

**WORK SESSION  
FEBRUARY 17, 2021**

---

**SUBJECT**

Statewide Assessment Discussion

**REFERENCE**

October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
April 2016	Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	Board removed ISAT proficiency graduation requirement. The Board maintained the administration of the ISAT assessment in ELA and Math in grade 10. The Board also maintained the participation in a college entrance exam in grade 11 as a graduation requirement.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee.
June 2019	Board received the fiscal year 2020 report from the Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.

**WORK SESSION  
FEBRUARY 17, 2021**

---

June 2019

Board received an update from the Department on the high school accountability assessment.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative Code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements, Section 111, Assessment in the Public Schools, Section 112, Accountability; Section 114, Failure to Meet Annual Measureable Progress

**BACKGROUND/ DISCUSSION**

Idaho's public school system accountability framework was approved by the Board as part of the 2016-2017 rulemaking process and has been effective since March 29, 2017, following acceptance by the legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides "[t]he state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education." An integral part of the state accountability framework, is the state's Comprehensive Assessment System. Like the Accountability Framework, the Comprehensive Assessment System is established by the Board in Administrative Code.

Administrative Code (IDAPA 08.02.03.111), further sets out Idaho's state comprehensive assessment system and its purpose. As established in state law, the purpose of the state assessment system is:

1. Philosophy - Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program.
2. Purposes - The purpose of assessment in the public schools is to:
  - a. Measure and improve student achievement;
  - b. Assist classroom teachers in designing lessons;
  - c. Identify areas needing intervention and remediation, and acceleration;
  - d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;
  - e. Inform parents and guardians of their child's progress;

**WORK SESSION  
FEBRUARY 17, 2021**

---

- f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas;
- g. Identify performance trends in student achievement across grade levels tested and student growth over time; and
- h. Help determine technical assistance/consultation priorities for the State Department of Education.

The state comprehensive assessment program is made up of the following assessments in the identified grades:

- 1. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- 2. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- 3. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- 4. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 5. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 6. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment.
- 7. Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 8. Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 9. Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment.
- 10. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment.
- 11. Grade 10 - High School Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 12. Grade 11 - High School Idaho Standards Achievement Test in science, Idaho Alternate Assessment, Idaho English Language Assessment, college entrance exam.
- 13. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment.

**WORK SESSION  
FEBRUARY 17, 2021**

---

Pursuant to IDAPA 08.02.03.111, the Idaho Standards Achievement Test is administered at the high school level in grade 10 and the college entrance exam in grade 11. The college entrance exam requirement was added to the high school graduation requirements established in IDAPA 08.02.03.105 as part of the Board's High School Redesign Initiative in 2003. Initial research identified the college entrance exam as a barrier to students going on to postsecondary education after high school. Studies showed many high school students from families who had not attended college or were from underserved populations often did not take a college entrance exam due to a sense of underachievement and a feeling that they would not do well on the exam. Students coming from families that did not have family members that had gone on to postsecondary education often did not even consider going on themselves. By requiring the exam to be taken as part of the high school graduation requirements, students who would not otherwise have considered taking a college entrance exam were able to see that they could be successful at the postsecondary level or could identify areas that needed improvement so they could be successful at the postsecondary level. In addition to its use as a graduation requirement, student performance on the college entrance exam is used by the Board as a measure of performance of Idaho's K-20 education system. When implemented, the ISAT and the college entrance exam were established to meet two very different purposes. In considering any changes to the state comprehensive assessment program, it will be important for the Board to consider the purpose of the different types of assessment as well as their validity in being used for those purposes.

**IMPACT**

The discussion will provide direction to the staff on which administrative rule changes should be brought back to the Board for consideration in 2021.

**ATTACHMENTS**

Attachment 1 – Assessment Discussion Presentation - Draft

**STAFF COMMENTS AND RECOMMENDATIONS**

Each time the assessment system is amended or the vendor used for administration and or development of the Idaho Standards Achievement Test is changed questions arise around the purpose of the state's assessment system and the benefits and challenges any statewide system faces. In 2009 the Comprehensive Assessment Program was made up of:

- Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.

**WORK SESSION  
FEBRUARY 17, 2021**

---

- Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.

The ISAT was administered in the fall and the spring. This same year, high school students were required to achieve a proficient or advanced score on the Grade 10 ISAT in mathematics, reading and English language art to graduate. Additionally, for those students entering 9<sup>th</sup> grade in the fall of 2009, they would also have to pass the science portion of the ISAT. Much has changed over the years as federal and state requirements have changed and standardized assessments have evolved and become more sophisticated.

Brian Gong, Senior Associate with the National Center for the Improvement of Educational Assessment, will facilitate the Work Session on evaluating the quality of assessments and their valid uses. The Work Session will help the Board find common purpose around Idaho's statewide assessments within the framework of the Board's goals, the limits of available assessments and current federal accountability requirements.

**BOARD ACTION**

This item is for informational purposes only.



# **Evaluating the Quality of Assessments for the Idaho State Assessment Program:**

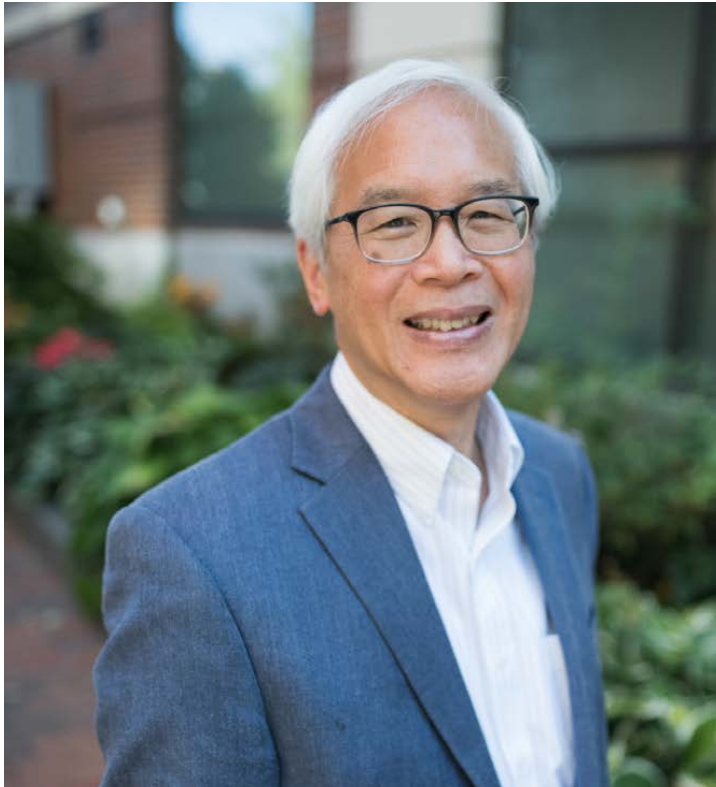
## **An interactive workshop with the Idaho State Board of Education**

Brian Gong, Center for Assessment  
Via teleconference February 17, 2021



# Introduction

---



- Brian Gong is Senior Associate and Co-Founder of the Center for Assessment
  - 501(c)3 non-profit, offering technical assistance to over 30 states and others (e.g., Council of Chief State School Officers, U.S. Dept. of Ed) on assessment and accountability since 1998
  - Prior to co-founding the Center for Assessment, Gong was Associate Commissioner for Kentucky Dept. of Education's Office of Curriculum, Assessment, and Accountability; and Senior Research Scientist at ETS



# Overview

---

- National overview of state assessment
- Criteria for assessment quality
- Discussion of some key assessment issues

*Please ask questions or comment at any time*







# National overview of state assessment

---





# National overview of state assessment: federal

---

Federal laws have required state assessments for over 50 years

- Elementary and Secondary Schools Act (**ESEA**) 1965 – Title 1: compensatory funding to support education of economically disadvantaged students. Required assessments to evaluate effectiveness (most states used norm-referenced tests)
- Reauthorized as Improving America's Schools Act (**IASA**), 1994 – Consolidated Title 1 funding, assessment, school improvement, professional development, etc. Required adoption of common content standards, standards-based assessments, criterion-based reporting (Proficient), and state-established school accountability systems
- Reauthorized as No Child Left Behind Act (**NCLB**), 2001 – mandated annual testing in grades 3-8 and once in high school for ELA/reading and math; science; required assessments for students with disabilities (accommodations, alternate); specified much more detail about school accountability; emphasized Proficiency; formalized Peer Review
- **Race to the Top** (2009) – offered federal assessment and accountability waivers and funding for adoption of new assessment and accountability (notably educator evaluation)
- Reauthorized as Every Student Succeeds Act (**ESSA**), 2015; coordinated with IDEA, 1975 and most recently 2015 – focused on “college/career ready”; integrated English Learner assessments; gave some possible assessments options *if* could pass Peer Review; prescribed more relaxed (but still somewhat specified) accountability requirements





## Federal view of state assessments

---

- Assessments essential tool for providing information about performance of individual students, student groups, schools, districts, and states
- Aligned, accurate, credible, comparable – more than locally developed or selected assessments
- Integral to tracking performance over time
- Integral to accountability for school improvement and closing achievement gaps
- A worthwhile investment for monitoring and improving investments in programming
- Fits with federal and states' roles (e.g., can do without dictating national content standards or state-wide curricula)





# National overview of state assessment: federal

---

## ESSA assessment options

- May test grade 8 students on grade 9 math content (Alg. 1)
- Districts may adopt a locally selected “nationally recognized” high school test
- May adopt multiple “modular” tests in lieu of end of year test
- May apply for Innovative Assessment Demonstration Authority (IADA)

## Additional federal requirements

- Must assess state content standards: “college/career ready” (state chooses)
- Must report at least three levels in standards-based proficiency metric (as well as scale scores; focused on-grade; may add growth and other scores)
- Must meet federal Peer Review standards, e.g., validity, reliability, fairness
- Must be used in state’s school accountability system as a primary component





# National overview of state assessment: states

---

## Wide range of state implementation

- 40+ states adopted Common Core State Standards in **ELA/Reading and math**; now have variants; test blueprints differ
- 30+ states have adopted (variants of) Next Generation **Science** Standards; test blueprints quite variable
- Over half the states' ELA/math assessments include some form of **multi-state effort**: Smarter Balanced, vendor-sponsored, ACT/SAT; (PARCC dissolving); may mix across grades
- Large majority of states' **ELP** and **alternate assessments** from a consortium: WIDA, ELPA-21; DLM, MSAA

## Additional state variations

- **Designs**: Fixed form, fixed form with matrixing, item-level CAT, or multi-stage CAT
- **High school**: assess in grade 9, 10, 11, and/or 12; fixed grade or end-of-course
- **Additional subjects**: social studies/civics, CTE
- **Additional assessments used by state**: PSAT/Aspire/WorkKeys, ASVAB, CTE certification, AP, IB, dual enrollment tests (usually used for student; might be used for school accountability; generally not for federal ELA/math)
- **Commercial interim assessments** (e.g., NWEA MAP, Renaissance STAR, Curriculum Associates iReady): usually district choice; may be state vetted; may be state paid; may require data shared with state, etc.
- Some states trying to **develop system** that uses interim assessments to produce summative score for federal accountability; or supplement summative score





## Short response

---

- As you consider which assessment(s) to choose for Idaho's system of state assessments, what goal(s) are you trying to achieve, and how do assessments fit in?
  - “To achieve \_\_\_\_\_ <goal> \_\_\_\_\_,
  - “We need to do \_\_\_\_\_ <action> \_\_\_\_\_.
  - “Our assessments should help us do <action> by \_\_\_\_\_.
  - “It is also very important that our assessment be affordable and \_\_\_\_\_ <characteristics> \_\_\_\_\_.



# Summary of “theories of action”

---





# Criteria for evaluating assessment quality

---



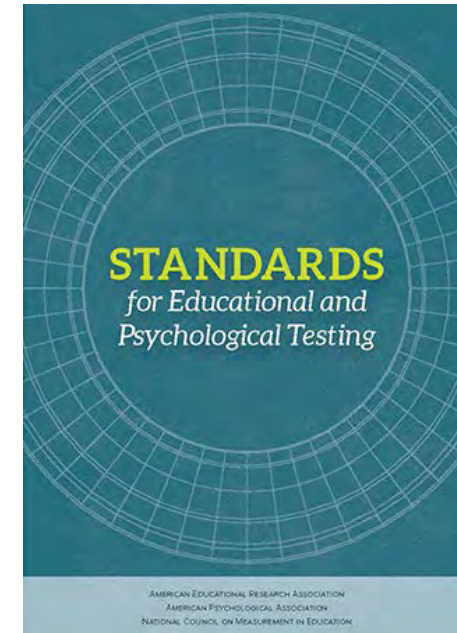




# Criteria and processes for evaluating assessment quality

## Commercial tests

- Criteria: *Standards for Educational and Psychological Assessment* (AERA/APA/NCME, 2014)
  - Or Program/user criteria
- Processes: no centralized process or interpretation of *Standards*
  - Program self-review, e.g., ETS
  - External review, e.g., Buros Center for Testing
  - Special studies (CCSSO High Quality Assessment Criteria; automated scoring)
  - **Criteria? Evidence? Independent? Documented? Public?**





# Criteria and processes for evaluating assessment quality

---

## State assessments

- Criteria
  - Peer Review Criteria (U.S. Department of Education/USED)
- Assessment evaluation processes
  - Peer Review (USED and Peers): Independent, documented, public
- System review and criteria
  - Example: Balanced Assessment Systems
- Practical criteria
- Political criteria





# Federal Peer Review of state assessments

---

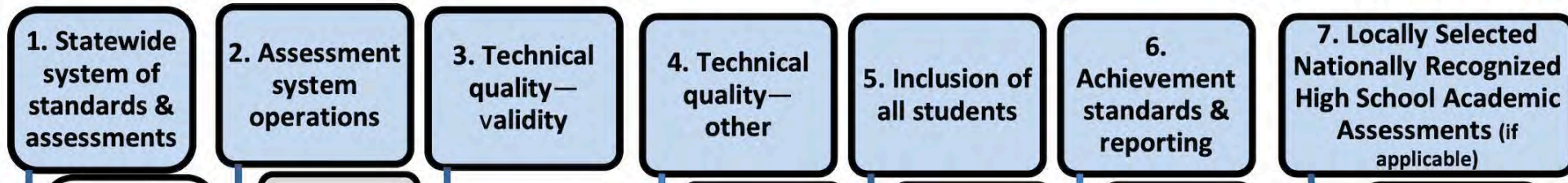
- **Required** by U.S. Department of Education (USED), authorized by ESSA and regulations
- **Conducted periodically** for all states (e.g., ELP started in 2018), and required anytime a state makes a significant change in its assessment program
- Based on **criteria** (largely drawn from *Standards*) and suggested types of **evidence**; **evaluates** state presentation of evidence and reasoning
- **Conducted by a panel** of persons with appropriate expertise and without conflict of interests. Called “peer review” because it is not done by USED staff
- **Results** in Peer Reviewer **notes**, and **designation** from USED (Meets, Substantially Meets, Partially Meets, Does Not Meet) and **action** items





# Peer Review Areas

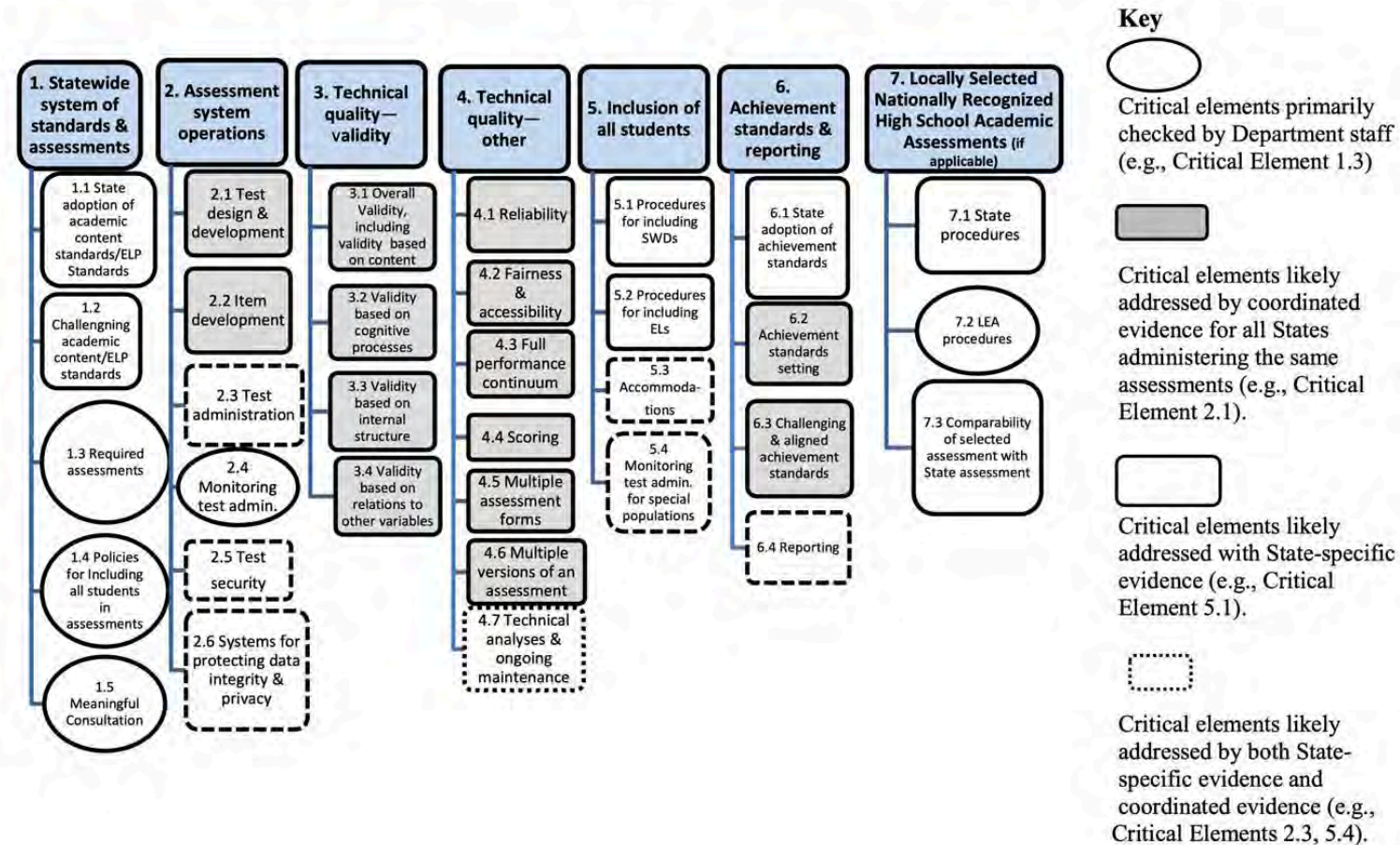
---





# Peer Review Critical Elements

## II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW







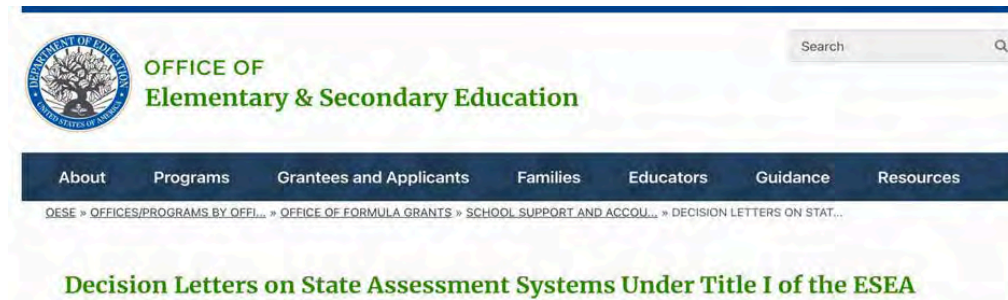
## Sample Peer Review critical element, evidence

Critical Element 2.1 – Test Design and Development		
	Evidence	Notes
<p>The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <b>the depth and breadth of the State's academic content standards</b> for the grade that is being assessed and includes:</p> <ul style="list-style-type: none"><li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of <b>results</b>;</li><li>• Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <b>the State's grade-level academic content standards</b> and support the intended interpretations and uses of the results.</li><li>• Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <b>the State's academic content standards</b>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</li><li>• If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results.</li><li>• If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting.</li><li>• If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio.</li></ul>	<p>"is technically sound, aligns the assessments to the depth and breadth of the State's academic content standards for the grade that is being assessed..."</p>	





# Peer Review results



## Decision Letters on State Assessment Systems Under Title I of the ESEA

Available on the U.S. Department of Education website: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/decision-letters-on-state-final-assessment-system/>

Delaware	Title I Part A of the ESEA	2006	<a href="#">Delaware 2</a>
Delaware	Title I Part A of the ESEA	2017	<a href="#">Delaware 3</a>
Delaware	Title I Part A of the ESEA	2018	<a href="#">Delaware 4: General assessments in mathematics and reading/language arts in grades 3-8 and high school; general assessments in science in grades 5/8 and 10</a>
Delaware	Title I Part A of the ESEA	2019	<a href="#">Delaware 5: General and Alternate English Language Proficiency Assessment</a>
Delaware	Title I Part A of the ESEA	2020	<a href="#">Delaware 6: Reading/language arts and mathematics general and alternate assessments for grades 3-8 and high school, science alternate assessments</a>
Delaware	Title I Part A of the ESEA	2020	<a href="#">Delaware 7: Science general assessments for grades 5, 8 and high school</a>

Showing 1 to 7 of 7 entries (filtered from 1,732 total entries)

Evaluating Assessments - ID BOE - 2/17/21

18





## Peer Review results: Example

External peer reviewers and Department staff carefully evaluated DDOE's submission, which included several assessments. Based on the recommendations from this peer review and our own analysis of the State's submission, I have determined the following:

- Reading/language arts and mathematics general assessments for grades 3-8 (Smarter Balanced) **Meets requirements of the ESEA, as amended by ESSA.**
- Reading/language arts and mathematics general assessments in high school (SAT) **Substantially meets requirements of the ESEA, as amended by ESSA.**

**Substantially meets requirements** means that these components meet most of the requirements of the statute and regulations but some additional information is required. The Department notes that while your State met more of the requirements related to State administration of the SAT, as compared to the initial peer review in 2018, *significant* concerns related to test design and alignment with State standards have not yet been addressed. Alignment to the State's challenging academic standards is critical to having a valid and reliable assessment system. The Department must see that the State has made substantial progress towards improved evidence of alignment of the SAT with the State's academic content standards in the next peer review or the Department will take additional enforcement action.





## States' processes for preparing for and responding to Peer Review

---

- Use templates and refer to guidance provided by USED
- Meet timelines given by USED
- Work closely with vendors to prepare documentation
- Typically consult with the state's TAC (technical advisory committee)
- May hire additional specialty technical help
- Ensure appropriate review and sign-offs



## Other criteria

---

- Peer Review focuses on technical criteria, and some consultation/approval criteria
- Practical criteria
  - Budget
  - Time to administer
  - Time to develop
  - Infrastructure (e.g., technology, assessment literacy)
- Political criteria
  - Vision for assessment (more than federal?)
  - History of program (e.g., technology credibility) and vendors
  - Risk/innovation level
  - Etc.





# Comments, questions, discussion about criteria?

---





## Discussion of some key assessment issues

---





# High school assessment topics

---

- What grade, if any, to test in high school?
- College entrance exam and/or state custom assessment?
- Use interim assessments to yield summative determination?



## What grade, if any, to test in high school? - a

---

- Grade 9, 10, 11, 12
- One or more than one
- End of Course model
  
- Theory of action (rationale)
- Assessment quality criteria



# What grade, if any, to test in high school? - b

---

- End of Course model
  - Students do not all take the same course (especially math) in grades 9, 10, 11, 12, but most end up taking Algebra 1, Geometry, Algebra 2 content
    - Devise end-of-course assessments that assess content as organized by course (e.g., Alg. 1/Geometry/Alg. 2 vs Integrated math 1, 2, 3)
    - Students take end-of-course when enrolled in that course (e.g., Alg. 1 in grade 8, 9, 10, etc.; CTE; AP/IB; dual-enrollment)
  - Especially useful if passing the end-of-course exam is tied to graduation or other student stakes (e.g., credit), because can handle retesting more easily
- Grade 9, 10, 11, 12
- One or more than one
- Theory of action (rationale)
- Assessment quality criteria





# What grade, if any, to test in high school?

---

- End of Course model
- More than one grade in high school
  - Practical: spread out testing, e.g., ELA in one grade, math in another
  - Split required content in domain, e.g., Algebra 1 in Grade 9, Geometry in Grade 10
    - Multiple grades needed to “align” fully to state content standards
  - Multiple purposes
    - Practice/precursor test and “real test” – PSAT and SAT; early warning and high school summative. Typically early (grade 9 or 10) and later (grade 11)
    - Two different purposes – e.g., state-aligned vs student use, college-entrance/ASVAB
- Grade 9, 10, 11, 12
- Theory of action (rationale)
- Assessment quality criteria







# What grade, if any, to test in high school?

---

- End of Course model
- More than one grade in high school
- Grade 9, 10, 11, and/or 12
  - Enough to address (common) state content standards, e.g., “college/career ready”
  - Useful for school accountability
- Theory of action (rationale)
- Assessment quality criteria





# What grade, if any, to test in high school?

---

- Comments, questions, discussion
- End of Course model
- More than one grade in high school
- Grade 9, 10, 11, and/or 12
- Theory of action (rationale)
- Assessment quality criteria





# College entrance exam and/or state custom assessment?

---

- SAT/ACT
  - Smarter Balanced (placement vs. entrance)
  - Other state custom assessment
- 
- **Theory of action (rationale)**
  - Assessment quality criteria
    - Can it pass Peer Review?



# College entrance exam and/or state custom assessment? - b

---

- Comments, questions, discussion
- SAT/ACT
- Smarter Balanced (placement vs. entrance)
- Other state custom assessment
- Theory of action (rationale)
- Assessment quality criteria
  - Can it pass Peer Review?





## Use interims to yield summative determination? - a

---

- Augmented interim (NWEA MAP) → summative determination
- IADA
- Interims inform (sort of) but don't contribute to summative determination
- System of assessments
  
- Theory of action (rationale)
- Assessment quality criteria





## Use interims to yield summative determination? - b

---

- Augmented interim → summative determination

				End of year
Summative test				NWEA MAP +

- + Administered near end of year
- + Had to be aligned/augmented (e.g., guarantee would cover all state content standards sufficiently)
- + Had to be aligned (i.e., could not go substantially “off-grade”)
- Theory of action (rationale)
- Assessment quality criteria



## Use interims to yield summative determination? - c

---

- Innovative Assessment Demonstration Authority

	Time 1	Time 2	Time 3	End of year
Summative test	Part 1	Part 2	Part 3	Part 4

- Spreads the summative evidence gathering out during the year
  - Allows more complex evidence, e.g., performance tasks
  - May allow state summative assessments aligned with curriculum
  - *Does not include using the modular summative assessments to inform instruction during the year, in general, because such use would undermine the validity of summative interpretations*
- 
- Theory of action (rationale)
  - Assessment quality criteria





## Use interims to yield summative determination? - d

---

- Summative and Instructional assessments

	Time 1	Time 2	Time 3	End of year
Instructional test	Interim 1	Interim 2	Interim 4	
Summative test				Summative

- Interim assessments intended to primarily inform instruction within year
- Results from interim assessment may be used to (sort of) inform where student starts on adaptive summative, but information isn't essential for summative determination
- System of assessments
  - Summative and instructional distinct but coordinated (e.g., NWEA developing in NE, GA; Smarter Balanced system of summative and multiple types of interims)
  - More attention to quality of interim assessments and (public) documentation
- Theory of action (rationale)
- Assessment quality criteria







## Use interims to yield summative determination - e

---

- Comments, questions, discussion
- Augmented summative
- Distributed summative
- Coordinated instructional and summative
- Less coordinated instructional and summative
- Theory of action (rationale)
- Assessment quality criteria





## Stable yet forward looking

---

- Support accommodations, and learner supports for assessment
- Adapt to assessment in pandemic times and changing technologies, conditions
- Choice made today will need four years to become operational (at least); should be in place for years after that to yield greatest benefits
- Theory of action (rationale)
- Assessment quality criteria





# Discussion

---





# Thank you!

---



**Brian Gong**

[bgong@nciea.org](mailto:bgong@nciea.org)

