

## Focus: Ongoing Assessment: The Key to A Differentiated Classroom

Resource: Information adapted from the Assessment Power Point.

<http://www.montgomeryschoolsmd.org/curriculum/enriched/giftedprograms/instructionalstrategy.shtm>

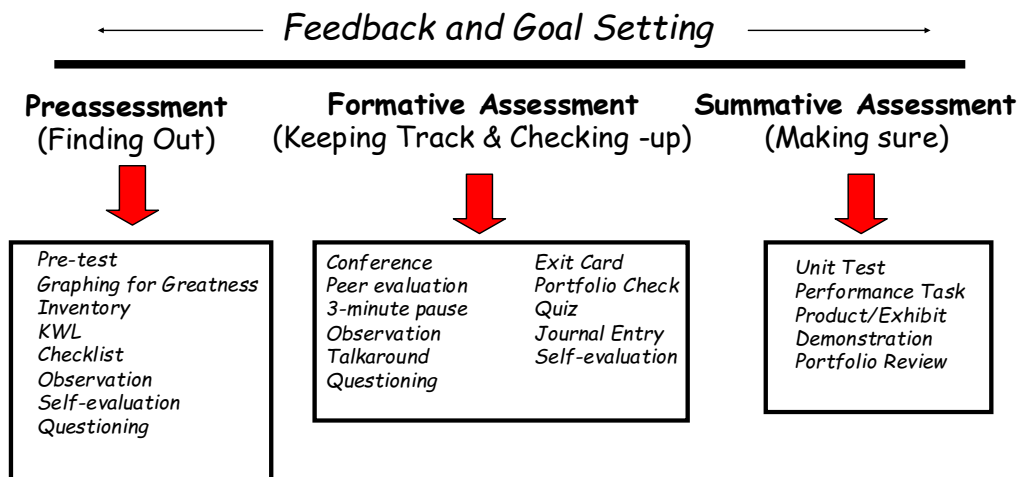
**“Assessment is today’s means of understanding how to modify tomorrow’s instruction.”  
- Carol Tomlinson**

**When do you assess?**

**Most teachers assess students at the end of an instructional unit or sequence.**

**When assessment and instruction are interwoven, both the students and the teacher benefit. The next “slide” suggests a diagnostic continuum for ongoing assessment.**

## On-going Assessment: A Diagnostic Continuum



### **Preassessment Is...**

*Any method, strategy or process used to determine a student’s current level of readiness or interest in order to plan for appropriate instruction.*

### **Preassessment:**

- provides data that can determine options for students to take in information, construct meaning, and to demonstrate understanding of new information*
- helps teachers anticipate differences before planning challenging and respectful learning experiences*

- *allows teachers to meet students where they are*

### **Formative Assessment Is...**

*A process of accumulating information about a student's progress to help make instructional decisions that will improve his/her understandings and achievement levels.*

#### **Formative Assessment:**

- *depicts student's life as a learner*
- *used to make instructional adjustments*
- *alerts the teacher about student misconceptions "early warning signal"*
- *allows students to build on previous experiences*
- *provides regular feedback*
- *provides evidence of progress*
- *aligns with instructional/curricular outcomes*

### **Summative Assessment Is...**

*A means to determine a student's mastery and understanding of information, skills, concepts, or processes.*

#### **Summative Assessment:**

- *should reflect formative assessments that precede it*
- *should match material taught*
- *may determine student's exit achievement*
- *may be tied to a final decision, grade or report*
- *should align with instructional/curricular outcomes*
- *may be a form of alternative assessment*