



IMPLEMENTING A SYSTEM OF ASSESSMENTS

STUDENT GROWTH WITH FORMATIVE & INTERIM ASSESSMENTS

Assessment is a key aspect of everyday instruction; the more data acquired regarding students' progress, the easier targeted instruction can be. Targeted instruction encourages student mastery of content and skills, which are required for classroom and summative assessments. Formative assessment serves as a key piece of the larger Indiana assessment system:

- By assessing each learning goal during instruction, educators can recognize student learning requirements and curate targeted instruction to meet those needs.
- Formative assessment informs the learning process by allowing educators to track student misconceptions before they are internalized.
- Formative assessments should mirror classroom summative assessments in finding the same evidence of mastering Indiana Academic Standards.

Consider asking these questions to implement effective formative assessment strategies within the classroom:

- What formative assessment strategies can be used to increase student growth?
- How should schools utilize formative data?
- How do these strategies relate to the larger assessment system?

What formative assessment strategies can be used to answer these questions?

- Increase students' growth with formative assessment strategies through rich tasks, standard checklists, targeted questioning, and polls.
- Give actionable, descriptive feedback to students to bring awareness to areas of success and improvement.

DIFFERENTIATING INSTRUCTION WITH FORMATIVE & INTERIM ASSESSMENTS

- Interim assessments are commonly administered to students throughout the school year to monitor growth and achievement according to specific learning goals or academic standards.
- Interim assessments typically cover some or all standards required throughout the school year.
- Low-stakes assessments may be used to identify how well students understand material and may function as checkpoints throughout the year to help gauge students' grasp of concepts.
- Once strengths and weaknesses are identified, educators can refine instruction and retest to determine whether students are progressing with concepts and material.



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Data from formative and interim assessments may be used to help answer the following questions:

- How can schools determine if students understand the concepts being taught?
- How can schools determine if students are on track to successfully master standards, or if curriculum should be reworked?

What formative and interim assessment strategies can be used to answer these questions?

- Interim assessments should align with annual goals, serving as a roadmap to student standard proficiency.
- Dynamic assessments can provide instantaneous feedback.
- Take proficiency levels into consideration when reassessing.

INCOMING STUDENTS

- It is important to determine incoming students' knowledge of established content standards before teaching begins.
- This information can help decide the level of instruction appropriate for the class, as well as help identify groups of students with similar levels of comprehension.
- Summative assessment data can be used to analyze students' understanding of previous years' standards based on assessment performance.

Consider the following questions to better understand where student ability stands:

- How did students perform on summative assessments overall last year?
- How did students perform in each standard reporting category?
- How can schools determine what students' strengths and weaknesses were?
- How can schools evaluate individual standard comprehension?

What data should be analyzed to answer these questions?

- Utilize the reporting system to view summative data and reports.
- Consider the overall performance and proficiency of standards.
- Review performance in each reporting category for the class.
- Target group support based on performance.
- Analyze individual data to determine areas of support and resources.



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EDUCATOR REFLECTION WITH SUMMATIVE DATA

Before teaching a new class, educators should consider reviewing data from the previous year's summative assessments to evaluate instructional trajectory.

Schools should analyze growth using past data prior to preparing lesson plans for the new school year. Growth can be measured in two ways.

To effectively evaluate teaching methods, schools should consider asking the following questions:

- Did last year's class and student assessment performance class indicate growth in key content areas and standards?
- Which individual students displayed growth, and which did not?

What specific data should be analyzed to answer these questions? Review summative data from the previous year using the following data and reports:

- Class performance on summative assessments over time. An increase indicates student growth, but cannot determine if growth provided sufficient change to student proficiency levels.
- Review student-level performance and how the percentage of students who achieved proficiency increased over time.



Contact IDOE's Office of Student Assessment with questions regarding analyzing and utilizing formative and summative assessments via email at INassessments@doe.in.gov or phone at 317-232-9050.