

## Balanced Assessment System

	Formative	Benchmark	Summative	
<b>Purpose</b>	Informs instruction <i>What learning comes next for this student? How am I monitoring my own learning?</i>	Diagnoses student level and/or monitors progress <i>How are students progressing? How well is the program working?</i>	Monitors national, state, district, school, or classroom progress <i>How are they progressing? How do they compare?</i>	
<b>Key Features</b>	Assessment “as” or “for” learning	Assessment “of” learning	Assessment “of” learning	
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Parents</li> <li>• District</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Parents</li> <li>• District</li> </ul>	<ul style="list-style-type: none"> <li>• State</li> <li>• Federal</li> </ul>
<b>Frequency</b>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Before, during and after instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Occurs within, between, and among instructional units</li> <li>• SRI/SMI administered 3x per year</li> <li>• WTW administered 2x per year</li> </ul>	<ul style="list-style-type: none"> <li>• Occurs annually or biannually</li> </ul>	
<b>Use of Results</b>	<ul style="list-style-type: none"> <li>• Information is used to adjust teaching</li> <li>• Student receives feedback</li> <li>• Teacher engages student in monitoring</li> <li>• Teacher decides on interventions or enrichments</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use data to identify strengths and gaps in curriculum and instruction</li> <li>• Teachers modify instruction for students based on data</li> <li>• Information is key to the progress monitoring process</li> </ul>	<ul style="list-style-type: none"> <li>• School or district teams develop strategic, long-term evaluation of curriculum and programming based on trends over time</li> <li>• States monitor district progress</li> <li>• US Dept. or Ed monitors state performance</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Understanding how to gauge student progress toward a standard and how to differentiate instruction to reach that goal</li> <li>• Implementation of new strategies</li> <li>• Teacher reflection on what types of formative assessments are employed</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Assessment Data</li> <li>• Teachers plan for instruction utilizing the data walls.</li> <li>• Discussion of results as part of the teaming process</li> <li>• Determining and sharing effective teaching strategies to promote student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and interpretation of large scale assessment trends over time</li> <li>• Opportunities for revising district or school instructional practices and curricula</li> </ul>	
<b>Assessment Tools</b>	<ul style="list-style-type: none"> <li>• Unit pre and post tests</li> <li>• Oral response</li> <li>• Self and peer assessment</li> <li>• Observations</li> <li>• Discussions</li> <li>• Ungraded class work</li> </ul>	<ul style="list-style-type: none"> <li>• Graded class work</li> <li>• Midterm and end-of-unit assessments</li> <li>• Scholastic Reading Inventory</li> <li>• Scholastic Math Inventory</li> <li>• Words Their Way Spelling Assessment</li> <li>• Everyday Math Progress Checks</li> </ul>	<ul style="list-style-type: none"> <li>• WKCE</li> <li>• ITBS</li> </ul>	