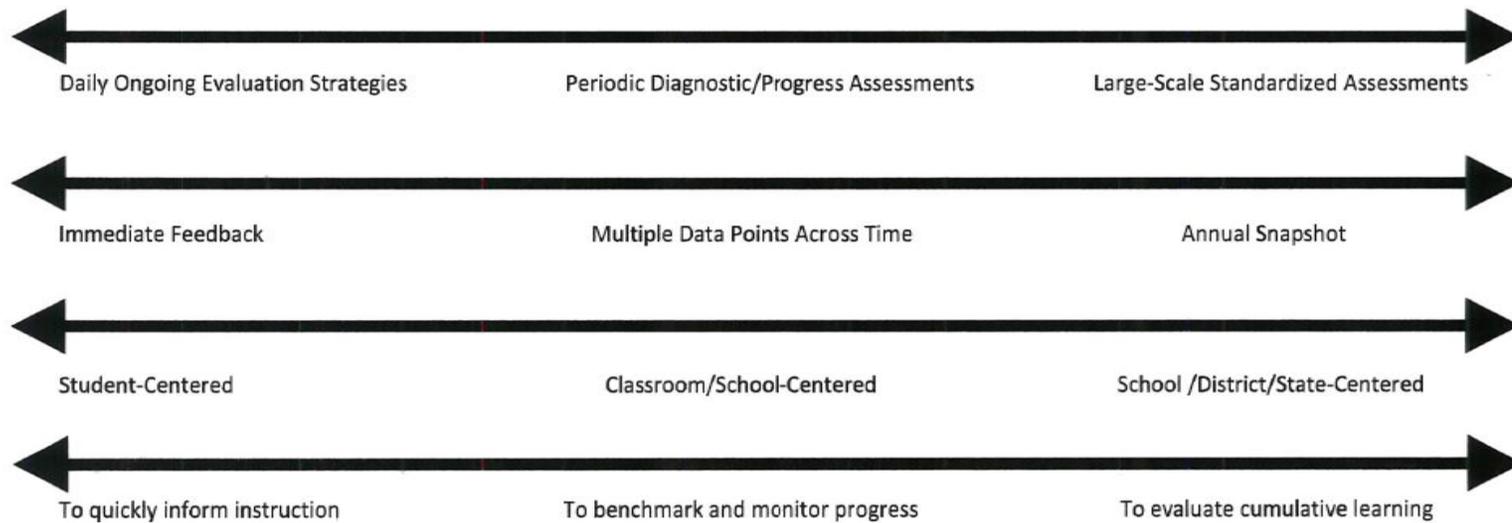
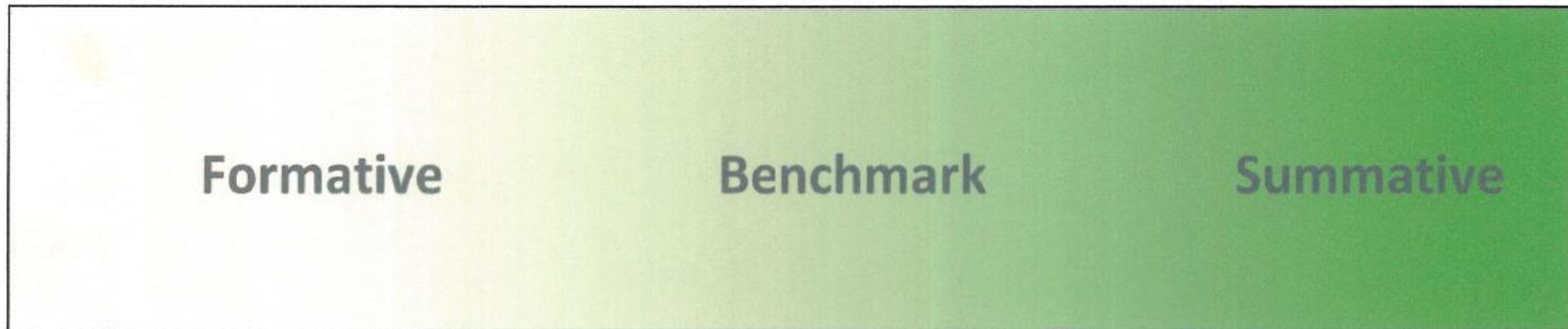


Balanced Assessment

By Type



Balanced Assessment

By Purpose

| | To plan learning (prior to instruction) | To support learning (during instruction) | To monitor learning (between instruction) | To verify learning (after instruction) |
|---|---|--|---|--|
| Formative Data <i>to quickly inform instruction</i> | Student learning goals, or student self-assessment | Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning | Feedback that allows teacher to see what progress has been made since last check-in | Feedback that confirms what the student knows and can do |
| <i>Examples:</i> | -Teacher/Student discussion -First day observations | - Teacher/Student portfolio -Class blog; student journal | -Open questioning -Running records | -Exit activities -Portfolios |
| Benchmark Data <i>to benchmark and monitor progress</i> | Data that shows a teacher the instructional starting point for a chapter, unit, semester, or year | Data that shows teacher what learning objectives have been mastered; what needs to be addressed next instructionally for individual students | Data that tracks student progress over time, providing periodic and multiple data points against benchmarks throughout the year. Can be used to promote program improvement in the short-term; instructional change; monitor student progress | Data that is used, along with other data points, to establish a grade or score. Can be used to make decisions about instruction, curriculum, and to make program adjustments |
| <i>Examples:</i> | -Screener -Chapter pre-tests | -Graded class work -Curriculum based measures (CBM) -Running records | -Portfolios -Office discipline referrals -Curriculum based measures (CBM) | -Progress report -Interim assessment (post-test) |
| Summative Data <i>to evaluate cumulative learning</i> | Data that aids teacher in planning future instruction; reflecting on general patterns; or establishing the big picture within a class of students | Data that informs classroom decisions such as groupings, alterations to curriculum maps, etc. | Data provides a snapshot (one point in time) of what students know and can do. Can be used to promote program improvement, curricular changes, instructional PD needs at school or classroom level | Standardized data is used to make decisions, typically on annual basis, at macro levels, about subgroups, schools, districts, states |
| <i>Examples:</i> | -Prior year's AP Exams -Prior end of year scores | -Item analysis of prior summative test -End of unit assessments/grades | -Benchmark test scores -End of semester grades | - AYP reports -Suspension rates |