

The 4 W's of Assessment

	Formative	Interim	Summative
When (Frequency)	Continuous Throughout Instruction	Periodic	End of Learning (Chapter, Unit, Annual)
What (Provided)	Immediate Actionable Feedback	Multiple "Check Points" Across Time	Snapshot
Who (Benefits)	Students and Teachers	Students, Teachers, and School	Students, Teachers, and School and District
Why (Purpose)	Inform Teaching and Learning Approaches	Monitor Student Learning toward meeting Learning Goals and Standards	Certify Student Learning of Intended Outcomes

Assessment Systems

The intent of this table is to initiate a discussion around assessment types, its respective collected data, and the impact on student learning. For more information on assessment types and appropriate use, please visit: http://www.michigan.gov/mde/0,4615,7-140-28753_65803-368712--,00.html

	Planning Learning	Supporting Learning	Monitoring Learning	Verifying Learning
Formative Data/Evidence (inform instruction and student learning)	Maps out when, why, how all aspects of formative assessment will occur during learning	Informs both student and teacher in order to make immediate adjustments to teaching and learning	Allows teacher and student to see progress since last check	Confirms what the student knows and can do towards learning target
<i>Examples*</i>	Examples of formative assessment strategies include self-assessment, peer assessment, feedback use, activating prior knowledge, goal setting, and questioning. Formative tools are the observable application of the formative strategy and may include student conferences, learning logs, exit tickets, portfolios, concept maps, etc.			
Interim/Benchmark Data (monitor student learning)	Shows a teacher the instructional starting point for a unit, semester, or year	Shows the teacher what learning objectives have been mastered and what needs to be addressed next for each student	Tracks student progress over time, provides periodic and multiple data points against benchmarks; used to promote program improvements and instructional change	Establishes a grade or score and can be used to make program, curricular, and instructional change
<i>Examples*</i>	Screeners, Pre-tests, Graded Classroom Assignments, Curriculum-based Measures (CBMs)	CBMs, Positive Behavior Intervention Support (PBIS)	Portfolios, CBMs	Report Cards, Progress Reports, Benchmark Assessments
Summative Data (evaluate long-term learning)	Assists with planning future instruction or establishing the big picture within the classroom; used to promote program improvement, curricula changes, and professional learning needs	Informs classroom decisions such as groupings alteration and mapping	Provides a snapshot of what students know and can do	Provides standardized data for making decisions on macro levels about subgroups, schools, and districts
<i>Examples*</i>	Prior year's exam/grades	Prior year assessment data (M-STEP), Unit Assessments	Semester Grades/Exams	Accountability Scores, Top-to-Bottom Rank, Student Attendance

*Examples are used to illustrate possible assessments.

Universal Screener Assessment Chart

Assessment Type	Language			Speaking & Listening	Reading				Writing
	Vocabulary	Conventions	Knowledge of Language		Comprehension	Print Concepts	Phonics & Word Recognition	Phonological Awareness (Phonemic Awareness)	Fluency
Michigan ELA Standards									
5 Recommended Components of Reading Based on NRP Research	Vocabulary				Comprehension		Phonics	Phonemic Awareness	Fluency
Universal Screener Assessment									
AIMSweb									
AIMSweb - Reading Curriculum-Based Measurement					x				
Letter Naming Fluency							x		
Letter Sound Fluency							x		
Phonemic Segmentation Fluency								x	
Nonsense Word Fluency							x		
DIBELS NEXT									
DAZE					x				
First Sound Fluency								x	
Letter Name Frequency (Risk Indicator Only)									
Nonsense Word Fluency							x	x	
Oral Reading Fluency					x		x	x	x
Phoneme Segmentation Fluency								x	
Formative Assessment System for Teachers (FAST): Early Reading									
Composite						x	x	x	
Concepts of Print						x			
Decodable Words								x	
Letter Names							x	x	
Letter Sounds							x	x	
Nonsense Words							x	x	
Onset Sounds								x	
Rhyming								x	
Sentence Reading									x
Sight Words							x		
Word Blending							x		
Word Segmenting							x		
Observation Survey of Early Literacy Achievement									
OSELA	x					x		x	
PALS									
PALS - Early Literacy							x	x	
PALS - Reading	x				x		x	x	x
STAR									
STAR - Early Literacy	x				x	x	x	x	
STAR - Reading					x				

Diagnostic Assessment Chart

Assessment Type	Language			Speaking & Listening	Reading				Writing
	Vocabulary	Conventions	Knowledge of Language		Comprehension	Print Concepts	Phonics & Word Recognition	Phonological Awareness (Phonemic Awareness)	Fluency
<i>Michigan ELA Standards</i>	Vocabulary				Comprehension		Phonics	Phonemic Awareness	Fluency
<i>5 Recommended Components of Reading Based on NRP Research</i>	Vocabulary				Comprehension		Phonics	Phonemic Awareness	Fluency
Diagnostocs									
AIMSweb									x
DRA - 2+					x				x
Fountas and Pinnell (Benchmark Assessment System 2)					x				x
Iowa Test of Basic Skills									
	Vocabulary	x							
	Word Analysis							x	
	Listening			x					
	Reading Comprehension				x				
Running Records									
					x				
Woodcock Reading Mastery Tests, 3rd Ed.									
	Phonological Awareness							x	
	Listening Comprehension			x					
	Letter Identification							x	
	Word Identification						x		
	Rapid Automatic Naming								x
	Oral Reading Fluency								x
	Word Attack							x	
	Word Comprehension		x						
	Passage Comprehension					x			

Appropriate Balance to Promote Learning

Career & College Readiness Standards

