

Assessment Comparisons

Formative

- Occurs During Instruction
- Not Graded
- Process
- Descriptive Feedback
- Continuous

Summative

- Occurs at the End of an Instructional Unit
- Graded
- Product
- Evaluative Feedback
- Periodic



State Superintendent's Vision for 21st Century Assessment

The North Carolina State Board of Education's Guiding Mission

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

The following two goals of the SBE specifically address the need for an assessment system that supports, promotes, and measures 21st century learning.

NC public schools will produce globally competitive students.

- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st century.

NC public schools will be led by 21st Century professionals.

- Every teacher and administrator will use a 21st century assessment system to inform instruction and measure 21st century knowledge, skills, performance, and dispositions.

Main Users of Assessment Information

Classroom

- Teachers
- Students
- Parents

Interim/ Benchmark

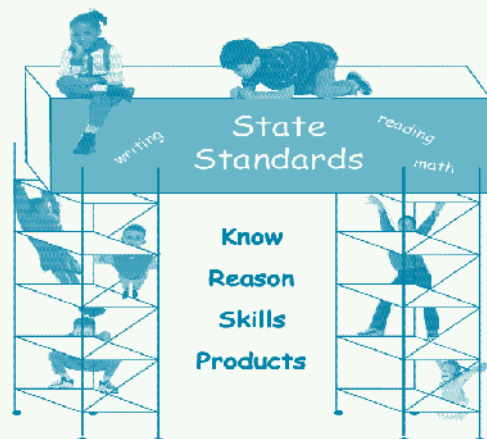
- School Leaders
- District Officials
- Curriculum Specialists

Statewide

- Policymakers
- School Board Members
- Legislators
- District Staff

A Proposed Action Plan

- Review and revise policies to promote the use of formative assessment by students and teachers.
- Review and revise policies to ensure they promote the appropriate use of assessments and assessment data.
- Review and revise state content standards to ensure they are consistent with the knowledge, skills, performance, and dispositions needed in the 21st century.
- Review and redesign statewide assessments to ensure that 21st century knowledge and skills are accurately measured.
- Provide professional development to promote formative assessment in the classroom.
- Support and promote the effective use of classroom and benchmark assessments.
- Revise high school accountability system to reflect State Board's mission.



State Superintendent's Vision for 21st Century Assessment

I Believe a 21st Century Assessment System Must Include Both Formative and Summative Assessment.

Formative Assessment

A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.

Formative assessment includes:

- Questioning
- Discussions
- Learning Activities
- Feedback
- Conferences
- Interviews
- Student Reflections

Formative assessment is found at the classroom level and happens minute-to-minute or in short cycles. Formative assessment is not graded or used in accountability systems. The feedback involved in formative assessment is descriptive in nature so that students know what they need to do next to improve learning.

Summative Assessment

A measure of achievement to provide evidence of student competence or program effectiveness.

Summative Assessment includes:

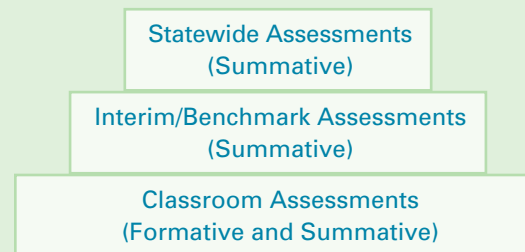
- Selected Response Items
 - Multiple-Choice
 - True/False
 - Matching
- Short Answer
 - Fill in the Blank
 - 1-2 Sentence Response
- Extended Written Response
- Performance Assessment

Summative assessments are found at the classroom, district and state level and can be graded and used in accountability systems. The information gathered from summative assessments is evaluative and is used to categorize students so performance among students can be compared.

I envision a comprehensive balanced assessment system that includes classroom assessments, interim/benchmark assessments and statewide assessments that are aligned to state standards. Each component is important and should be valued for what it contributes.

A Comprehensive Balanced Assessment System

Aligned to State Content Standards



Classroom assessments should promote learning (formative) and help determine how much learning has taken place at a particular point in time (summative). Both ways of assessing are essential to student learning and the information gathered is used to inform students, teachers, and parents.

Interim/benchmark assessments are given to students periodically throughout the year or

course to determine how much learning has taken place up to a particular point in time (summative). These assessments provide information for programs and instructional support. The main users of this information are teacher teams, curriculum coordinators, and principals.

Statewide assessments are given to students after learning has occurred to determine the students' achievement level. Typically these assessments are given as close to the end of the year or end of course as possible, and the results provide institutional information that influences policy developed by superintendents, school board members, and legislators.

In order for the Comprehensive Assessment System to remain balanced and be effective:

- The interactive process of formative assessment must be used in the classroom.
- Standards must be communicated in a way in which students can understand them.
- Teachers must deconstruct content standards and use formative assessment to guide students on their path to achieving those standards.
- Students must be provided with clear examples of what quality work looks like and what it does not look like.
- Students must develop self-assessment strategies to monitor their progress and become self-directed learners.
- The purpose of each summative assessment must be clearly defined.
- Summative assessments must be used for the purposes for which they were designed.
- Summative assessments must be aligned to clear standards.
- The data from each summative assessment must be interpreted and used correctly.