

Balanced Assessment System Framework



| Level / Purpose | Formative Assessment for Management of Instruction | Formative Assessment FOR Learning | Summative Assessment OF Learning |
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CLASSROOM ASSESSMENT

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| <ul style="list-style-type: none"> • <i>Key decision maker(s)</i> • <i>Important instructional decisions to be made</i> • <i>Information needed to inform decisions</i> | <p>Teacher</p> <p>What comes next in my students' learning?</p> <p>Standards in appropriate learning progressions; Evidence of standards mastered and not yet</p> | <p>Student/teacher team</p> <p>Help student know: What comes next in my learning?</p> <p>Student-friendly learning targets in learning progressions; Evidence of student's current place in progressions</p> | <p>Teacher</p> <p>What grade or standards mastered to put on report card?</p> <p>Evidence of student mastery of each required standard</p> |
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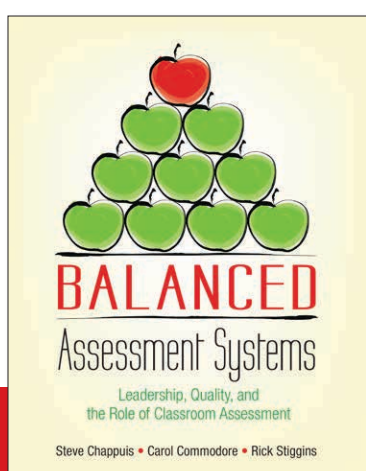
COMMON BENCHMARK TESTS

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| <ul style="list-style-type: none"> • <i>Key Decision maker(s)</i> • <i>Instructional decisions to be made</i> • <i>Information needed to inform decisions</i> | <p>Teachers; but students may assist in interpreting and acting on results</p> <p>Which standards do we tend to struggle mastering and why?</p> <p>Evidence across classrooms of standards we have failed to master</p> | <p>Curriculum and Instructional leaders, teacher teams, PLCs</p> <p>Which standards are our students struggling to master and why?</p> <p>Evidence from assessments across classrooms of standards not mastered</p> | <p>Curriculum and Instructional leaders</p> <p>Which standards are broad samples of our student not mastering</p> <p>Evidence of standards mastered across broad samples using common assessments</p> |
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ANNUAL TESTS

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| <ul style="list-style-type: none"> • <i>Key decision maker(s)</i> • <i>Instructional decisions</i> • <i>Information needed</i> | <p><i>Requires evidence of student mastery of each standard</i></p> <p>Curriculum and instructional leaders</p> <p>What standards did our students not master?</p> <p>Evidence of standards not mastered</p> | <p><i>There is no viable assessment FOR learning role for annual tests</i></p> | <p>District leadership team, school board and community</p> <p>Did enough of our students master required standards?</p> <p>Proportion of students mastering standards</p> |
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1. Use your QR reader to access more information about the book.
2. Learn how to apply the framework in your classroom with *Balanced Assessment Systems: Leadership, Quality, and the Role of Classroom Assessment*.