HumRRO
HUMAN RESOURCES RESEARCH ORGANIZATION

California Assessment of Student Performance and Progress (CAASPP): 2016 Independent Evaluation Report Volume 2 - Appendices

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APPENDIX A1
SECURITY POLICIES AND PROCEDURES

Staff Training

All CAASPP project staff was trained on security methods and procedures for handling personally-identifiable information (PII). This training included (a) the appropriate use of electronic information and systems, (b) maintaining computer security, and (c) the importance of confidentiality and non-disclosure of sensitive and confidential information. Prior to a Web-based training session, staff independently reviewed a set of training slides, HumRRO's company-wide PII Policy and Procedures, and project-specific requirements.

During the one-hour Web-based training session, the CAASPP security liaison and HumRRO's Facility Security Officer (FSO) reviewed general and specific requirements and procedures, and facilitated an interactive discussion of four scenarios. The scenarios presented potential problems regarding data at rest or data transmittal, and staff discussed how to handle such problems in accordance with project policy and procedures. The facilitators responded to questions, clarified processes, and discussed differences based on geographic location (e.g., a secure shredding vendor collects documents from HumRRO's Monterey office, while other offices use on-site shredding machines). The initial training was conducted in January 2016, with all but two project staff in attendance; these staff attended a make-up training session in April 2016.

In accordance with CDE policy, HumRRO's CAASPP Project Manager submitted an internal data request tracking form used by CDE contractors to log data security and destruction measures. Following training, CAASPP project staff members read, signed, and submitted five forms (maintained by HumRRO) to acknowledge their understanding of project security requirements and procedures for handling PII:

- Appropriate Use of Electronic Information Form
- CDE Computer Security Policy Form
- Confidentiality and Non-disclosure Agreement for CAASPP Evaluation (see Appendix A2)
- HumRRO PII Policy and Procedures Acknowledgement Form
- 2016 CAASPP PII Training Acknowledgement Form

Secure Data Transfer

HumRRO uses a Secure File Transfer Protocol (SFTP) application to accommodate CAASPP evaluation project file transfers between HumRRO and CDE staff as well as file transfers between HumRRO and others, such as educator participants in our research studies. The SFTP application is a Web based system with strong security features. In technical terms, the SFTP application communicates strictly through the Hypertext Transfer Protocol Secure (HTTPS) using Secure Sockets Layer (SSL) encryption on the incoming and outgoing traffic on each transaction that takes place between a user and the File Transfer Protocol (FTP) site. Each file maintains a record of actions performed, allowing HumRRO to monitor when a file was created, modified, or downloaded. The software package is regularly updated to include the latest security features.

HumRRO created project-specific CAASPP repositories using our SFTP application, and we provided user names and passwords to our CDE technical monitor, select CDE psychometric staff, and HumRRO staff needing access (e.g., staff assigned to current CAASPP evaluation studies). Files were successfully posted by CDE staff and retrieved by HumRRO staff using the SFTP repositories beginning in December 2015. Additional users, such as educators involved in the Access to Designated Supports and Accommodations Study, were added during the year on an as-needed basis.

APPENDIX A2
CAASPP EVALUATION CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

The California Department of Education (CDE) has, through award of contract, placed the highest degree of trust and confidence on Human Resources Research Organization (HumRRO) to perform evaluation activities of the California Assessment of Student Performance and Progress (CAASPP) System.

HumRRO contract performance requires conducting studies and observations, analyzing data, and attending meetings. Said contract will require HumRRO staff to review documents and data and enter into conversations with staff from HumRRO, CDE, schools, local educational agencies (LEAs), and other contractors.

Under this agreement, you will have access to confidential and sensitive information including but not limited to test items and test forms; data, including personally-identifiable information (PII); written documents; and analyses regarding the CAASPP System. These materials, information, and/or data are confidential and may not be shared or discussed with any person who has not signed this agreement.

Receipt of sensitive, proprietary, classified information from any source, documented or verbal, related to this contract, must be held in total confidence and protected. These data or materials may not be copied, published, announced, or in any other way made public.

By signing this agreement, you acknowledge that the CAASPP information, materials, and data constitute proprietary and confidential materials. You further understand that any disclosure, unauthorized use, or reproduction of these materials would damage the confidentiality of CAASPP. You agree to protect and safeguard such documents from theft, destruction, or disclosure to anyone not having a need to know such information in any respect. You further agree that such documents will be placed in a secure location whenever not in immediate or current use. Additionally, you fully understand that any unauthorized disclosure may be a basis for civil or criminal penalties and/or disciplinary action against HumRRO, and you agree to advise the Project Director (Michele Hardoin) in the event that you learn or have reason to believe that any person who has access to Independent Evaluation of the CAASPP Contract confidential information has or intends to disclose that information in violation of this agreement.

ACCEPTED AND AGREED TO:

Signature_____   Date_____

Full name (please print)_____

Title_____

Address_____

_____

Witness_____

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APPENDIX B1
CDE LEARN RECRUITMENT LETTER

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CALIFORNIA
DEPARTMENT OF
EDUCATION

September 24, 2015

Dear Select County and District Superintendents and Charter School Directors:

**INVITATION TO PARTICIPATE IN COLLABORATIVE RESEARCH
ON CAASPP USES AND IMPACT**

The California Department of Education (CDE) has authorized the Human Resources Research Organization (HumRRO), the independent evaluator of the California Assessment of Student Performance and Progress (CAASPP) system, to identify representatives from a group of local educational agencies (LEAs) to participate in collaborative research on CAASPP as part of a new research network. The LEA Research Network (LEARN) will provide professional development opportunities for LEA research staff as they work with other LEAs and the evaluation contractor and will provide opportunities for participation in larger scale research to address key questions about the meaning and use of results from the CAASPP interim and summative assessments.

Your LEA is one of 24 LEAs that have been selected to represent all LEAs in the state in terms of size, geographic region, student demographics, and academic achievement. If you agree to participate, HumRRO will ask you to identify a single LEARN member from your LEA. We anticipate most designees will be employees of LEA research offices, but they may be other district or school leadership staff, at each LEA's discretion. LEARN members will participate in periodic web-based meetings to discuss, provide advice, and plan the research agenda for the coming evaluation year, as well as coordinate LEA and school participation in specific studies. Minimal participation in LEARN would entail approximately a half day every six months. Ideally, every member also would actively participate in at least one study in either the 2015−16 or 2016−17 school year, which will entail additional time. Details of each study, including purpose, specific activities, and time commitment, will be provided as the evaluation progresses. LEARN members will have an opportunity to commit to each study at that time.

HumRRO staff will follow up with more information on benefits and responsibilities associated with participation in the LEARN. Please carefully consider his opportunity to participate in the improvement of our assessment system. This activity will benefit students, teacher, LEAs, and the state as a whole as we work to make the CAASPP program effective and efficient.

Sincerely,

/s/

Michelle Center, Director
Assessment Development & Administration Division

cc: Select California Assessment of Student Performance and Progress (CAASPP) Coordinators

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APPENDIX B2
HUMRRO LEARN RECRUITMENT LETTER

October 21, 2015

[CAASPP Coordinator First Name] [CAASPP Coordinator Last Name]
[LEA Name] CAASPP Coordinator
[Street Address]
[City, State Zip]

RE: Invitation to Join CAASPP Evaluation Local Educational Agency Research Network (LEARN)

Dear [CAASPP Coordinator First Name]:

As described in a recent letter to your Superintendent/or charter school administrator from Michelle Center, Director of the Assessment Development and Administration Division at the California Department of Education (CDE), CDE has contracted with the Human Resources Research Organization (HumRRO) to conduct an independent evaluation of the California Assessment of Student Performance and Progress (CAASPP) system. As part of this evaluation effort, we at HumRRO are forming a network of select LEAs to serve in advisory and research roles. Your LEA has been selected as 1 of 24 LEAs across the state to participate and to represent the state as a whole.

In our previous work as the California High School Exit Exam (CAHSEE) evaluator, we found local educational agency (LEA) input to be invaluable in designing reasonable studies and accurately interpreting our findings. Particularly in a state as large and diverse as California, it is important to take into account the variety of environments, strengths, and challenges faced by LEAs and schools. For example, we formed a multi-LEA collaborative to help investigate the CAHSEE's ability to predict post high school outcomes including college enrollment. The LEAs provided important insights and helped us collect information that only they and their schools could provide. This two-year study would have been impossible without our LEA partners. In addition, participants found value in advice regarding their own research from HumRRO and from the other participants and appreciated the opportunity to participate in the research that generalized beyond their local area.

LEARN members will work collaboratively with HumRRO during the three years of the evaluation contract. HumRRO will hold a half day Web-based meeting approximately twice each year, during which we will review our research plans, preliminary results, and lessons learned. We will ask LEARN representatives to actively participate in brainstorming ideas, commenting on feasibility of plans, and helping interpret findings. In addition to these meetings, we will ask LEAs to agree to participate in one or more research studies over the course of the evaluation. This may entail LEA and/or school staff responding to surveys, participating in interviews or focus groups, allowing observations of test administrations and scoring, providing assessment or other data, or other activities. Details of each study, including the purpose, specific activities, and time commitment, will be provided as the evaluation progresses. LEARN members will have an opportunity to commit to each study at that time.

Included with this letter is HumRRO's Evaluation Plan, as approved by the California State Board of Education. The plan includes brief descriptions of the five studies to be conducted at various points over the next three years.

We believe participation in the LEARN will provide professional development opportunities for members as they work with other LEAs and the evaluation contractor. The LEARN will also provide opportunities for participation in larger scale research to address key questions about the meaning and use of results from the CAASPP assessments, including interim and summative assessments in ELA and mathematics.

Please complete the attached form to indicate whether your LEA will participate and return it to me by email or fax. If you will join the LEARN, please identify your representative and designate an appropriate point of contact for further communication. We believe the most appropriate representative from each LEA may be a member of the LEA's research staff, but we leave that decision to your discretion. **If possible, please respond no later than Wednesday, October 28, 2015.** I would be happy to answer any questions you may have by email or phone, per your preference. Thank you for your time.

Sincerely,

D. E. ("Sunny") Becker, Ph. D
Principal Staff Scientist, HumRRO

Email: sbecker@humrro.org
Phone: (443) 944-8226
Fax: (888) 474-0143

Enclosures: 2

Cc: Michelle Center, Director of the CDE Assessment Development and Administration Division
Eric Zilbert, Education Research and Evaluation Administrator, CDE Psychometric, Evaluation and Data Office
Michele Hardoin, HumRRO CAASPP Evaluation Project Manager

APPENDIX C1
SMARTER BALANCED INTERIM ASSESSMENT STUDY FLIER

**California Assessment of Student Performance and Progress (CAASPP) Evaluation
2015-16 Study 2: Interim Assessment Test Administration**

Purpose

The goals of the study are to determine the ways interim assessments are administered in schools–including training and preparation, types of interim assessments used, and how decisions to administer interim assessments are made–and to learn how interim assessments may be impacting instructional decisions. The study will provide an opportunity for school and LEA stakeholders to obtain insight into how interim assessments are used throughout the year and to identify challenges that warrant improvement.

Data Collection Methods

Because little data are systematically collected about the interim assessments, this study plan is designed to occur in stages, with each stage informing the implementation of the subsequent stage. The study begins with a focus on learning about interim assessment use, using a small sample of stakeholders, and will culminate in statewide data collection for the purpose of generalization. Figure 1 describes the purpose and opportunities for LEARN member participation in each stage.

Pre-Stage/Ongoing: Background research (Ongoing)	Descriptive and exploratory analyses of existing CDE data on interim assessment use. These analyses will provide context and help frame the five main stages of data collection.	• No LEARN participation needed
Stage 1: Focus groups with LEA CAASPP Coordinators (Jan-Feb 2016)	Gather information on how interim assessments are used and administered from the LEA perspective and inform the online survey development.	• 8 LEAs • 2 Focus groups
Stage 2: Focus groups with Site CAASPP Coordinators (Jan-Feb 2016)	Gather information on how interim assessments are used and administered from the school perspective and inform the online survey development.	• 4 LEAs: 12 schools • 3 Focus groups
Stage 3: Focus groups with LEA Curriculum & Instruction staff (Jan-Feb 2016)	Gather information on how interim assessments impact instruction and inform the online survey development.	• 4 LEAs • 2 Focus groups
Stage 4: Interim Assessment observations and brief interviews (Mar-Apr 2016)	Gather information about how interim assessments are actually being administered in the schools.	• 2 LEAs:12-16 schools
Stage 5: Statewide online survey with a random, systematic sample of TAs (May-June 2016)	Gather information that can be used to generalize more broadly the common issues, challenges, and strengths of the 2015–16 interim assessment administrations.	• Encouragement of educators' response to survey

Figure 1. Interim Assessment Study Design

LEA Responsibilities

LEARN members (or their designees) are primarily responsible for, with guidance from HumRRO, (1) identifying staff who will participate in the Stage 1 and Stage 3 focus groups, (2) recommending schools for Stage 2 focus groups and Stage 4 on-site HumRRO observations, and (3) assisting with recruitment of school participation in Stages 2 and 4. Level of LEA/school staff effort varies by stage. Table 1 displays the main activities and level of effort for Stages 1 through 4. Although Stage 5 is a statewide online survey and we ask all LEARN members to encourage test administrator participation, it does not require LEA-specific activities.

Table 1. Interim Assessment Study LEARN Participation and Activities

Stage	LEARN	Educator Activities, per LEA	Effort[1]
Stage 1	8 LEAs	LEA CAASPP Coordinator participates in 1 Focus Group	1-2 hrs
Stage 2	4 LEAs from Stage 1	LEA CAASPP Coordinator recommends and helps recruit 3 schools for Stage 2	1 hr
		Site CAASPP Coordinators from 3 schools (per LEA) participate in Focus Group (either elementary, middle, or high school group)	1-2 hrs
Stage 3	4 LEAs (same 4 as in Stage 2)	LEA Curriculum & Instruction Educator participates in Math Focus Group	1-2 hrs
		LEA Curriculum & Instruction Educator participates in English language arts/literacy Focus Group	1-2 hrs
Stage 4	2 LEAs from Stages 2/3	LEA CAASPP Coordinator recommends and helps recruit 6-8 schools for Stage 4	1-2 hrs
		Site CAASPP Coordinators from 6-8 schools • assist with coordination of Stage 4 activities • facilitate HumRRO's on-site observation of Interim assessment administration • are interviewed by HumRRO on-site	1 hr 1 hr 0.25 hr
		• Site Curriculum & Instruction Educators from 6-8 schools are interviewed on-site by HumRRO	0.25 hr

[1]Approximate number of hours

Security/Confidentiality

HumRRO will ensure that all data collected for this study (focus group and interview data, observation data, survey data) will remain confidential and be maintained on HumRRO's secure server. No student data will be collected and no student-level analyses will be conducted. Results from this study will be reported at an aggregate level or will describe characteristics of LEAs and schools rather than naming them, thereby ensuring that no findings can be directly linked to any participating LEA, school, or educator.

Potential Benefits of Participation

This study has several potential benefits: (1) Results will provide both rich and generalizable data on how interim assessments are used, successes and challenges, and potential impacts on instruction, (2) Participating LEAs will have the opportunity to discuss with and learn how other LEAs are approaching interim assessment use, (3) After all data are triangulated, potential exemplars of LEAs and schools that are maximizing the utility of the interim assessments can be identified, and (4) Findings will be used to provide recommendations to CDE and other LEAs for process and system improvements.

How to Volunteer for Participation

If you are interested in participating, please complete the Study 2 Commitment Form and submit it no later than **December 31, 2015. I**f you have questions regarding this study, please contact the Study Director, Dr. Caroline Wiley, via email at <u>cwiley@humrro.org</u> or via phone at 703.440.0242.

CAASPP Smarter Balanced Interim Assessment Study

(60 minutes)

Date:
Participants:

Introductory Script:

Interviewer: Good [morning/afternoon]. My name is [interviewer's name] and we also have on the line [note taker's name] and we are both from the Human Resources Research Organization (HumRRO). We'd like to thank you for taking the time to call in to participate in this focus group. We plan on taking no more than 60 minutes of your time, so let's go ahead and get started. I will be leading today's discussion on the Smarter Balanced interim assessments and [note taker's name] will be taking notes.

As you know, HumRRO is working with the California Department of Education (CDE) to conduct this study on the administration of interim assessments as part of the larger evaluation of the California Assessment of Student Performance and Progress (CAASPP) System. Today's discussion is part of that study.

During this discussion, I will ask you questions related to the Smarter Balanced interim assessments that are available to your LEA. Please note that your individual responses will remain anonymous. Findings from this study will be included in our annual report but will be presented at the aggregate level and will not be linked to your specific LEA.

Note taker: Hello, this is [note taker's name]. To document our discussion, I will be taking notes. I may need to pause us at times to catch up on notes and make sure I've captured your complete response. I may also ask you follow-up questions to make sure I fully understand your responses. It will also be helpful if you could state your LEA's name before speaking so that I can properly document the discussion.

Interviewer: To get the conversation started, let's have everyone do a brief introduction. Tell us your name, where you work and what you do. [Have HumRRO staff start this]. [After all introductions]: Thanks everyone. Now we will start the discussion.

We will be discussing your experience with the Smarter Balanced interim assessments, specifically we will be asking questions about your use of the interim assessments, the preparation and training you received, and your overall thoughts about them. I have structured questions to lead you through the discussion [you might need to prioritize based on timing]. I'd like you to respond by thinking about your experiences from this school year, but if, as we're talking, you feel a comparison to the interim assessment roll-out last year is informative, please include it.

Research Questions (presented in curly brackets {}). Questions shown in brackets are not applicable to this group, but the questions below it are.

Use of the Interim Assessments

1. {What Smarter Balanced interim assessments are being used in your LEA (Comprehensives, Blocks, on-grade vs. off-grade administration)?}
    a. What benefits do you think will result from using them?
    b. {How are decisions made about whether and how interim assessments are used?}
        i. {What was the purpose behind the timing for your set windows (if they have set interim assessment windows) [Why they used IAs when they did this year, was that intention/plan (so same plan for next year), or did circumstances prevent earlier or more widespread use?]}

2. Does your LEA mandate the use of the Smarter Balanced interim assessments? If so, the comprehensives or blocks?
    a. How so—as district benchmarking, teacher's choice-but they have to administer at least one, etc.? Grade, subject?
    b. If it's voluntary, can you talk a little about how that is going?
        i. Getting lots of volunteers? Feedback? Which assessments?
    c. What factors were considered when deciding to make it mandatory or not?

3. Are you using a third-party interim assessment platform?
        i. What is it? Why are you using it?
        ii. What will the future look like in terms of continuing the use of a third-party system, fully switching to the Smarter Balanced interim assessments, or integrating the two systems? (Probe why)

4. How would you characterize the support for the use of the interim assessments, the buy-in from the relevant stakeholders (teachers, schools, LEA)?
    a. What factors have affected buy-in for each of these groups?
    b. What factors seem to contribute to stronger support?

5. {What are the main obstacles faced when using the interim assessments? [If they start talking about obstacles at any point, ask this /follow up. If they haven't mentioned any, ask at the end.]}
    a. {What can be done to address the obstacles?}
    b. {How has the hand scoring been going?}
        i. {Does your LEA provide any hand scoring support (e.g., offer scorers, offer substitutes, offer additional training)?}

6. {[How are the interim assessments impacting instructional practice and student achievement?]} Are you making any LEA-level decisions based on the interim assessment results?
   a. Which interim assessments are more/less useful and why?
   b. Do the interim assessments help identify student strengths and weakness?
   c. Do the interim assessments help inform initial course placement, or subsequent course adjustments?
   d. Are you aware of how any of your schools are using the interim assessments to make instructional decisions?
      i. Would you say that many, a few, or none of your schools are using the interim assessments in this way?

7. How are you and your staff using the reports (Individual Student Reports, Grade Reports)?
   a. Is the score information useful?
   b. Do the score reports accurately and clearly identify student strengths and weaknesses?
   c. Does your LEA provide training or guidance to schools on interpreting reports?

Preparation and Training
8. {[To what degree are schools successfully prepared for administration of the interim assessments (e.g., training materials were clear, system components worked)?]} How could the Smarter Balanced training and preparation resources (e.g., those provided through the caaspp.org site, CAASPP institutes, CAASPP in-person clinics & workshops) be improved?
   a. Does your LEA provide additional training resources? If so, what?
   b. Are there issues with the necessary systems (TOMS, TestAdministrator, Digital Library)? If so, can you briefly describe?

9. {What are the resource challenges for the administration and use of the interim assessments in terms of staffing, technology, and equipment?}
   a. Can the resource requirements be met by most schools in your LEA? All grade levels?
   b. What can be done to bridge the gap or reduce the resource requirements when a school is lacking the required resources?

Overall
10. Is there anything else that we did not ask, but you would like to ensure we captured?

Closing Script:

That concludes our discussion today. Thank you so much for your time and all the information you've provided. We will be using outcomes of our focus groups to help develop a statewide survey that will be administered in May, and ask you to encourage educators in your LEA to participate in the survey if invited.

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Appendix C2: LEA CAASPP Coordinator Focus Group Protocol

CAASPP Smarter Balanced Interim Assessment Study

(45-60 minutes)

Date:
Participants:

Introductory Script:

Interviewer: Good [morning/afternoon]. This is [interviewer's name] and [note taker's name] from the Human Resources Research Organization (HumRRO). We'd like to thank you for taking the time to call in to participate in this focus group. We plan on taking no more than 60 minutes of your time, so let's go ahead and get started.

HumRRO is working with the California Department of Education (CDE) to conduct this study on the administration of interim assessments as part of the larger evaluation of the California Assessment of Student Performance and Progress (CAASPP) System. Today's discussion is part of that study. We have already interviewed LEA CAASPP Coordinators and are currently conducting focus groups with School Site CAASPP Coordinators. This focus group consists of High School Site CAASPP Coordinators.

During this discussion, I will ask you questions related to the Smarter Balanced interim assessments that are available to your LEA. We will be discussing your general use and experience with the interim assessments, the preparation and training you received, and your overall thoughts about.

I have structured questions to lead you through the discussion, but you should feel free to discuss any topics you deem important; we really intend this to be an informal conversation about how things have been going. I'd like you to respond by thinking about your experiences from this school year, but if, as we're talking, you feel a comparison to the interim assessment roll-out last year is informative, please include it. Please note that your individual responses will remain anonymous. Findings from this study will be included in our annual report but will be presented at the aggregate level and will not be linked to your specific LEA.

Note taker: Hello, this is [note taker's name]. To document our discussion, I will be taking notes. I may need to pause us at times to catch up on notes and make sure I've captured your complete response. I may also ask you follow-up questions to make sure I fully understand your responses. It will also be helpful if you could state your school's name before speaking so that I can properly document the discussion.

Interviewer: To get the conversation started, let's have everyone do a brief introduction. Tell us your name, where you work and what you do. [Have HumRRO staff start this]. [After all introductions]: Thanks everyone. Now we will start the discussion.

Research Questions (presented in curly brackets {}). Questions shown in brackets are not applicable to this group, but the questions below it are.

Use of the Interim Assessments

1. {What Smarter Balanced interim assessments are being used in your school, are you using Comprehensives, Blocks, on-grade vs. off-grade administration?}
    a. Blocks (IABs)?
    b. Comprehensives (ICAs)?
    c. Performance Tasks? Classroom Activities? [both math and ELA?]
    d. Mostly on-grade or off-grade administrations?
    e. Is it mandatory for teachers to administer? If so, which ones?
        i.   Is that a school mandate or an LEA mandate?
        ii. What is the mandate (at least one, once a semester, etc.)
        iii. What factors were considered when deciding to make it mandatory or not?
    f. If it's voluntary, can you talk a little about how that is going?
        i.   Getting lots of volunteers? Feedback? Which assessments?
        ii. Which teachers are using it—grade, subject?
    g. Is there a set window in which interim assessments can be administered?

2. What are your school's goals for the interim assessments?
    a. {How are decisions made about whether and how interim assessments are used?}

3. Are you using a third-party interim assessment platform?
        i.   What is it? Why are you using it?
        ii. What will the future look like in terms of continuing the use of a third-party system, fully switching to the Smarter Balanced interim assessments, or integrating the two systems? (Probe why)

4. How would you characterize the support for the use of the interim assessments, the buy-in from teachers and schools?
    a. What factors have affected buy-in?
    b. What factors seem to contribute to stronger support?

5. {What are the main obstacles faced when using the interim assessments? [If they start talking about obstacles at any point, ask this /follow up. If they haven't mentioned any, ask at the end.]}

    a. {What can be done to address the obstacles?}

6. Have there been issues with accessing and administering the interim assessments (for you, the test administrator, or the students)?

    a. How have the issues impacted the assessments?
    b. What can be done to address these issues?
    c. How long does it take to administer the assessments? [Probe: If they administer PTs or Classroom Activities, ask about those]

7. Have you done any hand scoring? How has that been going?

   a. Do you do any group scoring with other teachers?
   b. Does your school or LEA offer any support for hand scoring (e.g., substitutes, time, stipends)
   a. If no teachers hand scored, do you think if teachers were offered support, would they have completed the hand scoring?

8. {How are the interim assessments impacting instructional practice and student achievement?}

   a. Are teachers making decisions based on the interim assessment results? (remedial or advanced work, re-teaching, individual students or whole-class)
      i. Would you say that many, a few, or none of your teachers are using the interim assessments in this way?
   b. Are you making any school-level decisions based on the interim assessment results?
      i. Curriculum changes, department meeting/training topics or Professional Development offerings to specific school, or C&I mentor support for specific teachers?
   c. Which interim assessments are more/less useful and why?
   d. Do the interim assessments help identify student strengths and weakness?

9. How are you and teachers using the reports (Individual Student Reports, Grade Reports)?

   a. Are other staff using them (e.g., Is the score information useful?
   b. Do the score reports accurately and clearly identify student strengths and weaknesses?
   c. Do you get the reports in a timely manner?

10. What type of feedback is provided to students?

    a. Do you have the information needed to provide useful feedback?
    b. Would additional or different feedback be useful?
    c. How are students reacting to the interims? (Positively, negatively, motivated?)

Preparation and Training

11. {[To what degree are schools successfully prepared for administration of the interim assessments (e.g., training materials were clear, system components worked)?]}

    a. Which resources have you utilized (resources (e.g., those provided through the caaspp.org site, CAASPP institutes, CAASPP in-person clinics & workshops)? [ask which dates for the institutes and clinics/workshops and confirm if led by ETS or CDE]

    b. How could the Smarter Balanced training and preparation be improved?

    c. Does your LEA provide additional training resources? If so, what?

d. Are there issues with the necessary systems (TOMS, Test Administrator, Digital Library)? If so, can you briefly describe?

e. Do you subscribe to the CAASPP Updates? (If so, do you find them useful)?

12. {What are the resource challenges for the administration and use of the interim assessments in terms of staffing, technology, and equipment?}
    a. Can the resource requirements be met by your school? All grade levels?
    b. What can be done to bridge the gap or reduce the resource requirements when a school is lacking the required resources?

Overall

13. Is there anything else that we did not ask, but you would like to ensure we captured?

Closing Script:

That concludes our discussion today. Thank you so much for your time and all the information you've provided. We will be using outcomes of our focus groups to help develop a statewide survey that will be administered in May, and ask you to encourage educators in your school to participate in the survey if invited.

CAASPP Smarter Balanced Interim Assessment Study
(45-60 minutes)

Date:

Participants:

Introductory Script:

Interviewer: Good [morning/afternoon]. This is [interviewer's name] and [note taker's name] from the Human Resources Research Organization (HumRRO). We'd like to thank you for taking the time to call in to participate in this focus group. We plan on taking no more than 60 minutes of your time, so let's go ahead and get started.

HumRRO is working with the California Department of Education (CDE) to conduct this study on the administration of interim assessments as part of the larger evaluation of the California Assessment of Student Performance and Progress (CAASPP) System. Today's discussion is part of that study. We have already interviewed LEA CAASPP Coordinators and are currently conducting focus groups with School Site CAASPP Coordinators. This focus group consists of LEA Curriculum and Instructional leads for [say which subject-math or ELA].

During this discussion, I will ask you questions related to the Smarter Balanced interim assessments that are available to your LEA. specifically focusing on how they are (or are not) impacting curriculum and instruction. We will also be asking about your general use and experience with the interim assessments, the preparation and training you received, and your overall thoughts about.

I have structured questions to lead you through the discussion, but you should feel free to discuss any topics you deem important [you might need to prioritize based on timing]. I'd like you to respond by thinking about your experiences from this school year, but if, as we're talking, you feel a comparison to the interim assessment roll-out last year is informative, please include it. Please note that your individual responses will remain anonymous. Findings from this study will be included in our annual report but will be presented at the aggregate level and will not be linked to your specific LEA.

Interviewer: To get the conversation started, let's have everyone do a brief introduction. Tell us your name, where you work and what you do. [Have HumRRO staff start this]. [After all introductions]: Thanks everyone. Rebecca's going to talk about her role as note taker and then we'll get started.

Note taker: To document our discussion, I will be taking notes. I may need to pause us at times to catch up on notes and make sure I've captured your complete response. I may also ask you follow-up questions to make sure I fully understand your responses. It will also be helpful if you could state your LEA's name before speaking so that I can properly document the discussion.

Research Questions (presented in curly brackets).

Use of the Interim Assessments

1. {(Omit the question in red, but ask the follow up questions) What Smarter Balanced interim assessments are being used in your school, are you using Comprehensives, Blocks, on-grade vs. off-grade administration?} [Confirm the info we received from the Stage 1 FGs about which interims are being used]. Can you each confirm the following information we learned from speaking with your LEA CAASPP Coordinator? You are currently using:
   a. [IABs, ICAs] [*Note taker—be sure to ask for clarification as we speak if it's not clear if the participant is referencing IABs or ICAs*:
   b. [Grade-levels/subjects—gear towards math or ELA if only doing one subject]
   c. [Mandatory/voluntary]
   d. [On-grade/off-grade]
   e. [Third-party assessment]

2. Did you participate in any interim assessment training? (CAASPP Institute, DL clinic, hand scoring workshops, web-resources)
   a. In what ways were they useful? What needs improving?
   b. Do you receive the CAASPP email updates? Are they useful?

3. {(Omit the question in red, but ask the follow up questions) How are decisions made about whether and how interim assessments are used?} What role do the interim assessments have in your LEA?
   a. Ideally, is there another role (or use) or an expansion of the current role that you think the interim assessments should (or could) have?

Impact on Curriculum and Instruction

4. {How are the interim assessments impacting instructional practice and student achievement?}
   a. One of the stated goals of the Smarter Balanced interim assessments is to provide teachers with actionable information about student progress. Do you think the 2015-16 interim assessments are accomplishing that goal? Please explain.
   b. If they are not, ask what could be done to help achieve that goal: [Probe the following areas to see how they could be improved or changed to make the data more informative to student learning/identify areas for re-teaching]
   [For each, component, ask if they-personally-interact/use the system and their general experiences with it]
      i. Quality of content [tailor this to the subject being interviewed—Math or ELA]
      ii. Hand scoring
         1. Sufficient training to produce valid scores?
         2. Rubrics provide sufficient feedback on student learning and/or classroom work?

Appendix C4: LEA Curriculum & Instruction Staff Focus Group Protocol

iii.   Reporting [Probe specifically about claims/targets/standards]
                        1. Who uses the reports? (e.g., Is the score information useful?)
                        2. Do the score reports accurately and clearly identify student strengths and weaknesses?
                        3. Do you get the reports in a timely manner?
                iv.   Digital Library
                        1. Sufficient integration with the Digital Library (link resources to specific scores or student responses)
                v.   Student feedback
                        1. Reviewing test items and responses with students
        c. Does your current third-party assessment [if they use one] accomplish the goals of providing actionable information about student progress?

5. {Are you making any LEA-level decisions based on the interim assessment results? (Curriculum changes, EL reclassifications, remedial or other course adjustments.) [Also probe non-student decisions as well: Dept. meeting/training topics or Professional Development offerings to specific school, or C&I mentor support for specific teachers)]}
        a. {Which interim assessments are more/less useful and why?}
        b. Do the interim assessments help identify student strengths and weakness? [Probably already responded to this in Q3]
        c. Are the interim assessment more or less useful for:
                i.   Different grade-levels?
                ii.   Certain student populations (students with disabilities, EL learners, gifted or advanced students)?

6. Do you know if teachers are making decisions based on the interim assessment results?
        a. Please explain how so, or if they haven't already discussed it, ask what's preventing them.

7. How would you characterize the support (or buy-in) for the use of the interim assessments by teachers and schools and their ability to inform instruction and make student-level decisions? [Probe: Do teachers believe that the Smarter Balanced interim assessment results can influence student achievement?]
        a. What factors have affected buy-in?
        b. What factors seem to contribute to stronger support?

8. What type of feedback is provided to students?
        a. Do you have the information needed to provide useful feedback? [Might need to probe if students get any information at all]
        b. Would additional or different feedback be useful?
        c. How are students reacting to the interims? (Positively, negatively, motivated?)
        d. Is parent feedback provided? Any parent reactions to the interim assessments?

Challenges

9. {What are the main obstacles faced when using the interim assessments? [If they start talking about obstacles at any point, ask this follow up. If they haven't mentioned any, ask at the end.]}
   a. {What can be done to address the obstacles?}

10. {What are the resource challenges for the administration and use of the interim assessments in terms of staffing, technology, and equipment?}
    a. Are specific grades or schools having more problems than others?
    b. What can be done to bridge the gap or reduce the resource requirements when a school is lacking the required resources?

Overall

11. Is there anything else that we did not ask, but you would like to ensure we captured?

Closing Script:

That concludes our discussion today. Thank you so much for your time and all the information you've provided. We will be using outcomes of our focus groups to help develop a statewide survey that will be administered in May, and ask you to encourage educators in your school to participate in the survey if invited.

CAASPP Smarter Balanced Interim Assessment Study
Teacher/Test Administrator

Introductory Script:

Interviewer: Good [morning/afternoon]. I am [interviewer's name] I'd like to thank you for taking the time to participate in this interview about your experiences with the Smarter Balanced interim assessments.

As you know, HumRRO is working with the California Department of Education (CDE) to conduct this study on the administration of interim assessments as part of the larger evaluation of the California Assessment of Student Performance and Progress (CAASPP). Today, I'd like to get your thoughts on you thought the interim assessments went. If you did not administer the interim assessments, then I just have a few questions for you about why not.

Interviewer: First, can you provide a brief introduction. What is your position?

[Questions 1-4 are the priority]

14. Did you administer a Smarter Balanced interim assessment this school year?
    a. If yes,
        i. IAB (blocks) or ICA?
            1. If IAB, how many blocks? Hand scoring blocks?
            2. If ICA, did you administer the performance task (PT) and classroom activity? If not, why did they choose not to administer the PT and classroom activity [Note: the ICA mimics the summative assessment, which requires the PT and classroom activity]
        ii. Did you do your own hand scoring? If not, why not? Probe: did another teacher? Did they make the deliberate decision to not hand score?
        iii. When? To whole class or subset of students?
    b. If no,
        i. What were the main reasons for not administering the interim assessments? Probe: It wasn't encouraged, not enough time, didn't see the utility, etc.

15. What was your main reason for administering the assessment? Probe: was it to familiarize students with the systems and the test content, to make instructional decisions, other?
    a. Did they meet your goals? Why or why not?
    b. How are the interim assessments impacting instructional practice and student achievement?

16. How did the administration go?
    a. What types of issues were there getting students set up in TOMS and getting the Test Administrator interface set up?
    b. Did students have issues using the technology/system (e.g., logging in, navigating)?
    c. Did the system crash during administration?
    d. Was their scheduled downtime that impacted your administration?
    e. Were students engaged and working independently during the course of the assessment?
    f. Describe your experiences setting up student designated supports and accommodations in TOMS.
        i. Did the correct supports function properly during the administration? Explain.

17. To what degree were you successfully prepared for administration of the interim assessments (e.g., user guide and other training materials were clear, system components worked)?
    a. How could the training and preparation be improved?
    b. Are there issues with the necessary systems (TOMS, TestAdministrator, Digital Library)?

[Ask questions 5-8 if there is time]
18. What are the most important improvements to be made to the Smarter Balanced interim assessments for the 16-17 school year? Explain.

19. Do you anticipate that you will use the Smarter Balanced interim assessments next school year?

20. Is there anything else that we did not ask, but you would like to ensure we captured?

Site CAASPP Coordinator

Introductory Script:

Interviewer: Good [morning/afternoon]. I am [interviewer's name] I'd like to thank you for taking the time to participate in this interview about your experiences with the Smarter Balanced interim assessments.

As you know, HumRRO is working with the California Department of Education (CDE) to conduct this study on the administration of interim assessments as part of the larger evaluation of the California Assessment of Student Performance and Progress (CAASPP). Today, I'd like to get your thoughts on you thought the interim assessments went. If you did not administer the interim assessments, then I just have a few questions for you about why not.

Interviewer: First, can you provide a brief introduction. What is your position?

1. Did your school administer Smarter Balanced interim assessments this school year?
   a. If yes,
      i. IAB (blocks) or ICA?
      ii. When?
      iii. Which grades?
      iv. Did your school do the hand scoring component?
         1. If yes, did teachers score their own students, groups of teachers scored multiple teachers' students, or did you use external scorers?
         2. If not, why not? Probe: Did they make the deliberate decision to not hand score?
   b. If no,
      i. What were the main reasons for not administering the interim assessments? Probe: It wasn't encouraged, not enough time, didn't see the utility, etc.

2. What was your main reason for administering the assessment? Probe: was it to familiarize students with the systems and the test content, to make instructional decisions, other?
   a. How was that decision made?
   b. Did they meet your goals? Why or why not?
   c. How are the interim assessments impacting instructional practice and student achievement?

3. What are the main obstacles faced when using the interim assessments?
   a. What can be done to address the obstacles?

4. How did the administration go?
    a. What types of issues were there getting students set up in TOMS and getting the Test Administrator interface set up?
    b. Were there any issues during the administration (e.g., students not being able to log in, systems crashing, scheduled downtime)?
    c. Describe your school's experiences setting up student designated supports and accommodations in TOMS.
        i. Did the correct supports function properly during the administration? Explain.

[Ask questions 5-9 if there is time]
5. How would you characterize the support for the use of the interim assessments, the buy-in from teachers and schools?
    a. What factors have affected buy-in?
    b. What factors seem to contribute to stronger support?

6. To what degree were you successfully prepared for administration of the interim assessments (e.g., user guide and other training materials were clear, system components worked)?
    a. How could the training and preparation be improved?
    b. Are there issues with the necessary systems (TOMS, TestAdministrator, Digital Library)?

7. What are the most important improvements to be made to the Smarter Balanced interim assessments for the 16-17 school year? Explain.

8. Do you anticipate that your school will use the Smarter Balanced interim assessments next school year?

9. Is there anything else that we did not ask, but you would like to ensure we captured?

CAASPP Evaluation Smarter Balanced Interim Assessment Survey LEA CAASPP Coordinator

Welcome

Welcome LEA CAASPP Coordinators!

Thank you for agreeing to participate in the CAASPP System Evaluation Smarter Balanced Interim Assessment Study.

This study is an exploration of the usage, experience with, and utility of the interim assessments, as well as an opportunity to identify areas for improvement. We have conducted focus groups with a small sample of LEA CAASPP Coordinators, school Site Coordinators, and LEA curriculum and instructional staff to get more detailed information about the interim assessments and to further refine the more important topics to include on this statewide survey. This survey will take approximately 20 minutes to complete.

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with any one in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate.

For technical questions about the survey, please contact HumRRO project staff at caasppInterimStudy@humrro.org.

Usage

usg01) Approximately how many schools in your LEA administered Smarter Balanced Interim Assessments this school year (2015–16)?

[Logic usg01: If "None", respondent skips to non26. If "Few (1 to 25%)", "Some (26 to 50%)", "Many (51 to 75%)", or "Most (76 to 100%)," respondent continues to usg02 and stops at add25.

( ) None (we did not administer any Smarter Balanced interim assessments)

( ) Few (1 to 25%)

( ) Some (26 to 50%)

( ) Many (51 to 75%)

( ) Most (76 to 100%)

usg02) What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?

[Logic usg02: If "It was required for one or more grade/subject combination." or "It was voluntary, but highly encouraged," respondent continues to usg03 and usg04 and skips usg05 and usg06. If "It was voluntary with no specific encouragement," then respondent continues to usg05 and usg06 skips usg04 and usg05.]

( ) It was required for one or more grade/subject combination(s).

( ) It was voluntary, but highly encouraged.

( ) It was voluntary with no specific encouragement.

usg03) Which type of Smarter Balanced Interim Assessments did your LEA require or highly encourage this school year? Select all that apply.

[Logic usg03: Hidden unless respondent answered "It was required for one or more grade/subject combination" or "It was voluntary, but highly encouraged" on usg02.]

[ ] Mathematics Interim Comprehensive Assessments (ICAs)

[ ] ELA/Literacy ICAs

[ ] Mathematics Interim Assessment Blocks (IABs)

[ ] ELA/Literacy IABs

4) What primary uses of the Smarter Balanced Interim Assessments contributed to your LEA's decision to make their administration required or highly encouraged? Select all that significantly impacted the decision.

[Logic usg04: Hidden unless respondent answered "It was required for one or more grade/subject combination" or "It was voluntary, but highly encouraged" on usg02.]

[ ] Determine student placement

[ ] Inform classroom instruction

[ ] Compare pre-post test student achievement comparisons

[ ] Familiarize students and teachers with testing/testing systems

[ ] Familiarize students and teachers with item types

[ ] Familiarize teachers with scoring rubrics and expectations for student responses

[ ] Provide students practice with universal tools, designated supports, and accommodations

[ ] Inform subject matter professional development offerings

[ ] Other - Write In (Required): _____ *

usg05) Which type of Smarter Balanced Interim Assessments did your LEA permit this school year? Select all that apply.

[Logic usg05: Hidden unless respondent answered "It was voluntary with no specific encouragement" on usg02.]

[ ] Mathematics Interim Comprehensive Assessments (ICAs)

[ ] ELA/Literacy ICAs

[ ] Mathematics Interim Assessment Blocks (IABs)

[ ] ELA/Literacy IABs

usg06) What primary uses of the Smarter Balanced Interim Assessments contributed to your LEA's decision to make their administration voluntary? Select all that significantly impacted the decision.

[Logic usg06: Hidden unless respondent answered "It was voluntary with no specific encouragement" on usg02.]

[ ] Determine student placement

[ ] Inform classroom instruction

[ ] Compare pre-post test student achievement comparisons

[ ] Familiarize students and teachers with testing/testing systems

[ ] Familiarize students and teachers with item types

[ ] Familiarize teacher with scoring rubrics and expectations for student responses

[ ] Provide students practice with universal tools, designated supports, and accommodations

[ ] Inform subject matter professional development offerings

[ ] Other - Write In (Required): *

usg07) Did your LEA use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.

[ ] We do not use a third-party interim assessment system.

[ ] Custom-built system by LEA

[ ] Aeries®

[ ] Educators Assessment Data Management System (EADMS)

[ ] Edusoft®

[ ] Illuminate Data & Assessment™ (DnA™)

[ ] Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)

[ ] Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)

[ ] Online Assessment Reporting System (OARS) from Red Schoolhouse Software (FLAG!)

[ ] Pearson Realize™

[ ] Performance Tracker

[ ] Renaissance Place

[ ] SchoolCity

[ ] Other - Write In (Required): *

Impacts on Instruction

8) How would you characterize the usefulness of the Smarter Balanced Interim Assessments for each of the following? Select one response per row.

	Very Useful	**Useful**	**Somewhat Useful**	**Not useful**	**I don't know**
Identifying student strengths and weaknesses	( )	( )	( )	( )	( )
Providing school-level information	( )	( )	( )	( )	( )
Promoting differentiated instruction	( )	( )	( )	( )	( )
Familiarizing students and teachers with testing/testing systems	( )	( )	( )	( )	( )
Familiarizing teachers with scoring rubrics and expectations for student responses	( )	( )	( )	( )	( )
Determining student course placement	( )	( )	( )	( )	( )
Informing classroom instruction	( )	( )	( )	( )	( )
Comparing pre-post test results	( )	( )	( )	( )	( )
Identifying learning objectives	( )	( )	( )	( )	( )

imp09) What types of LEA-wide decisions about students will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.

[ ] None

[ ] Identify classroom or grade-level strengths and weaknesses

[ ] Identify student strengths and weaknesses

[ ] Determine initial course placement or subsequent course adjustment

[ ] Reclassify English learners

[ ] Determine special program (gifted, remedial, etc.) placement

[ ] Other - Write In (Required): _____ *

imp10) What types of LEA-wide decisions about educator support opportunities will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.

[ ] None

[ ] Department meeting/training topics

[ ] Professional Development offerings to specific schools

[ ] Curriculum and instruction mentor support for specific teachers

[ ] Other - Write In (Required): _____ *

imp11) How much confidence do you or your LEA have that the Smarter Balanced Interim Assessment results provide valid indicators of student achievement?

( ) A great deal of confidence

( ) Some confidence

( ) Very little confidence

( ) No confidence

Preparation and Training

prp12) Did your LEA provide training and other resources beyond what CDE and Smarter Balanced provide or suggest for the Interim Assessments? Select all that apply.

[ ] Yes, we provided LEA-specific in-person training.

[ ] Yes, we provided LEA-specific resources (online or print).

[ ] Yes, we provided support for hand scoring (e.g., professional development units, stipends, substitutes).

[ ] No, we did not provide.

[ ] Other - Write In (Required): _____ *

prp13) Based on your own experience or feedback you have received, how helpful was each of the following resources in preparing to administer the Smarter Balanced Interim Assessments? Select one response per row.

	Very helpful	Helpful	Somewhat helpful	Not helpful	Not Applicable
Fall CAASPP Institute	( )	( )	( )	( )	( )
Spring CAASPP Institute	( )	( )	( )	( )	( )
CAASPP Interim Assessment User Guide	( )	( )	( )	( )	( )
CAASPP newsletter updates (email subscription)	( )	( )	( )	( )	( )
caaspp.org resource links	( )	( )	( )	( )	( )
caaspp.org webinars	( )	( )	( )	( )	( )
LEA-specific training/resources (training that your LEA conducted or resources that the LEA developed)	( )	( )	( )	( )	( )

prp14) Based on your own experience or feedback you have received, how easy was it to work with each of the following systems related to the Smarter Balanced Interim Assessments? Select one response per row.

[Logic prp14: If respondent answers "Very Difficult" for any system on prp14, then prp15 is shown.]

	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Test Operations Management System (TOMS), including import of CALPADS data	( )	( )	( )	( )	( )	( )
Interim Assessment Viewing System	( )	( )	( )	( )	( )	( )
Test Administrator Interface	( )	( )	( )	( )	( )	( )
Online Reporting System (ORS)	( )	( )	( )	( )	( )	( )
Interim Assessment Reporting System	( )	( )	( )	( )	( )	( )
Interim Assessment Hand Scoring System	( )	( )	( )	( )	( )	( )
Administration and Registration Tools (ART)	( )	( )	( )	( )	( )	( )

prp15) Explain why one or more of the systems related to the Smarter Balanced Interim Assessments was very difficult to use.

[**Logic prp15:** Hidden unless respondent answered "Very Difficult" for any system on prp14.**]**

_____

_____

_____

_____

Challenges and Improvements

chl16) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment administration topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Scheduled system downtime	( )	( )	( )	( )
Unexpected system crashes	( )	( )	( )	( )
Bandwidth delays	( )	( )	( )	( )
Student familiarity with technology	( )	( )	( )	( )
Scheduling time to access computers/laptops	( )	( )	( )	( )
Not enough computers/laptops	( )	( )	( )	( )
Difficulty setting up the test administration session	( )	( )	( )	( )
Difficulty with student login on assessment day	( )	( )	( )	( )
Requirement to enter the same data multiple times	( )	( )	( )	( )
Determining the appropriate designated supports and accommodations.	( )	( )	( )	( )

Appendix C6: Local Educational Agency CAASPP Coordinator Survey

chl17) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment test content topics was a challenge. Select one response per row.

	Not a challenge	**Minor Challenge**	**Major Challenge**	**I don't know**
The content of the assessments was too difficult for our students so the results weren't helpful	( )	( )	( )	( )
The content of the assessments was too easy for our students so the results weren't helpful	( )	( )	( )	( )
The test content did not match the content taught in the schools	( )	( )	( )	( )
Students were confused by the unfamiliar item types	( )	( )	( )	( )

chl18) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment hand scoring topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Recruiting an adequate scorer pool (if teachers score responses from students who were not their own)	( )	( )	( )	( )
Identifying classroom teachers who are willing to hand score their own students' responses	( )	( )	( )	( )
Determining an appropriate score rate (e.g., recommended number of student responses per hour)	( )	( )	( )	( )
Monitoring rater consistency	( )	( )	( )	( )
Accessing the Interim Assessment Hand Scoring System (e.g., frequently kicked out of system)	( )	( )	( )	( )
Navigating the Interim Assessment Hand Scoring System (e.g., scrolling, toggling)	( )	( )	( )	( )
Committing adequate time to complete scoring	( )	( )	( )	( )
Rubric quality (e.g., using the rubrics to provide scores to the student responses)	( )	( )	( )	( )
Adequacy of training materials and practice sets	( )	( )	( )	( )

chl19) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment reporting topics was a challenge. Select one response per row.

	Not a challenge	**Minor Challenge**	**Major Challenge**	**I don't know**
Adequacy of detail in results (not reported by target, CCSS, or strand) to inform changes to instruction	( )	( )	( )	( )
Timeliness of score reports (after submitting hand scores)	( )	( )	( )	( )
Identification of students in score reports (included SSIDs but not names)	( )	( )	( )	( )
Interpreting the score results appropriately (training was insufficient)	( )	( )	( )	( )
Assigning user roles in Administration and Registration Tools (ART)	( )	( )	( )	( )
Adequacy of options for sorting/filtering student results within the reporting interface	( )	( )	( )	( )
Difficulty of aggregating/grouping student scores	( )	( )	( )	( )
Lack of integration with other student record systems	( )	( )	( )	( )

chl20) What are the most important improvements to be made to the Smarter Balanced Interim Assessment system in 2016–17? Select all that apply.

[ ] Offer training opportunities earlier in the year

[ ] Provide more detailed score reports

[ ] Provide more than one form per ICA/IAB

[ ] Simplify the systems process

[ ] Recommend Digital Library resources based on student results

[ ] Improve logistics for providing designated supports and accommodations

[ ] Provide third-party hand scoring support

[ ] Provide tests that don't require hand scoring

[ ] Provide ability to aggregate/group student scores

[ ] Other - Write In (Required): _____ *

Next Year's Plans

nxt21) What do you expect your LEA's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016–17?

[Logic nxt21: If respondent marks "It will not be permitted," then nxt22 is shown. If respondents mark another answer, it's hidden.]

( ) It will be required for one or more grade/subject combination.

( ) It will be voluntary, but highly encouraged.

( ) It will be voluntary with no specific encouragement.

( ) It will not be permitted.

nxt22) What factors contribute to your LEA choosing not to administer Smarter Balanced Interim Assessments in 2016–17? Select all that apply.

[Logic nxt22: If respondent marks "It will not be permitted" on nxt21 then nxt22 is shown. If respondents mark another answer, it's hidden.]

[ ] Does not provide actionable data

[ ] Insufficient teacher time to score

[ ] Insufficient teacher time to train

[ ] Insufficient technical support from state and Smarter Balanced organization

[ ] Insufficient LEA staff to support schools

[ ] Insufficient technology

[ ] Third-party interim assessment system better meets our needs

[ ] We have contractual obligations with the third-party interim assessment system

[ ] Teachers unwilling to administer

[ ] Other - Write In (Required): _____ *

nxt23) Would your LEA be interested in contracting out the hand scoring of student responses in 2016-17?

( ) Yes

( ) No

( ) Maybe

Background

bck24) What best describes your title?

( ) Director of Assessment

( ) Executive Director of Assessment

( ) LEA Assessment Coordinator

( ) Other - Write In (Required): _____ *

Additional Comments

add25) Have additional comments, concerns, or ways for Smarter Balanced Interim Assessments to improve? Let us know.

_____

_____

_____

_____

Non-use of Smarter Balanced Interim Assessments

Logic Non-use of Smarter Balanced Interim Assessments Section: Show if did not administer any assessments (i.e., marked "None" on usg01.]

non26) What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?

( ) It was voluntary, but highly encouraged.

( ) It was voluntary with no specific encouragement.

( ) The LEA did not permit school to administer.

non27) Did your LEA use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.

[ ] We do not use a third-party interim assessment system.

[ ] Custom-built system by LEA

[ ] Aeries®

[ ] Educators Assessment Data Management System (EADMS)

[ ] Edusoft®

[ ] Illuminate Data & Assessment™ (DnA™)

[ ] Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)

[ ] Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)

[ ] Online Assessment Reporting System (OARS) from Red Schoolhouse Software

[ ] Pearson Realize™

[ ] Performance Tracker

[ ] Renaissance Place

[ ] SchoolCity

[ ] Other - Write In (Required): _____ *

non28) What *best* describes why your LEA did not administer the Smarter Balanced Interim Assessments in 2015–16?

( ) Lack of resources (e.g., computers, testing locations)

( ) Teachers need to focus on other activities (e.g., instructional time).

( ) Coordination and logistics seemed too difficult.

( ) Could not provide support for hand scoring (e.g., stipends, professional development units)

( ) Our LEA decided that the Smarter Balanced Interim Assessment results would not provide enough actionable feedback.

( ) We wanted to wait and see how the Smarter Balanced Interim Assessments fared in other LEAs

( ) Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.

( ) Other - Write In (Required): _____ *

non29) What primary factors contributed to why the Smarter Balanced Interim Assessments were not administered in your LEA in 2015–16? Select all that significantly impacted your decision.

[ ] Lack of resources (e.g. computers, testing locations)

[ ] Teachers need to focus on other activities (e.g. instructional time).

[ ] Coordination and logistics seemed too difficult.

[ ] Could not provide support for hand scoring (e.g., stipends, professional development units)

[ ] Our LEA decided that the Smarter Balanced Interim Assessment results would not provide enough actionable feedback.

[ ] We wanted to wait and see how the Smarter Balanced Interim Assessments were perceived by others.

[ ] Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.

[ ] Other - Write In (Required): _____ *

non30) What do you expect your LEA's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016–17?

[Logic non30: if respondent marks **"Schools/teachers will not be permitted to administer them"** then respondent skips non31 and continues to non32. If respondent marks anything else, they continue to non31 and skip non32.**]**

( ) It will be required for one or more grade/subject combination(s).

( ) It will be voluntary, but highly encouraged.

( ) It will be voluntary with no specific encouragement.

( ) It will be required for some grades and voluntary for others.

( ) Schools/teachers will not be permitted to administer them.

non31) What are the primary reasons for allowing or requiring the interim assessments in 2016-17? Select all that significantly impacted the decision.

[Logic non31: Hidden if respondent marked **"**Schools/teachers will not be permitted to administer them" on non30.**]**

[ ] We have heard that the interim assessments provided actionable feedback about student learning.

[ ] We have heard that administering the interim assessments went smoothly.

[ ] We have heard that teachers benefited from conducting the hand scoring activities.

[ ] We have heard that teachers and students found that practice with the system and exposure to item types was helpful for administering the summative assessments.

[ ] Our third-party assessment system contract is expiring.

[ ] Our educators have requested they be allowed to use it.

[ ] We are able to better support training, administration, and preparation activities due to additional staffing or funding.

[ ] Other - Write In (Required): _____ *

non32) What are the primary reasons for not allowing the Interim Assessments in 2016-17? Select all that significantly impacted the decision.

[Logic non31: Shown only if respondent marked **"**Schools/teachers will not be permitted to administer them" on non30.**]**

[ ] Many of the concerns we had for 2015-16 remain.

[ ] We have procured a new third-party assessment system.

[ ] We continue to be satisfied with our current third-party assessment system.

[ ] We have heard about additional challenges with the Smarter Balanced Interim Assessments.

[ ] Other - Write In (Required): _____ *

non33) What best describes your title?

( ) Director of Assessment

( ) Executive Director of Assessment

( ) LEA Assessment Coordinator

( ) Other - Write In (Required): _____ *

non34) Have additional comments, concerns, or ways for Smarter Balanced Interim Assessments to improve? Let us know.

_____

_____

_____

_____

Thank You!

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Appendix C6: Local Educational Agency CAASPP Coordinator Survey

CAASPP Evaluation Smarter Balanced Interim Assessment Survey
Site CAASPP Coordinator

Welcome

Welcome CAASPP Coordinators!

Thank you for agreeing to participate in the CAASPP System Evaluation Smarter Balanced Interim Assessment Study.

This study is an exploration of the usage of, experience with, and utility of the interim assessments, as well as an opportunity to identify areas for improvement. We have conducted focus groups with a small sample of LEA CAASPP Coordinators, school Site Coordinators, and LEA curriculum and instructional staff to get more detailed information about the interim assessments and to further refine the more important topics to include on this statewide survey. This survey will take approximately 20 minutes to complete.

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with any one in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate.

For technical questions about the survey, please contact HumRRO project staff at caasppInterimStudy@humrro.org.

Usage

usg01) Approximately how many teachers in your school administered Smarter Balanced Interim Assessments this school year (2015–16)?

[Logic usg01: If "None", respondent skips to non30. If "Few (1 to 25%)", "Some (26 to 50%)", "Many (51 to 75%)", or "Most (76 to 100%)", respondent continues to usg02 and stops at add29.

( ) None (we did not administer any Smarter Balanced Interim Assessments)

( ) Few (1 to 25%)

( ) Some (26 to 50%)

( ) Many (51 to 75%)

( ) Most (76 to 100%)

usg02) What best describes your school's policy regarding administration of Smarter Balanced Interim Assessments this school year?

[Logic usg02: If respondent marks "Our LEA required it for one or more grade/subject combination(s).", "It was voluntary, but my school required it for one or more grade/subject combination(s)", or "It was voluntary, but highly encouraged" on usg02 then the respondent continues to usg03 and skips usg04. If respondent marks "It was voluntary with no specific encouragement" then respondent skips usg03 and continues to usg04.]

( ) Our LEA required it for one or more grade/subject combination(s).

( ) Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).

( ) It was voluntary, but highly encouraged.

( ) It was voluntary with no specific encouragement.

usg03) Which type of Smarter Balanced assessments did your LEA/school require or highly encourage this school year? Select all that apply.

[Logic usg03: Hidden unless respondent answered "Our LEA required it for one or more grade/subject combination(s).", "It was voluntary, but my school required it for one or more grade/subject combination(s)", or "It was voluntary, but highly encouraged." on usg02.]

[ ] Mathematics Interim Comprehensive Assessments (ICAs)

[ ] ELA/Literacy ICAs

[ ] Mathematics Interim Assessment Blocks (IABs)

[ ] ELA/ Literacy IABs

usg04) What primary use of the Smarter Balanced Interim Assessments contributed to your school's decision to make their administration required or highly encouraged? Select all that significantly impacted the decision.

[Logic usg04: Hidden unless respondent answered "Our LEA required it for one or more grade/ subject combination(s).", "It was voluntary, but my school required it for one or more grade/ subject combination(s)", or "It was voluntary, but highly encouraged." on usg02.]

[ ] Determine student placement

[ ] Inform classroom instruction

[ ] Compare pre-post test student achievement

[ ] Familiarize students and teachers with testing/testing systems

[ ] Familiarize students and teachers with item types

[ ] Familiarize teacher with scoring rubrics and expectations for student responses

[ ] Provide students practice with universal tools, designated supports, and accommodations

[ ] Inform subject matter professional development offerings

[ ] LEA decision or encouragement

[ ] Other - Write In (Required): _____*

usg05) Which type of Smarter Balanced Interim Assessments did your LEA/school permit this school year? Select all that apply.

[Logic usg05: Hidden unless respondent answered "It was voluntary with no specific encouragement." on usg02.]

[ ] Mathematics Interim Comprehensive Assessments (ICAs)

[ ] ELA/ Literacy ICAs

[ ] Mathematics Interim Assessment Blocks (IABs)

[ ] ELA/ Literacy IABs

usg06) What primary uses of the Smarter Balanced Interim Assessments contributed to your school's decision to make their administration voluntary? Select all that significantly impacted the decision.

[Logic usg06: Hidden unless respondent answered "It was voluntary with no specific encouragement." on usg02.]

[ ] Determine student placement

[ ] Inform classroom instruction

[ ] Compare pre-post test student achievement

[ ] Familiarize students and teachers with testing/testing systems

[ ] Familiarize students and teachers with item types

[ ] Familiarize teacher with scoring rubrics and expectations for student responses

[ ] Provide students practice with universal tools, designated supports, and accommodations

[ ] Inform professional development offerings

[ ] LEA decision or encouragement

[ ] Other - Write In (Required): _____*

usg07) Did your school use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.

[ ] We do not use a third-party interim assessment.

[ ] Custom-built system by LEA

[ ] Aeries®

[ ] Educators Assessment Data Management System (EADMS)

[ ] Edusoft®

[ ] Illuminate Data & Assessment™ (DnA™)

[ ] Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)

[ ] Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)

[ ] Online Assessment Reporting System (OARS) from Red Schoolhouse Software

[ ] Pearson Realize™

[ ] Performance Tracker

[ ] Renaissance Place

[ ] SchoolCity

[ ] Other - Write In (Required): _____*

Assessment Administration

adm08) To what degree did your school attempt to standardize how the Smarter Balanced Interim Assessments were administered?

( ) Extreme: We required formal procedural training and monitored compliance with the procedures outlined in the CAASPP Interim Assessment User Guide.

( ) Moderate: Some but not all components from the procedures outlined in the CAASPP Interim Assessment User Guide were covered in formal training and required to be followed.

( ) Slight: Teachers were allowed great flexibility in how interim assessments were administered based on the procedures outlined in the CAASPP Interim Assessment User Guide.

( ) Other - Write In (Required): _____*

Accommodations and Supports

acc09) Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools, designated supports, and accommodations for students with disabilities. Select one response per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
They improved access to the test.	( )	( )	( )	( )	( )
They helped students with disabilities to demonstrate knowledge and skills.	( )	( )	( )	( )	( )
They are consistent with instructional practices used in the classroom.	( )	( )	( )	( )	( )
They are familiar to most students with disabilities.	( )	( )	( )	( )	( )
They are something that most students with disabilities are comfortable using.	( )	( )	( )	( )	( )
They are something that most students with disabilities were able to use without problems.	( )	( )	( )	( )	( )
They functioned properly during operational testing.	( )	( )	( )	( )	( )

acc10) Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools and designated supports for English learners. Select one response per row.

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**I don't know**
They improved access the test.	( )	( )	( )	( )	( )
They helped English learners to demonstrate knowledge and skills.	( )	( )	( )	( )	( )
They are consistent with instructional practices used in the classroom.	( )	( )	( )	( )	( )
They are familiar to most English learners.	( )	( )	( )	( )	( )
They are something that most English learners are comfortable using.	( )	( )	( )	( )	( )
They are something that most English learners were able to use without problems.	( )	( )	( )	( )	( )
They functioned properly during operational testing.	( )	( )	( )	( )	( )

Impacts on Instruction

imp11) How would you characterize the usefulness of the Smarter Balanced Interim Assessments for each of the following? Select one response per row.

	Very Useful	Useful	Somewhat Useful	Not useful	I don't know
Identifying student strengths and weaknesses	( )	( )	( )	( )	( )
Providing school-level information	( )	( )	( )	( )	( )
Promoting differentiated instruction	( )	( )	( )	( )	( )
Familiarizing students and teachers with testing/testing system	( )	( )	( )	( )	( )
Familiarizing teachers with scoring rubrics and expectations for student responses	( )	( )	( )	( )	( )
Determining student course placement	( )	( )	( )	( )	( )
Informing classroom instruction	( )	( )	( )	( )	( )
Comparing pre-post test results	( )	( )	( )	( )	( )
Identifying learning objectives	( )	( )	( )	( )	( )

imp12) What types of school-wide decisions about students will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.

[ ] None

[ ] Identify classroom or grade-level strengths and weaknesses

[ ] Identify student strengths and weaknesses

[ ] Determine initial course placement or subsequent course adjustment

[ ] Reclassify English learners

[ ] Determine special program (gifted, remedial, etc.) placement

[ ] Other - Write In (Required): _____ *

imp13) What types of school-wide decisions about educator support opportunities will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.

[ ] None

[ ] Department meeting/training topics

[ ] Professional mentor support for specific teachers

[ ] Curriculum and instruction mentor support for specific teachers

[ ] Other - Write In (Required): _____ *

imp14) How much confidence do you or your school have that the Smarter Balanced Interim Assessment results provide valid indicators of student achievement?

( ) A great deal of confidence

( ) Some confidence

( ) Very little confidence

( ) No confidence

Preparation and Training

prp15) Did your school or LEA provide training and other resources beyond what CDE and Smarter Balanced provide or suggest for the interim assessments? Select all that apply.

[ ] Not sure

[ ] Yes, they provided LEA/school-specific in-person training.

[ ] Yes, they provided LEA/school-specific resources (online or print).

[ ] Yes, they provided support for hand scoring (e.g., professional development units, stipends, substitutes) development units, stipends, substitutes).

[ ] Other - Write In (Required): _____ *

prp16) Based on your own experience or feedback you have received, how helpful was each of the following resources in preparing to administer the Smarter Balanced Interim Assessments? Select one response per row.

	Very helpful	Helpful	Somewhat helpful	Not helpful	Not Applicable
Fall CAASPP Institute	( )	( )	( )	( )	( )
Spring CAASPP Institute	( )	( )	( )	( )	( )
CAASPP Interim Assessment User Guide	( )	( )	( )	( )	( )
CAASPP newsletter updates (email subscription)	( )	( )	( )	( )	( )
caaspp.org resource links	( )	( )	( )	( )	( )
caaspp.org webinars	( )	( )	( )	( )	( )
LEA-specific training/resources (training that your LEA conducted or resources that the LEA developed)	( )	( )	( )	( )	( )
School-specific training/resources (training that the school conducted or resources that the school developed)	( )	( )	( )	( )	( )

prp17) Based on your own experience or feedback you have received, how easy was it to work with each of the following systems related to the Smarter Balanced Interim Assessments? Select one response per row.

[**Logic prp17:** If respondent marks "Very Difficult" for any of the systems on prp17, then prp18 is shown.**]**

	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Test Operations Management System (TOMS), including import of CALPADS data	( )	( )	( )	( )	( )	( )
Interim Assessment Viewing System	( )	( )	( )	( )	( )	( )
Test Administrator Interface	( )	( )	( )	( )	( )	( )
Online Reporting System (ORS)	( )	( )	( )	( )	( )	( )
Interim Assessment Reporting System	( )	( )	( )	( )	( )	( )
Interim Assessment Hand Scoring System	( )	( )	( )	( )	( )	( )
Administration and Registration Tools (ART)	( )	( )	( )	( )	( )	( )

prp18) Explain why one or more of the systems related to the Smarter Balanced Interim Assessments was very difficult to use.

[Logic prp18: Hidden unless respondent answered "Very Difficult" for any of the systems on prp17.**]**

_____

_____

_____

_____

prp19) Based on your own experience or feedback you have received, how easy was it to use the Interim Assessment Reporting System for the following tasks? Select one response per row.

	Very Easy	Easy	Neither Easy or Difficult	Difficult	Very Difficult	Did not try
Compare results to prior years	( )	( )	( )	( )	( )	( )
Filter by student subgroup (grade, demographics)	( )	( )	( )	( )	( )	( )
Download results for later analysis	( )	( )	( )	( )	( )	( )
View results of students by grade	( )	( )	( )	( )	( )	( )

Challenges and Improvements

chl20) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment administration topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Scheduled system downtime	( )	( )	( )	( )
Unexpected system crashes	( )	( )	( )	( )
Bandwidth delays	( )	( )	( )	( )
Student familiarity with technology	( )	( )	( )	( )
Scheduling time to access computers/laptops	( )	( )	( )	( )
Not enough computers/laptops	( )	( )	( )	( )
Difficulty setting up the test administration session	( )	( )	( )	( )
Difficulty with student login on assessment day	( )	( )	( )	( )
Requirement to enter the same data multiple times	( )	( )	( )	( )
Determining the appropriate designated supports and accommodations	( )	( )	( )	( )

chl21) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment test content topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
The content of the assessments was too difficult for our students so the results weren't helpful.	( )	( )	( )	( )
The content of the assessments was too easy for our students so the results weren't helpful.	( )	( )	( )	( )
The test content did not match the content taught in the schools.	( )	( )	( )	( )
Students were confused by the unfamiliar item types.	( )	( )	( )	( )

chl22) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment hand scoring topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Recruiting an adequate scorer pool (if teachers score responses from students who were not their own)	( )	( )	( )	( )
Identifying classroom teachers who are willing to hand score their own students' responses	( )	( )	( )	( )
Determining an appropriate score rate (e.g., recommended number of student responses per hour)	( )	( )	( )	( )
Monitoring rater consistency	( )	( )	( )	( )
Accessing the Interim Assessment Hand Scoring System (e.g., frequently kicked out of system)	( )	( )	( )	( )
Navigating the Interim Assessment Hand Scoring System (e.g., scrolling, toggling)	( )	( )	( )	( )
Committing adequate time to complete scoring	( )	( )	( )	( )
Rubric quality (e.g., using the rubrics to provide scores to the student responses)	( )	( )	( )	( )
Adequacy of training materials and practice sets	( )	( )	( )	( )

chl23) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment reporting topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Adequacy of detail in results (not reported by target, CCSS, or strand) to inform changes to instruction	( )	( )	( )	( )
Timeliness of score reports (after submitting hand scores)	( )	( )	( )	( )
Identification of students in score reports (included SSIDs but not names)	( )	( )	( )	( )
Interpreting the score results appropriately (training was insufficient)	( )	( )	( )	( )
Assigning user roles in Administration and Registration Tools (ART)	( )	( )	( )	( )
Adequacy of options for sorting/filtering student results within the reporting interface	( )	( )	( )	( )
Difficulty of aggregating/grouping student scores	( )	( )	( )	( )
Lack of integration with other student record systems	( )	( )	( )	( )

chl24) What are the most important improvements to be made to the Smarter Balanced Interim Assessment system in 2016–17? Select all that apply.

[ ] Offer training opportunities earlier in the year

[ ] Provide more detailed score reports

[ ] Provide more than one form per ICA/IAB

[ ] Simplify the systems process

[ ] Recommend Digital Library resources based on results

[ ] Improve logistics for providing designated supports and accommodations

[ ] Provide third-party hand scoring support

[ ] Provide tests that don't require hand scoring

[ ] Provide ability to aggregate/group student scores

[ ] Other - Write In (Required): _____*

Next Year's Plans

nxt25) What do you expect your school's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016–17?

( ) It will be required for one or more grade/subject combination.

( ) It will be voluntary, but highly encouraged.

( ) It will be voluntary with no specific encouragement.

( ) It will not be permitted.

( ) Other - Write In (Required): _____*

nxt26) What factors contribute to your school choosing not to administer Smarter Balanced Interim Assessments in 2016–17? Select all that apply.

[ ] Does not provide actionable data

[ ] Insufficient teacher time to score

[ ] Insufficient teacher time to train

[ ] Insufficient technical support from state and Smarter Balanced organization

[ ] Insufficient LEA staff to support schools

[ ] Insufficient technology

[ ] Third-party interim assessment system better meets our needs

[ ] We have contractual obligations with the third-party interim assessment system

[ ] Teachers unwilling to administer

[ ] Other - Write In (Required): _____ *

Background

bck27) What best describes your title?

( ) Instructional Aide

( ) Instructional Coach

( ) Librarian/Media Center Specialist

( ) Non-instructional staff

( ) Principal/Assistant Principal

( ) School Testing Coordinator

( ) Teacher

( ) Other - Write In (Required): _____ *

bck28) What grade(s) do you work with most?

[ ] Kindergarten to Grade 5

[ ] Grade 6 to 8

[ ] High School

Additional Comments

add29) Have additional comments, concerns, or ways for the Smarter Balanced Interim Assessment to improve? Let us know.

_____

_____

_____

_____

Non-use of Smarter Balanced Interim Assessments

[Logic non30 to non39: Hidden unless respondent answered "None (we did not administer any Smarter Balanced Interim Assessments)" on usg01.]

non30) What *best* describes your school's policy regarding administration of Smarter Balanced Interim Assessments this school year?

( ) Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).

( ) It was voluntary, but highly encouraged.

( ) It was voluntary with no specific encouragement.

( ) The LEA did not permit schools to administer.

non31) Did your school use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.

[ ] We do not use a third-party interim assessment.

[ ] Custom-built system by LEA

[ ] Aeries®

[ ] Educators Assessment Data Management System (EADMS)

[ ] Edusoft®

[ ] Illuminate Data & Assessment™ (DnA™)

[ ] Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)

[ ] Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)

[ ] Online Assessment Reporting System (OARS) from Red Schoolhouse Software

[ ] Pearson Realize™

[ ] Performance Tracker

[ ] Renaissance Place

[ ] SchoolCity

[ ] Other - Write In (Required): _____ *

non32) What *best* describes why your school did not administer the Smarter Balanced Interim Assessments in 2015–16?

( ) Our LEA did not permit it.

( ) Lack of resources (e.g. computers, testing locations)

( ) Teachers need to focus on other activities (e.g. instructional time).

( ) Coordination and logistics were too difficult.

( ) Could not provide support for hand scoring (e.g., stipends, professional development units)

( ) The LEA decided that the interim assessment results would not provide enough actionable feedback.

( ) We wanted to wait and see how the Smarter Balanced Interim Assessments fared in other LEAs.

( ) Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.

( ) Other - Write In (Required): _____ *

non33) What primary factors contributed to why the Smarter Balanced Interim Assessments were not administered in your school in 2015–16? Select all that significantly impacted your decision.

[ ] Our LEA did not permit it.

[ ] Lack of resources (e.g. computers, testing locations)

[ ] Teachers need to focus on other activities (e.g. instructional time).

[ ] Coordination and logistics were too difficult.

[ ] Could not provide support for hand scoring (e.g., stipends, professional development units)

[ ] The LEA decided that the interim assessment results would not provide enough actionable feedback.

[ ] We wanted to wait and see how the Smarter Balanced Interim Assessments fared in other LEAs.

[ ] Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.

[ ] Our LEA made the decision.

[ ] Other - Write In (Required): _____*

non34) What do you expect your LEA's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016–17?

[**Logic non34**: If respondent marks "Schools/teachers will not be permitted to administer them" then they continue to non36 and skip non35. If respondent marks any answer other than "Schools/teachers will not be permitted to administer them" then they continue to non35 and skip non36.**]**

( ) It will be required for one or more grade/subject combination(s).

( ) It will be voluntary, but highly encouraged.

( ) It will be voluntary with no specific encouragement.

( ) It will be required for some grades and voluntary for others.

( ) Schools/teachers will not be permitted to administer them.

Appendix C7: School Site CAASPP Coordinator Survey

non35) What are the primary reasons for allowing or requiring the interim assessments in 2016-17? Select all that significantly impacted the decision.

[**Logic non35**: Hidden if respondent marks "Schools/teachers will not be permitted to administer them" on non34.**]**

[ ] We have heard that the interim assessments provided actionable feedback about student learning.

[ ] We have heard that administering the interim assessments went smoothly.

[ ] We have heard that teachers benefited from conducting the hand scoring activities.

[ ] We have heard that teachers and students found that practice with the system and exposure to item types was helpful for administering the summative assessments.

[ ] Our third-party assessment system contract is expiring.

[ ] Our educators have requested they be allowed to use it.

[ ] We are able to better support training, administration, and preparation activities due to staffing or funding.

[ ] Other - Write In (Required): _____*

non36) What are the primary reasons for not allowing the interim assessments in 2016-17? Select all that significantly impacted the decision.

[**Logic non35**: Shown only if respondent marks "Schools/teachers will not be permitted to administer them" on non34.**]**

[ ] Many of the concerns we had for 2015-16 remain.

[ ] We have procured a new third-party assessment system.

[ ] We continue to be satisfied with our current third-party assessment system.

[ ] We have heard about additional challenges with the Smarter Balanced Interim Assessments.

[ ] Other - Write In (Required): _____*

non37) What best describes your title?

( ) Instructional Aide

( ) Instructional Coach

( ) Librarian/Media Center Specialist

( ) Non-instructional staff

( ) Principal/Assistant Principal

( ) School Testing Coordinator

( ) Teacher

( ) Other - Write In (Required): _____*

non38) What grade(s) do you work with most?

[ ] Kindergarten to Grade 5

[ ] Grade 6 to 8

[ ] High School

non39) Have additional comments, concerns, or ways for the Smarter Balanced Interim Assessment to improve? Let us know.

_____

_____

_____

_____

Thank You!

CAASPP Evaluation Smarter Balanced Interim Assessment Survey
Test Administrator

Welcome

Welcome Interim Assessment Test Administrators!

Thank you for agreeing to participate in the CAASPP System Evaluation Smarter Balanced Interim Assessment Study.

This study is an exploration of the usage of, experience with, and utility of the interim assessments, as well as an opportunity to identify areas for improvement. We have conducted focus groups with a small sample of LEA CAASPP Coordinators, school Site Coordinators, and LEA curriculum and instructional staff to get more detailed information about the interim assessments and to further refine the more important topics to include on this statewide survey. This survey will take approximately 20 minutes to complete.

Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with any one in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and there is no penalty for refusal to participate.

For technical questions about the survey, please contact HumRRO project staff at caasppInterimStudy@humrro.org.

Usage

usg01) Did you administer a Smarter Balanced Interim Assessment this school year (2015–16)?

[Branching from usg01: If "no", respondent skips to non27. If "yes", respondent continues to usg02 and stops at add26.

( ) Yes

( ) No

---

usg02) What best describes your school's policy regarding administration of Smarter Balanced Interim Assessments this school year?

( ) Our LEA required it for one or more grade/subject combination(s).

( ) Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).

( ) It was voluntary, but highly encouraged.

( ) It was voluntary with no specific encouragement.

usg03) Which type of Smarter Balanced assessment did you administer? Select all that apply.

[ ] Mathematics Interim Comprehensive Assessments (ICAs)

[ ] ELA/ Literacy ICAs

[ ] Mathematics Interim Assessment Blocks (IABs)

[ ] ELA/ Literacy IABs

usg04) In selecting which Smarter Balanced Interim Assessment to administer, was the need for hand scoring a factor you considered?

( ) Yes, I intentionally selected Smarter Balanced Interim Assessments that required hand scoring.

( ) Yes, I intentionally selected Smarter Balanced Interim Assessments that did not require hand scoring.

( ) No, hand scoring was not a factor in assessment selection.

usg05) How did you administer the Smarter Balanced Interim Assessments to your class? Select all that apply.

[ ] Whole-class (all students were given the Smarter Balanced Interim Assessments)

[ ] Subset(s), only English learners were assessed

[ ] Subset(s), only students with disabilities were assessed

[ ] Subset(s), only remedial students were assessed

[ ] Subset(s), only advanced students were assessed

[ ] A combination of some whole-class and some subsets of students

[ ] Other - Write In (Required): _____*

Assessment Administration

adm06) To what degree did your school attempt to standardize how the Smarter Balanced Interim Assessments were administered?

( ) Extreme: We required formal procedural training and formal monitored compliance with the procedures outlined in the CAASPP Interim Assessment User Guide.

( ) Moderate: Some, but not all components from the procedures outlined in the CAASPP Interim Assessment User Guide were covered in formal training and required to be followed.

( ) Slight: Teachers were allowed great flexibility in how Smarter Balanced Interim Assessments were administered based on the procedures outlined in the CAASPP Interim Assessment User Guide.

( ) Other - Write In (Required): _____*

adm07) Based on your experience, to what extent were each of the following test administration procedures, as outlined in the CAASPP Interim Assessment User Guide, followed? Select one response per row.

	Always	**Usually**	**Seldom**	**Not sure**
Appropriate student directions provided	( )	( )	( )	( )
Full testing time allocated	( )	( )	( )	( )
Breaks were 20 or fewer minutes	( )	( )	( )	( )
Student designated supports and accommodations set in TOMS	( )	( )	( )	( )
Ancillary materials (e.g., headphones, scratch paper) used appropriately	( )	( )	( )	( )
Monitoring of student progress	( )	( )	( )	( )
Students worked independently	( )	( )	( )	( )

Accommodations and Supports

acc08) Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools, designated supports, and accommodations for students with disabilities. Select one response per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
They improved access to the test.	( )	( )	( )	( )	( )
They helped students with disabilities to demonstrate knowledge and skills.	( )	( )	( )	( )	( )
They are consistent with instructional practices used in the classroom.	( )	( )	( )	( )	( )
They are familiar to most students with disabilities.	( )	( )	( )	( )	( )
They are something that most students with disabilities are comfortable using.	( )	( )	( )	( )	( )
They are something that most students with disabilities were able to use without problems.	( )	( )	( )	( )	( )
They functioned properly during operational testing.	( )	( )	( )	( )	( )

acc09) Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools and designated supports for English learners. Select one response per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
They improved access to the test.	( )	( )	( )	( )	( )
They helped English learners to demonstrate knowledge and skills.	( )	( )	( )	( )	( )
They are consistent with instructional practices used in the classroom.	( )	( )	( )	( )	( )
They are familiar to most English learners.	( )	( )	( )	( )	( )
They are something that most English learners are comfortable using.	( )	( )	( )	( )	( )
They are something that most English learners were able to use without problems.	( )	( )	( )	( )	( )
They functioned properly during operational testing.	( )	( )	( )	( )	( )

Impacts on Instruction

imp10) What types of decisions about your students did you or will you make based on the Smarter Balanced Interim Assessment results? Select all that apply.

[ ] None

[ ] Identify classroom or grade-level strengths and weaknesses

[ ] Identify student strengths and weaknesses

[ ] Determine initial course placement or subsequent course adjustment

[ ] Reclassify English learners

[ ] Determine special program (gifted, remedial, etc.) placement

[ ] Other - Write In (Required): _____ *

imp11) How much confidence do you have that the Smarter Balanced Interim Assessment results provide valid indicators of student achievement?

( ) A great deal of confidence

( ) Some confidence

( ) Very little confidence

( ) No confidence

imp12) How would you characterize the usefulness of the Smarter Balanced Interim Assessments for each of the following? Select one response per row.

	Very Useful	Useful	Somewhat Useful	Not Useful	I don't know
Identifying student strengths and weaknesses	( )	( )	( )	( )	( )
Providing school-level information	( )	( )	( )	( )	( )
Promoting differentiated instruction	( )	( )	( )	( )	( )
Familiarizing students and teachers with testing/testing systems	( )	( )	( )	( )	( )
Familiarizing students and teachers with item types	( )	( )	( )	( )	( )
Familiarizing teacher with scoring rubrics and expectations for student responses	( )	( )	( )	( )	( )
Determining student course placement	( )	( )	( )	( )	( )
Informing classroom instruction	( )	( )	( )	( )	( )
Comparing pre-post test results	( )	( )	( )	( )	( )
Identifying learning objectives	( )	( )	( )	( )	( )

Preparation and Training

prp13) Did your school or LEA provide training or other resources beyond what CDE and Smarter Balanced provide or suggest for the interim assessments? Select all that apply.

[ ] Not sure

[ ] Yes, the school/LEA provided LEA-specific in-person training.

[ ] Yes, the school/LEA provided LEA-specific resources (online or print).

[ ] Yes, the school/LEA provided support for hand scoring (e.g., professional development units, stipends, substitutes).

[ ] Other - Write In (Required): _____ *

prp14) Based on your experience, how helpful was each of the following resources in preparing to administer the Smarter Balanced Interim Assessments? Select one response per row.

	Very helpful	Helpful	Somewhat helpful	Not helpful	Not Applicable
Fall CAASPP Institute	( )	( )	( )	( )	( )
Spring CAASPP Institute	( )	( )	( )	( )	( )
CAASPP Interim Assessment User Guide	( )	( )	( )	( )	( )
CAASPP email updates (email subscription)	( )	( )	( )	( )	( )
caaspp.org resource links	( )	( )	( )	( )	( )
caaspp.org webinars	( )	( )	( )	( )	( )
LEA-specific training/resources (training that the LEA conducted or resources that the LEA developed)	( )	( )	( )	( )	( )
School-specific training/resources (training that the school conducted or resources that the school developed)	( )	( )	( )	( )	( )

prp15) How easy was it for you to work with each of the following systems related to the Smarter Balanced Interim Assessments? Select one response per row.

[Logic prp15: If respondent answers "Very Difficult" for any system on prp15, then prp16 is shown.**]**

	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Test Operations Management System (TOMS), including import of CALPADS data	( )	( )	( )	( )	( )	( )
Interim Assessment Viewing System	( )	( )	( )	( )	( )	( )
Test Administrator Interface	( )	( )	( )	( )	( )	( )
Online Reporting System (ORS)	( )	( )	( )	( )	( )	( )
Interim Assessment Reporting System	( )	( )	( )	( )	( )	( )
Interim Assessment Hand Scoring System	( )	( )	( )	( )	( )	( )
Administration and Registration Tools (ART)	( )	( )	( )	( )	( )	( )

prp16) Explain why one or more of the systems related to the Smarter Balanced Interim Assessments was very difficult for you to use.

[Logic prp16: Hidden unless respondent answered "Very Difficult" for any system on prp15.**]**

_____

_____

_____

_____

prp17) How easy was it to use the Interim Assessment Reporting System for the following tasks? Select one response per row.

	Very Easy	Easy	Neither Easy or Difficult	Difficult	Very Difficult	Not Applicable
Compare results to prior years	( )	( )	( )	( )	( )	( )
Filter by student subgroup (grade, demographics)	( )	( )	( )	( )	( )	( )
Download results for later analysis	( )	( )	( )	( )	( )	( )
View your students' results	( )	( )	( )	( )	( )	( )
View results of other students by grade	( )	( )	( )	( )	( )	( )
View results of other students in your school	( )	( )	( )	( )	( )	( )

Challenges and Improvements

chl18) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment administration topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Scheduled system downtime	( )	( )	( )	( )
Unexpected system crashes	( )	( )	( )	( )
Bandwidth delays	( )	( )	( )	( )
Student familiarity with technology	( )	( )	( )	( )
Scheduling time to access computers/laptops	( )	( )	( )	( )
Not enough computers/laptops	( )	( )	( )	( )
Difficulty setting up the test administration session	( )	( )	( )	( )
Difficulty with student login on assessment day	( )	( )	( )	( )
Requirement to enter the same data multiple times	( )	( )	( )	( )
Determining the appropriate designated supports and accommodations	( )	( )	( )	( )

chl19) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment test content topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
The content of the assessments was too difficult for our students so the results weren't helpful.	( )	( )	( )	( )
The content of the assessments was too easy for our students so the results weren't helpful.	( )	( )	( )	( )
The test content did not match the content taught in my class.	( )	( )	( )	( )
Students were confused by the unfamiliar item types.	( )	( )	( )	( )

chl20) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment hand scoring topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Accessing the Interim Assessment Hand Scoring System (e.g., frequently kicked out of system)	( )	( )	( )	( )
Navigating the Interim Assessment Hand Scoring System (e.g., scrolling, toggling)	( )	( )	( )	( )
Committing adequate time to complete scoring	( )	( )	( )	( )
Rubric quality (e.g., using the rubrics to provide scores to the student responses)	( )	( )	( )	( )
Adequacy of training materials and practice sets	( )	( )	( )	( )

chl21) Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment reporting topics was a challenge. Select one response per row.

	Not a challenge	Minor Challenge	Major Challenge	I don't know
Adequacy of detail in results (not reported by target, CCSS, or strand) to inform changes to instruction	( )	( )	( )	( )
Timeliness of score reports (after submitting hand scores)	( )	( )	( )	( )
Identification of students in score reports (included SSIDs but not names)	( )	( )	( )	( )
Interpreting the score results appropriately (training was insufficient)	( )	( )	( )	( )
Adequacy of options for sorting/filtering student results within the reporting interface	( )	( )	( )	( )
Difficulty of aggregating /grouping student scores	( )	( )	( )	( )
Lack of integration with other student record systems	( )	( )	( )	( )

Next Year's Plans/Background

nxt22) If you are given the choice, will you use the Smarter Balanced Interim Assessments in 2016–17?

( ) Yes

( ) No

( ) Not sure

---

nxt23) What best describes your title?

( ) Instructional Aide

( ) Instructional Coach

( ) Librarian/Media Center Specialist

( ) Non-instructional staff

( ) Principal/Assistant Principal

( ) School Testing Coordinator

( ) Teacher

( ) Other - Write In (Required): _____*

nxt24) What grade(s) do you work with most?

[ ] Kindergarten to Grade 5

[ ] Grade 6 to 8

[ ] High School

nxt25) What subject(s) do you teach? Select all that apply.

[ ] Mathematics

[ ] ELA/Literacy

[ ] NA/Non-instructional role

[ ] Other

Additional Comments

add26) Have additional comments, concerns, or ways for the Smarter Balanced Interim Assessments to improve? Let us know.

_____

_____

_____

_____

Non-use of Smarter Balanced Interim Assessments

[Logic non27 to non36: Hidden unless respondent answered "None (we did not administer any Smarter Balanced Interim Assessments)" on usg01.]

non27) What *best* describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?

( ) Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).

( ) It was voluntary, but highly encouraged.

( ) It was voluntary with no specific encouragement.

( ) Our LEA did not permit schools to administer.

non28) Did your school use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.

[ ] We do not use a third-party interim assessment.

[ ] Custom-built system by LEA

[ ] Aeries®

[ ] Educators Assessment Data Management System (EADMS)

[ ] Edusoft®

[ ] Illuminate Data & Assessment™ (DnA™)

[ ] Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)

[ ] Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)

[ ] Online Assessment Reporting System (OARS) from Red Schoolhouse Software

[ ] Pearson Realize™

[ ] Performance Tracker

[ ] Renaissance Place

[ ] SchoolCity

[ ] Other - Write In (Required): _____ *

non29) What *best* describes why you did not administer the Smarter Balanced Interim Assessments in 2015–16?

( ) My LEA or school did not permit it.

( ) Lack of resources (e.g., computers, testing locations)

( ) I need to focus on other activities (e.g., instructional time).

( ) Coordination and logistics were too difficult.

( ) My LEA/school did not support hand scoring (e.g., stipends, professional development units).

( ) I decided that the interim assessment results would not provide enough actionable feedback.

( ) I wanted to wait and see how the Smarter Balanced Interim Assessments were perceived by others.

( ) Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.

( ) Other - Write In (Required): _____ *

non30) What primary factors contributed to your decision to not administer the Smarter Balanced Interim Assessments in 2015–16? Select all that significantly impacted your decision.

[ ] My LEA or school did not permit it.

[ ] Lack of resources (e.g., computers, testing locations)

[ ] I need to focus on other activities (e.g., instructional time).

[ ] Coordination and logistics were too difficult.

[ ] My LEA/school did not support hand scoring activities (e.g., stipends, professional development units).

[ ] I decided that the interim assessment results would not provide enough actionable feedback.

[ ] I wanted to wait and see how the Smarter Balanced Interim Assessments were perceived by others.

[ ] Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessments platform.

[ ] Other - Write In (Required): _____*

non31) What do you expect your school's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016–17?

( ) It will be required for one or more grade/subject combination(s).

( ) It will be voluntary, but highly encouraged.

( ) It will be voluntary with no specific encouragement.

( ) It will be required for some grades and voluntary for others.

( ) Schools/teachers will not be permitted to administer them.

( ) Other - Write In (Required): _____*

non32) If you are given the choice, will you use the Smarter Balanced Interim Assessments in 2016–17?

( ) Yes

( ) No

( ) Not sure

non33) What best describes your title?

( ) Instructional Aide

( ) Instructional Coach

( ) Librarian/Media Center Specialist

( ) Non-instructional staff

( ) Principal/Assistant Principal

( ) School Testing Coordinator

( ) Teacher

( ) Other - Write In (Required): _____*

non34) What grade(s) do you work with most?

[ ] Kindergarten to Grade 5

[ ] Grade 6 to 8

[ ] High School

non35) What subject(s) do you teach? Select all that apply.

[ ] Mathematics

[ ] ELA/Literacy

[ ] NA/Non-instructional role

[ ] Other

non36) Have additional comments, concerns, or ways for the Smarter Balanced Interim Assessments to improve? Let us know.

_____

_____

_____

_____

Thank You!

Thank you for taking our survey. Your response is very important to us.

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TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CALIFORNIA
DEPARTMENT OF
EDUCATION

May 4, 2016

Dear Local Educational Agency California Assessment of Student Performance and Progress Coordinator:

INVITATION TO PARTICIPATE IN HUMAN RESOURCES RESEARCH ORGANIZATION SMARTER BALANCED INTERIM ASSESSMENT STUDY

As part of the evaluation of the California Assessment of Student Performance and Progress (CAASPP) system, the California Department of Education (CDE) has authorized Human Resources Research Organization (HumRRO), the independent evaluator, to conduct a study to investigate local experiences with the Smarter Balanced Interim Assessments.

This study is an exploration of the usage of, experiences with, and utility of the interim assessments, as well as an opportunity to identify areas for improvement. HumRRO conducted focus groups with educators at the local educational agency (LEA) and school level to learn about the 2015−16 interim assessments and to distill the most important topics into a statewide survey. We believe this survey will provide invaluable insight to the benefits and challenges of the Smarter Balanced Interim Assessments.

Next steps:

➢ In May of 2016, HumRRO will e-mail a link for the Web-based survey to all LEA CAASPP Coordinators and to a sample of educators from schools (CAASPP Site Coordinators and Interim Assessment Test Administrators).
  We encourage you to participate in the survey and to encourage the selected educators from schools in your LEA to respond, too. Input from the field will contribute to the future improvement of the interim assessments and enhance their ability to serve as a valuable resource for student learning.

➢ To allow for a successful survey launch, please forward the following technical information about the survey delivery to the appropriate information technology staff at your LEA and schools. This is critical to ensuring the survey e-mails are not blocked and the survey link is accessible.

➢ If your information technology staff anticipate problems, please have them contact HumRRO prior to May 11 at **caasppinterimstudy@humrro.org** so that we may resolve any issues.

➢ Please forward this notice to your school principals and CAASPP Site Coordinators to inform them of the upcoming survey.

The survey will be hosted at https://apps.humrro.org/ and the e-mail invitation will come from **caasppInterimStudy@humrro.org** (using **mailchimp.com**).

May 4, 2016
Page 2

HumRRO will aggregate survey results to ensure participant confidentiality. Findings will be reported in HumRRO's *2016 CAASPP Independent Evaluation Annual Report*.

If you have any further questions, please contact the CAASPP Independent Evaluation Project Monitor, Eric Zilbert, by phone at 916-445-4902 or by e-mail at ezilbert@cde.ca.gov, or the HumRRO CAASPP Independent Evaluation Project Manager, Michele Hardoin, by phone at 831-375-5335, or by e-mail at mhardoin@humrro.org.

Sincerely,

\s\

Michelle Center, Director
Assessment Development and Administration Division

MC:ss

APPENDIX C10
HumRRO Invitations to Educators in Survey Samples

Recruitment E-mail Sent from HumRRO to LEA CAASPP Coordinators

Subject: Participate in CAASPP Smarter Balanced Interim Assessment Survey

Dear California Assessment of Student Performance and Progress Coordinator,

My firm, the Human Resources Research Organization (HumRRO), is the independent evaluator of the California Assessment of Student Performance and Progress (CAASPP) system. As part of our evaluation, the California Department of Education (CDE) has authorized us to conduct a study of local experiences with the Smarter Balanced Interim Assessments. This study is an exploration of the usage of, experiences with, and utility of, these interim assessments.

You are invited to participate in the CAASPP Smarter Balanced Interim Assessment Study by completing a brief survey. Feedback from local educational agency (LEA) CAASPP Coordinators like you is an important part in the CDE's ongoing work to evaluate and improve the use of the CAASPP system.

We believe this survey will provide invaluable insight to the benefits and challenges of the Smarter Balanced Interim Assessments. HumRRO will aggregate survey results to ensure participant confidentiality. Findings will be reported in HumRRO's 2016 CAASPP Independent Evaluation Annual Report.

This survey will take approximately 20 minutes to complete. Your participation is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with any one in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and while there is no penalty for refusal to participate, we hope you will take the time to share your experiences and views.

To participate, please click this link. <<unique link>>.
If you want to complete the survey in multiple sessions, click the "Continue Later" link in the upper right portion of the survey screen or click the link above. If you haven't completed the survey in about a week, you will receive another email reminding you to complete the survey.

If you have questions about this study or accessing or completing the survey, please contact HumRRO project staff at caasppInterimStudy@humrro.org.

We thank you in advance for taking the time to complete this survey.

Respectfully,

Michele Hardoin, Project Manager
CAASPP Independent Evaluation

_____

Human Resources Research Organization (HumRRO)
20 Ragsdale Drive, Suite 260
Monterey, CA 93940
www.humrro.org

Recruitment E-mail Sent from HumRRO to CAASPP School Site Coordinators

Subject: Participate in CAASPP Smarter Balanced Interim Assessment Survey

Dear California Assessment of Student Performance and Progress Test Site Coordinator,

My firm, the Human Resources Research Organization (HumRRO), is the independent evaluator of the California Assessment of Student Performance and Progress (CAASPP) system. As part of our evaluation, the California Department of Education (CDE) has authorized us to conduct a study of local experiences with the Smarter Balanced Interim Assessments. This study is an exploration of the usage of, experiences with, and utility of, these interim assessments.

You are invited to participate in the CAASPP Smarter Balanced Interim Assessment Study by completing a brief survey. Feedback from CAASPP Test Site Coordinators like you is an important part in the CDE's ongoing work to evaluate and improve the use of the CAASPP system.

We believe this survey will provide invaluable insight to the benefits and challenges of the Smarter Balanced Interim Assessments. HumRRO will aggregate survey results to ensure participant confidentiality. Findings will be reported in HumRRO's 2016 CAASPP Independent Evaluation Annual Report.

This survey will take approximately 20 minutes to complete. Your participation is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with any one in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and while there is no penalty for refusal to participate, we hope you will take the time to share your experiences and views.

To participate, please click this link. <<unique link>>.
If you need to interrupt the survey, simply exit the site. Re-enter by clicking again on the above link. If you haven't completed the survey in about a week, you will receive another email reminding you to complete the survey.

If you have questions about this study or accessing or completing the survey, please contact HumRRO project staff at caasppInterimStudy@humrro.org.

We thank you in advance for taking the time to complete this survey.

Respectfully,

Michele Hardoin, Project Manager
CAASPP Independent Evaluation

_____

Human Resources Research Organization (HumRRO)
20 Ragsdale Drive, Suite 260
Monterey, CA 93940
www.humrro.org

Appendix C10: HumRRO Invitations to Educators in Survey Samples

Recruitment E-mail Sent from HumRRO to Test Administrators

SUBJECT: Participate in Test Administrator CAASPP Smarter Balanced Interim Assessment Survey

Dear California Assessment of Student Performance and Progress Test Administrator,

My firm, the Human Resources Research Organization (HumRRO), is the independent evaluator of the California Assessment of Student Performance and Progress (CAASPP) system. As part of our evaluation, the California Department of Education (CDE) has authorized us to conduct a study of local experiences with the Smarter Balanced Interim Assessments. This study is an exploration of the usage of, experiences with, and utility of, these interim assessments.

You are invited to participate in the CAASPP Smarter Balanced Interim Assessment Study by completing a brief survey. Feedback from Test Administrators like you is an important part in the CDE's ongoing work to evaluate and improve the use of the CAASPP system.

We believe this survey will provide invaluable insight to the benefits and challenges of the Smarter Balanced Interim Assessments. HumRRO will aggregate survey results to ensure participant confidentiality. Findings will be reported in HumRRO's 2016 CAASPP Independent Evaluation Annual Report.

This survey will take approximately 20 minutes to complete. Your participation is voluntary. If you choose to participate, your personal information will remain strictly confidential. Information that could be used to identify you or connect you to individual results will not be shared with any one in your school, district, or state. Individual respondents are never identified in any reports of results. The questionnaire poses no risk to you, and while there is no penalty for refusal to participate, we hope you will take the time to share your experiences and views.

To participate, please click this link: **<<unique link>>**

If you want to complete the survey in multiple sessions, click the "Continue Later" link in the upper right portion of the survey screen or click the link above. If you haven't completed the survey in about a week, you will receive another email reminding you to complete the survey.

If you have questions about this study or accessing or completing the survey, please contact HumRRO project staff at caasppInterimStudy@humrro.org.

We thank you in advance for taking the time to complete this survey.

Respectfully,

Michele Hardoin, Project Manager
CAASPP Independent Evaluation

 _____

Human Resources Research Organization (HumRRO)
20 Ragsdale Drive, Suite 260
Monterey, CA 93940
www.humrro.org

You are receiving this email because you are registered as a LEA CAASPP Coordinator, a Test Site Coordinator, or a TOMS role that can administer the Interim Assessments and were selected for participation in a study of the administration process.

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APPENDIX C11
SURVEY QUESTION AND APPENDIX TABLE MAP

Survey	Survey Section	Survey Question Numbers	Appendix C12 Tables
All	Branching Question[a]	Q1	13 – 15
LEA	Background	Q24	5 – 6
Site	Background	Q27 – Q28	7, 9
TA	Background	Q23 – Q25	8, 11
LEA	Usage[b]	Q2 – Q7	17, 20 – 22, 26 – 27, 32
Site	Usage[b]	Q2 – Q7	18, 20, 23 – 24, 28 – 29, 33
TA	Usage	Q2 - Q5	19, 20, 25, 30 – 31
LEA	Preparation and Training	Q12 – Q15	34 – 37
Site	Preparation and Training	Q15 – Q19	38 – 42
TA	Preparation and Training	Q13 – Q17	43 – 47
LEA	Impacts on Instruction	Q8 – Q11	48 – 50, 56
Site	Impacts on Instruction	Q11 – Q14	51 – 53, 56
TA	Impacts on Instruction	Q10 - Q12	54 – 55, 58
LEA	Assessment Administration	NA	NA
Site	Assessment Administration	Q8	59
TA	Assessment Administration	Q6 – Q7	60 – 61
LEA	Accommodations and Supports	NA	NA
Site	Accommodations and Supports	Q9 – Q10	62 – 63
TA	Accommodations and Supports	Q8 – Q9	64 – 65
LEA	Challenges	Q16 – Q19	66 – 69
Site	Challenges	Q18 – Q23	70 – 73
TA	Challenges	Q18 – Q21	74 – 77
LEA	Improvements	Q20	78
Site	Improvements	Q24	79
TA	Improvements	NA	NA
LEA	Next Year's Plans[b]	Q21 – Q23	80 – 81
Site	Next Year's Plans[b]	Q25 – Q26	82
TA	Next Year's Plans	Q22	83
LEA	Additional Comments	Q25 – Q26	84
Site	Additional Comments	Q29	85
TA	Additional Comments	Q26	86
LEA	Non-Usage (Did not Administer)	Q26 – Q34	88, 91, 94, 97, 100 – 102
Site	Non-Usage (Did not Administer)	Q30 – Q39	10, 89, 92, 95, 98, 103 – 105
TA	Non-Usage (Did not Administer)	Q27 – Q36	12, 90, 93, 96, 99, 106 –109

[a]Branching: A respondent was routed to a completely different set of questions based on the response to the question. In this case, respondents were routed to the Usage section (Path 1) or the Non-Usage section (Path 2)
[b]Section includes show-if items. Show-if items are items are shown only if a specific response is selected. If that response is not selected, the item is hid.

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APPENDIX C12
SURVEY RESULTS TABLES

Table C12.1. Frequencies of each LEA path

Path	Frequency	Percent
Path 1A1: Required or highly encouraged, and they will NOT permit IAs next year	1	0.3
Path 1A2: Required or highly encouraged, and they will permit IAs next year	235	64.0
Path 1B2: Voluntary and not encouraged, and they will permit IAs next year	49	13.4
Path 2A: Did NOT use IAs, but they will permit them next year	72	19.6
Path 2B: Did NOT use IAs, but they will NOT permit them next year	10	2.7
Missing	0	

Table C12.2. Frequencies of each Site path

Path	Frequency	Percent
Path 1A2: Required or highly encouraged, and they will permit IAs next year	87	81.3
Path 1B2: Voluntary and not encouraged, and they will permit IAs next year	3	2.8
Path 2A: Did NOT use IAs, but they will permit them next year	14	13.1
Path 2B: Did NOT use IAs, but they will NOT permit them next year	3	2.8
Missing	0	

Table C12.3. Frequencies of each TA path

Path	Frequency	Percent
Path 1: Used IAs	863	82.7
Path 2: Did NOT use IAs	181	17.3
Missing	0	

Table C12.4. Frequencies of General Paths for Each Role (Survey) (Report Figure 3.6)

Path	Frequency	Percent
LEA		
Path 1: Administered IAs	285	77.7
Path 2: Did not administer IAs	82	22.3
Missing	0	
Site		
Path 1: Administered IAs	90	84.1
Path 2: Did not administer IAs	17	15.9
Missing	0	
TA		
Path 1: Administered IAs	863	82.7
Path 2: Did not administer IAs	181	17.3
Missing	0	

Table C12.5. Most Commonly Reported Titles for Each Survey (Report Table 3.12)

What best describes your title?			
	Valid N	Frequency	Percent
LEA			
LEA Assessment Coordinator	333	183	55
Director of Assessment	333	64	19.2
SITE			
School Testing Coordinator	83	32	38.6
Principal/Assistant Principal	83	30	36.1
TA			
Teacher	731	669	91.5

Table C12.6. LEA respondent titles for all respondents (Q24)

LEA_Q24. What best describes your title?		
	Frequency	Percent
Director of Assessment	64	19.2
Executive Director of Assessment	10	3.0
LEA Assessment Coordinator	183	55.0
[other]	76	22.8
Frequency Missing = 34		

Table C12.7. Site respondent titles for all respondents (Q27)

SITE_Q27. What best describes your title?		
	Frequency	Percent
Instructional Coach	7	8.4
Librarian/Media Center Specialist	2	2.4
Principal/Assistant Principal	30	36.1
School Testing Coordinator	32	38.6
Teacher	4	4.8
[other]	8	9.6
Frequency Missing = 24		

Table C12.8. TA respondent title for all respondents (Q23)

TA_Q23. What best describes your title?		
	Frequency	Percent
Instructional Aide	5	0.7
Instructional Coach	8	1.1
Librarian/Media Center Specialist	3	0.4
Principal/Assistant Principal	7	1.0
School Testing Coordinator	7	1.0
Teacher	669	91.5
[other]	32	4.4
Frequency Missing = 293		

Table C12.9. Site Coordinators' Grade Levels for those that Administered Interim Assessments

SITE_Q28. What grade(s) do you work with the most?	Frequency	Percent
Kindergarten to Grade 5	51	73.9%
Grade 6 to 8	15	21.7%
High School	14	20.3%
Frequency Missing = 21		

Table C12.10. Site Coordinators' Grade Levels for those that Did Not Administer Interim Assessments

SITE_Q38. What grade(s) do you work with the most?	Frequency	Percent
Kindergarten to Grade 5	8	53.3%
Grade 6 to 8	9	60.0%
High School	6	40.0%
Frequency Missing = 2		

Table C12.11. TA respondent grade for Path 1

TA_Q24. What grade(s) do you work with the most?	Frequency	Percent
Kindergarten to Grade 5	283	49.7%
Grade 6 to 8	209	36.7%
High School	106	18.6%
Frequency Missing = 287		

Table C12.12. TA respondent grade for Path 2

TA_Q34. What grade(s) do you work with the most?	Frequency	Percent
Kindergarten to Grade 5	63	39.1%
Grade 6 to 8	48	29.8%
High School	61	37.9%
Frequency Missing = 19		

Table C12.13. LEA Interim Assessment Usage (Q1) (Report Figure 3.7)

LEA_Q1. Approximately how many schools in your LEA administered Smarter Balanced Interim Assessments this school year (2015–16)?	Frequency	Percent
None (we did not administer any Smarter Balanced Interim Assessments)	82	22.3%
Few (1 to 25%)	72	19.6%
Some (26 to 50%)	31	8.4%
Many (51 to 75%)	19	5.2%
Most (76 to 100%)	163	44.4%

Table C12.14. SITE Interim Assessment Usage (Q1) (Report Figure 3.7)

SITE_Q1. Approximately how many teachers in your school administered Smarter Balanced Interim Assessments this school year (2015–16)?	Frequency	Percent
None (we did not administer any Smarter Balanced Interim Assessments)	17	15.9%
Few (1 to 25%)	15	14.0%
Some (26 to 50%)	26	24.3%
Many (51 to 75%)	31	29.0%
Most (76 to 100%)	18	16.8%

Table C12.15. TA Interim Assessment Usage (Q1)

TA_Q1. Did you administer a Smarter Balanced Interim Assessment this school year (2015-16)?	Frequency	Percent
Yes	863	82.7%
No	181	17.3%

Table C12.16. Percentage of Test Administrators Reporting Interim Assessments as a Requirement by LEA (Report Table 3.16)

What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year? – crossing TA and LEA results	LEA Frequency	Avg % of TAs	Avg Number of TAs per LEA
Avg. teachers reporting interim assessment is LEA requirement when LEA reported it is not a requirement	81	76.30%	8.6 (20.0)
Avg. teachers reporting interim assessment is LEA requirement when LEA reported it is a requirement	89	83.90%	14.7 (27.6)

Table C12.17. LEA Interim Assessment Policies (Q2)

LEA_Q2. What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?	Frequency	Percent
It was required for one or more grade/subject combination(s).	134	47.5%
It was voluntary, but highly encouraged.	99	35.1%
It was voluntary with no specific encouragement.	49	17.4%
Frequency Missing = 3		

Table C12.18. SITE Interim Assessment Policies (Q2)

SITE_Q2. What best describes your school's policy regarding administration of Smarter Balanced Interim Assessments this school year?	Frequency	Percent
Our LEA required it for one or more grade/subject combination(s).	49	55.7%
Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).	13	14.8%
It was voluntary, but highly encouraged.	23	26.1%
It was voluntary with no specific encouragement.	3	3.4%
Frequency Missing = 2		

Table C12.19. TA Interim Assessment Policies (Q2)

TA_Q2. What best describes your school's policy regarding administration of Smarter Balanced Interim Assessments this school year?	Frequency	Percent
Our LEA required it for one or more grade/subject combination(s).	705	82.7%
Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).	33	3.9%
It was voluntary, but highly encouraged.	89	10.4%
It was voluntary with no specific encouragement.	25	2.9%
Frequency Missing = 11		

Table C12.20. Most Commonly Reported Combinations of Interim Assessment Type Usage (Report Table 3.17)

	Frequency	Percent
LEA		
Mathematics IABs, ELA IABs	101	44.10%
Mathematics ICAs, ELA ICAs, Mathematics IABs, ELA IABs	50	21.80%
Mathematics ICAs, ELA ICAs	33	14.40%
All other combinations	45	19.70%
SITE		
Mathematics IABs, ELA IABs	46	55.40%
Mathematics ICAs, ELA ICAs	14	16.90%
Mathematics ICAs, ELA ICAs, Mathematics IABs, ELA IABs	12	14.50%
All other combinations	11	13.20%
TA		
Mathematics ICAs, ELA ICAs	237	29.20%
Mathematics ICAs, ELA ICAs, Mathematics IABs, ELA IABs	140	17.20%
Mathematics IABs, ELA IABs	124	15.30%
All other combinations	311	38.30%

Table C12.21. LEA Interim Assessment Use, Encouraged/Required (Q3)

LEA_Q3. Which type of Smarter Balanced Interim Assessments did your LEA require or highly encourage this school year? Select all that apply.	Frequency	Percent
Mathematics Interim Comprehensive Assessments (ICAs)	99	43.2%
ELA/Literacy ICAs	93	40.6%
Mathematics Interim Assessment Blocks (IABs)	174	76.0%
ELA/Literacy IABs	170	74.2%
Frequency Missing =		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.22. LEA Interim Assessment Use, No Specific Encouragement (Q5)

LEA_Q5. Which type of Smarter Balanced Interim Assessments did your LEA permit this school year? Select all that apply.	Frequency	Percent
Mathematics Interim Comprehensive Assessments (ICAs)	30	62.5%
ELA/Literacy ICAs	28	58.3%
Mathematics Interim Assessment Blocks (IABs)	41	85.4%
ELA/Literacy IABs	39	81.3%
Frequency Missing = 1		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.23. SITE Interim Assessment Use, Encouraged/Required (Q3)

SITE_Q3. Which type of Smarter Balanced Interim Assessments did your LEA/school require or highly encourage this school year? Select all that apply.	Frequency	Percent
Mathematics Interim Comprehensive Assessments (ICAs)	31	37.3%
ELA/Literacy ICAs	28	33.7%
Mathematics Interim Assessment Blocks (IABs)	66	79.5%
ELA/Literacy IABs	59	71.1%
Frequency Missing =		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.24. SITE Interim Assessment Use, No Specific Encouragement (Q5)

SITE_Q5. Which type of Smarter Balanced assessments did your LEA/school permit this school year? Select all that apply.	Frequency	Percent
Mathematics Interim Comprehensive Assessments (ICAs)	2	66.7%
ELA/Literacy ICAs	2	66.7%
Mathematics Interim Assessment Blocks (IABs)	1	33.3%
ELA/Literacy IABs	2	66.7%
Frequency Missing = 0		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.25. TA Interim Assessment Use (Q3)

TA_Q3. Which type of Smarter Balanced Interim Assessments did you administer? Select all that apply.		
	Frequency	Percent
Mathematics Interim Comprehensive Assessments (ICAs)	462	56.9%
ELA/Literacy ICAs	529	65.1%
Mathematics Interim Assessment Blocks (IABs)	360	44.3%
ELA/Literacy IABs	370	45.6%
Frequency Missing =		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.26. LEA Interim Assessment Use, Encouraged/Required (Q4) (Report Figure 3.8)

LEA_Q4. What primary uses of the Smarter Balanced Interim Assessments contributed to your LEA's decision to make their administration required or highly encouraged? Select all that significantly impacted the decision.		
	Frequency	Percent
Familiarize students and teachers with testing/testing systems	213	93.0%
Familiarize students and teachers with item types	190	83.0%
Provide students practice with universal tools designated supports and accommodations	179	78.2%
Inform classroom instruction	136	59.4%
Familiarize teachers with scoring rubrics and expectations for student responses	129	56.3%
Compare pre-post test student achievement comparisons	43	18.8%
Inform subject matter professional development offerings	32	14.0%
Determine student placement	20	8.7%
[other]	15	6.6%
Frequency Missing = 7		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.27. LEA Interim Assessment Use, No Specific Encouragement (Q6)

LEA_Q6. What primary uses of the Smarter Balanced Interim Assessments contributed to your LEA's decision to make their administration voluntary? Select all that significantly impacted the decision.		
	Frequency	Percent
Familiarize students and teachers with testing/testing systems	34	70.8%
Familiarize students and teachers with item types	30	62.5%
Provide students practice with universal tools designated supports and accommodations	27	56.3%
Inform classroom instruction	16	33.3%
Familiarize teachers with scoring rubrics and expectations for student responses	14	29.2%
Compare pre-post test student achievement comparisons	5	10.4%
Inform subject matter professional development offerings	4	8.3%
Determine student placement	3	6.3%
[other]	3	6.3%
Frequency Missing = 1		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.28. SITE Interim Assessment Use, Encouraged/Required (Q4) (Report Figure 3.8)

SITE_Q4. What primary uses of the Smarter Balanced Interim Assessments contributed to your school's decision to make their administration required or highly encouraged? Select all that significantly impacted the decision.	Frequency	Percent
Familiarize students and teachers with testing/testing systems	72	85.7%
Familiarize students and teachers with item types	70	83.3%
Provide students practice with universal tools designated supports and accommodations	63	75.0%
Inform classroom instruction	54	64.3%
Familiarize teachers with scoring rubrics and expectations for student responses	47	56.0%
Compare pre-post test student achievement	20	23.8%
LEA decision or encouragement	16	19.0%
Inform subject matter professional development offerings	11	13.1%
Determine student placement	6	7.1%
[other]	1	1.2%
Frequency Missing = 3		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.29. LEA Interim Assessment Use, No Specific Encouragement (Q6)

SITE_Q6. What primary uses of the Smarter Balanced Interim Assessments contributed to your school's decision to make their administration voluntary? Select all that significantly impacted the decision.	Frequency	Percent
Determine student placement	.	.
Compare pre-post test student achievement	.	.
Familiarize teacher with scoring rubrics and expectations for student responses	.	.
Provide students practice with universal tools designated supports and accommodations	.	.
Inform professional development offerings	.	.
LEA decision or encouragement	.	.
[other]	.	.
Familiarize students and teachers with testing/testing systems	2	66.7%
Familiarize students and teachers with item types	2	66.7%
Inform classroom instruction	1	33.3%
Frequency Missing = 0		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.30. Hand Scoring a Factor (Q4)

TA_Q4. In selecting which Smarter Balanced Interim Assessment to administer, was the need for hand scoring a factor you considered?		
	Frequency	Percent
Yes, I intentionally selected Smarter Balanced Interim Assessments that required hand scoring.	66	8.3%
Yes, I intentionally selected Smarter Balanced Interim Assessments that did not require hand scoring.	129	16.2%
No, hand scoring was not a factor in assessment selection.	599	75.4%
Frequency Missing = 69		

Table C12.31. Interim Assessment Administration Settings reported by TAs (Q5) (Report Table 3.18)

TA_Q5. How did you administer the Smarter Balanced Interim Assessments to your class? Select all that apply.		
	Frequency	Percent
Whole-class (all students were given the Smarter Balanced Interim Assessments)	675	87.00%
A combination of some whole-class and some subsets of students	57	7.30%
Subset(s) only students with disabilities were assessed	50	6.40%
[other]	26	3.40%
Subset(s) only remedial students were assessed	6	0.80%
Subset(s) only English learners were assessed	3	0.40%
Subset(s) only advanced students were assessed	0	0.00%
Frequency Missing = 82.		

Table C12.32. LEA Third-Party Assessment Systems, All Responses (Q7) (Report Figure 3.9)

LEA_Q7. Did your LEA use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.		
Response	Frequency	Percent
Performance Tracker	.	.
We do not use a third-party interim assessment system.	79	28.9%
Illuminate Data Assessment™ (DnA™)	64	23.4%
Renaissance Place	38	13.9%
[other]	38	13.9%
Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)	37	13.6%
Custom-built system by LEA	24	8.8%
Educators Assessment Data Management System (EADMS)	21	7.7%
SchoolCity	17	6.2%
Online Assessment Reporting System (OARS) from Red Schoolhouse Software	16	5.9%
Aeries®	9	3.3%
Pearson Realize™	7	2.6%
Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service	6	2.2%
Edusoft®	2	0.7%
Frequency Missing = 12		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.33. SITE Third-Party Assessment Systems, All Responses (Q7) (Report Figure 3.9)

SITE_Q7. Did your school use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.		
Response	Frequency	Percent
Edusoft®	.	.
Pearson Realize™	.	.
We do not use a third-party interim assessment system.	39	46.4%
Renaissance Place	14	16.7%
Illuminate Data Assessment™ (DnA™)	10	11.9%
Online Assessment Reporting System (OARS) from Red Schoolhouse Software	9	10.7%
Custom-built system by LEA	8	9.5%
Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)	5	6.0%
SchoolCity	4	4.8%
Aeries®	2	2.4%
Educators Assessment Data Management System (EADMS)	2	2.4%
[other]	2	2.4%
Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)	1	1.2%
Performance Tracker	1	1.2%
Frequency Missing = 6		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.34. LEA Provided Training or Resources, All Responses (Q12)

LEA_Q12. Did your LEA provide training and other resources beyond what CDE and Smarter Balanced provide or suggest for the Interim Assessments? Select all that apply.		
	Frequency	Percent
Yes, we provided LEA-specific in-person training.	163	60.4%
Yes, we provided LEA-specific resources (online or print).	114	42.2%
Yes, we provided support for hand scoring (e.g., professional development units, stipends, substitutes).	89	33.0%
No, we did not provide.	56	20.7%
[other]	14	5.2%
Frequency Missing = 15		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.35. LEA Provided Training or Resources, Top Responses (Q12)

LEA_Q12. Did your LEA provide training and other resources beyond what CDE and Smarter Balanced provide or suggest for the Interim Assessments? Select all that apply.		
	Frequency	Percent of Total Frequency
No, we did not provide.	55	20.4%
Yes, we provided LEA-specific in-person training.	55	20.4%
Yes, we provided LEA-specific in-person training., Yes, we provided LEA-specific resources (online or print)., Yes, we provided support for hand scoring (e.g., professional development units stipends substitutes).	41	15.2%
Yes, we provided LEA-specific in-person training., Yes, we provided LEA-specific resources (online or print).	39	14.4%
All others	80	29.6%
TOTAL	270	100.0%

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.36. Helpfulness of Resources (Q13) (Report Figure 3.10)

LEA_Q13. Based on your own experience or feedback you have received, how helpful was each of the following resources in preparing to administer the Smarter Balanced Interim Assessments? Select one response per row.	Missing	Valid N	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Not Applicable
Fall CAASPP Institute	21	264	15.2%	27.3%	23.9%	3.8%	29.9%
Spring CAASPP Institute	26	259	10.8%	21.6%	15.1%	6.9%	45.6%
CAASPP Interim Assessment User Guide	21	264	9.5%	38.6%	36.0%	5.7%	10.2%
CAASPP newsletter updates (email subscription)	25	260	15.8%	33.1%	33.5%	7.7%	10.0%
caaspp.org resource links	21	264	17.4%	45.5%	26.5%	3.4%	7.2%
caaspp.org webinars	25	260	15.4%	33.1%	30.0%	6.9%	14.6%
LEA-specific training/resources (training that your LEA conducted or resources that the LEA developed)	21	264	20.1%	40.2%	15.5%	0.8%	23.5%

Table C12.37. Ease of Systems (Q14) (Report Figure 3.11)

LEA_Q14. Based on your own experience or feedback you have received, how easy was it to work with each of the following systems related to the Smarter Balanced Interim Assessments? Select one response per row.							
prp14	Missing	Valid N	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Test Operations Management System (TOMS), including import of CALPADS data	24	261	20.7%	43.3%	15.3%	13.0%	3.4%	4.2%
Interim Assessment Viewing System	27	258	19.4%	37.2%	19.4%	16.3%	3.5%	4.3%
Test Administrator Interface	24	261	30.3%	42.9%	16.1%	8.0%	0.8%	1.9%
Online Reporting System (ORS)	25	260	17.3%	38.1%	20.0%	14.6%	5.0%	5.0%
Interim Assessment Reporting System	26	259	5.8%	26.6%	20.5%	27.8%	12.0%	7.3%
Interim Assessment Hand Scoring System	26	259	4.6%	16.6%	20.1%	26.3%	10.8%	21.6%
Administration and Registration Tools (ART)	26	259	6.9%	16.6%	23.6%	22.0%	7.3%	23.6%

Table C12.38. School or LEA-Provided Training or Materials, All Responses

SITE_Q15. Did your school or LEA provide training and other resources beyond what CDE and Smarter Balanced provide or suggest for the interim assessments? Select all that apply.	Frequency	Percent
Not sure	21	26.6%
Yes, they provided LEA/school-specific in-person training.	37	46.8%
Yes, they provided LEA/school-specific resources (online or print).	31	39.2%
Yes, they provided support for hand scoring (e.g., professional development units, stipends, substitutes, development units).	17	21.5%
[other]	4	5.1%
Frequency Missing = 11		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.39. School or LEA-Provided Training or Materials, Top Combinations

SITE_Q15. Did your school or LEA provide training and materials beyond what CDE and Smarter Balanced provide or suggest for the interim assessments? Select all that apply.	Frequency	Percent of Total Frequency
Not sure	21	26.6%
Yes, they provided LEA/school-specific in-person training.	15	19.0%
Yes, they provided LEA/school-specific in-person training., Yes, they provided LEA/school-specific resources (online or print).	12	15.2%
Yes, they provided LEA/school-specific resources (online or print).	10	12.7%
All others	21	26.6%
TOTAL	79	100.0%

Note: Percentages sum to 100% because the table displays unique response combinations only.

Table C12.40. Helpfulness of Resources (Q16) (Report Figure 3.12)

SITE_Q16. Based on your own experience or feedback you have received, how helpful was each of the following resources in preparing to administer the Smarter Balanced Interim Assessments? Select one response per row.							
	Missing	Valid N	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Not Applicable
Fall CAASPP Institute	15	75	9.3%	24.0%	9.3%	2.7%	54.7%
Spring CAASPP Institute	14	76	6.6%	21.1%	13.2%	5.3%	53.9%
CAASPP Interim Assessment User Guide	13	77	14.3%	35.1%	27.3%	6.5%	16.9%
CAASPP newsletter updates (email subscription)	15	75	5.3%	20.0%	18.7%	4.0%	52.0%
caaspp.org resource links	11	79	16.5%	34.2%	29.1%	3.8%	16.5%
caaspp.org webinars	14	76	5.3%	28.9%	13.2%	3.9%	48.7%
LEA-specific training/resources (training that your LEA conducted or resources that the LEA developed)	12	78	20.5%	41.0%	15.4%	3.8%	19.2%
School-specific training/resources (training that the school conducted or resources that the school developed)	13	77	15.6%	51.9%	15.6%	1.3%	15.6%

Table C12.41. Ease of Systems (Q17)

SITE_Q17. Based on your own experience or feedback you have received, how easy was it to work with each of the following systems related to the Smarter Balanced Interim Assessments? Select one response per row.	Missing	Valid N	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Test Operations Management System (TOMS), including import of CALPADS data	11	79	31.6%	40.5%	8.9%	12.7%	2.5%	3.8%
Interim Assessment Viewing System	11	79	24.1%	29.1%	17.7%	15.2%	2.5%	11.4%
Test Administrator Interface	11	79	46.8%	36.7%	10.1%	3.8%	1.3%	1.3%
Online Reporting System (ORS)	11	79	22.8%	30.4%	21.5%	6.3%	3.8%	15.2%
Interim Assessment Reporting System	12	78	17.9%	25.6%	16.7%	10.3%	7.7%	21.8%
Interim Assessment Hand Scoring System	11	79	7.6%	16.5%	15.2%	21.5%	8.9%	30.4%
Administration and Registration Tools (ART)	11	79	8.9%	13.9%	13.9%	6.3%	2.5%	54.4%

Table C12.42. Ease of Interim Assessment Reporting System (Q19) (Report Figure 3.13)

SITE_Q19. Based on your own experience or feedback you have received, how easy was it to use the Interim Assessment Reporting System for the following tasks? Select one response per row.								
prp19	Missing	Valid N	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Compare results to prior years	10	80	6.3%	11.3%	11.3%	7.5%	8.8%	55.0%
Filter by students subgroup (grade, demographics)	10	80	8.8%	17.5%	17.5%	8.8%	8.8%	38.8%
Download results for later analysis	12	78	10.3%	19.2%	19.2%	7.7%	10.3%	33.3%
View results of students by grade	12	78	11.5%	29.5%	17.9%	10.3%	5.1%	25.6%

Table C12.43. School-Provided Training or Resources, All Responses (Q13)

TA_Q13. Did your school or LEA provide training or other resources beyond what CDE and Smarter Balanced provide or suggest for the interim assessments? Select all that apply.	Frequency	Percent
Not sure	242	37.1%
Yes, the school/LEA provided LEA-specific in-person training.	255	39.1%
Yes, the school/LEA provided LEA-specific resources (online or print).	225	34.5%
Yes, the school/LEA provided support for hand scoring (e.g., professional development units, stipends, substitutes).	58	8.9%
[other]	38	5.8%
Frequency Missing = 205		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.44. School-Provided Training or Resources, Combined Responses (Q13)

TA_Q13. Did your school or LEA provide training or other resources beyond what CDE and Smarter Balanced provide or suggest for the interim assessments? Select all that apply.	Frequency	Percent of Total Frequency
Not sure	237	36.3%
Yes, they provided LEA-specific in-person training.	131	20.1%
Yes, they provided LEA-specific resources (online or print).	101	15.5%
Yes, they provided LEA-specific in-person training., Yes they provided LEA-specific resources (online or print).	86	13.2%
All others	97	14.9%
TOTAL	652	100.0%

Note: Percentages sum to 100% because the table displays unique response combinations only.

Table C12.45. Helpfulness of Resources (Q14) (Report Figure 3.14)

TA_Q14. Based on your experience, how helpful was each of the following resources in preparing to administer the Smarter Balanced Interim Assessments? Select one response per row.	Missing	Valid N	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Not Applicable
Fall CAASPP Institute	240	623	1.6%	6.7%	6.4%	4.2%	81.1%
Spring CAASPP Institute	246	617	1.5%	8.9%	7.8%	3.9%	78.0%
CAASPP Interim Assessment User Guide	239	624	6.1%	24.8%	33.0%	6.7%	29.3%
CAASPP email updates (email subscription)	246	617	2.3%	12.8%	19.1%	12.0%	53.8%
caaspp.org resource links	239	624	8.0%	22.3%	27.9%	8.0%	33.8%
caaspp.org webinars	245	618	2.6%	11.2%	12.5%	9.4%	64.4%
LEA-specific training/resources (training that the LEA conducted or resources that the LEA developed)	240	623	7.1%	20.1%	22.2%	6.9%	43.8%
School-specific training/resources (training that the school conducted or resources that the school developed)	235	628	11.1%	33.4%	27.9%	6.4%	21.2%

Table C12.46. Ease of Systems (Q16) (Report Figure 3.15)

TA_Q16. How easy was it for you to work with each of the following systems related to the Smarter Balanced Interim Assessments? Select one response per row.	Missing	Valid N	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Test Operations Management System (TOMS), including import of CALPADS data	250	613	16.5%	27.2%	18.4%	11.7%	4.1%	22.0%
Interim Assessment Viewing System	254	609	18.1%	29.9%	18.4%	8.7%	4.6%	20.4%
Test Administrator Interface	253	610	29.8%	35.1%	17.5%	7.9%	2.3%	7.4%
Online Reporting System (ORS)	253	610	7.7%	19.0%	14.4%	9.7%	4.9%	44.3%
Interim Assessment Reporting System	262	601	7.5%	18.0%	15.3%	10.1%	5.8%	43.3%
Interim Assessment Hand Scoring System	258	605	5.1%	11.4%	11.7%	10.1%	6.1%	55.5%
Administration and Registration Tools (ART)	260	603	6.0%	13.6%	11.1%	6.0%	3.0%	60.4%

Table C12.47. Ease of Reporting (Q17) (Report Figure 3.16)

TA_Q17. How easy was it to use the Interim Assessment Reporting System for the following tasks? Select one response per row.								
	Missing	Valid N	Very Easy	Somewhat Easy	Neither easy nor difficult	Somewhat Difficult	Very Difficult	Not Applicable
Compare results to prior years	255	608	4.4%	9.9%	9.9%	6.1%	5.3%	64.5%
Filter by student subgroup (grade, demographics)	255	608	4.4%	13.0%	13.0%	8.4%	6.7%	54.4%
Download results for later analysis	259	604	3.6%	12.3%	12.1%	9.6%	7.9%	54.5%
View your students' results	259	604	6.0%	15.9%	12.7%	11.1%	9.3%	45.0%
View results of other students by grade	260	603	4.0%	11.6%	10.9%	9.5%	8.0%	56.1%
View results of other students in your school	261	602	3.0%	11.3%	11.3%	9.5%	7.5%	57.5%

Table C12.48. Usefulness of Smarter Balanced Interim Assessments (Q8) (Report Figure 3.17)

LEA_Q8. How would you characterize the usefulness of the Smarter Balanced Interim Assessments for each of the following? Select one response per row.							
	Missing	Valid N	Very Useful	Useful	Somewhat Useful	Not Useful	I don't know
Identifying student strengths and weaknesses	15	270	4.8	21.9	32.2	28.1	13
Providing school-level information	15	270	5.6	22.6	40.7	15.9	15.2
Promoting differentiated instruction	18	267	2.6	14.6	28.8	37.5	37.5
Familiarizing students and teachers with testing/testing systems	13	272	45.6	37.9	9.2	0.7	6.6
Familiarizing teachers with scoring rubrics and expectations for student responses	13	272	29.4	32	19.9	5.9	12.9
Determining student course placement	18	267	1.1	10.1	15.4	47.2	26.2
Informing classroom instruction	14	271	4.8	22.9	31.4	25.8	15.1
Comparing pre-post test results	16	269	4.8	17.5	26	20.1	31.6
Identifying learning objectives	14	271	4.4	18.1	28	30.3	19.2

Table C12.49. LEA Decisions About Students, All Responses (Q9) (Report Figure 3.18)

LEA_Q9. What types of LEA-wide decisions about students will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.		
Response	Frequency	Percent
None	143	52.2%
Identify classroom or grade-level strengths and weaknesses	91	33.2%
Identify student strengths and weaknesses	89	32.5%
Determine initial course placement or subsequent course adjustment	20	7.3%
Reclassify English learners	29	10.6%
Determine special program (gifted, remedial, etc.) placement	9	3.3%
[other]	13	4.7%

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.50. LEA Decisions About Educator Support, All Responses (Q10) (Report Figure 3.18)

LEA_Q10. What types of LEA-wide decisions about educator support opportunities will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.		
Response	Frequency	Percent
None	136	49.1%
Department meeting/training topics	99	35.7%
Professional Development offerings to specific schools	70	25.3%
Curriculum and instruction mentor support for specific teachers	45	16.2%
[other]	21	7.6%

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.51. Usefulness of Smarter Balanced Interim Assessments (Q11) (Report Figure 3.19)

SITE_Q11. How would you characterize the usefulness of the Smarter Balanced Interim Assessments for each of the following? Select one response per row.							
	Missing	Valid N	Very Useful	Useful	Somewhat Useful	Not Useful	I don't know
Identifying student strengths and weaknesses	9	81	3.7	24.7	34.6	32.1	4.9
Providing school-level information	9	81	2.5	30.9	37	18.5	11.1
Promoting differentiated instruction	9	81	0	25.9	27.2	39.5	7.4
Familiarizing students and teachers with testing/testing systems	9	81	29.6	56.8	7.4	3.7	2.5
Familiarizing teachers with scoring rubrics and expectations for student responses	9	81	12.3	48.1	16	12.3	11.1
Determining student course placement	10	80	0	13.8	18.8	58.8	8.8
Informing classroom instruction	10	80	5	31.3	32.5	25	6.3
Comparing pre-post test results	9	81	1.2	27.2	25.9	29.6	16
Identifying learning objectives	9	81	1.2	25.9	35.8	29.6	7.4

Table C12.52. Decisions about Students (Q12) (Report Figure 3.20)

SITE_Q12. What types of school-wide decisions about students will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.	Frequency	Percent
None	36	44.4%
Identify classroom or grade-level strengths and weaknesses	36	44.4%
Identify student strengths and weaknesses	25	30.9%
Reclassify English learners	8	9.9%
[other]	4	4.9%
Determine initial course placement or subsequent course adjustment	3	3.7%
Determine special program (gifted remedial etc.) placement	2	2.5%
Frequency Missing = 9		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.53. Decisions about Educator Support Opportunities (Q13) (Report Figure 3.20)

SITE_Q13. What types of school-wide decisions about educator support opportunities will be or have been made based on the Smarter Balanced Interim Assessment results? Select all that apply.	Frequency	Percent
Department meeting/training topics	36	46.8%
None	34	44.2%
Curriculum and instruction mentor support for specific teachers	19	24.7%
Professional mentor support for specific teachers	14	18.2%
[other]	2	2.6%
Frequency Missing = 13		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.54. Usefulness of Smarter Balanced Interim Assessments (Q12) (Report Figure 3.21)

TA_Q12. How would you characterize the usefulness of the Smarter Balanced Interim Assessments for each of the following? Select one response per row.							
	Missing	Valid N	Very Useful	Useful	Somewhat Useful	Not Useful	I don't know
Identifying student strengths and weaknesses	206	657	8.2%	26.8%	36.1%	23.6%	5.3%
Providing school-level information	210	653	8.9%	29.9%	33.5%	21.1%	6.6%
Promoting differentiated instruction	213	650	5.7%	20.5%	31.4%	35.1%	7.4%
Familiarizing students and teachers with testing/testing systems	211	652	25.5%	37.3%	25.2%	8.7%	3.4%
Familiarizing students and teachers with item types	211	652	21.9%	34.5%	28.2%	10.0%	5.4%
Familiarizing teachers with scoring rubrics and expectations for student responses	209	654	13.8%	30.9%	26.0%	20.9%	8.4%
Determining student course placement	208	655	3.8%	15.6%	27.2%	39.8%	13.6%
Informing classroom instruction	208	655	8.7%	25.8%	31.1%	28.9%	5.5%
Comparing pre-post test results	210	653	7.4%	22.5%	27.4%	30.3%	12.4%
Identifying learning objectives	211	652	8.1%	24.8%	31.3%	28.4%	7.4%

Table C12.55. Decisions about Students (Q10) (Report Figure 3.22)

TA_Q10. What types of decisions about your students did you or will you make based on the Smarter Balanced Interim Assessment results? Select all that apply.		
	Frequency	Percent
None	203	29.80%
Identify classroom or grade-level strengths and weaknesses	369	54.10%
Identify student strengths and weaknesses	365	53.50%
Determine initial course placement or subsequent course adjustment	120	17.60%
Reclassify English learners	61	8.90%
Determine special program (gifted, remedial, etc.) placement	68	10.00%
[other]	37	5.40%
Frequency Missing = 174		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.56. Confidence About Validity of Results (Q11) (Report Figure 3.23)

LEA_Q11. How much confidence do you or your LEA have that the Smarter Balanced Interim Assessment results provide valid indicators of student achievement?		
	Frequency	Percent
A great deal of confidence	30	11
Some confidence	172	63
Very little confidence	54	19.8
No confidence	17	6.2
Frequency Missing = 12		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.57. Confidence about Validity of Results (Q14) (Report Figure 3.23)

SITE_Q14. How much confidence do you or your school have that the Smarter Balanced Interim Assessment results provide valid indicators of student achievement?		
imp14	Frequency	Percent
A great deal of confidence	6	7.6%
Some confidence	50	63.3%
Very little confidence	17	21.5%
No confidence	6	7.6%
Frequency Missing = 11		

Table C12.58. Confidence in Validity of Results (Q11) (Report Figure 3.23)

TA_Q11. How much confidence do you have that the Smarter Balanced Interim Assessment results provide valid indicators of student achievement?		
	Frequency	Percent
A great deal of confidence	40	5.9%
Some confidence	342	50.1%
Very little confidence	206	30.2%
No confidence	94	13.8%
Frequency Missing = 181		

Table C12.59. Reported Standardization of Administration Procedures by School Site Coordinators (Q8) (Report Table 3.22)

SITE_Q8. To what degree did your school attempt to standardize how the Smarter Balanced Interim Assessments were administered?		
	Frequency	Percent
Extreme: We required formal procedural training and monitored compliance with the procedures outlined in the CAASPP Interim Assessment User Guide.	32	37.2%
Moderate: Some but not all components from the procedures outlined in the CAASPP Interim Assessment User Guide were covered in formal training and required to be followed.	28	32.6%
Slight: Teachers were allowed great flexibility in how interim assessments were administered based on the procedures outlined in the CAASPP Interim Assessment User Guide.	24	27.9%
[other]	2	2.3%
Frequency Missing = 4		

Table C12.60. Reported Standardization of Administration Procedures by Test Administrators (Q6) (Report Table 3.23)

TA_Q6. To what degree did your school attempt to standardize how the Smarter Balanced Interim Assessments were administered?		
	Frequency	Percent
Extreme: We required formal procedural training and monitored compliance with the procedures outlined in the CAASPP Interim Assessment User Guide.	393	51.90%
Moderate: Some but not all components from the procedures outlined in the CAASPP Interim Assessment User Guide were covered in formal training and required to be followed.	232	30.60%
Slight: Teachers were allowed great flexibility in how Smarter Balanced Interim Assessments were administered based on the procedures outlined in the CAASPP Interim Assessment User Guide.	122	16.10%
[other]	10	1.30%
Frequency Missing = 106		

Table C12.61. Fidelity to Test Administration Procedures (Q7) (Report Figure 3.24)

TA_Q7. Based on your experience, to what extent were each of the following test administration procedures, as outlined in the CAASPP Interim Assessment User Guide, followed? Select one response per row.						
	Missing	Valid N	Always	Usually	Seldom	Not sure
Appropriate student directions provided	132	731	72.5%	21.1%	4.5%	1.9%
Full testing time allocated	133	730	81.4%	14.2%	2.9%	1.5%
Breaks were 20 or fewer minutes	140	723	60.2%	21.6%	10.7%	7.6%
Student designated supports and accommodations set in TOMS	144	719	56.5%	16.7%	7.9%	18.9%
Ancillary materials (e.g., headphones scratch paper) used appropriately	133	730	83.4%	13.0%	2.5%	1.1%
Monitoring of student progress	134	729	81.8%	13.4%	3.0%	1.8%
Students worked independently	133	730	85.9%	11.2%	1.9%	1.0%

Table C12.62. Accommodations for Students with Disabilities (Q9) (Report Figure 3.25)

SITE_Q9. Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools, designated supports, and accommodations for students with disabilities. Select one response per row.						
	Missing	Valid N	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
They improved access to the test.	4	86	10.5%	55.8%	10.5%	5.8%	17.4%
They helped students with disabilities to demonstrate knowledge and skills.	4	86	1.2%	50.0%	14.0%	12.8%	22.1%
They are consistent with instructional practices used in the classroom.	5	85	3.5%	47.1%	25.9%	10.6%	10.6%
They are familiar to most students with disabilities.	5	85	3.5%	44.7%	21.2%	12.9%	17.6%
They are something that most students with disabilities are comfortable using.	4	86	3.5%	41.9%	22.1%	10.5%	22.1%
They are something that most students with disabilities were able to use without problems.	4	86	4.7%	40.7%	23.3%	14.0%	17.4%
They functioned properly during operational testing.	4	86	7.0%	57.0%	17.4%	5.8%	12.8%

Table C12.63. Supports for English Learners (Q10) (Report Figure 3.25)

SITE_Q10. Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools and designated supports for English learners. Select one response per row.							
	Missing	Valid N	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
They improved access to the test.	23	84	4.8%	55.6%	15.5%	4.8%	19.1%
They helped English learners to demonstrate knowledge and skills.	23	84	1.2%	41.7%	22.6%	9.5%	25.0%
They are consistent with instructional practices used in the classroom.	23	84	1.2%	41.7%	29.8%	7.1%	20.2%
They are familiar to most English learners.	24	83	1.2%	38.6%	28.9%	10.8%	20.5%
They are something that most English learners are comfortable using.	24	83	1.2%	37.4%	30.1%	8.4%	22.9%
They are something that most English learners were able to use without problems.	24	83	2.4%	36.1%	30.1%	9.6%	21.7%
They functioned properly during operational testing.	15	84	4.8%	56.0%	14.3%	2.4%	22.6%

Table C12.64. Accommodations for Students with Disabilities (Q8) (Report Figure 3.26)

TA_Q8. Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools, designated supports, and accommodations for students with disabilities. Select one response per row.							
	Missing	Valid N	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
They improved access to the test.	157	706	14.7%	33.7%	7.9%	4.8%	38.8%
They helped students with disabilities to demonstrate knowledge and skills.	158	705	9.6%	25.7%	11.8%	8.9%	44.0%
They are consistent with instructional practices used in the classroom.	163	700	9.9%	31.9%	14.3%	7.7%	7.7%
They are familiar to most students with disabilities.	162	701	8.8%	27.7%	11.7%	9.4%	42.4%
They are something that most students with disabilities are comfortable using.	163	700	8.0%	25.1%	14.4%	9.4%	43.0%
They are something that most students with disabilities were able to use without problems.	163	700	7.9%	27.9%	13.1%	9.1%	42.0%
They functioned properly during operational testing.	163	700	12.7%	36.0%	8.7%	5.7%	36.9%

Table C12.65. Supports for English Learners (Q9) (Report Figure 3.26)

TA_Q9. Indicate how strongly you agree or disagree with each of the following statements about Smarter Balanced Interim Assessment universal tools and designated supports for English learners. Select one response per row.							
	Missing	Valid N	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
They improved access to the test.	192	671	10.1%	33.2%	10.7%	6.3%	39.6%
They helped English learners to demonstrate knowledge and skills.	194	669	7.8%	30.3%	13.2%	8.7%	40.1%
They are consistent with instructional practices used in the classroom.	194	669	8.7%	31.4%	15.5%	8.2%	8.2%
They are familiar to most English learners.	192	671	7.2%	30.3%	15.4%	7.9%	39.3%
They are something that most English learners are comfortable using.	195	668	7.3%	29.9%	14.8%	8.7%	39.2%
They are something that most English learners were able to use without problems.	194	669	7.0%	31.2%	15.7%	8.7%	37.4%
They functioned properly during operational testing.	199	664	10.7%	39.8%	8.4%	5.4%	35.7%

Table C12.66. Challenge of Administration (Q16) (Report Figure 3.27)

LEA_Q16. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment administration topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Scheduled system downtime	30	255	38.4	48.6	8.6	4.3
Unexpected system crashes	29	256	37.5	35.2	19.1	8.2
Bandwidth delays	31	254	50.8	32.7	9.8	6.7
Student familiarity with technology	29	256	32.4	51.6	12.9	3.1
Scheduling time to access computers/laptops	29	256	33.6	44.9	19.1	2.3
Not enough computers/laptops	31	254	47.6	33.1	17.3	2
Difficulty setting up the test administration session	31	254	58.3	33.9	4.7	3.1
Difficulty with student login on assessment day	29	256	44.9	46.1	5.9	3.1
Requirement to enter the same data multiple times	32	253	36	38.3	11.5	14.2
Determining the appropriate designated supports and accommodations	32	253	17.4	49.8	28.1	4.7

Table C12.67. Challenge of Test Content (Q17) (Report Figure 3.28)

LEA_Q17. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment test content topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
The content of the assessments was too difficult for our students so the results weren't helpful	26	259	19.3	33.6	20.8	26.3
The content of the assessments was too easy for our students so the results weren't helpful	27	258	64	6.6	0.8	28.7
The test content did not match the content taught in the schools	27	258	23.3	36	15.5	25.2
Students were confused by the unfamiliar item types	26	259	18.9	42.5	17	21.6

Table C12.68. Challenge of Hand Scoring (Q18) (Report Figure 3.29)

LEA_Q18. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment hand scoring topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Recruiting an adequate scorer pool (if teachers score responses from students who were not their own)	33	252	20.6	13.5	23.4	42.5
Identifying classroom teachers who are willing to hand score their own students' responses	32	253	19.8	17.8	33.2	29.2
Determining an appropriate score rate (e.g., recommended number of student responses per hour)	35	250	17.2	19.6	17.2	46
Monitoring rater consistency	33	252	10.3	25	17.5	47.2
Accessing the Interim Assessment Hand Scoring System (e.g., frequently kicked out of system)	34	251	20.7	24.7	15.1	39.4
Navigating the Interim Assessment Hand Scoring System (e.g., scrolling, toggling)	34	251	14.3	30.7	16.3	38.6
Committing adequate time to complete scoring	33	252	5.6	14.7	48	31.7
Rubric quality (e.g., using the rubrics to provide scores to the student responses)	33	252	24.6	31.3	4.4	39.7
Adequacy of training materials and practice sets	32	253	26.1	28.5	7.1	38.3

Table C12.69. Challenge of Reporting (Q19) (Report Figure 3.30)

LEA_Q19. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment reporting topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Adequacy of detail in results (not reported by target CCSS or strand) to inform changes to	36	249	5.2	13.3	57.4	24.1
Timeliness of score reports (after submitting hand scores)	37	248	25.8	29.4	18.5	26.2
Identification of students in score reports (included SSIDs but not names)	35	250	27.2	28	20.8	24
Interpreting the score results appropriately (training was insufficient)	36	249	27.7	29.3	20.1	22.9
Assigning user roles in Administration and Registration Tools (ART)	37	248	31.5	31.5	15.3	21.8
Adequacy of options for sorting/filtering student results within the reporting interface	38	247	17	30.8	27.9	24.3
Difficulty of aggregating/grouping student scores	36	249	11.2	28.5	31.7	28.5
Lack of integration with other student record systems	37	248	12.1	22.6	36.7	28.6

Table C12.70. Challenge of Administration (Q20) (Report Figure 3.31)

SITE_Q20. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment administration topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Scheduled system downtime	14	76	43.4	43.4	6.6	6.6
Unexpected system crashes	14	76	32.9	38.2	19.7	9.2
Bandwidth delays	14	76	42.1	30.3	17.1	10.5
Student familiarity with technology	14	76	26.3	46.1	22.4	5.3
Scheduling time to access computers/laptops	14	76	35.5	36.8	22.4	5.3
Not enough computers/laptops	15	75	46.7	34.7	16	2.7
Difficulty setting up the test administration session	14	76	61.8	28.9	6.6	2.6
Difficulty with student login on assessment day	14	76	46.1	40.8	10.5	2.6
Requirement to enter the same data multiple times	14	76	46.1	34.2	5.3	14.5
Determining the appropriate designated supports and accommodations	15	75	26.7	53.3	13.3	6.7

Table C12.71. Challenge of Test Content (Q21) (Report Figure 3.32)

SITE_Q21. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment test content topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
The content of the assessments was too difficult for our students so the results weren't helpful.	12	78	10.3	28.2	46.2	15.4
The content of the assessments was too easy for our students so the results weren't helpful.	13	77	66.2	13	0	20.8
The test content did not match the content taught in the schools.	12	78	20.5	38.5	25.6	15.4
Students were confused by the unfamiliar item types.	12	78	12.8	32.1	37.2	17.9

Table C12.72. Challenge of Hand Scoring (Q22) (Report Figure 3.33)

SITE_Q22. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment hand scoring topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Recruiting an adequate scorer pool (if teachers score responses from students who were not their own)	18	72	22.2	11.1	22.2	44.4
Identifying classroom teachers who are willing to hand score their own students' responses	16	74	23	9.5	32.4	35.1
Determining an appropriate score rate (e.g., recommended number of student responses per hour)	16	74	13.5	18.9	17.6	50
Monitoring rater consistency	16	74	8.1	24.3	18.9	48.6
Accessing the Interim Assessment Hand Scoring System (e.g., frequently kicked out of system)	16	74	23	18.9	16.2	41.9
Navigating the Interim Assessment Hand Scoring System (e.g., scrolling, toggling)	16	74	16.2	24.3	18.9	40.5
Committing adequate time to complete scoring	16	74	6.8	20.3	35.1	37.8
Rubric quality (e.g., using the rubrics to provide scores to the student responses)	17	73	23.3	30.1	8.2	38.4
Adequacy of training materials and practice sets	17	73	16.4	30.1	13.7	39.7

Table C12.73. Challenge of Reporting (Q23) (Report Figure 3.34)

SITE_Q23. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment reporting topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Adequacy of detail in results (not reported by target, CCSS, or strand) to inform changes to instruction	20	70	4.3	18.6	35.7	41.4
Timeliness of score reports (after submitting hand scores)	19	71	12.7	31	15.5	40.8
Identification of students in score reports (included SSIDs but not names)	20	70	11.4	31.4	15.7	41.4
Interpreting the score results appropriately (training was insufficient)	19	71	14.1	32.4	16.9	36.6
Assigning user roles in Administration and Registration Tools (ART)	20	70	20	20	5.7	54.3
Adequacy of options for sorting/filtering student results within the reporting interface	21	69	13	26.1	15.9	44.9
Difficulty of aggregating/grouping student scores	20	70	8.6	30	17.1	44.3
Lack of integration with other student record systems	20	70	5.7	31.4	17.1	45.7

Table C12.74. Challenge of Administration (Q18) (Report Figure 3.35)

TA_Q18. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment administration topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Scheduled system downtime	274	589	38.5	26.3	10	25.1
Unexpected system crashes	271	592	26	35	22.8	16.2
Bandwidth delays	273	590	32.5	32	17.6	17.8
Student familiarity with technology	269	594	29.5	44.8	20.4	5.4
Scheduling time to access computers/laptops	270	593	40.5	30.2	22.6	6.7
Not enough computers/laptops	271	592	47.6	27	18.9	6.4
Difficulty setting up the test administration session	270	593	57.3	27.7	7.3	7.8
Difficulty with student login on assessment day	270	593	44.9	41.3	8.6	5.2
Requirement to enter the same data multiple times	275	588	46.4	29.8	7.5	16.3
Determining the appropriate designated supports and accommodations	269	594	35.7	28.5	12.3	23.6

Table C12.75. Challenge of Test Content (Q19) (Report Figure 3.36)

TA_Q19. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment test content topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
The content of the assessments was too difficult for our students so the results weren't helpful.	270	593	9.8	28.2	47.2	14.8
The content of the assessments was too easy for our students so the results weren't helpful.	280	583	67.2	10.1	2.4	20.2
The test content did not match the content taught in my class.	273	590	24.1	36.8	24.4	14.7
Students were confused by the unfamiliar item types.	274	589	15.3	37.7	35.7	11.4

Table C12.76. Challenge of Hand Scoring (Q20) (Report Figure 3.37)

TA_Q20. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment hand scoring topics was a challenge. Select one response per row.						
	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Accessing the Interim Assessment Hand Scoring System (e.g., frequently kicked out of system)	286	577	16.3	14.6	7.8	61.4
Navigating the Interim Assessment Hand Scoring System (e.g., scrolling, toggling)	289	574	13.1	15.3	9.4	62.2
Committing adequate time to complete scoring	292	571	10.3	12.1	16.3	61.3
Rubric quality (e.g., using the rubrics to provide scores to the student responses)	292	571	15.1	15.2	8.4	61.3
Adequacy of training materials and practice sets	292	571	17.5	19.3	8.4	54.8

Table C12.77. Challenge of Reporting (Q21) (Report Figure 3.38)

TA_Q21. Based on your experience, please rate to what extent each of the following Smarter Balanced Interim Assessment reporting topics was a challenge. Select one response per row.						
chl21	Missing	Valid N	Not a Challenge	Minor Challenge	Major Challenge	I don't know
Adequacy of detail in results (not reported by target, CCSS, or strand) to inform changes to instruction	316	547	12.1	15.7	15.5	56.7
Timeliness of score reports (after submitting hand scores)	322	541	16.3	13.9	11.1	58.8
Identification of students in score reports (included SSIDs but not names)	317	546	19.6	13.6	9.7	57.1
Interpreting the score results appropriately (training was insufficient)	318	545	16.3	17.2	13.8	52.7
Adequacy of options for sorting/filtering student results within the reporting interface	318	545	12.7	15.4	10.6	61.3
Difficulty of aggregating/grouping student scores	316	547	12.2	13.7	10.6	63.4
Lack of integration with other student record systems	317	546	12.1	11.4	13.2	63.4

Table C12.78. Most Important Improvements for 2016-17 (Q20) (Report Figure 3.39)

LEA_Q20. What are the most important improvements to be made to the Smarter Balanced Interim Assessment system in 2016–17? Select all that apply.	Frequency	Percent
Provide more detailed score reports	188	73.70%
Provide tests that don't require hand scoring	169	66.30%
Provide ability to aggregate/group student scores	141	55.30%
Recommend Digital Library resources based on student results	139	54.50%
Offer training opportunities earlier in the year	125	49.00%
Provide more than one form per ICA/IAB	119	46.70%
Simplify the systems process	112	43.90%
Provide third-party hand scoring support	101	39.60%
Improve logistics for providing designated supports and accommodations	99	38.80%
[other]	42	16.50%
Frequency Missing = 30		

Note: Percentages do not sum to 100% because respondents could pick more than one response

Table C12.79. Challenge of Reporting (Q24) (Report Figure 3.39)

SITE_Q24. What are the most important improvements to be made to the Smarter Balanced Interim Assessment system in 2016–17? Select all that apply.	Frequency	Percent
Provide more detailed score reports	45	65.2%
Provide tests that don't require hand scoring	42	60.9%
Recommend Digital Library resources based on student results	40	58.0%
Offer training opportunities earlier in the year	33	47.8%
Provide ability to aggregate/group student scores	29	42.0%
Provide more than one form per ICA/IAB	28	40.6%
Improve logistics for providing designated supports and accommodations	28	40.6%
Provide third-party hand scoring support	25	36.2%
Simplify the systems process	21	30.4%
[other]	8	11.6%
Frequency Missing = 21		

Note: Percentages do not sum to 100% because respondents could pick more than one response.

Table C12.80. LEA Policy Next Year (Q21)

LEA_Q21. What do you expect your LEA's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016–17?		
	Frequency	Percent
It will be required for one or more grade/subject combination.	115	45.6%
It will be voluntary, but highly encouraged.	103	40.9%
It will be voluntary with no specific encouragement.	33	13.1%
It will not be permitted.	1	0.4%
Frequency Missing = 33		

Table C12.81. Contracting Hand Scoring (Q22)

LEA_Q22. Would your LEA be interested in contracting out the hand scoring of student responses in 2016-17?		
	Frequency	Percent
Yes	22	8.7%
No	115	45.5%
Maybe	116	45.8%
Frequency Missing = 32		

Table C12.82. School Policy Next Year (Q25)

SITE_Q25. What do you expect your school's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016–17?		
	Frequency	Percent
It will be required for one or more grade/subject combination.	40	58.8%
It will be voluntary, but highly encouraged.	20	29.4%
It will be voluntary with no specific encouragement.	5	7.4%
It will not be permitted.	0	0.0%
[other]	3	4.4%
Frequency Missing = 22		

Table C12.83. School Policy Next Year (Q22)

TA_Q22. If you are given the choice, will you use the Smarter Balanced Interim Assessments in 2016-17?		
	Frequency	Percent
Yes	267	47.0%
No	163	28.7%
Not sure	138	24.3%
Frequency Missing = 295		

Table C12.84. LEA Coordinator Additional Comments, Concerns, or Ways for the Smarter Balanced Interim Assessments to Improve

Systems Issues	N
Fix errors/bugs in applications.	5
Simplify the log in (provide one access point).	8
Allow interim assessment data the ability to push to district data systems.	1
Add search function to various assessment applications.	1
Ensure that the systems are ready and provide the results.	2
Allow change of e-mail without losing student data.	1
Improve the Digital Library (provide more training detail, improve navigation, provide more meaningful content, link data and resources).	19
Equipment improvements (not enough Chromebooks/other equipment, ear bud struggles)	2
Add a more efficient help button.	1
Training Issues	**N**
Utilize district level (rather than state level) trainers who are more knowledgeable working at the "ground level."	1
Provide more training for hand scoring (higher quality, more specific, in person, videos weren't effective).	6
Design Issues	**N**
IABs should be shorter and focused on fewer standards.	6
Make sure content is grade appropriate (allow for students who skip grades to be tested at the new level).	3
Improve test navigation (confusing, provide more instructions, more user friendly, too much scrolling).	6
Allow the ability to print more than one item on demand.	2
Allow LEAs to create custom interim assessments by selecting covered claims/standards based on units of study.	2
Make the tests responsive.	2
Supply bigger bank of interims.	1
Provide accommodations/resources in the design to better serve students with disabilities.	2
Scoring Issues	**N**
Create more detailed scoring rubrics.	3
Provide third-party hand scoring support or make scoring less time consuming.	11
Improve the hand scoring, student filtering, and ability to monitor hand scorer progress.	2
Add a school column to better assist the LEA coordinator to know which sites have or have not scored items.	1
Create a more detailed rating for student.	1

Table C12.84. (Continued)

Results Issues	N
Provide more detailed results like item by item analysis.	32
Allow the ability to download files for entire district rather than by grade level subject and school separately (allow data to be downloaded all at once).	9
Improve score uploading and allow to be viewed sooner.	1
Allow hand scoring to be seen once scored and submitted.	1
General Positive Feedback	N
Allowing multiple times to reset the password helped.	1
Coordinator's Binder was extremely helpful and useful.	1
Website provides helpful resources and troubleshooting directions.	1
Forcing security access for students extremely important.	1
The appeal process was quick (2-day turn around) was greatly appreciated.	1
We found the IAB administration process helpful in aligning instruction, providing SBAC-like experience, and developing familiarity with the system.	1
There were no issues with the technology or process of administering interim (IAB) assessments.	1
Found the Interim Assessments to be an invaluable tool: 1. Excellent indicator of student achievement and predictor of success. 2. Excellent tool for progress monitoring. 3. Practice for students with item types. 4. Test prep for students. 5. Excellent tool to identify instructional areas of weakness.	1

Table C12.85. School Site Coordinator Additional Comments, Concerns, or Suggested Ways for the Smarter Balanced Interim Assessments to Improve

Systems Issues	N
Fix errors/bugs in applications	6
Improve and simplify the login process (system kept logging out, multiple log in points, student log in was a challenge)	4
Should have one access point for testing and administration to make it less confusing	2
Make Web browser easier to navigate	1
Training Issues	**N**
Provide more and improved training (training on resources in the library, accessing student data, SBAC administration, scoring assessments, results training)	4
Provide a CAASPP blog to share best practices	1
Design Issues	**N**
Improve question directives and layout (students had trouble understanding what was being asked of them)	2
Provide English learners access	1
Create different tabs for interim and summative assessments	1
Improve scrolling and layout for student data (student would move on the list, difficult to find individual students)	1
Scoring Issues	**N**
Simplify scoring system (make hand scoring user friendly, less time consuming)	3
Provide training for scoring (documents weren't sufficient)	1
Results Issues	**N**
Improve usefulness of results (item analysis, more detail)	4
Additional training on how to access results	1

Table C12.86. Test Administrator Additional Comments, Concerns, or Ways for the Smarter Balanced Interim Assessments to Improve

Systems Issues	N
Fix errors/bugs in applications (improve secure browser).	15
Improve systems/Website navigation and interface (provide more descriptive links, help resources, help button, don't put interim and summative button close together).	16
Improve test navigation and interface (make more user friendly, too much scrolling, too much on one screen).	15
Equipment improvements (not enough Chromebooks/other equipment, ear bud struggles)	6
Simplify the login (provide one access point).	5
More flexibility moving from question to questions (ability to start/stop, save answers)	4
Allow interim assessment data the ability to push to district data systems and be separated in classes.	1
Improve the Digital Library (provide more training, detail, improve navigation, provide more meaningful content, link data and resources)	1
Have access to practice all year.	1

Training Issues	N
More trainings for districts, LEAs, administrators and teachers	2
More comprehensive training for all the important features (how to access reports, testing accommodations, data retrieval, etc.)	10
Provide more training for hand scoring (higher quality, more specific, in person)	2
Improve training videos.	1

Design Issues	N
Improve questions and directions (make more simple, more grade appropriate, clearly defined, more precise language)	42
Make sure content is appropriate for SWD and EL students.	27
Pare down the amount of text in questions and instructions (reading passages, instructions, questions too wordy, too much text for math problems).	22
Make sure content is grade appropriate.	18
Testing process too time consuming.	16
IABs should be shorter and focused on fewer standards.	11
Limit the amount of writing/typing needed for essay answers.	9
IABs should cover material that has been taught.	9
Make the practice, interim and summative assessment equally difficult (more aligned)	7
Make available or known accommodations for SWD and EL students.	5
Greater bank of ELA, practice questions and preparation materials.	4
Make reading passages/topics more relatable to curriculum.	3
Make the tests responsive.	2

Table C12.86. (Continued)

Scoring Issues	N
Provide third-party hand scoring support or make scoring less time consuming.	4
Create more detailed scoring rubrics.	3
Streamline scoring process.	2
Ability to print scoring rubric	1
Results Issues	**N**
Provide more detailed results like item by item analysis.	25
Make known and allow teachers access to results.	10
Quicker return on results (some still hadn't received any).	8
Make reporting more user friendly and easier to retrieve.	3
General Positive Feedback	**N**
Good practice for summative	3
Similar types of questions on interims as would be on summative	1
Results useful	1
Some good instructional materials on Smarter Balance Digital Website	1

Table C12.87. Frequencies of Non-Interim Assessment Users by Survey (Report Table 3.27)

Survey	Frequency Not Administered	Percent
LEA	82	22.3
SITE	17	15.9
TA	181	17.3

Table C12.88. LEA Interim Assessment Policies of Non-Users (Q26)

LEA_Q26. What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?		
	Frequency	Percent
It was voluntary, but highly encouraged.	10	12.5
It was voluntary with no specific encouragement.	51	63.8
The LEA did not permit schools to administer.	19	23.8
Frequency Missing = 2		

Table C12.89. Site Interim Assessment Policies of Non-Users (Q30)

SITE_Q30. What best describes your school's policy regarding administration of Smarter Balanced Interim Assessments this school year?		
	Frequency	Percent
Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).	1	5.9
It was voluntary, but highly encouraged.	1	5.9
It was voluntary with no specific encouragement.	11	64.7
The LEA did not permit schools to administer.	4	23.5
Frequency Missing = 0		

Table C12.90. TA Interim Assessment Policies of Non-Users (Q27)

TA_Q27. What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?		
	Frequency	Percent
Our LEA made it voluntary, but my school required it for one or more grade/subject combination(s).	54	32.7
It was voluntary, but highly encouraged.	38	23
It was voluntary with no specific encouragement.	43	26.1
Our LEA did not permit schools to administer.	30	18.2
Frequency Missing = 16		

Table C12.91. LEA Third-Party Assessment Systems of Non-Users, All Responses (Q27)

LEA_Q27. Did your LEA use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.		
Response	Checked	Percent
We do not use a third-party interim assessment system.	20	24.7%
Custom-built system by LEA	11	13.6%
Aeries®	.	.
Educators Assessment Data Management System (EADMS)	2	2.5%
Edusoft®	.	.
Illuminate Data Assessment™ (DnA™)	18	22.2%
Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)	1	1.2%
Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)	15	18.5%
Online Assessment Reporting System (OARS) from Red Schoolhouse Software	3	3.7%
Pearson Realize™	1	1.2%
Performance Tracker	.	.
Renaissance Place	10	12.3%
SchoolCity	2	2.5%
[other]	18	22.2%
Frequency Missing = 1		

Table C12.92. SITE Third-Party Assessment Systems of Non-Users, All Responses (Q31)

SITE_Q31. Did your school use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.		
Response	Checked	Percent
We do not use a third-party interim assessment system.	7	43.8%
Custom-built system by LEA	1	6.3%
Aeries®	1	6.3%
Educators Assessment Data Management System (EADMS)	.	.
Edusoft®	.	.
Illuminate Data & Assessment™(DnA™)	3	18.8%
Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)	1	6.3%
Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)	4	25.0%
Online Assessment Reporting System (OARS) from Red Schoolhouse Software	.	.
Pearson Realize™	.	.
Performance Tracker	.	.
Renaissance Place	1	6.3%
SchoolCity	.	.
[other]	1	6.3%
Frequency Missing = 1		

Table C12.93. TA Third-Party Assessment Systems of Non-Users, All Responses (Q28)

TA_Q28. Did your school use any third-party interim assessment systems this school year? If so, which one(s)? Select all that apply.		
Response	Frequency	Percent
We do not use a third-party interim assessment system.	68	42.8%
Custom-built system by LEA	6	3.8%
Aeries®	11	6.9%
Educators Assessment Data Management System (EADMS)	3	1.9%
Edusoft®	4	2.5%
Illuminate Data & Assessment™ (DnA™)	19	11.9%
Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service (MARS)	4	2.5%
Measures of Academic Progress® (MAP®) from Northwest Evaluation Association (NWEA)	13	8.2%
Online Assessment Reporting System (OARS) from Red Schoolhouse Software	5	3.1%
Pearson Realize™	2	1.3%
Performance Tracker	.	.
Renaissance Place	14	8.8%
SchoolCity	12	7.5%
[other]	27	17.0%
Frequency Missing = 22		

Table C12.94. LEA Primary Factors for Not Administering Interim Assessments (Q28)

LEA_Q28. What best describes why your LEA did not administer the Smarter Balanced Interim Assessments in 2015-16?		
	Frequency	Percent
Lack of resources (e.g., computers, testing locations)	5	6.3
Teachers need to focus on other activities (e.g., instructional time).	14	17.5
Coordination and logistics were too difficult.	6	7.5
Could not provide support for hand scoring (e.g., stipends, professional development units)	9	11.3
Our LEA decided that the Smarter Balanced Interim Assessment results would not provide enough actionable feedback.	7	8.8
We wanted to wait and see how the Smarter Balanced Interim Assessments fared in other LEAs.	10	12.5
Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.	19	23.8
[other]	10	12.5
Frequency Missing = 2		

Table C12.95. SITE Primary Factors for Not Administering Interim Assessments (Q32)

SITE_Q32. What best describes why your school did not administer the Smarter Balanced Interim Assessments in 2015-16?	Frequency	Percent
Our LEA did not permit it.	2	12.5
Lack of resources (e.g., computers, testing locations)	1	6.3
Teachers need to focus on other activities (e.g., instructional time).	3	18.8
Coordination and logistics were too difficult.	2	12.5
Could not provide support for hand scoring (e.g., stipends, professional development units)	2	12.5
Our LEA decided that the Interim Assessment results would not provide enough actionable feedback.	1	6.3
We wanted to wait and see how the Smarter Balanced Interim Assessments fared in other LEAs.	1	6.3
Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.	1	6.3
[other]	3	18.8
Frequency Missing = 1		

Table C12.96. TA Primary Factors for Not Administering Interim Assessments (Q29)

TA_Q29. What best describes why you did not administer the Smarter Balanced Interim Assessments in 2015-16?	Frequency	Percent
My LEA or school did not permit it.	22	13.7
Lack of resources (e.g., computers, testing locations)	8	5
I need to focus on other activities (e.g., instructional time).	24	14.9
Coordination and logistics were too difficult.	10	6.2
I decided that the Smarter Balanced Interim Assessment results would not provide enough actionable feedback.	2	1.2
I wanted to wait and see how the Smarter Balanced Interim Assessments were perceived by others.	1	0.6
Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.	6	3.7
My LEA/school did not support hand scoring activities (e.g., stipends, professional development units)	0	0
[other]	88	54.7
Frequency Missing = 20		

Table C12.97. LEA Primary Factors for Not Administering Interim Assessments (Q29) (Report Table 3.30)

LEA_Q29. What primary factors contributed to why the Smarter Balanced Interim Assessments were not administered in your LEA in 2015-16? Select all that significantly impacted your decision.		
Response	Frequency	Percent
Could not provide support for hand scoring (e.g. stipends professional development units)	30	38.00%
Teachers need to focus on other activities (e.g. instructional time).	26	32.90%
Coordination and logistics were too difficult.	22	27.80%
Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.	22	27.80%
Our LEA decided that the Smarter Balanced Interim Assessment results would not provide enough actionable feedback.	19	24.10%
We wanted to wait and see how the Smarter Balanced Interim Assessments were perceived by others.	19	24.10%
Lack of resources (e.g. computers testing locations)	16	20.30%
[other]	15	19.00%
Frequency Missing = 3		

Table C12.98. SITE Primary Factors for Not Administering Interim Assessments (Q33) (Report Table 3.31)

SITE_Q33. What primary factors contributed to why the Smarter Balanced Interim Assessments were not administered in your school in 2015-16? Select all that significantly impacted your decision.		
Response	Frequency	Percent
Could not provide support for hand scoring (e.g., stipends, professional development units)	6	40.00%
Teachers need to focus on other activities (e.g., instructional time).	5	33.30%
Coordination and logistics were too difficult.	3	20.00%
Our LEA decided that the interim assessment results would not provide enough actionable feedback.	3	20.00%
Lack of resources (e.g., computers, testing locations)	2	13.30%
Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.	2	13.30%
Our LEA made the decision.	2	13.30%
Our LEA did not permit it.	1	6.70%
We wanted to wait and see how the Smarter Balanced Interim Assessments were perceived by others.	1	6.70%
[other]	2	13.30%
Frequency Missing = 2		

Table C12.99. TA Primary Factors for Not Administering Interim Assessments (Q30) (Report Table 3.29)

TA_Q30. What primary factors contributed to your decision to not administer the Smarter Balanced Interim Assessments in 2015-16? Select all that significantly impacted your decision.		
Response	Frequency	Percent
My LEA or school did not permit it.	32	21.60%
I need to focus on other activities (e.g., instructional time).	32	21.60%
Coordination and logistics were too difficult.	18	12.20%
Lack of resources (e.g., computers testing locations)	12	8.10%
Our currently used third-party interim assessment platform provides more benefits than the Smarter Balanced Interim Assessment platform.	7	4.70%
My LEA/school did not support hand scoring (e.g., stipends, professional development units).	6	4.10%
I decided that the Smarter Balanced Interim Assessments results would not provide enough actionable feedback.	5	3.40%
I wanted to wait and see how the Smarter Balanced Interim Assessments were perceived by others.	3	2.00%
[other]	72	48.60%
Frequency Missing = 30		

Table C12.100. LEA Policy Next Year of Non-Users (Q30)

LEA_Q30. What do you expect your LEA's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016-17?		
	Frequency	Percent
It will be required for one or more grade/subject combination(s).	14	17.3
It will be voluntary, but highly encouraged.	23	28.4
It will be voluntary with no specific encouragement.	32	39.5
It will be required for some grades and voluntary for others.	2	2.5
Schools/teachers will not be permitted to administer them.	10	12.3
Frequency Missing = 1		

Table C12.101. LEA Primary Reasons for Allowing Interim Assessment Use Next Year of Non-Users (Q31) (Report Table 3.32)

LEA_Q31. What are the primary reasons for allowing or requiring the Interim Assessments in 2016-17? Select all that significantly impacted this decision.	Frequency	Percent
We have heard that the interim assessments provided actionable feedback about student learning.	16	24.6%
We have heard that administering the interim assessments went smoothly.	4	6.2%
We have heard that teachers benefited from conducting the hand scoring activities.	8	12.3%
We have heard that teachers and students found that practice with the system and exposure to item types was helpful for administering the summative assessments.	31	47.7%
Our third-party assessment system contract is expiring.	1	1.5%
Our educators have requested they be allowed to use it.	7	10.8%
We are able to better support training administration and preparation activities due to additional staffing or funding.	9	13.8%
[other]	19	29.2%
Frequency Missing = 7		

Table C12.102. LEA Primary Reasons for Not Allowing Interim Assessment Use Next Year of Non-Users (Q32)

LEA_Q32. What are the primary reasons for not allowing the Interim Assessments in 2016-17? Select all that significantly impacted this decision.	Frequency	Percent
Many of the concerns we had for 2015-16 remain.	5	55.6%
We have procured a new third-party assessment system.	1	11.1%
We continue to be satisfied with our current third-party assessment system.	2	22.2%
We have heard about additional challenges with the Smarter Balanced Interim Assessments.	.	.
[other]	2	22.2%
Frequency Missing = 1		

Table C12.103. SITE Policy Next Year of Non-Users (Q34)

SITE_Q34. What do you expect your LEA's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016-17?	Frequency	Percent
It will be required for one or more grade/subject combination(s).	0	0
It will be voluntary, but highly encouraged.	5	33.3
It will be voluntary with no specific encouragement.	7	46.7
Schools/teachers will not be permitted to administer them.	3	20
Frequency Missing = 2		

Table C12.104. SITE Primary Reasons for Allowing Interim Assessment Use Next Year of Non-Users (Q35) (Report Table 3.33)

SITE_Q35. What are the primary reasons for allowing or requiring the Interim Assessments in 2016-17? Select all that significantly impacted this decision.		
Response	Frequency	Percent
We have heard that the interim assessments provided actionable feedback about student learning.	2	20.0%
We have heard that administering the interim assessments went smoothly.	1	10.0%
We have heard that teachers benefited from conducting the hand scoring activities.	3	30.0%
We have heard that teachers and students found that practice with the system and exposure to item types was helpful for administering the summative assessments.	4	40.0%
Our third-party assessment system contract is expiring.	1	10.0%
Our educators have requested they be allowed to use it.	3	30.0%
We are able to better support training, administration, and preparation activities due to additional staffing or funding.	1	10.0%
[other]	3	30.0%
Frequency Missing = 4		

Table C12.105. SITE Primary Reasons for Not Allowing Interim Assessment Use Next Year of Non-Users (Q36)

SITE_Q36. What are the primary reasons for not allowing the interim assessments in 2016-17? Select all that significantly impacted this decision.		
Response	Frequency	Percent
Many of the concerns we had for 2015-16 remain.	2	66.7%
We have procured a new third-party assessment system.	.	.
We continue to be satisfied with our current third-party assessment system.	1	33.3%
We have heard about additional challenges with the Smarter Balanced Interim Assessments.	.	.
[other]	.	.
Frequency Missing = 0		

Table C12.106. TA Policy Next Year of Non-Users (Q31)

TA_Q31. What do you expect your school's policy regarding administration of Smarter Balanced Interim Assessments to be in 2016-17?		
	Frequency	Percent
It will be required for one or more grade/subject combination(s).	55	36.2
It will be voluntary, but highly encouraged.	31	20.4
It will be voluntary with no specific encouragement.	22	14.5
It will be required for some grades and voluntary for others.	4	2.6
Schools/teachers will not be permitted to administer them.	10	6.6
[other]	30	19.7
Frequency Missing = 29		

Table C12.107. TA Expected Use Next Year (Q32)

TA_Q32. If you are given the choice, will you use the Smarter Balanced Interim Assessments in 2016-17?		
	Frequency	Percent
Yes	57	35.8
No	30	18.9
Not sure	72	45.3
Frequency Missing = 22		

Table C12.108. TA Subjects Taught of Non-Users (Q35)

TA_Q35. What subject(s) do you teach? Select all that apply.		
	Frequency	Percent
Mathematics	79	49.1%
ELA/Literacy	87	54.0%
NA/Non-instructional role	7	4.3%
[other]	74	46.0%

Table C12.109. Test Administrator Additional Comments, Concerns, or Ways for the Smarter Balanced Interim Assessments to Improve from Non-Users

Systems Issues	N
Simplify testing process (too time consuming, complex, difficult)	4
Improve log in (multiple log-ins)	1
Ensure database/library is accessible	1
Design Issues	**N**
Provide accommodations/resources in the design to better serve students with disabilities	3
Make sure content is grade appropriate	2
Make the tests responsive/adaptive	1
Allow the creation of custom interim assessments by selecting covered claims/standards based on units of study	1
Scoring Issues	**N**
Provide answer key to the test	1
Allow for more time for scoring or provide more support	1
Results Issues	**N**
Provide more detailed results like item by item analysis	2
Positive Feedback	**N**
Practice assessments which were easily accessible	1
It was helpful to be able to go to a lower grade to practice with the navigation	1
Will use next year	1

Table C12.110. LEA Interim Assessment Policies (Q2) by LEA Type

LEA_Q2. What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?				
LEA Type	Charter		District	
	Frequency	Percent	Frequency	Percent
It was required for one or more grade/subject combination(s).	34	63.0%	100	44.1%
It was voluntary, but highly encouraged.	15	27.8%	84	37.0%
It was voluntary with no specific encouragement.	5	9.3%	43	18.9%
Missing	1	---	2	---
VALID N	54	---	227	---

Table C12.111. LEA Interim Assessment Policies (Q2) by EL Population

LEA_Q2. What best describes your LEA's policy regarding administration of Smarter Balanced Interim Assessments this school year?				
LEA EL Population	Low EL		High EL	
	Frequency	Percent	Frequency	Percent
It was required for one or more grade/subject combination(s).	40	38.1%	89	53.6%
It was voluntary, but highly encouraged.	40	38.1%	57	34.3%
It was voluntary with no specific encouragement.	25	23.8%	20	12.1%
Missing	3	---	0	---
VALID N	105	---	166	---

Appendix C12: Survey Results Tabled

Table C12.112. LEA Third-party Interim Assessment Usage (Q7) by LEA Size

LEA_Q7. Did your LEA use any third-party interim assessment systems this school year? If so which one(s)? Select all that apply.						
LEA Size	Small		Medium		Large	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
We do not use a third-party interim assessment system.	28	53.8%	17	26.6%	32	21.3%
Custom-built system by LEA	4	7.7%	2	3.1%	18	12.0%
Aeries	2	3.8%	0	0.0%	7	4.7%
Educators Assessment Data Management System (EADMS)	2	3.8%	6	9.4%	13	8.7%
Edusoft	0	0.0%	0	0.0%	2	1.3%
Illuminate Data Assessment (DnA™)	8	15.4%	16	25.0%	38	25.3%
Mathematics Assessment Project (MAP) from the Mathematics Assessment Resource Service	2	3.8%	1	1.6%	2	1.3%
Measures of Academic Progress (MAP™) from Northwest Evaluation Association (NWEA)	5	9.6%	8	12.5%	24	16.0%
Online Assessment Reporting System (OARS) from Red Schoolhouse Software	0	0.0%	2	3.1%	13	8.7%
Pearson Realize	1	1.9%	1	1.6%	5	3.3%
Performance Tracker	0	0.0%	0	0.0%	0	0.0%
Renaissance Place	4	7.7%	14	21.9%	19	12.7%
SchoolCity	0	0.0%	2	3.1%	15	10.0%
[other]	7	13.5%	8	12.5%	21	14.0%
Missing	2	---	2	---	4	---
VALID N	52	---	64	---	150	---

Note: Column percentages may not sum to 100 since respondents could select more than one option

Table C12.113. LEA Provided Training or Resources, All Responses (Q12) by LEA Size

LEA_Q12. Did your LEA provide training and other resources beyond what CDE and Smarter Balanced provide or suggest for the Interim Assessments? Select all that apply.						
LEA Size	**Small**		**Medium**		**Large**	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes, we provided LEA-specific in-person training.	25	48.1%	36	55.4%	101	68.7%
Yes, we provided LEA-specific resources (online or print).	22	42.3%	25	38.5%	67	45.6%
Yes, we provided support for hand scoring (e.g. professional development units stipends, substitutes).	12	23.1%	24	36.9%	51	34.7%
No, we did not provide.	14	26.9%	12	18.5%	27	18.4%
[other]	1	1.9%	3	4.6%	9	6.1%
Missing	4	---	3	---	7	---
VALID N	52	---	65	---	147	---

Note: Column percentages may not sum to 100 since respondents could select more than one option

Table C12.114. LEA Adequacy of Detail in Results (Q19) by LEA EL Population

LEA_Q19. Adequacy of detail in results (not reported by target CCSS or strand) to inform changes to instruction				
	Low EL		**High EL**	
	Frequency	**Percent**	**Frequency**	**Percent**
Not a Challenge	6	6.4%	6	4.1%
Minor Challenge	15	16.0%	17	11.5%
Major Challenge	41	43.6%	97	65.5%
I don't know	32	34.0%	28	18.9%
Missing	14	---	18	---
VALID N	94	---	148	---

Table C12.115. LEA Adequacy of Detail in Results (Q19) by LEA Size

LEA_Q19. Adequacy of detail in results (not reported by target CCSS or strand) to inform changes to instruction						
LEA Size	**Small**		**Medium**		**Large**	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Not a Challenge	4	8.3%	4	6.8%	4	2.9%
Minor Challenge	9	18.8%	6	10.2%	18	13.1%
Major Challenge	17	35.4%	29	49.2%	93	67.9%
I don't know	18	37.5%	20	33.9%	22	16.1%
Missing	8	---	9	---	17	---
VALID N	48	---	59	---	137	---

Table C12.116. LEA Coordinator Additional Comments, Concerns, or Ways for the Smarter Balanced Interim Assessments to Improve

Systems Issues	N
Fix errors/bugs in applications.	5
Simplify the log in (provide one access point).	8
Allow interim assessment data the ability to push to district data systems.	1
Add search function to various assessment applications.	1
Ensure that the systems are ready and provide the results.	2
Allow change of e-mail without losing student data.	1
Improve the Digital Library (provide more training detail, improve navigation, provide more meaningful content, link data and resources).	19
Equipment improvements (not enough Chromebooks/other equipment, ear bud struggles)	2
Add a more efficient help button.	1
Training Issues	**N**
Utilize district level (rather than state level) trainers who are more knowledgeable working at the "ground level."	1
Provide more training for hand scoring (higher quality, more specific, in person, videos weren't effective).	6
Design Issues	**N**
IABs should be shorter and focused on fewer standards.	6
Make sure content is grade appropriate (allow for students who skip grades to be tested at the new level).	3
Improve test navigation (confusing, provide more instructions, more user friendly, too much scrolling).	6
Allow the ability to print more than one item on demand.	2
Allow LEAs to create custom interim assessments by selecting covered claims/standards based on units of study.	2
Make the tests responsive.	2
Supply bigger bank of interims.	1
Provide accommodations/resources in the design to better serve students with disabilities.	2
Scoring Issues	**N**
Create more detailed scoring rubrics.	3
Provide third-party hand scoring support or make scoring less time consuming.	11
Improve the hand scoring, student filtering, and ability to monitor hand scorer progress.	2
Add a school column to better assist the LEA coordinator to know which sites have or have not scored items.	1
Create a more detailed rating for student.	1

Table C12.116. (Continued)

Results Issues	N
Provide more detailed results like item by item analysis.	32
Allow the ability to download files for entire district rather than by grade level subject and school separately (allow data to be downloaded all at once).	9
Improve score uploading and allow to be viewed sooner.	1
Allow hand scoring to be seen once scored and submitted.	1
General Positive Feedback	**N**
Allowing multiple times to reset the password helped.	1
Coordinator's Binder was extremely helpful and useful.	1
Website provides helpful resources and troubleshooting directions.	1
Forcing security access for students extremely important.	1
We found the IAB administration process helpful in aligning instruction, providing SBAC-like experience, and developing familiarity with the system.	1
There were no issues with the technology or process of administering interim (IAB) assessments.	1
Found the Interim Assessments to be an invaluable tool: 1. Excellent indicator of student achievement and predictor of success. 2. Excellent tool for progress monitoring. 3. Practice for students with item types. 4. Test prep for students. 5. Excellent tool to identify instructional areas of weakness.	1

Table C12.117. School Site Coordinator Additional Comments, Concerns, or Suggested Ways for the Smarter Balanced Interim Assessments to Improve

Systems Issues	N
Fix errors/bugs in applications	6
Improve and simplify the login process (system kept logging out, multiple log in points, student log in was a challenge)	4
Should have one access point for testing and administration to make it less confusing	2
Make Web browser easier to navigate	1
Training Issues	N
Provide more and improved training (training on resources in the library, accessing student data, SBAC administration, scoring assessments, results training)	4
Provide a CAASPP blog to share best practices	1
Design Issues	N
Improve question directives and layout (students had trouble understanding what was being asked of them)	2
Provide English learners access	1
Create different tabs for interim and summative assessments	1
Improve scrolling and layout for student data (student would move on the list, difficult to find individual students)	1
Scoring Issues	N
Simplify scoring system (make hand scoring user friendly, less time consuming)	3
Provide training for scoring (documents weren't sufficient)	1
Results Issues	N
Improve usefulness of results (item analysis, more detail)	4
Additional training on how to access results	1

Table C12.118. Test Administrator Additional Comments, Concerns, or Ways for the Smarter Balanced Interim Assessments to Improve

Systems Issues	N
Fix errors/bugs in applications (improve secure browser).	15
Improve systems/Website navigation and interface (provide more descriptive links, help resources, help button, don't put interim and summative button close together).	16
Improve test navigation and interface (make more user friendly, too much scrolling, too much on one screen).	15
Equipment improvements (not enough Chromebooks/other equipment, ear bud struggles)	6
Simplify the login (provide one access point).	5
More flexibility moving from question to questions (ability to start/stop, save answers)	4
Allow interim assessment data the ability to push to district data systems and be separated in classes.	1
Improve the Digital Library (provide more training, detail, improve navigation, provide more meaningful content, link data and resources)	1
Have access to practice all year.	1
Training Issues	**N**
More trainings for districts, LEAs, administrators and teachers	2
More comprehensive training for all the important features (how to access reports, testing accommodations, data retrieval, etc.)	10
Provide more training for hand scoring (higher quality, more specific, in person)	2
Improve training videos.	1
Design Issues	**N**
Improve questions and directions (make more simple, more grade appropriate, clearly defined, more precise language)	42
Make sure content is appropriate for SWD and EL students.	27
Pare down the amount of text in questions and instructions (reading passages, instructions, questions too wordy, too much text for math problems).	22
Make sure content is grade appropriate.	18
Testing process too time consuming.	16
IABs should be shorter and focused on fewer standards.	11
Limit the amount of writing/typing needed for essay answers.	9
IABs should cover material that has been taught.	9

Table C12.118. (Continued)

Design Issues (continued)	N
Make the practice, interim and summative assessment equally difficult (more aligned)	7
Make available or known accommodations for SWD and EL students.	5
Greater bank of ELA, practice questions and preparation materials.	4
Make reading passages/topics more relatable to curriculum.	3
Make the tests responsive.	2
Scoring Issues	**N**
Provide third-party hand scoring support or make scoring less time consuming.	4
Create more detailed scoring rubrics.	3
Streamline scoring process.	2
Ability to print scoring rubric	1
Results Issues	**N**
Provide more detailed results like item by item analysis.	25
Make known and allow teachers access to results.	10
Quicker return on results (some still hadn't received any).	8
Make reporting more user friendly and easier to retrieve.	3
General Positive Feedback	**N**
Good practice for summative	3
Similar types of questions on interims as would be on summative	1
Results useful	1
Some good instructional materials on Smarter Balance Digital Website	1

APPENDIX D1
ACCESS TO SUPPORTS AND ACCOMMODATIONS STUDY FLIER

California Assessment of Student Performance and Progress (CAASPP) Evaluation
2015-16 Study 1: Access to Designated Supports and Accommodations

Purpose

The purpose of this study is to examine the availability and use of testing supports and accommodations for students with disabilities (SWDs) and English Learners (ELs) on the Smarter Balanced ELA and mathematics assessments and whether the tools used for these assessments are consistent with those used routinely by classroom teachers and their students.

Data Collection Methods

Sampling. HumRRO will select 12 LEARN LEAs to participate in this study. LEAs will be selected to include a range of enrollment sizes, concentrations of SWDs and ELs, socioeconomic status (SES) and urbanicity.

Phone based interviews/focus groups conducted by HumRRO. HumRRO staff will conduct phone-based interviews or focus groups (approximately 45 minutes in duration) with staff members most knowledgeable of pedagogical practices related to accommodations and supports and/or accommodations and supports offered during testing.

Observations of classroom instruction and interim assessment conducted by local staff. HumRRO will train local staff to conduct observations during classroom instruction and interim/formative assessments. These observations will be conducted using observational checklists provided by HumRRO.

Secondary data analysis. HumRRO will compare data from classroom and interim/formative assessment observations with available data on the provision of summative assessment accommodations/supports.

LEA Responsibilities

The following section briefly describes the anticipated responsibilities of LEARN coordinators from participating LEAs. Estimated effort requirements are presented in parentheses.

Identify local staff for participation (approximately 3 hours for identifying schools/staff and securing cooperation). Each of the 12 participating LEAs will be asked to identify three schools (one elementary, one middle, and one high school) to participate in this study. Within each of these three schools, one to four staff members should be identified to participate in phone based focus groups or interviews, and to conduct instructional/assessment observations. At minimum, these staff members should be experienced providing instruction and/or administering assessments to SWDs and/or ELs and have working knowledge of Microsoft Excel.

Assist in the development of observation checklists (approximately 3 hours for coordinating HumRRO visits). HumRRO will seek three of the 12 participating LEAs to assist with the development of the observational checklists. This will require allowing HumRRO staff to conduct pilot observations in one or more of the participating schools within the LEA.

Provide guidance regarding LEA policies and procedures (approximately 3 hours for consulting with HumRRO staff). HumRRO will be working closely with local staff identified within each participating LEA. We will request that LEARN coordinators be available to answer questions regarding any local policies and procedures that are relevant to this study.

Local Staff Responsibilities

The following table briefly summarizes the anticipated responsibilities of local staff. The proposed timeline of activities and the estimate number of hours required for participation are included.

Activity & Proposed Timing	Number Participating			Responsibilities	Effort (hours)
	LEAs	Schools/ LEA	Staff/ School		
Phone-based focus groups or interviews February 1 - March 11, 2016	12	3	1-4	• Participate in a single phone-based focus group or interview.	0.75
Development of observational checklists February 1 - April 1, 2016	3	1-3	1-2	• Provide feedback via phone or email on draft observational checklists. • Allow HumRRO staff to pilot the checklists during instruction and/or assessment.	4
Observer training April 4 - 15, 2016	12	3	1-4	• Participate in a web-based training on how to conduct observations.	4
Conduct observations # I-1 April 18 – April 29, 2016 # A-1 April 21 – May 13, 2016 # I-2 May 2 – May 20, 2016 # A-2 May 16 – June 10 2016 # I-3 May 23 - June 10, 2016	12	3	1-4	• Conduct 2-5 observations, one during each phase listed in the left column. • Upload observational checklists to the secure HumRRO ftp site.	4 – 10

Notes: # I-1= Instructional Observation #1, etc.; #A-1 = Assessment Observation #1, etc. Effort hours are an estimate of the minimum number of hours per staff member. Number of observations conducted by an individual staff member will depend on their roles related to instruction/assessment.

Security/Confidentiality

HumRRO will ensure that all data collected for this study (focus group, interview, and observation checklist data) will remain confidential and be maintained on HumRRO's secure server. Staff conducting observations will be trained to use only students' TOMS identifiers on data collection tools and will transmit data to HumRRO via our secure FTP site. Results from this study will be reported at an aggregate level or will describe characteristics of LEAs and schools rather than naming them, thereby ensuring that no findings can be directly linked to any participating LEA, school, student, or educator.

Potential Benefits of Participation

This study has several potential benefits: (1) Findings will contribute to the field's understanding of the relationship between accommodations and supports used in daily instruction and those used on large-scale assessments, thereby identifying potential threats to the validity of student test score interpretation and use, (2) Participating LEAs, schools, and staff will have a platform for providing feedback to CDE and for discussing and reflecting upon current policies and practices.

How to Volunteer for Participation

If you are interested in participating, please complete the Study 1 Commitment Form (please include the percentage of SWDs served by your LEA) and submit it no later than **December 31, 2015.** If you have questions regarding the study, please contact the Study Director, Dr. Emily Dickinson, at edickinson@humrro.org.

Interview/Focus Group Questions
(45 minutes)

Introductory Script:

Interviewer: Good [morning/afternoon]. This is [interviewer's name] and [note taker's name] from the Human Resources Research Organization. We'd like to thank you for taking the time to call in to participate in this [interview or focus group]. We plan on taking no more than 45 minutes of your time, so let's go ahead and get started.

As you know, HumRRO is working with the California Department of Education (CDE) to conduct this study of accommodations and supports as part of the larger evaluation of the California Assessment of Student Performance and Progress (CAASPP). Today's discussion is part of that study.

During this discussion, I will ask you questions related to the accommodations and supports that are available to students in your [school or LEA] during both instruction and assessment. Please note that you will not be identified as having participated in this discussion, and that no findings from this study will be linked to your specific school or LEA.

Note taker: Hello, this is [note taker's name]. To document our discussion, I will be taking notes. I may need to pause us at times to catch up on notes and make sure I've captured your complete response. I may also ask you follow-up questions to make sure I fully understand your responses.

Interviewer: To get the conversation started, let's have everyone do a brief introduction. Tell us your name and where you work and what you do. (Have HumRRO staff start this). (After all introductions): Thanks everyone. Now we will start the discussion.

Internal Note: Formatting for reading notes into NVivo starts here. Please do not change the formatting (e.g. styles) of the existing text.

Research Questions (presented in curly brackets {})

1. {Is the general assessment accessible to moderately disabled students and English learners through the provision of accommodations and supports?}

    1a Background: Students who require accommodations or supports in the general education or special education setting—such as extended time for task completion or use of assistive technology—to participate in the general curriculum will most likely require accommodations during the assessment to prevent measuring the student's disability and allow a more accurate assessment of the student's progress in the general curriculum.

1a. Do you believe that the universal tools, designated supports, and accommodations offered during the summative assessment allow your students to demonstrate their content knowledge and skills? Why or why not?   (Possible probes: Are their particular tools, designated supports or accommodations that your students have difficulty with during summative assessment? Are there specific learning needs that aren't met by the universal tools, designated supports, and accommodations) [LEA, Instruct]

> 1b Background: Validity is concerned with whether tests produce scores that are appropriate for their intended purposes. In other words, does the test actually measure what it is intended to measure?

1b. Do you believe the summative assessment scores of your SWDs and/or ELs allow for valid inferences about student achievement? Why or why not? [LEA, Instruct]

> 1c Background: Reliability in assessment refers to accuracy and precision in measurement.

1c. Do you believe the summative assessment scores of your SWDs and/or ELs are reliable? Why or why not? [LEA, Instruct]

2. {To what extent do the supports and accommodations provided and used in the interim and summative assessments match those used in classroom instruction for individual students?}

2a. What are the accommodations and supports that you most frequently use during instruction? [Instruct]

2b. Are there accommodations and supports that you would like to use during instruction but cannot? [Instruct]

2c. What factors influence whether or not you are able to use particular accommodations or supports during instruction? [Instruct]

2d. Are you able to use pedagogical practices during instruction that mirror the way that designated supports and accommodations are offered during assessment?   [Probe: does this vary by student age/grade/ability? Are there any accommodations or supports that are particularly tough or clumsy to administer?] [LEA/Instruct]

3. {Are there types of supports or accommodations used by students when learning in the classroom that are not used on assessments?}

3a. Do you provide input regarding which accommodations and supports are available for your students during assessments? [Instruct]

3b. What is the process used for identifying the designated supports and accommodations required by students?   (Possible probes: Is the classroom teacher solely responsible, or are a group of staff involved? Are parents involved in the decision-making? Is the decision made at the beginning of the year, or does it evolve over the school year?) [LEA/Instruct]

3c. Are similar processes for identifying the designated supports and accommodations required by students used for both interim and summative assessments? [LEA/Instruct]

3d. Are there different or additional processes for identifying the designated supports and accommodations required for EL students? [LEA/Instruct]

3e. Are there different or additional processes in place for EL students with disabilities? [LEA/Instruct]

3f. Are there allowable accommodations or designated supports that your LEA is unable to offer during assessment (e.g., limitations in resources, support)?   (Possible probes: What accommodations/supports are particularly difficult to offer? Why?) [LEA]

3g. Are there allowable accommodations or designated supports that your school is unable to offer during assessment (e.g., limitations in resources, staffing)?   (Possible probes: What accommodations/supports are particularly difficult to offer? Why?) [LEA/Instruct]

3h. Are there allowable accommodations or designated supports that are offered during assessment that students are unfamiliar with or find distracting? [LEA/Instruct]

4. {How often do students attempt to use test supports and accommodations during interim and summative assessments that they do not use in classroom instruction?}

4a. How would you describe the match between the accommodations and supports offered during instruction and during assessment? [LEA, Instruct]

4a1. If there is considerable mismatch, what factors contribute to this? [Instruct]

4b. Has the Individual Student Assessment Accessibility Profile (ISAAP) process and/or tool been helpful in ensuring that students are tested using the appropriate designated supports/accommodations? [LEA/Instruct]

4b1. If not, what problems have you experienced with it?

4c. Is there anything else that we did not ask, but you would like to ensure we captured? [LEA/Instruct]

Closing Script:

That concludes our discussion today. Thank you so much for your time and all the information you've provided. As a reminder, the next step in our study will involve using observational checklists to capture information about supports and accommodations used during instruction and classroom/formative assessment. We will be contacting you with more information in the near future. We really look forward to working with you all on this project!

APPENDIX D3
ACCESS TO SUPPORTS AND ACCOMMODATIONS STUDY INTERVIEW PROTOCOLS

School Site CAASPP Coordinator Interview Protocol

Print out and bring with you the files from the Support Materials for Interviews folder. If teacher seems unfamiliar or has trouble addressing some questions, you may want to show these files to help them form their response. Note if teachers are not aware that these documents are publicly available.

Each question should be framed for both students with disabilities and English learners. If both groups are not addressed in the response, probe about the specific subgroups (i.e., SWDs or ELs)

1. Can you tell me a little bit about your activities as the CAASPP Coordinator this year— whether this was a new role for you, what type of training you received, and what resources you relied on? If you have served in this role previously, was anything this year related to testing accommodations/designated supports substantially different from last year?

2. How did the process for assigning designated supports and accommodations within the Smarter Balanced system go? Which supports or accommodations would you say were most frequently offered? What worked well? What was problematic? (*Probe to get at any issues related to both embedded and non-embedded supports, as well as any difference between what was offered and what was actually used.*)

3. What feedback have you received from teachers and test administrators regarding the whether or not the Smarter Balanced assessments allow students who need designated supports and accommodations to show what they know and can do?

4. Were there any technical issues that your school experienced when offering designated supports and accommodations (either setting them up or actually using them)? Please describe them.

5. How consistent have the designated supports and accommodations that students have been receiving on the Smarter Balanced assessment been with the instructional practices used in the classroom?

6. Have you heard feedback from teachers or parents or students about students' experiences participating in the Smarter Balanced assessments? Have the format and accessibility features been familiar to students? Comfortable for them?

7. Is there anything else you would like to tell me about the accessibility of the Smarter Balanced assessments?

Teacher Interview Protocol

Print out and bring with you the files from the Support Materials for Interviews folder. If teacher seems unfamiliar or has trouble addressing some questions, you may want to show these files to help them form their response. Note if teachers are not aware that these documents are publicly available.

Remind teachers that this observation is not evaluative in any way, but rather to provide us with an understanding of the typical instructional approaches/supports offered to students with disabilities and/or English Learners during instruction and how these are carried out in a typical day. Try to get information on both students with disabilities and English learners, as applicable.

For interviews conducted after the instructional observation:

- Were the instructional approaches/supports observed today typical? Did the student(s) use or respond to the supports in the typical way?
- Was there anything that happened during the lesson that we might have misunderstood? (You may ask about specific things that you saw that you want the teacher to explain or clarify: "it looked like this happened, did I interpret that correctly?")

For interviews conducted before the instructional observation:

1. What is the lesson you will be delivering during the observation? What instructional approaches/supports should we expect to see you use?

2. Are the instructional approaches/supports you plan on using during this lesson very typical? Or are there other approaches/supports that you frequently use that we may not see today?

For all interviews:

3. How consistent have the accessibility features your students are offered during Smarter Balanced assessments been with what's happening in your classroom? Is there anything that is markedly different or that does not allow students to demonstrate knowledge and skill in the way that they are accustomed?

4. Have you tried to use or considered using supports or accommodations in the classroom that you normally wouldn't in order to prepare students for Smarter Balanced testing? What are they?

5. What feedback have you received from students regarding what is unfamiliar or difficult (other than content) when they take tests with accommodations and supports?

6. What feedback have you received from students regarding what is familiar or helpful when they take tests with accommodations and supports?

7. Is there anything else you would like to tell me about providing students with appropriate accommodations and supports during instruction and during testing?

Test Administrator Interview Protocol

Print out and bring with you the files from the Support Materials for Interviews folder. If test administrator seems unfamiliar or has trouble addressing some questions, you may want to show these files to help them form their response. Note if teachers are not aware that these documents are publicly available.

This protocol may be used in a couple of ways. If the same teacher who provided instruction also administers the test (particularly SBAC), then the goal is to clarify anything we observed during testing (try not to repeat topics addressed in the other interview). If a different staff person administers the assessment, then we want to try to capture their unique opinions about students' level of familiarity/comfort with the testing accommodations and supports. Try to get information on both students with disabilities and English learners, as applicable.

1. Can you tell me a little bit about your activities as the test administrator this year—whether this was a new role for you, what type of training you received, and what resources you relied on?

2. Was there anything that happened during testing today that we might have misunderstood? (You may ask about specific things that you saw that you want the test administrator to explain or clarify: "it looked like this happened, did I interpret that correctly?")

3. What feedback have you received from students regarding what is unfamiliar or difficult (other than content) when they take tests with accommodations and supports?

4. What feedback have you received from students regarding what is familiar or helpful when they take tests with accommodations and supports?

5. What if any technical difficulties have you experienced when offering accommodations and supports during testing?

6. Are there any accommodations and supports not offered through the system (i.e., non-embedded) that you have not been able to offer?

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Appendix D3: Access to Supports and Accommodations Study Interview Protocols

APPENDIX D4
ACCESS TO SUPPORTS AND ACCOMMODATIONS STUDY OBSERVATION CHECKLIST

Instructional Observation Checklist

General Information

Observer ID: _____   _____

School: _____   _____

Teacher Name: _____   _____

Content Subject: _____

Classroom Context

Number of students in this classroom: _____

Number of SWDs (may have to ask during interview) _____

Number of staff in classroom: _____

Self-contained classroom?   Yes: _____   No:

Lesson Title:
(Type in this box. Use Alt/Enter to create new paragraph in cell)

Lesson Description (What were students expected to do):
(Type in this box)

Technology/Materials used (e.g, SmartBoard, Overhead, Computer, Textbooks.):
(Type in this box)

Use the Student Observation checklist below to guide your observation, but also pay attention to

Targeted Supports/Accommodations. Describe how individualized instructional supports are offered. (*Are individual staff dedicated to assisting particular students? Is the student using specialized technology that is not being used by the whole class?*)
(Type notes in this box)

Barriers to Implementation (Teacher). Describe any difficulties that the teacher is having with providing instructional supports. (*Is the provision of individualized supports disruptive to the whole lesson? Are enough staff/resources available to meet student needs? Does the teacher seem unfamiliar or*

(Type notes in this box)

Barriers to Implementation (Student). Describe any difficulties that students are having with receiving instructional supports. (*Do students seek assistance that is not available? Does the student seem unfamiliar or uncomfortable with providing the instructional support?*)

(Type notes in this box)

Increased Student Access. Describe how instructional supports and accommodations are increasing student access to the lesson. (*What do students do or say to indicate that they understand the content? Are students able to participate in the whole class acitivity with the help of the instructional support? Do students correctly answer questions or successfully complete tasks?*)

(Type notes in this box)

Student Observation

Instructional Accommodations	Type X if used in this lesson	Provide details about how each accommodation was provided. How was it provided? What did the teacher do? What did the student do? Were there any problems? Did it appear to increase student access?
Breaks		
Color coding (e.g., varied printing color and paper color)		
Color overlays		
AVID Style Notes		
Brainstorming ideas		

Writing down connections		
Scratch paper/Notepaper		
Whiteboards		
Highlighter		
Using keyboarding to complete class assignments		
Large print text		
Magnifying devices		
Mark (circle, star or check) items or questions not yet answered		
Added white space on documents		
Masking device		
Proofreading		
Automated spell-check device		
Process of elimination		
Bilingua/dual language dictionary		
Electronic or paper English dictionary		
Identify text features for understanding new vocabulary		
English glossaries		

Stacked or bilingual translations		
Electronic or paper English thesaurus		
Translation glossaries		
Translated directions/instructions		
Translated assignments		
Counting devices (e.g., blocks, tiles, chips, etc.)		
Dictated responses		
American Sign Language		
Braille		
Calculator (handheld or computer)		
Instructional videos/movies		
Math manipulatives (e.g., rulers, protractors, number lines)		
Multiplication table		
Printed materials		
Special seating arrangements		
Tape recorders		
Scribes		

Appendix D4: Access to Supports and Accommodations Study Observation Checklist

Computer programs Specify:		
Read aloud instructions		
Graphic organizer (with words or numbers)		
Graphic organizer (without any words or numbers)		
Simplified test directions		
Writing tools		
Other Specify:		
Other Specify:		

Observer Notes:
Type Here:

Assessment Observation Checklist

General Information

Observer ID: _____   Date: _____

School: _____   Grade Level: _____

Test Administrator Name: _____   Type of Test: (SBAC, Classroom, etc.) _____

Content Subject: _____

Testing Context

Number of students in test session: _____   Number of SWDs (may have to ask during interview) _____   Number of ELs (may have to ask during interview) _____

Number of staff in testing room: _____

Separate accommodation testing session?   Yes: _____   No: _____

Use the Student Observation checklist below to guide your observation, but also pay attention to these four
Targeted Supports/Accommodations. Describe how designated supports and accomodations are offered. (*Are any non-embedded accommodations offered? Are staff assigned to provided non-embedded supports to individual students or to groups of students?*)
(Type notes in this box)
Barriers to Implementation (Staff). Describe any difficulties that the teacher is having with providing designated supports and accommodations during testing. (*Are there technical difficulties that the test administrator does not know how to resolve? Does the test administrator appear to understand which accommodations are available and how they are to be presented?*)
(Type notes in this box)

Barriers to Implementation (Student). Describe any difficulties that students are having with using designated supports and accommodations during testing. (*Do students seek assistance that is not available? Does the student seem unfamiliar or uncomfortable with using the designated suppor or accommodation?*)
(Type notes in this box)
Increased Student Access. Describe how designated supports and accommodations are increasing student access to the test. (*What do students do to indicate that they are accessing the test and providing responses?*)
(Type notes in this box)

Student Observation

Assessment Accommodations/Designated Supports	Type X if used during tesing	Provide details about how each accommodation was provided. How was it provided? What did the teacher do? What did the student do? Were there any problems? Did it appear to increase student access?
Breaks		
Color contrast		
Color overlays		
Digital Notepad, Global Notes, Scratch Paper		
Highlighter		
Keyboard Navigation		

Magnification		
Masking		
Spell Check		
Strikethrough		
Zoom		
Bilingual Dictionary		
English Dictionary		
English Glossary		
Stacked Translations		
Thesaurus		
Translation Glossaries		
Translated Test Directions		
Abacus		
Alternate Response Options		
American Sign Language (ASL)		
Braille		
Calculator		

Closed Captioning		
Math Tools		
Multiplication Table		
Print on Demand		
Separate Setting		
Speech-to-Text/Scribe		
Text-to-Speech/Read-Aloud		
Writing Tools		

Observer
Notes:
Type Here:

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Appendix D4: Access to Supports and Accommodations Study Observation Checklist

APPENDIX D5
ACCESS TO SUPPORTS AND ACCOMMODATIONS STUDY TEACHER REFLECTION CHECKLIST

Teacher Reflection Checklist

Refer to Teacher Reflection Checklist INSTRUCTIONS for detailed directions for completing this checklist and securely sending it to HumRRO.

SSID: _____   Student Classification _____

Instructional Accommodations	Select if used during instruction, testing, or both	Frequency of use (Select Using Dropdown)
Breaks		
Color coding (e.g., varied printing color and paper color)		
Color overlays		
AVID Style Notes		
Brainstorming ideas		
Writing down connections		
Scratch paper/Notepaper		
Whiteboards		
Highlighter		
Using keyboarding to complete class assignments		
Large print text		
Magnifying devices		
Mark (circle, star or check) items or questions not yet answered		

Added white space on documents		
Masking device		
Proofreading		
Automated spell-check device		
Process of elimination		
Bilingua/dual language dictionary		
Electronic or paper English dictionary		
Identify text features for understanding new vocabulary		
English glossaries		
Stacked or bilingual translations		
Electronic or paper English thesaurus		
Translation glossaries		
Translated directions/instructions		
Translated assignments		
Counting devices (e.g., blocks, tiles, chips, etc.)		
Dictated responses		
American Sign Language		
Braille		

Calculator (handheld or computer)		
Instructional videos/movies		
Math manipulatives (e.g., rulers, protractors, number lines)		
Multiplication table		
Printed materials		
Special seating arrangements		
Tape recorders		
Scribes		
Computer programs Specify:		
Read aloud instructions		
Graphic organizer (with words or numbers)		
Graphic organizer (without any words or numbers)		
Simplified test directions		
Writing tools		
Other Specify:		
Other Specify:		

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