## Components of a Comprehensive Assessment System

TESTING 123

A comprehensive assessment system includes a variety of assessment types that produce either formative or summative evidence of student learning. Formative evidence is used *during* learning to adjust instruction, while summative evidence is used *after* learning to report a snapshot of student achievement over a set period of time.

Comprehensive assessment systems assess learning at all levels of the system: individual learners, classrooms, schools, districts, and statewide. Meaningful information is needed from each level to support teaching and learning, but the *amount* and *detail* of information shifts at each level. More detailed evidence is produced in the classroom, where the learning takes place, and proportionally less detailed (more general, aggregated) evidence of learning is produced as the distance from the learner increases.





## **Student Learning**

informal formative assessments (daily)

exit tickets,

- Evidence of learning of lesson-sized learning targets
- Most useful to teachers and students *during* learning

Have students learned the lesson's learning target?
Where to next?

formal formative assessments (weekly)



- Evidence of retained learning across related lessons
- Most useful to teachers and students to adjust learning and instruction

Have students retained learning from previous lessons?

classroom summative assessments (monthly)



- Evidence of retained learning across lessons and achievement level
- Most useful to teachers and parents, often used to report grades at certain points in time, like the end of a unit

What are my students' current achievement levels?

district/school

classroom

interim assessments (2-3 times per year)



- Evidence of retained learning across units
- Most useful to groups of teachers and school leaders for longer-term instructional planning

Is our curriculum aligned with the standards?

state

Standardized summative assessments (once per year)



- Evidence of ability to transfer knowledge of the Minnesota Academic Standards
- Most useful to school and district leaders to evaluate curriculum and programs

Does the retained learning meet state expectations?

