Balanced Assessment System

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

**FORMATIVE**
- Quickly inform instruction
- Specific, immediate, actionable feedback
- Daily, ongoing instructional strategies
- Student/Classroom-centered
- What comes next for student learning?

**INTERIM**
- Benchmark and monitor progress
- Multiple data points across time
- Periodic diagnostic/common assessments
- Grade-level/School-centered
- What progress are students making?

**SUMMATIVE**
- Evaluate learning
- Cumulative snapshots
- Standardized assessments
- School/District/State-centered
- Are our students meeting the standards?

...assessments are designed to...
...by providing...
...through...
...that are...
...and that answer...
### Balanced Assessment System

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

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

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