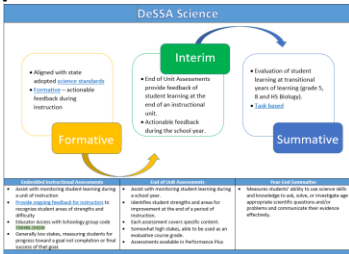
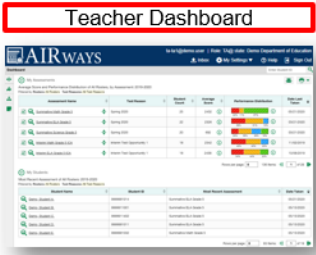
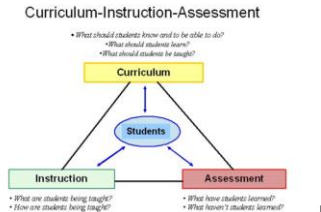


Balanced Assessment Series

Courses for all state assessments; each course includes 3 components.

Course Components	Description
<p>Content-Specific Balance Assessment Models</p>  <p>The diagram illustrates the DeSSA Science assessment cycle. It is divided into three main components: Formative, Interim, and Summative. Formative assessments are aligned with state adopted science standards and provide actionable feedback during instruction. Interim assessments, including End of Unit Assessments, provide feedback on student learning at the end of instructional units and include actionable feedback during the school year. Summative assessments evaluate student learning at the end of a year or grade level, including traditional years of learning (grades 3, 5 and HS Biology), and are task-based.</p>	<p>The purpose of this first component is to provide an overview of the types of assessments, from formative to summative, included with each state assessment. Participants will receive a review of each resource including how to access.</p>
<p>Reporting and Data Literacy</p>  <p>The screenshot shows the AIRWAYS Teacher Dashboard, which is a web-based interface for viewing assessment data. It features a navigation menu on the left, a main data table with columns for assessment name, score, and status, and various filters and tools for data analysis.</p>	<p>The purpose of this second component is to provide participants with an understanding of the types of reports available for each assessment and how to use and communicate the data. Participants will receive a review of each resource and be directed to their access.</p>
<p>Connecting Assessment to Curriculum and Instruction</p>  <p>The diagram, titled 'Curriculum-Instruction-Assessment', shows a central circle for 'Students' connected to three boxes: 'Curriculum' (top), 'Instruction' (bottom left), and 'Assessment' (bottom right). Arrows indicate the flow of information between these elements. Key questions are posed: 'What should students know and to be able to do?' and 'What should students learn?' for Curriculum; 'What are students being taught?' and 'How are students being taught?' for Instruction; and 'What have students learned?' and 'What haven't students learned?' for Assessment.</p>	<p>The purpose of this third component is to provide participants with how assessment connects to curriculum and instruction. All three need to work in tandem to increase student learning. The focus of this module is the, "what next" after data is collected.</p>

Course #	PDMS Course Title
29106	Balanced Assessment System (BAS) – DeSSA Alternate
29107	Balanced Assessment System (BAS) – ACCESS 2.0
29108	Balanced Assessment System (BAS) – DeSSA English Language Arts
29109	Balanced Assessment System (BAS) – DeSSA Mathematics
29110	Balanced Assessment System (BAS) – DeSSA Science
29111	Balanced Assessment System (BAS) – DeSSA Social Studies
29096	Balanced Assessment System (BAS) – SAT