

Classroom Diagnostic Tools



Assessments Used in Pennsylvania

	Diagnostic	Formative	Benchmark	Summative
Purpose	Guide instruction specifically targeted to meet students' strengths and areas of need	Inform ongoing classroom instruction so that adjustments to instruction can be made	Determine how well students are progressing toward demonstrating proficiency on a set of designated grade-level curriculum content standards	Determine the degree to which students have mastered a designated set of curriculum content standards
Impact on Instruction	Tools that provide alignment to units, lesson plans, and other resources based on students' needs	Classroom-based activities integrated into instruction and learning with teachers and students receiving frequent feedback	Low-stakes assessments used to predict how students will do on the high-stakes summative assessments	Assessments used for accountability
Intended Users of the Results	Students, parents, and educators	Students, parents, and educators	Students, parents, and educators	Educators, parents, public at large, and district personnel
Examples	Classroom Diagnostic Tools (CDT) Teacher-created diagnostics	Teacher-selected Classroom assessments Response cards White boards Random selection	Consumer-purchased benchmark assessments	PSSA Keystone Exams ACCESS for ELLs End of Unit/Chapter Tests District End of Course Exams
Type of Information Provided	Provides a more complete picture of a student's or group of students' strengths and needs so that instruction can be targeted directly at meeting student needs	Provides feedback related to a specific unit or lesson so that feedback can be used to inform classroom instruction and learning during the teaching/ learning process	Provides information on the degree to which students have mastered a given concept or how students are progressing toward demonstrating proficiency on grade-level content standards	Provides information on students' mastery of a given set of content standards

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