

Defining Interim Assessment

“Assessments administered multiple times during a school year, usually outside of instruction, to evaluate students’ knowledge and skills relative to a specific set of academic goals in order to inform policymaker or educator decisions at the student, classroom, school, or district level.”
(Building on the work of Perie, Marion, and Gong (2007), with refinements CCSSO)

Interim Assessment reflects the following:

- High-quality items that mirror the Smarter assessment items
- Alignment with Common Core State Standards
- Medium cycle frequency of administration—4 to 6 times per year
- Quick turnaround for data reports—ideally within 48 hours, easy interpretation, and utilization of results
- Teacher-owned analysis of data formatively that leads to adaptation of instruction
- On track to proficiency status that is based on reflection, ongoing learning, and adjustment

Smarter Interim Assessment Features

- Developed for grades 3–8 and high school for English language arts and mathematics. High school interim assessments reflect the summative design for grade 11 and may be used in grades 9, 10, 11, or 12.
- Items were developed under the same conditions, protocols, and quality review procedures as those used in the summative assessments and were field tested prior to use.
- Provide the same accessibility as the summative:
 - Universal tools
 - Designated supports
 - Accommodations
- Interim assessment types:
 - **Interim Comprehensive Assessments (ICAs)** – comprehensive measures that adhere to the same blueprint as the summative assessments, assess the same range of standards, and provide scores on the same scale. ICA data will provide the same scoring information as the Summative Assessment, which includes an overall scale score and information in relation to the standards (“Below”, “At/Near”, or “Above” Standard for each Claim)
 - **Interim Assessment Blocks (IABs)** – content-cluster measures that use the same assessment targets, by grade level, as the summative blueprints. IABs are shorter, focused assessments designed to provide more detailed information about clustered topics for instructional purposes. IAB reporting will provide information in relation to the standards (“Below”, “At/Near”, or “Above” Standard for each Claim). IABs involve a large teacher involvement role in scoring. IABs also afford great flexibility and can be administered strategically, as appropriate, during the instructional year.
- Most questions will be scored by the Smarter Balanced Test Delivery Engine. Constructed-response items and performance tasks will be scored by teachers locally using the Teacher Hand Scoring System (THSS).

State-Specific details

Interim assessments in Delaware are considered optional and usage is a local decision. The Department is available to provide technical assistance to the district if it is needed.

Interim Assessment Purposes and Uses

Interim Assessments are designed based on planned purposes and uses. Generally, purposes “fall between the goals of shaping learning and instruction (formative purposes) and measuring and documenting what has been learned (summative purposes).” (Perie 2014) Three basic purposes and uses widely incorporated in educational systems today include instruction, prediction, and growth.