

# Recommendations for Supporting Interim Assessments (Question #3)

*Randy Bennett*  
*ETS*  
*rbennett@ets.org*

Presentation at the Race to the Top Assessment Program  
Public & Expert Input Meetings, November 13, 2009, Boston, MA

# Question #3

- *How would you create this technology platform for summative assessments such that it could be easily adapted to support practitioners and professionals in the development, administration, and/or scoring of high-quality interim assessments?*

# Recommendation #1

- The technology platform should allow for the possibility of making interim assessment part of the summative system
  - Interim assessments should:
    - Be composed of the same mix of innovative and traditional tasks as found on the end-of-year summative test
    - Incorporate learning progressions (where available)

# Recommendation #1

- The technology platform should allow for the possibility of making interim assessment part of the summative system
- Why?
  - Distribute the evidence used for summative judgments over additional sources, reducing the influence of a single, end-of-year test and employing the same model teachers use to award course grades
    - The more interims there are, the less each counts individually
  - Frequently model for teachers and students the competencies and tasks that are critical to proficient domain performance, and the learning progressions that are likely to lead there
  - Give timely (but preliminary) formative feedback, pointing teachers to students and areas of need on which teachers (and students) should follow up

# Recommendation #2

- The technology platform should have the capacity to offer a variety of formative assessment materials linked to the standards and to the summative assessments (as embodiments of the standards)
  - Traditional items targeted at specific component skills
  - Innovative tasks targeted at skill integration, problem solving, reasoning, critical thinking, conceptual understanding, etc.
    - Scoring rubrics (to identify characteristics of good performance to teachers and students)
    - Exemplar student responses illustrating different score levels
  - Pointers to additional, relevant instructional resources
  - Learning progressions linking items, tasks, and instructional resources to the standards
  - Guidelines for teachers on a suggested process for using traditional items and innovative tasks for formative assessment and instructional practice

# Recommendation #2

- The technology platform should have the capacity to offer a variety of formative assessment materials linked to the standards and to the summative assessments (as embodiments of the standards)
- Why?
  - On its own, interim assessment is insufficient for supporting classroom assessment needs
  - Teachers (and students) need curricularly relevant items, integrated tasks, rubrics, interpretive materials, and instructional resources that they can use on a daily basis if they are to focus on, and make progress toward, achieving the standards

# Recommendation #3

- The technology platform should have the capacity for teachers to add, modify, and share formative materials
- Why?
  - Teaching contexts and student populations vary, so the ability to customize is important
  - But many contexts and populations are similar enough that contributions by one teacher may be useful to other teachers, so mechanisms for sharing are critical

# Recommendation #4

- The technology platform should have the capacity for teachers (and students) to score constructed responses (of all types)
  - Rubrics, exemplar responses illustrating rubric levels, qualification sets, tools for annotating responses and recording scores
- Why?
  - Teachers and students can develop a shared understanding of what makes for good performance in a domain through scoring, particularly through identifying the features in responses that make those responses of higher or lower quality

# Summary of Recommendations

1. The technology platform should allow for the possibility of making interim assessment part of the summative system
2. The technology platform should have the capacity to offer a variety of formative assessment materials
3. The technology platform should have the capacity for teachers to add, modify, and share formative materials
4. The technology platform should have the capacity for teachers (and students) to score constructed responses (of all types)