How to Choose a
Formative Assessment System

To create enduring formative assessment practices, administrators, teachers, and students require the necessary tools to easily access information for student learning. Systems should provide timely and specific feedback to students, schools, and districts. The core features to evaluate when selecting a formative assessment software system are:

Content

Environment

Data Analysis & Reporting

Support & Infrastructure

Content

- [ ] Items aligned and formatted to state and/or Common Core State Standards

- [ ] Items available for multiple subjects

- [ ] Items associated with Bloom's Taxonomy and Webb's Depth of Knowledge

- [ ] Technology-enhanced items

- [ ] Functionality for teachers to create their own items in multiple formats:
  - ( ) Multiple choice
  - ( ) Enhanced multiple choice
  - ( ) Drag and drop
  - ( ) Fill in the blank
  - ( ) Hot spot
  - ( ) Constructed response

- [ ] Teacher-created items and assessment for all subjects

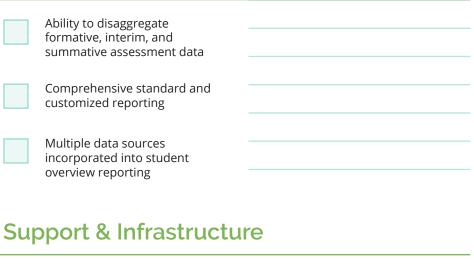- [ ] Premade assessment bank for multiple subjects

- [ ] Access to high-quality item banks

Environment

- Multiple student testing environments (PC/Mac, tablet, mobile, paper/pencil)

- Teachers and administrators can collaborate remotely on common assessments

- 24/7 accessibility

- Technology-enhanced items

- Comprehensive permission capabilities to customize to your organization

Data Analysis & Reporting

- Ability to disaggregate formative, interim, and summative assessment data

- Comprehensive standard and customized reporting

- Multiple data sources incorporated into student overview reporting

Support & Infrastructure

- Real-time, live support for teachers and administrators

- Robust embedded help features

- Reliable technology infrastructure for consistent availability

> "An assessment is really only a formative assessment when teachers glean evidence about student performance, interpret that evidence, and use it to provide teaching that is more likely to benefit student learning than the instruction those teachers would have delivered if they had continued forward without using what they learned through the assessment."
>
> –Dylan Wiliam[1]

About PowerSchool

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[1]Wiliam, Dylan. "What is assessment for learning?", *Studies in Educational Evaluation* 37, (2011): 3-14.