

DRAFT

# Balanced Assessment System

By Purpose

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<b>Formative</b>	<b>Formative Data</b> to quickly inform instruction	<b>To support learning</b> <i>(during instruction)</i>	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>Example:</i>	<i>Teacher/Student reflection</i>	<i>Open questioning</i>	<i>Exit activities</i>	
<b>Benchmark</b>	<b>Benchmark Data</b> to benchmark and monitor progress	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, provides 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, program adjustments	
	<i>Example:</i>	<i>Graded class work</i>	<i>End-of-unit assessments</i>	<i>Progress Report</i>	
<b>Summative</b>	<b>Summative Data</b> to evaluate cumulative learning	Data informs classroom decisions such as groupings, alterations to curriculum maps, etc. (?)	Data provides a snapshot (one point in time) of what student knows and can do. Can be used to promote program improvement curricular changes, instructional PD needs at the school or classroom level.	Standardized data is used to make decisions, typically on annual basis, to make decisions at macro levels, about schools, districts, states.	
	<i>Example:</i>	<i>WKCE scores used to establish the big picture/general patterns within a class of students.</i>	<i>WKCE data used to establish a benchmark at start of the year</i>	<i>WKCE data used in AYP reporting and to examine trends by student subgroups</i>	