

# 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](http://www.michigan.gov/mde/0,4615,7-140-28753_65803-368712--,00.html)

	Planning Learning	Supporting Learning	Monitoring Learning	Verifying Learning
<b>Formative Data/Evidence</b> (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.			
<b>Interim/Benchmark Data</b> (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
<b>Summative Data</b> (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.

# Appropriate Balance to Promote Learning

## Career & College Readiness Standards

