

Figure 2.2 A Balanced Assessment System

Level: Classroom Assessment		
Key Issues	Formative Context	Summative Context
Key decision(s)	What comes next in the student's learning?	What standards has each student mastered? What grade does each student receive?
Decision makers	Students and teachers; parents	Teacher
Information needed	Evidence of where the student is now on learning progression leading to each standard	Evidence of each student's mastery of each relevant standard
Level: Interim/benchmark Assessment		
Key Issues	Formative Context	Summative Context
Key decision(s)	Which standards are our students consistently not mastering; that is, where can we improve instruction right away? Which students need specific help?	Did the program of instruction deliver as promised? Should we continue to use it?
Decision makers	Instructional leaders and teachers	Instructional leaders
Information needed	Standards our students are struggling to master; identification of who is struggling	Evidence of each student's mastery of each relevant standards
Level: Annual Testing		
Key Issues	Formative Context	Summative Context
Key decision(s)	What standards are our students consistently not mastering? Where and how can we improve instruction next year?	Are enough students meeting standards?
Decision makers	Curriculum and instructional leaders	School and community leaders
Information needed	Standards our students are struggling to master	Percent of students meeting each relevant standard

Source: CASL, Figure 2.2, page 21

Adapted with permission from Chappuis, S., C. Commodore, & R. Stiggins, *Assessment Balance and Quality: An Action Guide for School Leaders*, 3rd ed., 2010