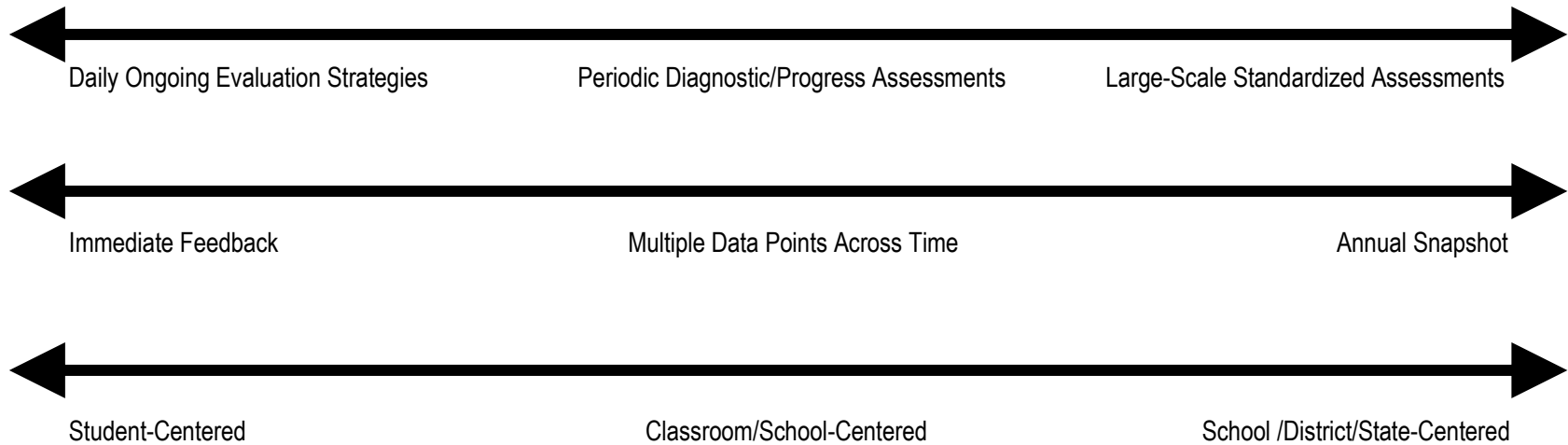


Balanced Assessment System



BALANCED ASSESSMENT SYSTEM

	FORMATIVE	BENCHMARK	SUMMATIVE
PURPOSE	Informs instruction <i>What learning comes next for this student?</i> <i>How am I monitoring my own learning?</i>	Diagnoses Student Level and/or Monitors Progress <i>How are students progressing?</i> <i>How well is this program working?</i>	Monitors National, State, District, School, or Classroom Progress <i>How are students progressing? How do they compare?</i>
TYPE	Ongoing formative strategies “in the moment”	Benchmark or diagnostic periodic/interim tests	Large-scale, standardized assessment
KEY FEATURE	Assessment <i>as and for</i> learning	Assessment <i>of</i> learning – on-grade or off-grade	Assessment <i>of</i> learning
FOCUS	<ul style="list-style-type: none"> • Students • Teachers 	<ul style="list-style-type: none"> • Students • Teachers, Teaching Teams • Parents • Schools, Districts 	<ul style="list-style-type: none"> • State • Federal • Higher-Education Institutions • Researchers • Students • Teachers • Parents • Schools • Districts
FREQUENCY	<ul style="list-style-type: none"> • Occurs within and between lessons 	<ul style="list-style-type: none"> • Occurs within, between, and among instructional units 	<ul style="list-style-type: none"> • Occurs annually or bi-annually
USE OF RESULTS	<ul style="list-style-type: none"> • Within the instructional activity, information is used to change or to adjust teaching • Student receives frequent and meaningful feedback on performance • Teacher engages student in the monitoring of student learning • Teacher decides if the student needs remediation or enrichment 	<ul style="list-style-type: none"> • Grade-level or content-based professional learning communities use data to identify strengths and gaps in curriculum and instruction • Grade-level course curriculum may be changed, refined • Teachers may modify instruction for student groups based on their progress. 	<ul style="list-style-type: none"> • School or district teams develop strategic, long-term evaluation of curriculum and programming based on trends over time • States monitor school and district progress • U.S. Department of Education monitors state performance
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Understanding how to gauge student progress toward a standard and how to scaffold instruction to reach that goal • Teacher reflection on what types of formative strategies are currently employed in the classroom • Implementation of new strategies • Opportunities to practice and to perfect usage 	<p>If teacher-developed, school-team-developed, or district-developed products:</p> <ul style="list-style-type: none"> • Identification of learning outcomes based on state content standards • Development of assessment items & tests <p>If using a commercial product:</p> <ul style="list-style-type: none"> • Learn features of the instrument and how the content links to district curricula and state standards <p>Using local products <i>or</i> commercial products:</p> <ul style="list-style-type: none"> • Disaggregation & interpretation of data • Discussion of results • Sharing effective strategies across teams 	<ul style="list-style-type: none"> • Understanding and interpretation of large-scale assessment trends over time • Data disaggregation and progress evaluation at the building level and at the grade level • Opportunities for revising district or school instructional practices and curricula
EXAMPLES	<ul style="list-style-type: none"> • Feedback • Questioning, interviewing, exit questioning • Observations • Discussions • Ungraded class work 	<p>Teacher, school-team, or district-developed:</p> <ul style="list-style-type: none"> • Graded class work • Midterm and end-of-unit assessments • District assessments; e.g., 6-Trait® <p>Commercial Products</p> <ul style="list-style-type: none"> • MAP, SCANTRON®, ThinkLink™, etc. • Specific reading inventories 	<ul style="list-style-type: none"> • End-of-Course Exams • WKCE • WAA-SwD • NAEP™ • ACT®/SAT® • AP® Exams