

# New Mexico's Balanced Assessment System

## School Year Assessment Timeline

Aug.

May



### Formative Strengthen Instruction

The primary purpose of formative practices and resources is to provide feedback to the educator and student about learning. **Formative Practices** are integrated into the teaching and learning process to help determine “in the moment” adjustments (e.g., informal checks during lessons, exit tickets, warm up activities). **Formative Assessments** assist with assessing what students understand during a lesson so misunderstandings can be corrected as part of the current instructional cycle (e.g., integrated question sets, Common Formative Assessments), while others help determine specific learner needs (e.g., screeners, diagnostic and observational tools).

- Primary users: Teachers and students
- Data intended use: Low-stakes, ongoing checks for understanding, monitoring of student learning and adjustment of instruction. The primary purpose of formative practices and resources is to provide feedback to the educator and student about learning. **Assessments are considered formative only if the educator utilizes the data to support student learning.**

### Interim Monitor Progress



Interim assessments provide information at three points during the school year (i.e., fall, winter, and spring) on student progress toward achieving the learning goals for a grade level.

A common interim assessment design is one that can be used to anticipate performance on the state’s summative assessment. For example, New Mexico’s iMSSA is used to determine how students might perform on the NM-MSSA at the end of the school year. This information may indicate whether students’ current achievement path (a) is likely to lead to a desired outcome (e.g., reaching Proficient at the end of the year), or (b) indicates that additional instructional attention and resources are needed to alter the current achievement path.

- Primary users: Parents, students, teachers, and school and district leaders
- Data intended use: To help determine what additional instructional attention and resources may be needed.



### Summative Inform Program and Policy Decisions

Summative assessment refers to testing that determines levels of proficiency on grade-level knowledge and skills for all students. States typically administer an end-of-year summative assessment every spring. Interim assessments and the summative assessment work together to give information on students’ progress and overall achievement each year. In addition to statewide end-of-year testing, LEA determined assessments (e.g., end-of-course exams, chapter tests, end-of-unit exams, capstones) can be considered summative and can be used for local decision making.

- Primary users: State policy makers, district leadership, school leadership, and community stakeholders
- Data intended use: Evaluate programs, plan resource allocation, plan professional learning, select curriculum materials.

The NM PED is providing resources to all districts and schools in support of each component of the balanced assessment system that will meet the needs of all students.

For more information visit our website at:

<https://webnew.ped.state.nm.us/bureaus/assessment-3/>

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