

**Attachment A**  
**Achieving Balance in Classroom**  
**Assessment Field Test Overview**

**Purpose:** The effective use of evidence of student learning is a critical component for educators engaged in an ongoing continuous improvement process. The **Achieving Balance in Classroom Assessment** learning opportunity will help educators integrate the various approaches to assessment, i.e., assessment *for* learning and assessment *of* learning within a classroom setting to support student learning and achievement. Three learning maps will provide information and resources to participants in the following areas:

- Balanced Assessment Systems
- Formative Assessment Process
- Smarter Balanced Assessment Consortium (SBAC) Interim Assessments & Tools for Teachers

**Learning Outcomes:** *Through the study and use of readily available resources located within the Achieving Balance in Classroom Assessment Learning Maps, educators will deepen their understanding of:*

- A **balanced assessment system** in a classroom setting.
- The **integrated use of a balanced assessment system** including a combination of interim assessments, summative assessments, and the formative assessment process to inform instruction to improve student learning.
- The purpose and daily use of the **formative assessment process** to plan, deliver, and monitor student learning.
- The purpose and use of **Interim/Benchmark assessments** at the end of instruction to formally verify student learning.
- The **SBAC Tools for Teachers** as a resource to support and integrate with instruction, as determined by the formative assessment process, interim assessment blocks/focused blocks, and benchmark summative assessments.

**Indicators of Success:** *Upon completion of the Achieving Balance in Classroom Assessment Learning Opportunity, learners will demonstrate:*

- Increased knowledge and further ability to implement the **formative assessment process** in classroom instruction.
- Increased knowledge and effectiveness in the integration and use of **classroom summative assessments** within a classroom as part of a balanced assessment system
- Increased knowledge and effectiveness in the integration and use of the **Interim/Benchmark assessments** within a classroom setting as part of a balanced assessment system.
- Improved educator knowledge and ability to integrate the use of the **SBAC Tools for Teachers** to support student learning as one component of a balanced assessment system.

**Rationale:** Knowledge and expertise in the appropriate and effective use of classroom assessment is critical to assess the needs of our learners in order to determine next steps. Classroom educators have the responsibility of engaging students in quality classroom assessment experiences that assist all learners in moving themselves forward in their learning and improving their achievement. This is accomplished by the use of an integrated, balanced approach to assessment at the classroom level; one that emphasizes the formative assessment process (assessment for learning) in concert with the appropriate use of quality summative assessments (assessment of learning).