

## Quality Interim Checklist

At KIPP, we believe that strong interim assessments possess the following characteristics. We know that every region is different and therefore may have a vision for how their interims should be designed. The following list of criteria for high quality instructional interims that have been compiled from research from a few different sources. Regions are encouraged to leverage this criteria in order to ensure they are selecting the highest quality instructional interims to put in the hands of their teachers.

Use this tool to reflect on the presence of these characteristics in your existing interim products then total up the number of characteristics met. Finally answer the reflection questions at the bottom.

Qualities of a Quality Interim	Met	Not Met	Comments
For Primary Instructional Purpose: from <a href="#">Measures that Matter</a>			
Not all multiple choice			
Provides qualitative insights about understandings and misconceptions and not just a numeric score			
Immediate implications for what to do besides reteaching every missed item			
Rich representations of the correct standards students are expected to master			
High quality items that directly link to the current standards and specific teaching units			
A good fit within the curriculum so the test is an extension of learning rather than a time-out			
A good fit with curriculum pacing so students are not tested on content that hasn't been taught			
Clear reporting that provides attainable guidance on how to see the results			
Professional development for teachers			
Validation of uses of and information provided by the assessment			
For Secondary Purpose of Progress Monitoring: from <a href="#">Relay</a>			
Cumulative in ELA. Focus on major work in Math. Potential focus on major work on the grade			

Ability to use assessment result to progress monitor student, teacher and school results- make comparisons			
When possible items a look like summative items to achieve closer alignment to the standards assessments.			
Is easy to administer at same time across subject areas in order to schedule data days.			
Total Number of Characteristics met	/14		

**Reflection Questions:**

1. Which characteristics have you prioritized in your selection of an interim?
2. Do the characteristics you prioritized enable you to progress monitor or adjust instruction?  
What are the trade-offs?
3. Could some of these characteristics be better met through more effective use of your existing products? Or through identification of a different product?