

Comprehensive Balanced Assessment System*			
	Formative	Benchmark*	Summative Assessments
Purpose	What learning comes next for <i>this</i> student at this point in time?	How are students progressing? How well is this program working?	How are schools and districts progressing? How is the state progressing?
Focus	<ul style="list-style-type: none"> ❖ Teachers ❖ Students ❖ Parents 	<ul style="list-style-type: none"> ❖ School Leaders ❖ District Officials ❖ Curriculum Specialists ❖ Teachers (Professional Learning Communities) ❖ Students and Parents 	Statewide summative <ul style="list-style-type: none"> ❖ School Board Members ❖ Legislators ❖ District Staff ❖ Teachers (Professional Learning Communities) ❖ Students and Parents Classroom summative <ul style="list-style-type: none"> ❖ Teachers ❖ Students and Parents
Frequency	<ul style="list-style-type: none"> ❖ Daily, prior to, and during instruction 	<ul style="list-style-type: none"> ❖ Periodically, throughout the year, between and among instructional units. 	Statewide Summative <ul style="list-style-type: none"> ❖ Annually or bi-annually as close to the end of year or course Classroom Summative <ul style="list-style-type: none"> ❖ At the end of unit of study
Use of Results	<ul style="list-style-type: none"> ❖ To inform instruction and provide descriptive feedback to students about their learning ❖ To promote meta-cognition and self-assessment behaviors in students ❖ To direct teacher response to the student's need for remediation or extension ❖ To develop teachers as reflective practitioners ❖ To develop students as reflective learners 	<ul style="list-style-type: none"> ❖ To determine how much learning has taken place up to a particular point in time ❖ To identify learning issues for targeted groups and subgroups based on their progress ❖ To evaluate efficacy and gaps in adopted curriculum and instructional strategies. 	<ul style="list-style-type: none"> ❖ To develop strategic, long-term evaluation of curriculum and programming based on trends over time ❖ To determine the students' achievement level ❖ To provide institutional information that influences policy developed by superintendents, school board members and legislators
Examples	Evidence collected during <ul style="list-style-type: none"> ❖ Discussions ❖ Learning Activities ❖ Descriptive Feedback ❖ Teacher-Student Conferences ❖ Interviews ❖ Student Reflections/Journals ❖ Un-graded classwork or homework ❖ Teacher observations 	Teacher or textbook quizzes Teacher Learning Teams, or districts may develop common: <ul style="list-style-type: none"> ❖ Mid-term ❖ 9 weeks or quarterly assessments ❖ District Assessments Commercial Products	Large-scale summative assessment <ul style="list-style-type: none"> ❖ NC End-of -Grade ❖ NC End-of -Course Classroom summative tests <ul style="list-style-type: none"> ❖ Unit or end-of-chapter tests

The assessment system may also include other standardized assessments such as ASVAB, NAEP, TIMSS, SAT, ACT