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