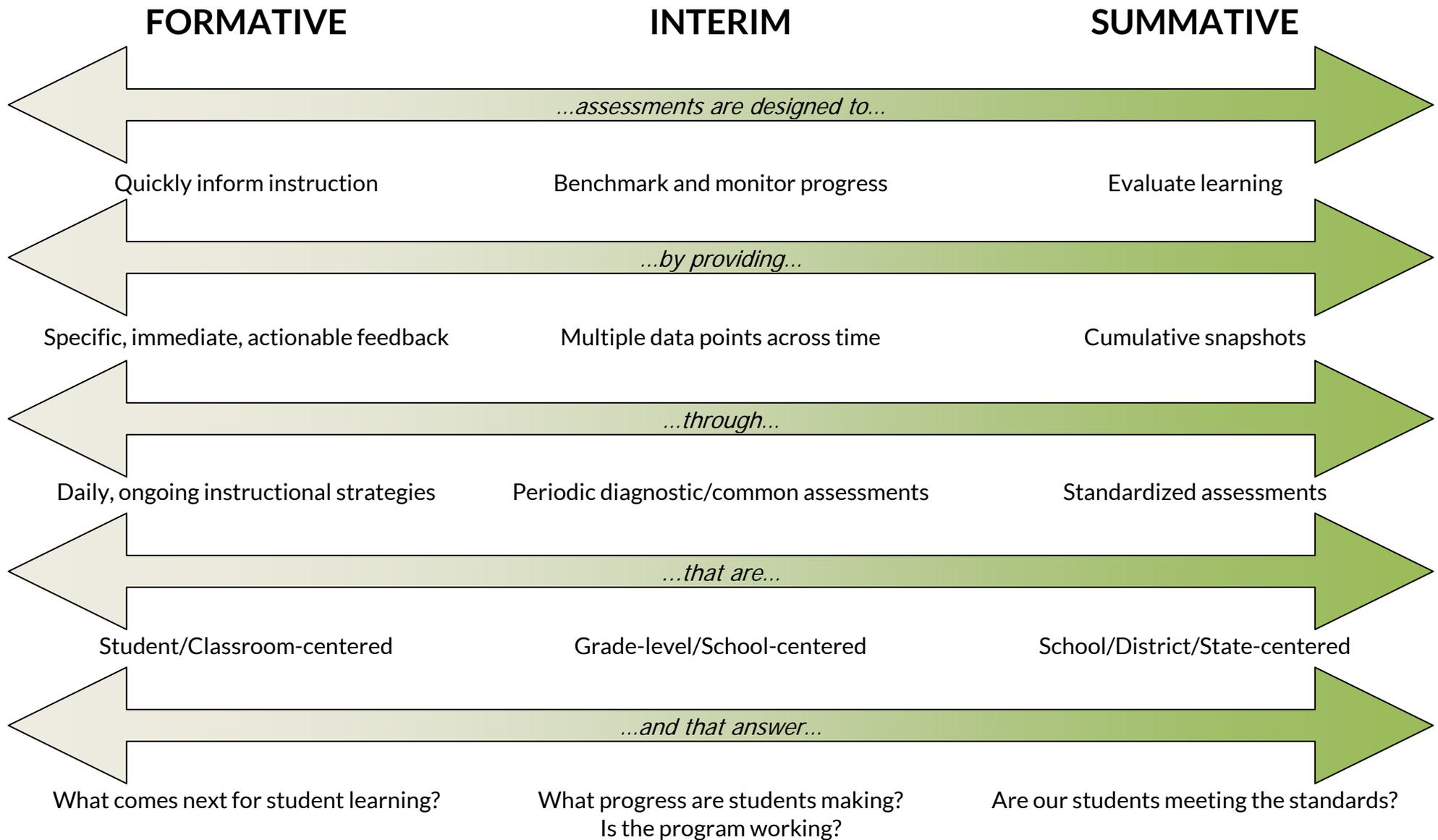


Balanced Assessment System

By Type: *What are the differences between assessment types within a balanced system?*



Balanced Assessment System

By Purpose: *What are the purposes of various assessment types?*

	Formative	Interim	Summative
	<i>Quickly informs instruction by providing specific, immediate, actionable feedback</i>	<i>Benchmarks and monitors progress by providing multiple data points across time</i>	<i>Evaluates learning by providing a cumulative snapshot</i>
To PLAN learning <i>PRIOR to instruction</i>	Feedback that identifies student learning goals and needs	Data points that show a teacher the instructional starting point for a chapter, unit, semester, or year	Snapshot that aids in planning future instruction, reflecting on general patterns, or establishing the big picture within a class of students
<i>Examples*</i>	<i>Pre-tests/quizzes Student self-assessment Visual organizers (i.e. KWL)</i>	<i>Inventory Pre-tests/quizzes Universal screener</i>	<i>Prior year summative data (i.e., AP exams, screeners, benchmarks/CBMs, statewide assessments)</i>
To SUPPORT learning <i>DURING instruction</i>	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Data points that show what learning objectives have been mastered, what needs to be addressed next, and what requires more attention	Snapshot that informs classroom, grade level, or department decisions such as groupings, alterations to curriculum maps, etc.
<i>Examples*</i>	<i>Journals Questioning Observations, visual signals</i>	<i>Rubric Running records Graded class work</i>	<i>Benchmarks/CBMs End of unit grades Item/sub-group/gap analysis</i>
To MONITOR learning <i>BETWEEN instruction</i>	Feedback that allows the teacher to see what progress has been made by the student since last check-in	Data points that track student progress over time, providing periodic and multiple data points against benchmarks throughout the year for program improvement and instructional change	Snapshot that provides information about what students know and can do in order to promote program improvement, curricular changes, or PD needs
<i>Examples*</i>	<i>Portfolios Running records Student conferences</i>	<i>Rubric Running records Graded class work</i>	<i>Benchmarks/CBMs End of semester grades Item/sub-group/gap analysis</i>
To VERIFY learning <i>AFTER instruction</i>	Feedback that confirms what the student knows and can do	Data points that are used, along with other information, to establish a grade or score, and to make decisions about and adjustments to instruction, curriculum, and programs	Snapshot that contributes to decision-making, typically on an annual basis, at macro levels, about subgroups, schools, districts, and states
<i>Examples*</i>	<i>Portfolios Exit activities Projects/demonstrations</i>	<i>Post-test Local benchmarks Curriculum-based measures (CBMs)</i>	<i>Statewide assessments WISEdash reporting School Improvement Planning</i>

*Note: Examples listed above are not an exhaustive or definitive list, and may serve multiple purposes.

WI DPI: April 30, 2015