Interim Assessment Guide

2023 – 24 School Year

Mathematics

English Language Arts

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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, Oregon's interim assessments.

1.2.   Purpose of the Guide

This document consolidates all the information about interim assessments in English language arts (ELA) and mathematics into one resource. (For information on OSAS Science Interim Assessments, please see the Science Interim Assessment Quick Guide.) This includes information on the types of interim assessments -- Interim Assessment Blocks (IABs) and Focused IABs -- guidelines for administering the assessment for both non-standardized and standardized administrations, test security, accommodations and accessibility, hand scoring by district/school educators, viewing results in the Centralized Reporting System (CRS), and accessing Connections Playlists available for ELA and Math 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 Assessment System:** an overview of the IABs and Focused IABs.
- ▶ **Tasks to be Completed Prior to Administration:** the steps that need to happen before administering the interim tests 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.
- ▶ **Guidelines for Administering the Interim Assessments:** general test rules and policies for the interim tests.
- ▶ **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 Centralized Reporting System.
- ▶ **Tools for Teachers Overview:** an overview of the resources available to educators and how to access the Tools for Teachers website.
- ▶ **Additional Resources:** provide links to additional resources, guidance, and supports.

1.4.   Training and Sample Tests

Training and Sample Tests allow students the opportunity to become familiar with both the testing environment and different kinds of test questions. Access Training and Sample Tests on the OSAS Portal.

1.5.   Help Desk/Customer Service

Regional ESD Partners provide the primary support for the OSAS System (e.g. test administrator accounts, TIDE student test settings, clarification on test administration guidance). The OSAS Portal contains additional resources for Oregon's Interim Assessment System.

For questions regarding the online testing system or for additional technical assistance, contact the OSAS Helpdesk. The Helpdesk is open Monday-Friday 7:00 a.m. to 5:00 p.m. PT (except holidays).

Oregon Statewide Assessment System Helpdesk

Toll-Free Phone Support: 1-866-509-6257

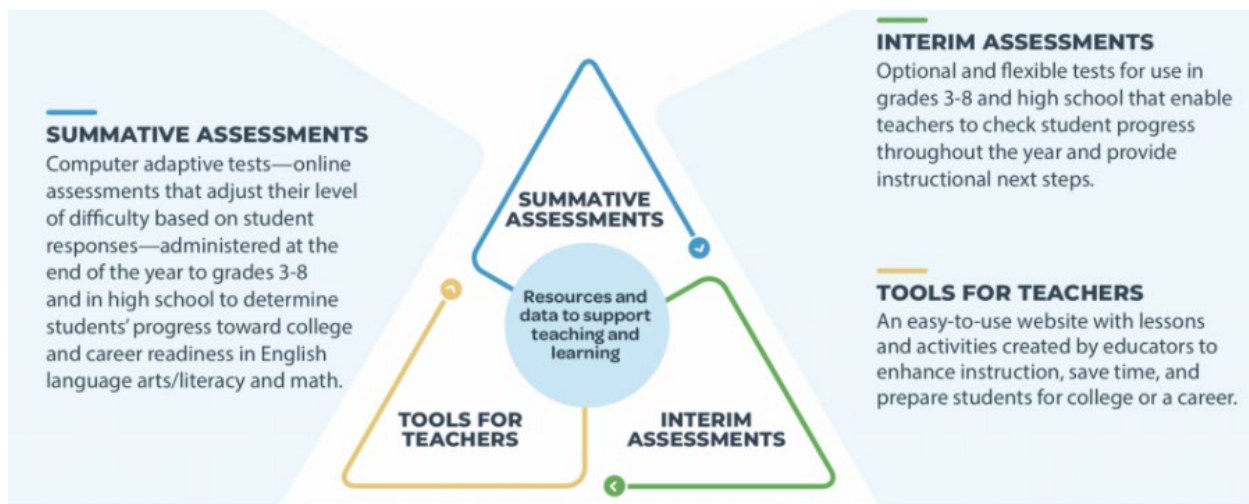Email Support: osashelpdesk@cambiumassessment.com

Chat Support: https://osasportal.org/chat.stml

The full list of contact support resources can be found on ODE's Student Assessment webpage.

SECTION 2.0: OVERVIEW OF THE INTERIM ASSESSMENT SYSTEM

2.1.   Overview of a Balanced Assessment System

Oregon's Interim 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 Oregon Standards 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 a Balanced Assessment System

INTERIM ASSESSMENTS
Optional and flexible tests for use in grades 3-8 and high school that enable teachers to check student progress throughout the year and provide instructional next steps.

SUMMATIVE ASSESSMENTS
Computer adaptive tests—online assessments that adjust their level of difficulty based on student responses—administered at the end of the year to grades 3-8 and in high school to determine students' progress toward college and career readiness in English language arts/literacy and math.

SUMMATIVE ASSESSMENTS

Resources and data to support teaching and learning

TOOLS FOR TEACHERS

INTERIM ASSESSMENTS

TOOLS FOR TEACHERS
An easy-to-use website with lessons and activities created by educators to enhance instruction, save time, and prepare students for college or a career.

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 is also available at no cost to Oregon educators to provide additional formative assessment strategies and instructional resources.

All test items for OSAS summative and interim assessments are developed using the same ELA and mathematics item and task specifications, and they undergo the same item writing, review, and field-testing processes. Assessment items are developed through collaboration with K-12 educators and higher education faculty, facilitated by the Smarter Balanced Assessment Consortium. Items on the interim assessments are selected from the same pool of items as the summative assessment items.

Educator involvement in the development of summative, interim, formative, and instructional resources is critical. 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 OSAS Interim Assessments

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 Oregon Standards. The OSAS interim

assessments may be administered at multiple points throughout the school year and are available in ELA, mathematics, and science 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 to inform instruction (e.g., follow-up lessons on a targeted skill or concept, or small groups of students working collaboratively to find answers to questions).

There are two types of OSAS interim assessments: Interim Assessment Blocks (IABs) and Focused IABs. All IABs and Focused IABs draw from a shared bank of items, including performance tasks, meaning that some IABs and Focused IABs may share items.

The OSAS interim assessments are computer-based assessments. All interim assessments offer the same universal tools, designated supports and accommodations available on the summative assessment. Unlike the summative assessments (which are adaptive), IABs and Focused 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. Interim Assessment Blocks

The Interim Assessment Blocks (IABs) are short item-sets that include 6–18 items and can typically be taken in one class period. 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 year according to the sequence of their curricula. Some IABs assess as many as four to eight targets. Each IAB has a corresponding Interim Connections Playlist (ICP) available in Tools for Teachers, which provides aligned resources teachers can use for instructional next steps to support student learning. Educators can access the ICP through the interim report or by a search on the Tools for Teachers website.

2.2.2. Focused Interim Assessment Blocks

Focused IABs (FIABs) assess no more than three assessment targets and provide educators with a deeper understanding of student knowledge and skills. Each FIAB has a corresponding Interim Connections Playlist (ICP) available in Tools for Teachers, which provides aligned resources teachers can use for instructional next steps to support student learning. Again, educators can access the ICP through the interim report or by a search on the Tools for Teachers website.

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 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 machine-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 ODE Interim Assessment website.

- ELA/Literacy IAB Blueprint
- Mathematics IAB Blueprint
- ELA Literacy Focused IAB Blueprint
- Mathematics Focused IAB Blueprint

The Interim Assessments Overview document lists the available IABs and Focused IABs across grades 3-8 and high school. 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

Only trained Test Administrators (TAs) which have completed Training Module 8: Interims: Remote Administration and Test Security posted on the Assessment Training Materials webpage can administer OSAS Interim Assessments. TAs must work with their School Test Coordinator (STC) or District Test Coordinator (DTC) to have the "Interim" test group added in TIDE.

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

- STCs or DTCs need to apply the "Interim" Test Group to each user that will administer the interim assessments. This user permission must be set in TIDE via the View/Edit User interface or the User Upload module. Users will not be able to administer the interim assessments if the Test Group permission is not assigned to their user account.
  - o If the TA is a returning user from the prior year and already has a TA account within the TIDE system, there are no additional requirements required to apply the "Interim" Test Group once they have completed the required Interim Assessment Training Module.
  - o However, if an educator does not have a TA user role associated with the district from the prior year, they must complete the reading requirements included in Table 5 of the Test Administration Manual and the ODE-provided training modules 2 – 4 posted to the Assessment Training Materials webpage.
- Each student must have accurate test settings in TIDE, including designated supports and accommodations based on individual student needs for each content area. Incorrect test settings must be updated in TIDE prior to testing.
- It is highly recommended that all students take the Training and Sample Tests for each content area prior to testing. Students can become familiar with the item types, universal tools, buttons, and any allowable designated supports and/or accommodations in the online testing site via the Training and Sample Tests.
- TAs should identify if headsets are needed for testing. Headsets are required for the ELA listening items, for students who need text-to-speech, and for students requiring audio glossaries.

3.2. Accessing the Test Administrator Interface and Student Interface

TAs and students will use the same testing interface located on the OSAS Portal for administration of any IABs and Focused IABs. TAs will navigate to the Interim Assessments tab located at the top of the OSAS Portal to be directed to the additional interim assessment resources (i.e. Assessment Viewing Application, TA Interface, etc.)

Users of the OSAS Interim Assessment System should verify the following to ensure TAs and students can access the TA or Student Interface prior to administration:

- Technology personnel have set up computers for testing, including conducting network diagnostics and downloading the latest version of the Secure Browser from the OSAS Portal.

o For remote testing, students can take the interim assessments without the Secure Browser, on a Chrome web browser. Please refer to the additional information included in the Remote Test Administration Certification course posted within the OSAS Portal

3.3.   Registering Students

In order for students to access the assigned IABs or Focused IABs, each student must be correctly assigned to their school and grade in TIDE. TIDE, or the Test Information Distribution Engine, is the system used to manage student settings and user accounts across all OSAS systems. Incorrect student information must be updated prior to testing. For additional information on navigating TIDE, please refer to the TIDE User Guide which uses a step-by-step approach to using the enhanced user management system.

SECTION 4.0: ADMINISTERING THE INTERIM ASSESSMENTS ONLINE

4.1 Online Test Delivery System and Technology Requirements

The interim assessments are administered online through the Test Delivery System (TDS) using the same directions for administration as the summative assessments. For information about policies and procedures that govern secure and valid test administration, refer to the *Oregon Test Administration Manual (TAM)*. For information on how to operate the TA Interface, refer to the *Test Administrator User Guide*.

The interim assessments include the same universal tools, embedded designated supports, and embedded accommodations as the ELA and Math summative assessments. District- and school-level users can set individual student test settings for each content area in the Test Information and Distribution Engine (TIDE) prior to testing. For more information on how to update student test settings in TIDE, refer to the *TIDE User Guide*.

The same Secure Browser as used for the OSAS summative tests may also be used for interim assessments. For instruction on downloading and installing the Secure Browser, please refer to the Secure Browsers page on the OSAS Portal. Students may also access the interim assessments remotely using the Chrome web browser. See section 4.2. Remote Testing for more information.

4.1.1. Test Reasons

TAs must choose a test reason in the TA Interface when administering interim assessments. Test reasons are categories used to classify all test opportunities in a test session for organizational purposes in the Centralized Reporting System. Test reasons may *only* be selected for interim assessments.

After selecting and verifying the assessment(s) to be administered during the test session, the TA chooses a Session Type and Test Reason in the Session Settings section of the Test Selection Window. The TA then clicks the [**Start Operational Tests Session**] button to begin the test session and generate the Session ID that students use to join that test session.

Figure 1. Test Selection Window
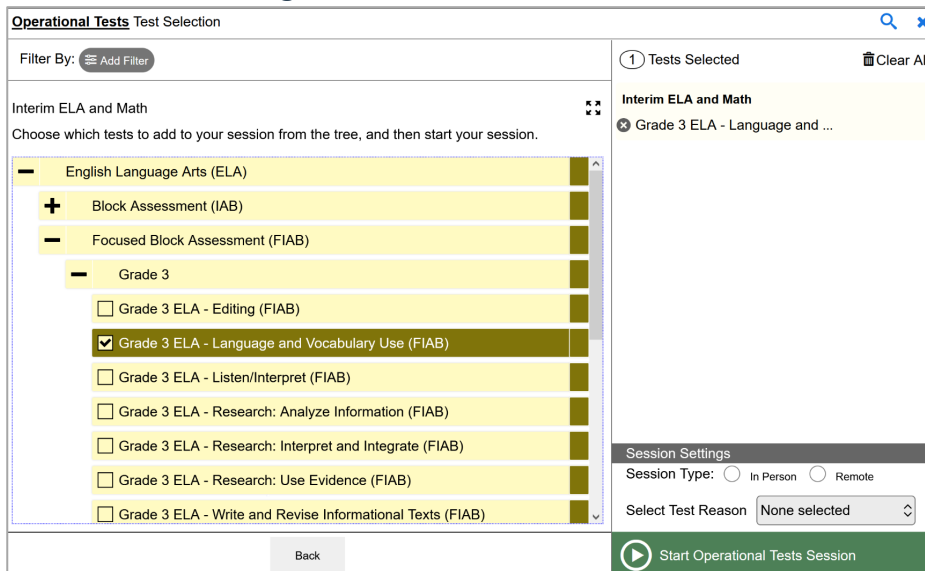
4.2 Remote Testing

Typically, students use the Secure Browser to take interim assessments at school. ODE further supports teaching and learning by allowing teachers to administer interim tests remotely. Students may access the interim assessments remotely using the Secure Browser, the Secure Test iPad app, or the Chrome web browser.

To administer an interim assessment remotely, TAs will first select "Remote" for Session Type on the Test Selection Window. This will generate a URL that can be shared with students in addition to the test session ID. For information on how to administer interim assessments remotely, please refer to the Quick Guide to Administering Interim Assessments Remotely.

4.2.1. Guidelines for Administering Interim Assessments in Remote Instructional Environments

Districts and schools 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.
- Students must have both the "Remote Tester" flag and "Parental Consent for A/V Monitoring" option set in TIDE.
- 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 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 (e.g. posting on social media).

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 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 up to five times per student per school year. 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 IAB and Focused IAB per grade and content area. All interims are fixed-form tests so students who take an interim for a second time see the same questions in the same order. Exposure to and familiarity with test questions may affect student performance and the accuracy of interim results.

▶ **Grade levels:** The IABs/Focused IABs are comprised of items aligned to the Oregon Standards in grades 3–11 (alignment to the 2021 Oregon Math High School Standards will be occurring over the coming months). 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 IABs/Focused IABs are untimed tests. 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 ELA IABs/Focused IABs items 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 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 through the secure browser, 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 and Focused IABs are shared and no longer have the same parameters once exposed to the student. If using a standardized administration for the purpose of comparability, then requirements for universal tools, designated supports, and accommodations must be followed as directed by the Oregon Accessibility Manual. 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 an assessment <u>for</u> learning (formative assessment process) rather than the assessment <u>of</u> 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
Example 1: 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.	**Example 1:** 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 but decides to read the stimulus text aloud to control for readability.
Example 2: A district pilots a new writing program to improve students' writing skills. Teachers administer the grade-level ELA Performance Task IAB. Teachers score the students' full writes. Teachers score the students' work and discuss any impact they've observed in their performance.	**Example 2**: A district pilots a new writing program to improve students' writing skills. Teachers administer the grade-level ELA Performance Task IAB. Teachers score the students' full writes, and students use the scoring rubric to revise their writing.

In summary, interim assessments can be used in a variety of ways.

➢ **Standardized Administration**

They can be administered under standardized conditions, as described in the Oregon Test Administration Manual

➢ **Non-standardized Administration**

They can be administered under standardized (or formal) conditions or in a non-standardized (informal) 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. Only sample test items are unprotected and made public. See the Sample Items Website.

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 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

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 <u>not</u> be copied into third-party systems without the permission of Smarter Balanced. Examples of third-party systems include, but are not limited to, Google sites, Illuminate, Quizlet, Padlet, PowerSchool, Bitmoji sites, and YouTube.

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 Oregon's 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:

▶ A Test Administrator accidentally administers a summative assessment instead of an interim assessment.

▶ 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 removing 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.
◎ An adult or student posting interim test items in a third-party system (e.g., a student information system or local database).
◎ An 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 ODE who will take the necessary action(s).
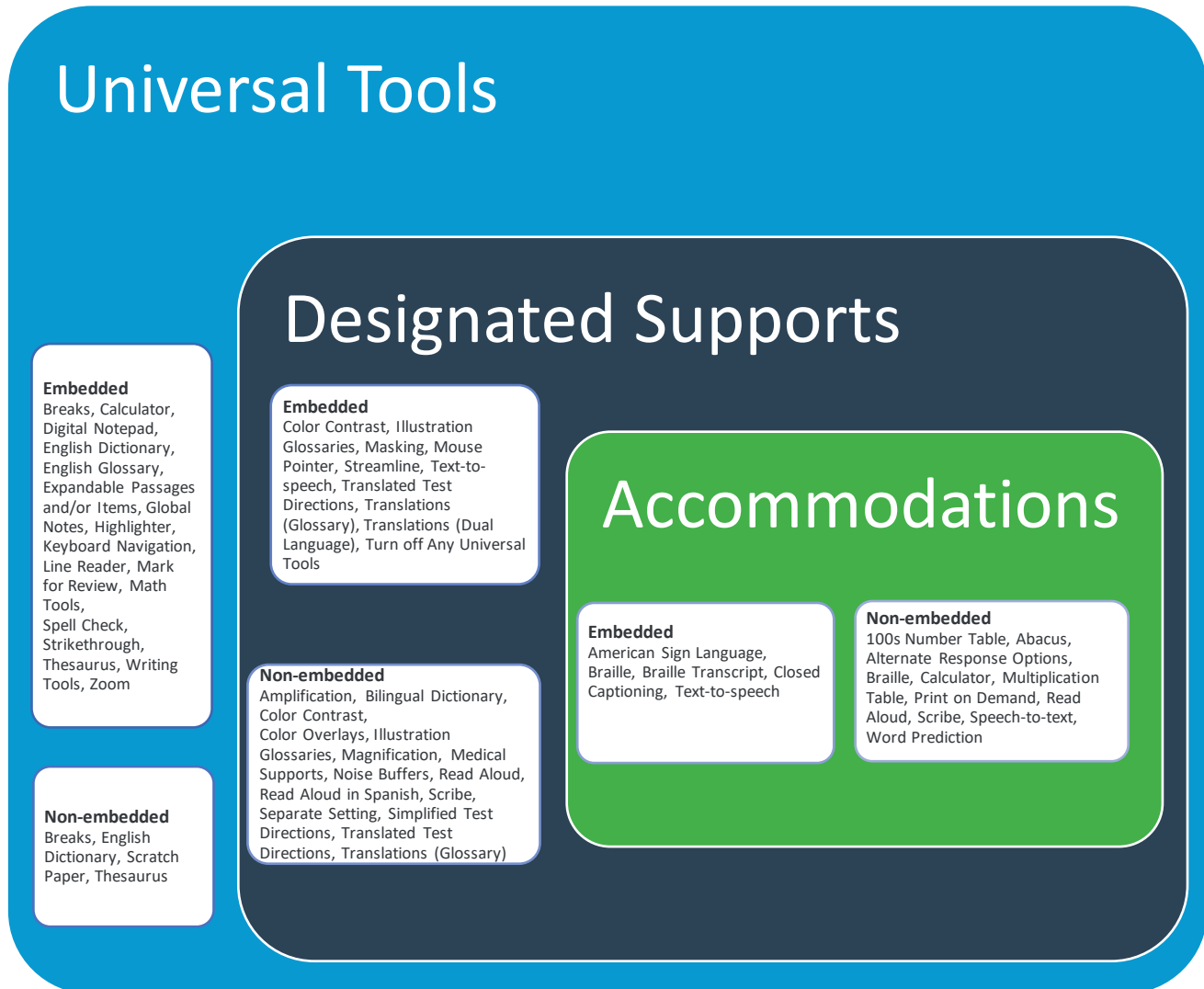
5.5. Accommodations and Accessibility

The interim 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. Interim assessment 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). Refer to the Oregon Accessibility Manual for a full list of accessibility features available for OSAS Interim Assessments.

Figure 3. Conceptual Model Underlying Examples from the Oregon Accessibility Manual.

Universal Tools

Designated Supports

Embedded
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages and/or Items, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Spell Check, Strikethrough, Thesaurus, Writing Tools, Zoom

Embedded
Color Contrast, Illustration Glossaries, Masking, Mouse Pointer, Streamline, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Dual Language), Turn off Any Universal Tools

Accommodations

Embedded
American Sign Language, Braille, Braille Transcript, Closed Captioning, Text-to-speech

Non-embedded
100s Number Table, Abacus, Alternate Response Options, Braille, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text, Word Prediction

Non-embedded
Amplification, Bilingual Dictionary, Color Contrast, Color Overlays, Illustration Glossaries, Magnification, Medical Supports, Noise Buffers, Read Aloud, Read Aloud in Spanish, Scribe, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

Non-embedded
Breaks, English Dictionary, Scratch Paper, Thesaurus

5.6. Use of Calculators

The following describes calculator policies 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 in a way that aligns with their intended use of assessment results.

➢ 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.

➢ Interim 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 interim mathematics tests are described below.

- o Grade 6: Basic Calculator
- o Grades 7 and 8: Scientific Calculator
- o 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 Oregon Accessibility Manual. 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. Interim assessments are "student- and teacher-facing" only which is consistent with the information provided in *Section 5.3 Test Security*.

5.8. Scratch Paper

Scratch paper is a non-embedded universal tool 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. This includes when students take notes and/or draft responses to ELA or mathematics performance tasks (PTs). For the ELA IAB – Performance Task (PT) 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 name (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. It is recommended 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 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, TA's may use the scripts and directions provided for the summative assessments in Oregon's Test Administration Manual.

SECTION 6.0: VIEWING SCORES AND RESULTS

Following the administration and scoring of the interim assessments, results will be available in the Centralized Reporting System (CRS). For detailed information on CRS, please consult the *Reporting System User Guide*. 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 Centralized 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.

6.1   Hand Scoring for Constructed Response Items

It is recommended that educators participate in hand-scoring training as part of professional development to better understand the expectations for student learning and how items are scored for summative testing. Training materials and scoring guides are located within each IAB and Focused IAB that include constructed-response items, as well as on the Test Development page of the *Smarter Content Explorer*.

6.2.   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.

6.2.1.   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.

6.2.2.   Student-Level Results

Student-level results provide a roster of students with each student's overall performance on a selected IAB or FIAB.

6.2.3.   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.

6.3.   Reporting Performance for IABs and Focused IABs

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.

APPENDIX A: ADDITIONAL RESOURCES

The following resources provide additional information about the OSAS interim assessments.

Resource	Description
Interim Assessment Overview	Provides an overview of the Interim Assessment Blocks (IABs) and Focused IABs, describes key features of the assessments, and provides annual updates
OSAS Portal	**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. **Training tests** are shorter than practice tests and offer a sample of six questions, so students can become familiar with the testing software.
Sample Items Website	Provides examples of test questions used on OSAS 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 Oregon measures college- and career-ready content standards.
Smarter Content Explorer	Describes how Oregon assesses academic standards. Educators can use it to support instruction, interpret student results, and plan activities aligned to grade-level claims and targets
Oregon Accessibility Manual	Describes the Oregon universal tools, designated supports, and accommodations available for the OSAS interim 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.