

Lakewood Public Schools Balanced Assessment System
 “Understand the **why**, the **what**, and the **who** to build assessment literacy.”

<i>WHY</i>	<i>WHAT</i>	
3 Purposes	Elementary	Secondary
Teaching & Learning WHO (users) <ul style="list-style-type: none"> ● Students ● Teachers ● Interventionists ● Coaches 	Formative Process – plan for it, be intentional/purposeful/systematic. <ul style="list-style-type: none"> ● Teachers and students refer back to LT(s) and SC throughout the lesson. ● Teachers collect evidence of understanding from ALL students during key points in the lesson. <ul style="list-style-type: none"> ○ Questioning strategies ○ Class discussion ○ Written/performance tasks ○ Conferencing/observation ● Students get feedback from teacher and peers and take action ● Students self-assess and set goals ● Teachers analyze data in PLCs <ul style="list-style-type: none"> ○ Use to inform future instruction ○ Use to inform MTSS 	Formative Process – plan for it, be intentional/purposeful/systematic. <ul style="list-style-type: none"> ● Teachers and students refer back to LT(s) and SC throughout the lesson. ● Teachers collect evidence of understanding from ALL students during key points in the lesson. <ul style="list-style-type: none"> ○ Questioning strategies ○ Class discussion ○ Written/performance tasks ○ Conferencing/observation ● Students get feedback from teacher and peers and take action ● Students self-assess and set goals ● Teachers analyze data in PLCs <ul style="list-style-type: none"> ○ Use to inform future instruction ○ Use to inform MTSS
	Summative Assessments - classroom <ul style="list-style-type: none"> ● Use program/teacher-created assessment (evaluate for accuracy using standards of assessment quality) ● Analyze impact/effectiveness of assessments in PLCs. 	Summative Assessments - classroom <ul style="list-style-type: none"> ● Use program/teacher-created assessment (evaluate for accuracy using standards of assessment quality) ● Analyze impact/effectiveness of assessments in PLCs.
Evaluation of Student Achievement & Growth WHO (users) <ul style="list-style-type: none"> ● Students ● Teachers ● Interventionists ● Coaches ● Principals 	Screening & Diagnostics <ul style="list-style-type: none"> ● K–4 MTSS <ul style="list-style-type: none"> ○ Use NWEA as risk measure ○ Diagnose informally ○ Diagnose formally <ul style="list-style-type: none"> ■ Aimsweb (KS-4) ■ Heggerty (KS-K) ● Program assessments for report card ● NWEA for Growth 	Screening & Diagnostics <ul style="list-style-type: none"> ● 5-8 MTSS <ul style="list-style-type: none"> ● Use NWEA as risk measure ● Diagnose informally/formally <ul style="list-style-type: none"> ○ Aimsweb (5-8 SE only) ● 9-12 MTSS <ul style="list-style-type: none"> ● Use PSAT/SAT & course grades as risk measures ● Diagnose informally/formally ● 5-12 MTSS <ul style="list-style-type: none"> ● Use Program/teacher-created assessments for report card ● 5-8 NWEA for Growth ● 9-11 PSAT for Growth
	District Analysis <ul style="list-style-type: none"> ● M-STEP, NWEA as a predictor ● Program Assessments ● Factors affecting academics (i.e. attendance, behavior, etc.) PBIS 	<ul style="list-style-type: none"> ● M-STEP, 5-8 NWEA/Aimsweb (SE only), PSAT, SAT as a predictor ● Program/teacher-created assessment ● Factors affecting academics (i.e. attendance, behavior, etc.) PBIS/EWMIS
Monitoring Programs/Processes WHO (users) <ul style="list-style-type: none"> ● Principals ● Curr. Director ● Superintendent 		