Neah-Kah-Nie School District

Fall Interim Board Presentation

THREE CHECKPOINTS.

ONE GOAL.

To use interim tests for instructional improvement, in partnership with our communities, families and students.



What our School Board partners should know about Interim Tests

Senate Bill 141 (2025) adds a common statewide rhythm for K–8 math and language arts.

3× / YEAR

Administer an approved interim assessment in math and language arts at least three times each school year.

K–8

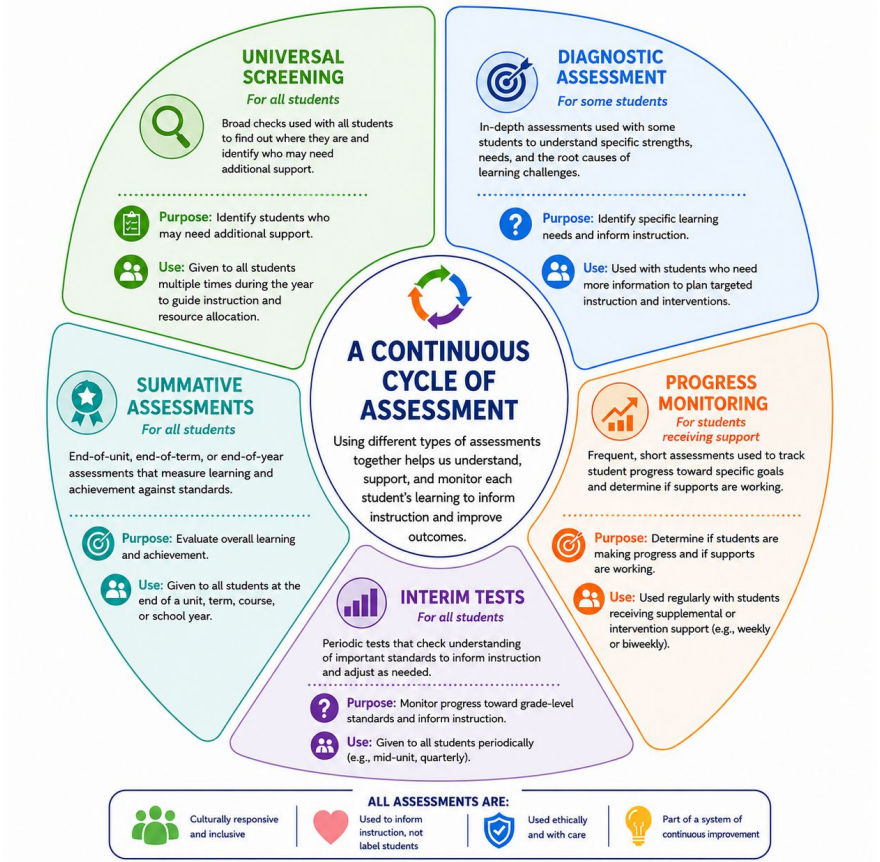
The requirement applies to students in kindergarten through grade 8.

PUBLIC REVIEW

Review the data at least three times each year with school administrators and during a public board meeting.

The intent: get useful information while there is still time to adjust instruction—not simply add another test.

Interim Tests are part of a larger Assessment Ecosystem



Putting it all together

A 6th grade math teacher used a normed **universal screener** at the beginning of the year to identify students who may need additional support. 5 students scored below benchmark and were each given a **diagnostic assessment** to identify what specific skills they need to be explicitly taught. These students received intensified instruction for small group time during math class, driven by the diagnostic. The teacher then used an in-program **progress-monitoring assessment** at the end of each week to assess growth and to inform instruction. **Interim tests** were given three times a year to track growth, inform instruction and ensure mastery of all of the 6th grade math standards. The **OSAS summative assessment** measured which students were proficient at the end of the year.

What can an Interim Test score tell us?

A useful checkpoint answers more than “What was the score?”

WHERE ARE WE NOW?

A snapshot of current performance relative to grade-level expectations.

ARE WE MOVING?

Fall-to-winter-to-spring results help show growth during the year.

WHAT NEEDS ATTENTION?

Reporting dimensions can point teachers toward skills or domains needing additional instruction.

ARE WE ON TRACK?

Vendor benchmarks/linking studies can provide a predictive signal about likely year-end performance, including progress toward OSAS expectations.

Prediction is a signal—not a destiny. Teachers use it alongside classroom evidence and other data.

The four state-approved options

Districts choose the tool that best fits their instructional system. Time and reporting detail are two practical differences.

i-Ready

Curriculum Associates

~45 min / subject

REPORTING DIMENSIONS

Reading: phonological awareness, phonics, vocabulary, comprehension, literature & informational text
Math: algebraic thinking, geometry, measurement, numbers & operations

MAP

Houghton Mifflin Harcourt

~45 min / subject

REPORTING DIMENSIONS

Reading: vocabulary, literary & informational text
Math: geometric & measurement, data, algebraic, proportional & numerical reasoning

Star

Renaissance Learning

~20 min / subject

REPORTING DIMENSIONS

Reading: fluency, phonemic awareness, phonics, key ideas, complexity, vocabulary, craft & structure
Math: broad K–8 domains including algebra, geometry, functions, ratios, number system & statistics

Smarter Balanced

Cambium / OSAS

~3 hr ICA • ~50 min FIA

REPORTING DIMENSIONS

Reading: literary, informational, writing, listening & research
Math: concepts & procedures, problem solving, modeling/data analysis & communicating reasoning

Our benchmark: NWEA Map

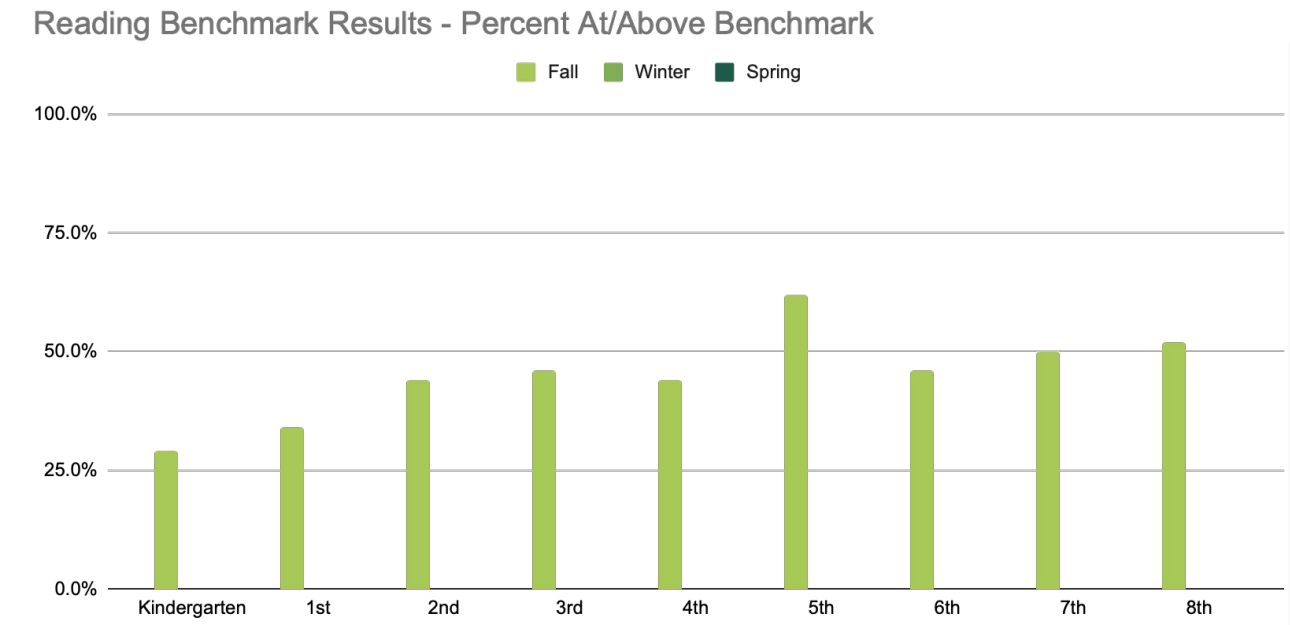
NWEA Map

Chosen to comply with SB 141 because many grades were already using before SB 141

Used K-8

TIME	**~45 minutes per subject (Reading and Math)**
WHEN	**Fall • Winter • Spring**
WHAT IT REPORTS	**Reading: Progression in *Language and Writing, Foundational Skills, Literature and Informational Text, Vocabulary Use and Functions*** **Math: Progression in *Algebraic Reasoning, Data Reasoning, Geometric Reasoning* and *Measurement, Numeric Reasoning***
HOW WE USE IT	Identify strengths • target instruction • monitor growth • check on-track status

What are our results telling us?



Fall	29%	34%	44%	46%	44%	62%	46%	50%	52%
Winter	NA	NA	NA	NA	NA	NA	NA	NA	NA
Spring	NA	NA	NA	NA	NA	NA	NA	NA	NA

1 **This is a baseline**

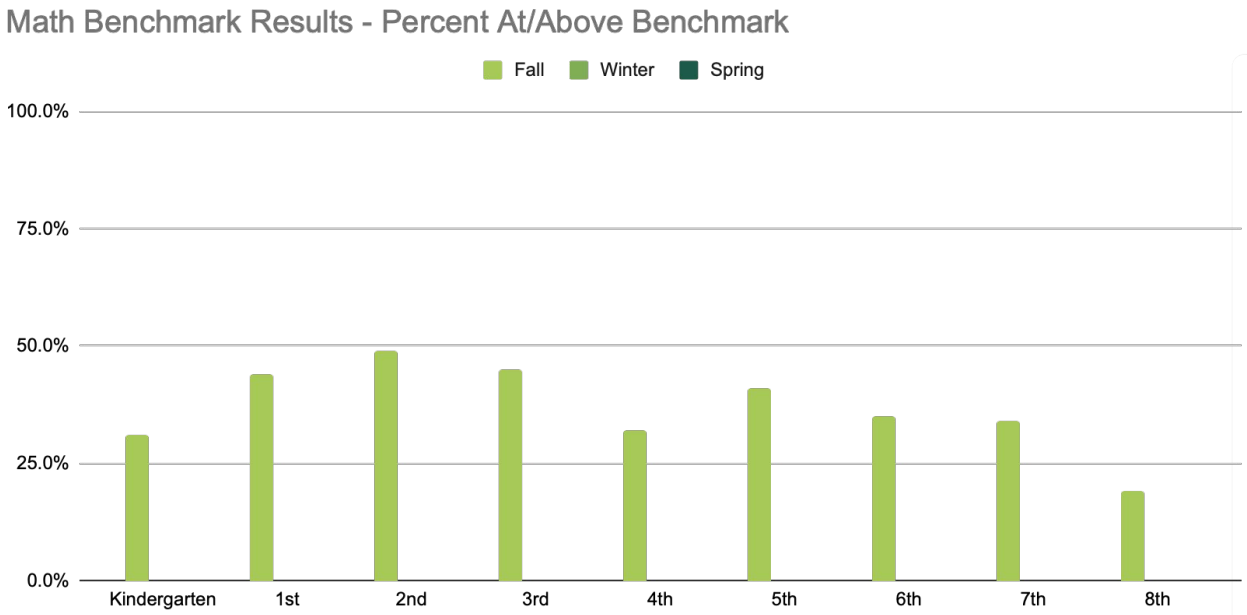
2 **How does this help us?**

This baseline data helps identify performance gaps early, and measure individual growth throughout the school year.

3 **What are we doing next?**

We are utilizing these insights to deliver targeted classroom interventions to ensure every student meets or exceeds their growth targets by the next assessment.

What are our results telling us?



Fall	31%	44%	49%	45%	32%	31%	35%	34%	19%
Winter	NA	NA	NA	NA	NA	NA	NA	NA	NA
Spring	NA	NA	NA	NA	NA	NA	NA	NA	NA

1 **This is a baseline**

2 **How does this help us?**

This baseline data helps identify performance gaps early, and measure individual growth throughout the school year.

3 **What are we doing next?**

We are utilizing these insights to deliver targeted classroom interventions to ensure every student meets or exceeds their growth targets by the next assessment.

The School Board's role: thought partnership

- ✓ What are students showing us?
- ✓ Where are we seeing growth—or a need for more support?
- ✓ What will educators do before the next checkpoint?

The goal is not a better testing system. It is a better feedback loop for teaching and learning.