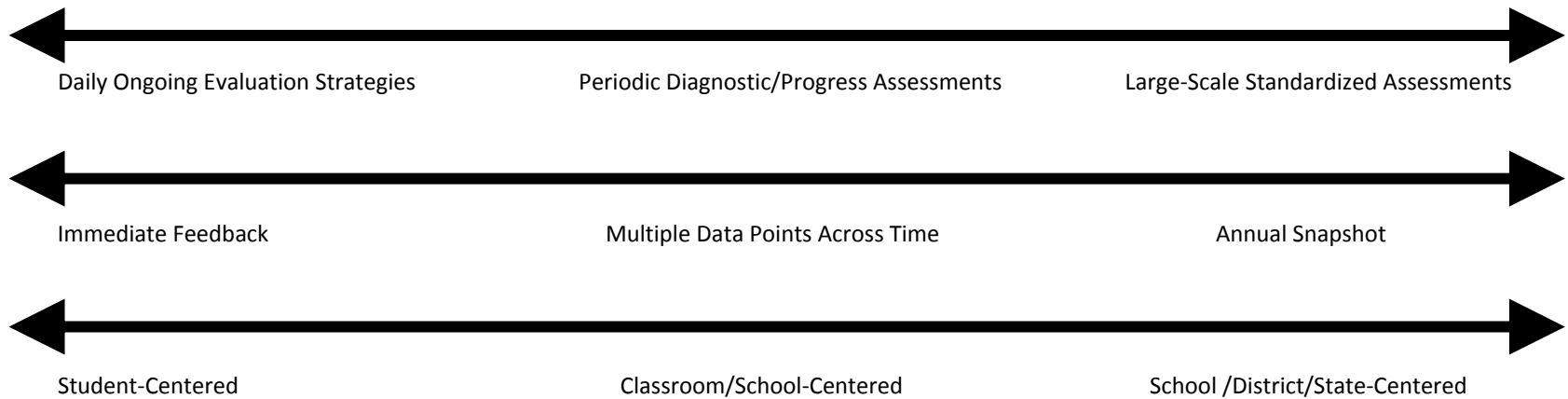


Balanced Assessment System



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 they 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</i> and <i>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 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 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 & test <p>If using a commercial product:</p> <ul style="list-style-type: none"> Learn features of the instrument and how content links to district curricula and state standards. See Screening Tools Chart: www.rti4success.org <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 Open questioning, exit tickets Self and peer assessment 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® rubric <p>Commercial Products (not exhaustive)</p> <ul style="list-style-type: none"> MAP, SCANTRON, ThinkLink, etc. Reading inventories 	<ul style="list-style-type: none"> End-of-Course Exams WKCE WAA-SwD NAEP™ ACT®/SAT® AP® Exams