



ScootPad by **Learning**
Explorer, Inc.
Adaptive Learning **Platform**

Interim Assessments Educator Guide



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Aspire Interim Assessments

Background

The Aspire Interim assessments were originally produced by ACT to serve as benchmarks aligned to the core content measured on the PreACT and ACT and sold under the brand name, Aspire. The items were originally aligned to the [ACT College and Career Readiness Standards](#). When the assessments were transferred to the ScootPad Adaptive Learning platform, the items were also aligned to the core concepts of instruction aligned to state standards.

Using the Aspire Interim Assessments to Inform Instructional Decision-Making

Use of the data from the Aspire Interims

When districts and schools use common interim assessments across schools and classrooms, they can gather critical data needed to inform strategic planning. Data from the Aspire interims can be used to:

- Determine student strengths and needs in English, Reading, Science, and Math across the district at tested grade levels and for specific schools in the district.
- Identify strengths and opportunities for improvement in curricula designed to build student strengths in the measured contents.
- Identify areas of strength and potential opportunities for growth for building educator capacity in strategies for teaching the measured contents.
- Determine prior to end of year testing, which students most likely need additional tiered supports and/or extensions to meet end of year standards.
- When used in conjunction with data from the formative assessments students complete using the Scootpad Adaptive Learning pathways (diagnostic, practice, and mastery assessments), confirm student readiness for meeting or exceeding end of year standards as measured by state testing.



Models for Scheduling of Aspire Interim Assessments provided in the ScootPad Adaptive Learning platform

ScootPad Adaptive Learning provides a system of assessments designed to support educators in helping students meet college and career ready standards. This system of assessments includes an initial diagnostic assessment (built into the learning pathways), practice assessments, mastery assessments, and the Aspire interims. Consequently, to make full use of the system of assessments provided, it's important to situate the scheduling of the Aspire interims as designed.

Year-long course delivery

| Time frame | Goal/objective of testing | Assessment to be delivered |
|--------------------------------------|--|--|
| Beginning of the school year | Establish baseline student performance in grade level knowledge and skills for English, Reading, and Mathematics | Students should be enrolled in a learning pathway aligned to the college and career ready standards of focus. As students begin their pathway learning, they take a diagnostic placement test that helps situate their individual learning journey within that pathway. In the initial weeks of learning, students begin to complete practice assessments that demonstrate student strengths and needs for concepts studied. |
| At the end of the first quarter | Gather baseline data on student performances in English, Reading, Mathematics, and Science | Grade level, Interim A |
| During the second quarter | Progress monitoring of student knowledge and skills in English, Reading, and Mathematics | Students continue to study and learn knowledge and skills from core curriculum instruction provided by the teacher and from their use of ScootPad Adaptive Learning. Completion of practice tests and mastery tests allows for progress monitoring of skills taught and learned—allowing for intervention and extension opportunities based on the data gathered. |
| At the end of the second quarter | Progress monitoring of student knowledge and skills in English, Reading, Mathematics, and Science | Grade-level, Interim B |
| During the third and fourth quarters | Progress monitoring of student knowledge and skills in English, Reading, and Mathematics | Students continue to study and learn knowledge and skills from core curriculum instruction provided by the teacher and from their use of ScootPad |

| | | |
|---|--|---|
| | | Adaptive Learning. Completion of practice tests and mastery tests allows for progress monitoring of skills taught and learned—allowing for intervention and extension opportunities based on the data gathered. |
| At the end of the third quarter or at the start of the fourth quarter | Growth of student learning and progress monitoring to inform summer school and next year support decisions | Grade-level Interim—repeat Interim A |

Semester-based courses:

| Time frame | Goal/objective of testing | Assessment to be delivered |
|--|--|--|
| Beginning of the semester | Establish baseline student performance in grade level knowledge and skills for English, Reading, and Mathematics | Students should be enrolled in a learning pathway aligned to the college and career ready standards of focus. As students begin their pathway learning, they take a diagnostic placement test that helps situate their individual learning journey within that pathway. In the initial weeks of learning, students begin to complete practice assessments that demonstrate student strengths and needs for concepts studied. |
| At the end of the first month of instruction | Gather baseline data on student performances in English, Reading, Mathematics, and Science | Grade-level Interim—A or B |
| Throughout the remainder of the course | Progress monitoring of student knowledge and skills in English, Reading, and Mathematics | Students continue to study and learn knowledge and skills from core curriculum instruction provided by the teacher and from their use of ScootPad Adaptive Learning. Completion of practice tests and mastery tests allows for progress monitoring of skills taught and learned—allowing for intervention and extension opportunities based on the data gathered. |
| At the end of the semester | Growth of student learning and progress monitoring to inform next steps decisions | Grade-level Interim—repeat same Interim given at the end of first month |



Teacher Directions for Administering the Aspire Interims

The directions for administering each of the content area interims change slightly by grade and content. In this section of the guide, we provide scripts for teachers to use to administer the assessments. These directions include some features of standardization (to allow for interpretation of results across groups of students), though districts and schools may choose to revise these directions as needed based on district and school policies for common assessments.

Teachers can use the scripts in this guide once they have assigned students the assessments and students have been logged into the platform. Teachers should project the directions, so students can follow along as the teacher reads and reviews them.



English Interims (grades 3-7)

Teacher Does: Make sure all students have logged into the platform and show the correct form of the assessment on the screen. Ensure all students have blank scratch paper and writing utensils, but no cell phones, dictionaries, or notes. Project the directions as you read them to the students.

Teacher Says: You are about to take a test related to your coursework. You should try your best and do your own work.

Before you begin, let's review the Student Directions to ensure you can fairly show what you know and are able to do on this assessment.

Student Directions:

The test asks questions about writing in English. These questions are based on short passages. Read each passage before you answer the questions. Each question asks you to select the correct answer from several possible choices.

Look closely at Sample Question A. Notice that to answer the question, you need to read the passage provided to be able to answer the question posed.

Sample Question A:

No More Trash

driver operates the lift that allows Felix, our class-project leader, to exit the bus in his wheelchair.

[2]

First, we divide into four groups. Two groups are in charge of picking up **litter two** groups are painting the park's trash cans. Felix snaps pictures of the park before the cleanup process begins. [B]

[3]

Group members cleaning the park use clawlike trash grabbers and place litter into trash bags. My group paints the trash cans bright yellow. [C] Once the trash cans is dry, we paint "PARK YOUR TRASH HERE" on them. [D] Meanwhile, Felix takes pictures of a litter-free park. Finally, our teacher says we have one more hour until we go back to school.

What change, if any, should be made to the highlighted words?

- ☐ A. NO CHANGE
- ☐ B. litter also two
- ☐ C. litter, and two
- ☐ D. litter, two



If you decide to change your answer selection, do so before selecting the Submit Response button. Once you select the Submit Response button, you will not be able to return to the question.

You may not use notes or dictionaries to help you answer questions on the test. You can use the scratch paper to jot ideas, but remember, the ideas on the scratch paper will not be scored.

It is best to answer every question, even if you are not sure of your answer.

Do you have any questions about the directions before you begin the test?

Teacher Does: Answer any questions about the directions. Once all questions about the directions have been answered, proceed.

Teacher Says: Begin the test.

Teacher Does: Monitor the room and make certain students are focused on completing the test. Do not provide prompting and support for students to answer questions correctly—the interim assessments are designed to measure what students know and can do independently. Do provide support if students need assistance with using the technology or in understanding the directions for completing test items.

When students have completed the test, collect and dispose of the scratch paper.

English Interims (grades 8-10)

Teacher Does: Make sure all students have logged into the platform and show the correct form of the assessment on the screen. Ensure all students have blank scratch paper and writing utensils, but no cell phones, dictionaries, or notes. Project the directions as you read them to the students.

Teacher Says: You are about to take a test related to your coursework. You should try your best and do your own work.

Before you begin, let's review the Student Directions to ensure you can fairly show what you know and are able to do on this assessment. Follow along as I read and review the directions.

Student Directions:

The test asks questions about writing in English.

There are two styles of questions.

One style of questions is based on short passages. For this style, read each passage before you answer the questions. Each question asks you to select the correct answer from several possible choices.

Sample Question B is an example of this type of question.

Sample Question B:

No More Trash

driver operates the lift that allows Felix, our class-project leader, to exit the bus in his wheelchair.

[2]

First, we divide into four groups. Two groups are in charge of picking up **litter two** groups are painting the park's trash cans. Felix snaps pictures of the park before the cleanup process begins. [B]

[3]

Group members cleaning the park use clawlike trash grabbers and place litter into trash bags. My group paints the trash cans bright yellow. [C] Once the trash cans is dry, we paint "PARK YOUR TRASH HERE" on them. [D] Meanwhile, Felix takes pictures of a litter-free park. Finally, our teacher says we have one more hour until we go back to school.

What change, if any, should be made to the highlighted words?

☐ A. NO CHANGE

☐ B. litter also two

☐ C. litter, and two

☐ D. litter, two

The second style of item is similar to the first type, but while it refers you to highlighted text it does not explicitly prompt you with a question. For these items, you will be given alternatives for the highlighted text, and must determine whether it is most correct to keep the highlighted words as they appear or to

change the highlighted words. If it is best to keep the highlighted words as they appear, select “NO CHANGE.” Otherwise, select the answer choice that would make the passage correct. Sample C is an example of this type of item.

Sample C:

The Search for King Arthur

King Arthur, his knights of the Round Table, who were noble, and his castle, Camelot, are elements of Britain's most enduring legend. This legend can be traced to the medieval period, when Arthurian tales were created to entertain knights and ladies. Popular subject matter for recent books, plays, and films, Arthur and his court have been widely portrayed. Contemporary researchers are looking beyond the fictional Arthur of medieval times, hoping to glimpse the reality behind the legend.

Scholars generally accept some historical basis for the legend. Arthur's name and exploits appear in Welsh poetry from the seventh century and are also recorded by eighth-century church writers. Ancient place names such as that of Arthur's Seat, a rock formation in Scotland, offer evidence for Arthur's existence.

Even granting this evidence, if a real Arthur existed, he little resembled the King Arthur with whom we are familiar. Although legend claims him as king of all Britain, scholars suggests that he was actually a regional leader of the early sixth century when Anglo-Saxon invaders threatened who served as commander? Arthur and his followers were probably rugged warriors whose weapons and warfare resembled those of the early Romans as those of medieval knights. Legend also credits Arthur with establishing an ideal kingdom governed by laws; however, experts believe that the real Arthur's main accomplishment lies in halting further invasions and giving Britain a period of security. There is little chance that any Camelot legend existed, but the legend has prompted archaeologists to probe several sites for evidence of Arthur's headquarters.

Thus behind, the myth of King Arthur embellished by medieval writers, there exist certain intriguing facts. [*] Though fictitious, the legendary figure encourages scholars in their search for the real King Arthur.

- ☐ A. NO CHANGE
- ☐ B. knights of the Round Table (who were noble).
- ☐ C. noble knights of the Round Table,
- ☐ D. knights of the Round Table, which were noble,

You may not use notes or dictionaries to help you answer questions on the test. You can use the scratch paper to jot ideas, but remember, the ideas on the scratch paper will not be scored.

It is best to answer every question, even if you are not sure of your answer.

For all questions, if you decide to change your answer selection, do so before selecting the Submit Response button. Once you select the Submit Response button, you will not be able to return to the question.

Do you have any questions about the directions before you begin the test?

Teacher Does: Answer any questions about the directions. Once all questions about the directions have been answered, proceed.

Teacher Says: Begin the test.

Teacher Does: Monitor the room and make certain students are focused on completing the test. Do not provide prompting and support for students to answer questions correctly—the interim assessments are designed to measure what students know and can do independently. Do provide support if students need assistance with using the technology or in understanding the directions for completing test items.

When students have completed the test, collect and dispose of the scratch paper.

Mathematics Interims (grades 3-5)

Teacher Does: Make sure all students have logged into the platform and show the correct form of the assessment on the screen. Ensure all students have blank scratch paper and writing utensils, but no cell phones, dictionaries, calculators, or notes. Project the directions as you read them to the students.

Teacher Says: You are about to take a test related to your coursework. You should try your best and do your own work.

Before you begin, let's review the Student Directions to ensure you can fairly show what you know and are able to do on this assessment. Follow along as I read and review the directions.

Student Directions:

The test asks questions about mathematics. Each question asks you to select the correct answer from several possible choices. Sample Question D is an example of this type of question.

Sample Question D:

A display in the grocery store has 10 rows of cans stacked on top of each other. The top row has 1 can, the second row has 2 cans, and so on down to the 10th row, which has 10 cans. How many cans were used to make this display?

- ☐ A. 10
- ☐ B. 13
- ☐ C. 55
- ☐ D. 382
- ☐ E. 383

If you decide to change your answer selection, do so before selecting the Submit Response button. Once you select the Submit Response button, you will not be able to return to the question.

On this test, you may not use notes, dictionaries, or a calculator to help you answer questions on the test.

You can use the scratch paper to jot ideas, but remember, the ideas on the scratch paper will not be scored.

Note that it is best to answer every question, even if you are not sure of your answer.

Do you have any questions about the directions before you begin the test?



Teacher Does: Answer any questions about the directions. Once all questions about the directions have been answered, proceed.

Teacher Says: Begin the test.

Teacher Does: Monitor the room and make certain students are focused on completing the test. Do not provide prompting and support for students to answer questions correctly—the interim assessments are designed to measure what students know and can do independently. Do provide support if students need assistance with using the technology or in understanding the directions for completing test items.

When students have completed the test, collect and dispose of the scratch paper.



Mathematics Interims (grades 6-10)

Teacher Does: Make sure all students have logged into the platform and show the correct form of the assessment on the screen. Ensure all students have blank scratch paper and writing utensils, as well as a calculator, but no cell phones, dictionaries, or notes. Project the directions as you read them to the students.

Teacher Says: You are about to take a test related to your coursework. You should try your best and do your own work.

Before you begin, let's review the Student Directions to ensure you can fairly show what you know and are able to do on this assessment. Follow along as I read and review the directions.

Student Directions:

The test asks questions about mathematics. Each question asks you to select your answer from several possible choices. Select the answer you think is correct. Sample Question E is an example of this type of question.

Sample Question E:

Stephen wrote the statement below, leaving out 2 words.

All _____ are _____ because they have exactly 2 pairs of opposite, parallel sides.

Which of the following words, in the order shown, make Stephen's statement true?

- ☐ A. rhombuses, squares
- ☐ B. trapezoids, rhombuses
- ☐ C. rhombuses, rectangles
- ☐ D. quadrilaterals, rhombuses
- ☐ E. rhombuses, parallelograms

If you decide to change your answer selection, do so before selecting the Submit Response button. Once you select the Submit Response button, you will not be able to return to the question.

You are allowed to use a calculator for any problems you choose; however, some of the problems may best be done without the use of a calculator.

Unless indicated otherwise, you should assume the following:

- 1) Diagrams are NOT necessarily drawn to scale.
- 2) Geometric figures are in a plane.
- 3) The word *line* indicates a straight line.
- 4) The word *average* indicates arithmetic mean.

On this test, you cannot use notes or dictionaries to help you answer questions on the test.

You can use the scratch paper to jot ideas, do calculations, or make drawings, but remember, the scratch paper will not be scored.

Note that it is best to answer every question, even if you are not sure of your answer.

Do you have any questions about the directions before you begin the test?

Teacher Does: Answer any questions about the directions. Once all questions about the directions have been answered, proceed.

Teacher Says: Begin the test.

Teacher Does: Monitor the room and make certain students are focused on completing the test. Do not provide prompting and support for students to answer questions correctly—the interim assessments are designed to measure what students know and can do independently. Do provide support if students need assistance with using the technology or in understanding the directions for completing test items.

When students have completed the test, collect and dispose of the scratch paper.



Reading Interims (grades 3-10)

Teacher Does: Make sure all students have logged into the platform and show the correct form of the assessment on the screen. Ensure all students have blank scratch paper and writing utensils, but no cell phones, dictionaries, or notes. Project the directions as you read them to the students.

Teacher Says: You are about to take a test related to your coursework. You should try your best and do your own work.

Before you begin, let's review the Student Directions to ensure you can fairly show what you know and are able to do on this assessment. Follow along as I read and review the directions.

Student Directions:

This test asks you to read and then answer questions about each of several reading passages. Each question asks you to select the correct answer from several possible choices. Read each passage carefully before you answer the questions. Sample Question F is an example of this type of question.

Sample Question F:

Why Do We Laugh?

by Jack Myers, PhD

You can hear it from people all over the world, no matter what language they speak. Babies laugh long before they can talk. It's not something you learn in school or from your parents. Laughter must be something that is programmed and built in, a part of what we call human nature.

We usually think of laughter together with humor—a response to something funny. And we know that laughter also works the other way. Things seem funnier when someone else is laughing. Radio and TV shows seem funnier when a background recording of laughter is played at the right times. And you may have seen people break out laughing from seeing someone else doing it. That's another characteristic that tells us laughter is a built-in part of us.

So what can we possibly learn by studying laughter? A scientist who did study it began by thinking about laughter in a new way.

He imagined that he was an alien visiting Earth from another planet to study people. He watched how people behave. He tried to understand a strange part of their behavior called laughter. He studied how people laugh, why they laugh, and how they use laughter in their lives.

That's the way scientists study behavior in wild animals. They ask the same kinds of questions about birds and their songs. The scientist who studied laughter, Dr. Robert Provine, realized that we know more about bird songs than human laughter.

Just as one might do in studying bird songs, Dr. Provine studied the sound and pattern of laughter. He found that each person has a characteristic laugh. Women's laughter is usually higher pitched than that of men.

But we all have a common laugh pattern. We make the *ha-ha-ha* sounds all in one breath and while we are breathing out. The first *ha*'s are louder, and the last are weaker, as if we are running out of breath.

The *ha*'s come in a nice rhythm, about five in a second. It's hard to change that simple pattern. If you purposely try to change the pattern, you will discover how standard and automatic your laugh really is.

Which choice best states a main idea of the passage?

- ☐ A. Laughter is a learned response to a humorous occurrence.
- ☐ B. Provine was the first scientist to compare bird behavior and human behavior.
- ☐ C. Few differences can be found among the laughter of individuals.
- ☐ D. Laughter is a behavior common to all humans.



If you decide to change your answer selection on a question, do so before selecting the Submit Response button. Once you select the Submit Response button, you will not be able to return to that question.

On this test, you cannot use notes or dictionaries to help you answer questions on the test.

You can use the scratch paper to jot ideas, but remember, the ideas on the scratch paper will not be scored.

Note that it is best to answer every question, even if you are not sure of your answer.

Do you have any questions about the directions before you begin the test?

Teacher Does: Answer any questions about the directions. Once all questions about the directions have been answered, proceed.

Teacher Says: Begin the test.

Teacher Does: Monitor the room and make certain students are focused on completing the test. Do not provide prompting and support for students to answer questions correctly—the interim assessments are designed to measure what students know and can do independently. Do provide support if students need assistance with using the technology or in understanding the directions for completing test items.

When students have completed the test, collect and dispose of the scratch paper.

Science Interims (grades 3-10)

Teacher Does: Make sure all students have logged into the platform and show the correct form of the assessment on the screen. Ensure all students have blank scratch paper and writing utensils, but no cell phones, dictionaries, or notes. Project the directions as you read them to the students.

Teacher Says: You are about to take a test related to your coursework. You should try your best and do your own work.

Before you *begin*, let's review the Student Directions to ensure you can fairly show what you know and are able to do on this assessment. Follow along as I read and review the directions.

Student Directions:

This test asks you to read several passages about scientific topics. After reading a passage, use the information in the passage to answer each question. Each question requires you to select the correct answer from several possible choices. Read each passage carefully before you answer the questions. Sample Question G is an example of this type of question.

Sample Question G:

Kevin's Experiment

Kevin dropped the same rubber ball from 3 different heights above the floor. Each time he dropped the ball, he made a mark on a piece of paper taped to the wall to show the height of the ball's first bounce. Then he measured the height of each first bounce. He recorded his results in Table 2.

| Drop height (cm) | Bounce height (cm) |
|------------------|--------------------|
| 50 | 20 |
| 100 | 60 |
| 200 | 130 |

Look at Table 2. How much higher did the ball bounce when dropped from a height of 200 cm than when dropped from a height of 50 cm?

☐ A. 20 cm

☐ B. 110 cm

☐ C. 130 cm

☐ D. 150 cm

If you decide to change your answer selection on a question, do so before selecting the Submit Response button. Once you select the Submit Response button, you will not be able to return to that question.

On this test, you cannot use notes or dictionaries to help you answer questions on the test.



You can use the scratch paper to jot ideas, but remember, the ideas on the scratch paper will not be scored.

Note that it is best to answer every question, even if you are not sure of your answer.

Do you have any questions about the directions before you begin the test?

Teacher Does: Answer any questions about the directions. Once all questions about the directions have been answered, proceed.

Teacher Says: Begin the test.

Teacher Does: Monitor the room and make certain students are focused on completing the test. Do not provide prompting and support for students to answer questions correctly—the interim assessments are designed to measure what students know and can do independently. Do provide support if students need assistance with using the technology or in understanding the directions for completing test items.

When students have completed the test, collect and dispose of the scratch paper.

Additional help supports

The Aspire Interim assessments, like all the assessments in the ScootPad Adaptive Learning platform, are on-line assessments. As with most digitally based resources, the platform is continuously updated and upgraded to allow for meeting the ever-changing needs of educators and learners. To ensure all help and supports for processes that are platform-based are up to date, we provide video-based supports in the platform's Help section.