



INTERIM ASSESSMENT

Video Supplement

Introduction

The Interim Assessment video, part of the Strategic Assessment Systems video series, is primarily intended for educators, but can be shared with any interested stakeholder. Audiences for whom this video may be particularly relevant include school and district administrators, department or grade level teams, PLCs, and new teachers. The video is designed to promote professional dialogue and reinforce key assessment literacy concepts by deepening understanding of interim assessments within a strategic system of assessment.

For background on Wisconsin's strategic assessment work, please refer to the Strategic Assessment System introductory video and foundational documents at www.dpi.wi.gov/strategic-assessment.

What is Interim Assessment?

Interim assessments are designed to benchmark the progress of groups of students - an entire classroom or grade level, for example - during a pause in instruction. The data from interim assessments allows educators to monitor whether students are on track to meet learning targets so that adjustments can be made before a cycle (e.g., unit, month, semester) of instruction is completed.

Using the Video to Facilitate Dialogue and Promote Assessment Literacy

Professional development time is valuable. Consider using the Interim Assessment video as one of a variety of resources to support educators' assessment literacy, and feel free to customize it to your needs.

Possible **uses** in professional development:

- Share during a faculty meeting to surface experiences with and attitudes toward professional practice
- View during PLC time to apply, extend, and sharpen professional practice
- Use with new or struggling teachers to enhance professional practice and assessment literacy

Possible **discussion questions** to extend the conversation:

- After watching the video, discuss the following questions as a team.
 - STUDENT SUCCESS:
 - Describe a situation when interim assessment data allowed you to monitor your class as a whole, or groups of students. Did you adjust your instruction as a result, and if so, how?
 - Did the interim data inform grouping strategies? intervention plans? SLO goal?
 - DRIVING CONVERSATIONS:
 - Is there a structure in place to discuss student data with other educators? with parents? with students? How often do these discussions occur?
 - What protocols, structures, or processes are in place, if any, to ensure that conversations about interim data lead to instructional adjustments in your classroom? grade level? department? school?
 - STUDENT ENGAGEMENT:
 - How could you engage your students in building an awareness of their own learning targets and the interim assessments used to track whether or not they are making progress toward those targets?

- How often do you have this conversation? Do you primarily have daily (formative) conversations with students? Do you primarily have annual (summative) conversations with your students?
- STRATEGIC DATA USE:
 - Do you administer interim assessments in your classroom? How often? Does the frequency exceed 2-4 times per year? Are any of the interim assessments that you administer duplicating other assessments? Are those assessments providing the information you need? What other data do you need?
 - How do you use information from interim assessments in conjunction with other formative and summative data to improve student outcomes? to monitor your SLO?
 - Are PLCs explicitly using all three types of assessment data (formative, interim, summative)?
- END GOAL:
 - Consider Wisconsin DPI's definition of [College and Career Readiness](#): *All students in Wisconsin graduate from high school academically prepared and socially and emotionally competent...*
 - What interim measures do you consider when determining your students' academic skills related to college and career readiness?
 - What other interim measures may contribute to understanding your students' college and career readiness related to their social and emotional competence?

Possible **activity** to foster educator reflection:

- Based on the features of interim assessment highlighted in the video, use the table below to self-assess your own professional practice. Consider what steps you might take or development you may need in order to be more consistently confident and able to support others in effectively using interim assessment and the data it provides.

Educator Reflection – Interim Assessments

	I am new to this practice	I am developing this practice	I am confident in this practice	I could support others in this practice
I have a deep understanding of the learning targets.				
I can identify high quality and efficient interim assessments that benchmark student progress toward meeting learning targets.				
I can use data from interim assessments to make decisions about instruction (e.g., grouping, pacing, enrichment, remediation).				
I can use data from interim assessments to inform my SLO process.				
In order to become more confident and support others, my next steps include:				
In order to increase my skills, I need the following support:				