

North Carolina's Balanced Assessment System

Aligned to State Content Standards



Summative Assessments

(Classroom, School, District, & State)

Interim/Benchmark Assessments

(Classroom, School, District, & State)

Formative Assessment

(Classroom)

Integrating Assessment into Instruction

Teachers should ask:

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they have learned it?
- What will we do if they haven't learned it?

Students should ask:

- Where am I going?
- Where am I now?
- How do I close the gap?

■
**North Carolina
Standard Course of Study**

■
Universal Screening
a quick "temperature check"

Students **exceed, meet, or do not meet** expectations in content area.

Daily Classroom Instruction/Formative Assessment



Learning Targets & Criteria for Success
Differentiation, Universal Design

Enrichment & Acceleration/ Formative Assessment



Informed by additional evidence
(e.g. Diagnostic/Pre-Assessment)

Intervention/ Formative Assessment



Informed by additional evidence
(e.g. Diagnostic, Progress Monitoring)

Benchmark/Summative Assessment



Classroom/District/Statewide Examples: Unit Tests/District
Benchmarks/EOG, EOC, CTE Post Assessment,
Measures of Student Learning

