

**Kansas Balanced Assessment System
ALL Students**

Primary Purpose		Assessment FOR Learning		Assessment OF Learning
		Formative Tools/Processes/Practices	Interim Assessments	Summative Assessments
Definition & Purpose		Formative practices are planned, instructionally-embedded, and ongoing processes used by all students and teachers that: <ul style="list-style-type: none"> • Provide feedback to students (i.e. from self, peers, and teacher) • Inform and guide instruction • Monitor learning • Focus on standards • May be common among teachers of the same content • May be Informal or formal • Check for understanding, but not counted for a grade 	Interim assessments are intentionally developed and administered to students at particular intervals of the school year that: <ul style="list-style-type: none"> • Measure growth toward the completion of courses/yearly learning goals • Inform and guide instruction • Provide feedback to students (i.e. from self, peers, and teacher) • Facilitate a systematic collective response to address student learning needs • Focus on standards • Should predict performance on summative assessments • Often common assessments • Drives professional learning 	Summative assessments provide evidence of learning and mastery of standards for all stakeholders at an end point in time that: <ul style="list-style-type: none"> • Summarize what students know and do not know • Facilitate a systematic collective response to address future student learning needs • Assist with program or course evaluation • Evaluate curriculum and programs • Help drive professional learning • Provide information for local, state, and federal accountability purposes • Often common assessment
Frequency	Classroom or Team	<ul style="list-style-type: none"> • Ongoing • Minute by minute • Day by day 	<ul style="list-style-type: none"> • Planned intervals across instructional units • May be used multiple times throughout the unit of instruction • The learner should be given opportunities to re-demonstrate understanding after utilizing feedback. 	<ul style="list-style-type: none"> • Administered after an extended period of instruction
	District		<ul style="list-style-type: none"> • Calendar periods (i.e. quarter, trimester, semester) 	<ul style="list-style-type: none"> • End of course, end of year
	State		<ul style="list-style-type: none"> • KAP Predictive Interims up to 3 times per year • KAP Mini-tests throughout instructional units 	<ul style="list-style-type: none"> • Annually
Commonly referred to as:		<ul style="list-style-type: none"> • Checking for understanding • Formative Assessment • Common Formative Assessment 	<ul style="list-style-type: none"> • Benchmark • Screener • Common Assessment 	<ul style="list-style-type: none"> • End of Course • End of Unit
Possible Examples	Classroom or Team	<ul style="list-style-type: none"> • Pre-assessments/bell ringers • Post-assessments/exit tickets • Digital polling tools (i.e. Kahoot) • Whiteboard checks 	<ul style="list-style-type: none"> • Quizzes • End of unit or module assessments • Performance assessments • Curriculum-Based Measures (CBMs) 	<ul style="list-style-type: none"> • End of unit or module assessments • Performance assessments • Final exams
	District	<ul style="list-style-type: none"> • Team developed questions or tools 	<ul style="list-style-type: none"> • Common assessments (District developed or purchased assessments) 	<ul style="list-style-type: none"> • End of course assessments • Quarterly assessments
	State		<ul style="list-style-type: none"> • KAP Interim Predictives • KAP Interim Mini-tests 	<ul style="list-style-type: none"> • State Assessments (i.e.KAP Summative, DLM, KELPA, cPass)

Kansas Balanced Assessment System for Some/Few Students

	Additional Assessments FOR Learning FOR SOME/FEW	
	Diagnostic Assessments	Progress Monitoring
Definition & Purpose	<ul style="list-style-type: none"> Diagnostic assessments provide more information about student understanding of content, including possible misconceptions or gaps in knowledge. Diagnostic assessments are designed to provide more precise, detailed, and instructionally relevant information regarding students' knowledge and skill. Informal diagnostics include surveys/assessments and are administered as needed to determine appropriate interventions for SOME students. Formal diagnostics include standardized assessments to dig deeper when students do not respond to interventions. These are administered to very FEW students; often must be required by professionals with specialized training. 	<ul style="list-style-type: none"> Progress monitoring assessments are repeated measurements of academic performance that are conducted at regular intervals. They may be used to assess students' academic performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness. They may be used to identify students not demonstrating adequate progress. They must be sensitive to incremental growth in student learning.
Frequency	<ul style="list-style-type: none"> As needed based on district protocol and/or team decision 	<ul style="list-style-type: none"> Frequent predetermined intervals based on intensity of intervention

Sources:

1. Council of Chief State School Officers. (2008) *Attributes of effective formative assessment*. A work product coordinated and led by Sarah McManus, North Carolina Department of Public Instruction, for the Formative Assessment for Students and Teachers (FAST Collaborative. Washington, DC: Council of Chief State School Officers.
2. The Assessment Learning Network. December 2017. <http://aln.michiganassessmentconsortium.org/>
3. Arizona Department of Education - Balanced Assessment Framework. July 25, 2017
4. DuFour, R. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, Ind: Solution Tree.
5. Monroe County Intermediate School District. www.Monroeisd.us
6. Stiggins, Rick. *Assessment FOR Learning: The Achievement Gap and Truly Effective Schools*. September 8, 2008
7. Kansas MTSS, Upward Integrated Flow Chart for Assessments, 2018
8. National Center for Response to Intervention