

### Framework of a Balanced Assessment System

Level \ Purpose	Formative Assessment for Management of Instruction	Formative Assessment FOR Learning	Summative Assessment OF Learning
<b>Classroom Assessment</b> <ul style="list-style-type: none"> <li>• <i>Key decision maker(s)</i></li> <li>• <i>Important instructional decisions to be made</i></li> <li>• <i>Information needed to inform decisions</i></li> </ul>	<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>
<b>Common Benchmark Tests</b> <ul style="list-style-type: none"> <li>• <i>Key Decision maker(s)</i></li> <li>• <i>Instructional decisions to be made</i></li> <li>• <i>Information needed to inform decisions</i></li> </ul>	<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>
<b>Annual Tests</b> <ul style="list-style-type: none"> <li>• <i>Key decision maker(s)</i></li> <li>• <i>Instructional decisions</i></li> <li>• <i>Information needed</i></li> </ul>	<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>

Reproduced from Stiggins, Richard (2017) *The Perfect Assessment System*. Alexandria VA: ASCD