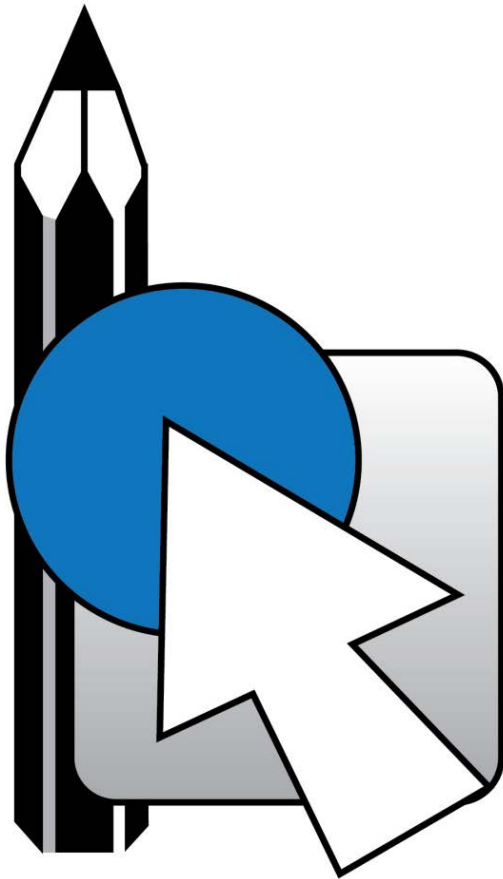


2011-12

Kansas Interim Assessment Examiner's Manual

- Mathematics
- Reading



Kansas State Department of Education

August 2011

Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612
785-296-3201

The following people participated in the creation of the Interim Assessment Examiner's Manual:

- Angela Broaddus (CETE)
- David Bowman (KSDE)
- Dr. Cherie Randall (KSDE)
- Rebecca Finney (CETE)
- Lisa McBride (CETE)
- Nicholas Studt (CETE)
- Amy Tackett (CETE)
- Lauren Adams (CETE)
- Dr. Julia Shaftel (CETE)
- Gretchen Anderson (CETE)

Contact Information

CETE

Phone: 785.864.3537

Email: cete@ku.edu

KSDE Assessment Coordinator

Dr. Cherie Randall

Phone: 785.296.3996

Email: crandall@ksde.org

KSDE Assessment Consultant

David Bowman

Phone: 785.296.4349

Email: dbowman@ksde.org

TABLE OF CONTENTS

SECTION 1: KS INTERIM ASSESSMENT OVERVIEW	1
Purpose of the Kansas Interim Assessment	1
Test Administration Mode	1
Assessed Students	1
Administration Windows	1
Structure of the Interim Assessment	1
Reading Assessment	1
Math Assessment	1
2010-2011 Kansas Interim Assessment Overview	2
Why do we have so many different assessments in Kansas?	3
Formative Assessment	3
Interim Assessment	3
Summative assessment	3
Practice Tests	3
SECTION 2: TEST COORDINATORS & ADMINISTRATORS	4
Student Test Record Information Submission	4
Teacher User Accounts	4
Building and District Reports	4
Score Use	5
Recommended Professional Development	5
Understanding the Differences in the Reported Scores	5
Box-and Whisker Plots	5
SECTION 3: TEACHERS	7
Obtaining Access to the Interim Assessment	7
Set up CETE Teacher Account	7
Registering Students for the Interim Assessment	8
Printing Tickets	8
Student and Classroom Preparation Before the Interim Assessment	11
Time Considerations	11
Scheduling Test Sessions	11
Room/Lab Preparation	11
Materials Needed for Testing	11
Materials Checklist	11
Guidelines for Administration	12
Number of Test Sessions	12
Guidelines for Students	12
Calculators	12
Manipulatives	12
Administration of the Interim Assessment	13
Scripts	13
During the Test	16
Ending the Test Prematurely	16
Monitoring/Reactivating Student Status	16
When Students Have Completed the Test	17
Activities Following the Interim Assessment	17
Viewing Interim Assessment Results	17
Teacher LOGIN	17
Entering Instructed Indicators	18
Reports	19
Class Roster Report	19
Class Score Distribution Information	21
District Score Information	22

Indicator Representation on the Interim Assessment	22
Accommodations.....	22
Overview	22
Accommodations Prohibited for All Students.....	22
Accommodations for ELL Students.....	22
Read-Aloud Accommodation Policy.....	23
Appendix A: Tested Indicators by Grade	30
3rd Grade Mathematics.....	30
4th Grade Mathematics.....	31
5th Grade Mathematics.....	32
6th Grade Mathematics.....	33
7th Grade Mathematics.....	34
8 th Grade Mathematics.....	35
High School Mathematics	36
Grade 3 Reading – Interim 1	37
Grade 3 Reading – Interim 2.....	38
Grade 3 Reading – Interim 3.....	39
Grade 4 Reading – Interim 1.....	40
Grade 4 Reading – Interim 2.....	41
Grade 4 Reading – Interim 3.....	42
Grade 5 Reading – Interim 1.....	43
Grade 5 Reading – Interim 2.....	44
Grade 5 Reading – Interim 3.....	45
Appendix B: Mathematics Test Items and their Relationships to the Interim Assessment Scores	46

SECTION 1: KS INTERIM ASSESSMENT OVERVIEW

Purpose of the Kansas Interim Assessment

The Kansas Interim Assessment is a program the Kansas State Department of Education provides as a resource for educators and students in Kansas schools. The Interim Assessment program is designed to:

- Measure the same specific indicators within the *Kansas Curricular Standards* that are measured by the summative Kansas Assessments.
- Provide students and teachers with estimates of student achievement on tested indicators at three time points before the summative assessment.
- Report individual student scores along with class score distribution information and district average scores.
- Provide subscale and total scale scores that can assist in making class- or program-level decisions.

Test Administration Mode

The Kansas Interim Assessment is administered by using the online assessment software (KCA) available at the CETE website. See pages 47-51 in the Kansas Assessment Examiner's Manual for details about KCA software and testing.

Assessed Students

- The Interim Assessment for mathematics is available for grades 3-8 and high school.
- As of September 2011, an Interim Assessment for reading is available for grades 3-5 only.
- All students with valid TEST records may take the Interim Assessments.

Administration Windows

Students may complete one math and one reading Interim Assessment during each administration window.

- Interim 1: September 26 – November 11
- Interim 2: November 14 – January 13
- Interim 3: January 16 – March 9 (High School Math not available in this window)

Structure of the Interim Assessment

- The Interim Assessment is a multi-stage adaptive design. Each assessment contains two sections called parts. Students will receive a more or less challenging second part based on their responses to the first part within the same test administration.
- When the assessment is administered in two sessions, it is important for the student to complete the second half of the assessment as soon as possible; the next day or within the same week of school.

Reading Assessment

The reading assessment contains two parts and can be administered in one or two sessions. Each part consists of one passage and accompanying multiple-choice items aligned to the assessed indicators. The passages are generally 400-1200 words in length and include a variety of topics.

The text type (i.e., expository, technical, persuasive) of the second part depends on the grade level and administration window:

	Interim 1	Interim 2	Interim 3
Grade 3	narrative, expository	narrative, expository	narrative, expository
Grade 4	narrative, expository	narrative, expository	narrative, technical
Grade 5	narrative, expository	narrative, technical	narrative, persuasive

Math Assessment

The mathematics assessment contains two parts and can be administered in one or two sessions. Each part contains one item for each assessed indicator.

2011-2012 Kansas Interim Assessment Overview

Elementary, Middle and High School (3-12)

Test Form	General		
“TEST” Submission Deadline	Opens August 22. Deadline is one business day before testing.		
Testing Windows	Interim 1	Interim 2	Interim 3
	September 26 – November 11	November 14 – January 13	January 16 – March 9
Test Administration Mode	Online Testing Environment (KCA)		
Test Format	Math: Independent multiple choice items Reading: Two reading passages with 7-12 associated multiple choice questions for each passage.		
Test Administration	Students may complete one math and one reading Interim Assessment during each administration window. Each assessment may be administered in one or two sessions.		
Estimated Test Time	One or two class periods		

Grade Level	3	4	5	6	7	8	HS
Mathematics							
# Indicators Tested	12	14	15	14	15	14	15
# Questions/Indicator	2	2	2	2	2	2	2
# Questions/Test	24	28	30	28	30	28	30
Reading							
# Indicators Tested	10	13	13				
# Questions/Indicator	1-2	1-2	1-2	-----Under development-----			
# Questions/Test	17-18	20-22	19-21				

Why do we have so many different assessments in Kansas?

Formative Assessment

Formative assessment provides information focused on the direct improvement of student learning either by providing students with information they need to regulate their learning or by providing teachers with information they need to modify instruction while they are teaching. As such, formative assessment must focus on a narrow set of related concepts or skills -- either a single lesson or a small unit of study. Feedback from formative assessments should identify sources of misconceptions or skill deficiencies in such a way as to assist students in correcting their understanding. Formative assessment thereby impacts learning on a frequent and immediate basis.

Interim Assessment

Interim assessment provides information that focuses on either identifying student needs for special program placement or the need to modify existing educational programs. While this type of assessment does not provide the content focus or descriptive feedback of formative assessment, it yields information that can be used to appropriately serve students' needs and to adjust instructional programs. Interim Assessment is helpful for identifying students who are not on track to make sufficient progress without changing their program of study to include additional instruction or remedial study. This type of assessment impacts educational programs and student learning on a periodic basis -- perhaps two to four times a year.

Refer to Appendix B for examples of how student performance on the Interim Assessment is predictive of performance on the general Summative assessment.

Summative assessment

Summative assessment provides a deeper and broader assessment of what a student has learned. Often the results of summative assessments are aggregated in accountability systems. Summative assessment usually occurs too infrequently and too late to directly impact student learning. However, the data produced can support in-depth review of curriculum and instruction to improve the learning of future students. Summative assessment data can effectively inform program strengths and illuminate areas where professional development might positively influence teaching and learning.

Practice Tests

Practice tests help to insure that a student's lack of experience with a testing program does not interfere with accurate educational measurement. Inaccurate test scores can derive from confusion or anxiety and produce concomitant negative effects on accountability test scores. In a comprehensive testing system where students have experience with formative and/or interim assessments that have similar interfaces and item types as are on the summative assessment, practice tests should be unnecessary. Nonetheless, evidence suggests that a significant number of educators implement formative or interim assessments as practice tests. Consequently, rather than being administered at optimal times and to improve student learning, the interim and formative tests are administered shortly before the students take the summative test and yield little improved learning.

SECTION 2: TEST COORDINATORS & ADMINISTRATORS

Student Test Record Information Submission

- TEST records and SCRS Roster Records are required for students taking Interim Assessments from CETE. Districts/buildings must submit KIDS Student Course Roster Records (SCRS) information in order to access Interim Assessment tickets, administer these assessments, and view results.
- TEST records submitted to register students for the interim must be submitted to KIDS with a test order type marked in the Assessment Subject fields D75 (State Math Assessment) and/or D76 (State Reading Assessment). Refer to the test order type pages in the Kansas Assessment Examiner's Manual for a complete listing of the test order type values used in a TEST record submission for fields D75 and/or D76.
- Interim Assessment scores and reports will be available on the CETE website.

Teacher User Accounts

- A CETE individual user account is required of every teacher whose class will take Interim Assessments. A CETE user account is different from a formative Test Builder account.
- Teachers request accounts at <http://www.cete.us/ams/users/register>.
- Teachers need their Kansas Teacher ID numbers to create new accounts. This information is available by entering the teacher's last name and SSN into the licensure section of the KSDE website by going to: https://online.ksde.org/teal/cert_search.aspx
- Districts must approve teacher accounts. Approved accounts will then be activated.

Building and District Reports

- Building and district administrators may download Interim Assessment results in .csv files containing the following information:
 - Building ID
 - Grade
 - Teacher
 - Student Name
 - State ID
 - Local ID
 - Race
 - SPED Code
 - Interim Assessment Reading 1 Score
 - Interim Assessment Reading 2 Score
 - Interim Assessment Reading 3 Score
 - Interim Assessment Math 1 Score
 - Interim Assessment Math 2 Score
 - Interim Assessment Math 3 Score
 - Predictive Math Score
 - Summative Score
 - Summative Test Type (General, KAMM, KAA)
 - Summative Test Form

Score Use

- Individual Level
 - On-track/not on-track. Scores from the Interim Assessment indicate whether a student is on-track to meet state academic standards on the Summative assessment at the end of the year.
 - Identification of students for special program/intervention/enrichment (e.g. tutoring, special course assignments, enrichment projects)
- Classroom Level
 - Scores can help inform:
 - Programmatic decisions (e.g. providing additional time on a topic, additional support, or changing instructional methods)
 - The need to investigate further with a more focused formative assessment
 - These scores cannot be used to measure teacher effectiveness.
- Building Level and District Level
 - Scores may guide choices for Professional Learning Communities (PLC) discussions/meetings regarding where to focus academic resources and whether to reevaluate current practices.

Recommended Professional Development

Understanding the Differences in the Reported Scores

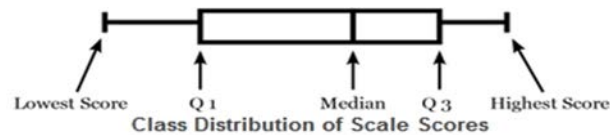
- Each administration of the Interim Assessment will produce one, two or three unique scores for each student: Interim Assessment scale score, instructed indicator scale score, and predicted score (math only). It is important for teachers to understand the differences among these different scores.
- Think of the Interim Assessment as a mini-version of the general summative assessment, that is, the Kansas state assessment administered at the end of the school year; it covers the same academic content but with far fewer questions. All Interim Assessment scores are on the same scale as the summative assessment scores for the same grade and subject and are intended to be a rough estimate of what a student would likely earn on the general summative assessment.
- Specifically, the **Interim Assessment scale score** estimates the score a student would earn on the general summative assessment on the same day that student took the Interim Assessment. This score is used to calculate the student's **predicted score** for the general summative assessment. The predicted score estimates what a student is **expected** to earn on the summative assessment given at the end of the year.
- Predicted scores are calculated using data collected from Kansas students who took both the Interim Assessment and the general summative assessment during the 2010-2011 academic year and students' Interim Assessment scale scores. Predicted scores will be calculated for Kansas Mathematics Interim Assessments for grades 3 through 8 administered during 2011-2012. Predicted scores for Interim Assessment in high school mathematics and reading grades 3 through 5 will **not** be available during 2011-2012. Data collected from Interim Assessments for high school mathematics and reading for grades 3 through 5 during 2011-2012 will support calculations of predicted scores in 2012-2013 for these test forms.
- The **Instructed Indicator scale score** estimates the scores students would earn on the summative assessment only on the material that was taught prior to the Interim Assessment administration. Instructed Indicator scores will be calculated if a teacher selects a sufficient number of indicators as having been taught prior to the Interim Assessment administration.

Box-and Whisker Plots

- Class score distributions for Interim Assessment scale scores and instructed indicator scale scores are displayed in box-and-whisker plots.

- Experience has shown that many teachers are uncomfortable interpreting this type of report and are likely to need additional support or training in this activity.
 - Professional development documentation:
 - Handout: http://www.cete.us/docs/2011/interim/box_whisker_plot.pdf
 - Presentation: http://www.cete.us/docs/2011/interim/box_whisker_plot.ppt
- A box-and-whisker plot does **not** display the group mean score. It illustrates how student scores are spread out and how they are grouped together. The following statistics are used:
 - Lowest score in the class
 - Lower quartile (Q1) – 25% of the class scored at or below this score
 - Median – 50% of the class scored at or below this score
 - Upper quartile (Q3) – 25% of the class scored at or above this score
 - Highest score in the class

Why we use the box-and-whisker plot to display class scores



A classroom is filled with students of many levels of abilities. A box plot allows a teacher to visually review how all students performed on the assessment rather than having to make decisions based on the performance of the class as a group.

Extreme scores (very high or very low scores) will result in a mean score that doesn't tell us much about the majority of the scores in the group. For example, the mean income of six teachers and Microsoft's Bill Gates would be in excess of one million dollars. As much as we may wish it to be, this is not an accurate representation of each individual's income.

We use the median score because it represents the middle number in a list of numbers (like student test scores) that are arranged in order from least to greatest. Because we are looking at numbers based upon their position and not their value, each number contributes equally to establishing the median. Returning to our earlier example, after ranging the six teachers and Mr. Gates in order by income, the 4th teacher's income would be the median and is more representative of the majority of the members.

SECTION 3: TEACHERS

Obtaining Access to the Interim Assessment

Set up CETE Teacher Account

Request a New User account by going to <http://www.cete.us/ams/users/register>

KU THE CENTER FOR EDUCATIONAL TESTING & EVALUATION
The University of Kansas

Search KU Web keyword/name
KU Home Kyou Email Blackboard A-Z

The Center for Educational Testing and Evaluation

▼ About Us
Staff
Graduate Students
▶ Assessment Program
▶ Assessment Links
▶ News
▶ Research

New User Registration

To request a CETE user account, please select the appropriate account type and district below and hit 'Continue'.

On the following page, you will enter your contact information and other details necessary to create your account. Your account will need to be approved by your principal or superintendent before you can login to the CETE website.

District

- Choose your district from the drop down menu, and click “continue.”

KU THE CENTER FOR EDUCATIONAL TESTING & EVALUATION
The University of Kansas

Search KU Web keyword/name
KU Home Kyou Email Blackboard A-Z

The Center for Educational Testing and Evaluation

▼ About Us
Staff
Graduate Students
▶ Assessment Program
▶ Assessment Links
▶ News
▶ Research

New User Registration

To request a CETE user account, please complete the form below and hit 'Continue'.

The information entered under 'Security' below will be used should you forget your password. Enter your birthdate, then choose a question to which only you know the answer and which has nothing to do with your password. If you forget your password, we'll verify your identity by asking you to enter your birthdate and the answer to this question.


First name

Last name

Email

State Teacher Id

- Complete the New User Registration information, taking care to include your State Teacher ID number. You can find this information entering your last name and SSN into the licensure section of the KSDE website or by clicking here: https://online.ksde.org/teal/cert_search.aspx



Search Licensure Records

PLEASE NOTE:
Information in the licensure database is updated on a daily basis and uploaded to this search database. Recent changes may not be immediately reflected and occasional errors in uploading may create incomplete records.

Enter the Following Information:

* Please note that **BOTH** last name and either the ssn or the teacher ID # are needed to lookup certification records.

SSN: (do not enter dashes) Teacher ID:

LAST NAME:

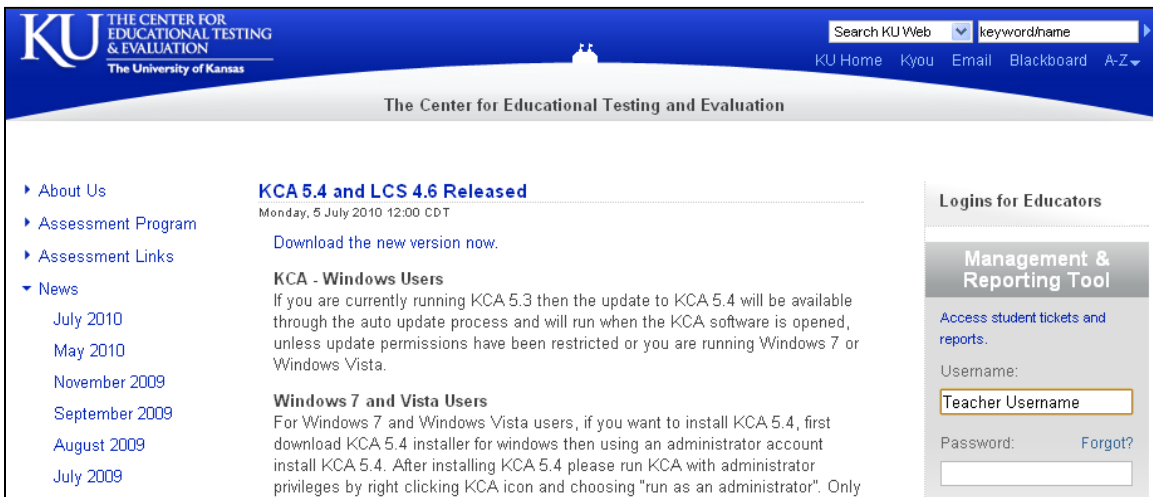
- District test coordinators or other district officials have the authority to approve user accounts.

Registering Students for the Interim Assessment

- Students with valid TEST record submissions are eligible to take one reading and one mathematics Interim Assessment during each test administration window.

Printing Tickets

- The mathematics and reading Interim Assessments are separate assessments requiring **separate tickets**.
- Student test tickets need to be printed in advance for each Interim Assessment administration.
- Students use the same ticket for one test administration, whether that student completes the test in one or two sittings.
- Log on to the CETE website at www.cete.us.



The screenshot shows the website for The Center for Educational Testing and Evaluation at The University of Kansas. The header includes the KU logo and navigation links like 'KU Home', 'Kyou', 'Email', 'Blackboard', and 'A-Z'. A search bar is located in the top right. The main content area features a news item titled 'KCA 5.4 and LCS 4.6 Released' dated Monday, 5 July 2010. The news item includes a link to 'Download the new version now.' and two sections: 'KCA - Windows Users' and 'Windows 7 and Vista Users'. The 'Windows 7 and Vista Users' section provides instructions for installing KCA 5.4 on those operating systems. On the right side, there is a 'Logins for Educators' sidebar with a 'Management & Reporting Tool' section. This section includes a link to 'Access student tickets and reports.' and a login form with fields for 'Username' (containing 'Teacher Username') and 'Password', along with a 'Forgot?' link.

- In the left-hand column, click on the link titled “Interim.”

- Click “Print Tickets.”

- Select the school.

Interim Assessment - Print Tickets

User: **abroaddus** (Logout)
Demo (D0100)

Please pick the teacher for whom you wish to print tickets.

Demo Elementary

Teachers in Demo Elementary
Now viewing 1-1 of 1.

[Nicholas Studt](#)

- Select the teacher.

Interim Assessment - Print Tickets

User: **abroaddus** (Logout)
Demo (D0100)

Please pick the course for which you intend to print tickets.

Courses for
Now viewing 1-1 of 1.

[101](#)

- Select the course. When you make this selection, a .pdf file will open containing a roster of students and a ticket for each of the students on the roster.

First Interim Testing Window
Student Interim Ticket Summary
4th Grade Mathematics - Teacher

State ID	Local ID	Student Name	Username	Password	Session ID
111005316		First_5316 Student	fstudent11	plans5607	283640
111000001	111	First_1 Student	fstudent	more2568	283640
111000002	1	First_2 Student	fstudent1	prez5133	283640
111000003	1	First_3 Student	fstudent2	land5354	283640
111005317		First_5317 Student	fstudent3	sale9806	283640
111005318		First_5318 Student	fstudent4	shut3336	283640
111005319		First_5319 Student	fstudent5	cube8776	283640
111005320		First_5320 Student	fstudent6	verse3538	283640
111005321		First_5321 Student	fstudent7	snail6554	283640
111005322		First_5322 Student	fstudent8	grew2209	283640
111005323		First_5323 Student	fstudent9	ore8985	283640
111005324		First_5324 Student	fstudent10	pull5623	283640

Interim I - Mathematics
4th Grade Mathematics - Teacher

First_5316 Student USERNAME: fstudent11
 State ID: 111005316 PASSWORD: plans5607
 Local ID: SESSION ID: 283640

Student and Classroom Preparation Before the Interim Assessment

Before taking the Interim Assessment via KCA, teachers and students should have used at least one of the following:

- An online KCA formative test
- The KCA practice test
- The KCA tutorial

Time Considerations

- The Interim Assessment is not a timed test. However, it is designed to be taken in one class period, and there is an option to administer the assessment over two class periods.
- A teacher may choose to administer an Interim Assessment over two sessions by having the student select the “End Assessment” option at the end of the first part.
- When the assessment is administered in two sessions, it is important for the student to complete the second half of the assessment as soon as possible-- the next day or within the same week of school.
- Students who do not finish in the scheduled amount of time should be permitted to keep working until they have finished answering all questions for that part.

Scheduling Test Sessions

- Reserve adequate computers for each student to have an individual computer. Computers must be connected to the internet and equipped with the KCA software (v. 5.5) for taking the Interim Assessment.
- The Interim Assessment is available for administration for all ticketed students.

Room/Lab Preparation

- Remove or cover (with opaque material) bulletin board displays, fact tables, charts and diagrams, and other instructional materials that may give assistance or advantage during testing.
- Have appropriate manipulatives available for the mathematics Interim Assessment (see page 12 for a list). Use of manipulatives is optional; a teacher may not require the use of manipulatives.

Materials Needed for Testing

- **Obtain the KCA test tickets**
 - The mathematics and reading Interim Assessments are separate assessments requiring separate tickets.
- The course name, test form, student name, student state ID, student local ID, username, password, and session ID are printed on each ticket.
- **Make certain there is a ticket for each student.** Do not allow a student to use another student’s test ticket.
- Obtain the materials listed in the following checklist.

Materials Checklist

- KCA tickets for mathematics and/or reading
- Pencils for each student to work out problems on scratch paper
- Blank scratch paper
- Manipulatives for the mathematics Interim Assessment (see manipulatives list on page 12)
- A clock that is visible to students
- Bilingual dictionaries for ELL students

Guidelines for Administration

Number of Test Sessions

Each Interim Assessment may be administered in one or two test sessions per administration window.

Guidelines for Students

- Students may use blank paper to show and check their work. This work must be collected and destroyed upon completion of the test session.
- Once a part is finished, students cannot return to that part.
- Students may create graphic organizers on a blank sheet of paper at the time of the test. Graphic organizers created before the test session by either the teacher or the student may not be used.
- With the exception of calculators, the use of electronic devices (including cell phones, PDAs, and similar devices) is not allowed during any part of the Interim Assessment.
- Students are allowed to use scratch paper, graph paper, and manipulatives on the mathematics Interim Assessment. However, textbooks, dictionaries (with the exception of bi-lingual translation dictionaries for ELL students), and other curricular materials or computers are not to be used during testing.

Calculators

- Students may use the on-screen calculator when it is available during the Interim Assessment.
- Students may also use their own calculators.
- If the on-screen calculator is not available for a specific test question, then students are encouraged to complete the item without the use of a calculator. These questions test the same skills that are tested on part three of the general assessment, during which no calculator is permitted. Therefore, students should complete these problems without the use of a calculator during the Interim Assessment as well. Note: Students mathematics assessments for grade 8 may use calculators for all items in all parts of both interim and summative assessments.
- Graphing calculators are permitted in grade 8 and in high school.
- Any calculator with memory/storage capabilities should be cleared before beginning the assessment and before leaving the testing room.

Manipulatives

Approved manipulatives for the Mathematics Interim Assessment

- Manipulatives that are routinely used in the classroom may be used by the student on the Kansas Assessments.
- The manipulative must be chosen by the student. The teacher may neither suggest nor insist that a manipulative be used.
- Teachers are advised to tell students what manipulatives are available in the testing room before they begin testing.
- If you have a question about whether a particular manipulative is allowed, please e-mail Sid Cooley at scooley@ksde.org or David Barnes at dbarnes@ksde.org.
- Students are allowed to use graph paper, blank paper, and other materials.
- Textbooks, dictionaries, and other instructional/curricular materials are NOT to be used during testing. This includes classroom posters, teacher- or student-generated journals, and other instructional materials that may have been used during the course of instruction and/or permitted during previous years' testing.
- Graphic organizers that are generated solely by the student on blank paper during the assessment are allowed.
- Computation tables or fact tables are considered equivalent to a calculator and may be used on any test item that allows a calculator.
- Not all of the manipulatives in the following list will be found in every classroom. Manipulatives will not be useful on the assessment if they have not been used regularly during the year. Use of manipulatives is optional.
- Teachers of visually impaired students should insure that manipulatives needed to represent mathematics items for these students are available during testing.

Examples of Manipulatives Appropriate for the Mathematics Interim Assessment

- Abacus
- Base 10 blocks
- Chips, two-color counters, two-sided counters
- Clock or clock face
- Color tiles (squares)
- Cubes: connecting, color, wooden, unifix, or multilink cubes
- Cuisenaire rods
- Geoboards
- Geometric solids
- Graph paper
- Hundreds chart
- Integer number line
- Money
- Number cubes
- Pattern blocks
- Rulers, meter sticks, protractors, compass
- Snap blocks
- Spinners
- Transparent mirror or mira

Administration of the Interim Assessment

Scripts

- A script of directions to read to students has been provided in this manual (scripted words are bolded and in quotation marks). This script must be used with all students taking the Interim Assessment via KCA. For students with disabilities, the directions may be clarified or paraphrased.
- You may not give instructions in addition to those in the manual.

Mathematics Assessment Directions to Read to Students

Say: “You are about to take the Kansas Mathematics Interim Assessment. The purpose of this test is to measure your progress in learning concepts and skills in Mathematics. Take your time and do your very best work.”

Say: “Because the Interim Assessment includes questions about the whole year’s course content, some of the questions will ask about topics you have not yet covered in class. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?”

Hand out scratch paper to any student who requests it.

Say: “This math test is in two parts: Part 1 and Part 2

If conducting the assessment in one session:

Say: “You are to complete the questions in each part as directed. When you have answered the last question, click on the “Review/End” button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered. Then you will be able to go on to the next part.”

If conducting the assessment over two sessions:

Say: “You are to complete the questions in this part as directed. When you have answered the last question, click on the “Review/End” button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered. I will then instruct you to select End Assessment.”

Say: “The questions in this test are multiple choice. There is one correct or best answer to each question.”

Say: “Carefully read the question. Work the problem. You may use scratch paper or the online tools provided. You may use a calculator for questions that have the online calculator available. Decide which answer is correct or clearly better than the other choices. Click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question.”

Say: “Click on the KCA icon on your desktop. From the main KCA menu, click on ‘Take the Interim Assessment.’”

Check to make sure all students are ready to log in.

Say: “Now you’re ready to sign in to take the test. Enter your username, password, and Session ID, which are found on your test ticket.”

Walk around the room to verify students have logged in properly.

Say: “We are now ready to work on the test.” (Pause.) “Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions.”

Wait until students have read the directions. Provide assistance as needed.

Reading Assessment Directions to Read to Students

Say: “You are about to take the Kansas Reading Interim Assessment. The purpose of this test is to measure your progress in learning concepts and skills in reading. Take your time and do your very best work.”

Say: “Because the Interim Assessment includes questions about the whole year’s course content, some of the questions will ask about topics you have not yet covered in class. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?”

Hand out scratch paper to any student who requests it.

Say: “This reading test is in two parts: Part 1 and Part 2.”

If conducting the assessment in one session:

Say: “You are to complete the questions in each part as directed. When you have answered the last question, click on the “Review/End” button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered. Then you will be able to go on to the next part.”

If conducting the assessment over two sessions:

Say: “You are to complete the questions in this part as directed. When you have answered the last question, click on the “Review/End” button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered. I will then instruct you to select End Assessment.”

Say: “The questions in this test are multiple-choice. There is one correct or best answer to each question.”

Say: “Carefully read the question. Work the problem. You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. Click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question.”

Say: “Click on the KCA icon on your desktop. From the main KCA menu, click on ‘Take the Interim Assessment.’”

Check to make sure all students are ready to log in.

Say: “Now you’re ready to sign in to take the test. Enter your username, password, and Session ID, which are found on your test ticket.”

Walk around the room to verify students have logged in properly.

Say: “We are now ready to work on the test.” (Pause.) “Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions.”

Wait until students have read the directions. Provide assistance as needed.

During the Test

- Move quietly around the room.
- The student's name will appear at the top, left-hand corner of each screen.
- Make certain that students are following instructions and are on task.
- Regularly check to see that students are indicating their answers properly.
- Give assistance to any student having problems following instructions.

Ending the Test Prematurely

- At the end of the first section, there is an option to end the assessment session for the day by selecting "End Assessment."
- When the assessment is administered in two sessions, it is important for the student to complete the second half of the assessment as soon as possible--the next day or within the same week of school.
- In order to end the section prematurely, the student can select the "Review/End" button on the question screen, which will take the student to the summary screen. Three options are on the summary screen: Return to Assessment, Next Part, End Assessment. Selecting "End Assessment" will conclude the student's test session for the day. The teacher must reactivate this student for the student to resume testing. When this student logs back in to KCA to complete the test, he/she will be placed in the latest part of the test that had at least one answered question prior to the reactivation.

Monitoring/Reactivating Student Status

- Monitoring student status allows a teacher to view:
 - which students have completed testing,
 - the amount of time students have spent testing,
 - which students are currently testing, and
 - the beginning and ending date and time of the test.
- To view student status during testing:
 - Log on to the CETE website at <http://www.cete.us>.
 - In the left-hand column, click on "Interim."
 - Click on "Monitor Status."
 - Click on the school name. Then select the teacher and course names.
- Reactivating student test sessions:
 - In rare circumstances it is necessary to reactivate a students' session due to a student not completing an entire test because of power failure, loss of internet connection, or other reasons. Students whose tests are ended prematurely because of those reasons may be reactivated.
 - A student may simply use the same username and password if the student logs in again to KCA within 90 minutes of the time the test began. If the interruption is longer than 90 minutes, then that student's test must be reactivated.
 - Reactivation requires a teacher-level account.
 - Log on to the CETE website at www.cete.us.
 - In the left-hand column, click on "Interim Assessment."
 - Click on the course name of the student taking the Interim Assessment.
 - Click on "Monitor Status."
 - Go to the row with the student's name.
 - Click on the small box beside the appropriate test to be reactivated.
 - Click the button at the bottom of the screen titled ***Reactivate Selected Student(s)***.
 - Reactivated Interim Assessments will resume in the same test part that was interrupted.
 - Interim Assessments that were completed and then reactivated will resume in the latest part of the test containing at least one answered question.
 - Students will not be able to return to test parts completed prior to the interruption.

Interim Assessment - Monitor Status

Check the box alongside a test if you wish to reactivate a student. Be sure to click the "Reactivate Selected Student(s)" button at the bottom of this list before leaving this page. Listed with each assessment is the time taken (the time duration between first login and most recent ending time).

Name	Status
Blunt, Derek	
Darling, George	
Darling, Mary	
Dear, Jim	
Duck, April	
Flaversham, Olivia	
Gander, Gladstone	
Mouse, Timothy	
Mulan, Fa	
Porter, Jane	
Rabbit, Roger	
Radcliffe, Anita	
Robinson, Cornelius	
Slade, Amos	
Tremaine, Nancy	

Reactivate Selected Student(s)

- Interim Assessment has not been taken/ready for testing.
- Interim Assessment is being taken.
- Complete! Cannot be reactivated.
- Interim Assessment has been reactivated; can proceed with test.

When Students Have Completed the Test

- When students have completed Part 1 of the Interim Assessment, the summary screen will pop up to indicate whether all questions have been answered. The student will see a prompt giving him/her an option to return to assessment, go on to the next part, or end the assessment. After Part 2, the student will select "End Assessment", which will end the test session.
- Scratch paper (and graph paper, if used) should be collected and destroyed.

Activities Following the Interim Assessment

Viewing Interim Assessment Results

Teacher LOGIN

- After administering the Interim Assessment, teachers should go to <http://www.cete.us> and log in to the Management and Reporting Tool using their account credentials.
- On the left side of the page, click "Interim."
- Click "Teacher Report."
- You should see the following welcome screen introduction:

Welcome to the classroom assessment reporting tool. The information provided here is intended to assist teachers and administrators in identifying students' strengths and weaknesses in regard to the Kansas (subject) tested indicators. The aim is to provide timely and accurate data to evaluate student progress.

In order to provide you with data tailored to your instruction, the data manager must collect information about what you have taught this year prior to the date when your students

participated in the Interim Assessment. Please check all indicators you taught prior to the Interim Assessment.

Entering Instructed Indicators

The instructed indicator score estimates the student’s summative assessment score for only the items aligned to the indicators checked as taught before the Interim Assessment. The instructions below will explain how to select a sufficient number of indicators for generating the estimated score.

Why is there an instructed indicator report?

- Selecting the instructed indicators allows a teacher to customize a class report based on what that class has been taught.
- Teachers progress through course content at different rates and in different orders.
- Content on the Interim Assessment spans the whole year. Each administration of the Interim Assessment will include items on indicators that a teacher may not yet have taught.
- **The instructed indicators score report includes class level performance on only those indicators selected as having been taught.**
- The intention is to help the teacher see general student strengths and weaknesses in regard to the indicators which the teacher has already taught.

General Instructions:

- A list of tested indicators for the teacher’s grade and subject will be presented. The teacher should click the check box beside any indicators that were taught before the Interim Assessment. The teacher should consider whether the instruction provided for each indicator before an assessment was adequate for students to be able to succeed with all potential items assessing that indicator.
- Once a teacher submits this information, it will be saved for the current administration window.
- At any time after the teacher has submitted tested indicator information, the current set of indicator check boxes will be pre-populated with prior submissions.
- When sufficient indicators have been taught before an Interim Assessment (see below for specific numbers of indicators per grade and subject), the teacher’s report will contain scores reflecting student performance on all tested indicators as well as scores reflecting student performance on only those indicators taught before the test.
- If a teacher chooses not to submit information about what was taught before the Interim Assessment and instead skips straight to reports, then that teacher’s reports will contain only scores reflecting student performance on all tested indicators.

Reading: Selecting Indicators

In order to guarantee that at least nine items from these indicators are presented to students, the number of selected reading indicators taught before testing differs by grade.

- Grade 3 teachers will select a minimum of six indicators
- Grade 4 and Grade 5 teachers will select a minimum of eight indicators

Interim 1	Indicator Description	
<input type="checkbox"/>	R.3.1.3.2	Determines the meaning of unknown words or phrases using context clues.
<input type="checkbox"/>	R.3.1.3.5	Determines meaning of words through knowledge of word structure.
<input type="checkbox"/>	R.3.1.4.2	Understands the purpose of text features, and uses such features to locate information and gain meaning.
<input type="checkbox"/>	R.3.1.4.5	Uses information from the text to make inferences and draw conclusions.
<input type="checkbox"/>	R.3.1.4.8	Compares and contrasts information in a text.
<input type="checkbox"/>	R.3.1.4.9	Links causes and effects in appropriate-level narrative and expository texts.
<input type="checkbox"/>	R.3.1.4.10	Retells main ideas or events as well as supporting details in narrative and expository texts.
<input type="checkbox"/>	R.3.1.4.11	Identifies the topic, main idea(s), and supporting details in appropriate-level texts.
<input type="checkbox"/>	R.3.2.1.1	Identifies and describes characters’ physical traits, basic personality traits, and actions.
<input type="checkbox"/>	R.3.2.1.2	Identifies and describes the setting of the story or literary text.

Math: Selecting Indicators

All math teachers will select a minimum of five indicators.

Interim 1	Indicator Description	
<input type="checkbox"/>	M.3.1.1.K2	Compares and orders whole numbers from 0 through 10,000 with and without the use of concrete objects.
<input type="checkbox"/>	M.3.1.1.K3	Represents and explains whole number addition, subtraction, and multiplication.
<input type="checkbox"/>	M.3.1.1.K4	Determines the value of mixed coins and bills with a total value of \$50 or less.
<input type="checkbox"/>	M.3.1.4.A1	Solves real-world addition and subtraction problems with money up to \$500.00 and whole numbers 0-10,000.
<input type="checkbox"/>	M.3.1.4.K7	Identifies multiplication and division fact families for 1, 2, 3, 4, 5, and 10.
<input type="checkbox"/>	M.3.2.1.A2	Recognizes multiple representations of the same pattern.
<input type="checkbox"/>	M.3.2.3.K3	Generalizes whole number patterns involving addition or subtraction of values from 0 to 200.
<input type="checkbox"/>	M.3.3.1.K4	Recognizes and describes geometric shapes: square, triangle, rhombus, hexagon, parallelogram, trapezoid.
<input type="checkbox"/>	M.3.3.2.A1	Solves real-world measurement problems involving lengths in standard or metric units or days in a week.
<input type="checkbox"/>	M.3.3.2.K2	Reads and tells time to the minute using analog and digital clocks.
<input type="checkbox"/>	M.3.4.1.K2	Lists some of the possible outcomes of a simple event in an experiment or simulation.
<input type="checkbox"/>	M.3.4.2.K3	Identifies minimum, maximum, range, mode, and median values in small data sets.

Reports

Class Roster Report

The class roster report displays one row for each student enrolled in the teacher's class. The scores are displayed in columns.

- Instructed Indicator Scale Score
 - A student's instructed indicator score reflects that student's performance on the items that align to the indicators the teacher checked as having taught before the Interim Assessment.
 - If the teacher submitted a sufficient number of taught indicators (see page 18), instructed indicator scores will be calculated. They will display in the reports after a brief delay of up to 24 hours.
- Interim Assessment Scale Score
 - A student's scale score is an estimate of the score a student would earn on the general summative assessment on the same day that student took the Interim Assessment. Scale scores on the Interim Assessment and the Kansas assessment both range from 0 to 100.
 - This report will include the scale scores from each Interim Assessment the students took to date. With each successive test administration, the number of columns in the class roster report will increase to permit teachers to view historical data over the course of one year of instruction.
- Predicted Score (Available for math grades 3-8)
 - The predicted score estimates what a student is **expected** to earn on the summative assessment given at the end of the year. The predicted score is calculated from the scale score. For more information, refer to Appendix B for examples of how student performance on the Interim Assessment is predictive of performance on the general summative assessment.
 - On the final report, after the student completes the general summative assessment, the predicted score from the Interim Assessment will be replaced by the summative score from the summative assessment.

Class Roster Report

Kansas Mathematics Interim Assessment Scale Scores

Student Name ▲	Kansas Student ID ▲	Grade ◆	Interim Scale Score Interim 1 ◆	Predicted Summative ◆
Last1, First1	1115550000	3	91	98
Last2, First2	1115550001	3	36	80
Last3, First3	1115550002	3	56	87
Last4, First4	1115550003	3	70	91
Last5, First5	1115550004	3	79	94

Interpreting the Roster Report

Interim Assessment scale scores and Predicted scores are on the same scale as the general summative assessment for a given grade. Therefore, they can be compared to each other and to general summative assessment scale scores. Interim Assessment scale scores offer a snapshot of how students would perform on the summative assessment on the date the Interim Assessment was given. They do not offer information about how students will perform after receiving additional instruction.

After students take the summative assessment, their scores and proficiency categories on the summative assessment will be presented alongside Interim Assessment scores. The percent of the class that achieved each proficiency category will be displayed in a bar below the data table.

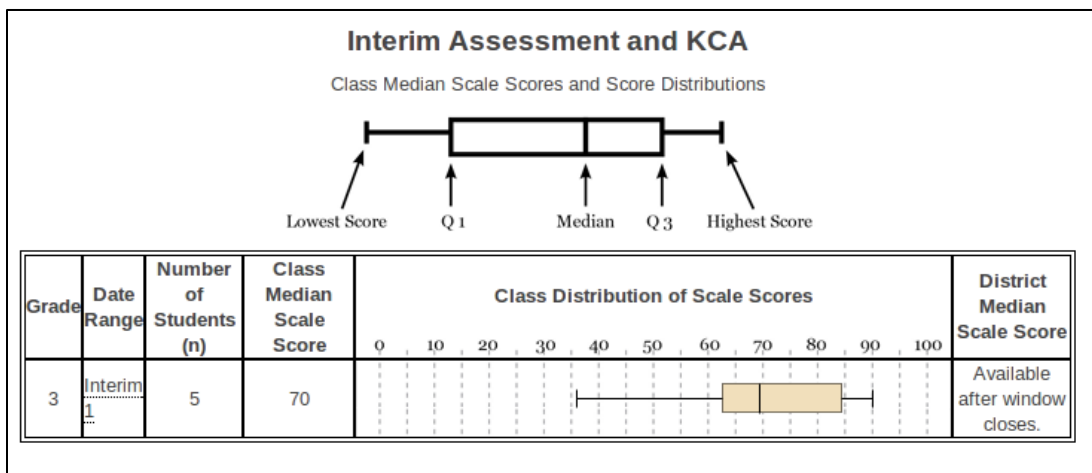
Interpreting Interim Assessment scores for special populations

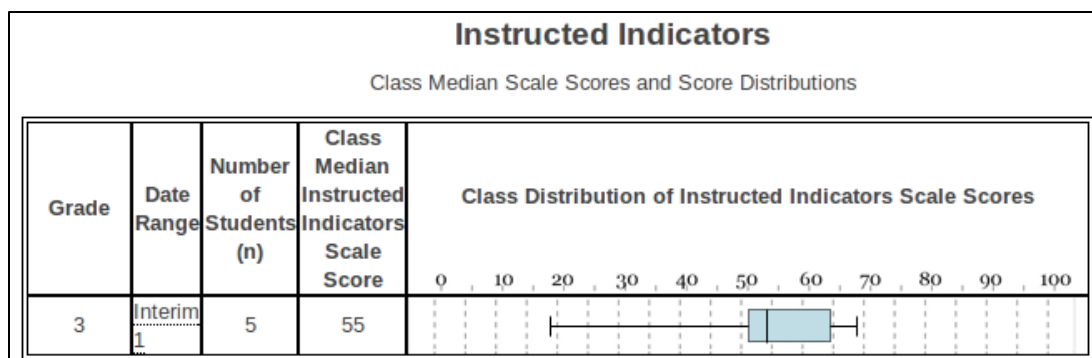
- Students who will take the Kansas Assessment Modified Measures (KAMM) are welcome to take the Interim Assessment. However, their scores on the Interim Assessment and the KAMM should not be compared.
- Interim Assessment scores are **not** predictive of student performance on the KAMM. They are predictive of performance on the **general assessment only**. KAMM scores will not be displayed in the Interim Assessment roster report, as these are not comparable to the general summative and Interim Assessment scores.

Class Score Distribution Information

The Interim Assessment scale score and instructed indicator scores are intended to help teachers make timely instructional decisions at the classroom level, while the predicted score is designed for checking the trajectory of individual students over the course of the academic year.

- Class score distributions for Interim Assessment scale scores and instructed indicator scale scores are displayed in box-and-whisker plots. No class distributions are reported for predicted scores; the predicted score is an individual score and is not useful at the classroom level.
- A box-and-whisker plot does not display the class mean score. It illustrates how student scores are spread out and how they are grouped together. The following statistics are used:
 - Lowest score in the class
 - Lower quartile – 25% of the class scored at or below this score
 - Median – 50% of the class scored at or below this score
 - Upper quartile – 25% of the class scored at or above this score
 - Highest score in the class
- Why we use a box plot to display class scores
 - A classroom is filled with students of many levels of abilities. A box plot allows a teacher to visually review how all students performed on the assessment rather than having to make decisions based on the performance of the class as a group. Extreme scores (very high or very low scores) will result in a mean score that doesn't show much about the majority of the scores in the group.
 - We use the median score because it represents the middle number in a list of numbers (like student test scores) that are arranged in order from least to greatest. Because we are looking at numbers based upon their position and not their value, each number contributes equally to establishing the median score.
- More information on interpreting box-and-whisker plots:
 - Handout: http://www.cete.us/docs/2011/interim/box_whisker_plot.pdf
 - Presentation: http://www.cete.us/docs/2011/interim/box_whisker_plot.ppt





District Score Information

- District median scores will be available after each test administration window closes.

Indicator Representation on the Interim Assessment

- The indicator representation for each Interim Assessment is included in Appendix A.
- Indicator scores will **not** be reported for the Interim Assessment due to the limited number of items per indicator that are presented on each assessment.

Accommodations

Overview

- The Interim Assessment is available only via the KCA software. Paper/pencil accommodations are not available for the Interim Assessment.
- The Interim Assessment is not equipped with the audio voice option. Students who are eligible for the read-aloud accommodation will require individualized accommodations to meet this need.
- Any student may use the accommodations listed in the KSDE Accommodations Manual, provided they are available for the Interim Assessment.
- Students with an individualized education program (IEP), Section 504 plan, ELL Plan, or student improvement plan may use any available accommodation specified in the plan.
- Accommodations should not be used on Interim Assessments if the accommodations have not been a regular part of instruction and classroom assessments.
- For additional information about accommodations or for guidelines about the read-aloud accommodation, consult the accommodations manual available on the KSDE website <http://www.ksde.org/Default.aspx?tabid=2372>.

Accommodations Prohibited for All Students

- Use of teacher- or student-generated journals, notes, logs, etc. is prohibited.
- Use of commercially-made, teacher-made, or teacher-generated graphic organizers is prohibited.

Accommodations for ELL Students

- The Interim Assessment is available only in English.
- Directions may be read to the student in English or explained in the student's native language.
- The entire mathematics Interim Assessment may be read and translated for students who will receive translated forms of the Kansas summative assessments.
- The reading Interim Assessment instructions and questions may be read and translated for students who will receive translated forms of the Kansas summative assessments.
- Due to the adaptive design of the Interim Assessment, it is only appropriate to provide the translation accommodation to individual students because different students will be presented with different test questions.

- Electronic translators and bilingual dictionaries may be used by examinees **in the math assessment only** to read directions, test questions, and answer choices.

Read-Aloud Accommodation Policy

- Definition of Student Need for Accommodation
 - A student who needs a read-aloud accommodation is one whose ability to convey knowledge of the subject/content area is **severely** limited by his/her inability to read the assessment materials.
 - A student's need for the read-aloud accommodation must be documented on one of the following plans:
 - Pre-intervention plan (student improvement plan)
 - ELL plan
 - 504 plan
 - IEP
 - The read-aloud accommodation is for a student who needs the entire math assessment read to him/her. Read-aloud accommodation is also for a student who needs the instructions and questions in the reading assessment read to him/her. In order to use the read-aloud accommodation on the state assessment, the student must have the read-aloud accommodation provided in the classroom on a regular basis (i.e., as an on-going practice), for both instructional material and assessments/tests.
 - Readers administering the read-aloud accommodation must be provided training at the local building/district level.
- Due to the adaptive design of the Interim Assessment, it is only appropriate to provide the read-aloud accommodation to students individually as different students will be presented with different test questions.
- At this time, there are no scripts for the read-aloud accommodation for the Interim Assessment.
- At this time, there is no audio for the read-aloud accommodation.
- At this time, there are no braille versions of the Interim Assessment.
- The only option for administering the read-aloud accommodation for the Interim Assessment is use of the KCA administration with a trained adult reader.
- The read-aloud accommodation does not refer to an adult reading a single word, a single answer choice, a single stem, or a single question to a student. These practices should be considered acceptable assessment practice requiring no special documentation, and their use falls within teachers' professional discretion.
- **Policies are under development to address the needs of students who are print-disabled and not able to access the reading passages without accommodation.** For more information contact Cherie Randall at KSDE.

Advice on how to describe a figure

The following suggestions are published in the National Braille Association, Inc. Tape Recording Manual available from the National Braille Association, Inc. (NBA) and reproduced with their permission:

1. Ask yourself, "Why is it there? What does it illustrate or add to the text?" Stress these points and avoid inconsequential details.
2. Consider the grade level of the text in choosing the words you will use in the description. Make comparisons to items with which a blind person will be familiar, e.g., the hand, a baseball, a triangle, and the like.
3. First describe the illustration as a whole. Don't talk about a window until you have said the illustration is a picture of a house.
4. Pick out a few reference points and locate them within the figure. Describe the details in a logical sequence, positioning them in relation to the reference points.
5. These words and phrases may be used freely:
 - horizontal
 - vertical
 - diagonal

- perpendicular
- parallel
- left
- right
- upper
- lower

- cross-section through
- top
- bottom
- points of the compass
- X concentric
- oblique

- acute (of angles)
- mirror-image
- radially
- clockwise
- counter-clockwise
- o'clock position

6. **Write out a description in advance.**

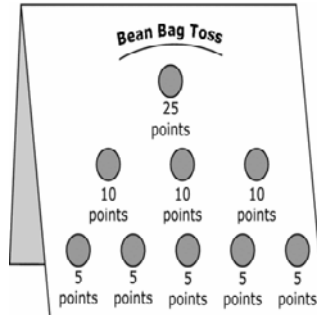
7. At the conclusion say, "End of figure (number)."

Examples for how to describe a figure in a testing situation

The examples provided in this section describe how to accommodate interim assessment items for students who require a read aloud accommodation. After each description, additional information is suggested for describing these items for students who are visually impaired.

Example 1: Interim Assessment item testing indicator M.3.4.1.K2

When playing the Bean Bag Toss game, each player tosses a bean bag into one of the holes on the game board shown below.



Which list shows the possible points a player can receive from one toss in the game?

- A) 5 points, 10 points, 15 points
- B) 5 points, 10 points, 25 points**
- C) 10 points, 25 points, 50 points
- D) 25 points, 25 points, 25 points

Example of how to read and describe the item above

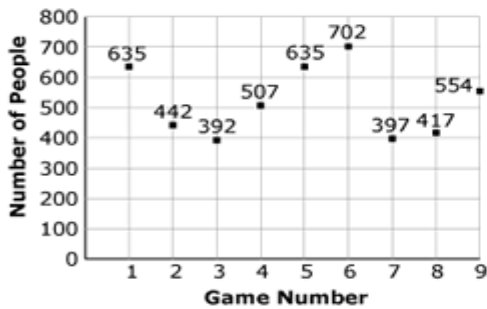
- Read the item stem as written.
- To describe the board say the following:
 - “The title of the board is Bean Bag Toss.”
 - “The labels on the board are: first row; 25 points, second row; 10 points, 10 points, 10 points, and third row; 5 points, 5 points, 5 points, 5 points, 5 points.”
- Read the last part of the item stem as written.

There is no additional information needed for visually impaired students.

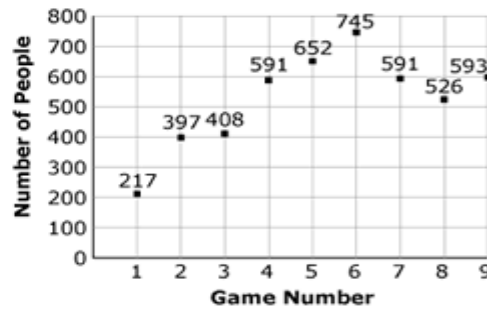
Example 2: Interim Assessment item testing indicator M.10.4.2.a1f

The number of people who attended each of nine regular-season volleyball games at two different schools is shown in the scatter plots below.

Volleyball Games Attendance at School A



Volleyball Games Attendance at School B



Which statement about the number of people who attended the volleyball games is true?

- A) The mode number of people who attended the volleyball games is the same at school A and school B.
- B) The mode number of people who attended the volleyball games is greater at school B than at school A.
- C) The range of the number of people who attended the volleyball games is the same at school A and school B.
- D) The range of the number of people who attended the volleyball games is greater at school B than at school A.**

Example of how to read and describe the item above

Read the stem of the item as written. Then describe the images as follows;

“Two scatter plots are shown. The scatter plot on the left side is titled Volleyball Games Attendance at School A and the scatter plot on the right side is titled Volleyball Games Attendance at School B. Both scatter plots have the same axis labels. The label on the left side of the scatter plot is “number of people” and the label below the scatter plot is “game number.”

Do not read the numbers on the scatter plot. Read the last part of the item stem below the plots as written then read the options.

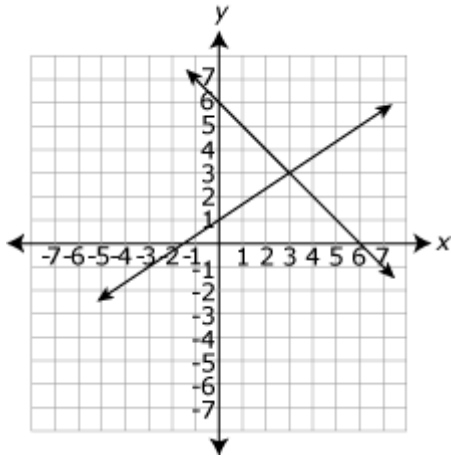
For visually impaired students add the following information:

There is no need to describe the graph as the fact that there is a graph is not necessary to answer the question. Instead, read the stem as written then say; “the Volleyball game attendance at school A for games one through nine are : game one, 635; game two, 442; game three, 392; game four, 507; game five, 635; game six, 702; game seven, 397; game eight, 417; and game nine, 554.”

Read the values for school B in the same way. Then read the last part of the stem and the options.

Example 3: Interim Assessment Item testing indicator M.10.2.2.K3cor

What is the solution to this system of equations?



- A) (0, 6)
- B) (1, 0)
- C) (3, 3)**
- D) (6, 0)

Example of how to read and describe the item above

Read the item stem as written. There is nothing to read on the graph. Do not read the options.

For visually impaired students add the following information:

“The coordinate plane contains two lines. Reading from left to right, the first line passes through the points (zero, one) and (six, five). The second line passes through the points (zero, six) and (six, zero).”

Note to reader: Choose points that are certain to be on the line so that if the student decides to solve a system of equations they will have the best chance of getting the correct answer.

Read the options as follows:

- “A” [pause] open parenthesis, zero comma six, close parenthesis
- “B” [pause] open parenthesis, one comma zero, close parenthesis
- “C” [pause] open parenthesis, three comma three, close parenthesis
- “D” [pause] open parenthesis, six comma zero, close parenthesis

Example 4: Interim Assessment item testing indicator M.5.2.3.K4

The function table below records the number of sales a store made every two days.

Days (x)	Sales (y)
2	126
4	98
6	151
8	140
10	136
12	179

The store owner wants to create a graph using the data in this table. Which ordered pair should be part of the graph?

- A) (126, 2)
- B) (10, 136)**
- C) (126, 98)
- D) (8,10)

Example of how to read and describe the item above

The item stem should be read as written. The table should be described as follows:

- The column on the left is titled Days “x”
- The column on the right is titled Sales “y”

Read the last part of the item stem including the question. Do not read the options.

Add the following information for visually impaired students.

The item stem should be read as written. The table should be described as follows:

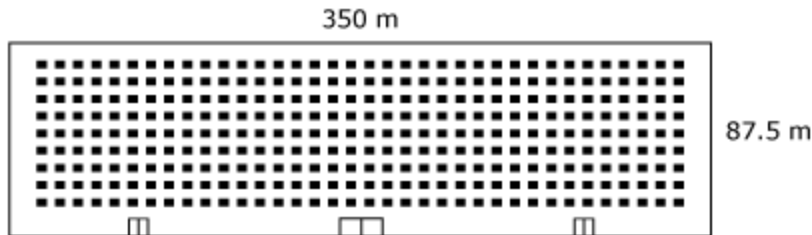
- The column on the left is titled Days “x”.
- The column on the right is titled Sales “y”.
- The first row of the table is two days , one hundred twenty six sales
- The second row is four days, ninety eight sales
- The third row is six days, one hundred fifty one sales
- The fourth row is eight days, one hundred forty sales.
- The fifth row is ten days, one hundred thirty six sales
- The sixth row is twelve days, one hundred seventy nine sales.

Read the last part of the item stem including the question. Read the options as follows:

- “A” [pause] open parenthesis, one hundred twenty six comma two, close parenthesis.
- “B” [pause] open parenthesis, two comma one hundred thirty six, close parenthesis.
- “C” [pause] open parenthesis, one hundred twenty six comma ninety eight, close parenthesis
- “D” [pause] open parenthesis, eight comma ten, close parenthesis.

Example 4: Interim Assessment Item testing indicator M.8.3.1.A1a

The diagram below shows the height and width, in meters (m), of a hospital near Paulina's home.



Paulina plans to build a scale model of the hospital for a school project. She will make the height of the model 3.5 centimeters (cm). What will be the width of the model?

- A) 4 cm
- B) 14 cm**
- C) 25 cm
- D) 100 cm

Example of how to read and describe the item above

- Read the item stem as follows;
 - “The diagram below shows the height and width, in meters, of a hospital near Paulina’s house. The abbreviation for meters is, “m”.”
- “The labels on the diagrams are three hundred fifty meters and eighty-seven point five meters. “
- Read the remaining stem as follows: “Paulina plans to build a scale model of the hospital for a school project. She will make the height of the model three point five centimeters. The abbreviation for centimeters is “c [pause] m”. What will be the width of the model?”
- Read the options with the ‘cm’ read as centimeters.

Add the following information for visually impaired students.

When describing the image say; “the width of the building is labeled three hundred and fifty meters and the height of the building is labeled eighty-seven point five meters. Read the stem and options as described above.

Appendix A: Tested Indicators by Grade

3rd Grade Mathematics

Standard Description	Indicator Number	Indicator Descriptions	Number of Items on Each Interim Assessment
Number and Computation	M.3.1.1.K2	Compares and orders whole numbers from 0 through 10,000 with and without the use of concrete objects.	2
	M.3.1.1.K3	Knows and explains basic multiplication facts and addition and subtraction of whole numbers and money.	2
	M.3.1.1.K4	Determines the value of mixed coins and bills with a total value of \$50 or less.	2
	M.3.1.4.A1	Solves real-world addition and subtraction problems with money up to \$500.00 and whole numbers 0-10,000.	2
	M.3.1.4.K7	Identifies multiplication and division fact families for 1, 2, 3, 4, 5, and 10.	2
Algebra	M.3.2.1.A2	Recognizes multiple representations of the same pattern.	2
	M.3.2.3.K3	Generalizes whole number patterns involving addition or subtraction of values from 0 to 200.	2
Geometry	M.3.3.1.K4	Recognizes and describes geometric shapes: square, triangle, rhombus, hexagon, parallelogram, trapezoid.	2
	M.3.3.2.K2	Reads and tells time to the minute using analog and digital clocks.	2
	M.3.3.2.A1	Solves real-world measurement problems involving lengths in standard or metric units or days in a week.	2
Data	M.3.4.1.K2	Lists some of the possible outcomes of a simple event in an experiment or simulation.	2
	M.3.4.2.K3	Identifies minimum, maximum, range, mode, and median values in small data sets.	2

4th Grade Mathematics

Standard Description	Indicator Number	Indicator Descriptions	Number of Items on Each Interim Assessment
Numbers and Computation	M.4.1.2.K1	Identifies, models, reads, and writes numbers using numerals, words, and expanded notation.	2
	M.4.1.2.K5	Uses the properties of algebra and demonstrates their meaning with whole numbers.	2
	M.4.1.4.A1	Solves one- and two-step problems using whole numbers or money.	2
	M.4.1.4.K6	Shows relationships between pairs of arithmetic operations with basic fact families.	2
Algebra	M.4.2.2.K2	Solves one-step equations with whole number solutions including problems with money or time.	2
	M.4.2.3.A1	Represents whole number relationships using concrete objects, graphics, words, symbols, and tables.	2
	M.4.2.3.K2	Uses function tables to find values and state function rules in symbolic notation with numbers 0 to 200.	2
Geometry	M.4.3.1.A2	Identifies the plane figures in a composite figure.	2
	M.4.3.2.A2	Evaluates whether estimates of measurements of size and time in real-world problems are reasonable.	2
	M.4.3.2.K2	Measures and describes lengths, volumes, weights, temperatures, and times.	2
	M.4.3.3.K2	Recognizes, performs, and describes transformations on geometric figures and concrete objects.	2
Data	M.4.3.4.K3	Identifies and plots points as ordered pairs in the first quadrant of the coordinate plane.	2
	M.4.4.2.A2	Makes inferences based on minimum, maximum, range, mode, median, and mean values in small data sets.	2
	M.4.4.2.K1	Accurately organizes, displays, and reads numerical and non-numerical data in various representations.	2

5th Grade Mathematics

Standard Description	Indicator Number	Mathematics Indicator Descriptions	Number of Items on Each Interim Assessment
Numbers and Computation	M.5.1.1.K1	Represents and explains whole numbers and non-negative rational numbers from 0 to 1,000,000.	2
	M.5.1.3.A4	Uses a variety of computational methods to solve problems with exact or approximate answers.	2
	M.5.1.3.K2	Uses various strategies to estimate non-negative whole and rational quantities.	2
	M.5.1.4.A1	Solves one- and two-step problems using a variety of computational procedures.	2
	M.5.1.4.K4	Determines greatest common factor and least common multiple of two whole numbers.	2
Algebra	M.5.2.2.K1	Represents and relates unknown quantities from 0 to 1,000 using variables and symbols.	2
	M.5.2.2.K2	Solves one-step equations with whole number solutions using addition, subtraction, or multiplication.	2
	M.5.2.3.K4	Uses a function table to identify, plot, and label points in the first quadrant of the coordinate plane.	2
Geometry	M.5.3.1.A1	Solves real-world problems by applying properties of plane figures and lines of symmetry.	2
	M.5.3.1.K3	Recognizes and describes three-dimensional figures in terms of their faces, edges, and vertices.	2
	M.5.3.2.A1	Solves real-world problems using measurements and formulas for length, area, weight, and time.	2
	M.5.3.2.K4	Converts between standard units of measure, e.g. inches, feet, quarts, gallons, etc.	2
	M.5.3.3.K3	Recognizes three-dimensional figures from various perspectives.	2
Data	M.5.4.2.A1	Interprets data displays to make reasonable inferences and decisions and to develop arguments.	2
	M.5.4.2.K3	Determines and explains min., max., range, mode, median, and mean values for whole number data sets.	2

6th Grade Mathematics

Standard Description	Indicator Number	Indicator Descriptions	Number of Items on Each Interim Assessment
Numbers and Computation	M.6.1.1.K2	Compares and orders integers and non-negative rational numbers.	2
	M.6.1.1.K4	Knows and explains numerical relationships between percents, decimals, and fractions between 0 and 1.	2
	M.6.1.3.A2	Evaluates whether rational number solutions to real-world problems are reasonable and makes predictions.	2
	M.6.1.4.A1	Solves real-world problems with decimals using addition, subtraction, multiplication, and division.	2
	M.6.1.4.K2	Performs and explains long division of whole numbers and arithmetic operations with fractions.	2
Algebra	M.6.2.1.K4	States the rule to find the next term of a pattern with a single operational change between terms.	2
	M.6.2.2.A1	Solves real-world problems by writing and solving one-step algebraic equations.	2
Geometry	M.6.3.1.K7	Classifies angles and triangles based on their angle measures and side lengths.	2
	M.6.3.2.A1	Solves real-world problems using formulas for perimeter and area.	2
	M.6.3.2.K3	Converts among measures in the metric system using the prefixes kilo, deka, deci, centi, and milli.	2
	M.6.3.3.K1	Identifies, describes, and performs one or two transformations on a two-dimensional figure.	2
	M.6.3.4.K3	Identifies and plots ordered pairs having integer values in all four quadrants of the coordinate plane.	2
Data	M.6.4.1.K2	Lists all possible outcomes of a compound event composed of two independent events.	2
	M.6.4.1.K4	Represents the probability of a simple event in an experiment using fractions and decimals.	2

7th Grade Mathematics

Standard Description	Indicator Number	Indicator Descriptions	Number of Items on Each Interim Assessment
Numbers and Computation	M.7.1.1.A1	Solves problems using equivalent representations of rational numbers and simple algebraic expressions.	2
	M.7.1.4.K2	Performs and explains addition, subtraction, multiplication, and division of fractions and decimals.	2
	M.7.1.4.K5	Finds percentages of rational numbers (e.g., $12.5\% \times \$40.25 = n$ or 150% of 90 is what number?).	2
Algebra	M.7.2.1.K1	Identifies, states, and continues patterns using numbers, symbols, diagrams, and verbal descriptions.	2
	M.7.2.1.K4	States a rule for the n th term of an additive pattern with one operational change between terms.	2
	M.7.2.2.A1	Represents real-world problems with symbols in linear expressions and one- or two-step equations.	2
	M.7.2.2.K7	Relates ratios, proportions, and percents and solves proportions having positive rational solutions.	2
	M.7.2.2.K8	Evaluates simple algebraic expressions using positive rational numbers.	2
Geometry	M.7.3.1.K3	Identifies angle and side properties of triangles and quadrilaterals.	2
	M.7.3.2.A1	Solves problems involving area and perimeter of two-dimensional composite figures.	2
	M.7.3.2.K4	Knows and uses perimeter and area formulas for circles, rectangles, triangles, and parallelograms.	2
	M.7.3.2.K6	Uses given measurement formulas to compute surface area of cubes and volume of rectangular prisms.	2
	M.7.3.3.A3	Interprets scale drawings to determine actual measurements of two-dimensional figures.	2
Data	M.7.4.2.A3	Recognizes and explains misleading data displays and the effects of scale changes on graphs of data.	2
	M.7.4.2.K1	Organizes, interprets, and represents data in tabular, pictorial, and graphical displays.	2

8th Grade Mathematics

Standard Description	Indicator Number	Indicator Descriptions	Number of Items on Each Interim Assessment
Numbers and Computation	M.8.1.1.K5	Knows and explains the effect of multiplying or dividing by a rational number or zero.	2
	M.8.1.2.A1	Solves real-world problems involving rational numbers by applying the properties of algebra.	2
	M.8.1.2.K2	Classifies real numbers as natural, whole, integer, and/or rational.	2
	M.8.1.4.A1	Solves one- and two-step real-world problems involving rational numbers, pi, and percents.	2
	M.8.1.4.K2	Evaluates integer expressions and explains procedures involving correct order of operations.	2
Algebra	M.8.2.2.A1	Symbolically represents problems involving rational numbers in one- and two-step equations.	2
	M.8.2.2.K3	Solves one- and two-step linear equations with rational number coefficients and constants.	2
	M.8.2.3.A3	Translates among numerical, tabular, graphical, and symbolic representations of linear relationships.	2
	M.8.2.4.A2	Evaluates whether a graphical, algebraic, or geometric model accurately represents a real-world problem.	2
Geometry	M.8.3.1.A1	Solves real-world problems by using properties of corresponding parts of similar and congruent figures.	2
	M.8.3.1.K6	Uses the Pythagorean theorem to solve problems involving right triangles.	2
	M.8.3.4.K1	Identifies points on the graph of a line as solutions of its equation; determines slope and distances.	2
Data	M.8.4.1.A4	Makes predictions based on the theoretical probability of a simple event in an experiment or simulation.	2
	M.8.4.2.K3	Determines and explains the mean, median, and mode of a rational number data set.	2

High School Mathematics

Standard Description	Indicator Number	Indicator Descriptions	Number of Items on Each Interim Assessment
Numbers and Computation	M.10.1.2.K3	Describes and applies algebra properties to rearrange or simplify expressions and to solve equations.	2
	M.10.1.3.A1	Adjusts a rational number estimate of a real-world problem based on additional information.	2
	M.10.1.4.A1	Solves multi-step real-world problems involving computation, surface area, volume, and percent.	2
Algebra	M.10.2.2.A2	Solves real-world problems with linear equations and inequalities represented in symbols and graphs.	2
	M.10.2.2.K3	Solves systems of linear equations with two unknowns using integer coefficients and constants.	2
	M.10.2.3.A2	Interprets the meaning of the slope and points on the graph of a line in the context of a problem.	2
	M.10.2.3.K6	Recognizes how changes in the constant or slope of a linear function affect its graph.	2
Geometry	M.10.3.1.A1	Applies the Pythagorean Theorem to solve problems involving right triangles.	2
	M.10.3.3.A1	Analyzes the impact of transformations on the perimeter of plane figures and on the volume of solids.	2
	M.10.3.4.K4	Computes and explains the relationship between the slopes of parallel and perpendicular lines.	2
	M.10.3.4.K6	Recognizes the equation of a line, rewrites it in slope-intercept form, and graphs the line.	2
Data	M.10.4.1.K3	Explains the relationship between probability and odds, and computes one when given the other.	2
	M.10.4.2.A1	Analyzes various data displays to compare two data sets to make inferences, decisions, and arguments.	2
	M.10.4.2.K4	Explains outliers' effects on measures of central tendency, range, and interquartile range of a data set.	2
	M.10.4.2.K5	Approximates a line of best fit given a scatter plot and makes predictions using the equation of that line.	2

Grade 3 Reading – Interim 1

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.3.1.3.2	Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	1	1
	R.3.1.3.5	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	1	1
Reading, Comprehension	R.3.1.4.2	Understands the purpose of text features (e.g., title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	1	1
	R.3.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.3.1.4.8	Compares and contrasts information (e.g., topics, characters) in a text.	1	1
	R.3.1.4.9	Links causes and effects in appropriate-level narrative and expository texts.	1	1
	R.3.1.4.10	Retells main ideas or events as well as supporting details in narrative and expository texts.	1	1
	R.3.1.4.11	Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	1	1
Literature, Literary Concepts	R.3.2.1.1	Identifies and describes characters' physical traits, basic personality traits, and actions.	1	N/A
	R.3.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	1	N/A

Grade 3 Reading – Interim 2

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.3.1.3.2	Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	1	0-1
	R.3.1.3.5	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	1	1
Reading, Comprehension	R.3.1.4.2	Understands the purpose of text features (e.g., title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	1	0-1
	R.3.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.3.1.4.8	Compares and contrasts information (e.g., topics, characters) in a text.	1	1
	R.3.1.4.9	Links causes and effects in appropriate-level narrative and expository texts.	1	1
	R.3.1.4.10	Retells main ideas or events as well as supporting details in narrative and expository texts.	1	1
	R.3.1.4.11	Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	1	1
Literature, Literary Concepts	R.3.2.1.1	Identifies and describes characters' physical traits, basic personality traits, and actions.	1	N/A
	R.3.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	1	N/A

Grade 3 Reading – Interim 3

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.3.1.3.2	Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	1	1
	R.3.1.3.5	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	1	1
Reading, Comprehension	R.3.1.4.2	Understands the purpose of text features (e.g., title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	1	1
	R.3.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.3.1.4.8	Compares and contrasts information (e.g., topics, characters) in a text.	1	1
	R.3.1.4.9	Links causes and effects in appropriate-level narrative and expository texts.	1	0-1
	R.3.1.4.10	Retells main ideas or events as well as supporting details in narrative and expository texts.	1	1
	R.3.1.4.11	Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	1	1
Literature, Literary Concepts	R.3.2.1.1	Identifies and describes characters' physical traits, basic personality traits, and actions.	1	N/A
	R.3.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	1	N/A

Grade 4 Reading – Interim 1

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.4.1.3.1	Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	1	1
	R.4.1.3.4	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	0	1
Reading, Comprehension	R.4.1.4.2	Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	1	1
	R.4.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.4.1.4.7	Compares and contrasts information (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.	1	0-1
	R.4.1.4.8	Links causes and effects in appropriate-level narrative and expository texts.	1	1
	R.4.1.4.9	Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	1	1
	R.4.1.4.10	Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	1	1
	R.4.1.4.11	Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	1	1
	R.4.1.4.14	Distinguishes between fact and opinion in various types of appropriate-level texts.	N/A	1
Literature, Literary Concepts	R.4.2.1.1	Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	1	N/A
	R.4.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	1	N/A
	R.4.2.1.3	Identifies or describes the major conflict in a story and how it is resolved.	1	N/A

Grade 4 Reading – Interim 2

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.4.1.3.1	Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	1	1
	R.4.1.3.4	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	0	1
Reading, Comprehension	R.4.1.4.2	Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	1	1
	R.4.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.4.1.4.7	Compares and contrasts information (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.	1	1
	R.4.1.4.8	Links causes and effects in appropriate-level narrative and expository texts.	1	1
	R.4.1.4.9	Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	1	1
	R.4.1.4.10	Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	1	1
	R.4.1.4.11	Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	1	1
	R.4.1.4.14	Distinguishes between fact and opinion in various types of appropriate-level texts.	N/A	1
Literature, Literary Concepts	R.4.2.1.1	Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	1	N/A
	R.4.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	1	N/A
	R.4.2.1.3	Identifies or describes the major conflict in a story and how it is resolved.	1	N/A

Grade 4 Reading – Interim 3

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.4.1.3.1	Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	1	1
	R.4.1.3.4	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	1	1
Reading, Comprehension	R.4.1.4.2	Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	1	1
	R.4.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.4.1.4.7	Compares and contrasts information (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.	1	1
	R.4.1.4.8	Links causes and effects in appropriate-level narrative and expository texts.	1	1
	R.4.1.4.9	Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	1	0-1
	R.4.1.4.10	Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	1	1
	R.4.1.4.11	Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	1	1
	R.4.1.4.14	Distinguishes between fact and opinion in various types of appropriate-level texts.	N/A	1
Literature, Literary Concepts	R.4.2.1.1	Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	1	N/A
	R.4.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	1	N/A
	R.4.2.1.3	Identifies or describes the major conflict in a story and how it is resolved.	1	N/A

Grade 5 Reading – Interim 1

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.5.1.3.1	Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	0	1
	R.5.1.3.4	Determines meaning of words through knowledge of word structure (e.g., contractions, root words, prefixes, suffixes).	1	1
Reading, Comprehension	R.5.1.4.2	Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate level texts.	1	1
	R.5.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.5.1.4.7	Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.	0	1
	R.5.1.4.8	Links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	1	1
	R.5.1.4.9	Retells main ideas or events as well as supporting details in appropriate level narrative, expository, persuasive, and technical texts.	1	1
	R.5.1.4.10	Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	1	1
	R.5.1.4.11	Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	1	1
	R.5.1.4.15	Distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.	N/A	1
Literature, Literary Concepts	R.5.2.1.1	Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	1	N/A
	R.5.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	1	N/A
	R.5.2.1.3	Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	1	N/A

Grade 5 Reading – Interim 2

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	T
Reading, Vocabulary	R.5.1.3.1	Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	1	1
	R.5.1.3.4	Determines meaning of words through knowledge of word structure (e.g., contractions, root words, prefixes, suffixes).	1	1
Reading, Comprehension	R.5.1.4.2	Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate level texts.	1	1
	R.5.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	1
	R.5.1.4.7	Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.	0	1
	R.5.1.4.8	Links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	1	1
	R.5.1.4.9	Retells main ideas or events as well as supporting details in appropriate level narrative, expository, persuasive, and technical texts.	1	1
	R.5.1.4.10	Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	1	1
	R.5.1.4.11	Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	1	1
	R.5.1.4.15	Distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.	N/A	1
Literature, Literary Concepts	R.5.2.1.1	Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	1	N/A
	R.5.2.1.2	Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	1	N/A
	R.5.2.1.3	Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	1	N/A

Grade 5 Reading – Interim 3

Standard, Benchmark	Indicator Number	Indicator Descriptions	Number of Items on Each Part	
			N	E
Reading, Vocabulary	R.5.1.3.1	Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	0	1
	R.5.1.3.4	Determines meaning of words through knowledge of word structure (e.g., contractions, root words, prefixes, suffixes).	1	1
Reading, Comprehension	R.5.1.4.2	Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate level texts.	1	1
	R.5.1.4.5	Uses information from the text to make inferences and draw conclusions.	1	0-1
	R.5.1.4.7	Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.	0	1
	R.5.1.4.8	Links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	1	1
	R.5.1.4.9	Retells main ideas or events as well as supporting details in appropriate level narrative, expository, persuasive, and technical texts.	1	1
	R.5.1.4.10	Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	1	1
	R.5.1.4.11	Identifies the author's purpose (e.g., to persuade, to entertain, to inform).	1	1
	R.5.1.4.15	Distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.	N/A	1
	Literature, Literary Concepts	R.5.2.1.1	Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	1
R.5.2.1.2		Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	1	N/A
R.5.2.1.3		Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	1	N/A

Appendix B: Mathematics Test Items and their Relationships to the Interim Assessment Scores

Interim Assessment scale scores offer a snapshot of how students would perform on the summative assessment on the date the Interim Assessment was given.

- Think of the Interim Assessment as a mini-version of the general summative assessment, that is, the Kansas state assessment administered at the end of the school year; it covers the same academic content but with far fewer questions. All Interim Assessment scores are on the same scale as the summative assessment scores for the same grade and subject and are intended to be a rough estimate of what a student would likely earn on the general summative assessment.
- Specifically, the **Interim Assessment scale score** estimates the score a student would earn on the general summative assessment on the same day that student took the Interim Assessment.

The following pages are provided to illustrate the relationships between the content of the interim assessment and the interim assessment scale scores. For each grades test we present four items that demonstrate the material mastered by students with different test scores. For these displays mastery is defined as having an 80% likelihood of answering the question correctly.

Interim Assessment item testing indicator M.3.1.1.K2a

Which number is less than 7,435?

- A) 7,296
- B) 7,474
- C) 7,581
- D) 7,600

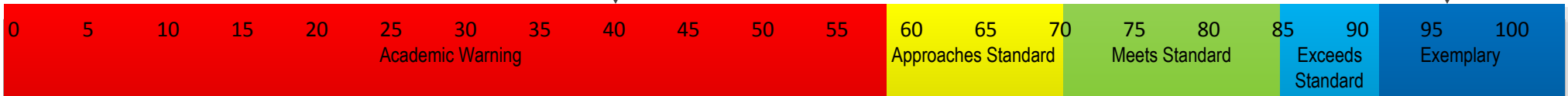
Students who earn a score of 40 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.3.3.2.A1e

David left on a vacation on July 5. He was gone for exactly 3 weeks. On what day did David get back from his vacation?

- A) July 15
- B) July 21
- C) July 25
- D) July 26

Students who earn a score of 96 have an 80% chance of answering this item correctly.



Interim Assessment item testing indicator M.3.2.1.A2

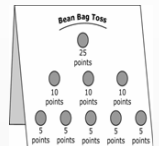
Juan used different shapes to show an ABBC pattern. Which picture shows the order of the shapes that Juan used?

- A) ○ □ ○ □
- B) □ □ ○ □
- C) □ ○ □ □
- D) □ ○ ○ □

Students who earn a score of 40 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.3.4.1.K2

When playing the Bean Bag Toss game, each player tosses a bean bag into one of the holes on the game board shown below.



Which list shows the possible points a player can receive from one toss in the game?

- A) 5 points, 10 points, 15 points
- B) 5 points, 10 points, 25 points
- C) 10 points, 25 points, 50 points
- D) 25 points, 25 points, 25 points

Students who earn a score of 81 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.4.2.2.K2c

What value of q will make this equation true?

$$1 \text{ week} = q \text{ hours}$$

- A) 31
- B) 49
- C) 140
- D) 168**

Students who earn a score of 68 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.4.1.4.A1b

A school owns 11 school buses. Each school bus can seat 28 students. How many total students can ride on the buses at one time?

- A) 22 students
- B) 28 students
- C) 154 students
- D) 308 students**

Students who earn a score of 76 have an 80% chance of answering this item correctly.



Interim Assessment item testing indicator M.4.3.2.K2b

Which unit would be **best** for measuring the amount of water in a swimming pool?

- A) deciliters
- B) gallons**
- C) milliliters
- D) quarts

Students who earn a score of 72 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.4.4.2.A2d

Jill's scores on seven science quizzes are shown below.

3 13 16 20 13 15 18

What does the number 15 represent?

- A) mean
- B) median**
- C) mode
- D) range

Students who earn a score of 92 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.5.1.4.A1a

Last week Lee climbed to the top of an 8,451 foot (ft) tall mountain. This week he climbed to the top of a 6,574 ft tall mountain. How much higher did Lee climb last week than this week?

- A) 1,877 ft
- B) 1,987 ft
- C) 2,987 ft
- D) 15,025 ft

Students who earn a score of 65 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.5.2.3.K4

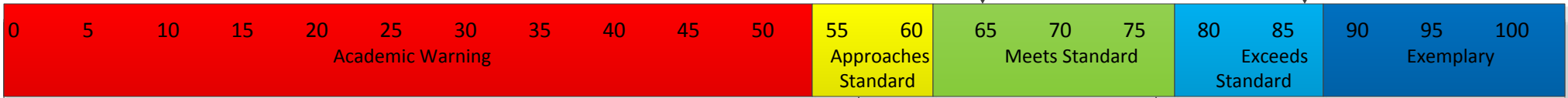
The function table below records the number of sales a store made every two days.

Day (x)	Sales (y)
2	126
4	98
6	151
8	140
10	136
12	179

The store owner wants to create a graph using the data in this table. Which ordered pair should be part of the graph?

- A) (126, 2)
- B) (10, 136)**
- C) (126, 98)
- D) (8, 10)

Students who earn a score of 87 have an 80% chance of answering this item correctly.



Interim Assessment item testing indicator M.5.4.2.K3b

What statement about the range of this data set is correct?

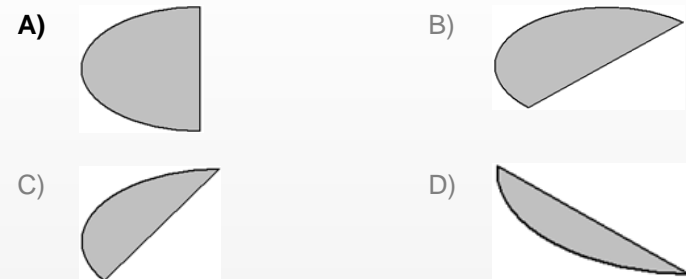
10 20 30 40 50 50 70 80 90 100

- A) The range is 100 because it is the largest number.
- B) The range can be found by adding all the numbers and dividing by 10.
- C) The range is 50 because it appears twice, and the rest of the numbers appear only once.
- D) The range can be found by subtracting 10 from 100.**

Students who earn a score of 57 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.5.3.1.A1a

Which shape looks like an ellipse that was folded along a line a symmetry?



Students who earn a score of 76 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.6.2.1.K4

Which rule could be used to determine the next number in this pattern?

80 40 20 10

A) Divide the previous number by 2.

- B) Divide the previous number by 10.
- C) Subtract 10 from the previous number.
- D) Subtract 40 from the previous number.

Students who earn a score of 53 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.6.1.4.K2a

What is the quotient of $7,371 \div 72$?

A) 12 r 27

B) 14 r 4

C) $102 \frac{3}{8}$

D) $102 \frac{17}{72}$

Students who earn a score of 92 have an 80% chance of answering this item correctly.



Interim Assessment item testing indicator M.6.4.1.K4

Karen has 4 quarters, 1 dime, and 3 nickels in her pocket. She randomly pulls a coin from her pocket. What is the probability that the coin Karen pulls will be a dime?

A) $\frac{1}{8}$

B) $\frac{2}{9}$

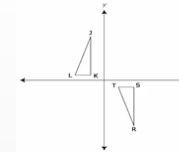
C) $\frac{1}{3}$

D) $\frac{7}{8}$

Students who earn a score of 36 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.6.3.3.K1

RST is a transformation of JKL, as shown below.



Which set of transformations could have changed triangle JKL into triangle RST?

- A) a rotation of 180 degrees around the origin
- B) a rotation of 180 degrees around the origin, followed by a reflection across the y-axis
- C) a translation across the y-axis, followed by a translation across the x-axis.
- D) a translation across the y-axis, followed by a reflection across the x-axis**

Students who earn a score of 92 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.7.1.1.A1a

Peter has 2,456 grams (g) of sodium hydroxide (NaOH). After an experiment, he has 1.9×10^3 g left. How much NaOH did Peter use in his experiment?

- A) 456 g NaOH
- B) 556 g NaOH**
- C) 1886 g NaOH
- D) 2266 g NaOH

Students who earn a score of 51 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.7.3.1.K3f

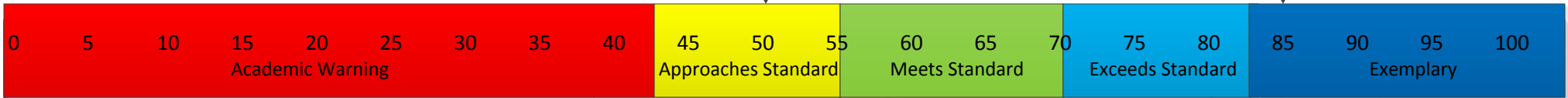
Square PQRS is shown below.



What is the measure of $\angle PQR$?

- A) 45°
- B) 90°**
- C) 180°
- D) 360°

Students who earn a score of 85 have an 80% chance of answering this item correctly.



Interim Assessment item testing indicator M.7.2.2.K7

A proportion is shown below.

$$\frac{5}{2} = \frac{90}{P}$$

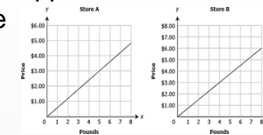
What value of p will make the proportion true?

- A) 9
- B) 36**
- C) 87
- D) 225

Students who earn a score of 38 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.7.4.2.A3a

Stores A and B both sell apples. The charts below show the cost of apples by the pound at each store



Which statement about the cost of apples at the two stores is true?

- A) Apples cost more at Store A than at Store B because the distance between the labels on vertical axis for Store A is greater than this distance for Store B.
- B) Apples cost more at Store B than at Store A because distance between the labels on the vertical axis for Store B are smaller than this distance for Store A.**
- C) Apples cost the same amount at the two stores because their graphs look the same.
- D) The cost of apples at the two stores is not equal but the reason is not shown in these graphs.

Students who earn a score of 80 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.8.1.4.K2b

What should be the first step used to simplify this expression?

$$5 - 3 \cdot 4^2 - 1$$

- A) subtract 1 from 4
- B) subtract 3 from 5
- C) multiply 3 by 4
- D) square 4**

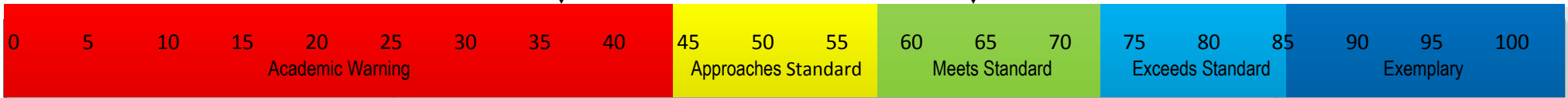
Students who earn a score of 37 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.8.2.2.K3a

What is the solution of $\frac{2}{3}x - 5 = 9$?

- A) $x = 1$
- B) $x = 6$
- C) $x = 11$
- D) $x = 21$**

Students who earn a score of 64 have an 80% chance of answering this item correctly.



Interim Assessment item testing indicator M.8.4.1.A4a

The list below shows how many types of DVD movies Jerome has on a shelf.

- 2 action
- 4 drama
- 3 comedy
- 1 cartoon

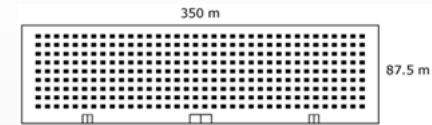
There are no other DVD movies on the shelf. Jerome randomly selects one DVD movie from the shelf. Jerome most likely selects which type of movie?

- A) action
- B) drama**
- C) comedy
- D) cartoon

Students who earn a score of 25 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.8.3.1.A1a

The diagram below shows the height and width, in meters (m), of a hospital near Paulina's home.



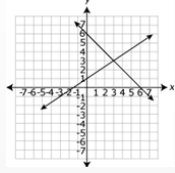
Paulina plans to build a scale model of the hospital for a school project. She will make the height of the model 3.5 centimeters (cm). What will be the width of the model?

- A) 4 cm
- B) 14 cm**
- C) 25 cm
- D) 100 cm

Students who earn a score of 84 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.10.2.2.K3c

What is the solution to this system of equations?



- A) (0, 6)
- B) (1, 0)
- C) (3, 3)**
- D) (6, 0)

Students who earn a score of 26 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.10.1.2.K3c

Inga wrote the equation $3x - 2y + 4(2x + 7) = 45(y + 3)$. Based on the equation Inga wrote, which equation demonstrates the symmetric property of equality?

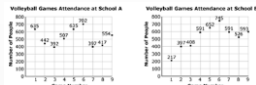
- A) $45(y + 3) = 3x - 2y + 4(2x + 7)$**
- B) $45(y + 3) = 4(2x + 7) + 3x - 2y$
- C) $3x - 2y + 8x + 28 = 45(y + 3)$
- D) $3x - 2y + 4(2x + 7) = 48$

Students who earn a score of 87 have an 80% chance of answering this item correctly.



Interim Assessment item testing indicator M.10.4.2.A1f

The number of people who attended each of nine regular-season volleyball games at two different schools is shown in the scatter plots below.



Which statement about the number of people who attended the volleyball games is true?

- A) The mode number of people who attended the volleyball games is the same at school A and school B.
- B) The mode number of people who attended the volleyball games is greater at school B than at school A.
- C) The range of the number of people who attended the volleyball games is the same at school A and school B.
- D) The range of the number of people who attended the volleyball games is greater at school B than school A.**

Students who earn a score of 65 have an 80% chance of answering this item correctly.

Interim Assessment item testing indicator M.10.3.4.K6

What is the slope-intercept form of the line represented by the equation

$$3x + 5 = 2y + 13?$$

- A) $y = \frac{3}{2}x - 4$**
- B) $x = \frac{2}{3}y - 8$
- C) $y = \frac{3}{2}x + 4$
- D) $x = \frac{2}{3}y + \frac{8}{3}$

Students who earn a score of 82 have an 80% chance of answering this item correctly.