

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

This document identifies the “gold standard” for the critical components of a high-quality Interim/Benchmark system. Connections are also made to various resources to support your work, including Michigan Assessment Consortium tools and Smarter Balanced Resources. Links to resources are provided throughout the document to assist leaders to increase understanding and to access tools to support implementation with fidelity.

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component A: INTERIM ASSESSMENTS WITHIN A BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
CRITICAL COMPONENT: What are the essential components of INTERIM/BENCHMARK ASSESSMENTS within a balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Staff understands the overall purposes of a balanced assessment system	Student assessments are selected/developed and implemented to form a coherent, balanced assessment system that address a variety of purposes: Instructional: <ul style="list-style-type: none"> • Monitor and Adjust Instruction • Inform students and parents about learning progress • Monitor student Improvement • Inform student services and placement decisions Predictive: <ul style="list-style-type: none"> • Predict future performance/achievement • Evaluate program/curriculum • Improve instructional program Evaluative <ul style="list-style-type: none"> • Evaluate learning • Determine student, teacher, or system accountability 	Video: Balanced Assessment System: An Overview Video: Why Balanced Assessment Systems? Rick Stiggins Learning Point: What constitutes a high-quality, comprehensive, balanced assessment system? Resource: Purposes for and Essential Characteristics of Interim Assessment Article: Moving Toward a Comprehensive Assessment System: A Framework for Considering Interim Assessments Balanced Assessment System Strategy Guide Balanced Assessment System Planning Tool MAC Balanced Assessment Home Page

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component A: INTERIM ASSESSMENTS WITHIN A BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
CRITICAL COMPONENT: What are the essential components of INTERIM/BENCHMARK ASSESSMENTS within a balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
	<ul style="list-style-type: none"> Evaluate district/school policies 	
Staff understanding of the different levels of a balanced assessment system	All users understand the definitions of different levels of assessments: <ul style="list-style-type: none"> Formative Assessment Process District/School Interim/Benchmark Assessments Summative Assessments (e.g., classroom, course exams, M-STEP, SAT, ACT) 	Learning Point: What do we mean by formative assessment? Learning Point: Formative assessment(s) or formative assessment? The "s" makes a difference. Learning Point: What do we mean by Interim/Benchmark Assessments? Learning Point: What are summative assessments? FAME: FAME Home Page
Organizational support for Interim/Benchmark assessments as one aspect of a balanced assessment system	Policies have been instituted with supportive resources (time and budget) needed to help users understand and implement interim/benchmark assessments within a balanced assessment system in the district.	Learning Point: How do we design assessment systems for modern learning? Learning Moment: Jim Pellegrino: What would it take for states and districts to implement coherent and balanced assessment systems.
	An assessment calendar, including state and local assessment windows, has been developed to inform a balanced assessment system which includes	Learning Moment: James Pellegrino Learning Moment: Margaret Heritage and Tanya Wright

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component A: INTERIM ASSESSMENTS WITHIN A BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
CRITICAL COMPONENT: What are the essential components of INTERIM/BENCHMARK ASSESSMENTS within a balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
	interim/benchmark assessments, and is communicated to all stakeholders.	Early Literacy Assessment System: ELAS Home Page MDE District Assessment Inventory Toolkit (MDE) https://www.michigan.gov/mde/0,4615,7-140-28753_65803-367828--,00.html
	An assessment inventory consisting of assessments, purpose, outcomes, uses and users has been conducted and shared with constituents.	
Assessment types meet the needs of the users	The type(s) of interim/benchmark assessments within the balanced assessment system will provide the needed information for each user/user group that has been identified.	Resource: A Summary of Assessment Users
Interim/benchmark assessments’ role in the overall balanced assessment system	An understanding of the role of the interim/benchmark assessments within the balanced assessment system is evident and applied during analysis and use of results.	Report: The Role of Interim Assessments in a Comprehensive Assessment System Learning Point: Purposes for and Essential Characteristics of Interim Assessment Resource: Interim Benchmark Assessment - A Typology

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component A: INTERIM ASSESSMENTS WITHIN A BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
CRITICAL COMPONENT: What are the essential components of INTERIM/BENCHMARK ASSESSMENTS within a balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Interim/benchmark assessments’ role in continuous improvement	An understanding of the purpose of interim/benchmark assessment and the role of assessment within the continuous improvement process is clearly evident.	MDE Resource: Michigan Continuous Improvement Process Webpage
Interim/benchmark assessments meet the most recent MDE requirements	Interim/benchmark assessments are selected and administered in accordance with current Michigan Department of Education requirements.	MDE Resources: MDE Benchmark Assessment Home Page

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component B: ASSESSMENT LEVELS ALIGNED WITH PURPOSE		
CRITICAL COMPONENT: What are the essential components of ASSESSMENT LEVELS ALIGNED WITH PURPOSES in a high-quality balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Interim/Benchmark Assessment purpose(s)	Interim/Benchmark assessments are considered and selected based, in part, upon the desired purpose(s) of the assessment within the overall assessment system. <ul style="list-style-type: none"> • Instructional • Predictive • Evaluative 	<p>Article: Moving Toward a Comprehensive Assessment System: A Framework for Considering Interim Assessments</p> <p>Learning Moment: Marianne Perie Learning Moment</p> <p>Article: Assessing to Meet Students’ Needs by Rick Stiggins</p>
	The purpose(s) of each type of interim/benchmark assessment is identified and understood prior to testing and considered during use of the results.	Learning Point: Start with purpose when choosing assessments
Interim/benchmark assessments’ role in assessment OF learning	Staff understands the difference between assessment <i>of</i> learning and assessment <i>for</i> learning and the role of interim/benchmarks assessments.	Assessment Learning Module: Assessment Systems That Support 21st Century Learners
Interim/Benchmark Summative Assessment as part of a Balanced Assessment System	All users understand the definitions of and uses for the interim/benchmark assessments in the classroom as part of a balanced assessment system.	Learning Point: What do we mean by Interim/Benchmark Assessments?

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component B: ASSESSMENT LEVELS ALIGNED WITH PURPOSE		
CRITICAL COMPONENT: What are the essential components of ASSESSMENT LEVELS ALIGNED WITH PURPOSES in a high-quality balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
		<p>Learning Point: Interim Assessment: What are some key characteristics?</p> <p>Learning Point: Purposes for and Essential Characteristics of Interim Assessment</p> <p>Smarter Video: How the assessment will be given, and data used: Understanding the Smarter Balanced Interim Assessments (Video)</p> <p>Smarter Interim Assessment Handout: Smarter Balanced Website: Focused Interim Assessment Blocks; Interims that provide more specific, actionable data on student performance</p> <p>Smarter Video: Tools for Teachers</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component C: ASSESSMENT PURPOSE AND ESSENTIAL CHARACTERISTICS		
CRITICAL COMPONENT: What are the PURPOSES and ESSENTIAL CHARACTERISTICS of interim/benchmark assessments?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Assessment Category: Achievement Monitoring	<ul style="list-style-type: none"> • Determine how well the student has learned the material to date • Provide aggregate information on student achievement at a school or district level • Provide specific feedback on where there are gaps in a particular student’s knowledge • Diagnose and provide corrective feedback to help a group of students get on track to succeed on the summative assessment • Motivate and provide feedback to students about their learning • Ensure that teachers are staying on track in terms of teaching the curriculum in a timely manner (i.e., pacing) • Provide a more thorough analysis of the depth of students’ understanding • Determine whether students are prepared to move on to the next instructional unit 	<p>Resource: Purposes for and Essential Characteristics of Interim Assessment</p> <p>Article: Moving Towards a Comprehensive Assessment System: A Framework for Considering Interim Assessments</p>
Assessment Category: Prediction	<ul style="list-style-type: none"> • Determine whether students are on track to succeed on the summative assessment • Predict students’ performance on a summative assessment 	<p>Learning Point: What are learning targets?</p> <p>Resource: Success Criteria Handout</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component C: ASSESSMENT PURPOSE AND ESSENTIAL CHARACTERISTICS		
CRITICAL COMPONENT: What are the PURPOSES and ESSENTIAL CHARACTERISTICS of interim/benchmark assessments?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
<p>Assessment Category: Evaluation</p>	<ul style="list-style-type: none"> Determine whether one pedagogical approach is more effective in teaching the material than another Provide information to help the instructor better teach the new group of students by evaluating the instruction, curriculum, and pedagogy 	<p>Strategy Implementation Guide: SBAC Interim Assessment Blocks and Tools for Teachers</p> <p>Learning Point: What are learning progressions?</p> <p>Learning Point: Models of Proficient Achievement</p> <p>MDE Resources:</p> <p>MDE MSTEP Home Page</p> <p>MDE Math Crosswalk: Claims, Targets, and Standards</p> <p>MDE ELA Crosswalk: Claims, Targets, and Standards</p> <p>SMARTER Balanced Resources:</p> <p>Smarter Balanced Home Page</p> <p>Video: Understanding the Smarter Balanced Interim Assessments</p> <p>Focused Interim Assessment Block (IABs) Explained</p> <p>Tools for Teachers</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component C: ASSESSMENT PURPOSE AND ESSENTIAL CHARACTERISTICS		
CRITICAL COMPONENT: What are the PURPOSES and ESSENTIAL CHARACTERISTICS of interim/benchmark assessments?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
		<p>Mathematics: Construct Relevant Vocabulary for Mathematics</p> <p>Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics (Pg. 30)</p> <p>Mathematics General Scoring Rubrics</p> <p>ELA: Construct Relevant Vocabulary for English Language Arts and Literacy</p> <p>Reading Short Answer Rubrics</p> <p>Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component D: ASSESSMENT CLARITY		
CRITICAL COMPONENT: What are the essential components of ASSESSMENT CLARITY in a balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Priority Standards have been identified	Priority standards have been identified for instruction and are aligned with selected interim/benchmark assessments.	Resource: Prioritizing Standards Learning Map Video: Prioritizing and Assessing Standards to Accelerate Learning
Learning Targets & Success Criteria have been established	Prioritized standards have been collaboratively unwrapped into clear learning targets with aligned success criteria	Learning Point: What are learning targets? Resource: Success Criteria Handout
Staff knowledge of learning targets as they relate to assessment	Each staff member is: <ol style="list-style-type: none"> 1. a confident, competent master themselves of the targets they are responsible for teaching 2. sufficiently assessment literate to assess the assigned targets productively in both formative and summative ways. 3. able to utilize resources such as Smarter Balanced assessment system and Tools for Teachers to modify instruction based on assessment results. 	Strategy Implementation Guide: SBAC Interim Assessment Blocks and Tools for Teachers Learning Point: What are learning progressions? Learning Point: Models of Proficient Achievement MDE Resources: MDE MSTEP Home Page MDE Math Crosswalk: Claims, Targets, and Standards

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component D: ASSESSMENT CLARITY		
CRITICAL COMPONENT: What are the essential components of ASSESSMENT CLARITY in a balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
		<p>MDE ELA Crosswalk: Claims, Targets, and Standards</p> <p>SMARTER Balanced Resources:</p> <p>Smarter Balanced Home Page</p> <p>Video: Understanding the Smarter Balanced Interim Assessments</p> <p>Focused Interim Assessment Block (IABs) Explained</p> <p>Tools for Teachers</p> <p>Mathematics: Construct Relevant Vocabulary for Mathematics</p> <p>Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics (Pg. 30)</p> <p>Mathematics General Scoring Rubrics</p> <p>ELA: Construct Relevant Vocabulary for English Language Arts and Literacy</p> <p>Reading Short Answer Rubrics</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component D: ASSESSMENT CLARITY		
CRITICAL COMPONENT: What are the essential components of ASSESSMENT CLARITY in a balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component. What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
		Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types
Assessment items align with the learning targets	Assessment items are developed or selected to match the rigor of the standards being assessed through the use of the appropriate item type, i.e. selected response, constructed response, performance, personal communication. (Target- Method-Match)	<p>Learning Point: Performance Assessment – What is it and why is it useful?</p> <p>Learning Point: Performance Assessment in the visual arts classroom</p> <p>Resource: Wayne RESA Target Method Match Handout</p> <p>Resource: Developing High Quality Student Assessments</p>
Assessments form a balanced, coherent system	Staff assure that assessments that have been mandated, selected and/or developed form a balanced, coherent system and assess the same content standards which used in instruction, as outlined by the state.	Assessment Learning Module: Selecting Appropriate Assessments

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component E: HIGH-QUALITY ASSESSMENT		
CRITICAL COMPONENT: What are the essential components of HIGH-QUALITY ASSESSMENT in a high-quality balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Criteria for high-quality interim/benchmark assessments are understood	<p>Interim/benchmark assessment users have been identified and understand the technical qualities that must be addressed during review and selection of new assessments.</p> <p>Specific characteristics of high-quality interim/benchmark assessments are identified and understood by users of the assessments prior to selection and implementation.</p>	<p>Article: Quest for Quality (Educational Leadership)</p> <p>Resource: Moving Toward a Comprehensive Assessment System: A Framework for Considering Interim Assessments</p>
Staff non-technical understanding of statistical concepts	<p>All users possess a non- technical understanding of statistical concepts associated with assessment.</p> <ul style="list-style-type: none"> • Measures of central tendency • Measure of variability • Reliability • Validity: A characteristic of the use of the test, not the test itself • Bias/Sensitivity • Fairness • Correlation/Causation • Proficiency/Growth 	<p>Learning Point: What’s in a Name? How the ALN uses Key-Assessment Terms</p> <p>Learning Point: Proficiency and Growth: What’s the Difference?</p> <p>Learning Point: Measuring Student Growth: More than just choosing a model</p> <p>Assessment Learning Module: Understanding the Technical Concepts Used in Student Assessment</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component E: HIGH-QUALITY ASSESSMENT		
CRITICAL COMPONENT: What are the essential components of HIGH-QUALITY ASSESSMENT in a high-quality balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Selected interim/benchmark assessments meet technical criteria	Assessment users understand the technical qualities that must be addressed when reviewing and selecting “ready-made” assessments.	<p>Assessment Learning Module: Selecting Appropriate Assessments</p> <p>Resource: An Approach for Evaluating the Technical Quality of Interim Assessments</p> <p>Learning Point: Reliability and validity: How do these concepts influence accurate student assessment?</p> <p>Resource: High Quality Assessment Systems Guidance Document</p>
Development of high-quality local assessments	<p>Local assessments have been developed collaboratively using a coherent process; such as the following:</p> <ol style="list-style-type: none"> 1. Determine the purpose for assessing 2. Determine the standards or learning targets to be assessed 3. Select the assessment methods appropriate to learning targets and assessment purpose(s) 	<p>Resources:</p> <p>MAC Common Assessment Development Modules: Part 1</p> <p>Module 1: Building and Using Common Assessments: A Professional Development Series</p> <p>Module 2: What are Common Assessments?</p> <p>Module 3: Determine the Outcome of the Assessment</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component E: HIGH-QUALITY ASSESSMENT		
CRITICAL COMPONENT: What are the essential components of HIGH-QUALITY ASSESSMENT in a high-quality balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
	<ol style="list-style-type: none"> 4. Design a test plan, or blueprint, that will permit confident conclusions about achievement results 5. Select or construct the necessary assessment items and scoring tools where needed 6. Field test the items in advance or review them before reporting the results 7. Assessments are reviewed for bias (racial/ethnic, gender, community type, SES, culture, etc.). 8. Improve the assessment through review and analysis to eliminate bias and distortion 	<p>Module 4: Identifying Learning Targets for Common Assessment</p> <p>Module 5: Matching the Assessment Methods to the Learning Target</p> <p>Module 6: Assessing Student with Special Needs</p> <p>Module 7: Writing Test Blueprints</p> <p>Module 8–Part 1: Writing Selected-Response Items Part 1</p> <p>Module 8–Part 2: Writing Selected-Response Items Part 2</p> <p>Module 9: Writing Constructed Response Items</p> <p>Module 10: Writing Performance Assessments</p> <p>Module 11: Using Portfolios to Assess Students</p> <p>Module 12: Developing and Using Scoring Guides and Rubrics</p> <p>MAC Common Assessment Modules—Part 2:</p> <p>Module 13: Editing the Draft Assessment Items</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component E: HIGH-QUALITY ASSESSMENT		
CRITICAL COMPONENT: What are the essential components of HIGH-QUALITY ASSESSMENT in a high-quality balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
		Module 14: Detecting and Eliminating Bias and Distortion Module 15: Assembling the Assessment Instrument Module 16: Field Testing Module 17: Looking at Field Test Data Module 18: Reliability Module 19: Test Validity Module 20: Assembling the Final Common Assessment
Use of appropriate accessibility features and accommodations to implement suitable assessment of all students	The appropriate accessibility features and assessment accommodations, based on student needs, are utilized with all students on interim/benchmark assessments.	Learning Point: How do students with disabilities participate in state and district assessments? MDE Resources: 2020 Supports and Accommodations Guidance Document Supports and Accommodations FAQ Smarter/Tools for Teachers:

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component E: HIGH-QUALITY ASSESSMENT		
CRITICAL COMPONENT: What are the essential components of HIGH-QUALITY ASSESSMENT in a high-quality balanced assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
		Smarter Balanced website Accessibility Strategies Smarter Balanced: Accessibility and Accommodations Meeting the Needs of Diverse Learners

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component F: EFFECTIVE USE OF EVIDENCE FROM INTERIM/BENCHMARK ASSESSMENTS		
CRITICAL COMPONENT What are the essential components of EFFECTIVE USE OF EVIDENCE FROM ASSESSMENTS in a high-quality assessment system	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Supporting staff in the use of assessment data/assessment literacy	Ongoing professional learning occurs, with all staff, around the topics of assessment and appropriate interpretation and use of assessment results. Staff and students understand that assessment is a process used to gather information to adjust instruction or support teachers’ in making changes to current and/or next steps in instruction.	<p>Resources:</p> <p>Michigan Assessment Consortium Webpage</p> <p>Smarter/Tools for Teachers Professional Learning Resources</p> <p>Assessment Literacy Standards</p> <p>Learning Point: What do we mean by assessment literacy?</p> <p>Learning Point: What fundamental understandings are necessary for assessment literacy?</p> <p>Learning Point: How might collaboration create a state of assessment literacy?</p>
	Ongoing support, such as professional learning and/or coaching, is available to support staff in gaining or enhancing the necessary-knowledge,	<p>Resource: MAC Professional Learning Home Page</p> <p>Smarter/Tools for Teachers Resources:</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component F: EFFECTIVE USE OF EVIDENCE FROM INTERIM/BENCHMARK ASSESSMENTS		
CRITICAL COMPONENT What are the essential components of EFFECTIVE USE OF EVIDENCE FROM ASSESSMENTS in a high-quality assessment system	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
	skills and dispositions needed to become assessment literate.	Smarter Balanced Quick Guides Smarter Balanced Professional Learning Resources
	A collaborative and supportive plan has been developed to help the staff develop a deeper level of assessment literacy knowledge, skills, dispositions, and practices.	MAC Resource: Assessment Literacy Standards
	All staff is knowledgeable about the effective use of a data analysis protocols such as the Collaborative Learning Cycle to inform future instructional and intervention needs of students.	Assessment Learning Module: Collaborative Inquiry Process
Staff understanding of data analysis protocol	An identified protocol for analyzing interim/benchmark assessment results is utilized consistently as part of the ongoing team meeting process. All users utilize protocols to collaboratively analyze data and devise ways to use data to improve instruction and to guide	Resource: Data Conversations Resource: Data Driven Dialogue Resource: Wellman and Lipton: Data-Driven Dialogue

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component F: EFFECTIVE USE OF EVIDENCE FROM INTERIM/BENCHMARK ASSESSMENTS		
CRITICAL COMPONENT What are the essential components of EFFECTIVE USE OF EVIDENCE FROM ASSESSMENTS in a high-quality assessment system	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
	further continuous improvement plans based on the results/outcomes.	
Accessibility to Results	A process and/or data warehouse tool is used to collect and organize interim/benchmark data for easy access, analysis, and distribution to users for use in accordance with the intended purpose(s).	Resource: Smarter/Tools for Teachers: Interim Connection Playlist Smarter Content Explorer
	The results of the assessment and the associated score reports have been designed to facilitate meaningful and useful instructional interpretations.	
Using data to inform future actions	All users will use assessment results for the intended purpose(s): <ul style="list-style-type: none"> • Monitor and Adjust Instruction • Inform students and parents about learning progress • Monitor student Improvement 	Assessment Learning Module: Using Data Well Resource: Smarter/Tools for Teachers: Interim Connection Playlist Video: Understanding the Smarter Reporting System

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component F: EFFECTIVE USE OF EVIDENCE FROM INTERIM/BENCHMARK ASSESSMENTS		
CRITICAL COMPONENT What are the essential components of EFFECTIVE USE OF EVIDENCE FROM ASSESSMENTS in a high-quality assessment system	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
	<ul style="list-style-type: none"> • Predict future performance/achievement • Evaluate program/curriculum • Improve instructional program • Inform student services and placement decisions • Evaluate learning • Determine student, teacher, or system accountability • Evaluate district/school policies 	
	<p>All users utilize protocols to collaboratively analyze interim/benchmark assessment results and devise ways to use the data to improve instruction and to guide further continuous improvement plans based on the results/outcomes.</p>	<p>Learning Point: What are adjustment to teaching?</p> <p>Assessment Learning Module: Making Meaning from Student Assessments</p> <p>Resources:</p> <p>Smarter/Tools for Teachers: Interim Connection Playlist</p> <p>Smarter Annotative Response Tool</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component F: EFFECTIVE USE OF EVIDENCE FROM INTERIM/BENCHMARK ASSESSMENTS		
CRITICAL COMPONENT What are the essential components of EFFECTIVE USE OF EVIDENCE FROM ASSESSMENTS in a high-quality assessment system	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Using data to inform future actions, cont’d	All staff utilize interim/benchmark assessment results to inform changes in instruction and interventions for individual students and the group as a whole.	
	All users make use of interim/benchmark assessment results, including subgroup performance, in making decisions regarding the district’s curriculum and instructional programs.	
Use of Multiple Measures	Assessment results from multiple measures will be collected and analyzed to inform future decisions.	Resource: Multiple Measures by Victoria Bernhardt

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

Component G: STUDENT ENGAGEMENT IN THE ASSESSMENT PROCESS		
CRITICAL COMPONENT: What are the essential components of STUDENT ENGAGEMENT in a high-quality assessment system?	“GOLD STANDARD” for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES Including Independent Study & Guided Professional Learning
Data use by staff with students	All staff and students use the interim/benchmark assessment results to reflect on their learning and to set goals for future learning.	<p>Learning Point: What is self-assessment?</p> <p>Learning Point: What are adjustments to learning?</p> <p>Protocol: PQS Strategy (Praise, question, Suggestion)</p> <p>Learning Point: What is Learning Agency?</p>
Student engagement in reflection and goal setting	All district teams work collaboratively to develop grade/content-specific rubrics with students that will be used as a part of the learning process.	<p>Learning Point: What is formative feedback? Why is feedback from the teacher important?</p> <p>Learning Point: Prior Knowledge: Why is activating it important in the formative assessment process?</p> <p>Learning Point: What is feedback from peers?</p> <p>Learning Point: What is student self-assessment?</p> <p>Learning Point: What are adjustments to learning?</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

<p>Student engagement in collaborative inquiry</p>	<p>All teachers actively involve students in collaborative inquiry through the self- reflection process.</p>	<p>Resource: Tools for Teacher: Formative Assessment Strategies</p> <p>Learning Point: What is Gathering Evidence of Student Understanding?</p> <p>Learning Point: What Are Teacher Questioning Strategies?</p>
<p>Student engagement in reflection and goal setting</p>	<p>All district teams work collaboratively to develop grade/content-specific rubrics with students that will be used as a part of the learning process.</p>	<p>Learning Point: What is formative feedback? Why is feedback from the teacher important?</p> <p>Learning Point: Prior Knowledge: Why is activating it important in the formative assessment process?</p> <p>Learning Point: What is feedback from peers?</p> <p>Learning Point: What is student self-assessment?</p> <p>Learning Point: What are adjustments to learning?</p>
<p>Staff collaborate to develop tools for students' use as part of the learning process</p>	<p>All district teams work collaboratively to develop grade/content specific rubrics that students will use as a part of the learning process.</p>	<p>Learning Point: Planning: What role does it play in the formative assessment process?</p> <p>Learning Point: Prior Knowledge: Why is activating it important in the formative assessment process?</p> <p>Learning Point: Models of proficient achievement: Why are they important?</p>

STRATEGY IMPLEMENTATION GUIDE: Interim/Benchmark Assessments

Resource: [MAC Home Page for Interim Assessment Resources](#)

<p>Effective communication about student learning</p>	<p>All staff communicates effectively with students, parents, other teachers, administration, and community stakeholders about student learning including results from interim/benchmark assessments.</p>	<p>MDE Resource: What Parents Should Know About Assessments</p>
--	---	--