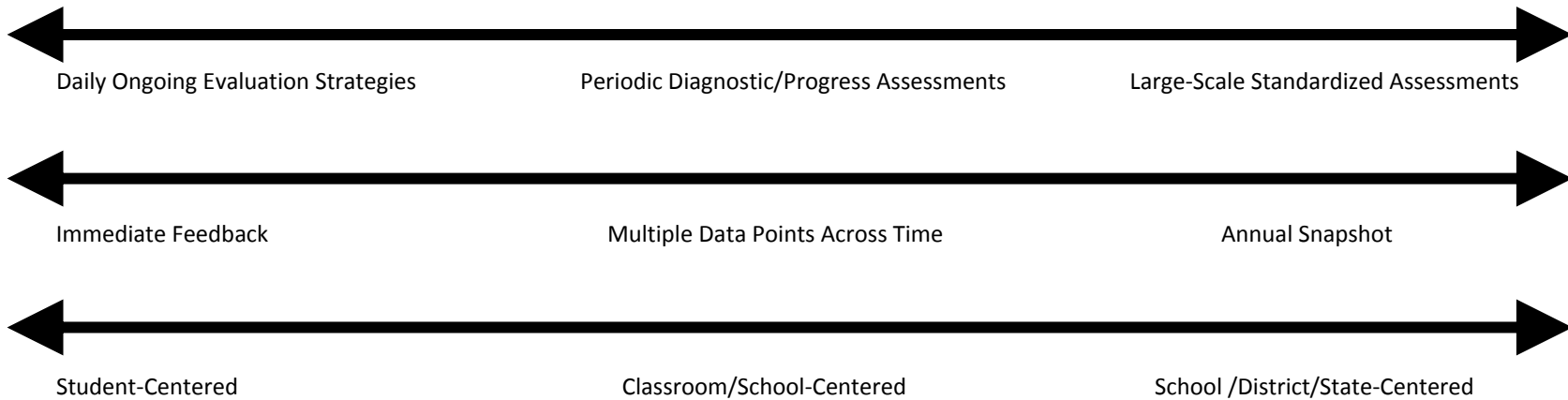


# Balanced Assessment System



## BALANCED ASSESSMENT SYSTEM

	FORMATIVE	BENCHMARK	SUMMATIVE
<b>PURPOSE</b>	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>
<b>TYPE</b>	Ongoing formative strategies “in the moment”	Benchmark or diagnostic periodic/interim tests	Large-scale, standardized assessment
<b>KEY FEATURE</b>	Assessment <i>as</i> and <i>for</i> learning	Assessment <i>of</i> learning ( on-grade or off-grade)	Assessment <i>of</i> learning
<b>FOCUS</b>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers, Teaching Teams</li> <li>Parents</li> <li>Schools, Districts</li> </ul>	<ul style="list-style-type: none"> <li>State</li> <li>Federal</li> <li>Higher-Education</li> <li>Researchers</li> <li>Students</li> <li>Teachers</li> <li>Parents</li> <li>Schools, Districts</li> </ul>
<b>FREQUENCY</b>	<ul style="list-style-type: none"> <li>Occurs within and between lessons</li> </ul>	<ul style="list-style-type: none"> <li>Occurs within, between, and among instructional units</li> </ul>	<ul style="list-style-type: none"> <li>Occurs annually or bi-annually</li> </ul>
<b>USE OF RESULTS</b>	<ul style="list-style-type: none"> <li>Within instructional activity, information is used to change or to adjust teaching</li> <li>Student receives frequent and meaningful feedback on performance</li> <li>Teacher engages student in the monitoring of student learning</li> <li>Teacher decides if the student needs remediation or enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Grade-level or content-based professional learning communities use data to identify strengths and gaps in curriculum and instruction</li> <li>Grade-level course curriculum may be changed, refined</li> <li>Teachers may modify instruction for student groups based on their progress.</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 school and district progress</li> <li>U.S. Department of Education 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 scaffold instruction to reach that goal</li> <li>Teacher reflection on what types of formative strategies are currently employed in the classroom</li> <li>Implementation of new strategies</li> <li>Opportunities to practice and to perfect usage</li> </ul>	<p>If teacher-developed, school-team-developed, or district-developed products:</p> <ul style="list-style-type: none"> <li>Identification of learning outcomes based on state content standards</li> <li>Development of assessment items &amp; test</li> </ul> <p>If using a commercial product:</p> <ul style="list-style-type: none"> <li>Learn features of the instrument and how content links to district curricula and state standards.</li> <li>See Progress Monitoring Tools Chart <a href="http://www.rti4success.org">www.rti4success.org</a></li> </ul> <p>Using local products <i>or</i> commercial products:</p> <ul style="list-style-type: none"> <li>Disaggregation &amp; interpretation of data</li> <li>Discussion of results</li> <li>Sharing effective strategies across teams</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and interpretation of large-scale assessment trends over time</li> <li>Data disaggregation and progress evaluation at the building level and at the grade level</li> <li>Opportunities for revising district or school instructional practices and curricula</li> </ul>
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>Feedback</li> <li>Open questioning, exit tickets</li> <li>Self and peer assessment</li> <li>Observations</li> <li>Discussions</li> <li>Ungraded class work</li> </ul>	<p>Teacher, school-team, or district-developed:</p> <ul style="list-style-type: none"> <li>Graded class work</li> <li>Midterm and end-of-unit assessments</li> <li>District assessments; e.g., 6-Trait® rubric</li> </ul> <p>Commercial Products (not exhaustive)</p> <ul style="list-style-type: none"> <li>MAP, SCANTRON, ThinkLink, etc.</li> <li>Reading inventories</li> </ul>	<ul style="list-style-type: none"> <li>End-of-Course Exams</li> <li>WKCE</li> <li>WAA-SwD</li> <li>NAEP™</li> <li>ACT®/SAT®</li> <li>AP® Exams</li> </ul>