



# Interim Assessments: State and District Case Studies

2019 Reidy Interactive Lecture Series (RILS)

September 26, 2019



## Session Overview

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The goal of this session is to showcase both the perspective of the state (as a resource provider) and the district (as a user of those resources and their own tools) on interim assessments.

### Session Structure:

1. State and district leaders from Wyoming share their perspectives on the role and purpose of interim assessments, and discuss challenges that needs to be addressed to ensure they add value
2. Expert discussant provides comments and reactions
3. Open Q&A

## Laurie Hernandez

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- Director of Standards & Assessment for the Wyoming Department of Education (WDE)
  - Helped WY implement an online, aligned assessment system which includes unit-based modulars, interims and summative assessments
- Classroom teacher in Arizona for 14 years (taught 5<sup>th</sup> grade and 8<sup>th</sup> grade science)
- B.A. in Elementary Education from the University of Wyoming
- M.Ed. in Educational Leadership from Northern Arizona University.



## Jessica Steinbrenner

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- Supervisor of the assessment team for the WDE
  - Dedicated to providing educationally relevant data to professionals in the hopes of driving improvement in education for all students
- Taught high school mathematics for six years prior to joining the WDE
- B.A. in Secondary Mathematics Education from the University of Wyoming
- M.S. in Mathematics Education and M.A. in School Counseling



## Sonya Tysdal

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- Curriculum Director for Weston County School District #1 in Newcastle, Wyoming.
- Has worked in the education field for 21 years in various capacities, including secondary math teacher, math academic coach, mentor and curriculum director
- Strong advocate of developing systematic school cultures where student learning is the target through intentional continuous improvement with content planning, delivery of instruction, formative assessment, and relationship building



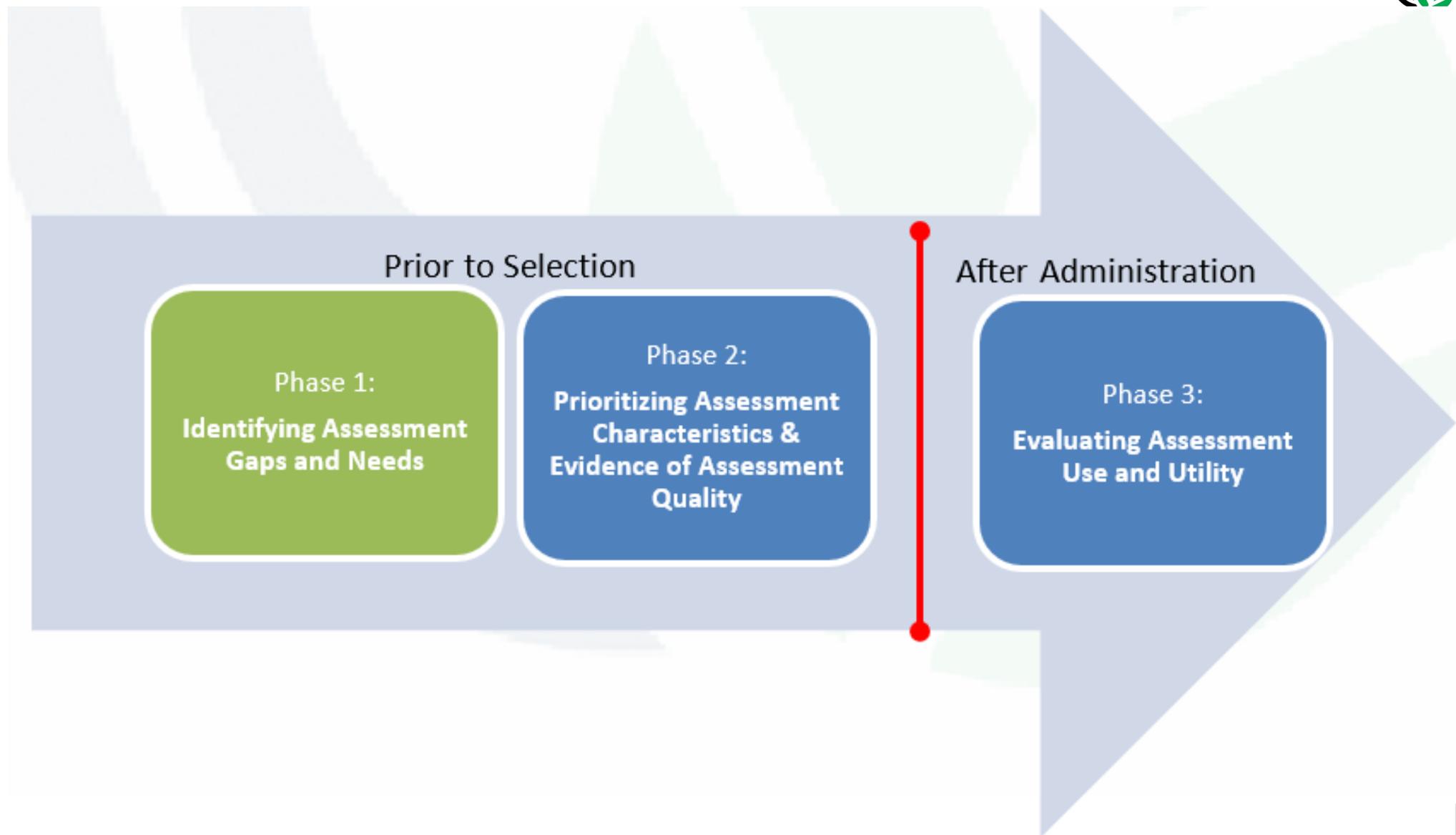
## Working Definition of Interim Assessments

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Assessments that are...

- administered multiple times during a school year,
- usually outside of instruction,
- to evaluate students' knowledge and skills relative to a specific set of academic goals
- in order to inform policymaker or educator decisions at the student, classroom, school, or district level.

The specific interim assessment designs are driven by the purposes and intended uses, but the results of any interim assessment must be reported in a manner allowing aggregation across students, occasions, or concepts. (Crane, 2008; Perie, Gong, & Marion, 2007 & 2009)



## The WDE Perspective (Laurie and Jessica)

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Briefly describe the elements of the state-provided assessment system.

- What is WDE's perspective related to the development and provision of voluntary interim assessments? What perceived information gap or need was the state trying to fill?
- What process did you use to determine the characteristics and features of these assessments from a design, administration and reporting perspective? How do you systematize this?
- What resources does the state develop to support districts use and interpret these assessments effectively?

## The District Perspective (Sonya)

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- How do you determine what role these assessments should play in your system given the existing assessments that are currently in use?
- How do you help schools determine whether to engage in this practice?
- How do you introduce, communicate, and implement the assessments as a resource?
- In what way do you evaluate if the assessments are adding value and/or being used as intended?

## Expert Reaction and Discussion (Scott)

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- Globally, what are the challenges that come to mind when evaluating the utility and impact of these things given these two different approaches (i.e., state development and district use)?
- What would you suggest states and districts consider when planning their evaluation of the assessment *and* the use of the information it provides?

## Open Q&A

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Please approach the nearest microphone to ask your question.

