**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 goals  Supply the information to design or modify instructional activities (intervention/enrichment)  Predict end-of-year/course proficiency  Inform 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 measures  Student work products and extended performances, with associated rubrics  School/district common standards-based, grade-level assessments  Program (intervention)-based assessments  Observation protocols  Administered, 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? |
| **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) |