsets are required for the ELA Listening portion of the assessment, for students who require text-to-speech, or for students requiring audio glossaries. Please refer to the Comprehensive Technology Manual for more information on supported headsets. The Comprehensive Technology Manual is available under the Technology Information resources section.
4. Each student must be correctly assigned to his or her school and grade in TIDE. Incorrect student information must be updated in TIDE before the student can be tested.
5. In addition to the correct school and grade, SCs, TAs, and teachers should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

3.2. Accessing the Test Administrator Interface and Student Interface

This section describes how to access the Test Administration and Student Testing Sites.

To access the Test Administration Site:

1. On the Idaho portal, select the ELA/Literacy & Math Assessments card (see **Figure 2**).
2. The login page appears. Enter your email address and password. Click Secure Login. (see **Figure 3**)

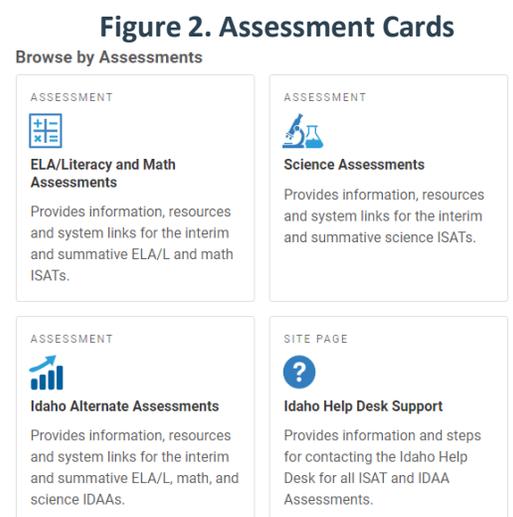
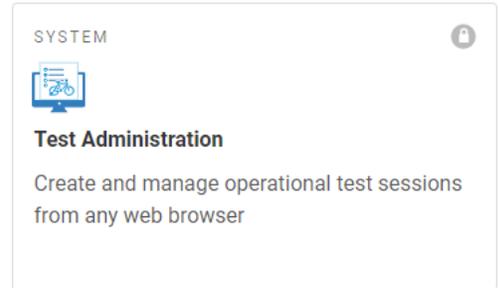


Figure 3. TA Interface Card



3.3. Signing into the Student Test Site

This section describes the student sign-in process for the Student Testing Site. Students follow this procedure when starting a new test or resuming a paused test.

To access the Student Testing Site:

Launch the Secure Browser on the student's testing device. (Figure 4)

Figure 4. Student Sign-In Page

The image shows a sign-in page titled 'Please Sign In'. It contains three input fields: 'First Name' with an example 'EX: JORDAN', 'EDUID' with an example 'EX: 123456789', and 'Session ID' with a key icon and a format 'ID - - -'.

1. Students enter the following information:
 - a) In the First Name field, students enter their first name as it appears in TIDE.
 - b) In the EDUID field, students enter their EDUID as it appears in TIDE.
 - c) In the Session ID field, students enter the Session ID as it appears on the TA Site.
2. Students select **Sign In**. The **Is This You?** page appears.

SECTION 4.0: ADMINISTERING THE INTERIM ASSESSMENTS ONLINE

4.1 Administering the Interim Assessments Online

The proctor should verify the security of the testing environment prior to beginning a test session and must ensure that students do not have access to digital, electronic, or manual devices during testing. Although the Interim Assessments are considered non-secure, they are not public.

The purpose of the Smarter Balanced interim assessments is to provide educators with student- and class-level results that can be used to inform instruction. To support the intended flexibility of the assessments, a standard verbal script is not required. For a standardized administration of the ICAs, TA's may use the scripts and directions provided for the summative assessments in the Online Summative Assessment Test Administrator Manual. When asked, the proctor should answer questions raised by students but should never help the class or individual students with specific test items. No test items should be read to any student for any content area, unless specified as an accommodation as listed in the Usability, Accessibility, and Accommodations Guidelines, which can be found in the Accessibility & Accommodations folder on the Idaho portal's resources page.

The proctor should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

4.2 Guidelines for Administering Interim Assessments in Remote Instructional Environments

Smarter Balanced provides a [Remote Teaching and Learning website](#) that describes how teachers can use Smarter Balanced assessment resources during remote instruction. Teachers should ensure the following before administering an interim assessment remotely.

1. Establish a secure way to communicate student nine-digit EDUID's to students
2. Students need their EDUID and first name to log into a test session. Teachers can provide student EDUID's, to students in a variety of ways,
3. Contact parents by phone prior to administration of the interim assessment
4. Some student information system parent portals may include student EDUID's
5. Establish a test session window that provides adequate time for students to sign-in and complete their assessment.
6. Plan to monitor the test session using the Test Session Dashboard or web conference system.

Starting a Test Session

The proctor must create a test session no more than 20 minutes before students can login to the Student Testing System or the test session will time out. When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. Students will only be able to see and access those tests for which they are eligible in TIDE.

Informing Students of the Test Session ID

The system-generated session ID appears in the top right corner of the screen (see **Figure 5**).

Figure 5. TA Site Banner



The student's legal first name and EDUID may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. The test session ID must be provided to the students before they log in and should be written on a board or chart in the testing room so students can also type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and kept secure until students use this information for the next test session. The cards/papers need to be securely shredded after testing is complete.

The proctor should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.

The proctor will be logged out of the session if there is no activity for 20 minutes by the proctor (defined as clicking "Refresh" or navigating to any part of the TA site) or a student (defined as selecting an answer or navigation option in the test). Having the session ID will allow the proctor to resume the session.

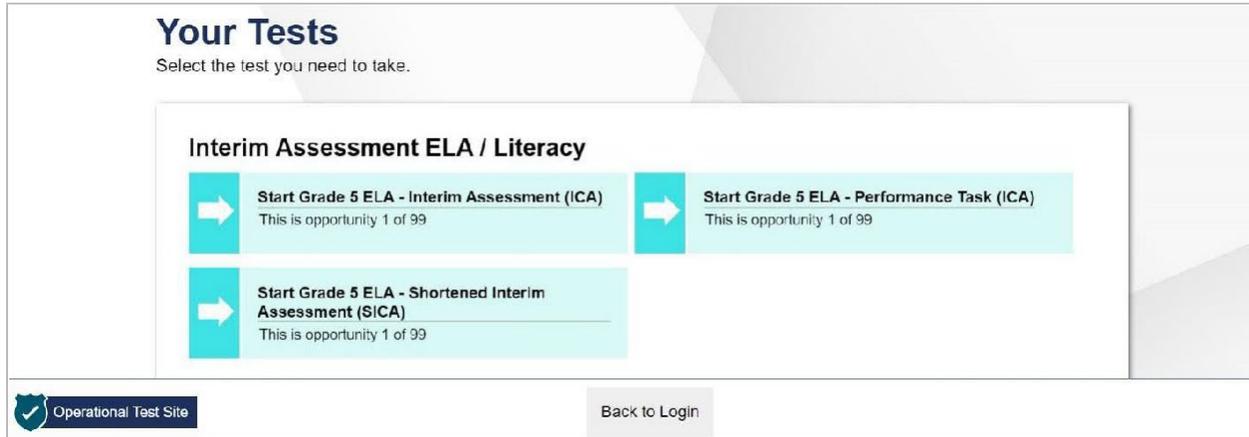
Proctors may also write the test session ID on a classroom dry-erase board, chalkboard, or another place where students can see it. Make sure students know that the test session ID must be entered exactly as it is written—it is case sensitive – without extra spaces or characters. Please refer to the Test Administrator User Guide to become familiar with the test delivery system.

Ensure that all students have successfully entered their information.

The proctor should ensure that the students use their legal first names, not nicknames, as they are entered in TIDE. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid EDUID, for example). If the student is still having difficulty, the proctor can

look up the correct information using the Student Lookup function on the TA Interface or TIDE. Proctors may assist students with logging in if necessary. If proctors are unsure of which content area or test students are participating in during that session, proctors should contact the school coordinator (SC).

Figure 6. Student’s Your Tests Page



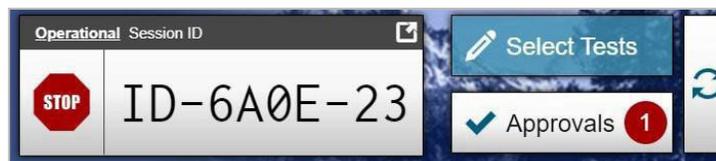
Students may be able to select from more than one test (for example, a PT in both ELA/literacy and mathematics). Direct students to select the appropriate test name based on what the proctor has planned to administer at that time—the content area “ELA” or “Math.” Students will see only assessments for which they are eligible.

Viewing and Approving Students Waiting to Enter the Test Session

After students have selected a test, the proctor verifies that each student selected the appropriate test before approving that student for testing. It is very important that the proctor pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time. Follow the steps below to view and approve students waiting to enter the test session.

1. Select the [Approvals # button].

Figure 7. Students Awaiting Approval



2. A new window opens that shows a list of students organized by test name. The proctor should review the list to ensure that students are taking the correct content area (mathematics or ELA).
 - If a student selected a test other than the one the proctor plans to administer to that student that day (for example, selected mathematics instead of ELA), the proctor must deny the student entry to the test session. The student may then login again and select the correct test.

3. The proctor should also review the test settings assigned to each student to ensure that they are correct.
 - If a student's settings are incorrect, do not approve that student to begin testing. Depending on the setting, the proctor will need to work directly with the test coordinator and/or the student's teacher to correct the test settings in TIDE before approving the student to begin testing. (Reminder: It may take up to 24 hours for changes to appear in the TA Interface.) Ensuring that the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later. Please see the TIDE User Guide additional information on correcting student test settings.
4. When the correct test is selected and test settings are verified, the proctor clicks [Approve] or [Approve All Students].

Some student test settings, universal tools in particular, can be set by the TA, if necessary and appropriate. For accommodations and designated supports, district- or school-level coordinators need to update student test settings through TIDE in advance of student testing. For further details, refer the TIDE User Guide.

Each student will be logging in at a different time. The proctor should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your school technology coordinator or the Idaho Help Desk at 1-844- 560-7365 or IDHelpDesk@cambiumassessment.com.

Monitoring Test Progress

Once students have started their tests, the proctor should circulate through the room to ensure that all conditions of test security are maintained.

The proctor may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the proctor see how many items have been delivered to each student (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every 30 seconds, the proctor can refresh it manually at any time by clicking the refresh icon at the top left of the page. Do NOT click the web browser refresh button to refresh the TA Interface.

Figure 8. Student Test Progress

Sample Test Session						
0 students awaiting approval		1 print requests		3 active tests		 = Smarter Balanced Practice Tests
Tests with potential issues						
Student Information	Opp #	Test	Progress ⓘ	Test Status	Test Settings	Actions
GUEST Student ID: GUEST	1	G3 ELA Practice Test	0/30 answered	Started more info ▶	Custom   	
Tests without issue						
Student Information	Opp #	Test	Progress ⓘ	Test Status	Test Settings	Actions
GUEST Student ID: GUEST	1	G3 ELA Practice Test	0/0 answered	Approved	Standard 	
GUEST Student ID: GUEST	1	G3 ELA Practice Test	0/30 answered	Started	Custom 	

If a student asks for assistance either in answering an item or manipulating an item type, the proctor should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best. Try to avoid helping a student with an item as the results rendered will not be valid. The TA cannot help answering an item; however, the TA may remind the student to reread the instructions for that item.

IMPORTANT:

- If the proctor is using the TA Interface and navigates to another Idaho Assessment system (TIDE, Reporting, etc.) the session will stop, and all students in the session will be logged out.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. Before 20 minutes have elapsed, the proctor can open the browser and navigate back to the TA Interface. The proctor will be prompted to enter the active session ID and re-enter the test session.
- Proctors are automatically logged out of the TA Interface after 20 minutes of proctor user inactivity (defined as clicking "Refresh" or navigating to any part of the TA site) and student inactivity (defined as selecting an answer or navigation option in the test) in the test session, which will result in closing the test session. If this occurs, the proctor will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the proctor should give the students the new session ID so that they can log in and resume testing.

Ending a Test Session

When there are approximately 10 minutes left in the test session, the TA should give students a brief warning.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click [REVIEW MY ANSWERS] and then [SUBMIT TEST] after they finish reviewing. Once a student clicks [SUBMIT TEST], the student will not be able to review answers.

Proctors should click [Stop Session] to end the test session and pause any student test in the session that is still in progress. When finished, proctors can log out of the TA Interface by clicking the [Log Out] button at the top right. Proctors should also collect any used scratch paper (and graph paper for grades 6 and up).

Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. SDE recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session, pause the test, and, ideally, take Part 2 the next school day. For the mathematics PT, SDE recommends that it be administered in one test session of 40-120 minutes.

If the proctor intends to administer the test over the course of multiple days for a student or group of students, ask students to pause after they reach a designated point. For most tests, except for the ELA PT, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the proctor should give the students clear directions on when to pause. For example, proctors may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see.

SECTION 5.0: GUIDELINES FOR ADMINISTERING THE INTERIM ASSESSMENTS

The following factors should be considered when administering the interim assessments

- ▶ **Interim assessment types:** Districts/schools may elect to administer only ICAs or IABs and Focused IABs or any type of interim assessments during the school year.
- ▶ **Multiple administrations:** Members have the flexibility to re-administer interim assessments any number of times. These decisions should be made as part of a 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. Members should work with their service providers to determine the maximum number of times interim assessments may be administered.
- ▶ **Fixed forms:** There is only one form of each ICA per grade and content area and one form of each of the IABs/Focused IABs. All interims are fixed-form tests so students who take an interim for a second time see the same questions in the same order. In addition, within a grade there are overlapping items in the IABs/Focused IABs and ICAs in each content area and the performance task is the same whether given as an IAB as part of the ICA. Exposure to and familiarity with test questions may affect student performance and the accuracy of interim results.
- ▶ **Grade levels:** The ICAs and IABs/Focused IABs are comprised of items aligned to the CCSS in grades 3–11. However, administering the interim assessments is not constrained by grade level. Students may take an off-grade-level interim assessment to help inform educators on skills and knowledge a student has from previous grades, or from an advanced-level course.
- ▶ **Untimed:** The ICAs and IABs/Focused IABs are untimed tests. The time it might take students to complete an ICA under a standardized administration is provided in this document only as a guide. Many IABs administered under a standardized administration can be completed in about one class period but some may take more than one period.
- ▶ **Hand scoring:** With the exception of the Math Performance Task IAB, all math IABs/Focused IABs are machine scored. Most items in the ELA and mathematics ICAs and the ELA IABs/Focused IABs are machine scored, however, there are some constructed-response items, including the performance task that need to be hand scored. This is a local responsibility. See Section VI Hand Scoring of constructed-response items. Hand scoring is a valuable professional development activity that provides educators with an understanding of the scoring process and the expectations for student learning. Local scoring is not subject to the rigorous quality controls (validity papers, double scoring, score verification) used for the summative assessments, although educators engaged in hand scoring of interim assessment items should use the scoring guides that are provided to ensure consistent results. To view which ELA interim assessments require hand scoring, please see the ELA ICA, IAB and Focused IAB Blueprints available on the [Test Development page of the Smarter Content Explorer](#).

5.1. Standardized vs Non-Standardized Test Administration

The interim assessments can be administered flexibly by teachers to best meet their instructional needs, either in a standardized or non-standardized administration.

5.1.1. Standardized Administration

Standardized administration means that a student completes the interim assessment individually, following the procedure for administration used for the summative assessments. Results from a standardized administration can be interpreted in a consistent manner and used as a gauge of student learning that is comparable across students. In this approach, the interim assessment is used as an assessment of learning after a period of instruction and results reflect an individual student's mastery of the concepts assessed.

Information about the reliability and meaning of scores for these fixed-form assessments applies only to the first time a test is administered under standardized conditions, including the use of standardized hand-scoring protocols. Subsequent administrations, or results from collaborating with a class or teacher, alter the interpretation of results. In addition, some items on the IABs, Focused IABs, and ICAs are shared and no longer have the same parameters once exposed to the student. The conditions of administration should be considered so that results can be interpreted correctly.

5.1.2. Non-standardized Administration

Non-standardized administration refers to any administration that is not consistent with the administration requirements of the summative assessment. Some examples of non-standardized administration might include (but are not limited to):

- ▶ Administering tests while students answer cooperatively in pairs, in small groups, or as a whole class. Teachers may elect to include some discussion **time between test items**.
- ▶ **Providing access to classroom resources that may support the students' understanding of the assessed content.**

Results from a non-standardized administration of the interim assessments are more appropriately used as assessment for learning (formative assessment process) rather than the assessment of learning. Because non-standardized administration does not necessarily describe the performance of individual students in a comparable manner, caution must be used when making instructional decisions based on data from a non-standardized administration.

5.1.3. Criteria for Selecting Standardized Administration

The criteria for selecting the standardized option for a student is determined locally. Factors that may impact appropriateness include, but are not necessarily limited to, the extent to which:

- ▶ **The test items have been exposed to students.**
- ▶ **The interim assessments were administered in a consistent manner across time.**

- ▶ Educators and others who make inferences based on test results should have received adequate training in administering the interim assessments, in hand-scoring procedures, and in interpreting results.
- ▶ A student with disabilities took the interim assessment in a manner consistent with the accessibility resources (e.g., accommodations) identified in his or her respective Individualized Education Program (IEP) or Section 504 Plan, and in a manner consistent with how the student performs work for his or her classes.
- ▶ A student identified as an English learner took the interim assessment with the necessary accessibility resources identified for use with statewide assessments.

Table 1 provides several examples of standardized and non-standardized administration of interim assessments.

Table 1: Examples of Standardized and Non-standardized Administration

Standardized Administration	Non-standardized Administration
<p>Example 1:</p> <p>A teacher administers the Read Informational Texts IAB to assess the degree to which students learned the emphasized skills at the completion of a unit of instruction.</p>	<p>Example 1:</p> <p>A teacher administers the Read Informational Texts IAB to assess the degree to which students learned the emphasized skills at the completion of a unit of instruction.</p>
<p>Example 2:</p> <p>A grade eight mathematics teacher administers the grade seven ICA in the fall to any student who did not take the Smarter Balanced Summative Assessment the previous school year. The teacher uses these results, along with the grade seven summative results for the other students, as a foundation for her instructional planning at the beginning of the school year.</p>	<p>Example 2:</p> <p>A grade eight mathematics teacher administers the grade seven ICA in the fall to any student who did not take the Smarter Balanced Summative Assessment the previous school year. The teacher uses these results, along with the grade seven summative results for the other students, as a foundation for her instructional planning at the beginning of the school year.</p>
<p>Example 3:</p> <p>A district pilots a new writing program to improve students' writing skills. Teachers administer the grade-level ELA Performance Task IAB. Test Administrators score the students' full writes. Teachers score the students' work and discuss any impact they've observed in their performance.</p>	<p>Example 3:</p> <p>A district pilots a new writing program to improve students' writing skills. Teachers administer the grade-level ELA Performance Task IAB. Test Administrators score the students' full writes. Teachers score the students' work and discuss any impact they've observed in their performance.</p>

In summary, interim assessments can be used in a variety of ways. They can be administered under standardized conditions, as described in the *Online Summative Test Administration Manual* on the Idaho portal. They can also be administered in a non-standardized manner. In addition, they may be used as a basis for class discussion or feedback at the item level but may not be used, displayed or distributed to individuals beyond authorized local education agency staff and students. See Section 5.3 about Test Security for more information.

5.2 Guidelines for Administering Interim Assessments in Remote Instructional Environments

Smarter Balanced provides a [Remote Teaching and Learning website](#) that describes how teachers can use Smarter Balanced assessment resources during remote instruction.

Consortium members have the flexibility to allow teachers to administer, and students to take interim assessments remotely under the following conditions:

- ▶ **An authorized employee (e.g., teacher, test administrator) in a school administers the test consistent with the district or school policies for in-person interim assessment administration.**
- ▶ **The test administrator monitors the test activity such that tests are open only for the minimum amount of time necessary for students to complete and submit their responses.**
- ▶ **The test administrator uses established test administration practices to support students accessing the interim assessments; this may be a phone call or chat with a parent/guardian in advance of starting the test.**
- ▶ **The test administrator maintains student data privacy with student State-wide Student Identifiers (SSID) and other personally identifiable information (PII), which are required to take an interim. (e.g., Do not send PII over email, chat or text or other non-secure transmission methods. Please refer to local policies regarding communicating PII.)**

The test administrator follows state and local policies regarding test security and immediately escalates to the test coordinator any suspected item security issue:

- ▶ **A state or territory may establish a policy that allows for interim assessments to be administered without the use of a secure browser provided that the applicable test security protocols from Section 5.3 Test Security are followed.**
- ▶ **A state's policy must include procedures to address item security as described in Section 5.3 Test Security (e.g., posting on social media).**

5.3. Estimated Testing Time

5.3.1. The Interim Comprehensive Assessments (ICAs)

The ICAs, which mirror the summative assessment, are best scheduled over multiple class periods, depending on grade level and content area. The following table contains rough estimates of the time it will take most students to complete the ICAs under standardized administration. Actual times will vary depending on how the assessments are administered and may not be reasonable estimates for ICAs administered in a non-standardized administration. This information is for scheduling purposes, as the interim assessments are not timed. These estimates do not account for any time needed to start computers, log in students, or for breaks.

Table 2: Estimated Testing Times for Smarter Balanced ICAs

Content Area	Grades	Non-PT Items Hours:Mins	PT Items Hours:Mins	Total Hours:Mins
ELA/Literacy	3–5	1:30	2:00	3:30
ELA/Literacy	6–8	1:30	2:00	3:30
ELA/Literacy	HS	2:00	2:00	4:00
Mathematics	3–5	1:30	1:00	2:30
Mathematics	6–8	2:00	1:00	3:00
Mathematics	HS	2:00	1:30	3:30
Both	3–5	3:00	3:00	6:00
Both	6–8	3:30	3:00	6:30
Both	HS	4:00	3:30	7:30

5.3.2. The Interim Assessment Blocks (IABs) and Focused IABs

The IABs and Focused IABs are designed to be completed within a single class period. For scheduling purposes, each IAB typically includes 10 to 18 items and focused IABs typically include 10 to 15 items as reflected in the IAB and Focused IAB blueprints. Some IABs, (e.g., the ELA PT IABs) may require more than one class period for some students to complete.

5.4. Test Security

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with member education agency policies, educators may establish the timeframe, administration policies, and local scoring practices for interim assessments. The interim assessments are designated as “student- and teacher-facing.” The student- and teacher-facing designation means that educators have the flexibility to access the test questions and their students' responses to the test questions. This allows educators to use the interim assessments for the formative assessment process to improve teaching and learning. Because of this flexibility, the interim assessments are not intended to be used for accountability purposes.

The student- and teacher-facing designation also means that interim assessments are not for public use, display, or distribution. For this reason, any use, display, or distribution of the interim assessments that results in access to individuals beyond authorized local education agency staff and students is prohibited. Finally, interim assessment items must not be copied into third party systems without the permission of Smarter Balanced.

Note: A state or territory may establish a policy that allows for interim assessments to be administered without the use of a secure browser provided that the above test security protocols are followed.

5.4.1. Responding to Testing Improprieties, Irregularities, and Breaches

Since interim assessments are not intended to be used for accountability purposes, most testing improprieties, irregularities, and breaches described in the *Online Summative Test Administration Manual* are not reported during an interim assessment administration. Unlike the summative assessments, teachers may discuss interim test items with students or other educators in the school and may use interim test items for instructional purposes.

There are two exceptions to this general policy:

- ▶ **Testing Irregularity: A Test Administrator accidentally administers a summative assessment instead of an interim assessment. This testing irregularity is typically reported in the test registration tool.**
- ▶ **Breach: An adult or student shares interim items publicly.**

Incidents that are considered breaches for interim assessments include the following:

- Any posting of interim test items or stimuli on social media (Twitter, Facebook, etc.).
- A student removes from the classroom or testing environment, with or without permission, copied or printed test items, stimuli, or scratch paper that was used during the test. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item.
- Adult or student posting interim test items in a third-party system (e.g., a student information system or local database).
- Adult displaying or distributing interim assessment items that results in access to individuals beyond authorized local education agency staff and students (e.g., posting on a classroom webpage or putting them into a homework packet).

These inappropriate uses of interim items may prevent a teacher from a different school or district from using an interim assessment for their planned purpose. A breach incident must be reported to the School Test Coordinator and District Test Coordinator immediately. The District Test Coordinator is responsible for notifying the state education agency who will notify Smarter Balanced staff of a potential security breach.

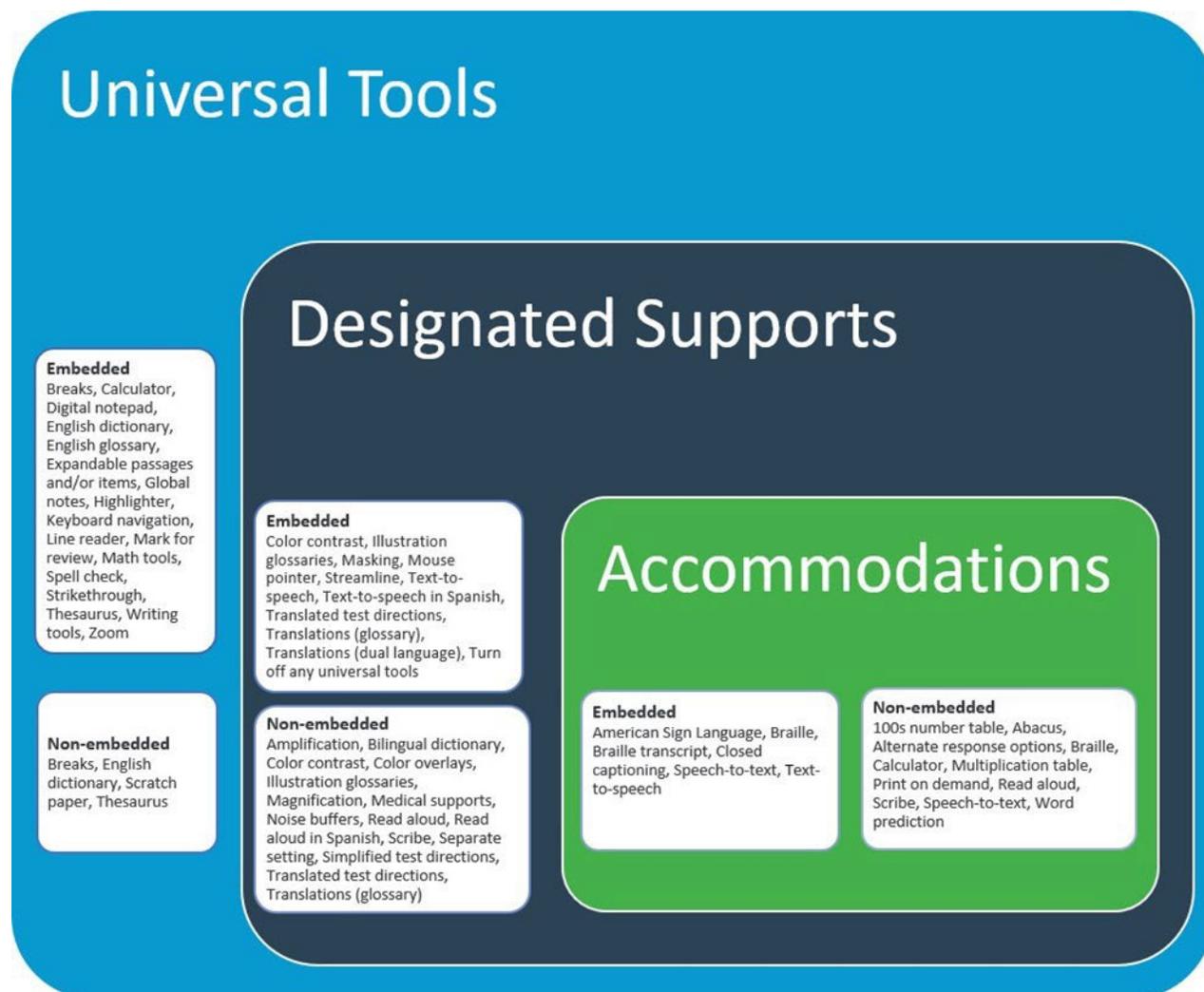
5.5. Accommodations and Accessibility

The Smarter Balanced assessment system is designed so that all students—including students who are learning English or have special needs—can participate in the tests and demonstrate what they know and can do. The interim assessments also include all the accessibility resources that are available in the summative assessment to provide accurate results for all students. Smarter Balanced accessibility resources include:

- ▶ **A set of universal tools (e.g., digital notepad, scratch paper) are available to all students based on student preference and selection.**
- ▶ **Designated supports (e.g., translated pop-up glossary) are available to students for whom a need has been indicated by an educator or team of educators (along with the student and their family) familiar with the student’s instructional needs.**

- ▶ Accommodations (e.g., braille, closed captioning) are available to students with a documented need noted in an IEP or Section 504 Plan.
- ▶ As shown in the following figure, each category of accessibility resources—universal tools, designated supports, and accommodations—includes both embedded and non-embedded versions of the universal tools, designated supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system (embedded) or separate from the test administration system (non-embedded). The *Usability, Accessibility, and Accommodations Guidelines (UAAG)* that includes the full list of universal tools, designated supports, and accommodations, can be found at: <https://idaho.portal.cambiumast.com/resources/usability-accessibility-and-accommodations-guidelines-uaag>.

Figure 9. Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.



5.6. Use of Calculators

The following describes calculator policies for the Smarter Balanced online summative assessments and for students taking the online interim assessments using standardized administration procedures. Teachers administering the interim assessments using non-standardized conditions or for formative purposes may offer students more flexibility regarding the use of calculators.

- ▶ **An embedded calculator is available for some mathematics items in grade 6 and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 Plan per guidance provided in the UAAG. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.**

- ▶ **Smarter Balanced mathematics assessments for grades 3–5 do not allow calculators to be used, even as an accommodation.**
- ▶ **The mathematics ICAs for grades 6 through high school are divided into two sections: Calculator Available and Calculator Not Available. Some grade-level mathematics IABs have a calculator available, and others do not, depending upon assessed content.**
- ▶ **The types of embedded calculators available on the Smarter Balanced mathematics tests are described below.**
 - Grade 6: Basic Calculator
 - Grades 7 and 8: Scientific Calculator
 - High School: Scientific, Graphing, & Regression Calculator

5.7. Electronic Devices

For standardized test administration conditions, students should only have what is needed and allowed for testing, unless a device is needed for medical monitoring as described in the [Idaho Usability Accessibility and Accommodation Guidelines](#). All other student belongings should be placed in the location identified by the Test Administrator.

For standardized and non-standardized test administrations, no digital, electronic, or manual device may be used to record or retain test items or stimuli (reading passages). Similarly, these materials may not be shared using email, social media websites, etc. This is consistent with the interim assessments being “student- and teacher-facing” only and the information provided in Section 5.3 Test Security.

5.8. Scratch Paper

Scratch paper is a non-embedded universal support for students to take notes, write computations, or develop draft responses. Scratch paper should be provided to students for all of the interim assessments. Only plain paper or lined paper is appropriate for ELA. Plain graph paper (no coordinate plane or other graphics) is required beginning in sixth grade and can be used on all math assessments. A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (e.g., Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or Section 504 Plan. Access to the internet must be disabled on assistive technology devices.

For a standardized interim assessment administration, the teacher may either destroy scratch paper or securely store it after each test session, if the teacher plans to use student notes after testing for instruction. This includes when students take notes and/or draft responses to ELA or mathematics performance tasks (PTs). For the ELA IAB – Performance Task (PT) and the PT portion of the ELA ICA, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for notetaking during the ELA PT, students may use scratch paper to make notes, create graphic organizers or develop draft responses.

To maintain the security of interim test items, teachers should direct students to write their names (or some appropriate identifying information) on their scratch paper used for notes on the ELA or mathematics PTs.

The teacher should collect and securely store the scratch paper to be used during a subsequent ELA PT test session. All scratch paper must be securely destroyed or stored upon the student's completion of the PT similar to the protocol used for the summative assessment.

Work that students do on scratch paper for interim assessments may contribute to classroom discussions, (e.g., compare first drafts to later versions of a writing response). It may also help inform the teacher's next steps in instruction or be used in a Professional Learning Community within the school environment. In all cases, the scratch paper must be kept securely and should be destroyed/shredded when the instructional use ends.

5.9. Breaks

There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).

For a performance task (PT), the student can take a break for any amount of time and still return to any previously answered item within the PT's current segment only. The mathematics PT has only one part. The ELA PTs are presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves from Part 1 to Part 2, he or she will not be able to review or revise items in Part 1. Smarter Balanced recommends that students complete Part 1 in one test session and Part 2 the next school day in a separate test session.

5.10. Verbal Instructions/Script

The purpose of the Smarter Balanced interim assessments is to provide educators with student- and class-level results that can be used to inform instruction. To support the intended flexibility of the assessments, a standard verbal script is not required. For a standardized administration of the ICAs, TA's may use the scripts and directions provided for the summative assessments in the [Online Summative Test Administrator Manual](#).

SECTION 6.0: HAND SCORING OF CONSTRUCTED- RESPONSE ITEMS

The Reporting System allows scorers to score Interim assessment item responses that require hand scoring. When students in a test session submit an assessment, the hand-scored items are sent to the Reporting System, where the machine-scoring system scores the student’s response or hand scorers can view student’s responses to each item and enter a score, clarify a machine score, or set a condition code. The hand scoring of constructed response items, including short answers, brief writes, and/or full writes, in the Reporting System must be completed for a student’s results to be available. Most IABs do not have hand-scored items. Use the Interim Assessment Item Counts document located on the Idaho portal to verify which Interim assessments have hand-scored items.

Key features of the Reporting System:

- Constructed response items are automatically sent to the Reporting System when a student submits a test.
- The testing session proctor will see the responses that require scoring after logging into the Reporting System.
- All user roles as outlined in the *2020–2021 User Roles and Access to Idaho Assessment Systems* chart can access the Reporting system and participate in scoring using their TIDE username and password. This chart can be found on the Idaho portal in the Training and System Guides – Preparing for Testing folder.
- Scorers have access to item-specific scoring rubrics, exemplars, and training guides while reviewing and scoring a student’s response to an item.

Reporting System allows you to enter or modify scores for two types of test items:

Machine-Scored Writing Items: These are items with written responses that typically require handscoring but arrive in Reporting System with automated scores suggested by the machine-scoring system.

Unscored Items: These are items that require hand scoring and arrive in Reporting System without any suggested scores.

Modifying Scores for Items

You can modify the scores for certain items directly from the **Item View** window on available Assessment Reports. A test’s Assessment Reports display  in the column headers for each item with editable scores.

Figure 10. Assessment Report with Editable Item Scores

Performance by Roster		Performance by Student		Listening					Reading		
Student	Student ID	Total	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Listening	Item Numbers and Points Earned					
					Performance	17	18	28	29	30	
Max Points					Above Standard	1	1	1	1	1	
Everyone					100%	0	0	0	0	0.33	
Wayne, Bruce	99991230201				Below Standard	0	0	0	0	0	
Parker, Peter	99991230207				Below Standard	1	0	0	0	0	
Danvers, Carol	99991230242				Below Standard	0	0	0	0	1	

Scores of items marked with can be reviewed. You should review this score.

To review and modify scores:

- On an Assessment Report with modifiable items, click the item score link in the student’s row of the report. The **Item View** window opens.
- On the **Rubric & Resources** tab, review the item’s rubric and available resources, if necessary.
- On the **Item & Score** tab, review the student’s entered response and click in the Scoring Criteria table at the top of the window.

Figure 11. Item View: Scoring Criteria Table

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2		None

student setting(s) OFF

11

Read the text and answer the questions.

Genetically Modified Foods: Opportunities and Issues

What inference can be made about the author's purpose? Support your answer with evidence from the text.

- Do one of the following:
 - To enter a score for the response, manually select a numerical score from the **Score** drop-down list.

- Click **Save**. Any average scores or performance distributions on the Assessment Report update automatically when you close the *Item View* window.

Entering Scores for Unscored Items

If a test in Reporting System contains unscored items, its performance data is excluded from your *Dashboard* and Assessment Reports until you or another user enter scores for all the unscored items in at least one opportunity of that test.

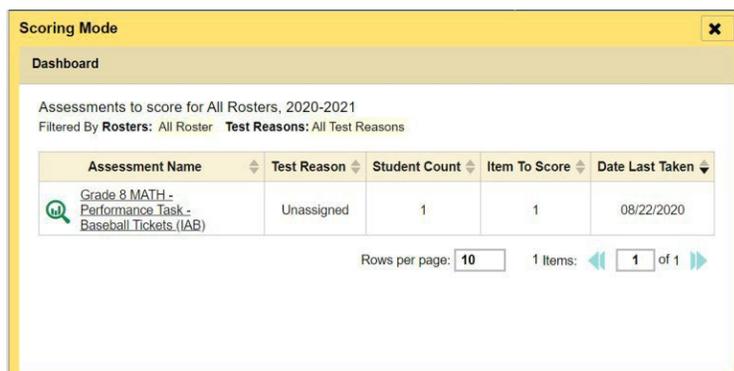
When you have tests awaiting item scoring, a Tests to Score notification appears in the banner.

Figure 12. Tests to Score Notification



Clicking the **Tests to Score** notification opens the *Scoring Mode* window, where you can enter scores for unscored items.

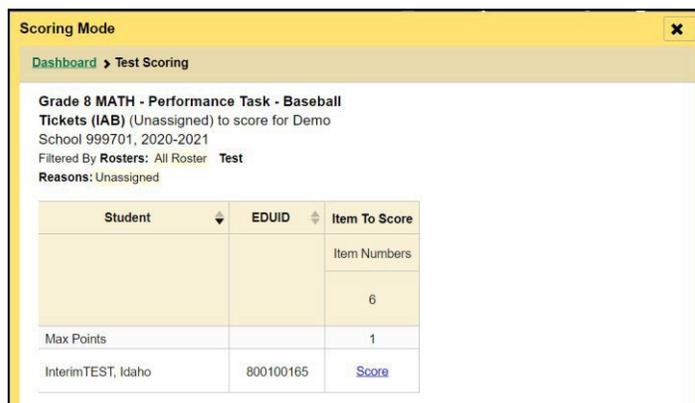
Figure 13. Scoring Mode Window



To enter scores for unscored items:

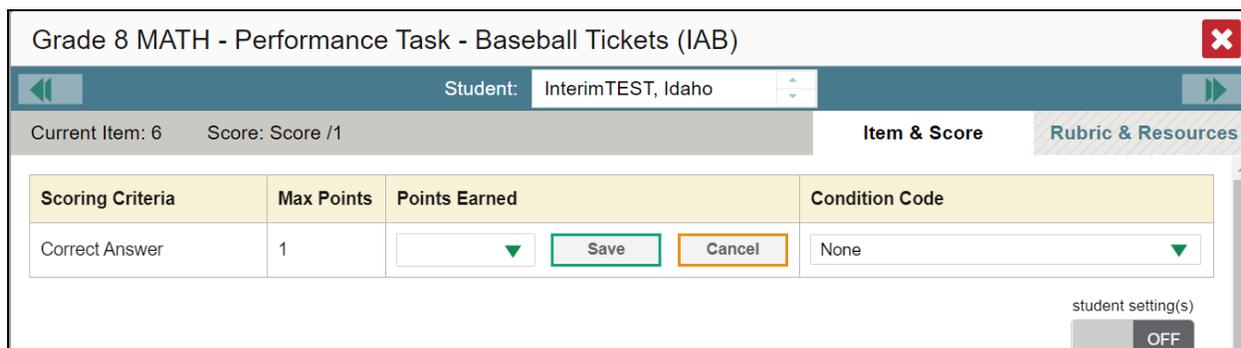
- In the banner, click **Tests to Score**. The *Scoring Mode Dashboard* window opens, displaying a list of tests with unscored items.
- Click  next to the name of the test you wish to score. The *Test Scoring* page appears, displaying a list of students and items awaiting scoring for the selected test.

Figure 14. Test Scoring Page



- To enter scores for an item, click the **Score** link for the required item in the required student’s row. The **Item View** window opens.

Figure 15. Item View: Scoring Criteria Table



- On the **Rubric & Resources** tab, review the item’s rubric and available resources, if necessary.
- On the **Item & Score** tab, review the student’s entered response and do one of the following:
 - To enter a score for the response, manually select a numerical score in the **Score** field.
- If the item consists of multiple scoring criteria, repeat step 3 for each criterion.
- Click **Save**.
- To continue scoring items, do one of the following:
 - To view another unscored item for the same student, use the arrow buttons at the top of the **Item View** window.
 - To view the same unscored item for another student, select the required student from the **Student** field at the top of the **Item View** window.
 - To return to the **Test Scoring** page and select another item manually, click **X** in the upper-right corner of the **Item View** window.
- Repeat steps 3-8 until you have entered scores for all the unscored items for the test.
- To exit the **Scoring Mode** window, click **X** in the upper-right corner.

SECTION 7.0: VIEWING SCORES AND RESULTS

Following the administration and scoring of the interim assessments, results will be available in the Reporting System.

7.1. Smarter Balanced Reporting System Overview

The Smarter Balanced Reporting System is an interactive, online reporting platform that provides clear, easy-to-understand data on student achievement and delivers intuitive and timely reports for teachers, parents, and administrators to track student progress toward college and career readiness. Educators can view results from the interim assessments at the group, student, and item-level to help identify what students know and can do and where they might need additional support to master the content. Results may be exported to a comma-separated values (csv) or Excel file. Teachers, principals, and district administrators who have access to the reporting system may also view, download, and print individual student reports for parents.

For interim assessments with items that are all machine scored, student results are generally available within a few minutes after the test is completed and uploaded to the Smarter Balanced Reporting System. For interim assessments that require hand scoring, the hand-scored items must be scored locally and submitted. Both parts—machine and hand-scored responses—must be scored and the results submitted to the reporting system to receive a score for the assessment. In most cases, the results can be viewed a few minutes after the test is completed and uploaded to the Smarter Balanced Reporting System.

Below is a brief description of each level of results.

7.1.1. Group-Level Results

Group-level results can help educators evaluate the degree to which they may need to adjust their instruction by analyzing in which areas students are excelling and for which they may need additional support. The definition of a group is locally defined. Some examples are:

- ▶ **A teacher's classes**
- ▶ **The group of students who received similar instruction or who participates in a specific program (e.g., intervention or enrichment)**

The reporting system allows users to establish customized groups or to display results by grade-level, demographic category, education status (e.g., IEP, EL) within a particular school.

Instructional supports are available for each IAB and provide teachers with instructional next steps based on a group of students' performances on an IAB.

7.1.2. Student-Level Results

Student-level results provide a roster of students with each student's overall performance on a selected ICA, IAB, or Focused IAB. The report displays individual student achievement levels and claim reporting categories for ICAs and reporting categories for ICAs.

7.1.3. Item-Level Results

Item-level results provide student responses to test questions and enable educators to evaluate any patterns in responses by looking at which items the group did well on and on which items they struggled. The item-level view for an individual student shows the claim, target, item difficulty, standard, the maximum score, and the student's score for the item.

7.2. Accessing the Smarter Balanced Reporting System

States (or districts) using the Smarter Balanced Reporting System are responsible for determining the process for providing district/school administrators and teachers access to the Reporting System. Access to student information in the Reporting System depends on the user's role, permissions, and the assignment of students to teachers which are created and maintained by districts.

See the [Reporting System User Guide](#) for more detailed information about creating users.

7.3. Understanding Results for the Interim Assessments

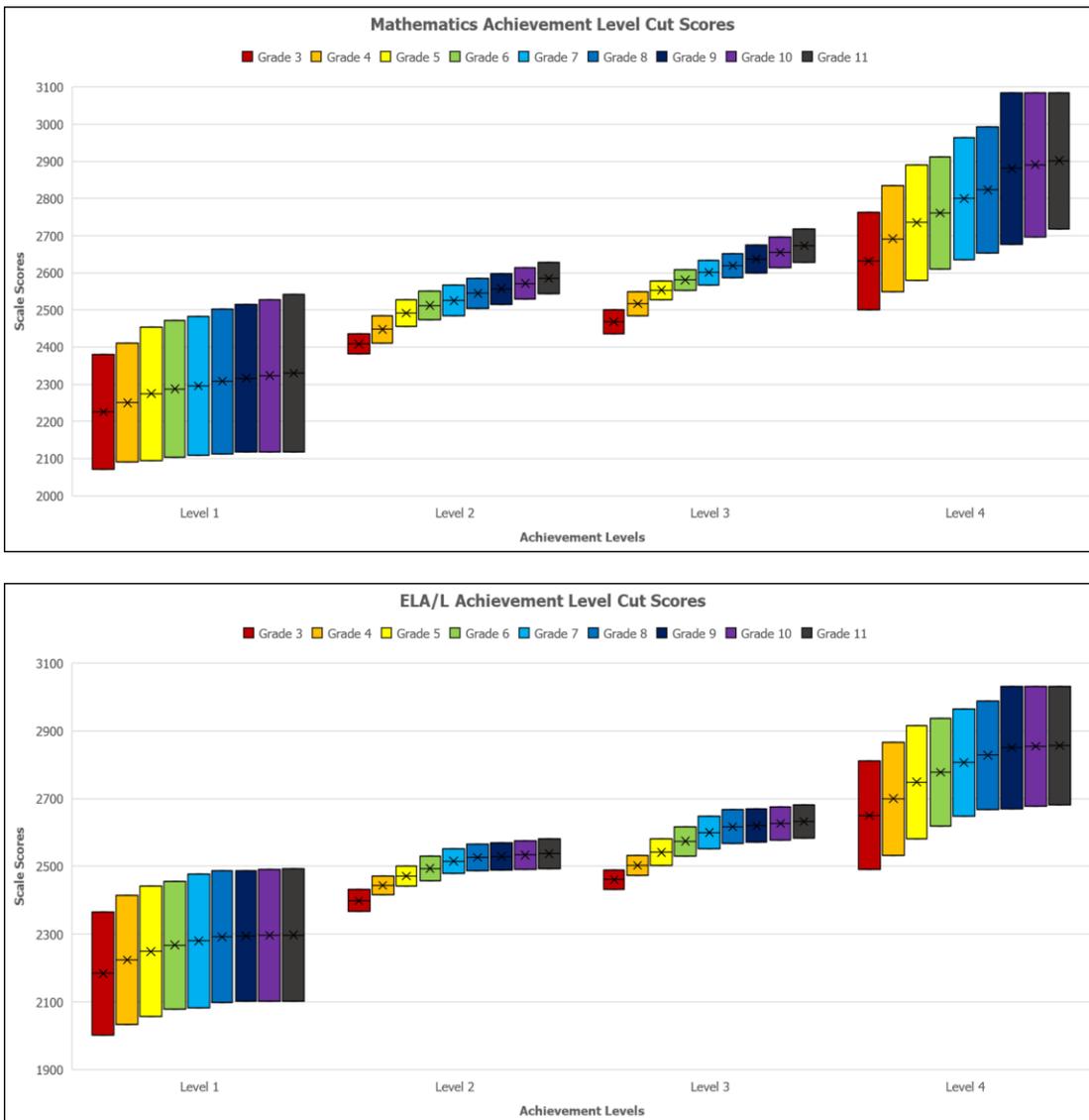
Results from the interim assessments include scale scores and an error band, as described below. See the [Interim Assessments Interpretive Guide](#) for more information.

7.3.1. Scale Scores

The scale score is the basic unit of reporting. It allows for fair comparisons at both the individual student level and the aggregate or group level. This scale ranges from approximately 2000 to 3000 for both the interim and summative assessments.

The Smarter Balanced scale is a vertical scale, which means that student performance in all grades is reported on the same scale. This allows educators to compare a student's scale score from a test in one grade to that student's scale score from a test in another grade. However, this comparison should be done with caution, especially when interpreting or predicting scores for non-adjacent grade levels. An important aspect of a vertical scale is that the overall score range for each grade steadily increases, and the threshold scores between each level increase across grade levels.

Figure 16. Smarter Balanced Vertical Scale



Scale scores provide information about overall student performance (achievement level) on the summative assessment and ICA. The scale score and standard error of measurement are used to determine a student’s reporting category for IABs and Focused IABs.

The interim assessments are designed to support teaching and learning. Rather than using the results to predict student performance on the summative assessment, especially when the results indicate that students have not mastered the assessed content, the teacher should use the results and the instructional supports available in Tools for Teachers to help students master the content prior to taking the summative assessment.

7.3.2. Error Band

Test scores are estimates of student achievement and come with a certain amount of measurement error for several reasons, including the sample of test questions administered, testing conditions, and student guessing. Each time a student takes a Smarter Balanced test, psychometric procedures are used to calculate the scale score and the standard error of measurement (SEM). Since this measurement error is known, the individual student report also provides the range of scores the student is likely to earn if that student were to take the test multiple times, or a test of parallel construction and similar difficulty, without receiving further instruction. This range, called an error band, represents one standard error of measurement above and below the student's scale score.

7.4. Reporting Performance for ICAs

Based on their individual scale scores and the error band, student results for ICAs are reported in one of four achievement levels: Level 4 (Standard exceeded), Level 3 (Standard met), Level 2 (Standard nearly met), and Level 1 (Standard not met). The achievement levels are also reported for the summative assessments as described in the [Reporting Achievement Level Descriptors](#).

The summative tests and ICAs also report claim scores. A claim is a summary statement about the knowledge and skills students will be expected to demonstrate on the assessment related to a particular aspect of the Common Core State Standards (CCSS). Claim scores are reported in one of three reporting categories: Above Standard, At/Near Standard, or Below Standard.

7.5. Reporting Performance for IABs and Focused IABs

Reporting categories used for the Interim Assessment Blocks (IABs) and Focused IABs are different from achievement levels used to communicate overall performance on the ICAs (Interim Comprehensive Assessments), because there are fewer items on the IABs and Focused IABs. Reporting performance for IABs, Focused IABs, and ICAs is described below and is followed by information regarding how the results can be used to inform instruction through links to Tools for Teachers.

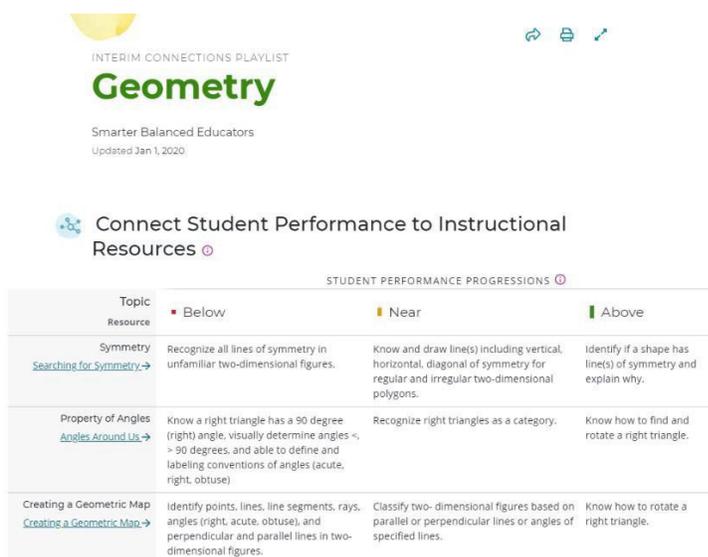
Based on a student's individual scale score and the error band, student results for IABs and Focused IABs are reported as one of three reporting categories: Above Standard, Near Standard, or Below Standard. Each reporting category represents a range of scale scores. A student score distribution by reporting category is also provided for group-level reporting, providing educators with the proportion of students that performed within each reporting category.

7.6. Links to the Connections Playlists

Created by expert educators in collaboration with Smarter Balanced, Tools for Teachers Connection Playlists link student performance on the IABs and Focused IABs to resources in the Smarter Balanced Tools for Teachers. The resources are selected and organized based on the specific reporting categories for an IAB or Focused IAB. These documents can be easily accessed through the **Instructional Resources** button in the Smarter Balanced Reporting System.

A sample [Grade 4 Math - Geometry Connections Playlist](#) is available publicly, however, access to the instructional resources requires a Tools for Teachers account that is available to educators in subscribing states and territories.

Figure 17. Connections Playlist for Grade 4 Math – Geometry



Topic Resource	STUDENT PERFORMANCE PROGRESSIONS		
	Below	Near	Above
Symmetry Searching for Symmetry →	Recognize all lines of symmetry in unfamiliar two-dimensional figures.	Know and draw line(s) including vertical, horizontal, diagonal of symmetry for regular and irregular two-dimensional polygons.	Identify if a shape has line(s) of symmetry and explain why.
Property of Angles Angles Around Us →	Know a right triangle has a 90 degree (right) angle, visually determine angles $<$, $>$ 90 degrees, and able to define and labeling conventions of angles (acute, right, obtuse)	Recognize right triangles as a category.	Know how to find and rotate a right triangle.
Creating a Geometric Map Creating a Geometric Map →	Identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures.	Classify two-dimensional figures based on parallel or perpendicular lines or angles of specified lines.	Know how to rotate a right triangle.

SECTION 8.0: INTERIM ASSESSMENT ITEM PORTAL (IAIP)

This section provides guidance regarding educator use of the [Interim Assessment Item Portal \(IAIP\)](#). The IAIP is a permission-based resource that authenticated educators can access via [Tools for Teachers](#). This guidance is intended for use by member states who have purchased access to the Smarter Balanced interim assessments. It includes options and ideas for the use of the IAIP during in-person and remote instruction.

8.1 Purpose of the Interim Assessment Item Portal (IAIP)

The Interim Assessment Item Portal (IAIP) provides educators with the ability to use interim assessment items in more flexible ways that support student learning through the use of the [formative assessment process](#). The IAIP includes all live items on the available Interim Assessment Blocks (IAB), Focused IABs and the Interim Comprehensive Assessments (ICA). The IAIP may be used by educators to view and select or deselect individual assessment items to tailor content covered by an interim assessment, so it better aligns with the sequence of their instruction. Educators may use the IAIP in addition to the fixed form IABs, Focused IABs and ICAs for remote and in-person instruction, as determined by the member state.

8.2 Features

With similar functionality to the [Sample Items Website](#), this initial release allows educators to:

- ▶ **Easily find, access, display, and export relevant interim assessment items via a search by test name, grade, claim, target, and standard,**
- ▶ **View and discuss individual items and answers with students or teacher teams, or**
- ▶ **Select items to create a PDF for download and print for use with students.**

8.3 Test Security

The IAIP, like the Smarter Balanced interim assessments, can serve a variety of educator needs. The security considerations for interim assessments described here also apply to the IAIP.

To better support the range of possible uses consistent with member education agency policies, educators may establish the timeframe, administration policies, and local scoring practices for interim assessments. The interim assessments are designated as student- and teacher-facing. The student- and teacher-facing designation means that educators have the flexibility to access the test questions and their students' responses to the test questions. This allows educators to use the interim assessments for the formative assessment process to improve teaching and learning. Because of this flexibility, the interim assessments are not intended to be used for accountability purposes.

The student- and teacher-facing designation also means that interim assessments, including interim assessment items downloaded from the IAIP, are not for public use, display, or distribution. **For this reason, any use, display, or distribution of the interim assessment items that results in access to individuals beyond authorized local education agency staff and students is prohibited.** Finally, interim assessment items must not be copied into third party systems without the permission of Smarter Balanced.

Interim assessment items and scoring rubrics that are printed for student use are subject to the same test security protocols as printed summative assessment items. Printed interim assessment items, passages, and scoring rubrics, including embossed braille printouts, must be collected and securely stored when they are not in use for instruction. Upon completion of their use for instruction, the printed materials must be securely destroyed.

When using the IAIP during remote instruction, teachers may display the interim items using a web meeting software platform with the chat feature set to allow students to send chats to the teacher (host) only. This will allow the teacher to view student responses and save them to later evaluate them.

Note: Due to potential item security risks, the use of printed interim assessment items and scoring rubrics is limited to use during in-person instruction only.

8.4 Accessibility Resources

Educators using the IAIP may select an item to display as it appears in an online assessment, including all embedded accessibility resources available for that item. When an item is selected for download to a PDF for printing, the embedded accessibility resources available for the item are limited to:

- ▶ **Universal Tools – English Glossary**
- ▶ **Designated Supports – Math only: Stacked Spanish Translation and Illustration Glossary**
- ▶ **Accommodations – braille files**

In addition to the above resources, educators may allow students to use the non-embedded accessibility resources described in Appendix A of the [Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#). For more detailed information refer to:

- ▶ **Table 2. Non-embedded Universal Tools Available to All Students**
- ▶ **Table 4. Non-embedded Designated Supports**
- ▶ **Table 6. Non-embedded Accommodations**

The Smarter Balanced assessment system is designed so that all test takers—including English Learners and students who have special needs—can demonstrate what they know and can do.

8.5 Using the IAIP

The IAIP offers flexible ways to access the interim assessment items in a variety of ways. This section provides some examples of these flexible uses.

Table 3: Example Scenarios for Non-standardized Use of Interim Assessment Items in the IAIP

Quick Check – Single Item Use
<p>The teacher uses the IAIP to access a single interim assessment item for use with students. The teacher displays the item and reads the item aloud to students. Quick responses can be collected orally, on white boards, or via student scratch paper.</p> <p>Quick Checks can be used as an entrance or an exit ticket or during instruction to elicit evidence and dive deeper into student thinking. This use of items in the IAIP affords teachers an opportunity to collect a quick snapshot of where students are in their learning using a specific item type, target, and standard. The immediate collection of responses provides opportunities to inquire about student thinking in real time and provides actionable data for instructional next steps and student learning strategies. These next steps and learning strategies can be strategically applied.</p> <p>Student accessibility needs and preferences should be considered with each individual item used in the IAIP. For example, when displaying an item visually in class, a teacher can access and display the American Sign Language (ASL) video for students, or a student paper copy can be generated and magnified for a student with a visual impairment who may have difficulty accessing item content when it is displayed in a classroom environment. Knowing student needs and preference will help teachers select instructional accessibility strategies for individual item use.</p>
<p>Considerations for Use of the IAIP for Remote Instruction</p> <p>Considerations for remote use include ensuring the items are in a secure environment and are not displayed or accessible publicly. When using an online meeting platform, the teacher should set the application so that only the teacher (host) can view student responses in the chat feature. Several platforms have in-meeting polls as well as tools to gather quick formative feedback (e.g., emojis, thumbs up). Students can also use formative strategies to share their responses (e.g., fist to five, whiteboards, popsicle sticks).</p>

Instructional Activity – Single to Multiple Item Use

The teacher uses the IAIP to access interim assessment items for use with students. The teacher selects either a single item or multiple items for an activity that will be used during instruction. Instructional activities can vary from classroom to classroom. For example, a single item can be used and displayed or printed while partners or teams work together to discuss their thinking and answer this item. Think-Pair-Share is a formative strategy a teacher can use to observe student thinking and elicit student responses. Other options include having students self-select or participate in assigned teams to discuss the item and share their thinking by presenting their responses to the class. In math, the “number talks” strategy may be used with interim items as an instructional activity.

Using items for an instructional activity affords teachers an opportunity to model a concept and then observe student critical thinking in real time with an item. This affords the opportunity for teachers to interpret and act on misconceptions students may have with a specific item type, target, or standard. The activity approach to elicit student responses provides opportunities for students to work together and to share their thinking as well as hear the thinking of their peers. Descriptive feedback can be given and applied immediately.

Student accessibility needs and preferences should be considered when using items from the IAIP instructionally with students. For example, when displaying an item visually in class, a teacher can magnify the item and model the use of the color contrast options for students who use these designated supports. When using math items, providing the illustration glossaries for the items can support students’ understanding of item content. Knowing student needs and preferences will help teachers select needed instructional accessibility strategies when using the IAIP items for an instructional activity.

Considerations for Use of the IAIP for Remote Instruction

Considerations for remote use include ensuring the items are in a secure environment and are not displayed or accessible publicly. When using an online meeting platform, the teacher should set the application so that only the teacher (host) can view student responses in the chat feature. The teacher can also use virtual breakout rooms for an instructional activity or use a virtual Socratic Seminar strategy.

Understanding Scoring – Short Answer and Performance Tasks

The teacher uses the IAIP to display a short answer interim assessment item to students. The teacher elicits student responses via an entrance or exit ticket, a white board, or other writing tool. The teacher then selects the “About this Item” button to access the scoring rubric for the item. The scoring rubric describes the rationale for each possible score point.

The teacher can also display sample student responses that are available in the secure teacher hand scoring materials for interim assessments on the [Idaho portal](#). The teacher may also create their own

Understanding Scoring – Short Answer and Performance Tasks

sample student responses using student responses with personally identifiable information redacted. Teachers can have students use the rubric to score the sample responses to calibrate student understanding of the rubric. Students can also use the scoring rubric to evaluate their own responses and as they work with partners or teams to provide descriptive peer feedback. Understanding scoring rubrics can help students and teachers identify student performance gaps and provide guidance on learning goals.

In addition, effective November 2020, Smarter Balanced will make available a new Smarter Annotated Response Tool (SmART) that provides sample student responses for released Smarter Balanced practice test items that may be used to support student understanding of scoring rubrics.

Student accessibility needs and preferences should be considered when using scoring rubrics with students. For example, when using rubrics with students, printing a copy for each student to reference can provide support. Additional considerations for using line readers, highlighters, glossaries, and magnification may also be considered when sharing and using rubrics with students.

Considerations for Use of the IAIP for Remote Instruction

Considerations for remote use of scoring rubrics include using publicly available scoring rubrics available in the new Smarter Annotated Response Tool (SmART) or the Smarter Content Explorer.

Administering Interim Assessments in Paper-Pencil Forms – Printing Out Interim Assessment Items for In -Person Instruction Only

The teacher wants to administer an interim assessment to students; however, the teacher does not have access to a computer lab or devices for administering via computer. The teacher can access the interim assessment items in the IAIP, select all items in an assessment, and print them out to a PDF. The teacher can then administer the interim assessment on paper to students. Student accessibility resources such as braille files, Spanish translation (math only), and English glossaries are also included in the printout. The teacher also prints the Answer Key/Rubric for each item and uses them to score the student responses.

The teacher should securely store the printed interim assessment items, passages, and scoring rubrics, including embossed braille printouts when they are not in use for instruction and securely destroy them upon completion of their use.

Considerations for Use of the IAIP for Remote Instruction

Due to potential item security risks, this scenario is not applicable for remote instruction, however, for hybrid instruction, it is applicable when students are receiving in person instruction.

SECTION 9.0: SMARTER BALANCED TOOLS FOR TEACHERS OVERVIEW

9.1. Smarter Balanced Tools for Teachers Overview

The Tools for Teachers website is an online collection of instructional and professional learning resources. These resources are aligned with the Common Core State Standards and help educators implement the formative assessment process to improve teaching and learning. Tools for Teachers was developed by educators for educators and provides a variety of resources, including:

- ▶ **Instructional Resources developed by educators through a collaborative development and quality review process utilizing a set of consistent criteria,**
- ▶ **Formative Assessment and Accessibility Strategy resources which are embedded within instructional resources and available independently for educator use,**
- ▶ **Interim Connections Playlists, which are collections of resources that provide educators with a means of understanding the student performance progressions of a concept, and**
- ▶ **Professional Learning Resources focused on educator professional development, mentoring, and coaching.**

Tools for Teachers includes several innovative design features that make it user-friendly. State-of-the-art search features help educators locate materials which can be bookmarked and annotated with the “notes” feature. In addition, Tools for Teachers is web accessible (i.e., WCAG 2.1 AA compliant). Resources are built with the realities of classroom instruction in mind: they include options for differentiating instruction, student-focused accessibility strategies, remote teaching and are embedded with cross-cutting formative assessment strategies that can be transferred to other lessons and activities across content areas. Also embedded across the site are hyperlinks to other Smarter Balanced applications to allow educators easy access to address questions and curiosities with ease.

Tools for Teachers is embedded with “help features” throughout the site. Additional support may be needed beyond what the help function provides. Technical support for Tools for Teachers will be provided by the member.

Additional information about the instructional resources is available on the [Tools for Teachers page of the Smarter Balanced website](#).

9.2. Accessing Tools for Teachers

Tools for Teachers is available to educators in member states or local education agencies (LEAs) that subscribe to a package that includes access to Tools for Teachers. Members may also provide higher education faculty with access to Tools for Teachers. Members, or their service providers, are responsible for working directly with districts and institutions of higher education to set up user accounts and to provide help desk support.

APPENDIX A: ADDITIONAL RESOURCES

The following resources provide additional information about the Smarter Balanced interim assessments.

Resource	Description
What is Tools for Teachers?	Provides a brief overview of the types of tools and resources available within Tools for Teachers
Tools for Teachers Help Desk Guide	A customizable document that provides guidance on accessing and navigating Tools for Teachers.
Interim Assessments Interpretive Guide	Designed to help educators, parents, and other stakeholders interpret reports in the Smarter Balanced Reporting System. This document focuses on interpreting student test results from the Smarter Balanced Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs).
Interim Assessment Overview	Provides an overview of the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs), describes key features of the assessments, and provides annual updates
Interim Assessment Technical Report for Educators	Provides evidence in support of the validity and value of the Smarter Balanced Interim Assessments, with the understanding that the flexibility of the interim assessment system allows for educators to make local decisions about its best and most appropriate uses; therefore, focuses on the development of test items and on characteristics of test forms
Practice and Training Test	<p>Practice tests are available for ELA and mathematics for all tested grades. They are similar in format and structure to the actual test and include about 30 questions based on similar but abbreviated content as the summative test. Practice Tests include Performance Tasks for each grade.</p> <p>Training tests are shorter than practice tests and offer a sample of six questions, so students can become familiar with the testing software.</p>
Sample Items Website	Provides examples of test questions used on Smarter Balanced assessments in English language arts/literacy and mathematics. Sample items are not intended to be used as practice tests, but educators can use them to better understand how Smarter Balanced measures college- and career-ready content.

Resource	Description
Smarter Content Explorer	<p>Describes how Smarter Balanced assesses academic standards. Educators can use it to support instruction, interpret student results, and plan activities aligned to grade-level claims and targets</p>
Interim Assessment Item Portal (IAIP)	<p>Provides educators with the ability to use interim assessment items in more flexible ways to support student learning. Access to IAIP is permission-based and requires secure access via Tools for Teachers.</p>
Smarter Balanced Reporting System User Guide	<p>Describes the features of the Smarter Balanced Open-source Reporting System, and provides detailed instructions for using each feature, including common scenarios that encompass related features</p>
Usability, Accessibility, and Accommodations Guidelines	<p>Describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. The guidelines provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.</p>

REVISION LOG

Updates to the Interim Assessment Guide for Administration are noted below.

Section	Page	Description of Change	Revision Date
Customizations page	0	Added information about changes made since the initial release on 5/22/19 are noted with gray highlights	9/26/2019
2.3	10	Links updated with 2019-20 interim blueprints	9/26/2109
3.0	11	Removed duplicate Section 3.4 Estimated Testing Times and made Section 5.2 Estimated Testing Times Configurable.	9/26/2019
Global edits	various	<p>Changed all references to 2019-20 to 2020-21.</p> <p>Changed all references to the Digital Library to Tools for Teachers.</p> <p>Changed references to the TAM to Online Summative TAM.</p> <p>Embedded hyperlinks in text to address accessibility compliance issues.</p> <p>Changed all references to resources posted on the Development and Design page of the Smarter Balanced website to the Test Development page of the Smarter Content Explorer.</p> <p>Global edit: Changed customizable sections from red font to highlighted text to address accessibility compliance issues.</p>	9/17/2020
Customizations page	0	Revised information about changes to this document since there will not be an initial release in spring moving forward.	9/17/2020
1.2	5	Added Focused IABs to the types of interim assessments.	9/17/2020

Section	Page	Description of Change	Revision Date
2.1	7	Updated Figure 1 with Tools for Teachers. Added “to provide aggregate data to schools and districts to help inform school and program improvement goals” as a value of the summative assessment.	9/17/2020
2.2	8	Added Focused IABs as a type of interim assessment	9/17/2020
2.2.2	9	Removed “focused” from the description of IABs to avoid confusion with Focused IABs.	9/17/2020
2.2.3	9	Replaced existing information about the plan for releasing Focused IABs with a new section about Focused IABs.	9/17/2020
2.3	10	Added links to the ELA/Literacy and Mathematics Focused IAB blueprints. Updated the information about available IABs.	9/17/2020
4.2	12	Added a new section: Guidelines for Administering Interim Assessments in Remote Instructional Environments that includes information about the Remote Teaching and Learning Website and the policy for remote administration of interims as approved by members on 6/22/2020.	9/17/2020
5.0	13	Updated the information about ICAs being available for high school in grades 9, 10 and 11.	9/17/2020
5.2.1	17	Made Table 2: Estimated Testing Times for Smarter Balanced ICAs customizable to match the summative testing times.	9/17/2020
5.3.1	19	Removed reference to ART for reporting testing irregularities.	9/17/2020
5.4	20	Added information about the UAAG	9/17/2020

Section	Page	Description of Change	Revision Date
5.5	21	Updated calculator language to match the updated UAAG and clarified information about the types of calculators.	9/17/2020
5.6	22	Clarified the first sentence about electronic devices and added a customizable link to the UAAG posted on the member’s assessment portal.	9/17/2020
5.7	23	Added “create graphic organizers” to the possible uses of scratch paper to match the Online Summative TAM	9/17/2020
7.6	30	Replaced the Digital Library Connections Playlist with a Tools for Teachers Connections Playlist	9/17/2020
8.1	31	Replaced the section about the Digital Library with Tools for Teachers	9/17/2020
8.2	31	Replaced the section about Accessing the Digital Library with Accessing Tools for Teachers	9/17/2020
Appendix A	33	<p>Removed resources for the Digital Library and added resources for Tools for Teachers.</p> <p>Replaced reference to 2019-20 updates to the Interim Assessment Overview with “annual updates.”</p> <p>Added the Smarter Content Explorer and Interim Assessment Item Portal (IAIP) to the list of resources.</p>	9/17/2020
Customizations Page		Changed references to “states” to “member states” and clarified the information about using the manual for district-level implementation.	9/2/2021
Global Edits	Various	<p>Converted this document to the new Smarter Balanced template</p> <p>Changed all references to the “Digital Library” to “Tools for Teachers”</p> <p>Added references to Focused IABs, where applicable.</p>	9/2/2021

Section	Page	Description of Change	Revision Date
		Replaced references to “504 Plan” with	
1.2	3	Under Purpose of the Guide, Added “district/school” before “educators”	9/2/2021
2.1	5	Replaced the graphic for Figure 1 with an updated version of the Overview of the Smarter Balanced Assessment System. Replaced “are” with “can be” in the paragraph under the graphic.	9/2/2021
2.2.1	6	Added “full form” before “summative assessments”	9/2/2021
2.2.2	6	Removed “of the” between “Some” “and IABs”	9/2/2021
2.2.3	7	Revised the paragraph to align with the information in the Interim Assessments Overview	9/2/2021
2.3	7	In the third paragraph, deleted the reference to 2020-21 since interim assessment blueprints are updated as needed and not necessarily annually. In the fourth paragraph, replaced "over" with "more than"	9/2/2021
4.0	9	Added a customizable title, Online Test Delivery System and Technology Requirements to Section 4.1 Deleted Section 4.2, Guidelines for Administering Interim Assessment in Remote Instructional Environments, and moved the information to a new Section 5.2	9/2/2021
5.2	13	Added new Section 5.2: Guidelines for Administering Interim Assessments in Remote Instructional Environments (formerly Section 4.2). Included policy updates regarding test security to align with the information on the Remote Teaching and Learning Website. Renumbered subsequent sections accordingly.	9/2/2021
5.3.2	13	Added Focused IABs and corrected information about the number of items in IABs per the Interim Assessment Overview.	9/2/2021

Section	Page	Description of Change	Revision Date
5.4	15	Added a note about allowing for the administration of interim assessments without the use of a secure browser in support of a reference to this section in the clarification added to new Section 5.2.	9/2/2021
5.4.1	15	Removed “used by the member” after “test registration tool” Clarified the first two dot points under “incidents that are considered breaches for interim assessments include the following:” to include a scenario where a student might remove materials with or without adult permission.	9/2/2021
5.5	15	Replaced text about “examples” and “like” with “e.g.” Replaced "his or her parent/guardian" with "their family" to include gender-neutral pronouns. Replaced “accessibility features” with “accessibility resources” for consistency across other manuals and resources. Added “universal” before “tools” and “designated” before “supports” for consistency across other manuals and resources. Replaced the graphic in Figure 2 with an updated Conceptual Model from the 2021-22 UAAG	9/2/2021
5.6	18	In the second dot point, added “even as an accommodation” after “to be used,”	9/2/2021
5.8	18	Clarified that graph paper should be plain graph paper (no coordinate plane or other graphics). Corrected the name of the ELA IAB Performance Tasks	9/2/2021
5.9	19	Deleted "It is recommended that" before “a single test session should not include a break...” since the TDS doesn't allow for breaks longer than 20 minutes without timing out. Replaced “It is recommended” with “Smarter Balanced recommends” at the end of the second	9/2/2021

Section	Page	Description of Change	Revision Date
		paragraph.	
7.1	21	Added "completed and" before "uploaded." Removed "in order to" before "to receive a score for the assessment."	9/2/2021
7.2	22	Replaced "provisioning" with "providing"	9/2/2021
8.0	25	Added new Section 8.0 for IAIP that incorporates the previous year's addendum about IAIP into this document. Renumbered subsequent sections accordingly	9/2/2021
9.1	30	Added clarifying language to align with other manuals and resources	9/2/2021
2.1	5	Removed dated text.	9/1/2022
5.4	14	Provided example of third-party systems to reinforce to security.	9/1/2022
8.3	26	Provided example of third-party systems to reinforce to security.	9/1/2022
8.5 Table 1	28	Updated reference to SmART.	9/1/2022
4.2	10	Removed specific Remote Proctoring features that are no longer offered for SY22-23	9/7/2022