

The Balanced Assessment Model

<p>Formative Assessment Process</p> <p>Assessment <i>for</i> Learning</p> <p>Purpose: Provide ongoing feedback to <i>improve</i> learning</p> <p>Timing: During the learning segment</p>	<p>Summative Assessment Process</p> <p>Assessment <i>of</i> Learning</p> <p>Purpose: Evaluate final efforts to <i>prove</i> learning</p> <p>Timing: At the end of the learning segment</p>
<p>Informal teacher questions</p> <p>Conversation with student</p> <p>Informal observation</p> <p>Rough drafts of written work</p> <p>Learning log (in progress)</p> <p>Reflective journal (multiple drafts)</p> <p>Mathematics problem solving steps</p> <p>Practice science experiment</p> <p>Rehearsal of presentation</p> <p>Working portfolio</p> <p>Practice checklist for do-overs</p> <p>Practice rubrics (analytical)</p> <p>Homework, quizzes</p> <p>Benchmark/interim tests</p>	<p>Formal oral interview</p> <p>Conference with student</p> <p>Formal observation</p> <p>Final copy of written work</p> <p>Final learning log entries</p> <p>Final journal entries</p> <p>Mathematics final solution</p> <p>Final science experiment</p> <p>Final presentation</p> <p>Showcase portfolio</p> <p>Final checklist</p> <p>Final rubrics (analytical and holistic)</p> <p>Teacher-made tests</p> <p>High-stakes standardized tests</p>

Note: The language of the standards is embedded in all formative and summative assessments.