

Statement of Purpose for the Smarter Balanced Interim Assessment

The Smarter Balanced Assessment System has three major components: end-of-year **summative** assessments designed for accountability purposes; a suite of tools and resources that support classroom-based **formative** assessment practices; and **interim** assessments designed to support teaching and learning throughout the year.

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and English language arts/literacy. However, the items for the interim assessments are stored in an item bank that is separate from the item bank that supports the summative assessments. Although the items are not released to the public, the interim assessment items are not secure and are not designed for accountability purposes.

The interim assessments include two distinct types of tests that draw from the same bank of items and performance tasks:

Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)
Use the same blueprints as the summative assessments and assess the same standards.	Focus on smaller sets of targets and therefore are more flexible to better support instruction
Available as fixed form tests and may also be available as adaptive tests when item counts are adequate.	Available as fixed form tests and may also be available as adaptive tests, as appropriate based on content and when item counts are adequate.
Include the same item types and formats, including performance tasks, as the summative assessments	Include the same item types and formats, including performance tasks, as the summative assessments.
<p>Yield overall scale scores (on the same vertical scale), overall performance level designations, and claim-level information.</p> <p>Claim-level information results reported in the Smarter Balanced reporting system as “Below Standard,” “At/Near Standard,” and “Above Standard”.</p>	<p>Yield overall information for each block.</p> <p>Results will be reported in the Smarter Balanced reporting system as “Below Standard,” “At/Near Standard,” and “Above Standard”.</p>

Both the ICAs and the IABs are administered online and may use the same delivery software as the summative assessments. States and Districts have the flexibility to re-administer interim assessments any number of times. These decisions should be made in 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.

Interim assessment reports can be generated from the Smarter Balanced reporting system. In addition states and districts may elect to report the results the interim assessment using alternative systems.



Interim Assessment Statement of Purpose

Most items in the interim assessment will be scored via the computer. However, there are some constructed response items and performance tasks for which machine scoring does not yield optimal levels of reliability and validity. Therefore, some items and tasks on the interim assessment will likely need to be scored by educators. This is a local / state responsibility. Smarter Balanced will make available an open source hand-scoring application that states can deploy to support this process.

Initially, the ICA and IABs will contain overlapping item banks. Therefore students who take the ICA and IABs more than once, or who take both the ICA and IABs in the same grade levels and content areas will see the same items more than once. As more interim assessment items are available, the ICAs and IABs will have fewer overlapping items.