Using Formative and Interim Assessments to Improve Student Learning

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NCEO is supported through a cooperative agreement between the University of Minnesota, National Center on Educational Outcomes (NCEO) (#H326G160001) and the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs. The materials do not necessarily reflect the position or policy of the U.S. Department of Education or Offices within it. Project Officer: David Egnor.
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• Opening remarks and introductions
• Goal for today’s session:
  • Explore the role that standards-based curriculum, instruction, and formative/interim assessments play in improving student learning.
Brief Overview of the National Center on Educational Outcomes (NCEO)
https://nceo.info/
Where do Formative and Interim Assessments fit within a Standards-Based System?

Framework

Inform Instruction

Formative Assessments

Interim Assessments

Summative Assessments

Other Non-summative Assessments

Standards → Access to Curriculum Aligned to Standards → Improved Outcomes

Accountability – Student, Teacher, School, District, State
Five Districts Share How They Used Assessment to Improve the Performance of Students with Disabilities

Teacher Preparation Guide

A Synthesis of Lessons Learned

And more...

Tools & Resources
- Overview
- MYN Downloadable Resources
- District Downloadable Resources
SIX KEY PRACTICES

Key Practice 1: Use data well
Key Practice 2: Focus your goals
Key Practice 3: Select and Implement Shared Instructional Practices
Key Practice 4: Implement Deeply
Key Practice 5: Monitor and provide feedback and support
Key Practice 6: Inquire and Learn
3.1. Establish and require the use of a district-wide standards-based curriculum aligned with district goals and priorities for instruction and student learning?
Key Practice #3
Select and Implement Shared Instructional Practices

- To what degree does our district and schools:

3.2. Take steps to build a common language among all staff for what constitutes high-quality instructional practice?
Key Practice #3
Select and Implement Shared Instructional Practices

• To what degree does our district and schools:

3.3. Ensure full access to challenging content aligned with rigorous standards for all students and student groups?
Key Practice #3
Select and Implement Shared Instructional Practices

- To what degree does our district and schools:

3.4. Ensure that the use of prevention/intervention strategies is implemented consistently as part of, rather than separate from, the district’s instructional program.
Key Practice #3
Select and Implement Shared Instructional Practices

- To what degree does our district and schools:

3.5. Require the use of ongoing assessment and progress monitoring to inform instruction at the district level?
Key Practice #3
Select and Implement Shared Instructional Practices

- To what degree does our district and schools:

3.6. Require the use of ongoing assessment and progress monitoring to inform instruction at the school and teacher-team level?
Key Practice #3
Select and Implement Shared Instructional Practices

- To what degree does our district and schools:

3.7. Provide for the system-wide use of collaboratively developed common classroom formative assessment as part of the instructional process?
Key Practice #3
Select and Implement Shared Instructional Practices

• To what degree does our district and schools:

3.8. Provide structured opportunities for schools to learn from each other, for principals to learn from each other, and for teachers to learn from each other?
Summary of Key Points

• Ensure opportunity and access to high quality standards-based curriculum and instruction for all students (consider UDL, access, and accommodations)
• Ensure appropriately-needed assessments are aligned to grade level standards
• Use formative and interim assessments to provide information about what the student knows and still needs to learn to become proficient in the grade level standards
• Use the data from all assessments (formative, interim, and summative) to direct systematic instructional remediation and acceleration so that all students can improve learning
Discussion Questions

• How can the use of formative and interim assessments support improved instruction for all students including students with disabilities?

• What do you see happening around the use of data to remediate and accelerate individualized learning?

• What are some things you have seen that work to help address these data-use issues?

• What do you believe is the most important thing(s) to help us close the achievement gap for students with disabilities and all our diverse learners?
In Collaboration with:

For more information, see https://nceo.info/

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