

GUAM INTERIM TEST ADMINISTRATION MANUAL (TAM)

November 2026

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GUAM INTERIM ASSESSMENTS CUSTOMER SERVICE

The Guam assessment portal at Guam Portal (https://guam.mypearsonsupport.com) is the home for all Guam online District-Wide Summative Assessment administration information.
For questions regarding the online testing system or for additional assistance, please contact Pearson at toll free **1(866)760-2570**.

The Help Desk is open Monday to Friday, from 8:00 a.m. to 5:00 p.m. (ChST). During these hours, staff will respond promptly to calls.

New this year: An AI chat option is now available on the Guam Portal. To start a chat, select the chat box in the bottom-right corner of the Guam Portal home page. The AI chatbot can answer questions and, when needed, escalate issues to a customer service representative.

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- Type of device being used for the test,
- Any error messages that appeared (code and description),
- Operating system,
- Network configuration information,
- Your contact information for follow-up, including email address and phone number, and
- Any relevant and authorized student and school information, including the student identifier ID, grade level, content area, and the test.

1.0: INTRODUCTION TO THE GUIDE

1.1 Intended Audience

This Interim Assessment Guide for Administration is intended for staff who play a role in the administration of, and review of results for, the Smarter Balanced interim assessments.

1.2 Purpose of the Guide

This document consolidates all the information about interim assessments into one resource. This includes information on the types of interim assessments (Interim Assessment Blocks [IAB], Focused IABs [FIAB], and Interim Comprehensive Assessments [ICA]), guidelines for administering the assessment for both non-standardized and standardized administrations, test security, accommodations and accessibility. In most cases the guide is informational and does not mandate administration procedures. Unlike summative assessments (high-stakes), the interim assessments (low-stakes) can be administered flexibly by teachers to best meet their instructional needs.

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1.3 Organization of the Guide

The guide is organized into the following sections.

- **Overview of the Interim Assessments:** an overview of the Smarter Balanced Interim Comprehensive Assessments and Interim Assessment Blocks.
- **Tasks to be Completed Prior to Administration:** the steps that need to happen before administering the interim assessments to students.
- **Administering the Interim Assessments Online:** an overview of the **ADAM** test administration site and the **TestNav** student testing site and how to complete important tasks and functions.
- **Guidelines for Administering the Interim Assessments:** general test rules and policies for the interim assessments.
- **Smarter Balanced Tools for Teachers Overview**: an overview of the resources available to educators and how to access the Smarter Balanced Tools for Teachers.
- **Appendices:** provides links to additional resources.

1.4 Practice Tests

Training and Practice Tests give students the opportunity to become familiar with both the testing environment and different kinds of test questions. Please take the time to expose your students to the Smarter Balanced Practice Tests locate on the Guam Portal Page: Smarter Balanced Practice Tests

1.5 Infrastructure Trial

The purpose of the Infrastructure Trial is for STCs is to conduct a simulation of the steps that need to be taken to successfully administer an Interim Assessment. Infrastructure trials are designed to identify any gaps with your setup BEFORE the start of the actual test window. Please follow all steps in this guide to fully complete the Infrastructure Trial, all the way through to launching the Training Test.

A "generic" training test (G3 ELA) was assigned across all Training Administrations. Students will access/launch this test but will not have to take the test.

Locate the **Infrastructure Trial Guide for STCs** in the Technology Setup tab under “Infrastructure Trial”: Infrastructure Trial for STCs

1.6 Test Administration Roles and Responsibilities

User roles and responsibilities for the tests are as follow:

User Role	Description
GDOE District Admin	The GDOE District Admin Users will be responsible for: • Ensuring that the Principals, School Test Coordinators (STCs) and Proctors are appropriately trained regarding the assessment administration (Pearson) and security policies and procedures. • Communicating test administration information and protocols in advance of testing, as needed. • Reviewing and resolving test security incidents as submitted by schools.

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	• Coordinating with schools and Pearson.
Principal and School Test Coordinator (STC) Note: If possible, STC staff should be people with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.	Principals and STCs are responsible for: • Taking all ADAM and Smarter Balanced Trainings available on the Guam Portal Site. • Creating proctor groups for the test administrations. • Printing and distributing student cards and roster lists to the teachers. • Ensuring all Teachers are trained to administer interim assessments. • Coordinating with Teachers so they administer all assessments. • Creating or approving testing schedules and procedures for the school. • Working with technology staff to ensure that the TestNav app is installed and/or updated, and any other technical issues are resolved. • Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate. • Addressing testing problems and reporting them to the GDOE, as needed. • Mitigating and reporting all test security incidents in a manner consistent with GDOE policies. • General oversight responsibilities for all administration activities in their school and for all Teachers.
Teacher	Teachers are responsible for: • Completing Interim Teacher training (see Appendix A for links to trainings) and reviewing all policy and administration documents prior to administering any assessments. • Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate student test settings or accommodations. Teachers should report any potential data errors to STCs according to policy and procedures. • Administering the Smarter Balanced ELA and Math Interim Assessments. Teachers will need to know the Smarter Balanced Interim Types (IABs, ICAs) and coordinate with their STC to learn more about the exact Interims that will be administered during the test window. • Assuring the test environment meets the specific requirements. • Reporting all potential test security incidents to their STC in a manner consistent with GDOE policies. • Monitoring and communicating test completion status to STC (e.g., students who need to make up tests or need more time to complete a test). • Hand-scoring all open-ended and full-write student responses using the designated rubrics and scoring guidelines.

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1.7 Training

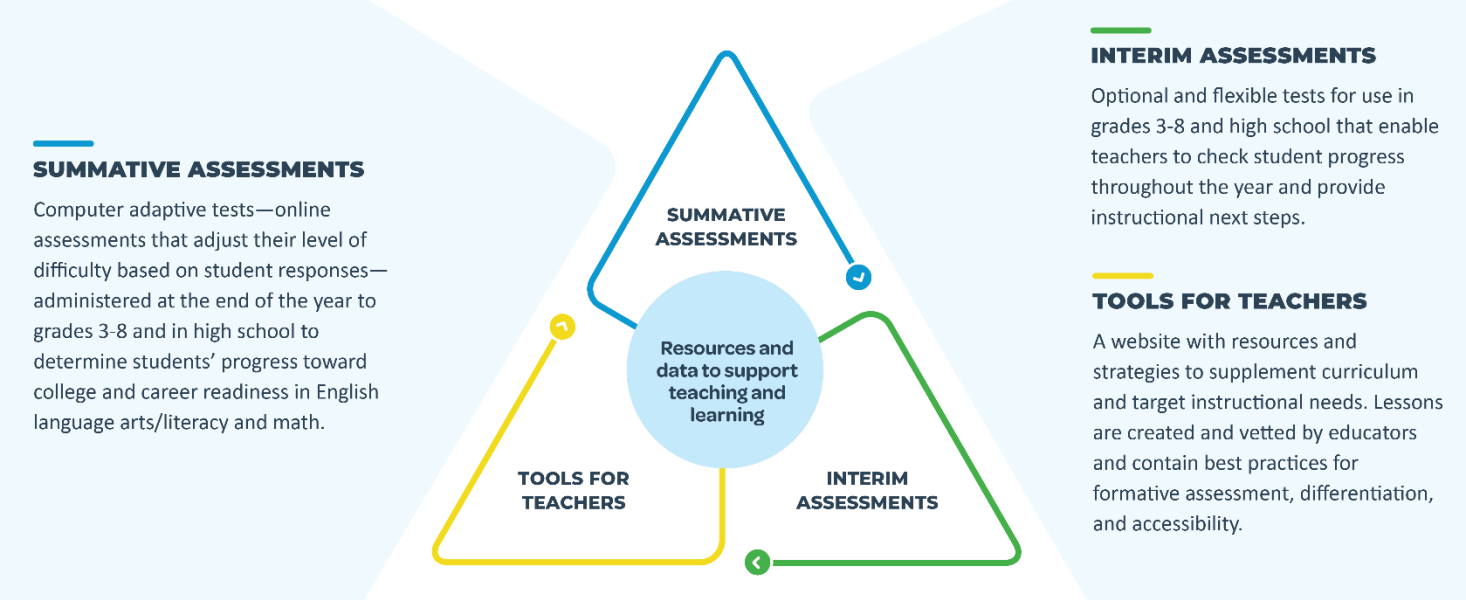
Prior to administering a test, Teachers (and any other individuals who will be administering or assisting in test administration (i.e., paraprofessionals or other non-teaching staff who assist during the secure test administration) will read this *26-27 Interim Test Administration Manual,* and the *Usability, Accessibility, and Accommodations Guidelines.* School Test Coordinators and Teachers will also be required to review other Guam-Specific ADAM Training and materials related to the 2024 district-wide assessments. All trainings and materials are in the Guam Portal Site: STC and Teacher Trainings

SECTION 2.0: OVERVIEW OF THE INTERIM ASSESSMENTS

2.1. Overview of the Smarter Balanced Assessment System

The Smarter Balanced assessment system is a valid, fair, and reliable approach to student assessment that provides meaningful results with actionable data for educators, students, and parents to help students succeed. The system is aligned to the Common Core State Standards for English language arts/literacy and mathematics and consists of three major components—summative assessments, interim assessments, and Tools for Teachers instructional resources—all designed to improve teaching and learning.

▶ Figure 1. Overview of the Smarter Balanced Assessment System



The summative assessments are administered by states, to provide aggregate data to schools and districts to help inform school and program improvement goals. Summative assessment results are also used as an accountability measure, at the end of the year, to determine students' progress toward college and career readiness in English language arts/literacy (ELA) and mathematics. In contrast, interim assessments can be administered throughout the year in support of the formative assessment process.

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All Smarter Balanced summative and interim assessments are developed using the same ELA and mathematics item and task specifications, and they undergo the same item writing, review, and field-testing processes. Smarter Balanced assessment items are developed through collaboration with K-12 educators and higher education faculty. Items on the ICAs, IABs, and FIABs are selected from the same pool of items as the summative assessment items.

Educator involvement in the development of summative, interim, formative, and instructional resources is critical. Hundreds of teachers from multiple states have contributed to each step of the development, from writing test questions to creating the resources in Tools for Teachers.

2.2. Interim Assessment Types

There are three types of interim assessments: The Interim Comprehensive Assessments (ICAs), the Interim Assessment Blocks (IABs), and the Focused IABs (FIABs). All ICAs, IABs, and FIABs draw from a shared bank of items, including performance tasks, meaning there are overlapping items in the IABs, FIABs and ICAs in each content area and the performance task is the same whether given as an IAB or as part of the ICA.

The interim assessments are designed to be administered as computer-based assessments and are not available in paper-pencil format. All interim assessments offer universal tools, designated supports, and accommodations available on the summative assessment. Unlike the summative assessments (which are adaptive), the ICAs and IABs are fixed-form tests, which means that each student has access to the same test questions and the tests do not adapt according to student responses. Because each student responds to the same test items, teachers may more easily interpret their students' performance on a common set of items. Further, teachers can better manage hand scoring since all students respond to the same constructed-response questions.

2.2.1. The Interim Comprehensive Assessments

The Interim Comprehensive Assessments (ICAs) measure similar content to the summative assessment. They can be used as a pre and post test to measure the effectiveness of curriculum or can be used to predict the outcome of the summative assessment.

There is one ICA per grade and content area, which includes a performance task. The ICAs take about the same amount of time to administer as the full-form summative assessments when administered under standardized conditions.

2.2.2. The Interim Assessment Blocks

The Interim Assessment Blocks (IABs) are short item-sets that include 6–18 items and can typically be taken in one class period. Teachers can use these sets of related concepts in ELA and mathematics to check students' understanding. Since the IABs are more granular than the ICAs, teachers can administer these assessments throughout the school year according to the sequence of their curricula. Some IABs assess as many as four to eight targets. Each IAB has a corresponding Interim Connections Playlist (ICP) available in Tools for Teachers, which provides aligned resources teachers can use for instructional next steps to support student learning. Educators can access the ICP through a search on the Tools for Teachers website.

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2.2.3. Focused Interim Assessment Blocks

Focused IABs (FIABs) assess no more than three assessment targets and provide educators with a deeper understanding of student knowledge and skills. Each FIAB has a corresponding Interim Connections Playlist (ICP) available in Tools for Teachers, which provides aligned resources teachers can use for instructional next steps to support student learning. Again, educators can access the ICP through a search on the Tools for Teachers website.

2.3. Interim Assessment Blueprints

The interim assessment blueprints provide additional information about the content measured by each assessment, including which claim(s), assessment target(s), and depth of knowledge level(s) are addressed by the items, as well as the number of items by target or target group.

The ICA blueprint describes the assessed content for the comprehensive assessments, which is the same content assessed on the summative assessment. The IAB blueprints can be used by educators to plan how to integrate the IABs effectively within classroom instruction or to better understand results that are reported. The IAB blueprints can be used to determine which assessment targets are addressed in a specific IAB and the emphasis of each target relative to the other targets in the IAB. A fifth-grade teacher, for example, may wish to collect more information regarding her students' knowledge about geometry. The teacher could use the Grade 5 Geometry blueprint to see that this IAB is composed of 13 machine-scored items across the four claims: concepts and procedures, problem-solving, communicating reasoning, and modeling and data analysis.

The interim assessment blueprints are available for download from the Test Development page of the Smarter Content Explorer.

- ELA/Literacy ICA Blueprint
- Mathematics ICA Blueprint
- ELA/Literacy IAB Blueprint
- Mathematics IAB Blueprint
- ELA Literacy Focused IAB Blueprint
- Mathematics Focused IAB Blueprint

SECTION 3.0: TASKS TO BE COMPLETED PRIOR TO ADMINISTRATION

3.1 Checklist of Activities

Practice Tests
School Test Coordinators (STCs), Teachers and Proctors (optional) should verify that students are provided the opportunity to practice on the Practice Test prior to testing.

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It is highly recommended that ALL students be provided the opportunity to practice on their testing device. This allows students the opportunity to become familiar with all the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

Infrastructure Trial
The purpose of ***the Infrastructure Trial for STCs*** is to conduct a simulation of steps that need to be implemented to successfully administer the interim assessments. Infrastructure trials are designed to identify any gaps with your setup BEFORE the start of the actual test window. Please reference the ***Infrastructure Trial for STCs*** in the Guam Portal - Tech Setup.

Accommodations Setup
STCs should verify that all students have accurate designated supports and accommodations (embedded and non-embedded) in ADAM for each content area prior to testing.

Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. For information on how to view, add, upload, and modify accommodations, please refer to the ***Accommodations Setup in ADAM*** on the Guam Portal - Training Page.

Proctor Groups Created
Prior to testing, STCs will be responsible for creating proctor groups. Proctor groups is the grouping of students that will be testing together. Creating Proctor Groups is a prerequisite in obtaining materials such as the ***Student Test Cards*** and ***Proctor Roster List***.

Student Test Cards
Students will log into ***TestNav*** using the test code, their last name, and student ID from their test ticket. Prior to starting a test session, Teachers must provide each student with their ticket to help them accurately type their login information into TestNav. **Reminder:** Student information is confidential.

Here are additional details to consider:

Teachers and Proctors need to understand protocols in the event a student moves to a new school or for adding a student to the proctor group if the student does not exist in ADAM at the time of testing (e.g., creating a temporary student in ADAM).

Proctor Roster List for Teachers
STCs should ensure that Teachers have their ***Proctor Roster List***, which will contain the student list containing student information and accommodations. STCs will also provide Teachers with the student testing tickets for the proctor group.

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3.2. Login to Launchpad: Single Sign-On (SSO)

What is LaunchPad

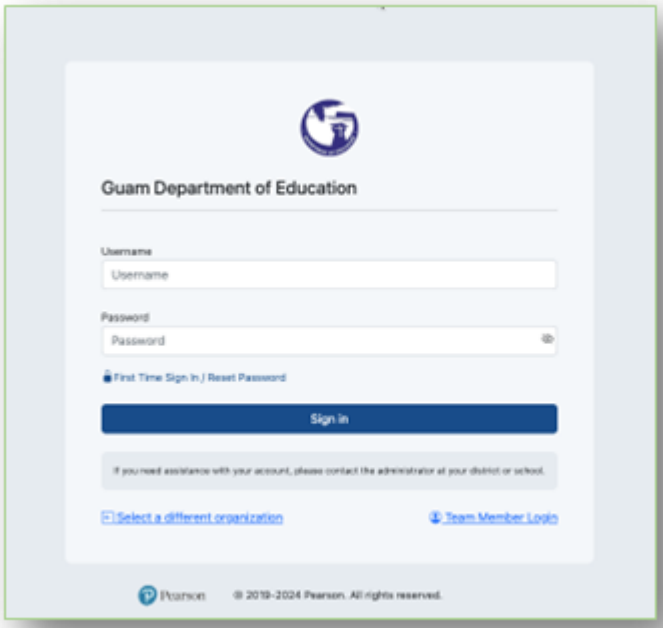
Launchpad is a unified sign-in system that requires a one-time sign-in and access to multiple platforms, which will provide users access to ADAM. Users log in once to LaunchPad and from there SSO to all licensed Pearson applications for their associated district.

How to Sign-In with Launchpad

Head over to Launchpad and select your Education Agency from the drop down and click continue:

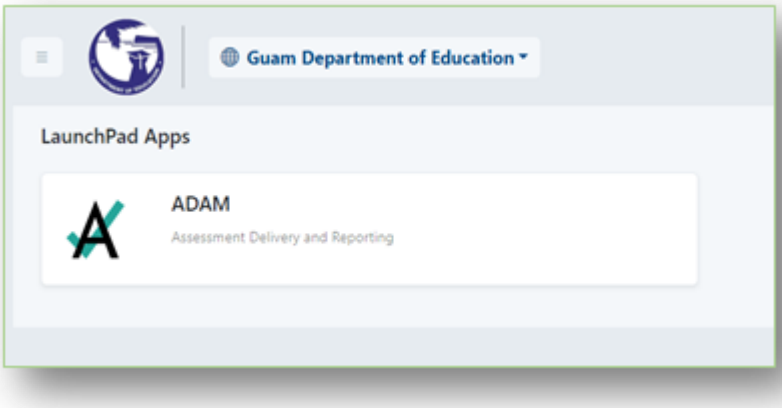


You will get an email with your username and will be asked to setup your one-time password. Provide your Username and Password on this screen:



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Once you successfully login you will see the Launchpad Apps. Click on the ADAM app to get into the ADAM platform:



ADAM is the Test Administration platform that will be used to administer the Smarter Balanced Interim Assessments. This is where activities such as creating interim proctor groups, administering/monitoring an interim test, and accessing students' results will happen.

3.3. Become Familiar with ADAM

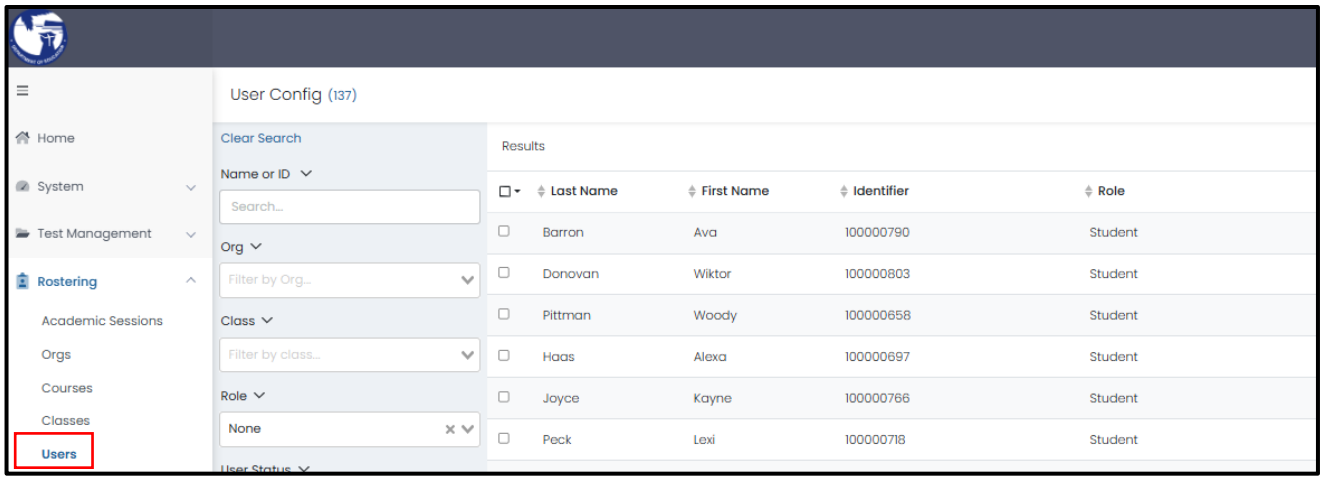
ADAM is the Test Administration platform that will be used to administer the Smarter Balanced Interim Assessments. This is where activities such as creating interim proctor groups, administering/monitoring an interim test, and accessing students' results will happen.

Confirm Users for Test Administration: Users in ADAM via Powerschool

Users that need to be added to the ADAM system will need to be done through Powerschool. Powerschool, Launchpad and ADAM sync on a nightly basis so additional users (STCs, Teachers, Students) will need to be updated or added through Powerschool. Powerschool will be the source of truth for users in ADAM. Please reference the STC and Teacher trainings for additional information on the options that can be used within ADAM to confirm users. Guam Portal - Training Tab

Access the ***Users*** tab on the left-hand navigation pane to view users within your organization and/or access:

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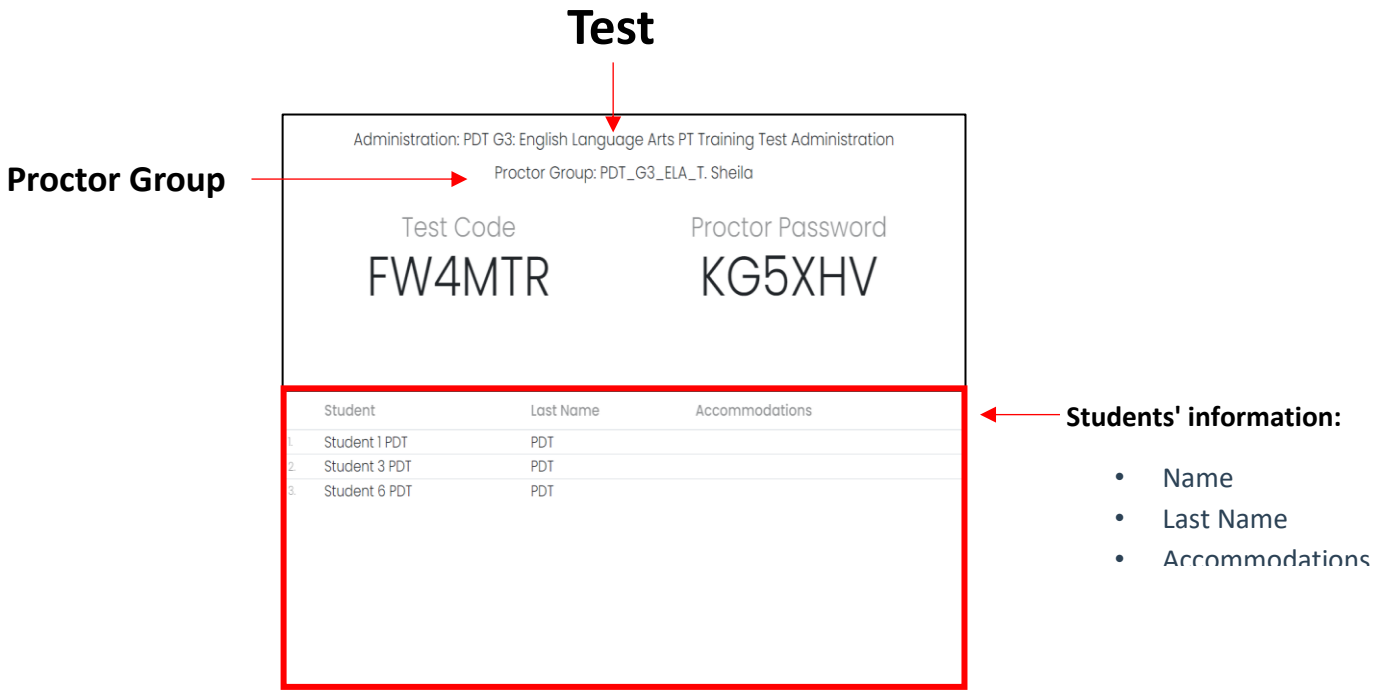


SECTION 4.0: ADMINISTERING THE INTERIM ASSESSMENTS ONLINE

4.1 Starting a Test in ADAM

Teachers should follow these steps to log in and start administering a test. **Teachers should refer to the Teacher Training materials found on the Guam Portal under the *Training* tab for detailed step by step instructions related to using ADAM's proctor dashboard.**

Step 1: Teachers will need to have ***Student Cards*** and the ***Proctor Roster List*** available. Take the time BEFORE the test to review the student list and their accommodations, if any.

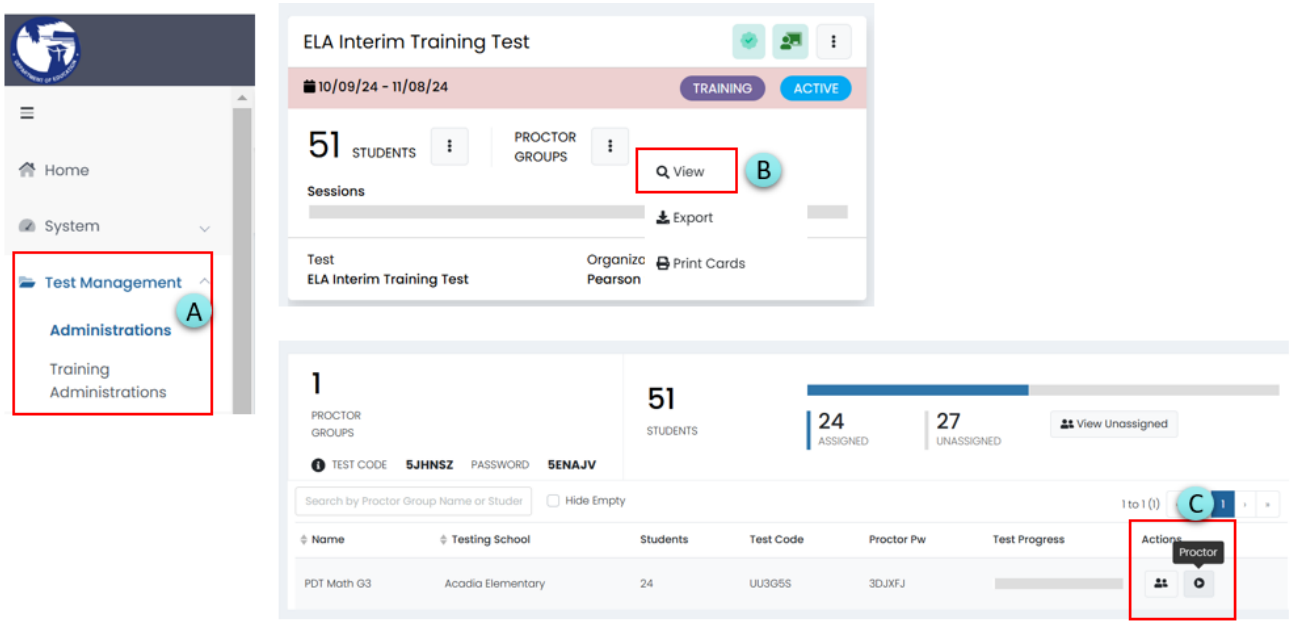


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Individual student testing cards should be distributed to every student that will be testing. Each card will have a code that allows a student to log into their test.

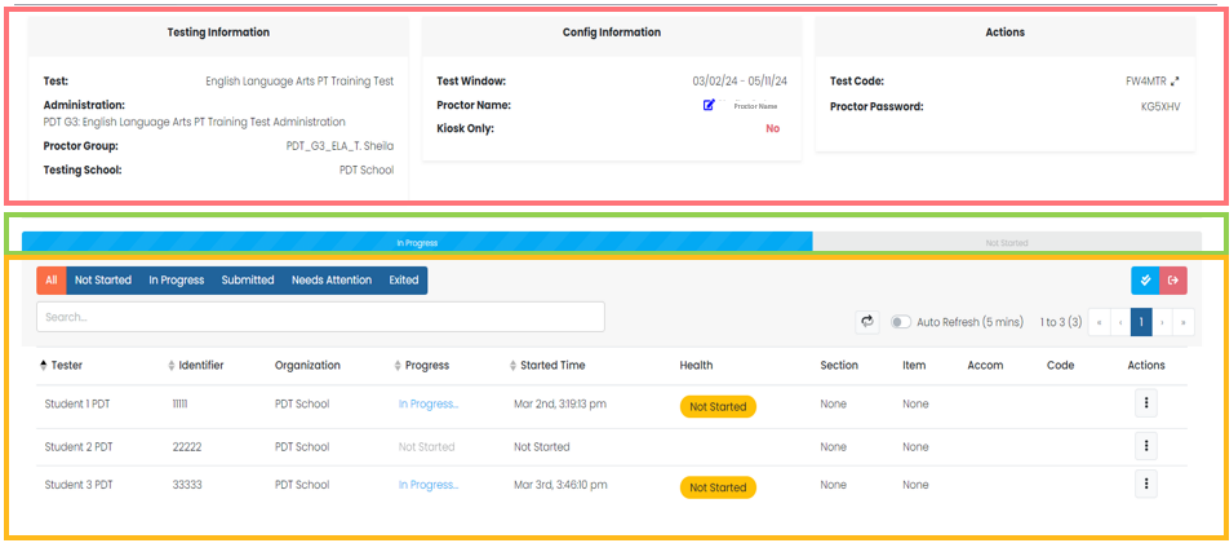
Step 2: Locate the Proctor Dashboard

In ADAM, access the ***Administration Tab*** and locate the test/admin card. Select ***View Proctor Groups.*** Then locate the ***Proctor*** action for the group that will be testing. This action will open up the **Proctor Dashboard** where a Teacher will administer the test from***:***



Step 3: Working in the Proctor Dashboard

The Proctor Dashboard is used by teachers to allow students into the test, monitor student progress, create temporary student records, and update student statuses as needed.

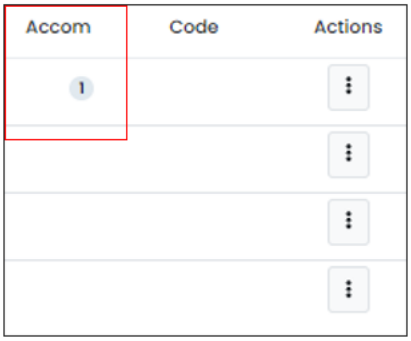


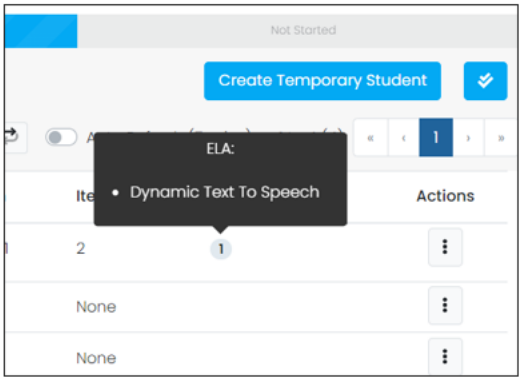
The Proctor Dashboard has three (3) main sections:

- Assessment Information
- Progress Bar
- Student Session List

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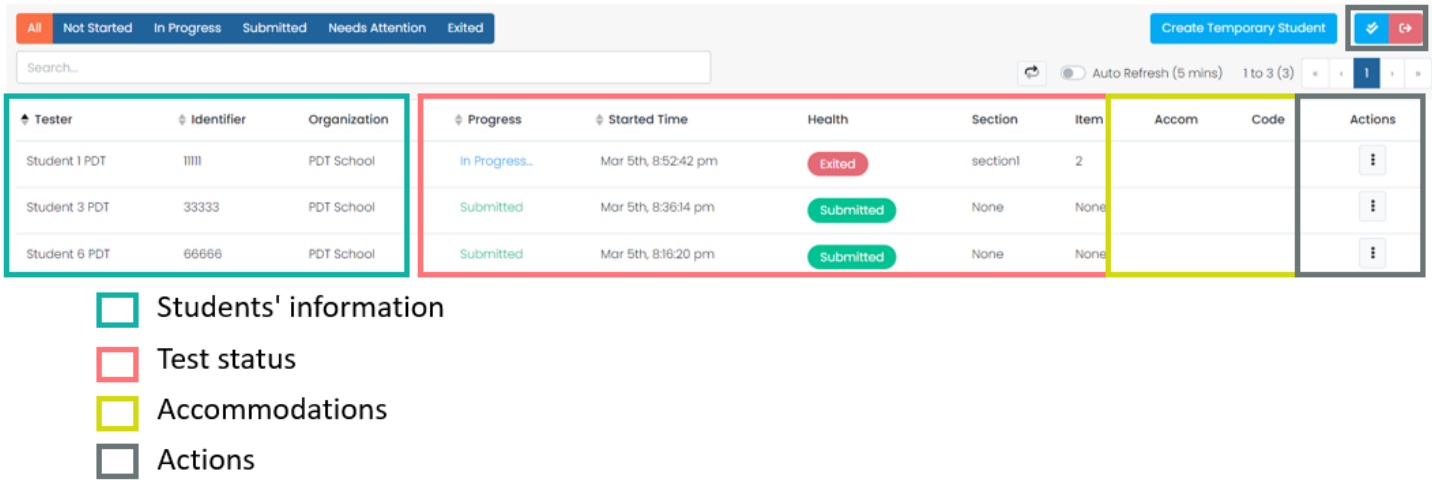
The number of accommodations a student has appears in the ***Accom*** column. Place the pointer on the gray circle to see student accommodations:





Step 4: Proctoring a Test

In the student session list section of the Proctor Dashboard, teachers can view the student's information, test status, accommodations, and apply actions to students' tests.



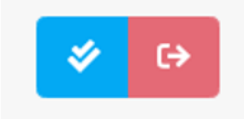
Step 5: ***Actions*** for all or ***Actions*** for individual students

Actions will be used by the teacher during the student test entry process. Teachers can either select the option to ***Approve All Sessions*** to allow the entire class into their test or they can select to ***Approve Session*** for each student separately. In the case of the individual entry, this means that students will start their tests at different times.

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Actions for all

The actions toolbar can be found at the top of the student session list.



Actions Toolbar at the top of the student list: proctor can apply an action to **ALL** students in the session.

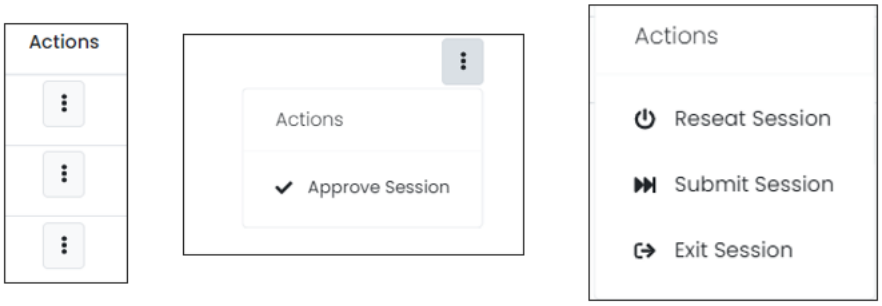
A teacher can apply an action to **ALL** students in the session by selecting from the following actions:

Exited All Sessions: exit all students.

Approve All Sessions: approve the entry of all students.

Actions at the student level

At the individual student level, each student will have an Action tool that allows the teacher to apply the required action for that student. The available options will depend on the student's progress status:



Available options in the Action Toolbar

- **Approve Session**: Teachers can approve the entry of student to the test.



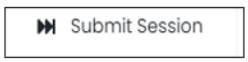
- **Exit Session**: Teachers can pause an individual student session. The teacher must resume the session (select the button again) for the student to resume testing.



- **Reseat Session**: Teachers can select this if something interrupts a student's session. This might include a computer issue, session timeout, or an unexpected error. Reseating allows the student to re-enter their test code and SSID to continue taking their test.



- **Submit Session**: Teachers can select this if a student finishes their test but does not submit the test before exiting.



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4.2 Monitor Testing Progress in ADAM

During Testing, teachers will need to have their ***Proctor Dashboard*** open to monitor student progress. Here are the statuses that can appear in the ***Progress Column*** for a student:

Progress Column	Definition
Not Started	The student has not signed into the test.
In Progress	The student has signed into the test.
Submitted	The student has completed the test and submitted their answers.
Reseat	The teacher has reseated the student(s). The student has not yet signed back into the session.
Needs Attention	The student has logged into TestNav, needs teacher approval to start the test.
Exited	Student was exited from a test, the teacher needs to reseat.

The other column that a teacher will need to closely monitor is the ***Test Health*** column. Here are the statuses and pertaining definitions that exist for ***Test Health***:

Health Column	Tells the proctor if the student is interacting with the test.
Not Started	The student has not signed into the test.
Submitted	The student has completed and submitted the test.
In Progress	The student has signed into the test. The student has recently interacted with the test.
Exited	The student has exited TestNav, and a Teacher must reseat them before they can log into the test again.
Resumed	The student has resumed their test session.

Helpful to understanding ***Test Health***, it's important to reference the columns that include ***Start Time***, ***Section,*** and ***Item***. If a student shows as ***in-progress***, then the teacher should monitor that the student is truly progressing in taking their test. If a student shows as ***exited***, then the teacher can take a closer look at how far along that student is on their test at the time they exited.

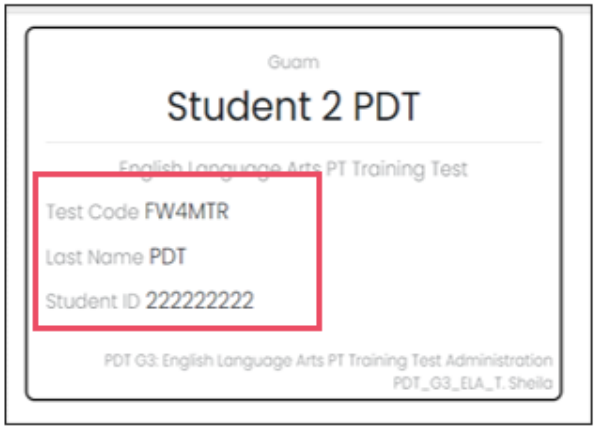
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4.3 Student Testing Experience in TestNav

Students will use ***TestNav*** to login and take the Interim Assessments.

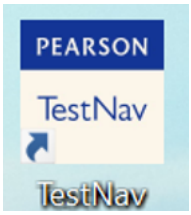
Step 1: Student will need to have their Student Card

Students will use their ***Student Card*** to Login. To access a test, students will need a ***Test Code***, ***Last Name*** and ***Student ID***. This information can be found on their ***Student Card***:

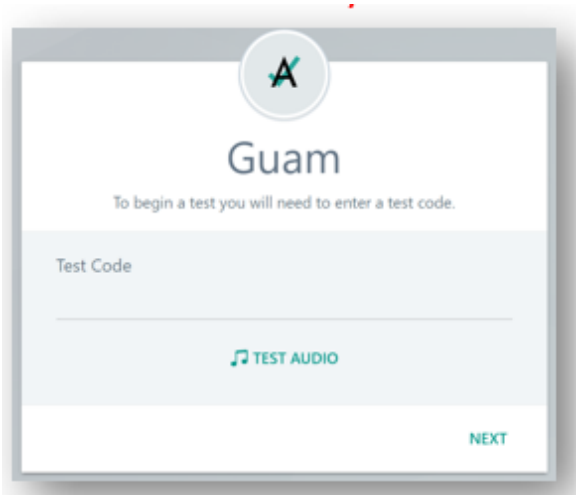


Step 2: Students will need to locate ***TestNav*** on their devices

When students are ready to begin, direct them to the **TestNav** application located on the desktop of their device. (Please contact your STC if the TestNav app cannot be found on the student's device)

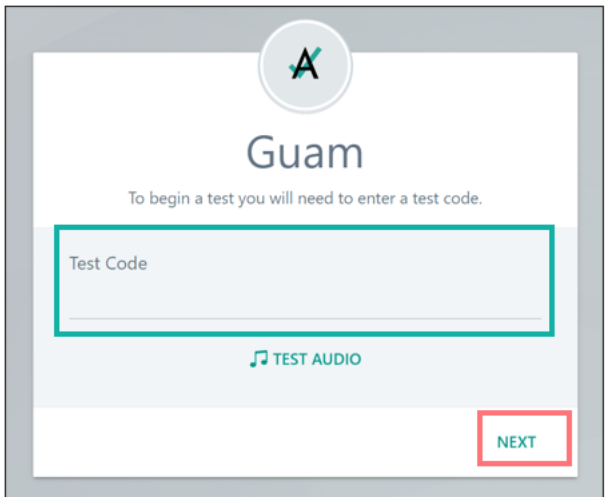


The TestNav app will open to the login page where it prompts the student to enter the test code:



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Students will enter the ***Test Code*** that can be found on their ***Student Card***. If the student is taking an ELA test or has an accommodation that requires listening to Audio, please have them "Test Audio".

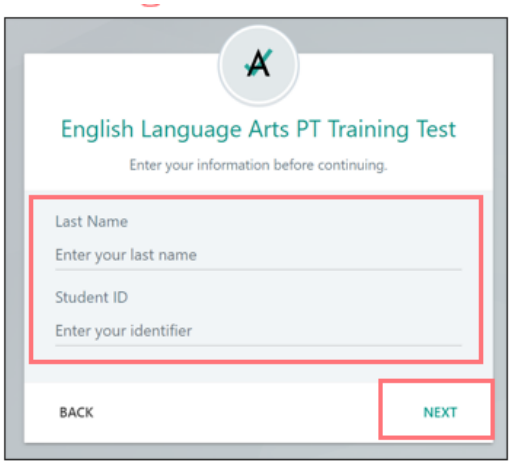


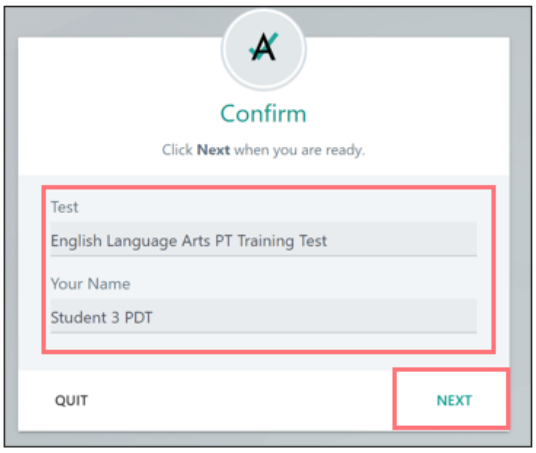
Note: The entire class will need headphones to listen to the passages (listening section) on the ELA ICAs.

Step 3: Students will enter their name and student id

The student will be prompted to enter their last name and student id. They will use their ***Student Test Cards*** to reference their ***Student ID*** and ***Last Name***. Once that has been entered, they will click on Next.

On the next page they will need to confirm the test that they will be taking and their name. Again, they will use their ***Student Test Card*** to reference the test and their name. Once they confirm the information, then they click on next.





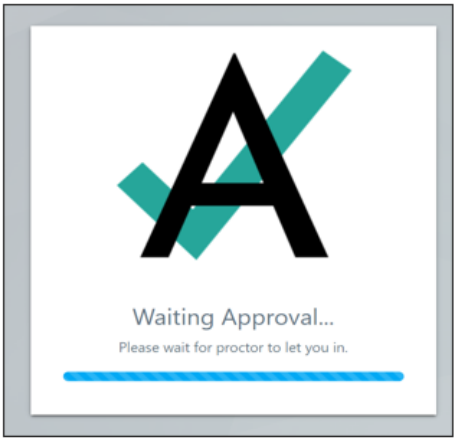
If any of the students struggle with locating the information necessary to login, please have them raise their hand and help them locate the information on their student cards.

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Step 4: Students will wait for approval

Students will wait for teacher approval to enter the test. Teachers will need to use their Proctor Dashboard to Approve Session for all or Approve Session for each student.





SECTION 5.0: GUIDELINES FOR ADMINISTERING THE INTERIM ASSESSMENTS

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

- **Interim assessment types:** ICAs and IABs will be assigned to students based on STC instruction.
- **Multiple administrations:** Guam Schools will have 2 Interim Test Windows.
- **Fixed forms:** There is only one form of each ICA per grade and content area and one form of each of the IABs.
- **Untimed:** The time it might take students to complete an ICA under a standardized administration is provided in this document only as a guide. Many IABs administered under a standardized administration can be completed in about one class period but some may take more than one period.
- **Hand scoring:**
    - With the exception of the Math Performance Task IAB, all math IABs are machine-scored.
    - For ELA, Writing Extended Response (WER or full writes) and short answer (SA or brief writes) are the only items that require hand-scoring. Performance Tasks (PTs) include a Writing Extended Response (WER) plus other items.
    - This is a local responsibility. **Note: some Members have elected to use automated scoring for Interim Assessments and they should customize these sections as appropriate including embedding any relevant links or resources.**
    - Hand-scoring is a valuable professional development activity that provides educators with an understanding of the scoring process and the expectations for students' learning.
    - Local scoring is not subject to the rigorous quality controls (validity papers, double scoring, score verification) used for the Summative Assessments although educators engaged in hand-scoring of

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Interim Assessment items should use the scoring guides that are provided to ensure consistent results.

- To view which ELA Interim Assessments require hand-scoring, please see the ELA Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs) Blueprints available on the Test Development page of the Smarter Content Explorer.

5.1 Standardized Administration

Standardized administration means that a student completes the interim assessment individually, following the procedure for administration used for the summative assessments. Results from a standardized administration can be interpreted in a consistent manner and used as a gauge of student learning that is comparable across students. In this approach, the interim assessment is used as an assessment of learning after a period of instruction and results reflect an individual student's mastery of the concepts assessed.

Information about the reliability and meaning of scores for these fixed-form assessments applies only to the first time a test is administered under standardized conditions, including the use of standardized hand-scoring protocols. Subsequent administrations, or results from collaborating with a class or teacher, alter the interpretation of results. In addition, some items on the IABs, Focused IABs, and ICAs are shared and no longer have the same parameters once exposed to the student. If using a standardized administration for the purpose of comparability, then requirements for universal tools, designated supports, and accommodations must be followed as directed by the Usability, Accessibility, and Accommodations Guidelines (UAAG). The conditions of administration should be considered so that results can be interpreted correctly.

5.2 Estimated Testing Time

5.2.1. The Interim Comprehensive Assessments (ICAs)

The ICAs, which mirror the summative assessment, are best scheduled over multiple class periods, depending on grade level and content area. The following table contains rough estimates of the time it will take most students to complete the ICAs under standardized administration. Actual times will vary depending on how the assessments are administered. This information is for scheduling purposes, as the interim assessments are not timed. These estimates do not account for any time needed to start computers, log in students, or take breaks.

Table 2: Estimated Testing Times for Smarter Balanced ICAs

Content Area	Grades	Non-PT Items Hours:Mins	PT Items Hours:Mins	Total Hours:Mins
ELA/Literacy	HS	2:00	2:00	4:00
Mathematics	HS	2:00	1:30	3:30

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5.2.2. The Interim Assessment Blocks (IABs)

The IABs and FIABs are designed to be completed within a single class period. For scheduling purposes, each IAB typically includes 10 to18 items and focused IABs typically include 10 to 15 items as reflected in the IAB and FIAB blueprints. Some IABs, (e.g., the ELA PT IABs) may require more than one class period for some students to complete.

5.3 Test Security

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with member education agency policies, educators may establish the timeframe, administration policies, and local scoring practices for interim assessments. The interim assessments are designated as "student- and teacher-facing." The student- and teacher-facing designation means that educators have the flexibility to access the test questions and their students' responses to the test questions. This allows educators to use the interim assessments for the formative assessment process to improve teaching and learning. Because of this flexibility, the interim assessments are not intended to be used for accountability purposes.

Interim assessments are not for public use, display, or distribution. For this reason, any use, display, or distribution of the interim assessments that results in access to individuals beyond authorized local education agency staff and students is prohibited. Finally, interim assessment items must not be copied into third-party systems without the permission of Smarter Balanced. Examples of third-party systems include, but are not limited to, Google sites, Illuminate, Quizlet, Padlet, PowerSchool, Bitmoji sites, and YouTube.

5.3.1. Responding to Testing Improprieties, Irregularities, and Breaches

Since interim assessments are not intended to be used for accountability purposes, most testing improprieties, irregularities, and breaches described in the *Online Summative Test Administration Manual* are not reported during an interim assessment administration. Unlike summative assessments, teachers may discuss interim test items with students or other educators in the school and may use interim test items for instructional purposes.

There are two exceptions to this general policy:

- Testing Irregularity: A Test Administrator accidentally administers a summative assessment instead of an interim assessment. This testing irregularity is typically reported to GDOE.
- Breach: An adult or student shares interim items publicly.

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

  - Any posting of interim test items or stimuli on social media (Twitter, Facebook, etc.).
  - A student removing from the classroom or testing environment, with or without permission, copied or printed test items, stimuli, or scratch paper that was used during the test. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item.
  - An adult or student posting interim test items in a third-party system (e.g., a student information system or local database).

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- An adult displaying or distributing interim assessment items that results in access to individuals beyond authorized local education agency staff and students (e.g., posting on a classroom webpage or putting them into a homework packet).

These inappropriate uses of interim items may prevent a teacher from a different school or district from using an interim assessment for their planned purpose. **A breach incident must be reported to the School Test Coordinator and District Test Coordinator immediately.** The District Test Coordinator is responsible for notifying Pearson who will notify Smarter Balanced staff of a potential security breach.

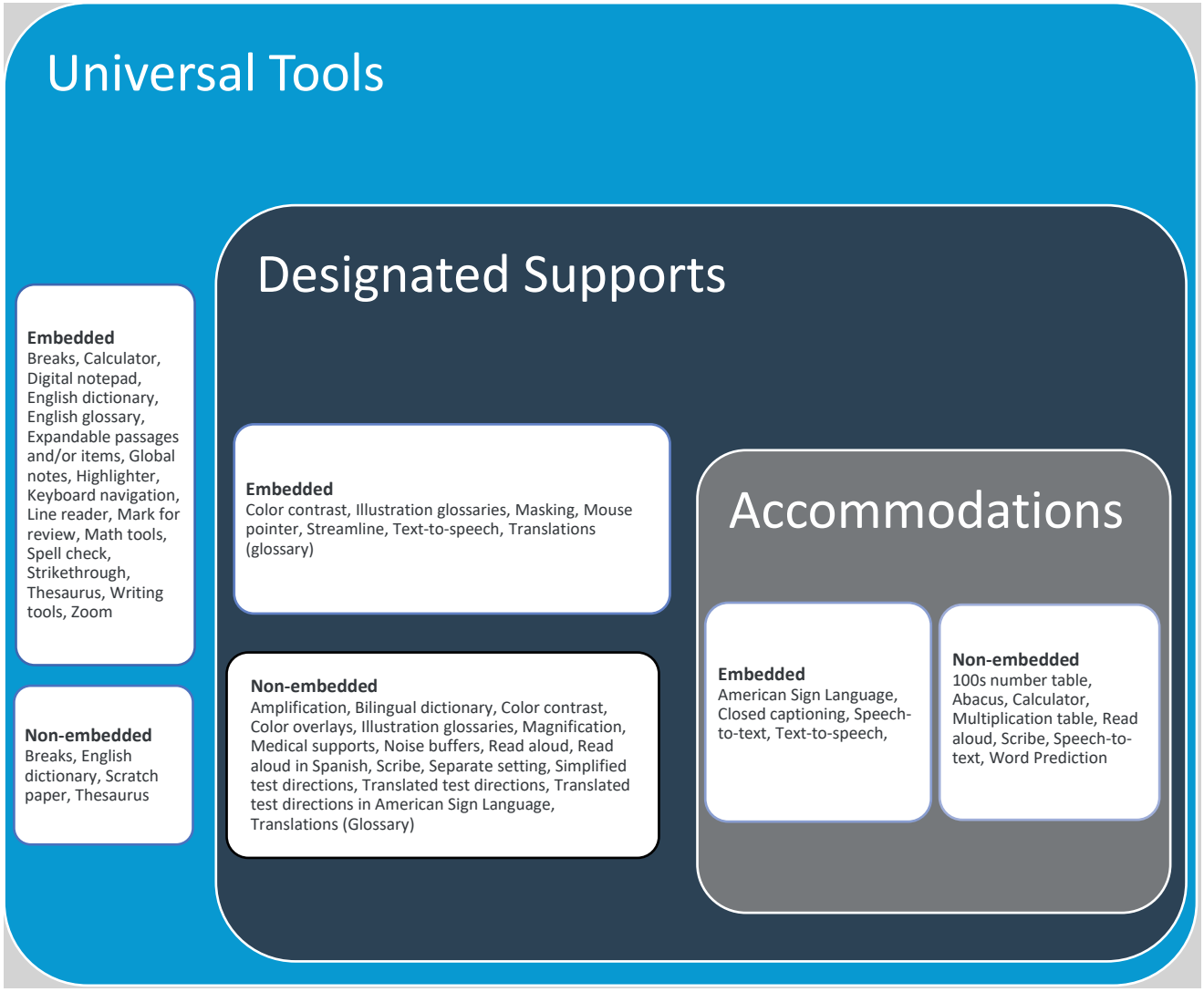
5.4 Accommodations and Accessibility

The Smarter Balanced assessment system is designed so that all students—including students who are learning English or have special needs—can participate in the tests and demonstrate what they know and can do. The interim assessments also include all the accessibility resources that are available in the summative assessment to provide accurate results for all students. Smarter Balanced accessibility resources include:

- A set of universal tools (e.g., digital notepad, scratch paper) are available to all students based on student preference and selection.
- Designated supports (e.g., translated pop-up glossary) are available to students for whom a need has been indicated by an educator or team of educators (along with the student and their family) familiar with the student's instructional needs.
- Accommodations (e.g., closed captioning) are available to students with a documented need noted in an IEP or Section 504 Plan.
- As shown in the following figure, each category of accessibility resources—universal tools, designated supports, and accommodations—includes both embedded and non-embedded versions of the universal tools, designated supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system (embedded) or separate from the test administration system (non-embedded). The *Usability, Accessibility, and Accommodations Guidelines (UAAG)* that includes the full list of universal tools, designated supports, and accommodations, can be found in the Guam Portal Page: Guam's Administration Guides

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Figure 2. Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.



5.5 Use of Calculators

The following describes calculator policies for the Smarter Balanced online summative assessments and for students taking the online interim assessments using standardized administration procedures.

- An embedded calculator is available for some mathematics items in Grade 6 and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 Plan per guidance provided in the UAAG. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
- Smarter Balanced mathematics assessments for grades 3–5 do not allow calculators to be used, even as an accommodation.

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- The mathematics ICAs for grades 6 through high school are divided into two sections: Calculator Available and Calculator Not Available. Some grade-level mathematics IABs have a calculator available, and others do not, depending upon assessed content.
- The types of embedded calculators available on the Smarter Balanced mathematics tests are described below.
  - Grade 6: Basic Calculator
  - Grades 7 and 8: Scientific Calculator
  - High School: Scientific, Graphing, & Regression Calculator

5.6 Electronic Devices

For standardized test administration conditions, students should only have what is needed and allowed for testing, unless a device is needed for medical monitoring as described in the *Usability, Accessibility and Accommodation Guidelines.* All other student belongings should be placed in the location identified by the Teacher.

For standardized and non-standardized test administrations, no digital, electronic, or manual device may be used to record or retain test items or stimuli (reading passages). Similarly, these materials may not be shared using email, social media websites, etc. Interim assessments are "student- and teacher-facing" only which is consistent with the information provided in **Section 5.3 Test Security**.

5.7 Scratch Paper

Scratch paper is a non-embedded universal tool for students to take notes, write computations, or develop draft responses. Scratch paper should be provided to students for all the interim assessments. Only plain paper or lined paper is appropriate for ELA. Plain graph paper (no coordinate plane or other graphics) is required beginning in sixth grade and can be used on all math assessments. A whiteboard with a marker may be used as scratch paper. If the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (e.g., Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or Section 504 Plan. Access to the internet must be disabled on assistive technology devices.

For a standardized interim assessment administration, the teacher may either destroy scratch paper or securely store it after each test session. This includes when students take notes and/or draft responses to ELA or mathematics performance tasks (PTs). For the ELA IAB – Performance Task (PT) and the PT portion of the ELA ICA, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for notetaking during the ELA PT, students may use scratch paper to make notes, create graphic organizers or develop draft responses.

To maintain the security of interim test items, teachers should direct students to write their name (or some appropriate identifying information) on their scratch paper used for notes on the ELA or mathematics PTs. The teacher should collect and securely store the scratch paper to be used during a subsequent ELA PT test session. All scratch paper must be securely destroyed or stored upon the student's completion of the PT similar to the protocol used for the summative assessment.

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Work that students do on scratch paper for interim assessments may contribute to classroom discussions, (e.g., compare first drafts to later versions of a writing response). It may also help inform the teacher's next steps in instruction or be used in a Professional Learning Community within the school environment. In all cases, the scratch paper must be kept securely and should be destroyed/shredded when the instructional use ends.

5.8 Breaks

There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).

For a performance task (PT), the student can take a break for any amount of time and still return to any previously answered item within the PT's current segment only. The mathematics PT has only one part. The ELA PTs are presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves from Part 1 to Part 2, he or she will not be able to review or revise items in Part 1. Smarter Balanced recommends that students complete Part 1 in one test session and Part 2 the next school day in a separate test session.

5.9 Verbal Instructions/Script

The purpose of the Smarter Balanced interim assessments is to provide educators with student- and class-level results that can be used to inform instruction. To support the intended flexibility of the assessments, a standard verbal script is not required in non-standard administrations. For a standardized administration of the ICAs, TAs should use the scripts and directions provided for the summative assessments in the Online Summative Test Administrator Manual. Guam Administration Guides

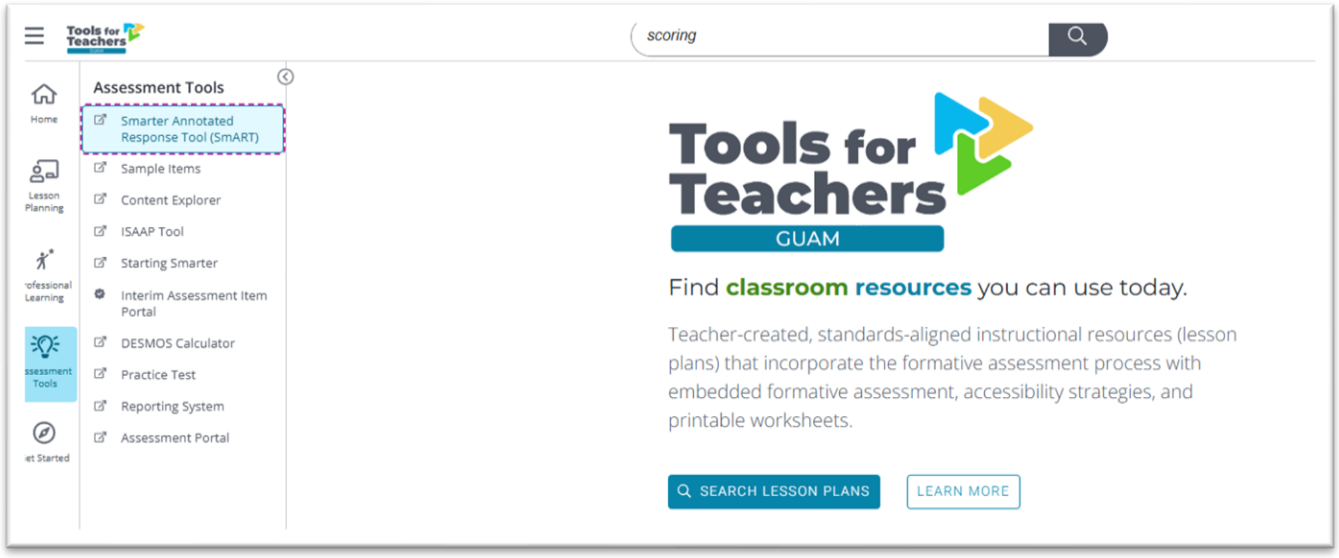
SECTION 6.0: HAND -SCORING OF CONSTRUCTED RESPONSE ITEMS

This year, Interim Assessment Block (IAB) Performance Tasks (PTs) will be available for both **Mathematics** and **English Language Arts/Literacy (ELA)**. The ELA PT includes a **full write (essay)**, also called a Writing Extended Response (WER). Open-ended responses on these PTs must be hand-scored by teachers. **Mathematics open-ended items** and **ELA short-answer items** can be scored using the rubric provided with each item. Teachers can also use the **Smarter Annotated Response Tool (SmART)** in **Tools for Teachers** as a reference, where they can access rubrics, annotated student responses, and anchor responses to support accurate and consistent scoring.

6.1 Learn to Score Student Writing using SmART

1. Sign in to **Launchpad** and open **Tools for Teachers**.
2. Open the **Smarter Annotated Response Tool (SmART)**.

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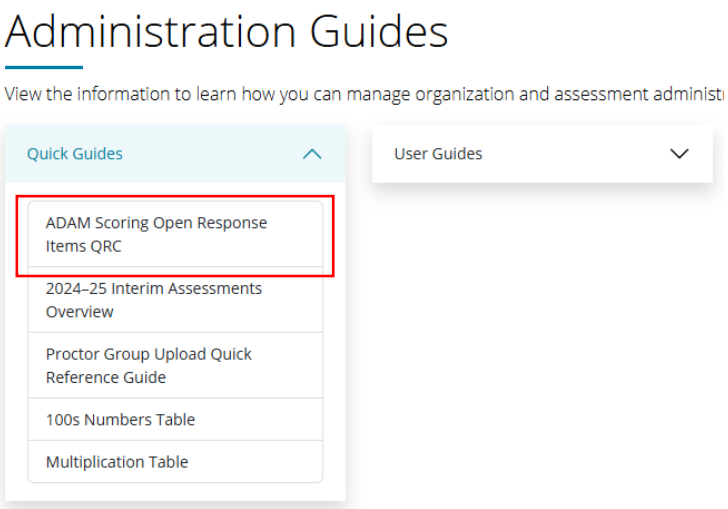
3. Scroll down to learn how writing tasks are measured as well as the rubrics, and related student responses.



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6.2 How to Score Open-Ended Items

1. **Prepare:** Review the rubric and the annotated sample responses in SmART so you understand what each score point looks like.
2. **Read the full response:** Read each student response completely before assigning a score.
3. **Compare to the rubric:** Match the response to the score-point description and sample responses that best fit the evidence in the student's work.
4. **Assign the score:** Give the score point that best describes the response as a whole, based only on what the student wrote.
5. **Stay consistent:** Revisit the anchor responses periodically, and when possible, calibrate with colleagues by scoring a few responses together and discussing any differences.
6. **Record scores:** To enter scores, access the "ADAM Scoring Open Response Items QRC" found in the Guam portal: [Administration Resources | Guam]



6.3 Scoring Considerations by Content Area

- **ELA Performance Task (full write/essay):** Score the essay using the full-write rubric for the specific writing purpose (e.g., narrative, informational/explanatory, or opinion/argumentative). The rubric scores the essay on separate traits, so review each trait's criteria carefully. Any short answer (brief write) items in the PT are scored with their item-specific rubrics.
- **Mathematics Performance Task:** Score each open-ended item using its item-specific rubric and scoring guidelines. Look for evidence of the student's reasoning, problem-solving, and communication, as described in the rubric.
- **Test security:** Rubrics, scoring guidelines, and student responses are secure materials. Follow the security procedures in Section 5.3 and do not share them outside authorized school staff.

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SECTION 7.0: INTERIM ASSESSMENT ITEM PORTAL (IAIP)

This section provides guidance regarding educator use of the Interim Assessment Item Portal (IAIP). The IAIP is a permission-based resource that authenticated educators can access via Tools for Teachers. This guidance is intended for use by member states who have purchased access to the Smarter Balanced interim assessments. It includes options and ideas for the use of the IAIP during instruction.

7.1 Purpose of the Interim Assessment Item Portal (IAIP)

The Interim Assessment Item Portal (IAIP) provides educators with the ability to select interim assessment items in more flexible ways that support student learning through the use of the formative assessment process. The IAIP includes all live items on the available Interim Assessment Blocks (IAB), FIABs and the Interim Comprehensive Assessments (ICA). The IAIP may be used by educators to view and select or deselect individual assessment items to tailor content covered by an interim assessment, so it better aligns with the sequence of their instruction. Educators may use the IAIP in addition to the fixed form IABs, FIABs and ICAs for instruction, as determined by the member state.

7.2 Features

With similar functionality to the Sample Items Website, this initial release allows educators to:

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

7.3 Test Security

The IAIP, like the Smarter Balanced interim assessments, can serve a variety of educator needs. The security considerations for interim assessments described here also apply to the IAIP.

To better support the range of possible uses consistent with member education agency policies, educators may establish the timeframe, administration policies, and local scoring practices for interim assessments. The interim assessments are designated as student- and teacher-facing. The student- and teacher-facing designation means that educators have the flexibility to access the test questions and their students' responses to the test questions. This allows educators to use the interim assessments for the formative assessment process to improve teaching and learning. Because of this flexibility, the interim assessments are not intended to be used for accountability purposes.

Interim assessment items downloaded from the IAIP, are not for public use, display, or distribution. **For this reason, any use, display, or distribution of the interim assessment items that results in access to individuals beyond authorized local education agency staff and students is prohibited.** Finally, interim assessment items must not be copied into third party systems without the permission of Smarter Balanced. Examples of third-party systems include, but are not limited to, Google sites, Illuminate, Quizlet, Padlet, PowerSchool, Bitmoji sites, and YouTube.

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

7.4 Using the IAIP

The IAIP offers flexible ways to access the interim assessment items in a variety of ways. This section provides some examples of these flexible uses.

Table 1: Example Scenarios for Non-standardized Use of Interim Assessment Items in the IAIP

Quick Check – Single Item Use
The teacher uses the IAIP to access a single interim assessment item for use with students. The teacher displays the item and reads the item aloud to students. Quick responses can be collected orally, on white boards, or via student scratch paper. Quick Checks can be used as an entrance or an exit ticket or during instruction to elicit evidence and dive deeper into student thinking. This use of items in the IAIP affords teachers an opportunity to collect a quick snapshot of where students are in their learning using a specific item type, target, and standard. The immediate collection of responses provides opportunities to inquire about student thinking in real time and provides actionable data for instructional next steps and student learning strategies. These next steps and learning strategies can be strategically applied. Student accessibility needs and preferences should be considered with each individual item used in the IAIP. For example, when displaying an item visually in class, a teacher can access and display the American Sign Language (ASL) video for students, or a student paper copy can be generated and magnified for a student with a visual impairment who may have difficulty accessing item content when it is displayed in a classroom environment. Knowing student needs and preferences will help teachers select instructional accessibility strategies for individual item use.

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Instructional Activity – Single to Multiple Item Use

The teacher uses the IAIP to access interim assessment items for use with students. The teacher selects either a single item or multiple items for an activity that will be used during instruction. Instructional activities can vary from classroom to classroom. For example, a single item can be used and displayed or printed while partners or teams work together to discuss their thinking and answer the item. Think-Pair-Share is a strategy a teacher can use for formative assessment by observing student discussions and eliciting student responses. Other options include having students self-select or participate in assigned teams to discuss the item and share their thinking by presenting their responses to the class. In math, the "number talks" strategy may be used with interim items as an instructional activity.

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

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

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Understanding Scoring – Short Answer and Performance Tasks

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

The teacher can also display sample student responses that are available in the secure teacher hand scoring materials for interim assessments The teacher may also create their own sample student responses using student responses with personally identifiable information redacted. Teachers can have students use the rubric to score the sample responses to calibrate student understanding of the rubric. Students can also use the scoring rubric to evaluate their own responses and as they work with partners or teams to provide descriptive peer feedback. Understanding scoring rubrics can help students and teachers identify student performance gaps and provide guidance on learning goals.

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

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

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

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

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

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SECTION 8.0: SMARTER BALANCED TOOLS FOR TEACHERS OVERVIEW

8.1 Smarter Balanced Tools for Teachers Overview

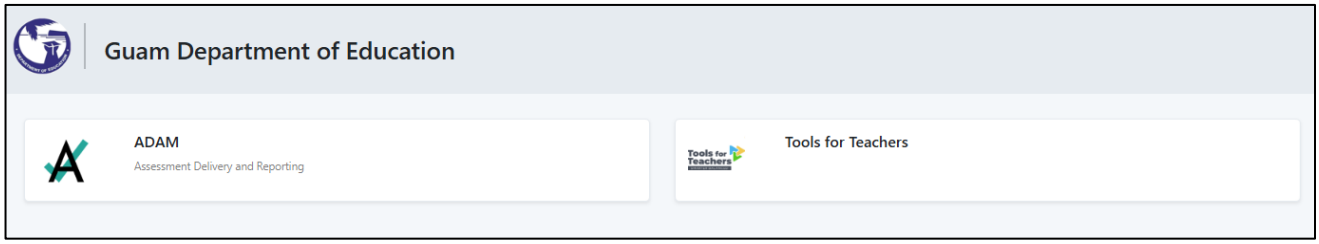
The Tools for Teachers website is an online collection of instructional and professional learning resources. These resources are aligned with the Common Core State Standards (CCSS) and help educators implement the formative assessment process with targeted instruction to improve teaching and learning. Tools for Teachers was developed by educators for educators and provides a variety of resources, including:

- Instructional Resources developed by educators through a collaborative development of lessons and quality review process utilizing a set of consistent criteria,
- Formative Assessment and Accessibility Strategy resources which are embedded within instructional resources as well as available independently to support any curriculum,
- Interim Connections Playlists, which are aligned to interim assessments and provide educators with information on performance to inform differentiation as well as lessons to target skills and concepts, and
- Professional Learning Resources focused on educator professional development, mentoring, and coaching.

Tools for Teachers includes several innovative design features that make it user-friendly. Search features help educators locate instructional resources, which can be bookmarked and annotated with the "notes" feature. In addition, Tools for Teachers is web accessible (i.e., WCAG 2.1 AA compliant). Instructional resources include options for differentiating instruction, as well as student-focused accessibility strategies, and formative assessment strategies.

Tools for Teachers is embedded with "help features" throughout the site. Additional support may be needed beyond what the help function provides.

Tools for Teachers is accessed through Launchpad:



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APPENDIX A: ADDITIONAL RESOURCES

The following resources provide additional information about the Smarter Balanced interim assessments.

Resource	Description
Interim Assessment Overview	Provides an overview of the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs), describes key features of the assessments, and provides annual updates.
Practice Tests in the Guam Portal	**Practice tests** are available for ELA and mathematics for all tested grades. They are similar in format and structure to the actual test and include about 30 questions based on similar but abbreviated content as the summative test. Practice Tests include Performance Tasks for each grade. **Training tests** are shorter than practice tests and offer a sample of six questions, so students can become familiar with the testing software. A training test is administered during the Infrastructure Trial.
Sample Items Website	Provides examples of test questions used on Smarter Balanced assessments in English language arts/literacy and mathematics. Sample items are not intended to be used as practice tests, but educators can use them to better understand how Smarter Balanced measures college- and career-ready content.
Smarter Content Explorer	Describes how Smarter Balanced assesses academic standards. Educators can use it to support instruction, interpret student results, and plan activities aligned to grade-level claims and targets.

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Resource	Description
Launchpad	Launchpad is the single sign-on (SSO) portal where educators log in once to access: • **ADAM**: the test administration and reporting platform. • **Tools for Teachers**: where educators can access the Interim Assessment Item Portal (IAIP), the Smarter Annotated Response Tool (SmART), and formative assessment tools and resources.
https://guam.mypearsonsupport.com/admin-resources.html	The UAAG describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. The guidelines provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.
https://guam.mypearsonsupport.com/training.html	The following **video trainings** can be found on the Training tab of the Guam Portal and are required to be taken prior to testing: • Interim Assessment Training for Teachers • Interim Assessment Training for STCs • Smarter Balanced Assessments Training

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