**INTERIM/BENCHMARK**

*Assessment* ***of*** *learning*

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| PLC, district or state developed/common assessments |
| **Definition** | Interim tests are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: **instructional** (to supply teachers with individual student data), **predictive** (identifying student readiness for success on a later high-stakes test), and/or **evaluative** (to appraise ongoing educational programs). 2 |
| **Purpose** | Track student learning relative to expected learning goalsSupply the information to design or modify instructional activities (intervention/enrichment)Predict end-of-year/course proficiencyInform system improvement decisions regarding curriculum intervention, and instruction |
| **Users of Results** | Student, teacher, student support professional, school/district administrator, family |
| **Frequency and Relationship to Instruction** | Across instructional units/ calendar periods (quarter, trimester, semester) |
| **Methods: Obtaining Evidence of Learning** | Teacher designed or common measuresStudent work products and extended performances, with associated rubricsSchool/district common standards-based, grade-level assessmentsProgram (intervention)-based assessmentsObservation protocolsAdministered, scored, and interpreted in a consistent manner |
| **Assessment Data** | School or district (common assessments) results aggregated and disaggregated:* By grade level, school and/or teacher
* By student subgroup
* By sub-skill
* Trends/patterns in student performance

Status of standards mastery at a given point in time (quarterly/semester)For example:* Did students master the learning goals/success criteria?
* Are students ready to move on or is reteaching necessary? (use summative data formatively to guide instruction)
* Are the assessments aligned to the rigor of the standards?
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| **Actions Based on Data****S=Student, T=Teacher, SSP=Student Support Professional, A=Administrator (School/District), ST=State, F=Family** | Reports/communication (T, SSP, A, F)Reflect on and make within-year decisions and adjustments for instructional approaches, curriculum, and/or programs (T, SSP, A)Engage family support and assistance (F)Provide additional support, enrichment and/or supplemental interventions (T, SSP, A)Identify potential promising practices and readjust professional learning priorities and resource decisions to (T, SSP, A)Review student performance at individual, classroom, school, and/or district levels to support on-going improvement planning (T, SSP, A, ST) |