Interim Test Implementation Guide

The Oregon Accountability Act

November, 2026

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Table of Contents

Table of Contents 1
Introduction and Purpose 3
Legislative Context 3
Purpose of This Guidance 4
Guiding Principles 4
Defining Interim Assessments in Oregon 5
Interim Assessments: Statutory Context and Instructional Purpose 5
Oregon State Board of Education Approved Interim Tests 6
Table 1 - Oregon State Board of Education Approved Interim Tests (February 19, 2026) 6
What Interim Tests Are 7
What Interim Tests Are Not 7
Table 2 - What Interim Tests Are and Are Not 8
Relationship with the Statewide Summative Tests 8
Administration Guidance 9
Testing Windows 9
Table 3 – Interim Testing Window Considerations 10
Roles of Staff Members in Interim Testing 10
Participation and Accessibility Considerations 10
Data Use and Interpretation 12
Foundational Concepts 12
Table 4 –Types of Interim Test Results 12
Responsible Use Guidance 12
Table 5 – Uses of Interim Test Results 13
Using Multiple Measures: Interim Test Results as One Part of the Whole Picture 14
Data Suppression: Considerations for Interim Test Use and Interpretation 16
Data Continuity and Comparability Considerations 17
Review and Reporting Data Requirements 18
Reporting to School Boards 18
Best Practices for Reporting Interim Test Results to School Boards 19
Responsible Communication with School Boards 19

Table 6 - Reporting Interim Test Results 20
Responsible Communication and Collaboration with Students and Families 20
Table 7 – Student and Family Communication and Collaboration Strategies 21
Monitoring Continuous Improvement 21
Implementation and Utility Monitoring 21
Monitoring Student Progress 22
Appendix A: Leveraging Strengths 23
Defining the Current Landscape: What strengths can be leveraged? 23
Appendix B: Sample Interim Test Board Report 25
Appendix C: District/Public Charter School Tool Selection Support Resources 27
Decision-Making Considerations 27
Links to Additional Resources 28
Appendix D: Universal Screening and Interim Tests: An Oregon Crosswalk 29
Appendix E: Academic Growth Local Metric and Reporting to ODE 32
Appendix F: Glossary 33
Appendix G: Links to Resources 35

Introduction and Purpose

Legislative Context

The Oregon Education Accountability Act (SB 141) establishes new requirements for the adoption, administration, and reporting of interim tests in Language Arts and Mathematics aligned with the state's long-term commitment to better outcomes for every student in Oregon.

For the purposes of this guidance, adoption refers to a district or public charter school's formal selection and use of interim tests from the list approved by the State Board of Education. Districts and public charter schools may not use a test outside of the adopted list to meet the statutory requirement.

Districts and public charter schools must administer the tests three times during the academic calendar year for both Language Arts and Mathematics. After each administration, districts and public charter schools are required to report interim test results through a public review process, which includes presenting and discussing results with the superintendent and school board and public charter school governing body in a public setting. In addition, the results must be reviewed by administrators in each district or public charter school.

Note: The requirement for interim tests does not change or replace other existing statutory requirements. The requirements below remain in effect and serve different purposes within a balanced assessment system:

- The OSAS Statewide Summative tests are still required for students enrolled in grades 3 through 8 and high school for English language arts and mathematics as described in ESEA, Title I Part A, sec. 1111(b)(3), ORS 329.485, and OAR 581-022-2100.
- Local Performance Assessment (LPA) requirements for students in grades 3 through 8 and at least once in high school continue as a requirement as described in OAR 581-022-2100; refer to the Local Performance Assessment Manual. Districts and public charter schools must choose how to meet the LPA requirement.
- There are no changes to the requirements in Universal Screenings for Risk Factors of Dyslexia, OAR 581-022-2445. Districts are still required to universally screen students for risk factors of dyslexia and other reading related difficulties using a tool from the List of Approved Universal Screening Tools for Risk Factors of Dyslexia. Though some of the approved interim test vendors offer tools that meet this requirement, districts and public charter schools retain the flexibility of using a different test/screener for fulfilling the criteria for Universal Screenings for Risk Factors of Dyslexia.

Purpose of This Guidance

This guidance is intended to support districts/public charter schools in meeting statutory requirements while preserving instructional coherence, maximizing instructional time, and promoting responsible assessment practice. Additional communication considerations are included for engaging with students and families.

Specifically, this document is designed to assist districts/public charter schools in:

- Building towards a coherent and balanced local assessment system as they select from the approved interim tests list.
- Administering interim tests in ways that minimize instructional disruption.
- Using interim results to inform instructional decision-making.
- Interpreting interim results accurately and cautiously.
- Reporting results to school boards and public charter school governing bodies in compliance with statute.

The goal of this guidance is not to prescribe a single implementation model. Rather, it is to clarify expectations, define appropriate uses, and provide guardrails that help districts/public charter schools meet reporting requirements while avoiding overuse, misinterpretation, or unintended impacts on instruction. This guidance is grounded in the principle that interim tests are one source of information within a broader, locally determined system of teaching and learning. Consult the ODE Accountability Act webpage with Interim Assessment Frequently Asked Questions (FAQ) for updates.

Guiding Principles

The following principles anchor this guidance:

1. **Protect instructional integrity**: Instruction should remain anchored in Oregon standards and local high-quality instructional materials. The administration of interim tests should not result in excessive test preparation that interrupts instruction for prolonged test preparation activities.
2. **Preserve assessment validity**: Validity includes both how an assessment or test is designed and how the results are interpreted. Interim test results should be interpreted within the scope of each test and should not be overgeneralized, compared across different assessments, or used to make unsupported claims.
3. **Promote responsible data use**: Interim data should be used alongside other evidence of student learning, including classroom-based assessment practices. Results may

contribute to understanding student progress but are not sufficient on their own for monitoring the effectiveness of interventions or making high-stakes decisions.

4. **Safeguard equity and accessibility**: Implementation must account for multilingual learners, dual language programs, recent arrivers, students experiencing disabilities, and small student groups contexts. Administration, reporting, and interpretation should promote accessibility and asset-based interpretations to avoid reinforcing inequities.
5. **Reduce confusion and compliance-only implementation**: Interim tests should be implemented as part of the broader, locally determined system. Clear definitions, aligned practices, decision considerations, and communication are essential to supporting an implementation that focuses on meaningful educational use rather than compliance alone.

This guidance will continue to evolve as implementation progresses and as additional questions emerge from districts, public charter schools, and other partners. To support consistent communication, templates will be made available for sharing this guidance, reporting to the board, and communicating with families.

Defining Interim Assessments in Oregon

Interim Assessments: Statutory Context and Instructional Purpose

The legislative language refers to “interim assessments.” The statutory requirement to administer tests three times per year narrows the type of interim assessment to tests that have a benchmarking purpose. For the purposes of this guidance, the specific type of interim assessment that will fulfill the requirement is a test from the approved list. When referring to assessment practices that include multiple measures, we will use the term “assessment.” A test refers to the use of a specific tool to measure academic performance. The legislative language requires “tests.” This section also identifies the interim tests approved by the State Board of Education and clarifies purpose and scope of interim tests to support appropriate use, reduce misinterpretation, and ensure alignment with instruction.

Interim assessment practices support a coherent system of teaching and learning by providing periodic and timely information about student understanding of grade-level standards. This guidance emphasizes that assessment should inform instruction and be used in ways that protect instructional time and support meaningful learning. When used as intended, interim tests can inform instructional decision-making, shining light on academic achievement and growth within focal groups of students to support improved outcomes for every student. When

viewed with other assessments or observational evidence, districts/public charter schools are positioned to use the data to make informed decisions to adapt instruction and be more responsive in supporting students toward proficiency.

Oregon State Board of Education Approved Interim Tests

The State Board of Education has approved a set of interim tests for use in meeting statutory requirements. Districts and public charter schools must select from this list and may choose to use a single test or a combination of approved tests, depending on the interim tests' grade level coverage (e.g., some interim tests span K-12 while others cover grades 3-12). The table below identifies the approved interim tests and available options.

Table 1 - Oregon State Board of Education Approved Interim Tests (February 19, 2026)

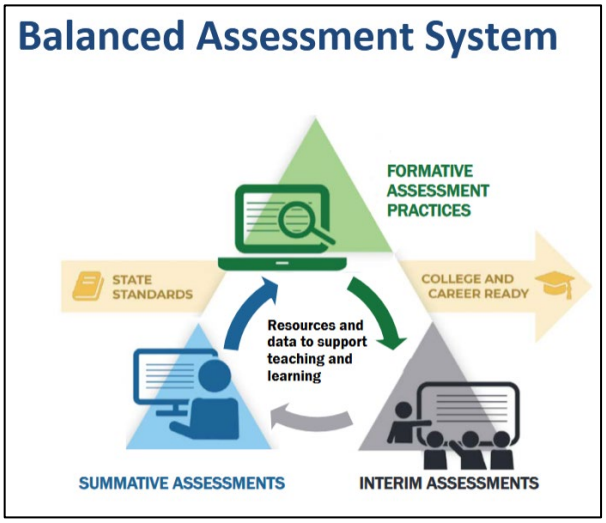
Vendor	Curriculum Associates	Houghton Mifflin Harcourt	Renaissance	Smarter Balanced/ Cambium
Test Product	iReady Diagnostic (Inform)	MAP Growth	STAR	ICAs/ IABs/ FIABs
Grade Levels	K – 12	K – 12	K – 12	3 – 12
Test Length for Most Students*	45 – 60 minutes	45 – 60 minutes	15 – 30 minutes	45 – 55 minutes
Computer Adaptive Testing	Yes	Yes	Yes	No
Criterion - referenced	Yes	No	No	Yes
Norm - referenced	Yes	Yes	Yes	No

** Estimated time. The time for the tests varies by grade level and subject. Vendors have more specific and up-to-date information.*

- **Computer adaptive testing (CAT)** is a form of computer-based test that adjusts questions based on a student's responses.
- **Criterion-referenced** results describe performance relative to grade-level standards.
- **Norm-referenced** results describe relative performance compared to a defined comparison group.

What Interim Tests Are

Interim assessments are one component of a balanced assessment system. They are formal instruments administered in a standardized manner after a period of instruction, designed to reveal patterns in student progress toward grade-level standards at the classroom, school, or district level. Results may be reported using criterion-reference scales, norm-reference scales, or a combination of both, depending on the vendor.



- At the **systems level**, aggregated results may reveal a pattern across grades or student groups, allowing districts to evaluate the effectiveness of curriculum, instruction, and district allocation of resources and supports.
- At the **student** level, based on performance data, educators can adjust instruction and implement targeted strategies. Both students and families can use results to understand current progress and guide conversations about goals and next steps for learning.

Together, these uses support more responsive teaching while informing broader continuous improvement efforts.

Interim tests typically cover selected portions of grade-level standards. Therefore, they may not fully represent all Oregon standards or measure student learning across multiple levels of cognitive complexity. Most interim tests include Depth of Knowledge (DOK) Levels 1 and 2, focusing on basic skills or recall, and some strategic thinking that can be measured efficiently within shorter testing sessions and available formats. While they may include occasional higher-level items, they typically do not capture the full depth and complexity of sustained reasoning and comprehensive application associated with DOK Levels 3 and 4.

What Interim Tests Are Not

Interim tests differ from formative assessment practices, statewide summative measures, and progress monitoring in purpose, timing, and use:

- **Formative assessment practices** inform moment-to-moment teaching and learning adjustments based on real-time observations as aligned to grade-level success criteria of the standards.

- **Progress monitoring** requires more frequent, targeted measures aligned to specific skills or interventions that track growth over shorter intervals for instructional adjustments for individual students. Interim tests can serve as part of a broader benchmarking process within a progress monitoring system by providing periodic, standardized checkpoints on student progress toward grade-level expectations, and as described in the ODE Progress Monitoring Guidance, they play a complementary role, but should not be used interchangeably.
- **Statewide summative tests** provide systems-level data that inform year-to-year change and improvement. Interim tests are not a replacement for summative tests, but interim results work in partnership with the summative results by informing adjustments that can be made during the school year.

Interim tests are one source of evidence within a broader system that may include classroom-based assessment practices, progress monitoring tools, and other local assessment measures of student learning. Results should be interpreted alongside these sources to support a more complete understanding of student learning.

Table 2 - What Interim Tests Are and Are Not

What Interim Tests Are	What Interim Tests Are Not
Periodic benchmark tests administered at defined points during the school year	Daily or ongoing formative assessment practices or continuous progress monitoring tools
Designed to provide information about student understanding of grade-level standards at specific points in time	Comprehensive or complete measures of all student learning or standards at a single point in time
One source of evidence within a broader system, used alongside other data to inform instructional reflection and planning	A replacement for curriculum, instruction, or other assessment practices, or a sole source for decision-making
Used to identify patterns and support conversations about teaching and learning at the classroom, school, or district level	Tools for high-stakes decisions, including grading, educator evaluation, or sole placement in interventions

Relationship with the Statewide Summative Tests

Interim tests and statewide summative tests serve complementary but distinct purposes within Oregon's balanced assessment system.

Statewide summative tests reflect the full range of grade-level standards, matching cognitive complexity to the standards. They are administered annually after substantial instruction and

are designed to provide reliable, comparable information for school, district, and state-level reporting. Thus, statewide summative tests support system-level evaluation at the end of the instructional year or over multiple years.

Scores and performance levels are not directly comparable across interim systems or to statewide summative results. Terms such as “proficient” or “on grade level” may represent different expectations and should not be interpreted as equivalent. While some interim test vendors provide correlations, linking studies, or projected proficiency indicators, it is important to acknowledge that these are estimates and not a replacement for statewide summative results. It is possible for a student to score Level 2 on the statewide summative test and have scored a higher level on previous interim tests. Student performance levels on interim tests and a different summative test level are not indicative of inaccuracies in the summative testing system, but rather reflect a different measure, taken under different conditions, for a different purpose. Maintaining these distinctions supports appropriate use of data and avoids misinterpretation.

Administration Guidance

Testing Windows

The Education Accountability Act requires districts and public charter schools to administer an interim test three times per year in grades K-8, generally referred to as Fall, Winter, and Spring. Districts and public charter schools should establish and communicate interim testing windows with educators, students, and families at the beginning of each school year. The windows should be compact enough to measure a specific point in time but broad enough to allow for makeup testing and to avoid overwhelming student attention spans, generally 2-3 weeks (10-15 school days). Consult guidance from each vendor and your district/public charter school calendar when determining testing windows. Students’ independence and attention spans increase over the course of the year, and testing windows can adjust accordingly. Testing should be strategically embedded within existing academic calendars to minimize disruptions to instructional flow.

Table 3 – Interim Testing Window Considerations

Fall 3-6 Weeks After the Start of the School Year	Winter 3-6 Weeks After Returning from Winter Break	Spring 3-6 Weeks After Returning from Spring Break
Provide time to build relationships and establish trust before the first testing window. Create a comfortable environment with trusted adults for testing.	Be mindful of overlapping testing with summative testing during this window, including ELPA for students identified as English Learners.	Allow time for instructional action and data sharing when setting this window. Also consider minimizing instructional disruption or the administration of OSAS requirements.

Note: The number of weeks is provided as a suggestion; consider your local calendar when setting testing windows.

Roles of Staff Members in Interim Testing

Teachers' professional expertise and relationships with students are foundational to meaningful, yet standardized, interim testing experiences. For young learners, teachers can apply their knowledge of development, motivation, and pacing to help students engage positively with testing. Through classroom cultures that emphasize effort, reflection, and growth, teachers support students in approaching assessments with confidence and purpose.

Administrators' leadership and partnership with educators are central to meaningful interim testing experiences. By protecting time for training to ensure standardized test implementation, test administration, and collaborative data reflection, administrators create conditions for thoughtful use of interim results. Ongoing professional learning strengthens shared understanding of the purpose and builds collective assessment literacy (Resources for professional learning: ODE Assessment Resources). Through collaboration with staff, administrators support teachers in identifying strategies to accelerate growth and expand opportunities when data indicate there are additional needs for student support or enrichment opportunities.

Participation and Accessibility Considerations

Accessibility Supports: Accessibility supports on interim tests should **mirror**, as much as possible, the supports currently provided to a student during classroom instruction and testing. For students served by Individualized Education Programs (IEPs) or Section 504 Plans, accessibility support should be **documented** in their formal plan and provided, as available. Different test platforms offer a variety of embedded and non-embedded supports for students.

Educators should **collaborate** to decide which supports are most appropriate for each student. This can change over time and should be reviewed frequently.

- Provide additional accommodations for students who typically experience significant modifications to their academic expectations. For example, breaking testing into smaller sections, administering the test in a separate setting, or providing more adult support for each student.
- Provide appropriate testing for students who are recent arrivers or students taught in Dual Language Immersion programs, when available. For example, provide the test in the language of instruction or first language (some tests are available in Spanish). For recent arrivers, testing could be administered in a familiar environment with familiar adult support.
- Document accessibility supports and their use to gather data to inform how best to align the student testing experience with their instructional experience.
- For some students, logging into the system requires additional support. Although administering these tests should be done by school staff with established relationships with their students, arranging for volunteers, older students, or paraprofessionals can help with complex login procedures during the first few minutes of testing with younger students.

Participation: Because state law mandates that districts and public charter schools administer the tests to gauge student progress, there is a general expectation that **all students should participate** to ensure the data is representative and valid. The tests are not connected to any federal testing participation requirements.

- **No Participation Requirement in the Law:** The Oregon Accountability Act does not name a specific participation requirement for students.
- **Opt-Out Laws Do Not Apply (ORS 329.479):** The "Student Assessment Bill of Rights" (ORS 329.479), which allows parents to opt students out of the math and ELA statewide summative tests, does not apply to these interim tests.
- **Exemption Rules Apply (OAR 581-021-0009):** School districts and public charter schools are permitted to follow their local policies to exempt students from a state-required program or learning activity, including interim tests, to accommodate a student's disabilities or religious beliefs. To exempt a student from testing under this rule, the student's parent must follow the local district process, which should include the following: submit a written request to the school district or public charter school, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation

in interim tests. Appropriate school personnel must evaluate and decide whether to approve the parent's request. When reviewing a parent's request for exemption, school district or public charter school personnel should first discuss the use of accommodations with the parent to determine whether the use of those chosen during interim tests is most appropriate and might address the parent's concerns, allowing the student to participate in interim tests.

Data Use and Interpretation

Foundational Concepts

Interim tests are designed to provide a broader snapshot of student performance at a point in time. Interim tests may be norm-referenced, criterion-referenced, or a combination of both, and knowing which one you are looking at shapes what conclusions you can responsibly draw.

Table 4 –Types of Interim Test Results

Norm-Referenced Results	Criterion-Referenced Results
These results answer this question: how did our students perform compared to other students (norm group)?	These results answer this question: have our students demonstrated the knowledge and skills described in grade-level standards?

**For definitions of norm-referenced and criterion-referenced interim tests, see Appendix D: Glossary.*

Furthermore, interim test results are only as useful as their intended purpose. Before reviewing results or making decisions based on interim data, districts and public charter schools should understand how their test was designed. It is important to consider how the test was designed to compare students (e.g. across student groups) and whether it illustrates potential biases affecting historically marginalized student groups; determining which results are or are not aligned to specific criteria; and identifying how the data may lead to unintended consequences when drawing conclusions about student supports. Culturally Responsive Data Literacy (CRDL) includes resources for educators to learn more about this important topic.

Responsible Use Guidance

No single interim test result should serve as the sole basis for a consequential decision about a program, a student group, or an educator.

Responsible use of interim test results begins with a clearly defined the purpose for the review and a shared understanding of what the test is designed to measure. Results should be

interpreted through an asset-based lens that highlights what students know and can do, their opportunities to learn, and evidence from multiple sources that illustrate learning across contexts. Interpretation should center on improving instruction, upholding student dignity, and avoiding drawing conclusions that exceed the test's intended scope.

The following table outlines appropriate and inappropriate uses of interim test results.

Table 5 – Uses of Interim Test Results

Guidance Area	Do	Do Not
Focus on Instructional Usefulness, Not Labels or Scores	• Use interim test results with other data sources to guide instructional next steps. • Identify strengths and areas for possible targeted support. • Center conversations on growth and instructional response.	• Do not assign high-stakes labels or placements based on a single test.
Connect Results to Instructional Context	• Interpret results in relation to curriculum, pacing, and learning goals. • Consider access to grade-level instruction before drawing conclusions. • Use findings to strengthen instructional coherence.	• Do not disconnect results from instructional context.
Avoid Single Data Point Decisions	• Treat interim result as a starting point for inquiry, not a conclusion. • Examine what other evidence confirms, challenges, or adds nuance to what the score suggests. • Recognize multiple ways students demonstrate competence.	• Do not make consequential decisions (including TAG identification, SLG goal attainment, interventions or program placement) based on one data point. Consult ODE Early Indicator and Intervention Systems Resources and ODE Response to Intervention Initiative (RTII) for more information. • Do not allow results to limit student opportunity.

Guidance Area	Do	Do Not
Consider Trends Across Time	• Examine patterns across multiple administrations. • Recognize that single results are point-in-time measures. • Interpret results collaboratively with educators, families, and specialists. • Use multiple measures such as classroom assessments and observational data for program access decisions.	• Do not make consequential decisions based on one data point. • Do not interpret short-term score fluctuations as confirmation of deficit narratives about students or groups.
Apply Suppression Rules Consistently	• Establish suppression thresholds before reviewing data. • Apply rules consistently across all focal groups. • Communicate clearly when results are not displayed due to group size.	• Do not suppress data selectively or after the fact. • Do not silently omit results without explanation.

Using Multiple Measures: Interim Test Results as One Part of the Whole Picture

Responsible use and interpretation of interim test results emphasize interpreting results through an asset-based lens and using multiple sources of evidence to inform instructional decisions. They are not designed for labeling, tracking, or high-stakes accountability purposes.

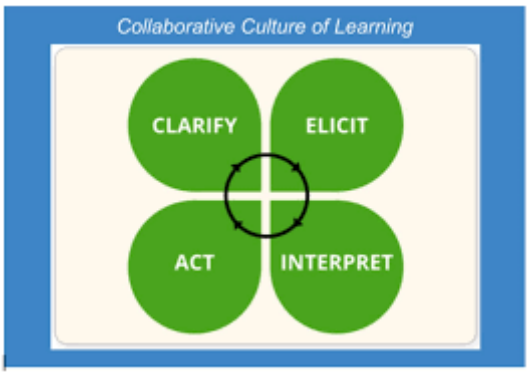


Image from [ODE Formative Assessment Supplement]

Interim results are most useful and least likely to cause harm when they function as one strand of evidence alongside others. All tests are designed for a specific purpose in mind, and when they are used for purposes outside the design, there is risk of misuse. In all cases, the core principle is the same: no single interim score should be the deciding factor in a consequential decision (e.g. TAG identification, Student Learning and Growth Goals, and other state programs (e.g., High Dosage Tutoring and Summer Learning participation and measures of growth, etc.)).

Talented and Gifted Identification

When considering TAG identification, it is important to clarify that interim tests are not required. By law, students identified as academically talented are not required to take standardized or interim tests to be considered for TAG eligibility. Classroom performance based on high-quality instructional materials at a consistently high level is sufficient to support identification decisions for academically talented students without relying on additional testing (testing is required for identification as intellectually gifted). Many districts/public charter schools consider interim tests as a source of information because they can surface students performing beyond grade-level expectations in the academic areas of reading and mathematics. A single strong score is one piece of evidence toward identification and cannot serve as the sole basis for a TAG identification decision. TAG decisions are more defensible and more equitable when districts/public charter schools consider classroom evidence first, and test scores are included alongside teacher observation, student work, classroom performance, family input, and any other identification tools the district/public charter school uses. Establishing in advance what role interim data will play, and how much weight it carries relative to other evidence, helps ensure that the process is applied consistently across schools and student populations.

Student Learning and Growth Goals

Student Learning and Growth Goals provide opportunities for reflection and collaboration between teachers and administrators. ODE's SLG guidance recognizes interim tests as a Category 2 measure for goal-setting, which means many educators are already working with this data in an SLG context. Districts have discretion in determining the method for scoring Student Learning and Growth goals; however, districts are encouraged to review the document *The Right Assessment for the Right Purpose* to guide their decision-making. Interim test results enter the SLG cycle most naturally at three points: at the start of the year for a baseline, at the mid-year check-in for reflecting on progress, and at the end of the year for one source of data on goal progress.

Dual Language Immersion (DLI) Programs

Interim tests are often offered in English and may not fully capture knowledge or skills when instruction occurs in a partner language. When interim tests are offered in another language (e.g., Spanish), districts should investigate whether the context of the text is provided in an authentic context rather than a simple translation from an English source. In DLI programs, whenever possible, interim tests should be administered in the language of the primary language of instruction to provide an accurate view of student strengths and what additional instruction or support is needed. Ideally, DLI programs benefit from the use of multiple measures in both languages to assess students' progress toward meeting bilingualism and biliteracy goals as well as curricular and content-related goals. Districts should interpret results within the context of the program model (i.e., 90/10, or 50/50) in relation to the partner language allocation and the students' proficiency in both languages. Responsible interpretation of test data involves understanding research in dual language education and establishing appropriate expectations for students who are taught and tested in two languages. Consult ODE Multilingual Education and Multilingual Learner Resources for additional guidance.

Multilingual Learners

When using interim test results for multilingual learners, districts and public charter schools should interpret results within the context of students' language development, opportunities to learn grade-level standards, and instructional programs. Interim tests may be administered in English or another language of instruction (when available) and may not fully capture students' content knowledge when language proficiency is still developing. Results should be reviewed alongside English language proficiency data, classroom evidence, teacher observation, and student work to support accurate and equitable interpretation. Educators can use results to emphasize student strengths, recognize the asset of multilingualism, and support instructional decisions that expand access to grade-level content while tending to language development. The educators supporting this group of students must collaborate to ensure access to instruction. Consult ODE Multilingual Education and Multilingual Learner Resources for additional guidance.

Data Suppression: Considerations for Interim Test Use and Interpretation

Student privacy is protected under the Family Educational Rights and Privacy Act (FERPA), a federal law that governs the use and disclosure of student education records. To comply with FERPA, districts/public charter schools must apply suppression rules to any aggregated data connected to student academic outcomes to ensure that individual students cannot be

identified from reported data. Districts/public charter schools are responsible for actively monitoring who has access to interim data at each stage of the review and reporting process, including board presentations, as FERPA protections apply regardless of the audience or context in which results are presented. For more information, consult the ODE Resource on Student Records and Privacy.

Small n-sizes (number generally less than 10) for focal groups, grade levels, or institutions require caution, careful interpretation, and intentional usage; access to unsuppressed data about these groups should be limited to school officials with a legitimate educational interest in the data. Percentages above 95% or below 5% should be reported as >95% and <5%, respectively, and the associated n-size should be suppressed when this occurs. Consult with your district or school's legal counsel if you have questions about FERPA or other legal compliance.

Data Continuity and Comparability Considerations

Districts and public charter schools should also include how interim test data will be interpreted over time. Because approved interim tests use distinct blueprints, scaling models, performance categories, and growth measures, results from different vendors are not directly comparable.

If a district/public charter school transitions from one interim test to another in a future adoption, longitudinal trend data may be interrupted. Apparent increases or decreases in performance following a change in test may reflect differences in design rather than true changes in student learning. Districts/public charter schools are encouraged to document test transitions clearly and to communicate those transition points when presenting multi-year data to school boards or community members.

Similarly, districts/public charter schools may determine that different tests better align with the curriculum across grade spans, such as one test in grades 3-5 and another in grades 6-8. This approach is permissible and may be instructionally appropriate. However, proficiency rates, growth indicators, and performance labels should not be interpreted as directly comparable across tests. A clear explanation is essential when reporting results across grade bands.

Given the statutory requirement for public review of results, districts/public charter schools should take care to avoid overstating trends or drawing cross-tool comparisons that are not supported by technical evidence. Transparent communication about what can and cannot be concluded from interim data strengthens public understanding and preserves test validity.

Thoughtful attention to continuity and comparability supports responsible implementation while maintaining district/public charter schools' flexibility to select tests that best meet local instructional program needs.

Review and Reporting Data Requirements

Reporting to School Boards

For interim tests administered in grades K-8, districts and public charter schools are required to review the data at least three times per school year in two settings:

1. Building administrators must review interim test data at least three times annually.

The statute requires review of data, not a specific analysis format, allowing districts flexibility in how they structure and present this information. When leaders at the building level review interim results, they should focus on identifying patterns to support instructional adjustments, allocation of resources, and professional learning opportunities. This requirement ensures that results are examined at the school level to inform understanding of student progress and timely support for students to improve learning outcomes during the school year. Building-level leaders can share assessment results with school staff, Site Councils, and other groups to celebrate successes and share action plans for improvement.

2. Districts and public charter schools must review interim test data at least three times annually at a public meeting with:
   a. The superintendent, and
   b. The school district board (and the governing body of the public charter school).

District-level review emphasizes system-wide patterns and trends across schools, including results by grade span, student groups, and changes over time. These reviews support decisions about instructional support, resource allocation, and alignment with curriculum and instruction. School-level examples may be shared at board meetings when they help illustrate system patterns or demonstrate how instructional responses are strengthening student learning. In smaller districts, where a grade level may include only one classroom, care should be taken to avoid sharing information that could identify individual students or educators. Public review is intended to promote transparency and shared understanding of student progress in language arts and mathematics and **must not be used to judge, compare, or evaluate individual teachers or instructional staff**.

Best Practices for Reporting Interim Test Results to School Boards

While the statute requires districts/public charter schools to publicly review interim test data, it **does not prescribe a specific format or expectations for board approval**. The following best practices are intended to support clear, transparent, and responsible communication with school boards and community members.

Districts/public charter schools should include the following elements in each public review:

- **Test context** – Test name, subject area, grade levels included, and administration window.
- **Student Participation** – Number and percentage of students assessed, including any notable participation patterns.
- **Summary of Results** – Aggregate results by grade level or district level, using the test's reporting categories (for example, performance levels or benchmarks).
- **Growth or change over time (within the same test)** – Where applicable, comparisons across fall, winter, and spring administrations within the same test. Reports should include plain-language explanations of any available growth indicators.
- **Disaggregated results (as appropriate)** – Summary results for student groups, with attention to privacy and small n-size considerations.
- **Key observations and action steps** – High-level patterns or trends observed in the data, grounded in what the test is designed to measure.

Note: These represent minimum elements and do not represent a complete list of all local considerations. Templates for sharing this guidance, reporting to the board, and communicating with families will be made available, but not required.

Responsible Communication with School Boards

Public review should be approached not only as a compliance requirement but as an opportunity to provide clear, accurate, and context-rich information about student progress. If test instruments change over time, those transitions should be clearly communicated when sharing trends. Since interim systems use different scales and definitions, districts/public charter schools should avoid equating interim results with a different interim test. Boards and community members should understand both what the test measures and the limits of what can be concluded from a single administration. Interim tests provide periodic indicators of

student learning during the instructional year; they are not final determinations of grade-level mastery.

Results should be interpreted with caution. Small differences between administrations may reflect normal variation rather than meaningful change, particularly for smaller groups. When reporting disaggregated results, districts/public charter schools must apply suppression or aggregation practices to protect student confidentiality (aligned with FERPA) and avoid drawing conclusions from very small groups. It is appropriate to explain when data are suppressed due to privacy concerns. If there are too few students to report results for a specific group (e.g., grade level, demographic focal group, etc.), districts/public charter schools may combine data across grade-level bands or broader groupings to support more meaningful reporting, particularly in smaller districts/public charter schools.

Districts/Public charter schools are required to conduct public reviews in accordance with the statute. If confidentiality cannot be protected through suppression or aggregation, districts should consult legal counsel to determine whether executive session is appropriate under ORS 192.660(2)(f), while prioritizing meaningful public reporting whenever possible.

Table 6 - Reporting Interim Test Results

Districts/Public charter schools are encouraged to:	Districts/Public charter schools should avoid:
Use plain language to explain performance levels and growth metrics	Labeling students, staff, or schools based on interim results
Clearly distinguish between criterion (standards-based) and norm-referenced results	Comparing results across different assessment systems or presenting interim data as precise predictors of summative proficiency
Provide visual summaries (tables or simple charts) to support understanding	Drawing conclusions from a single administration or score
Limit the number of metrics to those that are most meaningful and interpretable	Over-interpreting small changes or small group results

Responsible Communication and Collaboration with Students and Families

Clear, respectful communication with families and students is essential to the responsible use of interim test results. Thoughtful communication helps ensure that results are understood in

context, interpreted accurately, and used to support learning rather than label students. The guidance below outlines key considerations for engaging families and students as partners in understanding interim tests, emphasizing transparency, cultural responsiveness, multiple measures of learning, and age-appropriate goal setting. ODE Parent Assessment Literacy Modules are also available to support districts in improving family assessment literacy.

Table 7 provides opportunities to both communicate information with students and families while also providing a platform for students and families to contribute or add additional key information to interim test results.

Table 7 – Student and Family Communication and Collaboration Strategies

Communication	Collaboration
Communicate clearly and accessibly with families: important information such as when testing will occur, the value of interim tests, when new data will be available; consider and proactively plan for the resources needed when a family's home language differs from English (i.e. sharing information via visuals, interpreters, or translated documents).	**Provide a space for students and families to share feelings about assessment:** build positive habits and confidence for test experiences to reduce test-taking stress. *For younger students, emphasize Social Emotional Learning skills.*
Reinforce that interim test results are one source of information among multiple measures: classroom evidence, teacher insight, and student work remain central to understanding student learning.	**Invite families to share information about their students:** their life experiences, language and cultural backgrounds, daily routines and potential barriers that may impact learning and/or results.
Support interpretation of interim test results and the information they provide: help identify student academic strengths and areas for future growth in language arts and mathematics, and provide clear interpretation and limitations of student data.	**Partner with students and families on academic progress:** goal setting should be co-created in order to be meaningful and attainable for students while providing specific strategies and timelines.

Monitoring Continuous Improvement

Implementation and Utility Monitoring

Effective implementation of interim test requirements requires ongoing reflection at the district level. Monitoring should focus not only on compliance, but on whether the district assessment system is functioning as intended and supporting meaningful instructional decision-making.

Districts/public charter schools should regularly evaluate and adjust their implementation and utility to ensure alignment with instructional priorities and statutory requirements. This includes monitoring administration practices, reviewing reporting processes, and confirming that test schedules do not contribute to unnecessary testing or redundancy.

Districts/public charter schools are encouraged to solicit feedback from students, families, educators, and administrators to identify areas for improvement and refine assessment practices over time. Evaluating test effectiveness should include examining whether the district-adopted test is achieving its intended goals, whether reporting tools are clear and usable, and whether results meaningfully inform instruction.

Monitoring Student Progress

Test data should be used to monitor student progress, identify areas requiring additional support, and adjust instructional strategies as necessary to optimize learning outcomes. Regular reflection ensures that assessment systems remain purposeful, coherent, and instructionally relevant within the district's broader instructional framework, or if a different approved interim test should be considered.

Appendix A: Leveraging Strengths

Defining the Current Landscape: What strengths can be leveraged?

Oregon school districts and public charter schools have many strengths to leverage around assessment. Consider these questions to identify the strengths and needs in your school or district.

Professional Learning Structure Effectiveness and Adult Learning Cultures

Recommendation: Schedule dedicated time for collaboration and professional learning around assessment.

- Time: Is there dedicated time for collaborative meetings with defined members (Professional Learning Communities, Grade-level meetings, Department meetings, or Data Team meetings) where data are reviewed?
- Professional Learning: Is there time dedicated to learning about assessment literacy?

Test Administration Practices

Recommendation: Create schedules that reduce disruptions to learning and build a culture of collaboration across departments and teams

- Scheduling: Has the district or school defined best practices for scheduling standardized tests to reduce disruptions to learning?
- Collaboration: Does the school or district have a culture of collaboration around standardized tests and providing students with individualized support?

Data Protocols

Recommendation: Establish protocols for reviewing data that emphasize an asset-based, multi-level, and equitable approach.

- **Standardization of Protocols**: Has the district/public charter school established common or shared protocols for analyzing assessment data and action planning at the district, school, and classroom levels?
    - **Example:** "What? So What? Now What?" Protocol or Atlas: Looking at Data Protocol

    - **Examples:** Strengthening Early Indicator and Intervention Systems: A Toolkit for Educators
    - **Example:** SEED Data Reflection Protocol
- **Asset-Based Sharing**: Do the district/public charter schools use specific protocols for sharing data with parents and students that emphasize a responsive, asset-based approach rather than just "labeling" students?
- **Multi-Level Data Analysis**: How effectively do teams integrate "street data" [1](qualitative and experiential insights) with "satellite" (high-level) and "map" (mid-level) data?
- **Bias Interrogation**: Do the district/public charter school's data reflection protocols include explicit prompts to interrogate bias and identify whose voices might be missing from the data? Is an equity lens used in decision-making around data?

[1] Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation by Shane Safir and Jamila Dugan

Appendix B: Sample Interim Test Board Report

Interim Test Board Report

Administration Window (Fall / Winter / Spring)

District/School: _____ **Date of Presentation:** _____

Assessment System: _____ **Grade(s):** _____

Purpose of Report:

This information provides a summary of interim test results to support understanding of student progress in mathematics and language arts at this point in the school year. Interim tests are one source of information and should be considered alongside classroom evidence and other local measures.

Assessment Context: Description of Test Purpose, or Local Considerations/Context

Subject Area(s)

Student Participation – Number/percentage of students assessed, participation patterns

Total Students Assessed: _____ **Participation Rate (%):** _____

Participation Notes

Summary of Results – Aggregate results by grade level or district level, using the test's reporting categories (performance levels)
Performance Overview:

Growth or change over time – comparisons across fall, winter, and spring administrations
Summary of Trends:

Disaggregated results (as appropriate) – Summary results for student groups (including special education, language learners, etc.)
Summary of Patterns:

Note: *Data may be suppressed for small student groups to protect privacy and ensure stable interpretation.*

Important Context for Interpretation:

- Assessment results are **one source of evidence among many** (teacher observations, classroom assignments, etc.).
- Results **reflect progress at a point in time** as students progress toward the end-of-year expectations.
- Interim performance levels **are not equivalent to statewide summative proficiency** and are intended to provide information about student strengths and opportunities for additional growth.

Key Observations – High-level patterns, trends, or celebrations observed in the data, grounded in what the test is designed to measure

Next Steps – Areas for growth and action plans

Appendix C: District/Public Charter School Tool Selection Support Resources

Decision-Making Considerations

Districts/public charter schools should approach interim test selection as an instructional and equity decision first. Though the statute requires periodic administration and public review of results, selected systems must be educationally meaningful, technically sound, and clearly interpretable.

Below are some of the common and impactful test-selection considerations districts/public charter schools can apply when selecting from the State Board–approved list of interim tests:

- **Alignment to district/public charter school curriculum and standards** - The test should reflect Oregon's adopted standards and the district/public charter school's implemented curriculum, including appropriate depth of knowledge. Strong alignment reduces the risk of narrowing instruction or shifting pacing to match test blueprints.
- **Language availability and multilingual learner considerations** - Districts/public charter schools should examine language options, including Spanish language arts availability, and consider how the test functions within dual language and multilingual contexts. Systems should support equitable access and responsible interpretation for multilingual learners and recent arrivals.
- **Accessibility supports and accommodations** - The test system should provide appropriate embedded and non-embedded supports aligned to state and federal requirements. Districts/public charter schools should examine compatibility with assistive technologies and ensure accommodations allow meaningful access to grade-level content without altering the construct being measured.
- **Fit across the required grade span** - The test system should provide coherent coverage across required grade levels. Districts/public charter schools should consider whether a single system ensures consistency in administration and reporting, or how multiple systems may require more proactive sensemaking before implementation.
- **Data reporting clarity and transparency** - Because results must be reviewed publicly, reporting tools should clearly define proficiency levels, growth indicators, and comparison groups. Districts/public charter schools should prioritize systems that support responsible interpretation and reduce the likelihood of miscommunication.
- **Data governance and privacy** - Districts/public charter schools remain responsible for protecting student data. Contracts should clearly define data ownership, sharing

agreements, storage practices, and compliance with applicable state and federal privacy requirements.

- **Implementation capacity** - Districts/public charter schools should evaluate internal capacity, including test coordination, technology infrastructure, scheduling logistics, and staff readiness. Adoption should not create undue disruption to instructional time or exceed available implementation supports.

Selection decisions should be grounded in instructional coherence, equity, and responsible data use, while ensuring compliance with statutory requirements.

Links to Additional Resources

- Link to test comparison resource: support districts/public charter schools in being able to view, in one place, the high-level information about the different attributes of each test on the State Board of Education (SBE) Approved List.
- Link to District Assessment Procurement Protocol (DAPP): supports district/public charter school leaders as they select high-quality assessment products that serve their specific needs. The tool walks users through activities designed to inform their assessment procurement process: 1) getting clear on use, and 2) identifying desired assessment features.
- Link to Oregon Association of ESDs: provides ESD contacts for each vendor and product information.

Appendix D: Universal Screening and Interim Tests: An Oregon Crosswalk

This crosswalk is offered as a supportive resource to clarify the relationship between Oregon's requirements under OAR 581-022-2445- Universal Screenings for Risk Factors of Dyslexia and OAR 581-003-3035- Interim Assessments. While both are integral components of a coherent, comprehensive, and continuous assessment system, they are designed to serve distinct yet complementary purposes. Universal screening, together with aligned progress monitoring, provides timely information about students' foundational literacy skills and instructional needs to support early and responsive instruction. Interim tests, by contrast, provide periodic information about student progress towards grade-level standards in language arts and mathematics. This crosswalk highlights key areas of alignment and distinction to support districts and public charter schools in implementing both requirements with fidelity and using assessment data appropriately to inform instructional decision-making and support student learning.

Oregon Administrative Rule	**OAR 581-022-2445- Universal Screenings for Risk Factors of Dyslexia (Effective SY 2018-2019)**	**OAR 581-003-3035- Interim Assessments (Temp rule effective until 8/2026) (Effective SY 2026-2027)**
Who Is Tested	All kindergarten students; First-grade students newly enrolled in Oregon public school in first grade	All students in grades K–8; Accessibility supports on interim tests should mirror, as much as possible, the supports outlined in a student's IEP or 504 plan.
Purpose of Test	Identify risk factors for dyslexia and other reading related difficulties; support early intervention and prevention; and support timely progress monitoring of foundational literacy skills to inform instruction.	Their purpose is to provide timely, periodic information about students' progress toward grade-level standards in language arts and mathematics to support instructional decision-making.
Approved Tools	Selected from ODE's approved list; OAR 581-002-1820	Selected from the Oregon State Board of Education's approved list
Required Constructs	Phonological awareness (Kinder/First); Letter–sound correspondences (Kinder/First); Rapid naming (RAN) (Kinder/First); Word or pseudoword reading	Language Arts and Mathematics content comprehensively aligned to grade-level standards

Oregon Administrative Rule	OAR 581-022-2445- Universal Screenings for Risk Factors of Dyslexia (Effective SY 2018-2019)	OAR 581-003-3035- Interim Assessments (Temp rule effective until 8/2026) (Effective SY 2026-2027)
	fluency (First); Oral reading fluency (First)	
Frequency of Administration	Administered with fidelity according to test developer guidelines; typically Fall, Winter, and Spring, with aligned progress monitoring conducted as needed based on screening results and students' instructional response.	Three times yearly (Fall, Winter, Spring)
Reporting Requirements	Districts document universal screening results, aligned progress monitoring data, and family history follow-up, and provide assurances of compliance with Division 22 requirements.	Interim assessment data must be reviewed at least three times per year with administrators from each school and during a public meeting for the superintendent and school board and the governing body of the public charter school.
Data Use & Interpretation	Universal screening is used to identify students who may be at risk for reading difficulties, including dyslexia, and to inform timely, evidence-based instructional support. Aligned progress monitoring, interpreted alongside multiple data sources, is used to evaluate student response to instruction, guide instructional adjustments, and determine whether supports should be intensified.	Interim test results are intended to support instructional decision-making within a coherent, comprehensive, and continuous assessment system. They should be used alongside other evidence of student learning.

Even when a vendor's ecosystem contains both products, districts must administer the specific ODE-approved screener subtests required under Oregon rules. Below is a table that lists vendors that appear on both lists of Oregon's Approved Universal Screening Tools for Risk Factors of Dyslexia and State Board of Education's Approved Interim Test List.

Test Developer/ Publisher	List of Approved Universal Screening Tools for Risk Factors of Dyslexia (Updated Annually)	List of Approved Interim Tests
Renaissance	***Star CBM Reading***	The Renaissance Star suite included on the Oregon State Board of Education approved interim test list consist of Star Early Literacy, Star Reading, Star CBM and Star Lectura. Click here to learn more about the Renaissance Star suite.
MAP	***MAP® Reading Fluency™***	Map Growth has been approved by Oregon's State Board of Education to be used as an interim test. Click here to learn more.
i-Ready® Assessment	***i-Ready® Inform with i-Ready® Literacy Tasks***	i-Ready Inform, formerly known as i-Ready Diagnostic has been approved by Oregon to be used as an interim test by the State Board of Education. Click here to learn more about i-Ready Inform.

Appendix E: Academic Growth Local Metric and Reporting to ODE

For districts that choose Academic Growth for their Local Metric, additional requirements will be published to the ODE website and added here when they are available.

The Local Metric of Academic Growth will be based on student performance on the reading and mathematics interim tests.

Appendix F: Glossary

Accessibility Features – Tools embedded or non-embedded in the digital testing environment to increase access for all students.

Cognitive Complexity - The level of cognitive demand required by a standard or test item, often categorized into levels: Recall, Basic Skills, Strategic Thinking, and Extended Thinking.

Formative Assessment Practice – "Formative assessment practice is a planned, ongoing **process** used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- Clarifying learning goals and success criteria within a broader progression of learning;
- Eliciting and analyzing evidence of student thinking;
- Engaging in self-assessment and peer feedback;
- Providing actionable feedback; and
- Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps"

(From Revising the Definition of Formative Assessment from FAST SCASS)

Interim Test - Periodic, standards-based tests that target specific units of content and are typically used to determine if students are "on track" during the school year. Interim tests provide a snapshot of student progress that can be used by teachers to adjust instruction and provide feedback for students and families.

Test Scaling and Reporting

- **Criterion-referenced Scales** - "Provide information about how each student performs in comparison to predetermined criteria (in standards-based contexts, the criteria are defined by achievement levels that elaborate student knowledge and skills and different performance levels; in informal diagnostic tests contexts, the term refers to skills-based milestones). Imagine a print out with a learning target at the top and next to each student's name is information about whether the student fully mastered this learning target, partially mastered it, or did not master it—this kind of test tells you whether students know the content and/or skills regardless of whether their peers have demonstrated such knowledge. The comparison is not relative to other students, but to

the level of performance set as passing or meeting a critical milestone. ” (from The Right Assessment for the Right Purpose Guidance Document Page 19, Appendix B)

- **Norm-referenced Scales** - "Provide information about how each student performs compared to other students. Imagine a print out with a learning target at the top and the names of student in a numbered list (ranked)—this test tells you how student performance compares to others. This kind of test does not tell you whether a student met a learning target but rather compared to other students how the student did. The comparison is always relative to the performance of the “norm group,” which is the group of student who participated when the test was developed (selected such that they match population demographics).” (from Right Assessment for the Right Purpose Guidance Document Page 19, Appendix B)

Summative Test - Summative tests are standards-based tests of proficiency administered after instruction has occurred, generally at the end of an academic school year. State-level summative tests are typically used for school accountability, program evaluation, and to estimate groups of students’ achievement levels. Summative tests are reflective of the full depth, breadth, and complexity of grade level content standards to which they are aligned. They must also reflect the full range of the student population that participates in each grade level test, called the full performance continuum. A balanced approach to assessment includes summative testing as part of a larger assessment plan. (from The Right Assessment for the Right Purpose Guidance Document)

Appendix G: Links to Resources

Interim Reporting Tools and Templates

- ODE Interim Tests Family Infographic
- Interim Test Board Report Template
- Interim Test Board Report Template Fillable
- Interim Test Board Report Template (Sample)
- Interim Test Board Report Template Presentation (PPT)

Accountability Act

- ODE Accountability Act webpage with Interim Assessment Frequently Asked Questions (FAQ) (Legislative Context)
- Oregon Accountability Act (SB 141) (Legislative Context)

Purchasing Resources

- Test Comparison Resource (Appendix C)
- District Assessment Procurement Protocol (DAPP) (Appendix C)
- Oregon Association of ESDs: ESD contacts for each vendor (Appendix C)

Assessment Literacy

- Culturally Responsive Data Literacy (CRDL) (Data Use and Interpretation)
- Revising the Definition of Formative Assessment from FAST SCASS (Glossary)
- ODE Assessment Resources (Roles of Staff Members in Interim Testing)
  - ODE Progress Monitoring Guidance (released 4/13/26) (What Interim Tests are Not)
  - ODE The Right Assessment for the Right Purpose Guidance Document (Responsible Use Guidance, Glossary)
  - ODE Balanced Assessment Graphic (What Interim Tests Are)
  - ODE Local Performance Assessment Resources (Legislative Context)
  - ODE Parent Assessment Literacy Modules (Responsible Communication and Collaboration with Students and Families)
  - ODE Formative Assessment Supplement (Responsible Use Guidance)
- ODE Research Brief: TAG Identification (Responsible Use Guidance)
- ODE Multilingual Education and Multilingual Learner Resources (Responsible Use Guidance)
  - ODE Multilingual Education and Multilingual Learner Resource Bank (includes Assessment Guidance and Resources)
  - ODE Multilingual Education and Multilingual Learner Strategic Plan
- ODE Educator Effectiveness: Student Learning Growth Goals (Responsible Use Guidance)

- ODE Early Indicator and Intervention Systems Resources (Responsible Use Guidance)
- ODE Response to Intervention Initiative (RTII) (Responsible Use Guidance)
- ODE Transformative Social Emotional Learning Resources (Responsible Communication and Collaboration with Students and Families)

Data Protocols and Resources

- ODE Resource on Student Records and Privacy (Data Use and Interpretation)
- **Example:** "What? So What? Now What?" Protocol or Atlas: Looking at Data Protocol (Appendix A)
- **Examples:** Strengthening Early Indicator and Intervention Systems: A Toolkit for Educators (Appendix A)
- **Example:** SEED Data Reflection Protocol (Appendix A)

Appendix H: Change Log

Change	Date
Corrections to language on pages 3, 4, 18, and 30 to reflect the data review and reporting requirement in the SB141 statutory language: charter schools are required to review their interim test data at least three times annually during a public meeting with the superintendent and school board ***and*** charter governing body. *E.g. "Districts and public charter schools must review interim test data at least three times annually at a public meeting with: a. The superintendent, and b. The school district board (**and** the governing body of the public charter school)."*	November 5, 2026