

Three Types of Assessment

Formative assessment - a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (McManus, 2008, page 3)

Benchmark assessment - [assessment of] students periodically throughout the year or course to determine how much learning has taken place up to a particular point in time and to track progress toward meeting curriculum goals and objectives (North Carolina Department of Public Instruction, 2008, page 14)

Summative assessment - a measure of achievement to provide evidence of student competence or program effectiveness (North Carolina Department of Public Instruction, 2008, page 20)

PURPOSE	Formative	Benchmark	Summative
	Assessment <u>for</u> learning	Assessment <u>of</u> learning	
Focus	<ul style="list-style-type: none"> • What learning comes next for this student and how should instruction be adjusted? • Help teachers and students make decisions about immediate next steps in instruction • Generate descriptive feedback 	<ul style="list-style-type: none"> • How are students progressing? How well is this program working? • Track progress of students and groups • Inform programmatic decisions 	<ul style="list-style-type: none"> • Have students mastered the material and skills presented? Are they prepared to progress to the next unit of instruction? • Measure achievement • Make comparisons • Inform policy
Implementation and Timing	<ul style="list-style-type: none"> • Daily • Prior to and during instruction • Driven by moment-to-moment decisions • Emphasizes student involvement • Teacher-generated 	<ul style="list-style-type: none"> • Periodically, at regular intervals • After instruction • Team-generated or externally generated • Regulated by protocols developed in or out of the classroom to allow valid comparison across students, groups or time 	<ul style="list-style-type: none"> • After a unit of instruction or the course • Teacher-generated or externally generated • Regulated by protocols developed in or out of the classroom to allow valid comparison across students, groups or time
Scope	<ul style="list-style-type: none"> • Narrow; one or very few learning objectives or sub-objectives at a time 	<ul style="list-style-type: none"> • Moderate; a manageable number of objectives 	<ul style="list-style-type: none"> • Broad; comprehensive set of objectives
Audience	<ul style="list-style-type: none"> • Classroom (i.e., students, teachers, and parents) 	<ul style="list-style-type: none"> • Administration <i>and/or</i> • Classroom 	<ul style="list-style-type: none"> • Public • Administration • Classroom