

## **Arizona Department of Education - Balanced Assessment Framework**

### **Introduction**

Assessment measures and supports students' attainment of the Arizona Standards by providing data to inform improvement at all levels of the educational system. Educators and other stakeholders need multiple types of assessment to serve their decision-making needs. Educators need a range of assessment methods and practices to monitor their students' progress toward grade level learning goals. This assessment framework is intended to inform and guide Arizona educators as they work to improve and enhance their continuum of assessment practices. Through this framework, educators will be able to learn how to utilize the appropriate assessment practice for each purpose as well as how to use the data obtained from each type of assessment to ultimately improve student achievement.

***It is suggested that Arizona educators use this framework in the following ways:***

1. To learn about different types of assessments and determine the appropriate uses for each type.
2. To analyze their current assessment practices to determine areas of strengths and areas needing improvement. Used in conjunction with the assessment inventory, districts and schools will be able to determine where gaps exist in current assessment practices and to plan methods for filling those gaps.
3. To embark upon a self-reflective journey – determining whether certain assessments might be over-utilized, under-utilized, or enhanced to provide teachers with data that can be used to make decisions that positively impact the success of students.

Arizona educators should not interpret this framework as an exhaustive checklist to be accomplished. Rather, examples contained in this framework are intended to illustrate different types of assessments that occur at multiple points of time during teaching and learning. This framework contains six broad categories of assessments; other examples of assessments may fit within different categories contained within this framework.

The ultimate goal of any assessment is improved student learning. It is important to remember that each type of assessment has a very specific educational purpose that all stakeholders hold as common. In a balanced assessment system, a quality assessment has a clear purpose, clear targets or goals, and sound design. The quality assessment is used by all stakeholders through effective communication and student involvement.

***As educators move through this framework, they should ask themselves the following questions:***

- When do I as an educator use these types of assessment and does my definition match my systems definition of the assessment type?
- Do I understand the types of information that can be gained from each type of assessment and do I use this information to guide instruction or programs?
- How often is this type of assessment used in my system (my classroom, my school, my district)?
- Do I use each type of assessment in one or more ways suggested by the framework? Are there any methods that I can add to inform and enhance my instructional and programmatic decisions?
- Are there any types of assessments that are overrepresented in my systems current practice? If so, how do we begin to balance our assessment system?

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### DEFINITION

SCREENER/DIAGNOSTIC	FORMATIVE ASSESSMENT: STUDENT	FORMATIVE ASSESSMENT: TEACHER	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
	<i>Assessment for learning</i>		<i>Assessment of learning</i>		
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments		PLC, district or state developed/common assessments		
<p><u>Screener:</u> Universal screener assessments consist of brief tests focused on targeted skills that are highly predictive of the likelihood of success on meeting or exceeding curricular benchmarks.<sup>2</sup></p> <p><u>Diagnostic:</u> Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted subskills a student does or does not possess.<sup>2</sup></p>	Formative assessment is a planned, ongoing process used by all <u>students</u> and teachers <b>during learning and teaching</b> to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. <sup>1</sup>	Formative assessment is a planned, ongoing process used by all students and <u>teachers</u> <b>during learning and teaching</b> to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.	Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards. <sup>2</sup>	Interim tests are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: <b>instructional</b> (to supply teachers with individual student data), <b>predictive</b> (identifying student readiness for success on a later high-stakes test), and/or <b>evaluative</b> (to appraise ongoing educational programs). <sup>2</sup>	End-Of-Year/Course summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements. <sup>2</sup>

<sup>1</sup> CCSSO FAST SCASS Fall 2017.

<sup>2</sup> [http://www.ccsso.org/Resources/Publications/Distinguishing\\_Formative\\_Assessment\\_from\\_Other\\_Educational\\_Assessment\\_Labels.html](http://www.ccsso.org/Resources/Publications/Distinguishing_Formative_Assessment_from_Other_Educational_Assessment_Labels.html)

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### PURPOSE

SCREENER/DIAGNOSTIC	FORMATIVE ASSESSMENT: STUDENT	FORMATIVE ASSESSMENT: TEACHER	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
	<i>Assessment for learning</i>		<i>Assessment of learning</i>		
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common assessments	
<p><u> Screener:</u> Identify students who may be at risk</p> <p>Monitor student progress</p> <p>Screen for special program placement or intervention</p> <p><u> Diagnostic:</u> Supply the information to design or modify instructional activities</p> <p>Determine readiness for learning</p> <p>Identify underlying causes of breakdown in learning</p>	<p>Clarify learning goals and success criteria within a broader progression of learning</p> <p>Engage in self-assessment and peer feedback</p> <p>Monitor learning relative to learning goals</p> <p>Use evidence and actionable feedback to move learning forward</p>	<p>Clarify learning goals and success criteria within a broader progression of learning</p> <p>Elicit and analyze evidence of student thinking</p> <p>Provide actionable feedback</p> <p>Use evidence and actionable feedback to move student learning forward by adjusting learning strategies, goals or next instructional steps.</p> <p>Monitor student learning relative to learning goals</p> <p>Monitor progress with respect to specifically targeted interventions</p>	<p>Inform instruction and improvement</p> <p>Evaluate attainment of learning goals</p>	<p>Track student learning relative to expected learning goals</p> <p>Supply the information to design or modify instructional activities (intervention/enrichment)</p> <p>Predict end-of-year/course proficiency</p> <p>Inform system improvement decisions regarding curriculum intervention, and instruction</p>	<p>Measure end-of-year/course proficiency</p> <p>Inform improvement strategies: teacher, program, school, district, and state</p> <p>Meet accountability requirements:</p> <ul style="list-style-type: none"> <li>• Gauge student achievement of standards</li> <li>• Establish benchmark or starting point for school/district</li> <li>• Gauge school/ district progress relative to student achievement and growth</li> </ul>

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**USERS OF RESULTS**

SCREENER/DIAGNOSTIC	FORMATIVE ASSESSMENT: STUDENT	FORMATIVE ASSESSMENT: TEACHER	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
	<i>Assessment <b>for</b> learning</i>		<i>Assessment <b>of</b> learning</i>		
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common assessments	
<u>Screener:</u> Teacher, student support professional, school/district administrator, family  <u>Diagnostic:</u> Teacher, student support professional, school/district administrator, family	Student, student to student teams, student and teacher team	Student, student to student teams, teacher	Student, teacher, student support professional, school/district administrator, family	Student, teacher, student support professional, school/district administrator, family	Teacher, student support professional, school/district administrator, state, family

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**FREQUENCY & RELATIONSHIP TO INSTRUCTION**

SCREENER/DIAGNOSTIC	FORMATIVE ASSESSMENT: STUDENT	FORMATIVE ASSESSMENT: TEACHER	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
	<i>Assessment <b>for</b> learning</i>			<i>Assessment <b>of</b> learning</i>	
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common assessments	
<p><u>Screener:</u> Periodically conducted with all students, usually two or three times during a school year</p> <p>According to school, district, and/or referral policies and practices</p> <p><u>Diagnostic:</u> Only used for the subset of students identified as not making sufficient progress</p> <p>As needed, based on information from other types of assessments</p>	<p>Minute-by-minute</p> <p>Daily</p> <p>Integrated and/or embedded and ongoing during learning and teaching</p> <p>Continuous monitoring of progress of learning</p>	<p>Minute-by-minute</p> <p>Daily</p> <p>Integrated and/or embedded and ongoing during teaching and student learning</p> <p>Continuous monitoring of progress towards student learning goals/mastery of standards</p>	<p>After an extended period of teaching and learning (quizzes, end of unit or learning module)</p>	<p>Across instructional units/ calendar periods (quarter, trimester, semester)</p>	<p>End-of-year, grade level, or course</p>

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**METHODS: OBTAINING EVIDENCE OF LEARNING**

SCREENER/DIAGNOSTIC	FORMATIVE ASSESSMENT: STUDENT	FORMATIVE ASSESSMENT: TEACHER	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
	<i>Assessment <b>for</b> learning</i>		<i>Assessment <b>of</b> learning</i>		
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common assessments	
<p><u> Screener:</u> English language placement test</p> <p>Observation inventories</p> <p>Demonstrated and/or documented behavior and/or performance</p> <p>Administered, scored, and interpreted in a consistent manner</p> <p><u> Diagnostic:</u> Norm-referenced standardized cognitive tests</p> <p>Observation inventories</p> <p>Demonstrated and/or documented behavior and/or performance</p>	<p>Opportunities to gather evidence of learning during ongoing instruction For example:</p> <ul style="list-style-type: none"> <li>• Questioning or discussion with peers and with teacher</li> <li>• Analysis of peer work including oral and written products</li> <li>• Teacher/student interactions</li> <li>• Student/student interactions</li> <li>• Student self-reflection on progress towards learning goals</li> </ul>	<p>Opportunities to gather evidence of learning during ongoing instruction are intentionally planned or may occur in the moment For example:</p> <ul style="list-style-type: none"> <li>• Observation of classroom discourse</li> <li>• Questioning or discussion</li> <li>• Observation of students engaged in instructional tasks</li> <li>• Analysis of student work</li> <li>• Teacher/student interactions</li> <li>• Student/student interactions</li> <li>• Student self-reflection</li> </ul>	<p>Student work products and performances; may include rubrics</p> <p>Student self-reflection</p> <p>Curriculum-embedded assessments (e.g., completed student work products, assignments, quizzes, progress monitoring checkpoints and measures)</p> <p>Classroom summative assessments designed or selected by teachers, PLCs, or grade level/content teams</p> <p>Observation protocols For example:</p> <ul style="list-style-type: none"> <li>• Physical Education skill</li> <li>• Dance/music performance</li> <li>• Art Project</li> </ul>	<p>Teacher designed or common measures</p> <p>Student work products and extended performances, with associated rubrics</p> <p>School/district common standards-based, grade-level assessments</p> <p>Program (intervention)-based assessments</p> <p>Observation protocols</p> <p>Administered, scored, and interpreted in a consistent manner</p>	<p>State academic assessments (English language arts, math, science)</p> <p>State English language proficiency test</p> <p>Nationally recognized end-of-course exams or those used for college admission</p> <p>Locally developed or selected end-of-year/course assessments</p> <p>Administered, scored, and interpreted in a consistent manner</p>

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**ASSESSMENT DATA**

SCREENER/DIAGNOSTIC	FORMATIVE ASSESSMENT: STUDENT	FORMATIVE ASSESSMENT: TEACHER	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
	<i>Assessment for learning</i>		<i>Assessment of learning</i>		
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common assessments	
<p><u>Screeener:</u> Qualitative and quantitative data</p> <p>Identify student growth over time</p> <p>Identify student status changes over the course of the school year</p> <p><u>Diagnostic:</u> Qualitative and quantitative data</p> <p>Identification of students in need of support and enrichment (e.g., English learners, special education, gifted)</p> <p>Baseline data on student status and program eligibility</p>	<p>Qualitative data-evidence of student thinking</p> <p>Student’s current learning status relative to learning goals For example:</p> <ul style="list-style-type: none"> <li>• What comes next in my learning?</li> <li>• Is the learning goal clear?</li> <li>• What gaps in my understanding do I have?</li> <li>• Am I ready to move on? How can I extend my learning?</li> <li>• How does this learning fit with other ideas I have?</li> </ul>	<p>Qualitative data-evidence of student thinking</p> <p>Students’ current learning status relative to learning goals For example:</p> <ul style="list-style-type: none"> <li>• Where is the student on a learning progression? (social/emotional, literacy, math)</li> <li>• What comes next in student learning (individual/class)</li> <li>• What misconceptions are present?</li> <li>• What needs reteaching or differentiated (gaps/extend)?</li> <li>• Are the learning goals and success criteria clear and complete?</li> </ul>	<p>Qualitative and quantitative data</p> <p>Status of student learning relative to standards mastery on classroom or common assessment including, quizzes and end of unit or learning module For example:</p> <ul style="list-style-type: none"> <li>• Did students master the learning goals/success criteria?</li> <li>• Have misconceptions been addressed?</li> <li>• Are students ready to move on or is reteaching necessary? (use summative data formatively to guide instruction)</li> </ul>	<p>Qualitative and quantitative data</p> <p>School or district (common assessments) results aggregated and disaggregated:</p> <ul style="list-style-type: none"> <li>• By grade level, school and/or teacher</li> <li>• By student subgroup</li> <li>• By sub-skill</li> <li>• Trends/patterns in student performance</li> </ul> <p>Status of standards mastery at a given point in time (quarterly/semester) For example:</p> <ul style="list-style-type: none"> <li>• Did students master the learning goals/success criteria?</li> <li>• Are students ready to move on or is reteaching necessary? (use data formatively to guide instruction)</li> <li>• Are the assessments aligned to the rigor of the standards?</li> </ul>	<p>Quantitative data</p> <p>Status of student achievement with respect to standards</p> <p>May be able to provide relative growth information for students and schools</p> <p>Common or standardized test results aggregated and disaggregated:</p> <ul style="list-style-type: none"> <li>• Trends/patterns in student performance</li> <li>• Relative performances of cohorts, subgroups, grade levels, subject areas</li> <li>• Relative performance of teachers, schools, districts</li> </ul>

**ACTIONS BASED ON DATA**

SCREENER/DIAGNOSTIC	FORMATIVE ASSESSMENT: STUDENT	FORMATIVE ASSESSMENT: TEACHER	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
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	<i>Assessment for learning</i>		<i>Assessment of learning</i>		
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments		PLC, district or state developed/common assessments		
<p><b>Screener:</b> Provides evidence for determining next assessment (e.g., specific diagnostic assessments) (T, SSP, A, F)</p> <p><b>Screener and Diagnostic:</b> Provide targeted interventions, support and enrichment (e.g., English learners, special education, gifted) (T, SSP, A)</p> <p>Conclude intervention (T, SSP, A, F)</p> <p>Program placement (S, T, SSP, A, F)</p> <p>Align instruction to specific areas of need (T, SSP)</p>	<p>Continue to assess progress towards learning goals and success criteria and discuss/plan next steps (S, T)</p> <p>Provide actionable feedback to peers (S)</p>	<p>Continue to assess progress towards learning goals and success criteria and discuss/plan next steps (S, T)</p> <p>Embed formative assessment in planned instruction, and adjust based on feedback (T, SSP)</p> <p>Provide actionable feedback to class and/or individual students, check for follow-through (S, T)</p> <p>Adjust planning and instruction based on student need (T, SSP)</p> <p>Implement support/enrichment and/or supplemental interventions (T, SSP)</p> <p>Monitor intervention goals (T, SSP)</p> <p>Continue, revise or conclude interventions (T, SSP)</p>	<p>Plan instruction for start of new learning goals including practice/review of prior mastery (T, SSP)</p> <p>Analyze and correct any gaps in curriculum, instruction and/or assessment (T, SSP)</p> <p>Provide actionable feedback to class and/or individual students (S, T, SSP, F)</p> <p>Report to students, administrators and families (S, T, SSP, F)</p> <p>Discuss student progress as a basis for instructional planning at teacher grade level/departmental meetings (S, T, SSP, A)</p> <p>Family involvement based on results (F)</p>	<p>Reports/communication (T, SSP, A, F)</p> <p>Reflect on and make within-year decisions and adjustments for instructional approaches, curriculum, and/or programs (T, SSP, A)</p> <p>Engage family support and assistance (F)</p> <p>Provide additional support, enrichment and/or supplemental interventions (T, SSP, A)</p> <p>Identify potential promising practices and readjust professional learning priorities and resource decisions (T, SSP, A)</p> <p>Review student performance at individual, classroom, school, and/or district levels to support on-going improvement planning (T, SSP, A, ST)</p>	<p>Report on the status and progress of student achievement (T, SSP, A, ST)</p> <p>Gauge student, school, district, and state year-to-year progress (A, ST)</p> <p>Use for improvement planning (T, SSP, A, ST, F)</p> <p>Use for accreditation (A, ST)</p> <p>Use for student and school accountability (A, ST, F)</p> <p>Family or student action, based on results (S, F)</p> <p>Accountability - Progress in closing achievement gap (A, ST)</p>

**S=Student**

**T = Teacher**

**SSP = Student Support Professional**

**A = Administrator**

**ST = State (School/District)**

**F = Family**