This chart lists the twelve purposes of interim assessments described by Perie, Marion, and Gong (2009), organized into the three broad categories described in a companion Learning Point entitled “Interim Assessment: What are some key characteristics?” available from the Michigan Assessment Consortium at michiganassessmentconsortium.org/resource-bank. Within each broad category, sub-categories indicate more specific assessment purposes. Finally, the chart describes some essential characteristics of interim assessments built for these specific purposes.

*Please note:* This table provides an overview of this information and not a checklist. Matching assessment purpose with test characteristics is an issue of validity and requires more work than can be summarized in this table.

<table>
<thead>
<tr>
<th>Assessment Category: Achievement Monitoring (PAGE 1 of 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Purpose</strong></td>
</tr>
</tbody>
</table>
| Determine how well the student has learned the material to date | ▪ Sufficient alignment (both breadth and depth) with the curriculum to provide accurate information about how well students are mastering the content  
▪ Large range of standards assessed so that all students receive an estimate of how well they have mastered the content they have achieved |
| Provide aggregate information on student achievement at a school or district level | ▪ Sufficient alignment (both breadth and depth) with the curriculum to provide accurate information about how well students are mastering the content  
▪ Large range of standards assessed so that all students receive an estimate of how well they have mastered the content they have achieved |
| Provide specific feedback on where there are gaps in a particular student’s knowledge | ▪ Sufficient alignment (both breadth and depth) with the curriculum to provide accurate information about how well students are mastering the content  
▪ Large range of standards assessed so that all students receive an estimate of how well they have mastered the content they have achieved  
▪ Items constructed such that incorrect or incomplete responses provide useful information on student misconceptions  
▪ Test reports designed to highlight what students know and don’t know to help students adjust their learning strategies |
| Diagnose and provide corrective feedback to help a group of students get on track to succeed on the summative assessment | ▪ Strong statistical correlation between results on the interim assessment and the summative assessment  
▪ Sufficient alignment (both breadth and depth) with the curriculum to provide accurate information about how well students are mastering the content  
▪ Large range of standards assessed so that all students receive an estimate of how well they have mastered the content they have achieved  
▪ Items constructed such that incorrect or incomplete responses provide useful information on student misconceptions  
▪ Test reports designed to highlight what students know and don’t know to help students adjust their learning strategies |
| Motivate and provide feedback to students about their learning | ▪ Large range of standards assessed so that all students receive an estimate of how well they have mastered the content they have achieved  
▪ Items constructed such that incorrect or incomplete responses provide useful information on student misconceptions  
▪ Test reports designed to highlight what students know and don’t know to help students adjust their learning strategies |

*Continued on PAGE 2*
### Purposes for and Essential Characteristics of Interim Assessment, continued

#### Assessment Category: Achievement Monitoring (PAGE 2 OF 2)

<table>
<thead>
<tr>
<th>Assessment Purpose</th>
<th>Essential Characteristics</th>
</tr>
</thead>
</table>
| Ensure that teachers are staying on track in terms of teaching the curriculum in a timely manner (i.e., pacing) | - Sufficient alignment (both breadth and depth) with the curriculum to provide accurate information about how well students are mastering the content  
- Test administration scheduled so that it follows closely the temporal requirements of the pacing guides |
| Provide a more thorough analysis of the depth of students’ understanding | - Sufficient alignment (both breadth and depth) with the curriculum to provide accurate information about how well students are mastering the content  
- Large range of standards assessed so that all students receive an estimate of how well they have mastered the content they have achieved  
- Items constructed such that incorrect or incomplete responses provide useful information on student misconceptions |
| Determine whether students are prepared to move on to the next instructional unit | - Test constructed so that it focuses measurement on the prerequisite skills of the next unit that are contained in the current content |

#### Assessment Category: Prediction

<table>
<thead>
<tr>
<th>Assessment Purpose</th>
<th>Essential Characteristics</th>
</tr>
</thead>
</table>
| Predict students’ performance on a summative assessment | - Strong statistical correlation between results on the interim assessment and the summative assessment  
Note: A test might have strong statistical correlation with a summative assessment but not have face validity, e.g., it might not look like it measures the same thing as the summative assessment |
| Determine whether students are on track to succeed on the summative assessment | - Strong statistical correlation between results on the interim assessment and the summative assessment  
- Sufficient alignment (both breadth and depth) with the curriculum to provide accurate information about how well students are mastering the content  
- Test items of varying difficulty so that all students can get an estimate of how well they’re mastering the content |

#### Assessment Category: Program Evaluation

<table>
<thead>
<tr>
<th>Assessment Purpose</th>
<th>Essential Characteristics</th>
</tr>
</thead>
</table>
| Determine whether one pedagogical approach is more effective in teaching the material than another | - Adequate alignment (both breadth and depth) with the content  
- The assessment must be equally sensitive to the instructional methods of both pedagogical approaches |
| Provide information to help the instructor better teach the new group of students by evaluating the instruction, curriculum, and pedagogy | - Test items of varying difficulty so that all students can get an estimate of how well they’re mastering the content  
- Items constructed such that incorrect or incomplete responses provide useful information on student misconceptions |

Companion MAC Learning Point available at michiganassessmentconsortium.org/resource-bank.

The Michigan Assessment Consortium’s Assessment Learning Network (ALN) is a professional learning community consisting of members from MI’s professional education organizations; the goal of the ALN is to increase the assessment literacy of all of Michigan’s professional educators.