

## Overview of Major Assessment Types in Standards-Based Instruction

	Formative Assessment	Diagnostic Assessment	Interim/Benchmark Assessment	Summative Assessment
<b>Description</b>	<ul style="list-style-type: none"> <li>• Process teachers and students use to continuously gather evidence of student learning</li> <li>• Evidence is used to adapt instruction on moment-to-moment and day-to-day bases</li> <li>• Requires evidence gathering that provides diagnostic information</li> </ul>	<ul style="list-style-type: none"> <li>• Formal strategies and/or tools used to identify specific strengths and weaknesses in student learning relative to specific learning standards and/or goals</li> <li>• Focused on individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment administered at specified intervals over the course of the academic year</li> <li>• Compares student learning or performance against set of learning standards or objectives</li> <li>• May be common across classes or schools</li> </ul>	<ul style="list-style-type: none"> <li>• Measures students' knowledge and skills relative to specific learning standards or goals</li> <li>• Also referred to as a "culminating assessment"</li> <li>• May be "high-stakes"</li> </ul>

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<b>Purposes</b>	<ul style="list-style-type: none"> <li>• Informs teaching and learning</li> <li>• Monitors student learning and progress, based on lesson goals</li> <li>• Provides immediate or very timely feedback on student understanding</li> <li>• Signals important learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies potential learning strengths and difficulties and/or areas that require further development</li> <li>• Provides teachers with information to inform next possible instructional steps</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts student’s end-of-year proficiency</li> <li>• Monitors students’ progress toward longer-term goals</li> <li>• Informs teacher instruction and/or school improvement</li> <li>• Identifies and provides support for struggling students, teachers, schools</li> <li>• Evaluates learning outcomes</li> <li>• Informs school improvement planning</li> <li>• Signals important learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides overall description of students’ learning status, enabling monitoring and evaluation of student achievement</li> <li>• Evaluates effectiveness of the educational environment at various levels</li> <li>• Provides information for accountability purposes</li> <li>• Informs school improvement planning</li> <li>• Signals important learning goals</li> </ul>
<b>Format Examples</b>	<ul style="list-style-type: none"> <li>• Teacher-created tests and quizzes</li> <li>• Analysis of student work</li> <li>• Questions during classroom discussion</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Observation protocol</li> <li>• Written or oral assessment</li> <li>• May draw on item banks</li> <li>• Educator or commercially developed</li> </ul>	<ul style="list-style-type: none"> <li>• Condensed summative assessment</li> <li>• May include item banks</li> <li>• Common performance tasks</li> <li>• Educator or commercially developed assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Large-scale assessment (e.g., annual statewide assessments, Smarter Balanced or PARCC)</li> <li>• School, classroom assessment (e.g., end-of-unit test or end-of-course exam)</li> <li>• May include item banks</li> </ul>

	Formative Assessment 	Diagnostic Assessment	Interim/Benchmark Assessment	Summative Assessment
<b>Frequency</b>	<ul style="list-style-type: none"> <li>Ongoing: formative assessment process is embedded within teaching and learning, or done as it fits within an instructional plan or schedule</li> </ul>	<ul style="list-style-type: none"> <li>May be routine if given as part of a cycle of instruction</li> <li>May be given multiple times across year</li> <li>Can be given as pre- and/or post-instruction assessment</li> </ul>	<ul style="list-style-type: none"> <li>May be given at regular intervals (e.g., end of a quarter or trimester, or at the midpoint of an extended curricular unit)</li> <li>Results are generally provided in a timely manner to contribute to learning process</li> </ul>	<ul style="list-style-type: none"> <li>Generally administered at a single point in time</li> <li>Large-scale summative assessment may be given on an annual basis</li> <li>Classroom summative assessment may be given at the end of a course, or calendar period</li> </ul>
<b>Classroom Uses</b>	<ul style="list-style-type: none"> <li>Formative assessment appears as informal and formal checkpoints on students' learning during the course of instruction</li> <li>Provides feedback to students and teachers in short-term intervals</li> <li>Directly embedded in and informs ongoing teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessment may be given in the classroom to obtain insight into students' learning challenges</li> <li>Feedback can inform how teachers provide learning support, as well as next possible steps in instruction</li> </ul>	<ul style="list-style-type: none"> <li>Interim/benchmark assessment can be used to monitor student learning and may be predictive of students' end-of-year performance</li> <li>Classroom interim/ benchmark assessment can also inform improvement strategies for teachers, schools and districts</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment may be given to evaluate and monitor student learning</li> <li>May inform teaching and learning at the program, school, and district levels</li> <li>Classroom summative assessments also inform improvement strategies for programs, classroom, schools and districts</li> </ul>



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