



PLANNING TOOL: Interim/Benchmark Assessments

How to use this document: This tool provides guidance to districts/buildings as they work to implement a High-Quality Balanced Assessment System. Given that each district/building differs, this guidance document would require adjustment and modification dependent upon the context of the specific district/building. For example, depending on district size and organizational structure, the decision may be made to have the existing continuous improvement team manage the implementation, rather than creating a separate leadership team. The key is that planning for implementation is purposeful and intentional. These action steps would be planned for and included in a continuous improvement plan and inform ongoing budgeting and resource allocation. For additional information, visit the Michigan Assessment Consortium webpage: www.michiganassessmentconsortium.org.

Installation	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p>	<p>QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy? What are the activities during implementation?</p>	<p>QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p>	<p>QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT IS EVALUATED?</p>
<p>ACTIVITY: Leadership: Administration and staff have identified the implementation of an interim assessment(s) as an initiative to be implemented as part of a balanced assessment system to help support the ongoing, continuous improvement process.</p>	<p>ACTIVITY: Administration has included the implementation of an interim assessment(s) in the district and/or building improvement plan for the next 2 – 3 years and has planned for the needed resources in the plan and budget.</p>	<p>ACTIVITY: Administration monitors the implementation of the interim assessment(s) at the building and district level to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts.</p>	<p>ACTIVITY: Administration conducts a focused program evaluation of the implementation and impact of interim assessment(s) at the building and district level. Based on this program evaluation, modifications will be/have been made to the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts.</p>
<p>ACTIVITY: Leadership: Administration and/or staff have completed a District/Building needs assessment to determine the “current reality” as to the team’s readiness for implementation. Consideration is given to the critical components of an interim assessment(s) and the conditions needed for successful installation and implementation.</p>	<p>ACTIVITY: Leadership has conducted the needs assessment and convened the staff and administration to determine strengths and challenges in the current assessment system specifically focused on the implementation of interim assessment(s). The team has determined action steps to address the challenges and barriers while building upon strengths.</p>	<p>ACTIVITY: Leadership has addressed the identified strengths and challenges and has determined the needed resources as evidenced by budgets, purchases, and the continuous improvement plan action steps.</p>	<p>ACTIVITY: Leadership has addressed and planned for the needed resources, and they are deemed to be sufficient and/or adjustments made based on this evaluation.</p>



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<p>ACTIVITY: Leadership: Administration and staff have identified and documented the leadership team to help to plan, monitor and support the implementation of interim assessment(s) as part of continuous improvement.</p>	<p>ACTIVITY: District staff has identified a structure and process for the leadership team to coordinate efforts throughout the district and/or building(s) to support successful implementation of interim assessment(s), including a written communication plan.</p>	<p>ACTIVITY: Ongoing meetings are held consistently as evidenced by calendars, agendas, and meeting notes. Attendance is monitored. Challenges are identified and modifications made throughout implementation, if possible.</p>	<p>ACTIVITY: Evaluation of the current organizational structure and communication process is conducted in order to determine modifications for the upcoming implementation year.</p>
<p>ACTIVITY: Leadership: Implementation sites have been identified within the district and the leadership for each of those sites have been identified.</p>	<p>ACTIVITY: Implementation site leadership has been oriented in the “why” behind the need for interim assessment(s) and have committed to engagement to the implementation process.</p>	<p>ACTIVITY: Leadership needs are monitored at each site and coaching/support provided to assist, as needed.</p>	<p>ACTIVITY: Leadership needs are evaluated at each site and a plan is created to address challenges and build upon strengths during the next implementation phase.</p>
<p>ACTIVITY: Competency: Administrators and staff participate in professional learning to fully understand the critical components of interim assessment(s) and have been provided training in each of these critical components as identified in the Interim Assessment Strategy Implementation Guide.</p>	<p>ACTIVITY: Staff and administrators involved in implementation have been provided training in the critical components included in the Strategy Implementation Guide for Interim Assessments and will use it as a reference tool throughout the implementation process.</p> <p>Each of these critical components is discussed and considered during the planning process to determine specific details for implementation such as:</p> <ul style="list-style-type: none"> • Timeline • Professional Learning Needs/Target Audience • Specific sites for implementation • Specific resources needed <p>These implementation details are finalized and communicated to the adults responsible for implementation.</p>	<p>ACTIVITY: Leadership team monitors attendance at professional learning and works to determine additional support that may be needed through conversation and/or walk-through data.</p>	<p>ACTIVITY: Leadership team in partnership with administration evaluate implementation data and then creates a written a professional learning plan for the upcoming implementation period in order to allocate resources. Identification of the “next steps” in creating capacity throughout the district to support implementation will be identified and planned for as the district/building moves forward with implementation.</p>
		<p>Leadership and administration provide ongoing support through discussion of the critical components and the implementation data that has been gathered in order to determine challenges and barriers in order to address them.</p>	

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<p>ACTIVITY: Competency: Planning and resource allocation for ongoing professional learning and coaching throughout implementation has been completed for the duration of the implementation process.</p>	<p>ACTIVITY: The leadership team has identified the needed professional learning and the specific participant groups for each year of implementation and resources have been allocated through the budgeting process.</p>	<p>ACTIVITY: Business office, working in collaboration with the leadership team and administration will monitor “spend down” and provide quarterly reports of completed activities to the leadership team.</p>	<p>ACTIVITY: Business office will provide line-item expenditures year to date to determine the status of financial resources and to support planning for the upcoming budget year.</p>
<p>ACTIVITY: Organization: Leadership at each site has identified a timeline for implementation and included the implementation of interim assessment(s) as an initiative within the continuous improvement plan for the identified implementation period (2 – 3 years).</p>	<p>ACTIVITY: Each site’s continuous improvement plan aligns with the initiative and the team has identified interim and long-term targets for implementation and impact.</p>	<p>ACTIVITY: Attainment of interim and long-term goals is monitored through the continuous improvement process.</p>	<p>ACTIVITY: Attainment of interim and long-term goals is evaluated through the continuous improvement process in order to determine next steps for implementation as the plan is updated.</p>
<p>ACTIVITY: Organization: Leadership has determined the communication plan and organizational structure for the high-quality balanced assessment team to interact and integrate with the continuous improvement team and other initiatives to support coordination and collaboration. (These teams may be the same individuals in some cases.)</p>	<p>ACTIVITY: Leadership team, in collaboration with the administration and staff, have a schedule of meetings and a process for documentation of progress through agendas and minutes in order to monitor implementation and make needed adjustments throughout implementation.</p> <p>ACTIVITY: Leadership team has identified the process to communicate information about implementation fidelity to the full building staff in order to increase focus on the initiative and identify challenges and strengths in order to inform “next steps.”</p>	<p>ACTIVITY: Leadership team will monitor the occurrence and attendance at the meetings scheduled and determine actions that may be needed to support ongoing implementation of this component.</p>	<p>ACTIVITY: Leadership team, in collaboration with administration, will evaluate the occurrence and attendance at the meetings to evaluate this schedule and process as a monitoring structure and determine needed changes for the upcoming implementation period.</p>

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<p>ACTIVITY: Organization: Administration and/or staff have identified resources that will be needed and have determined a process to acquire those resources, including, but not limited to:</p> <ul style="list-style-type: none"> - Staff - Classroom supplies/materials/assessment resources/tools to support the classroom assessment process - Time for Professional Learning/Coaching - Time for teacher collaboration around student evidence gathered to then modify instruction, if needed 	<p>ACTIVITY: The leadership team has planned for the needed resources identified in the “getting ready” stage of implementation and have taken action to acquire the resources and planned for ongoing support of the resources (i.e., staffing has been budgeted for more than one year, supply funds allocated, professional learning registration and/or stipends budgeted, collaboration time and/or after hour stipends have been budgeted).</p>	<p>ACTIVITY: Leadership team, administration and the business office will monitor expenditures and completion of requisitions, job postings, and purchases that have been budgeted in support of implementation.</p>	<p>ACTIVITY: Leadership team, administration and the business office will evaluate expenditures and completion of requisitions, job postings, and purchases that have been budgeted to determine resources needed for the next phase of implementation.</p>
<p>ACTIVITY: Organization: Administrators, working with staff, have identified the process for monitoring fidelity of implementation and identified and documented areas for ongoing professional learning/coaching.</p>	<p>ACTIVITY: The leadership team, working in collaboration with staff and administrators, have identified the structure and process to conduct walk through observations utilizing data collection protocols which focus on the critical components identified in the Interim Assessment Strategy Implementation Guide.</p>	<p>ACTIVITY: Staff and administrators meet after each administration of interim assessments or at least 3 – 4 times annually to review aggregate implementation data.</p> <p>Staff and administrators, working with the implementation leadership team, determine the need for additional professional learning and/or coaching based on this implementation data.</p>	<p>ACTIVITY: Administrators and staff, working with the leadership team, will review final implementation data to determine status of implementation. Planning will occur for ongoing support and resource allocation to support ongoing implementation.</p>
<p>ACTIVITY: Organization: Administration and staff recognize the components and elements of Interim Assessment(s) and how this type of assessment contributes to a balanced assessment system.</p>	<p>ACTIVITY: The leadership team has provided the opportunity for staff and administration to reflect upon the implementation of interim assessment(s) within the classroom setting and provide additional coaching and/or training, as needed.</p>	<p>ACTIVITY: Staff maintains minutes of grade level and/or course/department meetings to document implementation and use of interim assessments. Student outcomes are noted and the instructional</p>	<p>ACTIVITY: At least annually, the leadership team, in collaboration with the administration, will recommend to district staff based on the evaluation of implementation and/or student impact evidence, modifications to curriculum and/or instruction in</p>

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	<p>The leadership team, in collaboration with administration, has allocated time and/or funding for ongoing collaboration time for teachers to examine evidence of student learning to identify instructional changes and the needed support to adjust instruction (i.e., coaching, conversations, materials, etc.).</p>	<p>modification that were made in response to this evidence determined.</p>	<p>order to identify and ensure continuous support and resources moving forward.</p>
<p>ACTIVITY: Organization: Administrators, working alongside staff, have identified long term goals student outcome goals as well as interim targets and have identified and documented the process for gathering identified data.</p>	<p>ACTIVITY: Evidence of student learning is collected and reviewed regularly by classroom teachers through the use of multiple measures within the balanced assessment system.</p>	<p>ACTIVITY: Student evidence of learning using multiple measures is collected and reviewed in order to inform instructional and/or curricular changes that need to be considered for implementation.</p>	<p>ACTIVITY: Student impact will be determined using multiple measures within a balanced assessment system and will be reviewed to determine next steps within the continuous improvement process.</p>

This template is one example of an implementation process to help guide district and school collaborative planning for strategy implementation. Monitoring and evaluation activities for schools inform the district evaluation process embedded in the MICIP platform.