## Balanced Assessment System

A balanced assessment system uses a variety of diagnostic, formative, and summative assessments in order to guide the teaching/learning process and to fulfill accountability demands.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Classroom Assessments</th>
<th>Common Formative Assessments</th>
<th>Common Interim Assessments</th>
<th>Student Learning Objectives</th>
<th>External Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Worksheets, classroom response, whiteboards, exit tickets, conferences, student self-assessment</td>
<td>Chapter/unit tests, final projects</td>
<td>Common tasks and prompts assessed with rubric, quizzes</td>
<td>Performances, tests, or writing prompts given every 6-8 weeks</td>
<td>Growth measures designed for use with the APPR growth and local achievement</td>
</tr>
<tr>
<td>Format</td>
<td>Very formative; can be diagnostic if used prior to instruction</td>
<td>Mostly summative</td>
<td>Formative</td>
<td>Formative and summative</td>
<td>Summative</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Classroom teachers</td>
<td>Classroom teachers</td>
<td>Grade level/discipline teams of teachers working together. District teams of representative teachers may also look at the data</td>
<td>Teachers and lead evaluators/principals</td>
<td>An external group of “experts”</td>
</tr>
<tr>
<td>Purpose</td>
<td>Provides immediate feedback and guides instructional decisions</td>
<td>Provision of grades</td>
<td>To assess student learning in order to make instructional decisions. Also serves to assess curriculum, instruction, and pacing.</td>
<td>Conversion to scores for use in teacher and principal evaluation</td>
<td>Accountability and placement</td>
</tr>
</tbody>
</table>