



Session 1 – Facilitator’s Guide

Balanced Assessment Systems

Presenter: Marianne Perie, Measurement in Practice, LLC

Length of video with no breaks: 21 minutes

Goal

This presentation will demonstrate how balanced assessment should result in an expected summative score if assessments are aligned, using formative assessments within instruction, and interim assessments as checkpoints. At the end of this presentation, participants should have a better understanding of the different types of assessments, when to use them, and how to interpret data from multiple sources.

Process

This video provides a listen and discuss approach to the topic of Balanced Assessment Systems. The first few slides provide definitions then the presentation moves to knowing when to use each assessment type. It ends with a discussion of how to interpret the data you see from each type of assessment about a single student or classroom of students. Interspersed within the presentation are opportunities for participants to talk amongst themselves about what they learned and how it relates to their everyday classroom experience.

Exercises

- 1) Pause the video after Slide 6 and have the participants talk about the kinds of assessments their students take. What type are they?
- 2) Pause the video after Slide 10 and have the participants talk about their goals for giving assessments (not including required assessments). What do they give and why? Do they get the information they are looking for? What could be better?
- 3) Pause the video after Slide 15 and ask the participants about the types of formative assessment they use and are excited to try.
- 4) Pause the video after Slide 20 and have the participants discuss what they see in the data and what they would do with it.

If you assume each exercise takes 10–15 minutes, and you want to provide a break after the second exercise, this whole workshop would take approximately 75–90 minutes.

Definitions

Summative Assessment: Summative assessments are given one time at the end of the semester or school year to evaluate students' performance against a defined set of content standards. These assessments are typically given statewide (but can be national or district) and are usually used as part of an accountability program or to otherwise inform policy. They could also be teacher-administered end-of-unit or end-of-semester tests that are used solely for grading purposes. They are the least flexible of the assessments.

Interim assessment: Interim assessments are administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policymaker or educator decisions at the classroom, school, or district level. The specific interim assessment designs are driven by the purposes and intended uses, but the results of any interim assessment must be reported in a manner allowing aggregation across students, occasions, or concepts.

Formative assessment: Formative assessment is used by classroom teachers to diagnose where students are in their learning and where gaps in knowledge and understanding exist. They guide teachers and students on how to improve student learning. Formative assessment is embedded within the learning activity and linked directly to the current unit of instruction.

Resources:

Balanced assessment:

- <https://www.dylanwiliamcenter.com/wp-content/uploads/sites/3/2020/10/DW02-06-Assessment-Systems-WP-Digital.pdf>
- <https://www.ets.org/s/k12/pdf/ets-k-12-understanding-measurement-white-paper.pdf>

Interim assessment

- <https://www.achieve.org/files/TheRoleofInterimAssessments.pdf>
- <https://compcenternetwork.org/sites/default/files/archive/InterimAssessmentsBrief.pdf>

Formative assessment

- <https://www.dylanwiliamcenter.com/2015/02/03/practical-ideas-for-classroom-formative-assessment/>
- <https://www.youtube.com/watch?v=MbulAovNteY>
- https://www.ets.org/Media/Research/pdf/RD_Connections_19.pdf
- <https://www.michiganassessmentconsortium.org/wp-content/uploads/FA-Heritage-an-enabler-of-learning.pdf>