

## A Balanced and Coherent Assessment System

|                               | Classroom Assessments   |   | Common Formative Assessments  | Benchmark Assessments  | External Summative Assessments   |
|-------------------------------|---|---|---|--|--|
| <b>Definition</b>             | Strategies to gather immediate feedback during each lesson about whether each student understand the learning targets   | Classroom practices that provide information about whether students understand the targets and concepts being taught  | Building-level assessments created by teacher teams with the intention of collaboratively examining the results for the purposes of both (1) instructional planning for individual students, and (2) curriculum, instruction, and/or assessment modifications   | District-level assessments given to students in each class, course, or grade level in a specified window of time 2-4 times throughout the year   | State and norm-referenced tests that provide an annual assessment of each student's progress and the school's progress by subject area and grade level.  |
| <b>Examples of practice</b>   | Questions, observations, monitoring, clickers, exit slips, whiteboards  | Final exams, final projects   | Tasks assessed with rubrics, short quizzes, student work samples, completed graphic organizers, writing pieces, products, performances  | Quarterly tests or performances, writing samples   | Annual state-mandated assessments, ACT, SAT, AP exams  |
| <b>Formative or summative</b> | Most formative  | More summative  | Very formative  | More summative   | Most summative   |
| <b>Whose responsibility</b>   | Classroom teachers  | Classroom teachers  | Collaborative teams at each school  | District teams of representative teachers  | An external group of experts   |
| <b>Purpose</b>                | <ul style="list-style-type: none"> <li>• To know by student who needs more time and support</li> <li>• To provide appropriate learning activities for a student or group of students</li> <li>• To give immediate feedback</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure students can pull together skills and strategies to meet the standards of learning</li> <li>• To give a grade</li> </ul> | <ul style="list-style-type: none"> <li>• To provide teachers with frequent information about each student's learning</li> <li>• To provide timely enough information to allow for instructional adjustments during a unit of study</li> <li>• To determine students eligible for support in a pyramid of interventions</li> <li>• To allow teachers in the same grades or departments to measure the same things in the same way</li> <li>• To give feedback</li> <li>• Not to be graded</li> </ul> | <ul style="list-style-type: none"> <li>• To monitor and predict student mastery of standards that will be included on state assessments</li> <li>• To bring a closer alignment between instruction and annual assessments</li> <li>• To assess curriculum, instructional strategies, and pacing</li> <li>• To identify students eligible for ongoing time and support</li> </ul> | <ul style="list-style-type: none"> <li>• To determine proficiency percentages and AYP</li> <li>• To identify areas in which groups of students may be underperforming</li> <li>• To determine whether curriculum, instructional strategies, and pacing were appropriate</li> <li>• To make programmatic and placement decisions</li> </ul> |

References: Bailey & Jakicic, 2012; Erkens, 2009; Many, 2010; Reeves, 2007

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