

WY State Interim Perspective

Presented at RILS September 26, 2019

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Assessment Task Force (ATF) to be Convened



- 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
- <u>Executive Summary</u> Cohesive, Coherent System
- Wyoming Legislature passed <u>House Bill 0019, Enrolled</u>
 Act No. 55

Specialty Committees



- The Task Force recommended to convene specialty assessment committees, the <u>Specialty Assessment</u> <u>Committee Report</u>
 - 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

EDU.WYOMING.GOV

WY-TOPP Design Characteristics & Features



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

Modular (Gr. 1-11)

Fixed-form, On-Demand

- 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

Interim (Gr. K-10)

Most are Adaptive

- 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

Summative (Gr. 3-10)

Most are Adaptive

- Full test covering depth and breadth of grade-level standards
- Instant, detailed reporting for math and science with twoweek 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





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?
- <u>Create Acceptable Use</u> document for Interims







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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?

5

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

6

Role of Interim Assess.



WYTOPP interims serve three purposes in our district...



- 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

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Role of Interim Assess.



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

8

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?





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

BIG PICTURE

Can we use this for growth?





2017-2018 MATH 201	L8-2019 MATH	1
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Fall WYTOPP Interim Scale Score	erim Scale WYTOPP		MYTOPP m Scale Interim Scale Score		WYTOPP Interim Scale Score WTOPP		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%







Fall WYTOPP Interim Scale Score	Winter WYTOPP Interim Scale Score	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

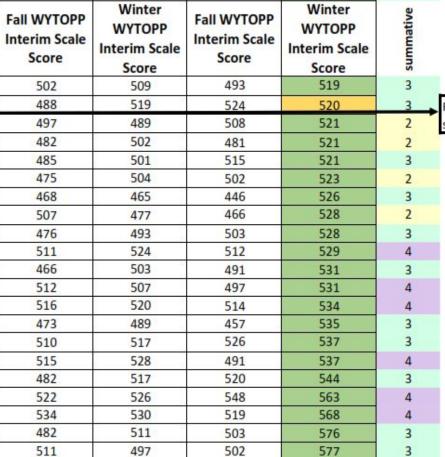
Green = 83%

Yellow = 11%

Red = 6%

Predicitve of proficient on summative









Predicitve of proficient on summative

Achievement Prediction

=39% proficient/advanced

Actual Achievement on WYTOPP Summative Assessment

=39.6% proficient/advanced





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

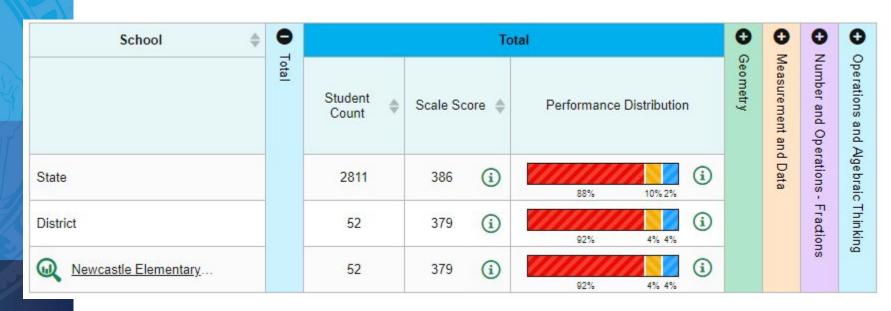
DRILL DOWN

- 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

5











	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% 58% 2%	67% 33%	85% 13% 2%	90% 8% 2%			
₩ Nev	42% 58% 2%	67% 33%	85% 13% 2%	90% 8% 2%			



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	.ow Low At or Appro		Low
362	Below Basic	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





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







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

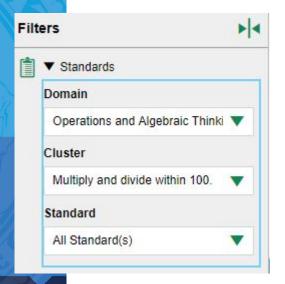




			Ор	erations a	nd Algebra	ic Thinking	9					
		Item Numbers, Max Points and Points Earned										
Performance	<u>3</u>	<u>5</u>	8	<u>17</u>	<u>19</u>	20	22	24	<u>25</u>	<u>26</u>	28	<u>30</u>
	2 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	2 pt	1 pt	1 pt	1 pt	1 pt
83% 18% 1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
98% 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
98% 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	<u>0</u>	0	0	1	0	0	<u>0</u>	0	0	1	1	0







Operations	and Algebraic Thinking				
	Item Numbers, Max Points and Points Earned				
Performance	19				
	1 pt				
83% 16% 1%	n/a				
96% 4%	n/a				
98% 4%	n/a				
Low	<u>0</u>				





		Geometry C	Questions	Measu	Measurement & Data Questions				uestions	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 Understan ding	OA Performance Level	Solve • and ÷ problems	Properties of • and ÷	• and ÷ facts	Solve problems using all 4 operatic
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 Approachir	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