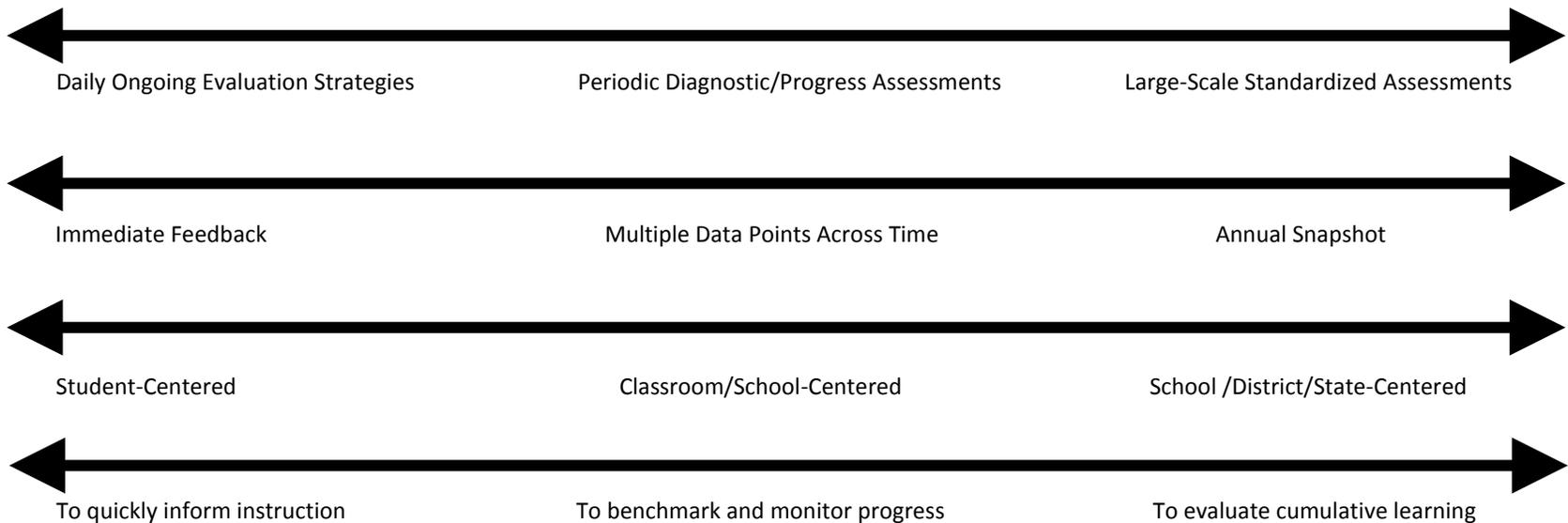


# Balanced Assessment System

By Type



# Balanced Assessment System

## By Purpose

	To plan learning (prior to instruction)	To support learning (during instruction)	To monitor learning (between instruction)	To verify learning (after instruction)
<b>Formative Data</b> <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
<b>Benchmark Data</b> <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)
<b>Summative Data</b> <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

Please note: the examples are not an exhaustive list; also examples serve multiple purposes, not just those indicated in the above boxes.