

Oregon Statewide  
Assessment System:  
Interim Assessment Guide for  
Administration of ELA & Mathematics

**Updated August 24, 2020**

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## SECTION 1.0: INTRODUCTION TO THE GUIDE

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### 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 ELA and Mathematics interim assessments.

### 1.2. Purpose of the Guide

This document consolidates all the information about ELA and Mathematics interim assessments into one resource. This includes information on the types of interim assessments (Interim Comprehensive Assessments (ICA), Interim Assessment Blocks (IAB), and Focused Interim Assessment Blocks (FIABs)), guidelines for administering the assessment for both non-standardized and standardized administrations, test security, accommodations and accessibility, hand scoring by educators, the Centralized 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 Interim Comprehensive Assessments, Interim Assessment Blocks, and Focused 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.
- **Guidelines for Administering the Interim Assessments:** general test rules and policies for the interim assessments.
- **Viewing Scores and Results:** an overview of the reports available in the Centralized Reporting System.
- **Hand Scoring Constructed-Response Items:** instructions for local hand scoring of constructed-response items.
- **Smarter Balanced Tools for Teachers Overview:** an overview of the resources available to educators and how to access the Tools for Teachers website.
- **Appendix** provide links to additional resources.

## 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. They can be found on the [Oregon Statewide Assessment System \(OSAS\) Portal](#).

## 1.5. OSAS Helpdesk

The [OSAS Portal](#) is the home for all online interim assessment administration information.

For questions regarding the online testing system or for additional 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](mailto:osashelpdesk@cambiumassessment.com)

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

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

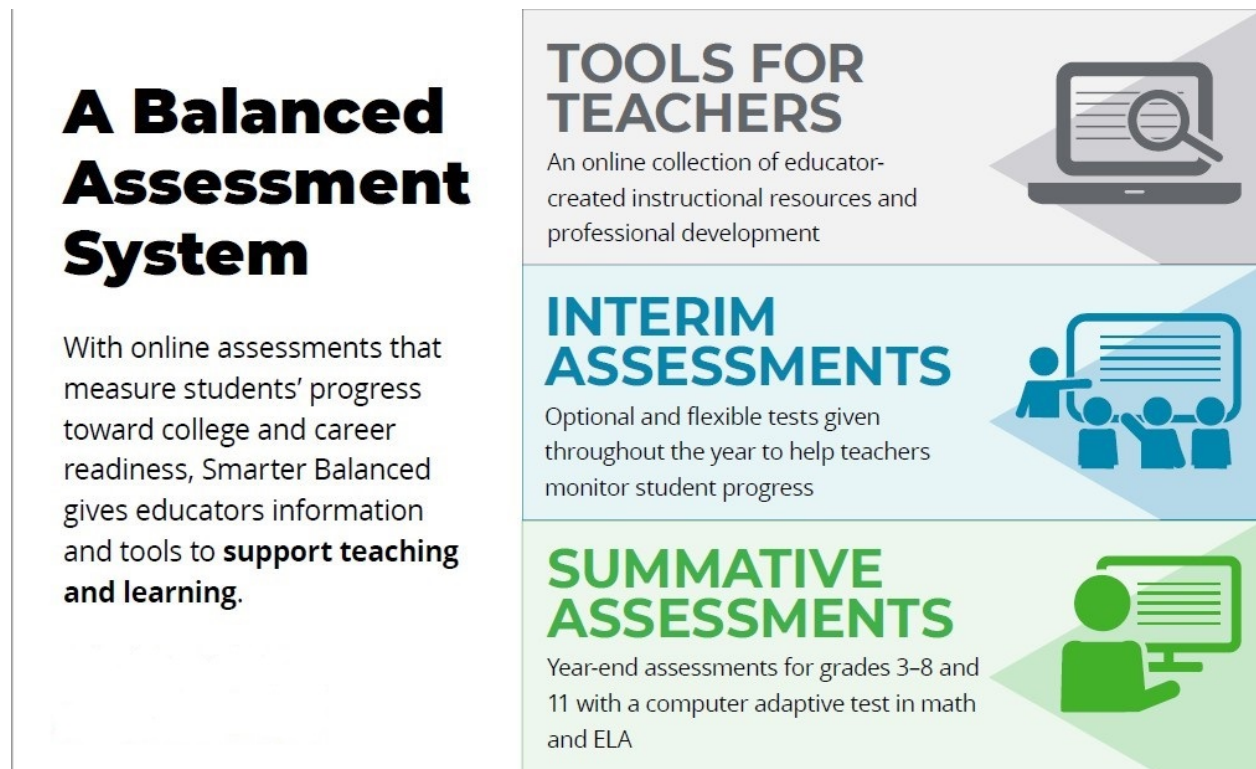
- The steps that you took before the issue occurred.
- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
- Information about your network configuration, if known:
  - Secure Browser installation (to individual devices or network).
  - Wired or wireless internet network setup.

## SECTION 2.0: OVERVIEW OF THE INTERIM ASSESSMENTS

### 2.1. Overview of the Interim Assessment System

The 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 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 Interim Assessment System



The Oregon Statewide Assessment System (OSAS) summative assessments are administered by the state 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 are administered throughout the year in support of the formative assessment process.

All test items for the OSAS 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. Assessment items are developed through collaboration with K-12 educators and higher education faculty. Items on the ICAs, IABs, and 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 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 interim assessments: The Interim Comprehensive Assessments (ICAs), the Interim Assessment Blocks (IABs), and the Focused Interim Assessment Blocks (FIABs). ICAs, IABs, and FIABs draw from a shared bank of items, including performance tasks, meaning there are overlapping items in the IABs and ICAs in each content area and the performance task is the same whether given as an IAB 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 OSAS 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 summative assessments when administered under standardized conditions.

### **2.2.2. The Interim Assessment Blocks**

The Interim Assessment Blocks (IABs) are short, focused 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 of the IABs assess as many as 4 to 8 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. The Focused Interim Assessment Blocks**

Focused IABs that assess no more than 3 assessment targets and their associated instructional resources provide educators with a deeper understanding of student knowledge and skills and next steps for instruction.

## **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 and FIAB blueprints can be used by educators to plan how to integrate the IABs and FIABs effectively within classroom instruction or to better understand results that are reported. The IAB and FIAB blueprints can be used to determine which assessment targets are addressed in a specific IAB and FIAB and the emphasis of each target relative to the other targets in the IAB or FIAB. 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 2020-21 interim assessment blueprints are available for download from the [Interim Assessments page](#) of the Oregon Department of Education website:

- [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 over 100 IABs or FIABs across grades and content areas. The [Interim Assessments Overview](#) document lists the available ICAs, IABs, and FIABs. This document is updated annually and posted on the [Interim Assessments page](#) of the Oregon Department of Education website.

## SECTION 3.0: TASKS TO BE COMPLETED PRIOR TO ADMINISTRATION

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The interim assessments are administered using the same procedures that are used for all OSAS tests.

### 3.1. Checklist of Activities

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

- 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.
  - If the TA is a returning user from 2019-20, there are no additional requirements required to apply the “Interim” Test Group. However, if an educator does not have a 2019-20 TA user role, 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 be correctly assigned to their school and grade in TIDE. Incorrect student information must be updated prior to testing.
- 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.
- Technology personnel should set up computers for testing, including conducting network diagnostics and downloading the latest version of the [Secure Browser](#) from the OSAS Portal.
  - For remote testing, students can take the interim assessments without the Secure Browser, on a Chrome or Firefox web browser.
- 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.

## SECTION 4.0: ADMINISTERING THE INTERIM ASSESSMENTS ONLINE

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](#).

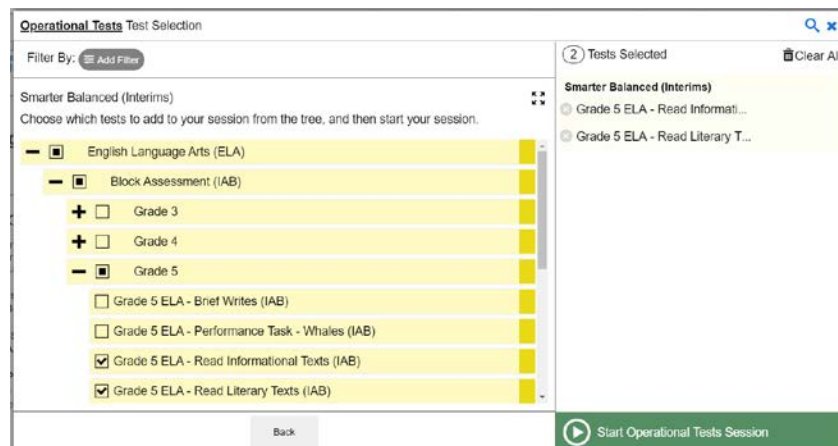
The interim assessments use the same Secure Browser as summative assessments. For instruction on downloading and installing the Secure Browser, please refer to the [Secure Browsers page](#) on the OSAS Portal. Students may also access the interim assessments remotely using the Chrome or Firefox web browsers. See section 4.2. Remote Testing for more information.

### 4.1. Test Reasons

Interim assessments allow you to set test reasons when administering the tests in the TA Interface. Test reasons are categories used to classify all test opportunities in a test session for reporting purposes in the Centralized Reporting System. Test reasons may *only* be selected for interim assessments.

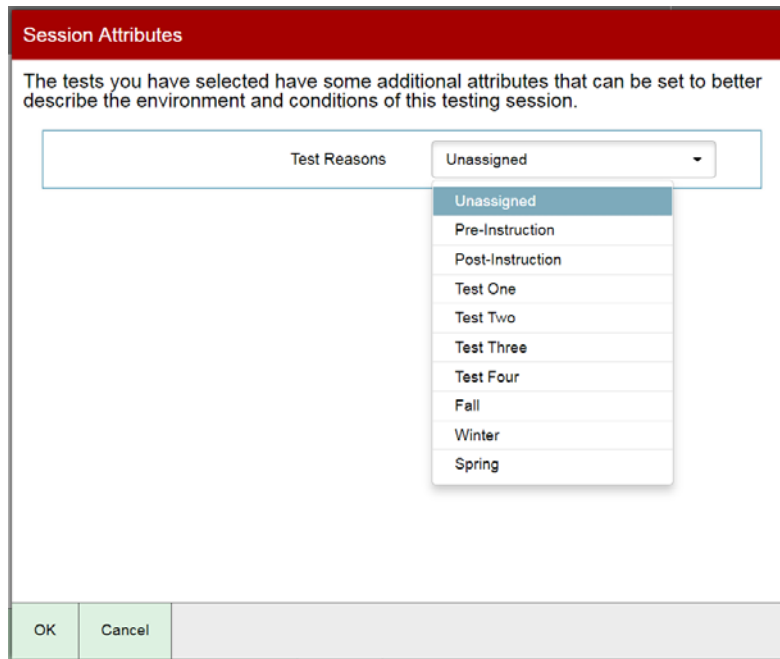
After selecting the assessment(s) to be administered during the test session, the TA clicks the **[Start Operational Tests Session]** button to begin the test session and generate the Session ID that students use to join that test session.

Figure 2. Test Selection Window



A **Session Attributes** box automatically appears that allows you to select a test reason from the **Test Reason** dropdown menu. Select a test reason and click **[OK]**. Unspecified test reasons will default to an Unassigned category. Test reasons may be managed in the TA Interface while the test session is still active by clicking the **Session Attributes** button in the banner or may be managed after the test session has concluded in the Centralized Reporting System.

Figure 3. Session Attributes Window



## 4.2. Remote Testing

Typically, students use the Secure Browser to take interim assessments at school. In the midst of the national health crisis, ODE will support 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 or Firefox web browsers.

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.

- 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

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The following factors should be considered when administering the interim assessments:

- **Interim assessment types:** Districts/schools may elect to administer only ICAs, IABs or FIABs or all types of interim assessments during the school year. For further guidance on administration of the ICAs, refer to The Unique Role of the Interim Comprehensive Assessment (ICA) section in the [2020 Back to School Assessment Playbook](#).
- **Multiple administrations:** Districts/schools have the flexibility to re-administer interim assessments any number of times. These decisions should be made as part of larger assessment context that includes the purpose of the interim assessment, how the interim assessment will be scored, and how the data from the interim assessment will be used to improve teaching and learning.
- **Fixed forms:** There is only one form of each ICA per grade and content area and one form of each of the 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 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 are comprised of items aligned to the Oregon State Standards 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:** Both ICAs and 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 are machine scored. Most items in the ELA and mathematics ICAs and the ELA 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 7.0: Hand Scoring of Constructed-Response Items for more information.
  - 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 items should use the scoring guides that are provided to ensure consistent results. To view which ELA interim assessments require hand scoring, please see section 2.3. Interim Assessment Blueprints.

## **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. For additional information on remote administration, refer to section 4.2. Remote Testing.

### **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 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 their respective Individualized Education Program (IEP) or Section 504 Plan, and in a manner consistent with how the student performs work for their classes.
- A student identified as an English learner took the interim assessment with the necessary accessibility resources identified for use with statewide assessments.

The following table 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><b>Example 1:</b> 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><b>Example 1:</b> The teacher displays an item from the Read Informational Texts IAB that requires hand scoring. Using a service provider’s item viewer application, the teacher asks students to respond to the question on paper. The teacher then scores the responses using the scoring guides and uses the results to inform next steps for instruction.</p>
<p><b>Example 2:</b> A grade eight mathematics teacher administers the grade seven ICA at mid-year to any student who did not take the Oregon Summative Assessment the previous school year. The teacher uses these results as a foundation for continued instructional planning of the school year.</p>	<p><b>Example 2:</b> A teacher asks students to work in small groups and discuss the questions in an IAB as they take the test. This is followed with a whole-class discussion.</p>
<p><b>Example 3:</b> 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.</p>	<p><b>Example 3:</b> A teacher administers an IAB during instruction. The teacher projects the items on the screen and elicits answers from the class followed by a discussion about the reasoning behind student responses.</p>



In summary, interim assessments can be used in a variety of ways. They can be administered under standardized conditions, as described in the [Oregon Test Administration Manual](#). 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. Test Security for more information.

## 5.2. Estimated Testing Time

### 5.2.1. 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 INTERIM COMPREHENSIVE ASSESSMENTS**

Content Area	Grades	Non Performance Task Items hours:mins	Performance Task (PT) 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

### **5.2.2. The Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs)**

The IABs and FIABs are designed to be completed within a single class period. For scheduling purposes, each IAB and FIAB includes 6–18 items as reflected in the IAB and FIAB blueprints. Some IABs, (e.g., the ELA PT IABs) may require more than one class period for some students to complete.

## **5.3. Test Security**

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with 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.

### **5.3.1. 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 [Oregon 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.
- Breach: An adult or student shares interim items publicly

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

- Adult or student posting interim test items or stimuli on social media (Twitter, Facebook, etc.).

- Adult allowing students to take home 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 Oregon Department of Education.

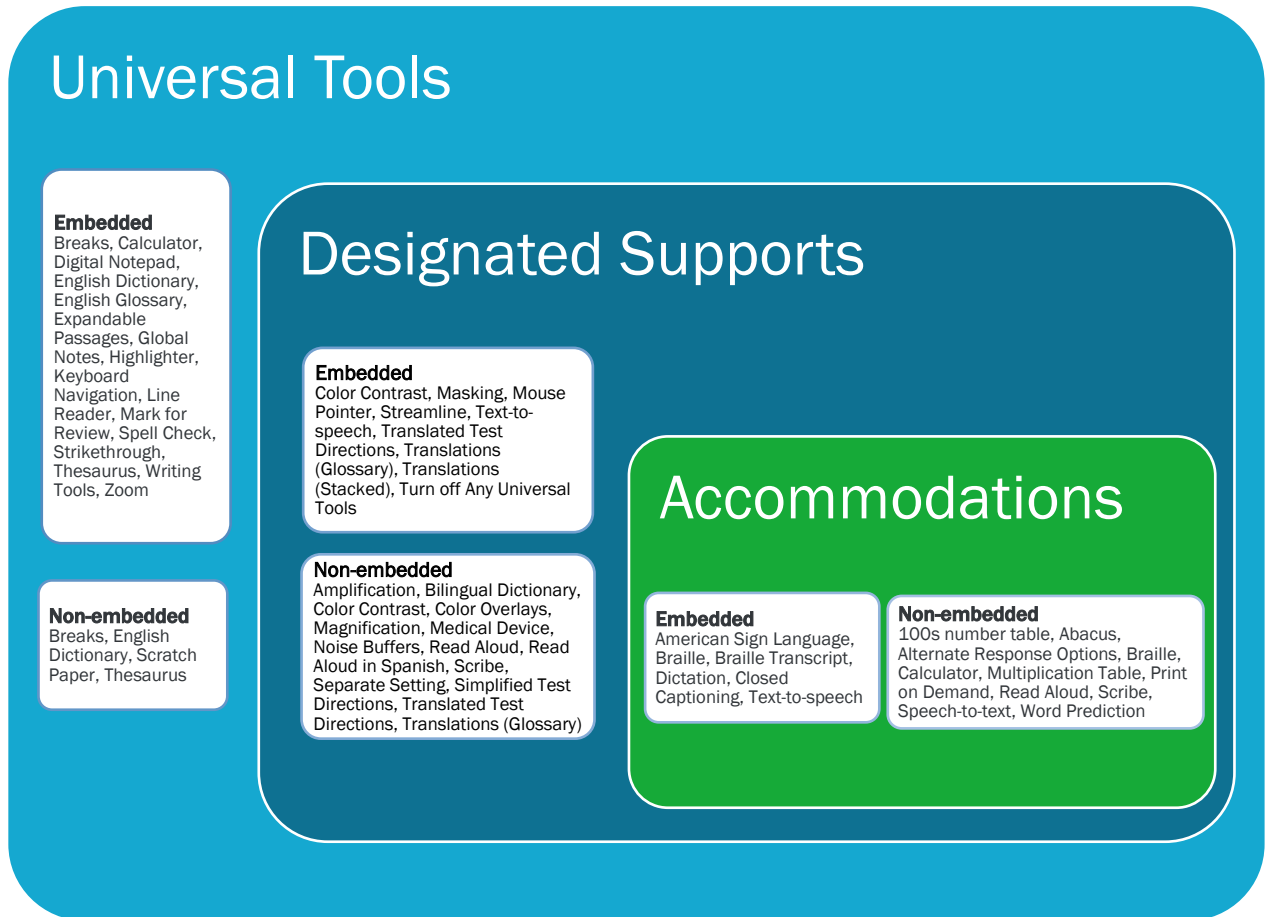
#### **5.4. Accommodations and Accessibility**

The Oregon Statewide Assessment System (OSAS) 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. OSAS accessibility resources include:

- A set of universal tools—such as a digital notepad and scratch paper—are available to all students based on student preference and selection.
- Designated supports—like a 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 his or her parent/guardian) familiar with the student’s instructional needs.
- Accommodations—are available to students with a documented need noted in an IEP or 504 Plan. Accommodations include Braille and closed captioning, among others.

As shown in the following graphic, each category of accessibility features—universal tools, designated supports, and accommodations—includes both embedded and non-embedded versions of the tools, 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).

Conceptual Model Underlying the Usability, Accessibility, and Accommodations Guidelines.



## 5.5. Use of Calculators

The following describes calculator policies for the OSAS 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 504 Plan per guidance provided in the [Oregon Accessibility Manual](#). The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
- OSAS mathematics assessments for grades 3–5 do not allow calculators to be used.
- The mathematics ICA and summative assessments 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 online calculators available during the Calculator Available section is described below.
  - Grade 6—Desmos Basic Calculator
  - Grades 7 and 8—Desmos Scientific Calculator
  - High School—Desmos Scientific, Graphing, & Regression Calculator

## 5.6. 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 purposes 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. This is consistent with the interim assessments being “student and teacher facing” only and the information provided in section 5.3. Test Security.

## 5.7. 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 the interim assessments. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. A whiteboard with 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 504 Plan. Access to 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 PT IAB 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 note-taking during the ELA PT, students may use scratch paper to make notes or 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 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.

For additional information on remote administration, refer to section 4.2. Remote Testing.

## **5.8. 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. It is recommended that 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 Performance Tasks 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, they 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.

For additional information on remote administration, refer to section 4.2. Remote Testing.

## **5.9. 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 of the ICAs, TA's may use the scripts and directions provided for the summative assessments in the [\*Oregon Test Administration Manual\*](#).

## SECTION 6.0: VIEWING SCORES AND RESULTS

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Following the administration and scoring of the interim assessments, results will be available in the Centralized Reporting System. The Centralized Reporting System can be accessed through the [OSAS Portal](#) using the email address and password associated with your TIDE account. For detailed information about navigating the Centralized Reporting System and viewing performance reports, refer to the [Centralized Reporting System User Guide](#).

### 6.1. Centralized Reporting System Overview

The Centralized Reporting System provides student performance reports for interim assessments. Both the Computer Adaptive Test (CAT) ICA and Performance Task (PT) ICA must be completed for by the student before ICA scores are posted.

For interim assessments with items that are all machine scored, student results are generally available in the Centralized Reporting System within a few minutes after the test is submitted by the student in the online testing system. For interim assessments that require hand scoring, the hand scored items must be scored locally and submitted. See Section 7.0: Hand Scoring of Constructed-Response Items for more information on how to score items.

The Centralized Reporting System consists of a **Dashboard** page and various performance reports. The **Dashboard** displays an aggregate card for each test group. Each aggregation card displays the test group name, a list of grades included, the number of students who took tests in the group, the date of the test last taken, and a performance distribution bar displaying both percentages and student counts. The ELA and Mathematics interim assessments test groups are Interim Assessment Block (IAB) ELA, Interim Assessment Block (IAB) Mathematics, Interim Comprehensive Assessment (ICA) ELA, and Interim Comprehensive Assessment (ICA) Mathematics.

Performance reports provide detailed performance data for each of the interim assessments. They are available at various levels within a district. Access to each report depends on your user role.

Below is a brief description of each level of performance reports.

#### 6.1.1. 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 by the creation of a roster.



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 Centralized Reporting System allows users to establish customized groups via roster or to display results by grade-level, demographic category, education status (e.g., IEP, EL) within a particular school. Any rosters created in the Centralized Reporting System will also appear in TIDE, and any rosters created in TIDE will also appear in the Centralized Reporting System.

- Please note, TA and TT users will only see the results for students that they administered tests to, via a test session created in the TA Interface. TA and TT users must create a roster to view the results of students tested by another user.

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

### **6.1.2. Student-Level Results**

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

### **6.1.3. 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.

## **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 [Guide to Analyzing ELA and Mathematics Interim Assessment Data](#) for more information.

### **6.2.1. Scale Scores**

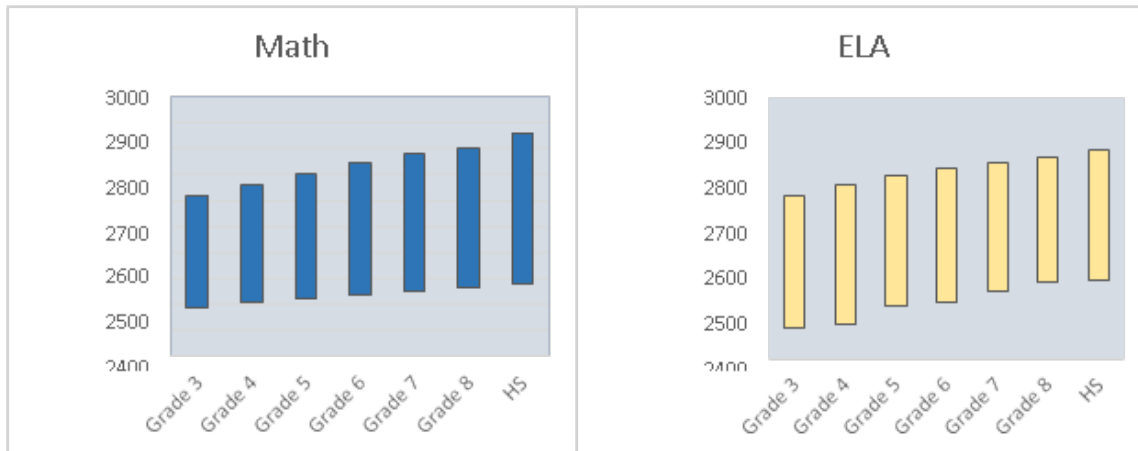
The scale score is the basic unit of reporting. It allows for fair comparisons at both the individual student level and the aggregate or group level. This scale ranges from approximately 2000 to 3000 for both the interim and summative assessments.

This 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 4. 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.

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.

### 6.2.2. 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 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.

### 6.3. 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.

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 Oregon State Standards. Claim scores are reported in one of three reporting categories: Above Standard, At/Near Standard, or Below Standard.

### 6.4. Reporting Performance for IABs

Reporting categories used for the IABs and FIABs 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 FIABs. Reporting performance for IABs and FIABs 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 are reported as one of three reporting categories: Above Standard, At/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.

### 6.5. 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 to resources in Tools for Teachers. The resources are selected and organized based on the specific reporting categories for an IAB. These documents can be easily accessed through the **Get Instructional Resources** button  in the Centralized Reporting System. The following page includes a sample Connections Playlist for Grade 3 ELA Language and Vocabulary Use.

Figure 5. Connections Playlist for Grade 3 ELA - Language and Vocabulary Use

CONNECTIONS PLAYLIST

# Language and Vocabulary Use

Smarter Balanced Educators  
Updated Jan 1, 2020

**Connect Student Performance to Instructional Resources** ⓘ

STUDENT PERFORMANCE PROGRESSIONS ⓘ

Topic Resource	Below <span style="color: red;">■</span>	Near <span style="color: orange;">■</span>	Above <span style="color: green;">■</span>
<b>Domain Specific Vocabulary / Phrases</b> <a href="#">Word Choice Exchange Using Context Clues →</a>	With assistance use context clues to identify some of the most effective on grade level academic, domain-specific (Tier 2) words/phrases.	Utilize context clues to identify and use most effective on grade level academic, domain-specific (Tier 2) words/phrases.	Utilize context clues to use most effective on or above grade level academic, domain-specific (Tier 2) words/phrases.
<b>Language and Vocabulary for Audience / Purpose</b>	With assistance identify some specific words/phrases to convey appropriate meaning for audience/purpose (narrative versus informational/opinion).	Identify and use the most specific words/phrases to convey appropriate meaning for audience/purpose (narrative vs informational/opinion).	Utilize higher level skills (inferencing, analyzing, etc.) to use specific words/phrases to convey appropriate meaning for audience/purpose (narrative vs informational/opinion).
<b>Precise Words / Phrases</b> <a href="#">Put These Tired Words to Bed! →</a>	With assistance identify some specific descriptive words/phrases to replace vague or overused phrases.	Identify and use the best specific descriptive words/phrases to replace vague or overused phrases.	Utilize higher level skills (inferencing, analyzing, etc.) to use the best specific descriptive words/phrases to



Dictionary

**ELA**  
Grade 3

Claim     2: Writing

Target    8: Language & Vocabulary Use

Content Standards    L-3a  
                                  L-6

Playlist Resources

Quick links to the referenced materials.

Word Choice Exchange Using Context Clues

Put These Tired Words to Bed!

A Collection of Words

## SECTION 7.0: HAND SCORING OF CONSTRUCTED-RESPONSE ITEMS

*The Oregon Department of Education recommends 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.*

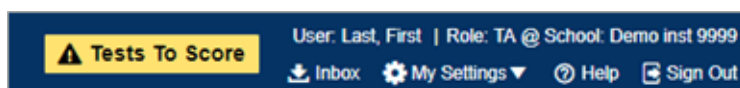
You may enter or modify scores for two types of test items in the Centralized Reporting System:

- **Unscored Items:** Items that require hand scoring and arrive in the Centralized Reporting System without any suggested score. If a test contains unscored items, its performance data is excluded from reports in the Centralized Reporting System until a user scores all the unscored items. All short answer items require hand scoring.
- **Machine-Scored Items:** Items with written responses that typically require hand scoring but arrive in the Centralized Reporting System with automated scores suggested by the machine-scoring system. Users can override the automated scores if necessary.

### 7.1. How to Score Unscored Items

When tests you have administered contain unscored items, a **Tests To Score** notification appears in the banner of the Centralized Reporting System. This notification displays as soon as you log into the Centralized Reporting System.

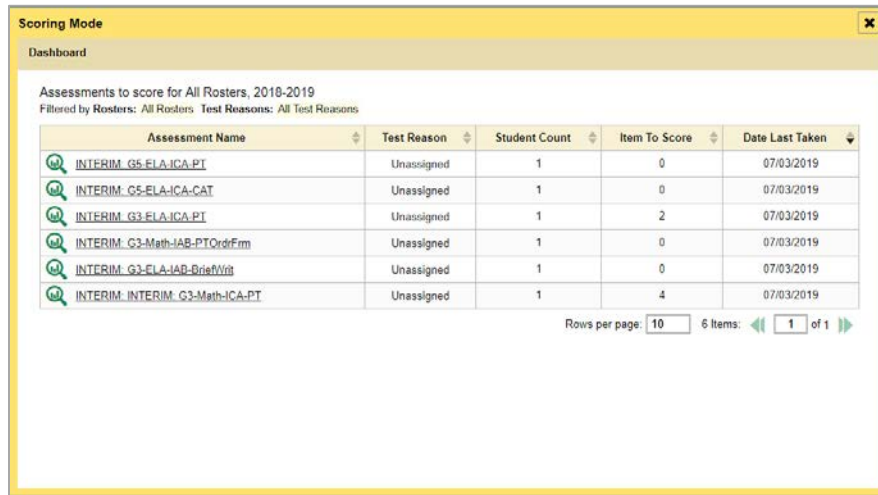
Figure 6. Banner with Tests To Score Notification



To score unscored items in the Centralized Reporting System:

1. In the banner, click **Tests To Score**. The **Scoring Mode** window opens, displaying a list of tests with unscored items. The table on the **Scoring Mode** dashboard indicates how many test opportunities and unscored items are available for each test.

Figure 7. Scoring Mode Window: Dashboard



Assessment Name	Test Reason	Student Count	Item To Score	Date Last Taken
INTERIM_G5-ELA-ICA-PT	Unassigned	1	0	07/03/2019
INTERIM_G5-ELA-ICA-CAT	Unassigned	1	0	07/03/2019
INTERIM_G3-ELA-ICA-PT	Unassigned	1	2	07/03/2019
INTERIM_G3-Math-IAB-PTOrdFrm	Unassigned	1	0	07/03/2019
INTERIM_G3-ELA-IAB-9riefWrt	Unassigned	1	0	07/03/2019
INTERIM_INTERIM_G3-Math-ICA-PT	Unassigned	1	4	07/03/2019


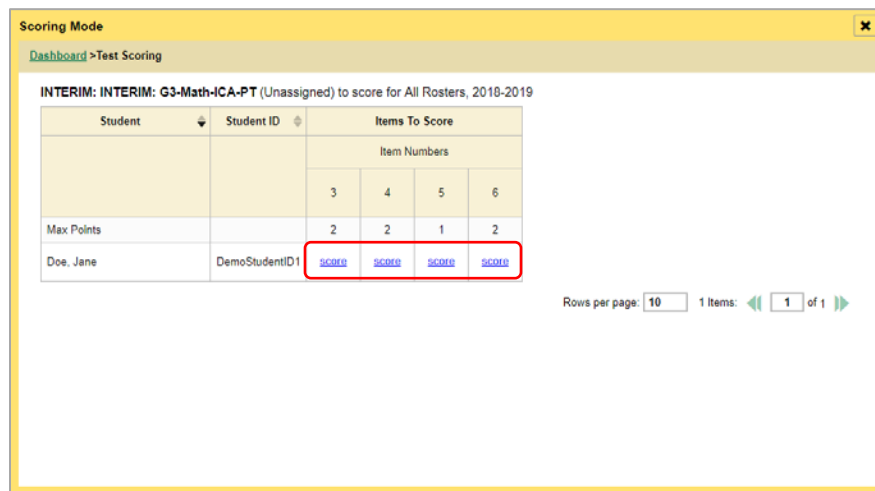
- Click the name of the test you wish to score (or  beside it). The Test Scoring page appears displaying a list of students and items awaiting scoring for the selected test.

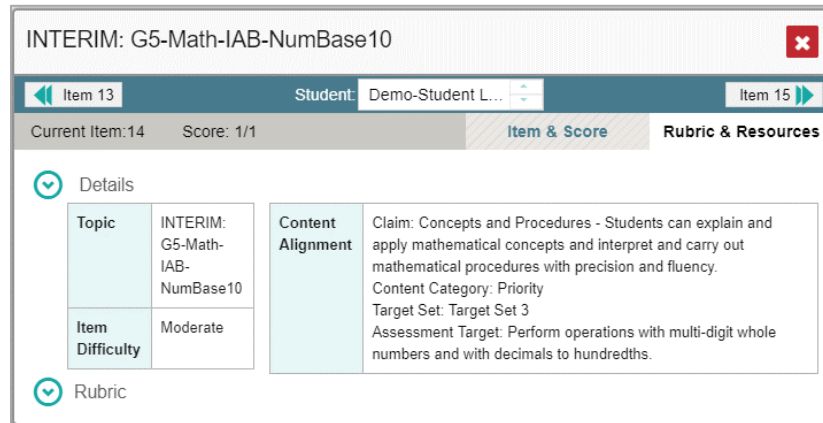
Figure 8. Scoring Mode Window: Test Scoring Page



Student	Student ID	Items To Score			
		3	4	5	6
Max Points		2	2	1	2
Doe, Jane	DemoStudentID1	<a href="#">score</a>	<a href="#">score</a>	<a href="#">score</a>	<a href="#">score</a>

- 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.
  - In the **Rubric & Resources** tab, review the item's rubric and available resources, if necessary.

Figure 9. Item View: Rubric & Resources Tab



INTERIM: G5-Math-IAB-NumBase10

Item 13 Student: Demo-Student L... Item 15

Current Item: 14 Score: 1/1

Item & Score Rubric & Resources

Details

Topic	INTERIM: G5-Math-IAB-NumBase10	Content Alignment	Claim: Concepts and Procedures - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. Content Category: Priority Target Set: Target Set 3 Assessment Target: Perform operations with multi-digit whole numbers and with decimals to hundredths.
Item Difficulty	Moderate		

Rubric


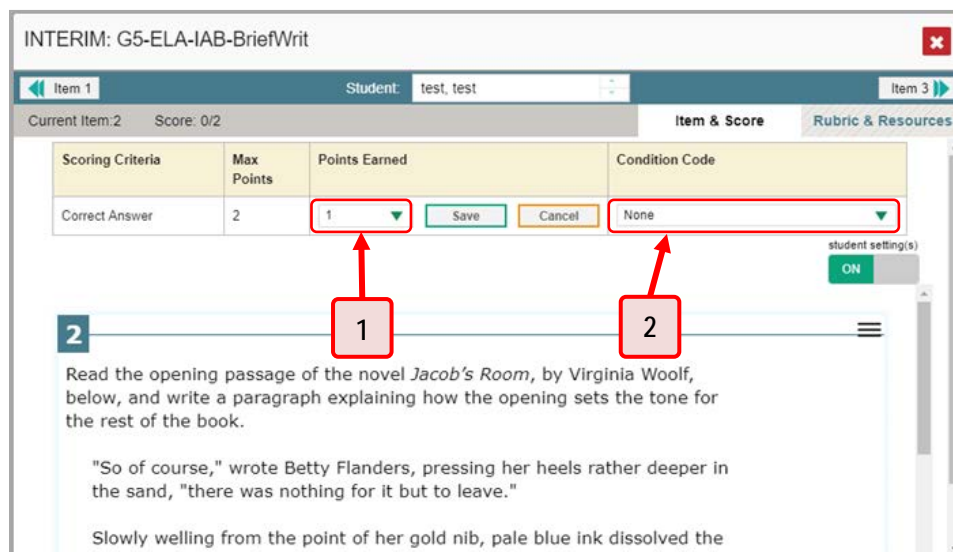
4. In the **Item & Score** tab, click the edit button  in the Scoring Criteria table at the top of the window. The Points Earned and Condition Code columns become editable.
5. Review the student's entered response and do one of the following:
  - a. To enter a score, select the appropriate score from the **Points Earned** drop-down list.
  - b. To assign a condition code to the response, select the appropriate option from the **Condition Code** drop-down list.

Figure 10. Item View: Item & Score Tab



INTERIM: G5-ELA-IAB-BriefWrit

Item 1 Student: test, test Item 3

Current Item: 2 Score: 0/2

Item & Score Rubric & Resources

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2	1	None

student setting(s)  
ON

2

1



2

Read the opening passage of the novel *Jacob's Room*, by Virginia Woolf, below, and write a paragraph explaining how the opening sets the tone for the rest of the book.

"So of course," wrote Betty Flanders, pressing her heels rather deeper in the sand, "there was nothing for it but to leave."

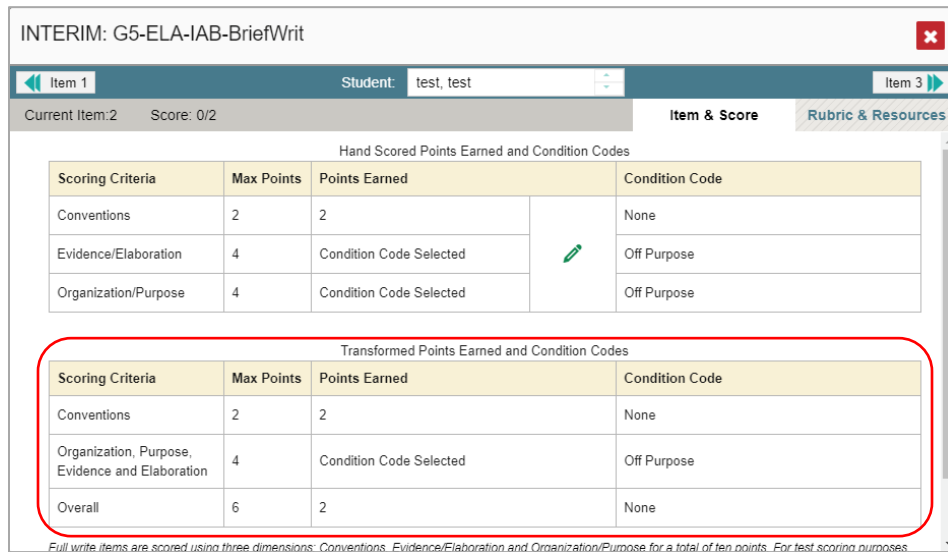
Slowly welling from the point of her gold nib, pale blue ink dissolved the

6. If the item has multiple scoring criteria, repeat step 5 for each criterion. Click **Save**.

7. To continue scoring items, do one of the following:
  - a. To view another unscored item for the same student, use the buttons   labeled with the previous and next item numbers in the upper corners of the **Item View** window.
  - b. To view the same unscored item for another student, click the up and down arrows on the right side of the *Student* field  at the top of the window.
  - c. To return to the **Scoring Mode** window and select another item manually, close the **Item View** window.
  
8. Repeat steps 4-6 until you have entered scores for all the unscored items for the test.

Note that for long write items, two Scoring Criteria tables appear, with the top one allowing you to set scores and the bottom one displaying transformed scores. When you set a score, the new scores are automatically transformed, and the transformed scores automatically appear in reports. You will need to refresh or navigate away from the item or the report before you can view the transformed scores, and there may be a delay before they appear.

Figure 11. Item View Window: Item & Score Tab with Two Scoring Criteria Tables



The screenshot shows the 'Item & Score' tab in the 'INTERIM: G5-ELA-IAB-BriefWrit' window. The student is 'test, test' and the current item is 2 with a score of 0/2. There are two tables for scoring criteria:

Hand Scored Points Earned and Condition Codes			
Scoring Criteria	Max Points	Points Earned	Condition Code
Conventions	2	2	None
Evidence/Elaboration	4	Condition Code Selected	Off Purpose
Organization/Purpose	4	Condition Code Selected	Off Purpose

Transformed Points Earned and Condition Codes			
Scoring Criteria	Max Points	Points Earned	Condition Code
Conventions	2	2	None
Organization, Purpose, Evidence and Elaboration	4	Condition Code Selected	Off Purpose
Overall	6	2	None

Full write items are scored using three dimensions: Conventions, Evidence/Elaboration and Organization/Purpose for a total of ten points. For test scoring purposes.

After you enter scores for all the unscored opportunities of a test, that test is removed from the **Scoring Mode** window. You can still modify the item scores on that test directly from the reports by following the procedure in the next section.



## 7.2. How to Modify Scores for Items

You can modify scores for some items directly from the **Item View** window.



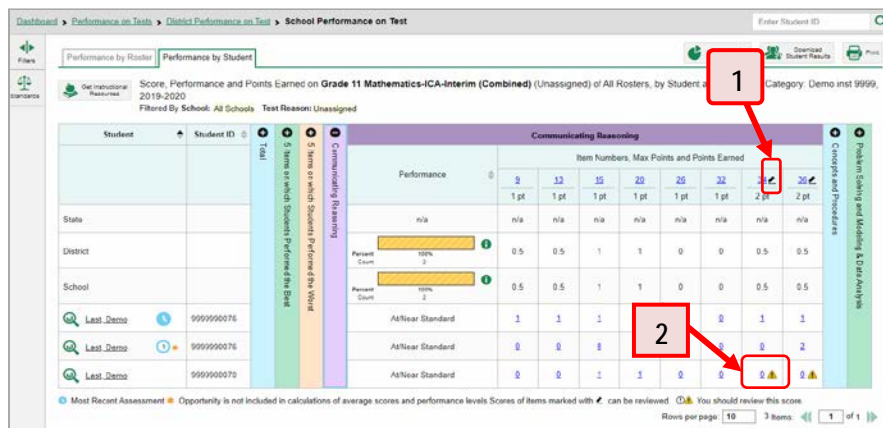

Reports display a pencil icon  in the column header for each item with a modifiable score. When a machine-suggested score has a low confidence level, or when a condition code of Non-Specific or Uninterpretable Language has been assigned by machine,  displays next to the score. It is highly recommended that you review items flagged with this icon.

Figure 12. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section



Student	Student ID	State	District	School	Performance	Communicating Reasoning								
						Item Numbers	Max Points	Points Earned	Condition Code	Item Numbers	Max Points	Points Earned	Condition Code	
						19	13	15	20	25	32	35	38	40
						1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	2 pt	2 pt	2 pt
State					n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
District														
School														
Least Demo	9999990076				AllNear Standard	1	1	1	1	0	0	1	1	
Least Demo	9999990076				AllNear Standard	0	0	0	0	0	0	0	0	
Least Demo	9999990076				AllNear Standard	0	0	1	1	0	0	0	0	

To modify machine-scored items in the Centralized Reporting System:

- On a report with modifiable scores, 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.
- In the **Item & Score** tab, click the edit button  in the Scoring Criteria table at the top of the window. The Points Earned and Condition Code columns become editable.
- Review the student's entered response and do one of the following:
  - To enter a score, select the appropriate score from the **Points Earned** drop-down list.
  - To assign a condition code to the response, select the appropriate option from the **Condition Code** drop-down list.

The performance data in the test results update automatically when you close the **Item View** window.



## SECTION 8.0: SMARTER BALANCED TOOLS FOR TEACHERS OVERVIEW

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### 8.1. 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,

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, and are embedded with cross-cutting formative assessment strategies that can be transferred to other lessons and activities. Also embedded across the site are hyperlinks to other Smarter Balanced applications to allow educators 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.

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

## **8.2. Accessing Tools for Teachers**

Tools for Teachers can be accessed through the [OSAS Portal](#) using the email address and password associated with your TIDE account. Districts and schools may want to provide access to school personnel who do not require access to other online testing sites. District Test Coordinators and School Test Coordinators can create a “Tools for Teacher” user account in TIDE for these personnel, via the View/Edit User interface or the User Upload module.

## APPENDIX A: ADDITIONAL RESOURCES

The following resources provide additional information about the interim assessments.

Resource	Description
<a href="#">Guide to Analyzing ELA and Mathematics Interim Assessment Data</a>	Provides instruction and support for users analyzing test results for the interim assessments in the Centralized Reporting System. This document focuses on interpreting student test results from the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs).
<a href="#">Interim Assessment Overview</a>	Provides an overview of the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs), describes key features of the assessments.
<a href="#">Focused Interim Assessment Blocks Overview</a>	Provides an overview of the Focused Interim Assessment Blocks (FIABs) and describes key features of the assessments.
<a href="#">Interim Assessment Technical Report for Educators</a>	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
<a href="#">Sample and Training Test</a>	<p><b>Sample tests</b> 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.</p> <p><b>Training tests</b> are shorter than practice tests and offer a sample of six questions, so students can become familiar with the testing software.</p>
<a href="#">Sample Items Website</a>	Provides examples of test questions used on 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 to measure college- and career-ready content.

Resource	Description
<a href="#">Smarter Content Explorer</a>	<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>
<a href="#">TIDE User Guide</a>	<p>The Test Information Distribution Engine (TIDE) is the system used to manage student settings and user accounts across all OSAS online testing systems. The TIDE User Guide provides a step-by-step approach to using the user management system.</p>
<a href="#">Test Administrator User Guide</a>	<p>The Test Administrator User Guide is designed to familiarize Test Administrators with the OSAS online testing system, the TA Interface Training Site, and the TA Interface Operational Site.</p>
<a href="#">Centralized Reporting System User Guide</a>	<p>The Centralized Reporting System User Guide provides instruction and support for users viewing interim assessment performance reports in the Centralized Reporting System.</p>
<a href="#">Assessment Viewing Application User Guide</a>	<p>The Assessment Viewing Application (AVA) User Guide provides instruction and support for users viewing Interim assessments for administrative or instructional purposes in AVA. AVA is a component of the Test Delivery System that provides Test Administrators with access to the actual interim assessments before students are tested. This access allows for greater understanding of the content being assessed and the time needed for student to complete an interim assessment.</p>
<a href="#">Oregon Accessibility Manual</a>	<p>The Oregon Accessibility Manual (OAM) provides districts, schools, and IEP teams with policies and requirements that will govern the provision of accessibility supports for student's participating in the statewide OSAS assessments.</p>

**REVISION LOG**

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

Section	Page	Description of Change	Revision Date
4.2	13	Added Remote Testing section	08/07/20