Interim Assessment Guide
2025 – 26 School Year
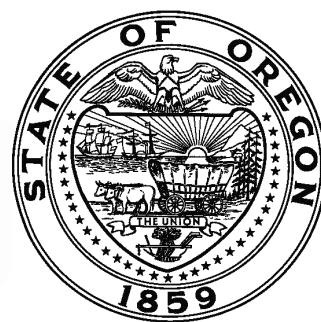
Mathematics

English Language Arts

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OREGON DEPARTMENT OF EDUCATION
255 Capitol Street NE
Salem, OR 97310
(503) 947-5600
http://www.oregon.gov/ode

Dr. Charlene Williams
Director of the Oregon Department of Education

Dan Farley
Assistant Superintendent, Office of Research, Assessment, Data, Accountability, and Reporting

ODE Assessment and Accountability Contacts
Andrea V. Lockard—Director, Assessment & Student Reporting
Jon Wiens—Director, Accountability Reporting
Mariela Salas Bao—Science Assessment Specialist
Tony Bertrand—English Language Arts and Social Sciences Assessment Specialist
Andrew Byerley—Mathematics Assessment Specialist
Sody Puth Fearn—K-2 Balanced Assessment Specialist
Audrey Lingley—SEED Survey Education Specialist
Mason Rivers—Special Education Assessment Specialist
Ben Wolcott—English Language Proficiency Assessment Specialist
Beth LaDuca—NAEP State Coordinator
Carla Martinez—Administrative Specialist
Crys Plattner—Administrative Specialist
Holly Carter—Assessment Operations and Policy Analyst
Contact ode.assessmentteam@ode.oregon.gov to signal errors or omissions in this Test Administration Manual.

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Table of Contents

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 standardized or 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.

- **Interim Assessment Item Portal (IAIP):** an overview of the Interim Assessment Item Portal (IAIP) purpose, features, and considerations for non-standardized administration.

- **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 support.

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.

Table 1. Resource Overview

Resource	Description of Resource
Sample Items	Provides access to released test items to show what the questions look like. Sharing these resources can help explain the assessments to families and other interest holders.
Practice Test	Practice Tests are fixed form tests that include similar computer adaptive test (CAT) items and performance tasks (PTs) for grades 3–8 and high school. Each test includes about 20 questions plus a performance task (PT) for each grade and content area. These tests give students and Test Administrators (TAs) a chance to try out the question types, format, and online tools used in the OSAS General Tests.
Training Test	Training Tests are shorter and include six questions that show every type of interaction students will see in their grade band. Training Tests are available for grade bands 3–5, 6–8, and high school. These short tests help students and Test Administrators (TAs) get familiar with the item types, test format, and online tools.

* *For more information, reference the ODE Assessment Resources Use Chart which provides a side-by-side comparison of training tests, practice tests, and interim assessments to help teachers decide which tool best fits their needs.*

Users (educators, students, and interest holders) can log into the *Practice Tests* and *Training Tests* as a "guest" and do not require login credentials. *Practice Tests* and *Training Tests* do not require the use of the secure browser except for the use of some accommodations, which require the use of assistive technology. Secure browsers may be used to become familiar with the functionality of the test delivery system with the student's assistive technology software or device. Test administrators (TAs) may also access the *Practice Test* using the *Test Administrator (TA) Interface* to practice setting up test sessions.

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

The Oregon Statewide Assessment System helps schools measure student learning in a fair and reliable way. It provides educators, students, and families with clear and useful information to support student success. This system is aligned with the [English Language Arts/Literacy (ELA)](#) and [mathematics (math)](#) state content standards and includes three components to improve teaching and learning:

- [Summative Assessments](#)
- [Interim Assessments](#)
- [Tools for Teachers](#) Instructional Resources (e.g., lessons)

Figure 1. Overview of a Balanced Assessment System
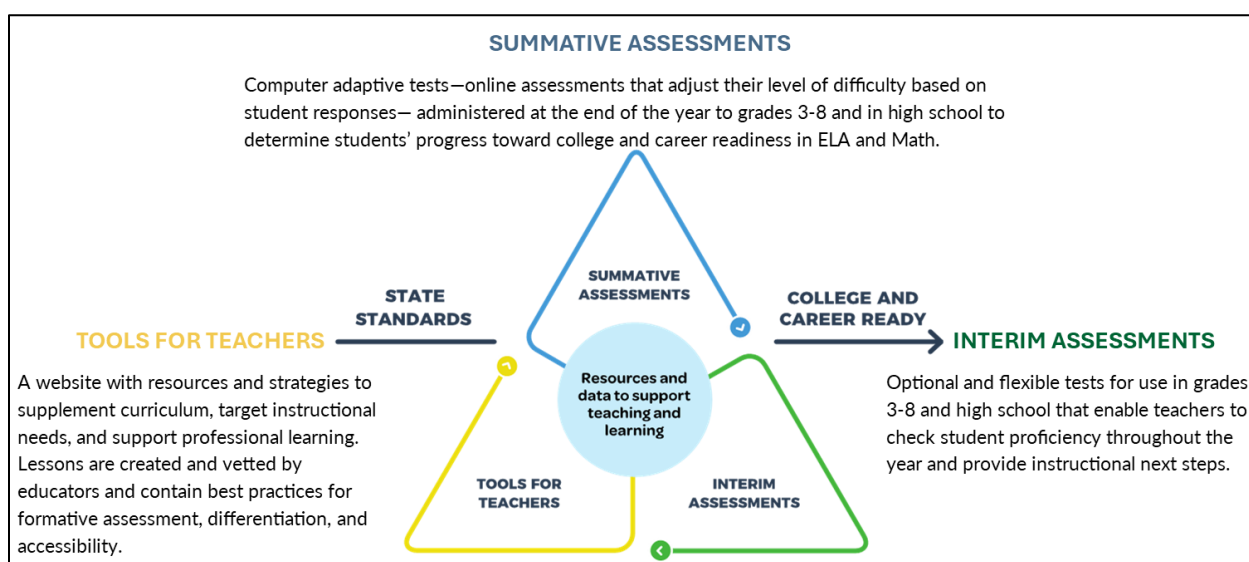
Summative assessments are administered by states to provide aggregate data to schools and districts to help inform school and program improvement goals. Summative assessment results are also used as an accountability measure at the end of the year to determine students' progress toward college and career readiness in English language arts/literacy (ELA) and mathematics.

In contrast, interim assessments can be used any time throughout the year to support the formative assessment process. Along with [Tools for Teachers](#), they help guide instruction throughout the school year.

- Both the OSAS Interim Assessment tests and Tools for Teachers are **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 the 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 Types and Features of Interim Assessments

Interim Assessments are considered semi-secure, so they can be used flexibly at multiple points during the academic year and based on teacher professional judgement. The [OSAS Interim Assessment Overview Catalog](#) is updated annually to provide more detailed information about the Interim Assessments and lists the available Interim Assessment Blocks (IABs) and Focused IABs (FIABs).

There are over 200 Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) across grades and content areas. They provide information about students' performance in three reporting categories: Above Standard, At/Near Standard, and Below Standard.

Table 2. Interim Assessment at a Glance

Features of Interims	Interim Assessment Blocks (IABs)	Focused Interim Assessment Blocks (FIABs)
Standards Covered	Smaller bundles of concepts and skills	Fine-grain concepts and skills
Targets Covered	Assesses 4 – 8 Targets	Assesses 1 – 3 Targets
Average Testing Time	45 – 55 mins	35 – 50 mins
Items	~ 3 – 18 items	~ 10 – 15 items
Possible Use*	Measure student proficiency after units of study to address strengths and for individual improvement needs with the use of tailored lessons from Tools for Teachers.	Engage in the formative process and Tools for Teachers strategies at regular intervals to check in on student understanding.
Reporting	Student performance at Below, At/Near, and Above Standard reporting categories and Writing trait scores for ELA performance tasks (PTs).	Student performance at Below, At/Near, and Above Standard reporting categories in relation to Focused Interim Assessment Blocks (FIABs).

Note: *The asterisk in Table 2 shows that the listed uses are just examples, not a complete list*

2.2.2 Interim Assessment Blocks

Interim Assessment Blocks (IABs) are short sets of items that assess as many as four to eight assessment targets. Assessment targets are the specific skills measured within each claim, and Interim Assessment Blocks (IABs) focus on specific domains, areas of a claim, or strands (e.g., Measurement and Data, Fractions, Read Informational Text).

Interim Assessment Blocks (IABs) are more granular, so teachers can administer them throughout the school year or align them to the sequence of their local curriculum. If an Interim Assessment Block (IAB) is administered more than once, educators should consider that repeated exposure to the same items may affect student scores over time.

Keep in mind for administering Interim Assessment Blocks (IABs):
- Can typically be scheduled in one 45 – 55-minute class period
- Teachers can use Interim Assessment Blocks (IABs) to check students' understanding
- Actual times will vary depending on how the assessments are administered
  - These tests are not timed
  - Estimates do not account for any time needed to start computers, log in students, or take breaks
- Each Interim Assessment Block (IAB) has a corresponding Interim Connections Playlist in [Tools for Teachers](#)

- Interim Connections Playlists (ICPs) include resources to support instructional next steps
- Educators access Interim Connections Playlist (ICPs) through the Interim Report or by searching the Tools for Teachers website

2.2.3 Focused Interim Assessment Blocks

Focused Interim Assessment Blocks (FIABs) help teachers gain a better understanding of students' knowledge and academic performance and provide precise next steps for instruction. Focused Interim Assessment Blocks (FIABs) are designed to measure smaller bundles of content and assess no more than three Assessment Targets to offer a deeper understanding of students' knowledge and skills.

Keep in mind for administering Focused Interim Assessment Blocks (FIABs):
- Can typically be scheduled in one 45–55 min. class period
- Teachers can use Focused Interim Assessment Blocks (FIABs) to check students' understanding
- Actual times will vary depending on how the assessments are administered
  - These tests are not timed
  - Estimates do not account for any time needed to start computers, log in students, or take breaks
- Each Interim Assessment Block (IAB) has a corresponding Interim Connections Playlist in Tools for Teachers
- Interim Connections Playlists (ICPs) include resources to support instructional next steps
- Educators access Interim Connections Playlist (ICPs) through the Interim Report or by searching the Tools for Teachers website

2.3 Interim Assessment Blueprints

The Interim Assessment Blueprints provide additional information about the content measured by each assessment. They include details about which Claim(s), Assessment Target(s), and Depth of Knowledge level(s) (DOK) are addressed, as well as the number of items by Target or Target group. Blueprints also include the number of items for each Assessment Target and information about alignment to Summative Assessments and Claims.

The Interim Assessment Block (IAB) Blueprints can help educators plan how to integrate Interim Assessment Blocks (IABs) into classroom instruction and better understand reported results. They also show which Assessment Targets are addressed in each specific Interim Assessment Block (IAB) and the relative emphasis of each Target. For example, a fifth-grade teacher may want more information about students' knowledge of geometry. The teacher could use the Grade 5 Geometry Interim Assessment Block (IAB) Blueprint to see that this Interim Assessment Block (IAB) includes 13 machine-scored items across 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 Catalog](#) lists the available IABs and Focused IABs across grades 3-8 and high school. This document is updated annually and posted on the [ODE Interim Assessment website](#).

Section 3.0: Tasks to be Completed Prior to the Administration

3.1 Checklist of Activities

Only trained Test Administrators (TAs) who have completed Training Module 10: 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 before scheduling the assessments:

- STCs or DTCs need to apply the "Interim" Test Group to each user who 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 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 before testing.
- It is highly recommended that all students take the Training and Sample Tests for each content area before 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 before 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.
  - For remote testing, students can take the interim assessments without the Secure Browser, on a Chrome web browser. For iPads, Safari browser is supported. 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 supported web browsers. 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
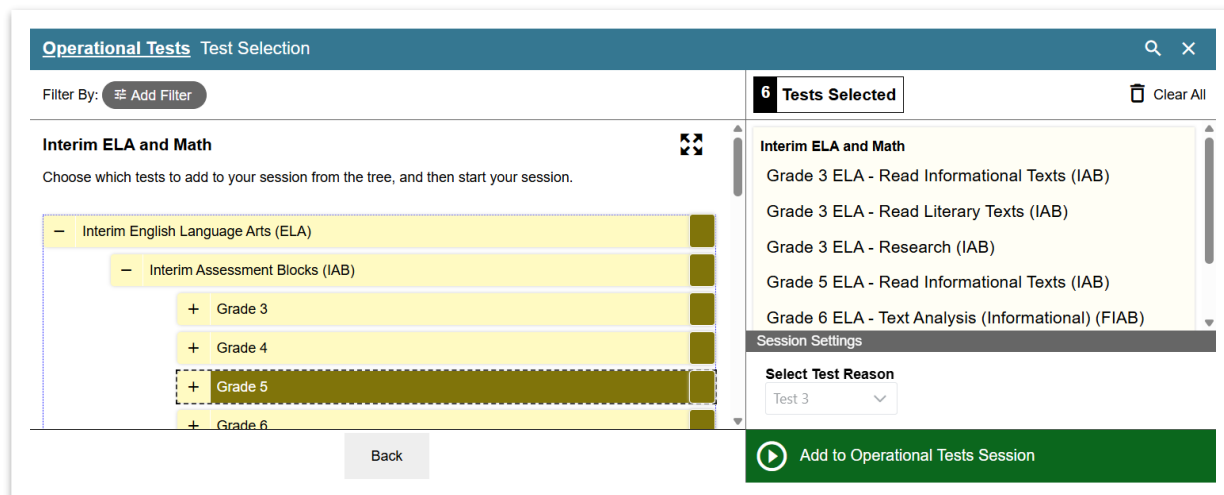
4.2 Remote Testing

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 following web browsers – Chrome 138 or higher, Firefox 138 or higher, Edge 138 or higher and Safari 17 or higher.

To administer an interim assessment remotely, TAs will first select "Start a Remote Session" from the Test Administration home page, then select the tests to administer remotely. A URL will be generated 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 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.

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).

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 research item, that need to be hand-scored. This is a local responsibility.

The ELA Focused IAB full write composition is machine-scored using artificial intelligence technology. However, educators can still override scores in the reporting system based on their evaluation of student writing using the OSAS Writing Scoring Rubrics.

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. All student results will note the manner in which the assessment was administered (standardized/non-standardized).

5.1.1 Standardized Test Administration

What Is Standardized Administration?

Standardized administration means that a student completes the Interim Assessment individually, following the procedure for administration used for the Summative Assessments. The manner of administration does not change the scoring of the Interim Assessment.

Why Does the Type of Administration Matter?

- The manner of administration is provided to help educators contextualize important factors about the conditions for the assessment when viewing, analyzing, interpreting, and understanding the results.
- Standardized administration affords the opportunity to use comparable data across classrooms, buildings, and subgroups based on the content assessed.
- The data can inform decision-making about instructional next steps, professional learning needs, and curriculum gaps.
- For students who have been assigned accessibility features, it is also an opportunity to practice using universal tools, designated supports, and accommodations as described in the Oregon Accessibility Manual. Familiarity with these features in advance of the Summative test will help students use them with confidence.

Benefits for Educators

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.

5.1.2 Non-standardized Test Administration

If the purpose is to inform instruction within a classroom, an educator may choose to administer an Interim in a non-standardized way. This means the administration does not follow the requirements used for the Summative Assessment.

Examples include:

- **Administering tests while students answer cooperatively** in pairs, in small groups, or as a whole class. Teachers may include discussion time between test items. For example, a teacher may read each item aloud using a think-aloud strategy or allow discussion between items before each student completes the assessment individually with this assisted support.

- **Administering tests individually with modified standardized requirements.** For example, provide scaffolded support for all students' questions. Log the questions being asked during test administration to inform instruction using student misconceptions and barriers during the assessment.

- **Having students self-assess or provide peer feedback** on short-answer and extended-response questions by having students hand-score items.

- **Use Interim Assessment resources and tools other than those approved in the** [Oregon Accessibility Manual](#) (e.g., use of text-to-speech, a script, or a multiplication table by a student who does not have an IEP and a documented need for this accommodation).

Benefits for Educators

Results from non-standardized administration are most appropriate for use as formative assessment (assessment for learning), rather than Summative (assessment of learning). Because this approach does not describe student performance in a comparable way, caution should be used when interpreting classroom results.

When deciding how to administer an Interim Assessment, consider the purpose. Is it an assessment *OF* learning or an assessment *FOR* learning? For example:

- Using **standardized** administration at the beginning of a unit can serve as an assessment *for* learning if the information helps inform instructional next steps.

- Using **standardized** administration at the end of an instructional unit is an assessment *of* learning.

- **Non-standardized** administration can also be used for assessments *of* learning, but results should be interpreted cautiously.

Remember that data from an Interim Assessment, whether standardized or non-standardized, is most useful as an assessment *for* learning. Interim Assessments can be part of the formative assessment process to identify students' learning needs and to guide instructional adjustments.

Each Interim Assessment Block (IAB) or Focused Interim Assessment Block (FIAB) has a corresponding Interim Connections Playlist (ICP) available in Tools for Teachers.

The Interim Connections Playlist (ICP) includes:

- A Performance Progress chart showing Below, At/Near, or Above Standard results for each skill assessed.

- Links to instructional resources created and vetted by teachers to support targeted instruction on these skills.

5.1.3 Criteria for Selecting Standardized Test Administration

The criteria for selecting the standardized option for a student are determined locally.

Factors that may impact appropriateness include, but are not necessarily limited to, the extent to which:

- The students have been exposed to the test items.

- 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 (EL) took the Interim Assessment with the necessary accessibility resources identified for use with statewide assessments.

Table 3 provides several examples of standardized and non-standardized administration of Interim Assessments.

Table 3. Examples of Standardized and Non-standardized Administration Practices

Standardized Administration	Non-Standardized Administration
Example 1: A teacher administers the Read Informational Texts Interim Assessment Block (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 Interim Assessment Block (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 (PT) Interim Assessment Block (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 (PT) Interim Assessment Block (IAB). Teachers score the students' full writes, and can instruct students based on the scoring rubric how to revise their writing.

5.2 Guidelines for Administering Interim Assessments in Remote Instructional Environments

Smarter Balanced provides guidance on *remote administration of the interim assessments* that describes how teachers can use assessment resources during remote instruction.

ODE provides 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.

5.3 Test Security

Interim Assessments can serve a variety of educator needs. To better support the range of possible uses consistent with the Oregon Department of Education 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." This means educators have the flexibility to access the test questions and their students' responses. This flexibility allows educators to use the Interim Assessments as part of the formative assessment process to improve teaching and learning. Because of this, Interim Assessments are not intended for accountability purposes.

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 districts and students is strictly prohibited**. Finally, Interim Assessment items must not be copied into third-party systems without permission from Smarter Balanced.

Examples of third-party systems include, but are not limited to:
- Google Sites
- Illuminate
- Quizlet
- Padlet
- PowerSchool
- Bitmoji sites
- YouTube

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 [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:
- **Testing Irregularity:** A Test Administrator (TA) 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:
- Any posting of Interim test items or stimuli on social media (e.g., X/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 result in access to individuals beyond authorized districts 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, which will take the necessary action(s).

5.4 Accommodations and Accessibility

The interim assessment system is designed so that all students—including those 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:

- **Universal Tools** (e.g., digital notepad, scratch paper) are available to all students based on student preference and selection.
- **Designated Supports** (e.g., text-to-speech, 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, American Sign Language (ASL) videos) are available to students with a documented need noted in an Individualized Education Program (IEP) or Section 504 Plan.

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

5.5 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 Oregon Accessibility Manual. 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

5.6 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 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*.

5.7 Scratch Paper

Scratch Paper Use
Scratch paper is a non-embedded universal tool for students to take notes, write computations, or develop draft responses. Scratch paper should be available to students for all of the Interim Assessments.

- For ELA, only plain paper or lined paper is appropriate.
- For math, plain graph paper (no coordinate plane or other graphics) may be used at any grade level and is required beginning in sixth grade.
- A whiteboard with a marker may also 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 devices need to be familiar to the student and/or consistent with their Individualized Education Program (IEP) or Section 504 Plan.
- Access to the internet must be disabled on assistive technology devices.

Storage and Security
For a standardized Interim Assessment administration, teachers must 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 math performance tasks (PTs).

For the ELA Interim Assessment Block (IAB) – Performance Task (PT), the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2. This allows students to return to their notes, even though they are 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 performance task (PT), students may use scratch paper to make notes, create graphic organizers, or develop draft responses.

To maintain security, teachers should have students write their names (or other identifiers) on scratch paper used for notes on performance tasks (PTs). The teacher must collect and securely store the scratch paper if it will be used in a later test session. All scratch paper must be securely destroyed or stored after the student completes the performance tasks (PTs), following protocols similar to the Summative Assessment.

Instructional Use
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 (PLC) within the school environment. In all cases, the scratch paper must be kept securely and should be destroyed/shredded when the instructional use ends.

5.8 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. 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 performance task's (PTs) current segment only.

- The math performance tasks (PT) have only one part.
- The ELA performance tasks (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, they will not be able to review or revise items in Part 1.
- ODE recommends that students complete Part 1 in one test session and Part 2 the next school day in a separate test session.

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, TAs 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 Oregon Guide to Analyze Interim Results 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.

6.2.4. Item Distractor Analysis

The Item Analysis report allows educators to view distractor information by item for their group of students. For multiple-choice items, this report shows the distribution of students who selected each answer option, with the correct answer indicated.   For all other item types, it displays the distribution of points earned.

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 who performed within each reporting category.

Section 7.0: 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.

7.1 Centralized Reporting System Overview

The Centralized Reporting System (CRS) is a secure, web-based platform that provides timely, detailed reports on student performance for both Summative and Interim Assessments. Authorized users, including teachers, school administrators, and district staff, can use the Centralized Reporting System (CRS) to support instructional planning and track student achievement over time.

Centralized Reporting System (CRS) to reports are organized into four main types:
- Aggregate-Level Results
- Group-Level Results
- Student-Level Results
- Item-Level Results

Access to the Centralized Reporting System (CRS) is role-based, meaning users can only see the data that matches their responsibilities. For more information regarding the Centralized Reporting System (CRS), please reference the Centralized Reporting System User Guide. The Centralized Reporting System (CRS) also includes direct links to instructional resources in Tools for Teachers and Interim Connections Playlists.

For more information, see the Reporting System User Guide.

7.1.1 Aggregate-Level Results

Aggregate reports show overall trends in student performance across large groups, such as schools, districts, or grade levels. These reports can help identify strengths, gaps, and long-term trends to inform curriculum decisions and professional learning.

Educators can use aggregate-level results to:

- Monitor performance across different student groups and demographic subgroups.
- Compare results over time to measure growth.
- Export data as CSV files for further analysis.

Below is a brief description of each level of results, but for more information, please see the Oregon Guide to Analyze Interim Results.

7.1.2 Group-Level Results

Group-level reports focus on smaller sets of students, such as a class or an instructional group. These reports help teachers and administrators see how groups are performing in relation to the content standards.

The Centralized Reporting System (CRS) provides group-level results for Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs). Results can be viewed in different ways depending on the assessment type.

Common report features include:
- Average scale scores for the group
- Performance distributions showing how many students are Below, At/Near, or Above Standard
- Score distribution charts by item

Groups can be:
- **Assigned Groups:** Created by the district or school and uploaded to the Centralized Reporting System (CRS).
- **Custom Groups:** Created by educators within the Centralized Reporting System (CRS) to monitor specific students.

The Interim Assessment Dashboard summarizes Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) activity across the year and helps teachers select assessments to generate detailed reports.

7.1.3 Student-Level Results

Student-level reports provide detailed information about individual student performance.

These reports include:
- Overall scores and achievement levels
- Results for each claim or target
- Historical performance over multiple years

Educators can use student-level results to:
- Support goal setting with students
- Communicate progress with families/caregivers
- Plan targeted instruction

Reports are available in several formats, including:
- **Individual Student Report (ISR):** Summarizes a student's assessment results in a printable PDF
- **District/School Exports:** Allow schools and districts to export student-level data for analysis

7.1.4 Item-Level Results

Item-level reports display information about how students responded to each test question. These reports help educators identify patterns and address learning gaps.

Item-level results include:
- Item-level data
- Access to the items themselves
- Access to student responses to the items
- Test results for adaptive assessments include item-level data only on the individual student level

Teachers can use item-level results to:
- Analyze which questions were most challenging
- See common misconceptions
- Plan follow-up instruction

7.2   Links to the Interim Connections Playlists

The Centralized Reporting System (CRS) includes Instructional Resource (lessons) links designed to help educators use Interim Assessment Blocks (IAB/FIABs) data for targeted, next-step instructional strategies. These resources were created by expert educators and reviewed by Smarter Balanced.

The Interim Connections Playlists (ICPs) link student performance on the Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) to resources in Tools for Teachers. The playlists and the linked instructional lessons are designed to support the skills and concepts measured on the Interim Assessments. They also help educators differentiate instruction based on specific performance descriptors (Below Standard, Near Standard, Above Standard).

Educators can access Interim Connections Playlists (ICPs) through the Features and Tools button and selecting the "Get Instructional Resources" link in the Centralized Reporting System or directly through Tools for Teachers.

A sample Grade 4 Math - Geometry Connections Playlist is available publicly; however, access to the instructional resources requires a Tools for Teachers login that is available to educators in subscribing states and territories in accordance with ODE policy.

Figure 3. Connections Playlist for Grade 4 Math – Geometry

This image of the Interim Connections Playlist (ICP) for Grade 4 Math – Geometry shows the Instructional Resource available within Tools for Teachers. The first callout shows student performance in relation to the three reporting categories: Below, At/Near, and Above, and the second callout details the available resources. The third callout offers some suggestions for intervention, and the final callout lists some things that teachers may consider around this instructional unit.

Connect Student Performance to Instructional Resources ⓘ

STUDENT PERFORMANCE PROGRESSIONS ⓘ

② Topic Resource	▪ Below	▮ Near	▮ Above **①**
Symmetry Future resource	Recognize all lines of symmetry in unfamiliar two-dimensional figures.	Know and draw line(s) including vertical, horizontal, diagonal of symmetry for regular and irregular two-dimensional polygons.	Identify if a shape has line(s) of symmetry and explain why.
Property of Angles Angles Around Us →	Know a right triangle has a 90 degree (right) angle, visually determine angles <, > 90 degrees, and able to define and labeling conventions of angles (acute, right, obtuse)	Recognize right triangles as a category.	Know how to find and rotate a right triangle.
Creating a Geometric Map Creating a Geometric Map →	Identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures.	Classify two-dimensional figures based on parallel or perpendicular lines or angles of specified lines.	Know how to rotate a right triangle.

💬 Suggestions for Intervention ⓘ **③**

For students who are significantly below, search for resources related to the following skills:

- Use of manipulatives as concrete examples.
- Visual representations.
- Working with tools (protractors, rulers) that support precision.

💬 Things To Consider **④**

- Focus centers around students drawing with precision, classifying and comparing two-dimensional shapes.
- Connect the vocabulary and content to the spatial relationships.
- Classifying two-dimensional figures based on angles, parallel and perpendicular lines.
- Connect between prior knowledge of shapes to include the focus on angles, parallel and perpendicular lines or the absence of (ex: triangle vs. right triangle).
- Identify lines of symmetry and line-symmetric two-dimensional shapes.

Section 8.0: Interim Assessment Item Portal (IAIP)

This section provides guidance regarding educator use of the Interim Assessment Item Portal (IAIP). It includes options and ideas for the use of the Interim Assessment Item Portal (IAIP) during instruction. The Interim Assessment Item Portal (IAIP) is a permission-based resource that authenticated educators can access via Tools for Teachers.

8.1 Purpose of the Interim Assessment Item Portal (IAIP)

The Interim Assessment Item Portal (IAIP) provides educators with the ability to use Interim Assessment items in more flexible ways that support student learning using the formative assessment process. The Interim Assessment Item Portal (IAIP) includes all live items on the available Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs).

The Interim Assessment Item Portal (IAIP) may be used by educators to view and select or deselect individual assessment items to tailor content covered by an Interim Assessment, so it better aligns with the sequence of their instruction. Educators may use the Interim Assessment Item Portal (IAIP) in addition to the fixed form Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs) for remote and in-person instruction. The Interim Assessment Item Portal (IAIP) is available for integration into Tools for Teachers.

8.2 Interim Assessment Item Portal (IAIP) Features

With similar functionality to the Sample Items Website, the Interim Assessment Item Portal (IAIP) allows educators to:

- Easily find, access, display, and export relevant Interim Assessment items via a search by test name, grade, claim, target, and standard,
- Generate answer keys for use by teachers,
- View and discuss individual items and answers with students or teacher teams, and/or
- Select items to create a PDF for download and print for use with students.

8.3 Test Security

The Interim Assessment Item Portal (IAIP), like the OSAS Interim Assessments, can serve a variety of educator needs. The security considerations for Interim Assessments described in *Section 5.4 Test Security* also apply to the Interim Assessment Item Portal (IAIP).

Interim Assessment items downloaded from the Interim Assessment Item Portal (IAIP) **are not for public use, display, or distribution**. For more information on the test security requirements, see *Section 5.4 Test Security.*

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

8.4 Accessibility Resources

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

- **Universal Tools**—English Glossary

- **Designated Supports** – math only: Dual Language Spanish Full Translation, Translation Glossary, and Illustration Glossary
- **Accommodations**—braille files

In addition to the above resources, educators may allow students to use the non-embedded accessibility resources described in the Oregon Accessibility Manual.

8.5 Using the Interim Assessment Item Portal

It's important to note that OSAS Interim Assessment content is protected under copyright and is subject to the provisions of the Digital Millennium Copyright Act (DMCA). Follow the acceptable use guidelines for using Interim Assessments in your local contexts. Reminder: the Interim Assessment items should remain non-public as they are designated as "student- and teacher-facing."

The Interim Assessment Item Portal (IAIP) offers flexible ways to access the Interim Assessment items in a variety of ways. This section provides some examples of these flexible uses.

Table 4. Example Scenarios for Non-standardized Use of Interim Assessment Items in the Interim Assessment Item Portal

Quick Check – Single Item Use
The teacher uses the Interim Assessment Item Portal (IAIP) to access a single Interim Assessment item for use with students. The teacher displays the item and reads the item aloud to students. Quick responses can be collected orally, on dry erase boards, or via student scratch paper. Quick Checks can be used as an entrance or an exit ticket or during instruction to elicit evidence and dive deeper into student thinking. This use of items in the Interim Assessment Item Portal (IAIP) offers a quick snapshot of how well the instruction is preparing students to respond to a specific item type, Target, and content standard. These quick checks can alert teachers when their curriculum is not supporting a particular skill with the requisite rigor, or when the language of instruction, and the language of assessment are misaligned. The immediate collection of responses provides opportunities to inquire about student thinking in real time and provides actionable data for instructional next steps and student learning strategies. These next steps and learning strategies can be strategically applied. Student accessibility needs and preferences should be considered with each individual item used in the Interim Assessment Item Portal (IAIP). For example, when displaying an item visually in class, a teacher can access and display the American Sign Language (ASL) video for students, or a student paper copy can be generated and magnified for a student with a visual impairment who may have difficulty accessing item content when it is displayed in a classroom environment. Knowing student needs and preferences will help teachers select instructional accessibility strategies for individual item use.
Considerations for Use of the Interim Assessment Item Portal (IAIP) for Remote Administration A variety of technology platforms can be utilized to encourage a productive and efficient exchange between the student and educator when reviewing Interim items in a remote environment. The platform selected should allow the educator to display the item securely, provide an environment where the student has an appropriate

Quick Check – Single Item Use

amount of time to consider how they will answer the item and why, and include audio, chat, and other features that encourage formative feedback and allow the student and educator to communicate directly and in real time. These considerations also hold true for the "Instructional Activity – Single to Multiple Item Use".

Instructional Activity – Single to Multiple Item Use

The teacher uses the Interim Assessment Item Portal (IAIP) to access Interim Assessment items for use with students. The teacher selects either a single item or multiple items for an activity that will be used during instruction. Instructional activities can vary from classroom to classroom. For example, a single item can be used and displayed or printed while partners or teams work together to discuss their thinking and answer the item.

Think-Pair-Share is a strategy a teacher can use for formative assessment by observing student discussions and eliciting student responses. Other options include having students self-select or participate in assigned teams to discuss the item and share their thinking by presenting their responses to the class. In math, the "number talks" strategy may be used with Interim items as an instructional activity.

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

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

Understanding Scoring – Short Answer and Performance Tasks (PTs)

The teacher uses the Interim Assessment Item Portal (IAIP) to display a short answer Interim Assessment item to students. The teacher elicits student responses via an entrance or exit ticket, a dry erase board, or other writing tool. The teacher then selects the "About this Item" button to access the scoring rubric for the item. The scoring rubric describes the rationale for each possible score point.

The teacher can also display sample student responses that are available in the secure teacher hand-scoring materials for Interim Assessments, in the OSAS Portal. The teacher may also create their own sample student responses using student responses with personally identifiable information redacted. Teachers can have students use the rubric to score the sample responses to calibrate student understanding of the rubric. Students can also use the scoring rubric to evaluate their own responses and as they work with partners or teams to

Quick Check – Single Item Use

provide descriptive peer feedback. Understanding scoring rubrics can help students and teachers identify student performance gaps and provide guidance on learning goals.

The Smarter Annotated Response Tool (SmART) provides sample student responses for released Smarter Balanced Practice Test items that may be used to support student understanding of scoring rubrics.

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

Considerations for Use of the Interim Assessment Item Portal (IAIP) for Remote Administration

Publicly available scoring rubrics can be used to support administration in remote environments and are available in the new Smarter Annotated Response Tool (SmART) and the Smarter Content Explorer.

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

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

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

Tips and Considerations for Practice: The Reporting System does not allow for entering Interim Assessment results from assessments administered in this manner, so student results will not appear in the Student's Test History.

Considerations for Use of the Interim Assessment Item Portal (IAIP) for Remote Administration

Due to potential item security risks, this scenario is not applicable for remote administration.

Section 9.0: Oregon Tools for Teachers Overview

9.1 Smarter Balanced Tools for Teachers Overview

The Tools for Teachers website is an online collection of instructional and professional learning resources. These resources are aligned with the ELA and math state content standards and help educators implement the formative assessment process with targeted instruction 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 approach and a quality review process utilizing a set of consistent criteria.
- **Formative Assessment** strategies teachers can use to add to the instructional toolkit for establishing routines that engage students, check understanding, and allow real-time educational actions.
- **Accessibility Strategies** embedded elements within Instructional Resources (e.g., lessons) necessary to enhance instructional approaches that address the needs of all learners, including the inclusion of tiered accessibility supports.
- **Interim Connections Playlists (ICPs)** are aligned to Interim Assessments and provide educators with information on performance to inform differentiation as well as lessons to target skills and concepts.
- **Professional Learning Resources** focus on how Tools for Teachers resources can support assessment literacy, deep understanding of ELA and math state content standards, and much more.

Tools for Teachers includes several innovative design features that make it teacher-friendly. Search features help educators locate Instructional Resources (i.e., lessons) that can be bookmarked and annotated with the "notes" feature. Instructional Resources (lessons) can also be printed and shared including printing and sharing the activity with students. In addition, it is web accessible (i.e., WCAG 2.1 AA compliant).

Instructional Resources (lessons) include options for differentiating instruction, as well as student-focused accessibility strategies, and formative assessment strategies, and additional support for ELs. For more information about Tools for Teachers, see the Get Started page.

The Tools for Teachers website is embedded with help features.

Additional information about Instructional Resources is available on the Tools for Teachers page.

9.2 Accessing Tools for Teachers

Tools for Teachers is available to educators in states/territories or school districts that are members of Smarter Balanced. Oregon Department of Education may also provide higher education faculty with access to the platform. Oregon Department of Education, or their service providers, are responsible for working directly with districts and institutions of higher education to set up user accounts and to provide help desk support. (Service providers may add information about educator access to Tools for Teachers.)

Appendix A: Additional resources

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

Resource	Description
Interim Assessment Overview Catalog	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 20 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.
Tools for Teachers	See the video on the homepage for a brief overview of the types of tools and resources available within Tools for Teachers.
Tools for Teachers Overview	This is a two-page quick guide on using the Tools for Teachers resources and strategies.

Resource	Description
Tools for Teachers Video Introduction	This 7-minute video introduces the Smarter Balanced Tools for Teachers website. Tools for Teachers offers educator-created lessons, activities, strategies, and professional development to support tailored instruction and boost learning. The video provides site navigation tips, examples of how educators can use the platform, and a deeper look at Tools for Teachers's instructional resources. It also highlights how to incorporate formative assessment into classroom practice.
Using Smarter Balanced Interim Connections Playlists (ICPs)	This 6:53-minute video provides an introduction to the Smarter Balanced Interim Connections Playlist, describing what playlists are and tips for how to use them. The video walks through three different scenarios of how educators can use playlists to support teaching and learning.