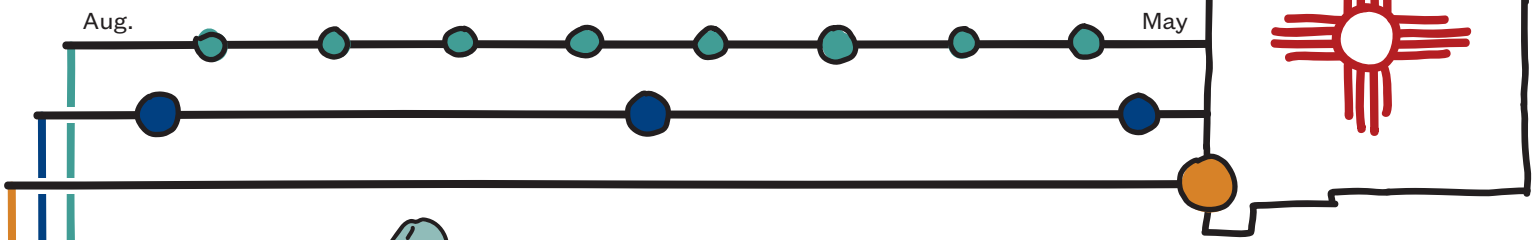


New Mexico's Balanced Assessment System

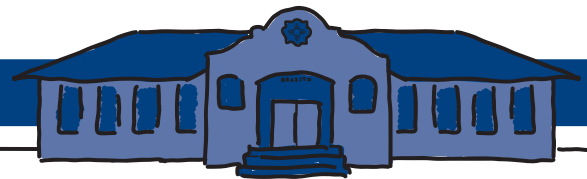
School Year Assessment Timeline



Formative

The primary purpose of formative practices and resources is to provide feedback about student learning. One type of formative assessment is using informal checks during the teaching learning process. Another is to integrate question sets in lesson plans—to assist with assessing what students understand during a lesson so misunderstandings can be corrected as part of the current instructional cycle.

Interim



NM 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.

The information can be used to anticipate performance 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.

Based on interim assessment information, parents, teachers, school and district leaders, and students themselves can determine what additional instructional attention and resources may be needed.



Summative

End-of-year summative assessment refers to testing that determines levels of proficiency on grade-level knowledge and skills for all students. States typically administer a summative assessment every spring. Interim assessments and summative assessment work together to give information on students' progress and overall achievement each year.

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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