

Assessments



AN OVERVIEW

Summative Assessments



- Given periodically to determine at a particular point in time what students know and do not know
- An accountability measure that is generally used as part of the grading process
- Examples of summative assessments:
 - State assessments
 - Benchmarks
 - End of term or semester exams
 - End of unit or chapter tests
 - Scores that are used for accountability of schools

Summative Assessments



- The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards.
- They are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.
- These happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process

Summative Assessments



- According to the NC Public Schools, summative assessments are often created in the following formats:
- Selected response items
 - Multiple choice
 - True/false
 - Matching
- Short answer
 - Fill in the blank
 - One or two sentence response
- Extended written response
- Performance assessment³

Formative Assessments



- Part of the instructional process
- Provides the information needed to adjust teaching and learning while they are happening
- Informs both teachers and students about student understanding at a point when timely adjustments can be made
- Help to ensure students achieve targeted standards-based learning goals within a set time frame

Formative Assessments



- Process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.
- Method of continually evaluating students' academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.
- Teachers who engage in formative assessments give continual, explicit feedback to students and assist them in answering the following questions:
 - Where am I going?
 - Where am I now?
 - How can I close the gap between the two?
- In order to show students how to close the gap between where they are academically and where they want to be, teachers must help students evaluate their progress in the learning process and give them explicit, descriptive feedback specific to the learning task.

The Difference



- One distinction is to think of formative assessment as “practice.”
 - Do not hold students accountable in “grade book fashion
- Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment
 - What if, before getting your driver’s license, you received a grade every time you sat behind the wheel to practice driving?
 - What if your final grade for the driving test was the average of all of the grades you received while practicing?

The Difference



- If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness.
 - Provide descriptive feedback as they learn
- Formative assessment is pedagogy and clearly cannot be separated from instruction
 - It's not teachers just collecting information/data on student learning; it's what they do with the information they collect.

Instructional Strategies



- **Criteria and goal setting**

- Engages students in instruction and the learning process by creating clear expectations
- Establishing and defining quality work together
- Asking students to participate in establishing norm behaviors for classroom culture
- Determining what should be included in criteria for success

Instructional Strategies



- **Observations**

- Assist teachers in gathering evidence of student learning to inform instructional planning
- Can be recorded and used as feedback for students about their learning
- Anecdotal data shared during conferences
- Goes beyond walking around the room to see if students are on task or need clarification

Instructional Strategies



- **Questioning strategies**

- Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding.
- An “exit slip” at the end of a class period
- quick checks during instruction such as “thumbs up/down” or “red/green” (stop/go) cards
- Helping students ask better questions is another aspect

Instructional Strategies



- **Self and peer assessment**

- Creates a learning community within a classroom
- When students have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process
- With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria

Instructional Strategies



- **Student record keeping**
 - Helps students better understand their own learning as evidenced by their classroom work
 - Not only engages students, it also helps them, beyond a “grade”

http://www.nmsa.org/portals/o/pdf/publications/Web_Exclusive/Formative_Summative_Assessment.pdf

Resources



- <http://www.learnnc.org/lp/pages/5212> (Formative)
- <http://www.learnnc.org/lp/pages/5233?ref=search> (Summative)
- [http://www.nmsa.org/portals/o/pdf/publications/Web_Exclusive/Formative Summative Assessment.pdf](http://www.nmsa.org/portals/o/pdf/publications/Web_Exclusive/Formative_Summative_Assessment.pdf)
- <http://www.learnnc.org/lp/pages/5992> (Resources)