



## Linking ACT Aspire Interim I–III Assessment and Summative Assessments Using 2014-2015 Data

The ACT Aspire interim assessments were launched in September 2014 in English, mathematics, reading and science. Interim I was introduced first, followed by Interim II and III. The administration of the assessments, such as which form is administered when, varies by classroom. To assist users of the assessments in interpreting results, this report summarizes preliminary relationships between the three forms and the summative assessment for each subject for each grade from 3 through Early High School.

Using data from students who took Interim I-III in the window of March 15 through June 30, 2015, and a corresponding summative assessment, equipercentile concordances were conducted to find the score on the different interim assessments that corresponded to the ACT Readiness Benchmark on the summative assessment. The number of students used in the 96 concordances ranged from a low of 59 to a high of 2,896. Table 1 provides the raw score for each interim assessment across form, grade, and subject, which corresponds to the ACT Readiness Benchmark on the appropriate summative assessment.

Each of the interim assessments contains unique scored items, and the group of students used to create the concordance varied for each linkage. This explains why, for example, in Reading, grade 4, different numbers of correct answers correspond to the same ACT Readiness Benchmark for the three different forms: there are different items on each form, and the different sets of items are easier (Interim I requires 12 correct answers to correspond to the benchmark) or harder (Interim II only requires 10 correct answers to correspond to the benchmark). The same logic is true across grades: the sets of questions are different, so while grade 4 Interim I requires 12 correct answers to meet the 4<sup>th</sup> grade Reading ACT Readiness Benchmark, grade 5 Interim I only requires 11 correct items to meet the 5<sup>th</sup> grade Reading ACT Readiness Benchmark.

These initial concordance results are being provided to help interpret interim scores. As more data becomes available and more analyses are conducted, these initial results will be updated. Note that the concordance results are based on students taking an interim assessment close to the summative assessment administration. These results also do not take into account instructional interventions, such as a teacher providing remedial instruction for a student who scores low on an interim assessment. A student who scores low on an interim assessment because certain material has not yet been presented will likely do better than the table suggests.

### Raw Scores on Interim Assessments Corresponding to the ACT Readiness Benchmark on the ACT Aspire Summative Assessment

Subject	Grade	Benchmark	Interim I	Interim II	Interim III	Subject	Grade	Benchmark	Interim I	Interim II	Interim III
English	3	413	7	8	8	Reading	3	415	10	10	10
	4	417	7	7	7		4	417	12	10	11
	5	419	10	10	9		5	420	11	12	10
	6	420	10	10	11		6	421	10	10	10
	7	421	10	9	10		7	423	11	11	10
	8	422	10	11	10		8	424	10	9	9
	9	426	20	20	17		9	425	10	9	8
	10	428	21	22	18		10	428	11	11	9
Mathematics	3	413	11	9	11	Science	3	418	14	13	14
	4	416	9	10	10		4	420	12	14	14
	5	418	10	8	11		5	422	14	17	16
	6	420	8	8	7		6	423	11	13	12
	7	422	10	11	9		7	425	14	16	16
	8	425	14	14	12		8	427	13	11	14
	9	428	16	13	10		9	430	14	14	14
	10	432	19	16	12		10	432	15	15	15