

BALANCED ASSESSMENT SYSTEM

A balanced assessment system is necessary to gather information about the growth of students; measure their achievement; gauge the effectiveness of curriculum, programs, and instructional planning; and then provide feedback to the district and stakeholders including staff, parents, students and the community.

Type of Assessment	Purpose of Assessment	Examples
<p><u>NATIONAL & STATE ASSESSMENTS</u> These assessments are mandated federally and/or by the State of Colorado. They are generally given once a year.</p>	<p>The purpose of national and state assessments is to meet federal and state statutes, to provide data for accountability, to gauge the effectiveness of the curriculum, programs and interventions, to inform improvement planning, and to determine whether students have met established benchmarks for achievement and growth.</p>	<ul style="list-style-type: none"> • National Assessment of Educational Progress – NAEP • ACCESS for ELLs • CMAS Science and Social Studies • CMAS-PARCC English Language Arts and Math • ACT
<p><u>DISTRICT INTERIM ASSESSMENTS</u> These assessments are administered district-wide at one or more grade levels. They are generally given multiple times a year or as part of a sequence of yearly assessments.</p>	<p>The purpose of district interim assessments is to provide more timely data to gauge the effectiveness of the curriculum, programs and interventions, to inform improvement planning, to determine the progress students have made toward established benchmarks for achievement and growth, and, to a limited degree, to provide some actionable, periodic data for teachers for planning and instruction.</p>	<ul style="list-style-type: none"> • Measures of Academic Progress – MAP • PALS • NNAT – Universal G/T Screener
<p><u>SCHOOL AND TEACHER-TEAM ASSESSMENTS</u> These assessments are administered consistently across the school either school-wide, within a grade level, or for a course.</p>	<p>The purpose of school and teacher-team created assessments is to provide frequent data to promote collaborative analysis of curriculum and instruction within the school and to provide actionable data about individual student learning.</p>	<ul style="list-style-type: none"> • Common Course Assessments • Common Grade Level Assessments • Team-developed Assessments for SLOs
<p><u>CLASSROOM ASSESSMENTS</u> These assessments are teacher-developed and administered on a frequent, ongoing basis.</p>	<p>The purpose of classroom assessments is to provide real-time data to engage students in the learning process, to evaluate student learning in both summative (grading) and formative (ongoing feedback) ways, and to plan targeted, meaningful future instruction.</p>	<ul style="list-style-type: none"> • Paper-and-Pencil Tests • Student Projects and Performances • Formal and Informal Observations • Oral Communication/Questioning • Running Records

Usefulness in External Evaluation and Accountability

Usefulness in Planning and Instruction

