



The Use and Utility of Interim Assessments: Panel Discussion

National Center for the Improvement of Educational Assessment

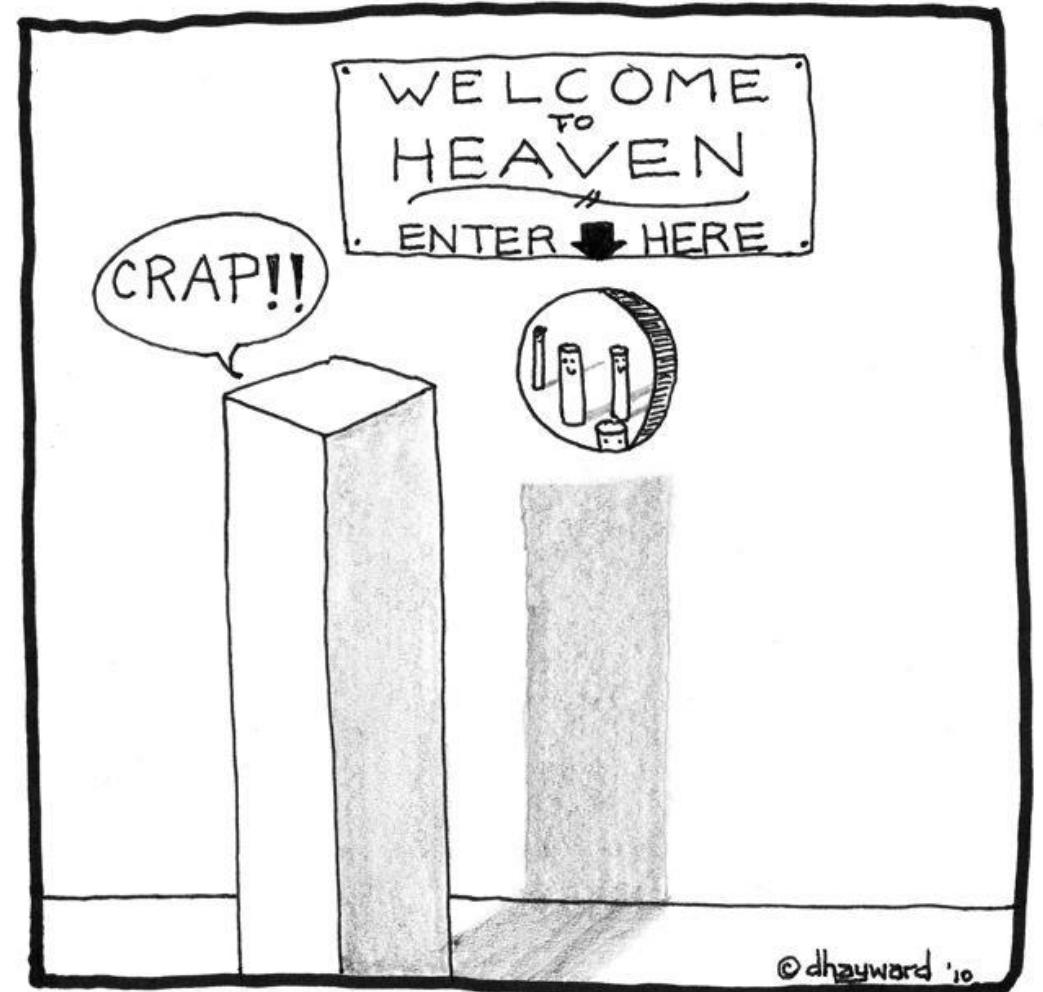
Reidy Interactive Lecture Series (Session #10)
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Use and Validity

- Assessments are **validated** for **specific** purposes and uses
- Trying to add uses without having necessary validity evidence can lead to **unintended negative consequences**
 - But even if unintended, should they be unexpected?



Utility

u·til·i·ty

/yoō'tilədē/ 

noun

1. the state of being useful, profitable, or beneficial.
"he had a poor opinion of the utility of book learning"
synonyms: usefulness, use, benefit, value, advantage, advantageous;
effectiveness, avail; *formal* efficacy
"we have increased the machine's utility"
2. a public utility.

adjective

1. useful, especially through being able to perform several functions.
"a utility truck"
2. functional rather than attractive.
"utility clothing"



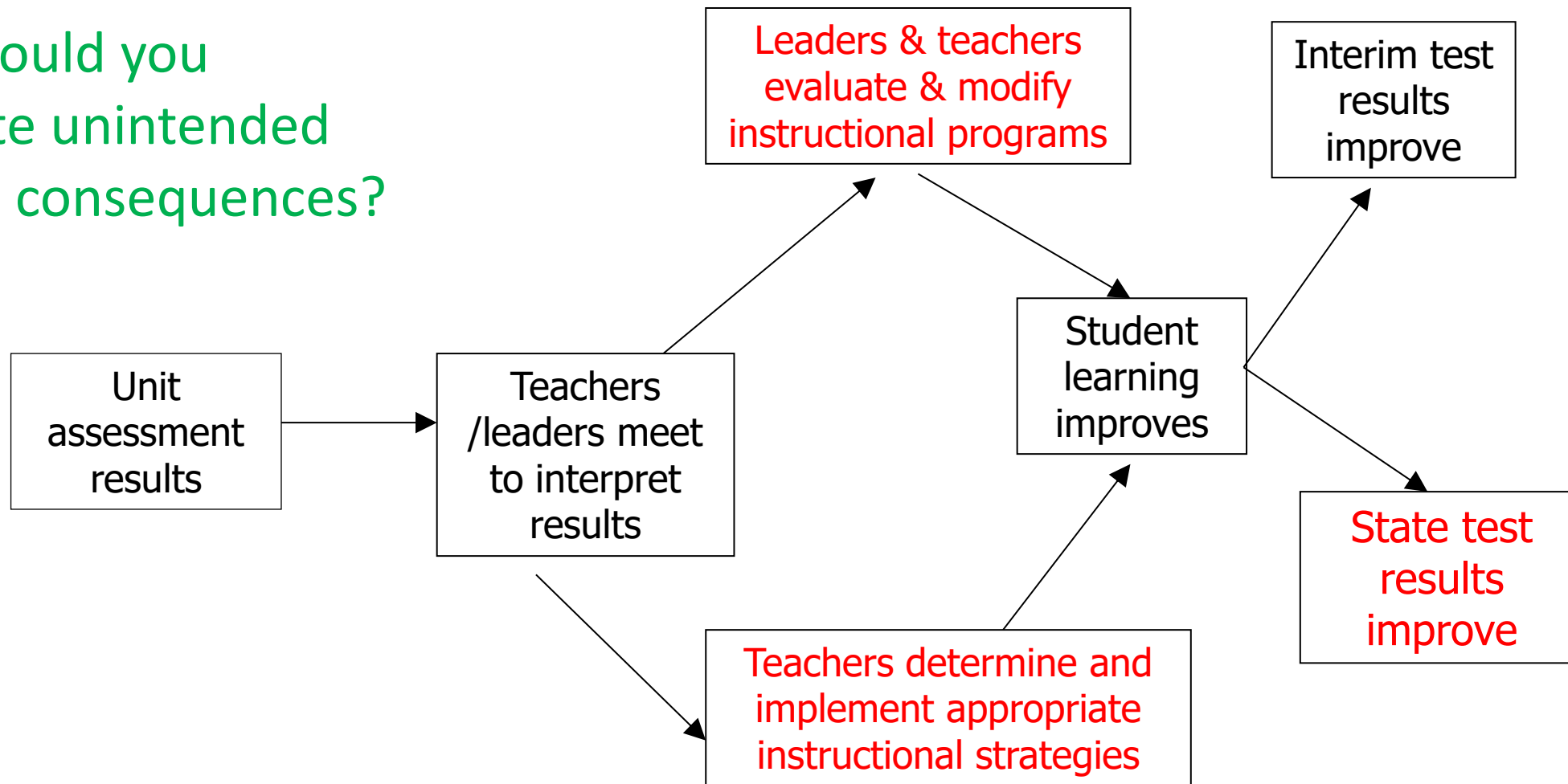
Utility and Consequences

- **Utility** is a particular instantiation of **positive consequences**, focusing on the extent to which the **interpretations and inferences support the intended uses**
- **But consequence are not always positive**
- Given the intended/claimed utility values of interim assessments, **negative consequences** are a serious **threat to the validity** of interim assessments.



Theories of action to search for unintended consequences

Where could you anticipate unintended negative consequences?



Opportunity Cost and Consequential Validity

- In addition to the potential **overt unintended negative consequences**, there are many that could be classified as **opportunity cost** such as:
 - Lost instructional time
 - Misdirected instructional efforts (wrong kids/wrong targets)
 - Sending the wrong signals
 - Deskilling of teachers and devaluing of teachers' assessment efforts
 - Other?

Introducing the Panel



Panelists

- **Peg Goertz**, Center Board Chair, Professor Emeritus, U of P
- **Marianne Perie**, President, Measurement in Practice
- **Charity Flores**, Director of Assessment, Indiana Department of Education
- **Mary Williams**, Assessment Specialist, IN DOE
- **Craig Walker**, Executive Director of State Assessments, Oklahoma Department of Education
- **Nicholas Meyer**, District Math Coach, Indianapolis Public Schools



Policy Supports: Peg

- What policy supports need to be in place to support district use of interim assessments?
 - Technology & data
 - Time to analyze and discuss
 - Professional support

POLICY SUPPORTS FOR INTERIM ASSESSMENTS

- Expectations for use
 - Instructional, evaluative, predictive (Perie, Marion & Gong, 2009)
 - Communication of expectations
- Technology and data
 - User friendly
 - Provide actionable information
- Time
 - Analyze and discuss results
 - Reteach content and skills
 - Participate in professional development
- Professional support
 - Technology
 - Data analysis and interpretation
 - Instruction

(M. E. Goertz, L. Nabors Olah, & M. Riggan, Can Interim Assessments be Used for Instructional Change? [CPRE Policy Brief](#), Dec. 2009)

Evidentiary Requirements: Marianne

- What do you see as the primary categories of evidence districts should be collecting from schools, teachers, students (or requesting from vendors) to evaluate the value-add of interim assessments?
 - How and when should this information be collected?
 - What types of decisions would it support?

Responses

- Nicholas, Charity, Mary, and Craig...
- What are your reactions/responses to what you've heard from Peg and Marianne?

View from the Statehouse

- Charity, Craig, and Mary please describe your current or planned evaluation strategies of interim assessments occurring at the state level. Are they focused on:
 - Design?
 - Selection?
 - Interpretation?
 - Use/utility?
- How have you had to operationalize these evaluation activities in light of local constraints (control)?
- What are the barriers preventing or limiting these potential evaluation activities?

On the ground...

- Nicholas, please describe the key interim assessment evaluation considerations in your school district?
- Do you have any evidence or even anecdotes to know whether or not these assessments are making a difference?
- What evidence or information do you collect to monitor the impact and perceived utility of interim assessments within your district?
- What tools, guidance or professional development would support you in engaging in evaluation activities?

Responses

- Peg and Marianne...
- What are your reactions/responses to what you've heard from Nicholas in his district role?

Needs

- From your various perspectives, please indicate whether some sort of tool might be helpful in supporting high-fidelity interim assessment use.
- What suggestions would you have for whether such a tool or tools should be in the form of a framework, criteria, guided question, or considerations?

Audience

- What questions do you have from any or all of our panelists?