WY State Interim Perspective

Presented at RILS

September 26, 2019

Jessica Steinbrenner, M.S.; M.A.
Assessment Supervisor
jessica.steinbrenner@wyo.gov

Laurie Hernandez, M.Ed.
Director of Standards & Assessment
laurie.hernandez@wyo.gov

Assessment Task Force (ATF) to be Convened

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- Through [2015 Enrolled Act 87](#), the WY Legislature directed the State Board of Education to convene an Assessment Task Force to make recommendations for the WY Statewide Assessment System.
- To include annual summative, periodic interim, and formative tools/resources to support classroom assessment
  - To align to the state's adopted standards
  - To complement each other (e.g., the interim assessments would predict performance on the state summative assessment)

Task Force Definitions

- Summative Assessments (grades 3-10) - state-required, standards-based summative
- Interim Assessments (grades 1-10) - a free tool that is not required so schools have the freedom to use as best fits their needs
- District Assessments - ensure separation in district assessments from the accountability assessment
- Formative Assessments - remains under complete control of the districts

Task Force Considerations

- Coherence
  - State, district, classroom
  - Summative, interim, formative
- Quality control/quality assurance
- Degree of flexibility and local control
- Funding - who pays for interims?
- Role of district assessment systems in accountability determinations for schools
- Implementation timeline
- Communication and professional development

Task Force Report-Interims Section

- Interim assessment recommendations of the Assessment Task Force:
    - Online administration:
        - Quicker reporting
        - More engaging for the 21st century student
    - Predictive results
    - Timely actionable digital results
    - Content and platform similar to summative
    - Multiple item types consistent with summative

- *Executive Summary* - Cohesive, Coherent System

- Wyoming Legislature passed House Bill 0019, Enrolled Act No. 55

Specialty Committees

- The Task Force recommended to convene specialty assessment committees, the *Specialty Assessment Committee Report*
  - Alternate Assessments
  - English Language Proficiency Assessments
  - Career Technical Educational Assessments
  - Early Literacy & Early Childhood Assessments

WY-TOPP Overview
Wyoming Test of Proficiency & Progress

Name the Test Contest Winner

6th Grader Aiden Weinzierl

WY-TOPP Design Characteristics & Features

- Technology Training/Testing
  - Training Test - online, platform test
  - Tech Readiness / Test the System Day [Memo]
- Proportionally aligned Blueprints and Writing Rubrics
- Similar item types
- Administration - use WY Assessment Best Practices document
- Same domain reporting
- Similar accommodations - WY-TOPP Guidance for Accessibility and Accommodations

Modular (Gr. 1-11)	Interim (Gr. K-10)	Summative (Gr. 3-10)
Fixed-form, On-Demand	**Most are Adaptive**	**Most are Adaptive**
• Short targeted tests to check students' learning progress, identify gaps, and improve learning instruction • Instant reports detailing domain specific performance. • Available year-round with unlimited testing opportunities and multiple forms • Review items for intended use • Review student responses for individual performance analysis	• Short test covering breadth of grade-level standards • Instant reports detailing student overall performance level, on same scale as summative (future delays in ELA anticipated for read behind auto-scoring checks) • Formal assessments given during specific testing windows (Fall, Winter) • Review student responses for individual performance analysis Note: K-2 Interim tests are fixed form offered Fall & Spring	• Full test covering depth and breadth of grade-level standards • Instant, detailed reporting for math and science with two-week delay for ELA due to read-behind on Writing • Formal assessment given during Spring window • Scores identify weakness of curriculum and instruction for larger scale planning adjustments for next year Note: Legacy Science Summative tests are fixed form

What Questions Can WY-TOPP Data Answer?

Modular Data	Interim Data	Summative Data
Actionable feedback during and/or following instruction	**Student progress feedback toward overall subject area achievement**	**Evaluate schools and districts success teaching students the WY standards**
▪ Did my students achieve the learning objectives of the instructional module? ▪ What are areas of student understanding and misconception?	▪ Are my students on track to achieve proficiency on the WY standards? ▪ What adjustments need to be made to instruction? ▪ What students need additional support or interventions?	▪ Did my students achieve mastery of the WY grade-level standards? ▪ What do my students know and what are they able to do? ▪ How can I further improve instructional plans for next year?

State Resources / Work

- Data Retreats with districts - Root Cause Analysis (RCA)
- Initial test training face-to-face with the vendor - statewide
- Administration training: DTC, BC, TA
- Communication Plan - targeted portal announcements, help desk, FAQs, weekly newsletters, emails, website vendor and state resources
- Plans following Y2
  - PAC plan to initiate a Policy Advisory Committee
  - Authoring professional development

Formative Assessments AIR Authoring Tool

This is a new tool we are beta testing this year to meet the districts' desire for a more formative and customizable tool.

- Teachers can create own items/tests, across all content areas, to be admin. on same platform
- Items/Tests can be shared
- Scoring set up with AI scoring - instant results

Lessons Learned

- May want to customize interims to ensure state specific or if joining a current bank, do initial review to make judgements on content pool and alignment
  - Note: existing banks have set style set up that may conflict with your state's work to date
- Braille functionality - Who is responsible for the technology?
- [Create Acceptable Use](#) document for Interims

WY School District Interim Perspective

Presented at RILS

September 26, 2019

Sonya Tysdal, M.S.; M.A.
Curriculum Director/Math IF, Weston School District #1
tysdals@wcsd1.org

Questions

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

Role of Interim Assess.

- Current system from WDE directly aligns interim assessments with summative assessments

- Adaptive assessment <u>within</u> grade level standards 3rd - 10th grade

- Interim assessments are OPTIONAL

Role of Interim Assess.

WYTOPP interims serve three purposes in our district...

1. predict how our students will perform on the summative assessment (as a whole & individually)

2. formative information to make timely instructional decisions

3. student exposure to testing platform & troubleshoot test administration

Role of Interim Assess.

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We continue to use other interim assessments...

- growth (within a school year)

- diagnostic tool to help pinpoint specific interventions for individual student needs

- K-12 data for all content areas

Do We Use Interims?

My role...

- ensure systems are consistent within the district

- frequent face-to-face contact with building principals and staff; teamwork approach

- input drives what is required vs optional as a district

- keep everyone up-to-date on system & changes

Do We Use Interims?

We are still figuring this out by asking questions...

- How is the data used?

- What are the benefits and challenges?

- What building(s) should we administer?

- How often should we administer?

Evaluate

We are still figuring it out; it will be an ongoing process with frequent reflection...

BIG PICTURE

- Can we use this for growth?

Evaluate

| 2017-2018 MATH | | 2018-2019 MATH | | |
Fall WYTOPP Interim Scale Score	Winter WYTOPP Interim Scale Score	Fall WYTOPP Interim Scale Score	Winter WYTOPP Interim Scale Score	summative
386	406	330	395	1
443	464	457	400	1
		330	427	1
448	431	475	450	1
			456	1
474	495	497	463	2
449	455	465	472	2
		465	477	1
447	473	433	478	2
456	483	456	479	1
450	457	425	479	1
508	520	481	488	3
424	410	432	493	2
426	446	330	501	1

GROWTH in 2 areas.
1. Fall 2018 - Winter 2019
2. Winter 2018 - Winter 2019

Green = growth on 2 criteria
Yellow = growth on 1 criteria
Red = growth on 0 criteria

Green = 83%
Yellow = 11%
Red = 6%

Evaluate

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Fall WYTOPP Interim Scale Score	Winter WYTOPP Interim Scale Score	Fall WYTOPP Interim Scale Score	Winter WYTOPP Interim Scale Score	summative
473	472	490	501	2
459	478	457	502	2
503	512	511	502	2
487	490	495	503	2
472	464	456	506	1
446	468	467	506	1
492	489	475	506	2
466		459	507	2
520	491	502	507	2
471	485	454	512	2
		493	514	2
443	459	473	516	2
488	476	501	516	3
473	503	456	517	1
455	480	496	518	3
502	509	493	519	3
488	519	524	520	3
497	489	508	521	2
482	502	481	521	2

GROWTH in 2 areas.
1. Fall 2018 - Winter 2019
2. Winter 2018 - Winter 2019

Green = growth on 2 criteria
Yellow = growth on 1 criteria
Red = growth on 0 criteria

Green = 83%
Yellow = 11%
Red = 6%

Predicitve of proficient on summative

Evaluate

Fall WYTOPP Interim Scale Score	Winter WYTOPP Interim Scale Score	Fall WYTOPP Interim Scale Score	Winter WYTOPP Interim Scale Score	summative
502	509	493	519	3
488	519	524	520	3
497	489	508	521	2
482	502	481	521	2
485	501	515	521	3
475	504	502	523	2
468	465	446	526	3
507	477	466	528	2
476	493	503	528	3
511	524	512	529	4
466	503	491	531	3
512	507	497	531	4
516	520	514	534	4
473	489	457	535	3
510	517	526	537	3
515	528	491	537	4
482	517	520	544	3
522	526	548	563	4
534	530	519	568	4
482	511	503	576	3
511	497	502	577	3

Predicitve of proficient on summative

Achievement Prediction
      =39% proficient/advanced

Actual Achievement on WYTOPP Summative Assessment
      =39.6% proficient/advanced

Evaluate

We are still figuring it out; it will be an ongoing process with frequent reflection...

DRILL DOWN

- Can we use this for curriculum roadmap decisions?
- Can we use this for instructional decisions?
    - by grade level/course
    - by domain
    - by standard
    - for individual students

Evaluate

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3rd Grade Math

School	Total	Total			Geometry	Measurement and Data	Number and Operations - Fractions	Operations and Algebraic Thinking
		Student Count	Scale Score	Performance Distribution				
State		2811	386	88% 10% 2%				
District		52	379	92% 4% 4%				
Newcastle Elementary…		52	379	92% 4% 4%				

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Evaluate

3rd Grade Math

	Geometry	Measurement and Data	Number and Operations - Fractions	Operations and Algebraic Thinking
	Performance Distribution	Performance Distribution	Performance Distribution	Performance Distribution
State	52% 46% 2%	54% 45% 1%	80% 20%	81% 18% 1%
District	42% 56% 2%	67% 33%	85% 13% 2%	90% 8% 2%
New	42% 56% 2%	67% 33%	85% 13% 2%	90% 8% 2%

Evaluate

3rd Grade Math

Scale Score	Overall Performance	Geometry	Measurement and Data	Fractions	Operations and Algebraic Thinking
308	Below Basic	Low	Low	Low	Low
321	Below Basic	Low	Low	Low	Low
321	Below Basic	Low	Low	Low	Low
325	Below Basic	At or Approaching	Low	Low	Low
332	Below Basic	Low	Low	Low	Low
345	Below Basic	Low	Low	Low	Low
349	Below Basic	Low	Low	Low	Low
350	Below Basic	Low	Low	Low	Low
356	Below Basic	Low	Low	Low	Low
358	Below Basic	At or Approaching	Low	Low	Low
359	Below Basic	At or Approaching	Low	Low	Low
359	Below Basic	Low	Low	Low	Low
361	Below Basic	Low	Low	At or Approaching	Low
362	Below Basic	Low	Low	Low	Low
364	Below Basic	Low	Low	Low	Low
366	Below Basic	Low	Low	Low	Low
369	Below Basic	At or Approaching	Low	Low	Low
369	Below Basic	Low	Low	Low	Low
370	Below Basic	Low	Low	Low	Low

Evaluate

3rd Grade Math

Scale Score	Overall Performance	Geometry	Measurement and Data	Fractions	Operations and Algebraic Thinking
372	Below Basic	At or Approaching	At or Approaching	Low	Low
375	Below Basic	Low	Low	Low	Low
379	Below Basic	At or Approaching	At or Approaching	Low	Low
379	Below Basic	Low	At or Approaching	Low	Low
383	Below Basic	At or Approaching	Low	Low	Low
383	Below Basic	Low	At or Approaching	Low	Low
384	Below Basic	At or Approaching	At or Approaching	Low	Low
384	Below Basic	At or Approaching	At or Approaching	Low	Low
384	Below Basic	At or Approaching	Low	Low	Low
385	Below Basic	At or Approaching	Low	Low	Low
386	Below Basic	Low	At or Approaching	At or Approaching	Low
386	Below Basic	At or Approaching	Low	Low	Low
386	Below Basic	At or Approaching	Low	Low	Low
387	Below Basic	At or Approaching	Low	Low	Low
388	Below Basic	At or Approaching	Low	Low	Low
389	Below Basic	At or Approaching	Low	Low	Low
391	Below Basic	Low	At or Approaching	Low	Low
392	Below Basic	At or Approaching	Low	Low	Low
393	Below Basic	Low	Low	Low	Low
394	Below Basic	At or Approaching	Low	At or Approaching	Low

Evaluate

3rd Grade Math

Scale Score	Overall Performance	Geometry	Measurement and Data	Fractions	Operations and Algebraic Thinking
396	Below Basic	At or Approaching	Low	Low	Low
397	Below Basic	At or Approaching	At or Approaching	At or Approaching	Low
398	Below Basic	Low	Low	Low	Low
399	Below Basic	At or Approaching	Low	At or Approaching	Low
403	Below Basic	At or Approaching	At or Approaching	Low	Low
403	Below Basic	At or Approaching	Low	Low	At or Approaching
404	Below Basic	At or Approaching	At or Approaching	Low	Low
407	Below Basic	At or Approaching	At or Approaching	Low	Low
411	Below Basic	On or Above	At or Approaching	At or Approaching	Low
417	Basic	At or Approaching	At or Approaching	Low	At or Approaching
419	Basic	At or Approaching	At or Approaching	Low	At or Approaching
444	Proficient	At or Approaching	At or Approaching	At or Approaching	On or Above
458	Proficient	At or Approaching	At or Approaching	On or Above	At or Approaching

Evaluate

3rd Grade Math

Operations and Algebraic Thinking													
Performance	Item Numbers, Max Points and Points Earned												
	3	5	8	17	19	20	22	24	25	26	28	30
	2 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	2 pt	1 pt	1 pt	1 pt	1 pt
83% 16% 1% ⓘ	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
96% 4% ⓘ	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
96% 4% ⓘ	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Low	0	0	0	1	0	0	0	0	0	1	1	0

Evaluate

3rd Grade Math

Evaluate

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3rd Grade Math

		Geometry Questions		Measurement & Data Questions				Fraction Questions		Operations & Algebraic Thinking Questions				
Overall Scale Score	Overall Performance Level	G Performance level	Reasoning about 2D Shapes	MD Performance Level	Data	Area	Perimeter	NF Performance Level	Fraction Understanding	OA Performance Level	Solve • and ÷ problems	Properties of • and ÷	• and ÷ facts	Solve problems using all 4 operation
359	Below Basic	t or Approachin	0,1,0,0,1	Low	1,0	0,0,0,0	0	Low	1,0,0,0,0,0,0	Low	0,0,0,0	0,0,0,1	0	0,0,0,0
362	Below Basic	Low	1,0,0,0,1,1	Low	1,0	0,0,0	0,0	Low	0,0,0,0,0,0,0	Low	0,0,0	0,0,0,0	0	0,0,0,0
383	Below Basic	t or Approachin	1,0,1,1,0	Low	0	0,0,0,0	0,1	Low	0,0,0,0,1,0,0	Low	0,0,0,1	0,1,0,0	0	0,0,0,1
394	Below Basic	t or Approachin	0,1,1,1,0	Low	1,0,0	0,0,1	0,1	or Approachin	0,1,1,0,0,0,0	Low	1,0,0,1	0,0,1	0	0,0,0,0
417	Basic	t or Approachin	0,1,1,1,0	or Approachin	0,1	0,0,1,0	0	Low	1,0,0,0,0,1,0	t or Approachin	1,0,0,1	2,1,1,0	0	1,0,0,0
419	Basic	t or Approachin	1,0,0,1,1,1	or Approachin	1,0	0,0,1,0	0	Low	1,0,0,0,0,0,1	t or Approachin	0,0,0,1	0,1,0,1	1	0,0,1
444	Proficient	t or Approachin	1,0,1,1,1	or Approachin	1,0	0,0,0,1	0	or Approachin	0,0,0,0,0,1,0	On or Above	0,1,1,1	1,1,1,1	1	1,0,0,2
458	Proficient	t or Approachin	0,1,1,1,1,1	or Approachin	0,1	0,0,1,0	1	On or Above	1,1,1,2,0,1,1	t or Approachin	1,1,1	1,1,1,0	0	0,1,1,0

Summary

FLEXIBLE MODEL

IMMEDIATE FEEDBACK

EMPOWERING

LOCAL CONTROL

DISTRICT INPUT INITIATED THE SYSTEM OPTIONS

★ **incidental benefit: no cost to districts**

MULTIPLE TYPES OF INTERIMS; WE USE A VARIETY