



Comprehensive Assessment System

The Right Assessment for the Right Purpose

Formative Assessment

Assessment AS Learning

Formative assessment is an intentional ongoing process – not a single test. It describes feedback discussions between teachers and students, and students and their peers that happens *during instruction*. It's a deliberate process that is used to provide specific insight into student learning and allow for educators to adjust teaching strategies accordingly. Just as a microscope can allow observations of finite details, the formative assessment process allows educators to observe specific evidence, providing the richest information to improve student learning.



Interim Assessment

Assessment FOR Learning

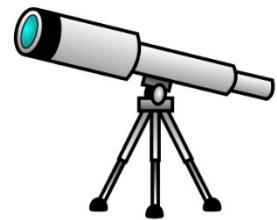


Interim assessments are typically used to determine whether students are on track toward proficiency of the content standards. Interim assessments may be selected by teachers in the classroom to meet several instructional purposes, or administered after sufficient teaching and learning has occurred. They are likened here to binoculars, as the results are still connected to the student but in a view that provides landscape details where patterns are noticeable.

Summative Assessment

Assessment OF Learning

Summative assessments are administered at the end of the year and designed to provide systems level information for state, district, and school decision making on an annual basis. Summative assessments, which can be compared to a telescope, are useful for looking at large systems from afar and identifying patterns that might not be visible without that specific lens.



The Right Assessment for the Right Purpose...It is easy to see why a telescope cannot be used to see bacteria, nor can a microscope be used to view the surface of Jupiter. We would not use binoculars for either of those purposes. Similarly, each assessment serves a specific purpose and should be used only for that purpose and a comprehensive assessment system will include all three.