**Glendale Elementary School District’s**

**Balanced Assessment System**

**Beliefs**

We want…

* We want our learners to be motivated
* We want our learners to persevere and attend to precision
* We want our learners to take risks and make the mistakes necessary for deep understanding
* We want our learners to care about academic achievement
* We want our learners to demonstrate responsibility
* We want our learners to identify what is expected of them to know and be able to do and know how to get there

**Definition of Assessment**

From the Latin term “assire” or to sit beside and collect data.

Our definition of assessment is to collect data and diagnose the learning that took place.

**GESD’s Balanced Assessment System**

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|  | **Assessments used Formatively** | | | | | **Summative Assessments** |
| **Assessments FOR Learning** | | | | | **Assessments OF Learning** |
| **Universal Screeners/ Diagnostic Screeners** | **Checks for Understanding** | **End of Lesson Assessments** | **Common Formative Assessments** | **Benchmark** |
| **Purpose** | Results used to back-fill knowledge and skills to help the student be at grade-level. This is in addition to core instruction and Tier II intervention, if needed | Results used to adjust instruction during the lesson, to form groups for small group instruction within the class, provides immediate feedback to the students, informs teachers regarding their instruction, occurs throughout the lesson after each sub-objective, provides for Tier I Intervention | Results used to adjust instruction the next day, to form groups for small group instruction within the class, provides feedback to the students, informs teachers regarding their instruction, occurs at the end of a lesson, provides for Tier I Intervention | Results used to drive planning and instruction, to form flexible groups and to differentiate instruction. Promotes conversations among teachers around learning targets, encourages consistency across teams, provides for Tier II Intervention | Forecasts student performance on state tests, identifies students needing additional support, helps parents understand a child’s readiness for state assessments, informs teachers regarding their instruction, helps to identify gaps for Tier III Intervention | Used to evaluate extent to which students have met standards. Determines if learning has occurred. Compares groups of students. |
| **Aligned to** | Pre-Requisite Skills and Knowledge | Lesson Sub-Objectives | Lesson Learning Targets | Team-mapped Lesson Learning Targets | Learning Targets and Standards | Standards |
| **Characteristics** | At the start of the school year the universal screener is given to all students. The diagnostic screener is given to get more focused results for specific targeted students | Daily, during a lesson after each sub-objective, aligned to the sub-objective, developed by the teacher or student, not used for grades | Daily, at the end of a lesson, aligned to the lesson objective, developed by the teacher or student, not used for grades | Explicitly targets a few standards/learning targets skills or elements, developed collaboratively by school-based team of teachers in same grade level or content area, results analyzed by teams of teachers, not used for grades | Aligned to state test formats and deconstructed standards (learning targets), designed by the school district, administered quarterly, not used for grades | Final evaluation or judgment about student’s mastery of standards. Administered at end of unit, quarter, semester, course or year. Usually used for grades |
| **District/State Required** | District-Required | Required by GESD teacher evaluation rubric and best practice | Required by GESD teacher evaluation rubric and best practice | District-Required by grade-level and content-area collaborative teams, Rolling Assessments | Benchmarks in Reading, Writing, Math, Science, DIBELS, SRI | AzMERIT, AIMS Science, HS Algebra, HS Geometry, AZELLA, CoGAT, NNAT |
| **Communication of and Actions with Results** | Analysis as soon as possible to create targeted remediation support | In the moment analysis, same lesson, agility to modify the lesson, pull a small group, 1:1 instruction, differentiation | End of lesson/day analysis, next day frontloading of lesson, spiral instruction, pull a small group, differentiation | Team meeting analysis, Tier II intervention/enrichment groups, flexible groupings | School-wide and team data analysis, Tier III intervention/enrichment groups within 2 weeks of BMs | School-wide and team data analysis, Tier III intervention/enrichment groups at start of school year |
| **Additional School Options** |  | Checklist, Rubric, KWL, Observation, White Board responses, Teacher questioning, Group discussion, Graphic representation, self or peer assessments | Checklist, Rubric, KWL, Observation, exit ticket, Graphic representation, 3-2-1, student self or peer assessments | Performance-based task with rubric, short quiz, observation with common protocol, checklist, writing prompt with rubric |  | Unit tests, final exams, final projects |