



Mathematics Interim Assessments Kindergarten – Grade 2

Implementation Guide



OVERVIEW

The CenterPoint interim assessments were designed to provide information that help teachers understand the breadth of students' skills and understandings in mathematics content and mathematics practices that are typically measured on state summative assessments. Students answer a variety of questions, including selected response, fill in the blank, technology-enhanced items, and, beginning in grade 2, constructed response items.

These assessments can be used as a standards-based solution to measure student progress over time and to inform curriculum and instruction. The K-2 Mathematics Interim Assessments consist of four unique forms, designed to be administered after approximately every 6 weeks of instruction.

The purpose of these assessments is to provide educators with the information needed to personalize instruction and intervention to help students demonstrate conceptual understanding of mathematics and to solve problems successfully. The assessments have been designed to maximize instructional time and minimize testing time. After administering an assessment, educators will receive immediate feedback from all machine-scored items and will have the opportunity to hand-score the constructed-response items using the associated rubric to help ensure consistent scoring. This information can then be used to inform instructional decisions.

Assessment Design

College- and career-ready standards in Mathematics are designed to describe the knowledge, skills, and understandings essential to post-secondary success. This includes an emphasis on major content, supporting content, and additional content in each grade or course as well as the mathematical practices.

These interim assessments are designed to measure students' conceptual understandings and skills as defined in the standards. The mathematical practices also come into play as grade 2 students solve problems in the constructed-response items that focus on students' abilities to model and reason with mathematics. **The assessments focus on measuring student progress toward mastery of foundational skills that are most important for success in mathematics in later grades.** Some standards are repeated across forms to build in progress monitoring and/or to assess different parts of a standard as student understanding builds throughout the school year.

The K-2 interim assessments were designed with the developmental needs of young students at the forefront. Because students may not yet be fluent readers, all items on the kindergarten and grade 1 assessments were recorded so that students may have the questions, when appropriate, read aloud. This design allows students to demonstrate their mathematical abilities without their reading abilities being a factor.

Universal Design

CenterPoint applies principles of universal design to increase the accessibility, and therefore fairness, of each assessment for all students. Universal design is essential to valid measurement practices. If assessment questions are not accessible or fair for every student, then the evidence collected will not provide meaningful information about students' knowledge and/or abilities.

Interim Assessment Specifications

Each kindergarten and grade 1 form contains 16-18 questions; each grade 2 form contains 18-20 questions. A description of the types of questions on each form is shown in the table.

Grade	Interim A	Interim B	Interim C	Interim D
Kindergarten	<ul style="list-style-type: none">16 selected-response items	<ul style="list-style-type: none">16 selected-response items	<ul style="list-style-type: none">12 selected-response items6 fluency items	<ul style="list-style-type: none">12 selected-response items6 fluency items
Grade 1	<ul style="list-style-type: none">16 selected-response items	<ul style="list-style-type: none">12 selected-response items6 fluency items	<ul style="list-style-type: none">12 selected-response items6 fluency items	<ul style="list-style-type: none">12 selected-response items6 fluency items
Grade 2	<ul style="list-style-type: none">12 selected-response items6 fluency items	<ul style="list-style-type: none">12 selected-response items6 fluency items2 constructed-response tasks	<ul style="list-style-type: none">12 selected-response items6 fluency items2 constructed-response tasks	<ul style="list-style-type: none">12 selected-response items6 fluency items2 constructed-response tasks

Scoring Student Responses (Grade 2 Only)

Constructed-response items are designed to be hand-scored. Each constructed-response item has an associated rubric that can be accessed via the online platform. The rubric includes the score point descriptors for each score point and answer cues provided for the item. Teachers within schools and districts should work together to ensure student responses are being scored consistently. A sample rubric is shown.

Sample Scoring Rubric

Scoring Guidelines
<p>2 points: Student response includes the following elements:</p> <ul style="list-style-type: none">Correct answer: The path to school is 2 meters longerComplete explanation and/or equations supporting student's answer
<p>Sample student response:</p> <p>The path to school is $8\text{ m} + 8\text{ m} + 8\text{ m} + 8\text{ m} = 32\text{ m}$.</p> <p>The path to the park is $5\text{ m} + 5\text{ m} + 5\text{ m} + 5\text{ m} + 5\text{ m} + 5\text{ m} = 30\text{ m}$.</p> <p>$32\text{ m} - 30\text{ m} = 2\text{ m}$</p> <p>The path to school is 2 m longer.</p>
<p>1 point: 1 element correct</p>
<p>0 points: Incorrect or irrelevant response</p>

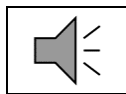
Implementation Guidance

The K-2 Mathematics Interim Assessments consist of four unique forms for each grade, designed to be administered after approximately every 6 weeks of instruction. Each assessment is designed to be completed in one class period and should take about 30 minutes. After administering an assessment, educators will receive immediate feedback from the computer-scored items and will have the opportunity to hand-score the constructed-response items (Grade 2 only) using the scoring rubrics to help ensure scoring consistency. This information can then be analyzed to inform curriculum and instructional decisions.

Assessments Read Aloud

For non-reading students, the assessments may be read to them by their teacher or teacher's aide. Another option is to utilize the audio button feature built into the interim assessments for kindergarten and grade 1. Each question on these assessments contains a speaker icon, shown below, to indicate text that can be read aloud. Note that the audio button is slightly different than text to speech as the audio buttons do not describe images nor numerals presented in answer choices. For students needing text to speech, work with your test coordinator to ensure that feature is enabled on the delivery platform.

**Speaker button
appearing on K-1
assessments**



ASSESSABLE CONTENT PER FORM

Kindergarten¹

Form A	
Category Description	Assessable Content
Major Content with Connections to Practices	K.OA.3, K.CC.4, K.CC.5
Form B	
Category Description	Assessable Content
Major Content with Connections to Practices	K.CC.6, K.CC.7, K.CC.4c
Additional & Supporting Content with Connections to Practices	K.MD.3
Form C	
Category Description	Assessable Content
Major Content with Connections to Practices	K.OA.1, K.OA.3
Additional & Supporting Content with Connections to Practices	K.MD.2
Fluency	K.OA.5
Form D	
Category Description	Assessable Content
Major Content with Connections to Practices	K.OA.2, K.OA.4, K.NBT.1
Fluency	K.OA.5

¹ Schools and districts should determine the sequence of the forms based on their scope and sequence.

Grade 1²

Form A	
Category Description	Assessable Content
Major Content with Connections to Practices	1.OA.1, 1.OA.5, 1.OA.7, 1.OA.8
Form B	
Category Description	Assessable Content
Major Content with Connections to Practices	1.OA.2, 1.OA.3, 1.NBT.2
Fluency	1.OA.6
Form C	
Category Description	Assessable Content
Major Content with Connections to Practices	1.OA.1, 1.MD.2, 1.NBT.3
Fluency	1.OA.6
Form D	
Category Description	Assessable Content
Major Content with Connections to Practices	1.NBT.4, 1.NBT.5
Additional & Supporting Content with Connections to Practices	1.MD.3
Fluency	1.OA.6

² Schools and districts should determine the sequence of the forms based on their scope and sequence.

Grade 2³

Form A	
Category Description	Assessable Content
Major Content with Connections to Practices	2.OA.1, 2.NBT.3, 2.MD.4
Fluency	2.OA.2, 2.NBT.5
Form B	
Category Description	Assessable Content
Major Content with Connections to Practices	2.NBT.4, 2.NBT.7, 2.OA.1
Fluency	2.OA.2, 2.NBT.5
Highlighted Practices MP.3,6 with Connections to Content (expressing mathematical reasoning)	Reasoning with major content from the previous form.
Highlighted Practice MP.4 with Connections to Content (modeling/application)	Modeling with major content from the previous form.
Form C	
Category Description	Assessable Content
Major Content with Connections to Practices	2.NBT.7, 2.NBT.8
Additional & Supporting Content with Connections to Practices	2.OA.4
Fluency	2.OA.2, 2.NBT.5
Highlighted Practices MP.3,6 with Connections to Content (expressing mathematical reasoning)	Reasoning with major content from the previous forms.
Highlighted Practice MP.4 with Connections to Content (modeling/application)	Modeling with major content from the previous forms.
Form D	
Category Description	Assessable Content
Major Content with Connections to Practices	2.MD.4, 2.MD.5
Additional & Supporting Content with Connections to Practices	2.MD.8
Fluency	2.NBT.5
Highlighted Practices MP.3,6 with Connections to Content (expressing mathematical reasoning)	Reasoning with major content from the previous forms.
Highlighted Practice MP.4 with Connections to Content (modeling/application)	Modeling with major content from the previous forms.

³ Schools and districts should determine the sequence of the forms based on their scope and sequence.

INSTRUCTIONAL NEXT STEPS

The CenterPoint Interim Assessments are meant to provide information about student strengths and areas of improvement regarding how well students can solve problems in mathematics aligned to the college- and career-ready standards. The score reports provide raw data that can be used to help inform instructional decisions, deepen educators' understanding of their students' learning progress toward college and career readiness, and determine patterns of student performance to diagnose students' strengths and areas of need.

INTERIM EXPECTATIONS

In **mathematics**, students meet expectations when they can:

- solve problems involving the Major Content of the grade/course with connections to the Standards for Mathematical Practice;
- solve problems involving the Additional and Supporting Content of the grade/course with connections to the Standards for Mathematical Practice;
- (Grade 2 only) express grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements;
- (Grade 2 only) solve real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course, engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them (Mathematical Practice 1), reasoning abstractly and quantitatively (MP.2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

Students are likely meeting expectations when they score 70% or greater.

STRATEGIES FOR SUPPORTING STUDENTS IN MATHEMATICS

When students have not yet earned scores that indicate on-track performances, the following instructional supports may be provided:

- Use the applicable additional resources within the curriculum to support students in areas of need.
- Consider how the curriculum allows for embedding additional supports within upcoming lessons, thereby allowing for supports to be provided as part of daily core general instruction. Work with school leaders to think creatively about structures that allow additional time for students to strengthen their math skills and understandings, especially for those needing intensive support.
- Have students describe their thinking as they solve math problems. This can be done using questions from the interim, released items from state summative assessments, or other open resources that are well-known for producing quality content. A list of resources at the end of this document may be of help. Since students may be unfamiliar with how to think aloud, teachers will likely want to model the process with a sample question. The act of listening to students as they think aloud is a great means to helping teachers and students uncover conceptual misunderstandings and provide insight into the nature of erroneous thinking.
- Review student's scratch paper from the interims to investigate misunderstandings and errors.
- Teachers in a professional learning community (whether formal or informal) may find it helpful to share ideas on how to support students who are struggling with mathematics at a given grade level.
- Model multiple techniques and approaches to demonstrate different pathways to solving problems.



- Use mathematics manipulatives to help students conceptualize abstract concepts.
- Have students work with others to solve problems.
- Create scaffolded problem sets to chunk learning.
- Create centers targeted to support areas of need.
- Use easier numbers in problem sets to uncover conceptual misunderstandings.

MATH RESOURCES FOR STUDENTS NEEDING SUPPORT

First, consider utilizing the resources that come with the curriculum when considering how to provide support for students. Then, the list below may be of help.

- [Illustrative Mathematics](#): free access to their library of mathematics curriculum, instructional tasks, and resources including math resources for families.
- [Student Achievement Partners](#): high-quality open-source classroom resources, including math lessons and assessments.
- [Kahn Academy](#): free standards-aligned lessons and practice in Math, Science & Engineering, Arts & Humanities, and the SAT.
- [Citizen Math](#): search by standard or math topic to find math tasks related to real-world challenges. The Citizen Math mission is to make the world a better place by inspiring young people to develop the problem-solving skills they will need to analyze, discuss, and solve the important issues faced by society.

