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Accelerating Student Learning Through Oregon's Interim Assessment Ecosystem

COSA 2021 Summer Conference

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Oregon Department of Education: Assessment Team

Learning Goals



Participants will deepen their understanding of Oregon's interim assessments and instructional supports.



Participants will identify at least one action step to implement in their local context.



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Acknowledging the Challenges



- ❖ Distance Learning
- ❖ Mental and Emotional Health
- ❖ Access to Data
- ❖ System Coherence
- ❖ Assessment Literacy
- ❖ Professional Learning
- ❖ Data Teams and Structures

Setting the Table

Accelerating Learning

Student Learning: Unfinished, Not Lost

An Asset-Based Frame that Humanizes Learning & Supports Action



STUDENT
ACHIEVEMENT
PARTNERS



SHIFTING THE NARRATIVE

"Learning Loss"

Unfinished
Learning

"Remediation"

Acceleration

"Recovery"

Renewal

Balanced Assessment

What: Formative, Interim, Summative

How: Continuous, Comprehensive, Coherent
(NRC, 2001; NCIEA, 2018)

Why: LEARNING! Assessment OF, FOR, and AS
Learning

Who: LEARNERS! Peer-to-peer,
self-assessment, educator-learner

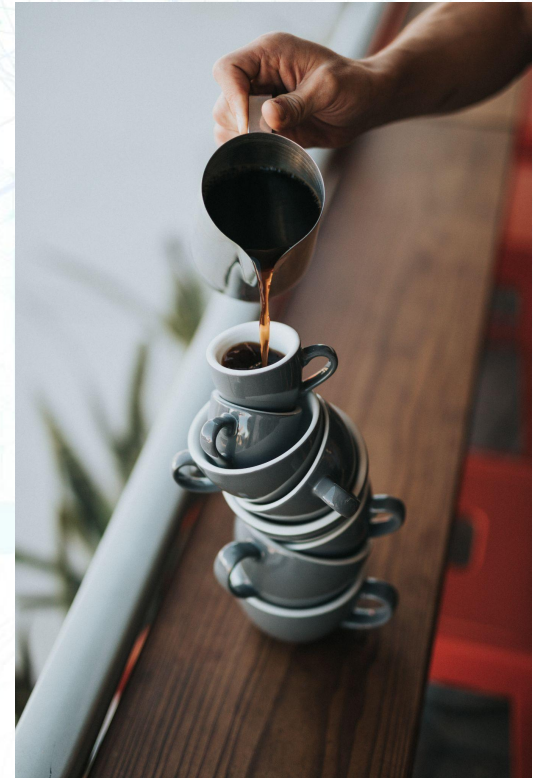


Photo by [Nathan Dumlao](#) on [Unsplash](#)

Humanizing Assessment

Balanced assessment systems must center around learners and learning.

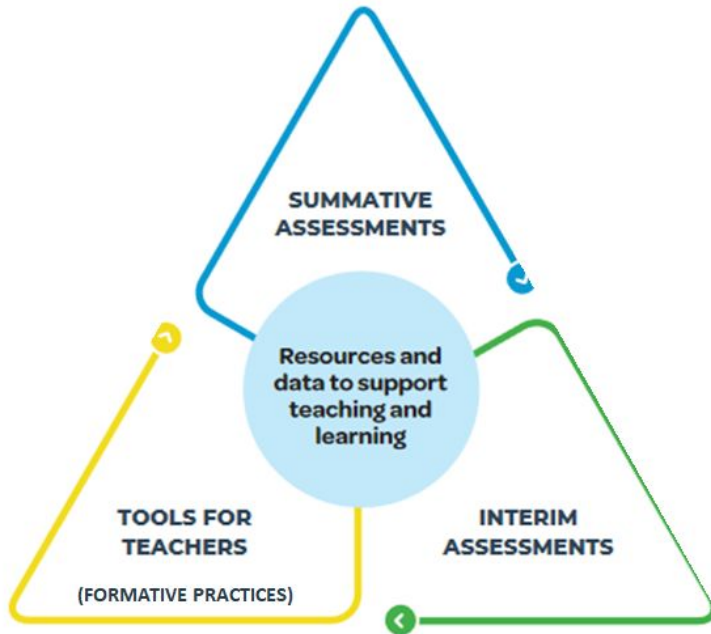
Focusing on the Whole Child

Addressing the need for care, connection, and relationships

Humanizing classroom practices

Grounding in Purpose

***“The Right Assessment
for the Right Purpose”***



Systems-Oriented

Student-Centered

Rehumanizing Assessment

Assessment OF Learning

Not of curriculum

Assessment FOR Learning

Not for labeling

Assessment AS Learning

Not as evaluation



Photo by [Jonathan Pendleton](#) on [Unsplash](#)

Oregon's Interim Assessment Ecosystem

Consistent Feedback, Continuous Improvement

SUMMATIVE ASSESSMENTS

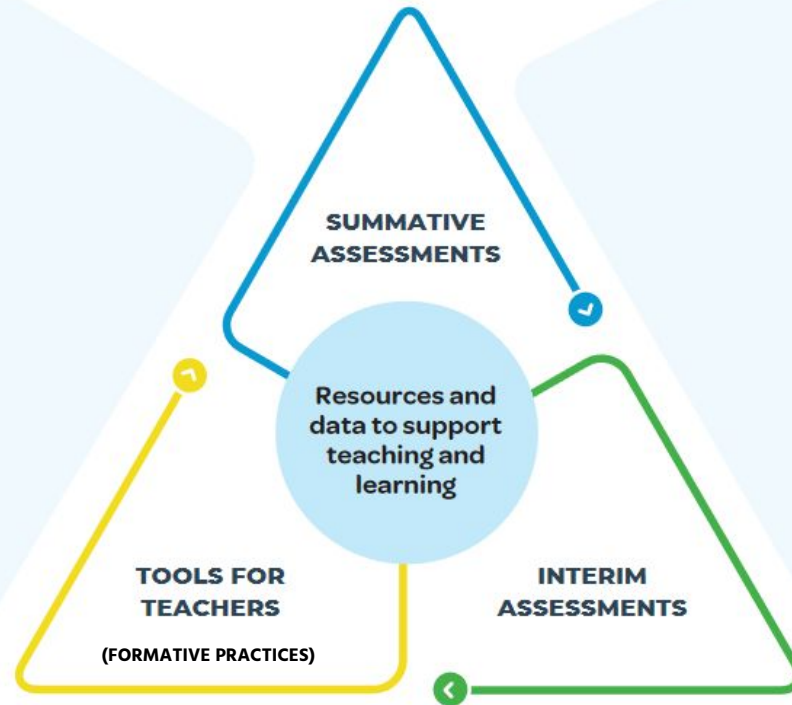
- Administered at end of the year to determine students' college and career ready progress
- Computer-adaptive testing, performance tasks, and a broad array of accessibility features allow students to better demonstrate what they know and can do
- Multiple reporting options enable educators to get the information they need, when they need it, and in their preferred format

INTERIM ASSESSMENTS

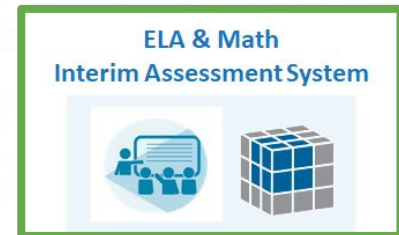
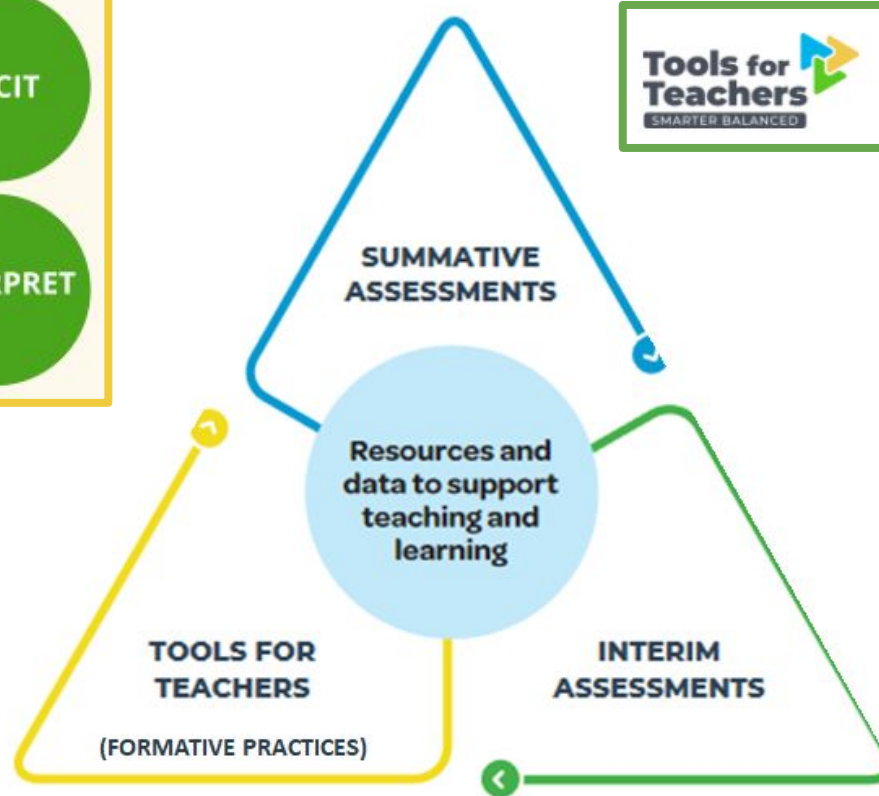
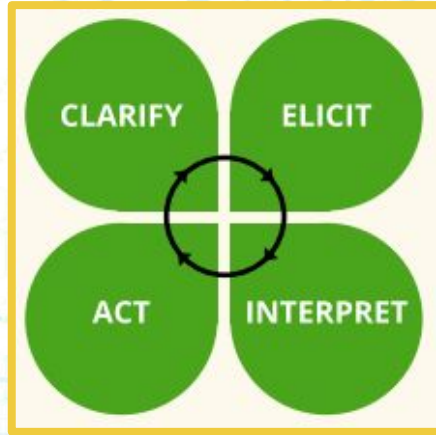
- Flexible tests administered throughout the year to help teachers monitor student progress
- Provides educators with data to help them target instruction to meet students' individual learning needs
- Full-length assessments and shorter assessment "blocks," designed for grades 3-8 and high school, enable educators to choose the right assessment tool at the right time

TOOLS FOR TEACHERS

- Lessons and activities created by educators to enhance instruction and save time
- Embedded formative assessment strategies and connections to interim assessment items
- Links to additional resources for educators to facilitate seamless access to relevant content



Oregon's Interim Assessment Ecosystem



Interim Assessments

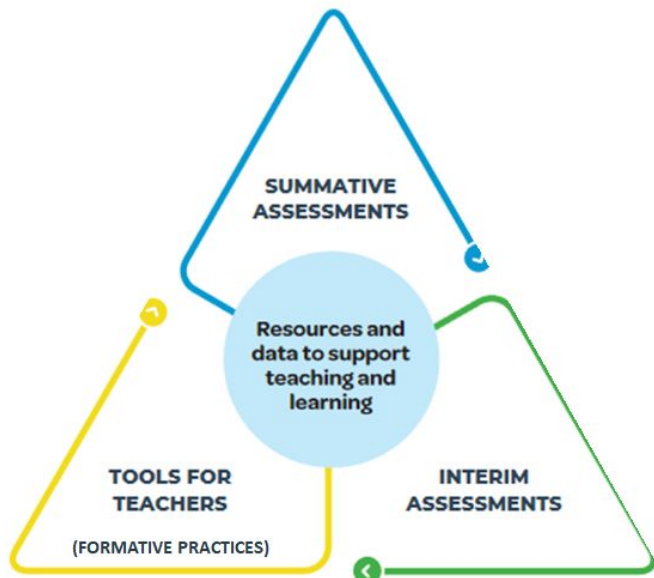
Science, English Language Arts, and Mathematics



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Oregon's Interim Assessment Ecosystem



Science
Interim
Assessment
Bank



ELA & Math
Interim Assessment System



Tools for Teachers
SMARTER BALANCED



Interim Assessment Item Portal

INTERIM ASSESSMENTS

- Flexible tests administered throughout the year to help teachers monitor student progress
- Provides educators with data to help them target instruction to meet students' individual learning needs
- Full-length assessments and shorter assessment "blocks," designed for grades 3-8 and high school, enable educators to choose the right assessment tool at the right time

Why Use the Interim Assessment System?

- Actionable and “Just In Time” Information
- Flexible Administration and Use
- Supports Acceleration of Learning into Grade-Level Content
- Builds Greater System-wide Coherence
- They’re Free!

ELA Interims

- Read Literary Text
- Read Informational Text
- Brief Writes
- Revisions
- Performance Tasks
- Research

Math Interims

- Concepts and Procedures
- Problem Solving
- Modeling and Data Analysis
- Communicating Reasoning

Science Interims

3-D

- Earth/Space
- Life Science
- Physical Science.

4 Ways to Use Interim Assessments

#1 QUICK CHECK

Check whole class' understanding of a single item



#3 CLARIFY EXPECTATIONS

Calibrate scoring criteria with students in order to engage in self-assessment and peer feedback



INSTRUCTIONAL ACTIVITY

#2

Check individual or collective understanding via partner or small group work



FORMAL ASSESSMENT

#4

Administered using a standardized approach to measure student learning at a certain point in time





Science Interim Assessments at a Glance

Science Interim Assessment Blocks

(IABs) provide more detailed information for instructional purposes.

Aligned to 1 Standard (NGSS PE)

Cluster (4-8 Interactions)

Scoring Assertion information is provided for teachers to describe the knowledge and skills measured by the interaction.

If administered in a standardized way (secure testing environment), the approximate expected testing time length would be 10-20 minutes.



Over 70 IABs in total across all tested grades

Examples:

- Grade 5:
ESS_EarthSys_2-5
- HS:
LS_StructureFunc_1-11

Planning Backwards

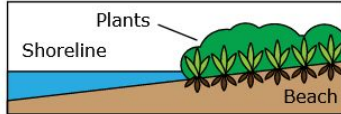
Table 1 shows three solutions that could slow the impact of erosion in front of the houses.

Table 1. Beach House Solutions

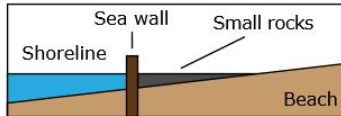
Solution	Description
Plants	Grown on the shore of the beach and the land
Sea wall	A solid wall built at the edge of the shoreline with small rocks behind
Stone wall	Layers of large rocks placed along the shore of the beach and the land

Figure 1 shows what the beach looks like with each solution.

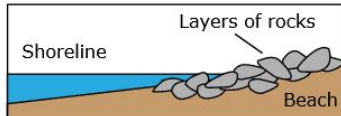
Figure 1. Beach Solutions



Plants



Sea Wall



Stone Wall

Part A

Which problem can be solved using the beach solutions shown in Tables 1 and 2, and Figure 1?

- (A) larger rocks being deposited on the beach
- (B) harmful new plants and animals arriving on the beach
- (C) waves growing smaller over time, which increases erosion
- (D) future storms causing erosion and decreasing the shoreline

Part B

The homeowner wants to select a solution that will help protect the house. The owner has four goals the solution must meet. Click on the boxes to select which solution(s) meet each goal.

- You may select more than one box per row.
- You do not have to select a box for every row.

Goal	Plants	Sea Wall	Stone Wall
Cost is less than \$100 per meter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Least amount of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can last for more than 30 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps wildlife the most	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Interim Bank Contents- Gr. 5* Science

(*content is recommended for use in 3rd-5th grades)

Interim Assessments	Performance Expectations Assessed
Elementary School Earth and Space Science - Earth's Systems 1	4-ESS2-1
Elementary School Earth and Space Science - Earth's Systems 2	5-ESS2-2
Elementary School Earth and Space Science - Weather and Climate	3-ESS2-1
Elementary School Life Science - Inheritance and Variation of Traits	3-LS3-1
Elementary School Life Science - Interdependent Relationships in Ecosystems	3-LS4-1
Elementary School Life Science - Matter and Energy in Organisms and Ecosystems	5-LS2-1
Elementary School Physical Science - Energy	4-PS3-4

Interim Assessments	Performance Expectations Assessed
Elementary School Physical Science - Forces and Interactions	3-PS2-2
Elementary School Physical Science - Motion and Stability	5-PS2-1
Elementary School Physical Science - Structure and Properties of Matter 1	5-PS1-2
Elementary School Physical Science - Structure and Properties of Matter 2	5-PS1-4
Elementary School Physical Science - Waves and Information 1	4-PS4-1
Elementary School Physical Science - Waves and Information 2	4-PS4-3
Elementary School Physical Science - Waves and Their Application	4-PS4-2



ELA / Math Interim Assessments at a Glance

Interim Assessment Blocks *(ELA & Math)*

(IABs) provide broad information for instructional purposes.

Assesses fewer (3-8) targets

Short item sets (6- 18 items)

Associated with a Tools for Teachers formative assessment resources Connections Playlist

If administered in a standardized way (secure testing environment), the approximate expected testing time length would be the length of a class period.



Over 100 IABs in total across all tested grades

Examples:

- Grade 5 ELA, Reading Literary Text
- Grade 5 Math, Operations and Algebraic Thinking



ELA / Math Interim Assessments at a Glance

Focused Interim Assessment Blocks *(ELA & Math)*

(FIABs) provide more detailed information for instructional purposes.

Assesses 1 - 3 targets

Short item sets (10 - 15 items)

Associated with a Tools for Teachers formative assessment resources Connections Playlist

If administered in a standardized way (secure testing environment), the approximate expected testing time length would be the length of a class period.



Examples:

- Grade 5 ELA, Text Analysis (Literary)
- Grade 5 Math, Operations with Whole Numbers and Decimals

Interim Bank Contents- ELA

(IABs) provide broad information for instructional purposes.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts ¹	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts ¹	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes ¹	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task—Beetles ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4

(FIABs) provide more detailed information for instructional purposes.



Focused IABs

Assessment Name	Targets Assessed
Language and Vocabulary Use ¹	Claim 2, Target 8: Language & Vocabulary Use
Editing ¹	Claim 2, Target 9: Editing
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Interpret and Integrate	Claim 4, Target 2: Interpret & Integrate Information
Research: Analyze Information	Claim 4, Target 3: Analyze Information/Sources
Research: Use Evidence ²	Claim 4, Target 4: Use Evidence
Write and Revise Opinion Texts ^{1,2}	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts
Write and Revise Informational Texts ^{1,2}	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives ¹	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts

Interim Bank Contents- Math

(IABs) provide broad information for instructional purposes.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking ²	Claim 1, Targets A, B, C, D
Measurement and Data ²	Claim 1, Targets G, H, I, J
Performance Task—Order Form ¹	A range of targets in Claims 2, 3, and 4

(FIABs) provide more detailed information for instructional purposes.



Focused IABs

Assessment Name	Targets Assessed
Multiplication and Division: Interpret, Represent, and Solve²	Claim 1, Target A: Represent and solve problems involving multiplication and division
Four Operations: Interpret, Represent, and Solve^{2,3}	Claim 1, Target D: Solve problems involving the four operations, and identify and explain patterns in arithmetic
Linear and Area Measurement^{2,3}	Claim 1, Target I: Geometric measurement: Area Claim 1, Target J: Geometric measurement: Perimeter
Properties of Multiplication and Division²	Claim 1, Target B: Understand properties of multiplication and the relationship between multiplication and division
Multiply and Divide within 100²	Claim 1, Target C: Multiply and divide within 100
Number and Operations in Base Ten²	Claim 1, Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic
Number and Operations—Fractions²	Claim 1, Target F: Develop understanding of fractions as numbers
Time, Volume, and Mass^{2,3}	Claim 1, Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
Geometry²	Claim 1, Target K: Reason with shapes and their attributes

4 Ways to Use Interim Assessments

#1 QUICK CHECK

Check whole class' understanding of a single item



#3 CLARIFY EXPECTATIONS

Calibrate scoring criteria with students in order to engage in self-assessment and peer feedback



INSTRUCTIONAL ACTIVITY

#2

Check individual or collective understanding via partner or small group work



FORMAL ASSESSMENT

#4

Administered using a standardized approach to measure student learning at a certain point in time



Bonus: Local Performance Assessment (LPA)

Assessment 'Hack': Use the interim assessment items in a standardized manner as your district LPA

- *Science Cluster Item, ELA Performance Task, or Mathematics Performance Task or Probe*

In Oregon, the [Local Performance Assessment Requirement](#) states that school districts shall administer one or more performance assessments each year to all students in grades 3 through 8 and in high school in: mathematics, scientific inquiry, speaking, and writing.

Performance assessments must be a standardized measure (e.g., activity, exercise, problem, or work sample scored by a common scoring instrument).

Tools for Teachers

*Formative Assessment Practices, Instructional Resources
& Student Performance Progressions*



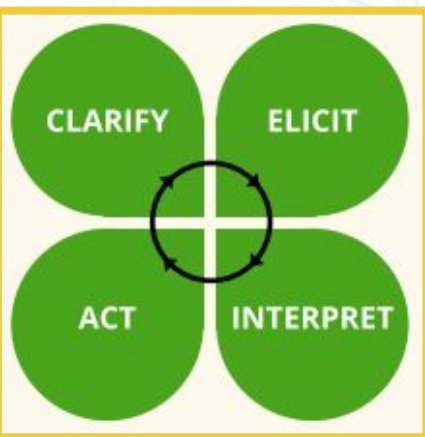
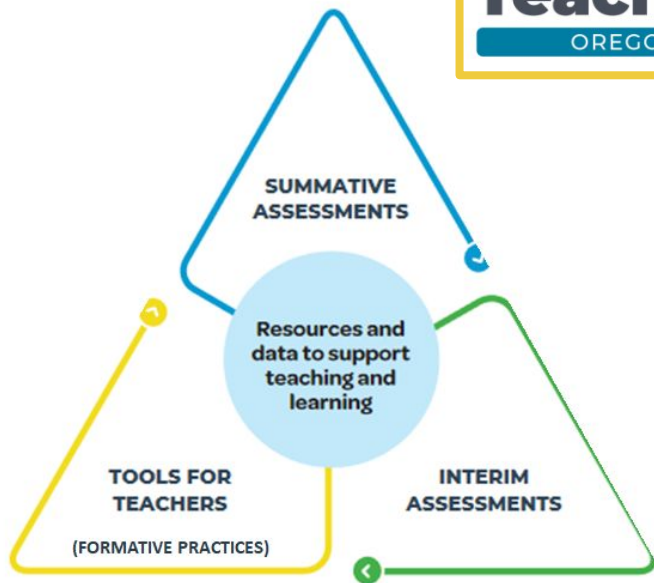
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Oregon's Interim Assessment Ecosystem

**Tools for
Teachers**

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TOOLS FOR TEACHERS

- Lessons and activities created by educators to enhance instruction and save time
- Embedded formative assessment strategies and connections to interim assessment items
- Links to additional resources for educators to facilitate seamless access to relevant content

Tools for Teachers: Connections Playlist

Tools for Teachers

OREGON

Discover **classroom resources** you can use today.
Educator-created lessons, activities, strategies, and professional

grade 8 geometry



Start typing a topic, claim, target, or [filter resources](#).

•🔗 INTERIM CONNECTIONS PLAYLIST

Geometry

Grade 8 • Mathematics

This Interim Assessment Block Connections Playlist focuses on three Geometry targets. Students will verify whether figures are similar or congruent after a series of transformations and construct new figures using transformations, understand and apply the Pythagorean

Claim 1: Concepts and Procedures • Targets G, I, and H
Content Standards G-1, G-1a, G-1b, G-1c, G-2, G-3, G-4, G-5, G-6, G-7, G-8, and G-9



INTERIM CONNECTIONS PLAYLIST

Geometry

#3

CLARIFY EXPECTATIONS

Calibrate scoring criteria
with students in order to
engage in self-assessment
and peer feedback



Tools for Teachers: Progressions

STUDENT PERFORMANCE PROGRESSIONS ⓘ

■ Below

■ Near

■ Above

Volume of Cylinders, Cones, and Spheres

Future resource

Pythagorean Theorem

Future resource

Congruence and Similarity

[Transformations: How did it get there?→](#)

[Slides, Flips, Turns, and More!→](#)

[Transforming 101→](#)

Tools for Teachers: Connection to Formative Assessment

STUDENT PERFORMANCE PROGRESSIONS ⓘ

Topic
Resource

Below

Near

Above

Congruence and Similarity

[Transformations: How did it get there? →](#)

[Slides, Flips, Turns, and More! →](#)

[Transforming 101 →](#)

Identify the impact of a transformation on a figure. Identify a sequence of two transformations to determine or exhibit the congruence or similarity of two figures. Identify dilations, translations, rotations, and reflections of figures in a coordinate plane.

Understand and describe the impact of a transformation on a figure and its component parts with or without coordinates. Use or describe a sequence of transformations to determine or exhibit the congruence or similarity of two figures. Describe dilations, translations, rotations, and reflections of figures in a coordinate plane.

Perform a sequence of transformations that exhibits the congruence or similarity between two shapes, provide the coordinates for the second figure, and understand that the angle measures are unchanged. Construct dilations, translations, rotations, and reflections of figures in a coordinate plane.

INSTRUCTIONAL RESOURCE

Slides, Flips, Turns, and More!

Caitlin Mogg
Updated Nov 12, 2020

ATTACHMENTS

+ **Get Started**

Overview ⓘ

Students will identify and describe transformations of two-dimensional shapes in the coordinate plane. Working through several lesson activities, utilizing a graphic organizer, and writing to learn in two Check [... more](#)

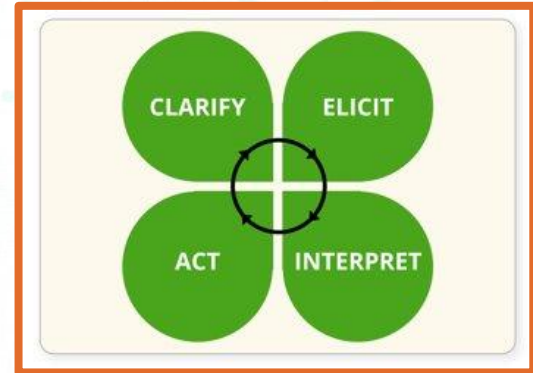
Learning Goal ⓘ

- Students will be able to differentiate between the different types of transformations given visual models, descriptions, or rules.

[... more](#)

Success Criteria ⓘ

- Students will correctly identify transformations in the coordinate plane from a visual of a translation, reflection, rotation, or dilation.
- Students will describe how a given transformation will affect a figure in the coordinate plane using its coordinates.



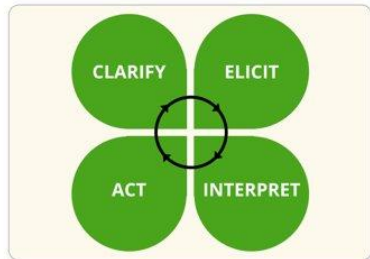
Tools for Teachers: Formative Assessment Strategies

Find Resources

Formative Assessment Strategies

Accessibility Strategies

Interim Assessment Item Portal



FORMATIVE STRATEGY

Stronger and Clearer Each Time

The purpose of this strategy is to allow students multiple opportunities to practice content-specific vocabulary and clarify and refine their responses. When students talk with a partner, they build from and borrow the ideas and language of previous partners to make their answer



FORMATIVE STRATEGY

Three Reads

This strategy asks students to re-read a text for a different purpose each time. This strategy supports reading comprehension and a meta-awareness of content language. In mathematics, this strategy involves a word problem without the question.



Tools for Teachers: Non-Standardized Administration

Interim Assessment Item Portal

Grade

Grade 8

Subject

English language
arts/literacy

Mathematics

Test Name

Grade 8 MATH

Claims

1. Concepts and
Procedures

2. Problem Solving

3. Communicating
Reasoning

4. Modeling/Data
Analysis

Targets

G

H

I

Content Standards

All

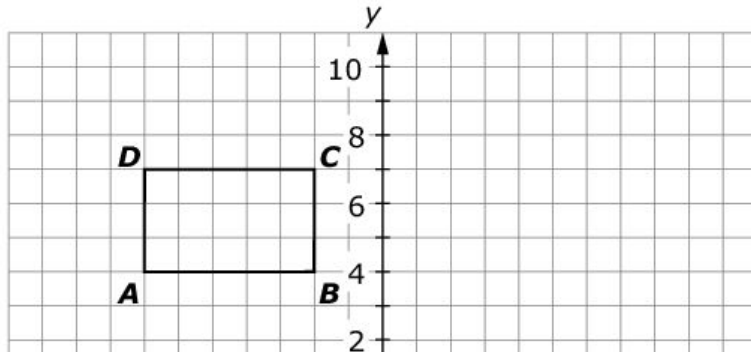
8.G.1

8.G.1b

8.G.2

8.G.4

Rectangle $ABCD$ is rotated by 90 degrees clockwise about the origin and then translated 3 units left and 2 units down to form $A'B'C'D'$.



Check
under

**INSTRUCTIONAL
ACTIVITY**

#2



Check individual or
collective understanding
via partner or small
group work

Tools for Teachers: Non-Standardized Administration

Interim Assessment Item Portal

Grade

Grade 8

Subject

English language
arts/literacy

Mathematics

Test Name

Grade 8 MATH

Claims

1. Concepts and
Procedures

2. Problem Solving

3. Communicating
Reasoning

4. Modeling/Data
Analysis

Targets

G

H

I

Content Standards

All

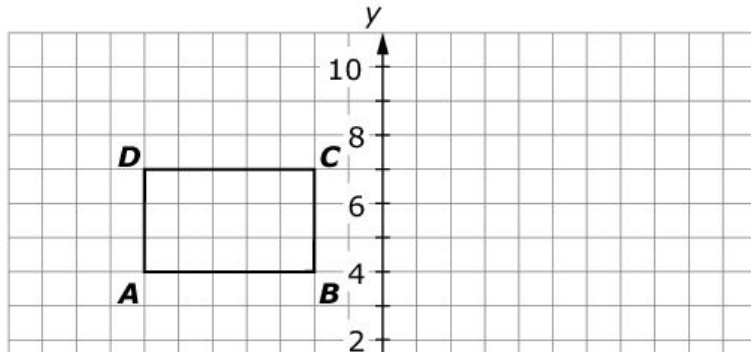
8.G.1

8.G.1b

8.G.2

8.G.4

Rectangle $ABCD$ is rotated by 90 degrees clockwise about the origin and then translated 3 units left and 2 units down to form $A'B'C'D'$.



Target G

8.G.1 & 2
8.G.4

8th Grade Interim Assessment System



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Expressions & Equations I	Claim 1, Targets B, C, D
Geometry	Claim 1, Targets G, H, I
Performance Task ¹	A range of Targets in Claims 2, 3, and 4



Focused

Assessment Name	Targets Assessed
The Number System	Claim 1, Target A: Know that there are numbers that are not rational, and approximate them by rational numbers
Proportional Relationships, Lines, and Linear Equations	Claim 1, Target C: Understand the connections between proportional relationships, lines, and linear equations
Analyze and Solve Linear Equations	Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations
Expressions & Equations II	Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations Claim 1, Target J: Investigate patterns of association in bivariate data
Functions	Claim 1, Target E: Define, evaluate, and compare functions Claim 1, Target F: Use functions to model relationships between quantities
Congruence and Similarity	Claim 1, Target G: Understand congruence and similarity using physical models, transparencies, or geometry software

**FORMAL
ASSESSMENT**

#4



Administered using a standardized approach to measure student learning at a certain point in time

Target G

8.G.1 & 2

8.G.4

Science Instructional Resources

As always:

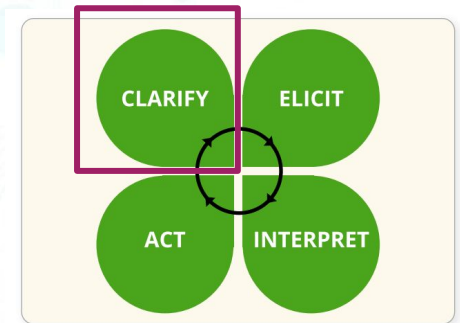
- Keep care and connection at the forefront.
- Design Learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.
- Build on student's academic background, life experiences, culture and language to support culturally relevant learning.

Resources:

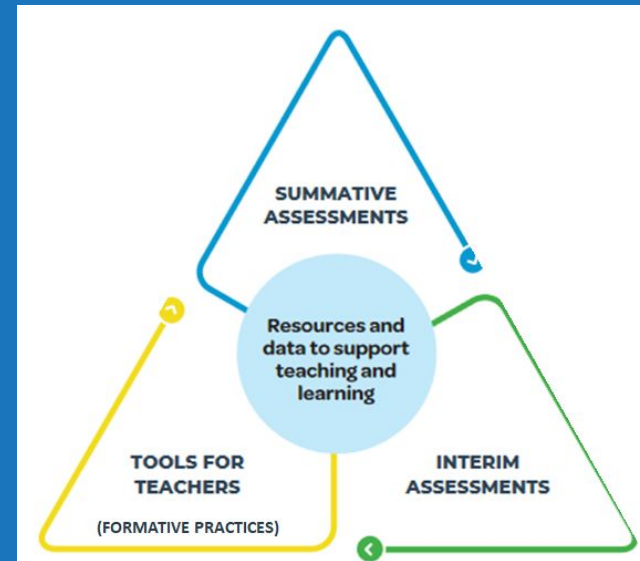
- [STEM Teaching Tools](#)
- [#Going 3D with Gathering, Reasoning, and Communicating](#)
- [OpenSciEd Middle School Units](#)
- [Oregon Open Learning Hub](#)
- [PMSP High School Units](#)
- [Ambitious Science Teaching](#)
- [iColorin Colorado! - Science](#)
- [ODE Science Digital Toolkit](#)

Discussion Questions

- How can the use of interim assessments help accelerate learning for students in 2021-22?
- What is one next step for you and your team in implementing part of the OSAS Interim Assessments?
- How can ODE support the implementation of the interim assessment ecosystem?
- What questions do you still have?



Interim assessments are designed to support high quality teaching and accelerated learning throughout the year.





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www.Pxhere.com



Supplemental Slides

OSAS Science Assessment Design



Reporting **starts** with **Overall Cluster Score** and can be **drilled-down** to the appropriate **Scoring Assertion Scores**



Part A Scoring Assertion

Part B Scoring Assertion

Part C Scoring Assertion

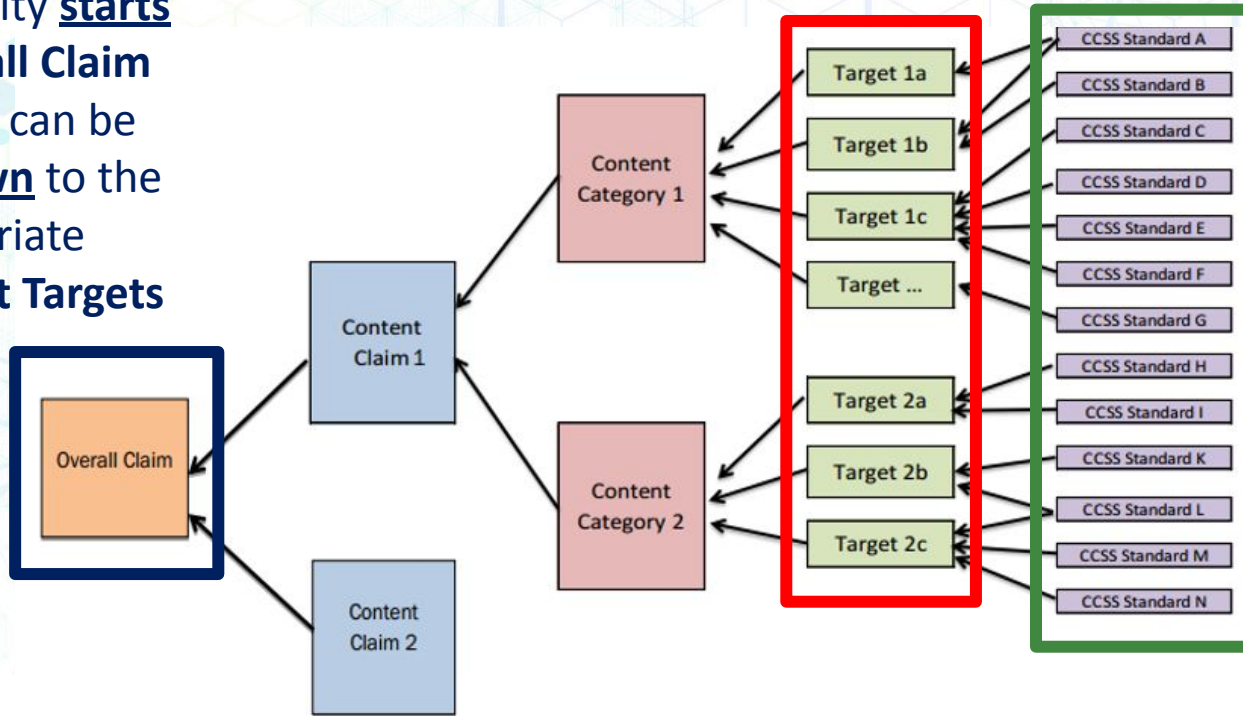
Part D Scoring Assertion

Assertions describe expected student responses addressing the dimensions of the performance expectation



OSAS ELA / Math Assessment Design

Accountability starts
with **Overall Claim**
Score and can be
drilled-down to the
appropriate
Assessment Targets



Assessment
Design starts
with the **State**
Standards which
are grouped into
the appropriate
Assessment
Targets

Identify the Improvement Target(s)

Grade 8 Math	2016-17			2017-18			2018-19		
Sample District	20% of students proficient			37% of students proficient			43% of students proficient		
Assessment Targets within Claim 1 (Concepts and Procedures)	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Know that there are numbers that are not rational, and approximate them by rational numbers. [Target A]	- +	-	+	- +	-	+	- =	-	=
Work with radicals and integer exponents. [Target B]	- =	-	=	- =	-	=	= +	=	+
Understand the connections between proportional relationships, lines, and linear equations. [Target C]	- =	-	=	- =	-	=	= =	=	=
Analyze and solve linear equations and pairs of simultaneous linear equations. [Target D]	- =	-	-	- =	-	-	- =	-	=
Define, evaluate, and compare functions. [Target E]	- =	-	=	- =	-	=	- =	-	=
Use functions to model relationships between quantities. [Target F]	- =	-	=	- =	-	-	- =	-	-
Understand congruence and similarity using physical models, transparencies, or geometry software. [Target G]	- =	-	-	- =	-	=	= +	=	+
Understand and apply the Pythagorean theorem. [Target H]	- =	-	-	- =	-	-	- =	-	-
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. [Target I]	+ +	+	+	+ +	+	+	+ +	+	+
Investigate patterns of association in bivariate data. [Target J]	- =	-	=	- =	-	=	+ +	+	+

Priority Targets

