Formative and Summative Assessments

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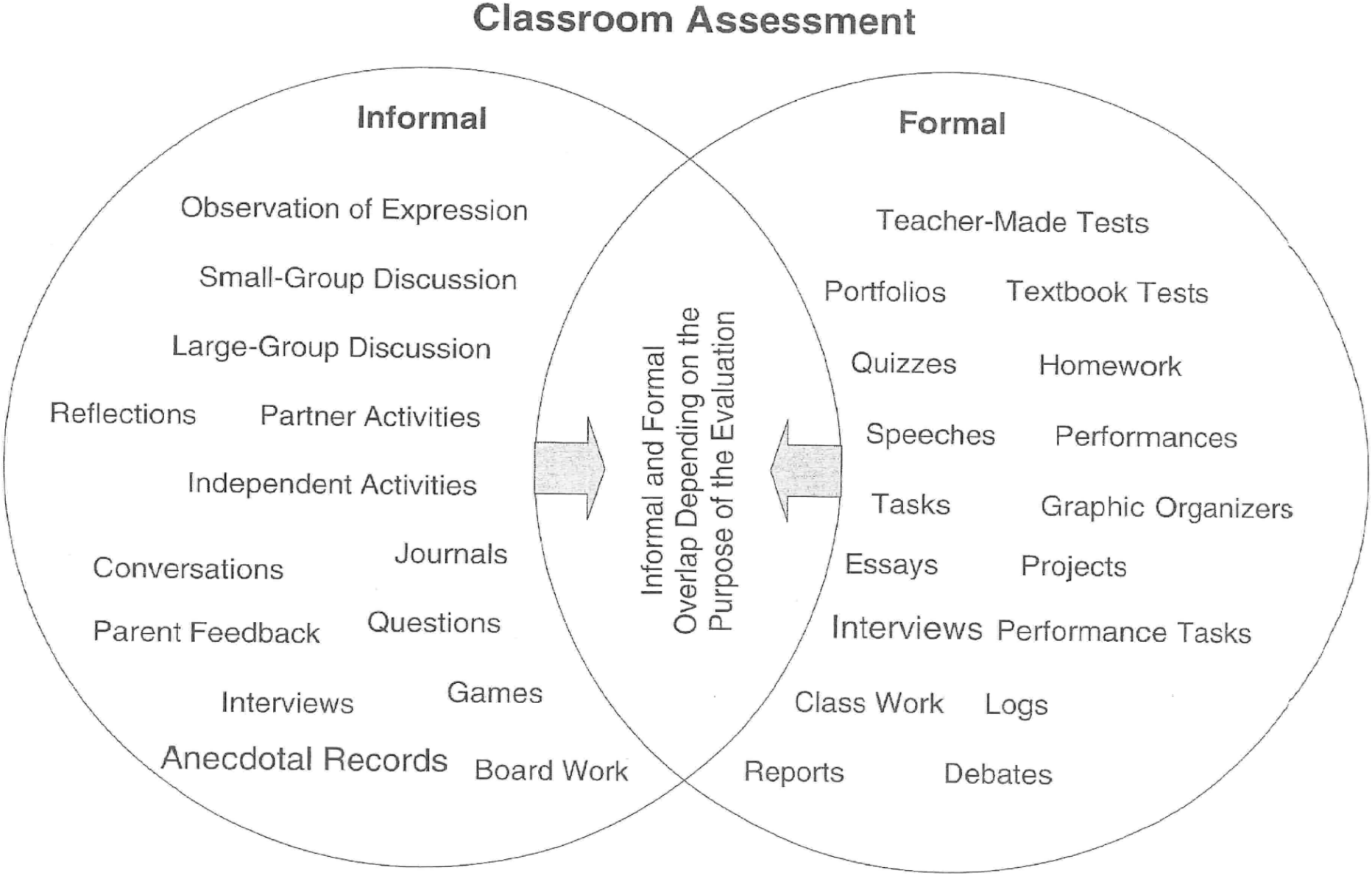
Agenda

- Keys to quality classroom assessment
- Formative vs. Summative
- Finding balance
- Grading implications

Purpose of Assessment

- When would you use this type of assessment?
  - BEFORE instruction
  - DURING instruction
  - AFTER instruction
  - AT INTERVALS


Classroom Assessment
Informal
Observation of Expression
Small-Group Discussion
Large-Group Discussion
Reflections
Partner Activities
Independent Activities
Conversations
Journals
Parent Feedback
Questions
Interviews
Games
Anecdotal Records
Board Work
Informal and Formal Overlap Depending on the Purpose of the Evaluation
Formal
Teacher-Made Tests
Portfolios
Textbook Tests
Quizzes
Homework
Speeches
Performances
Tasks
Graphic Organizers
Essays
Projects
Interviews
Performance Tasks
Class Work
Logs
Reports
Debates

(Depka, 2006)

Aligning Achievement Targets to Assessment Methods

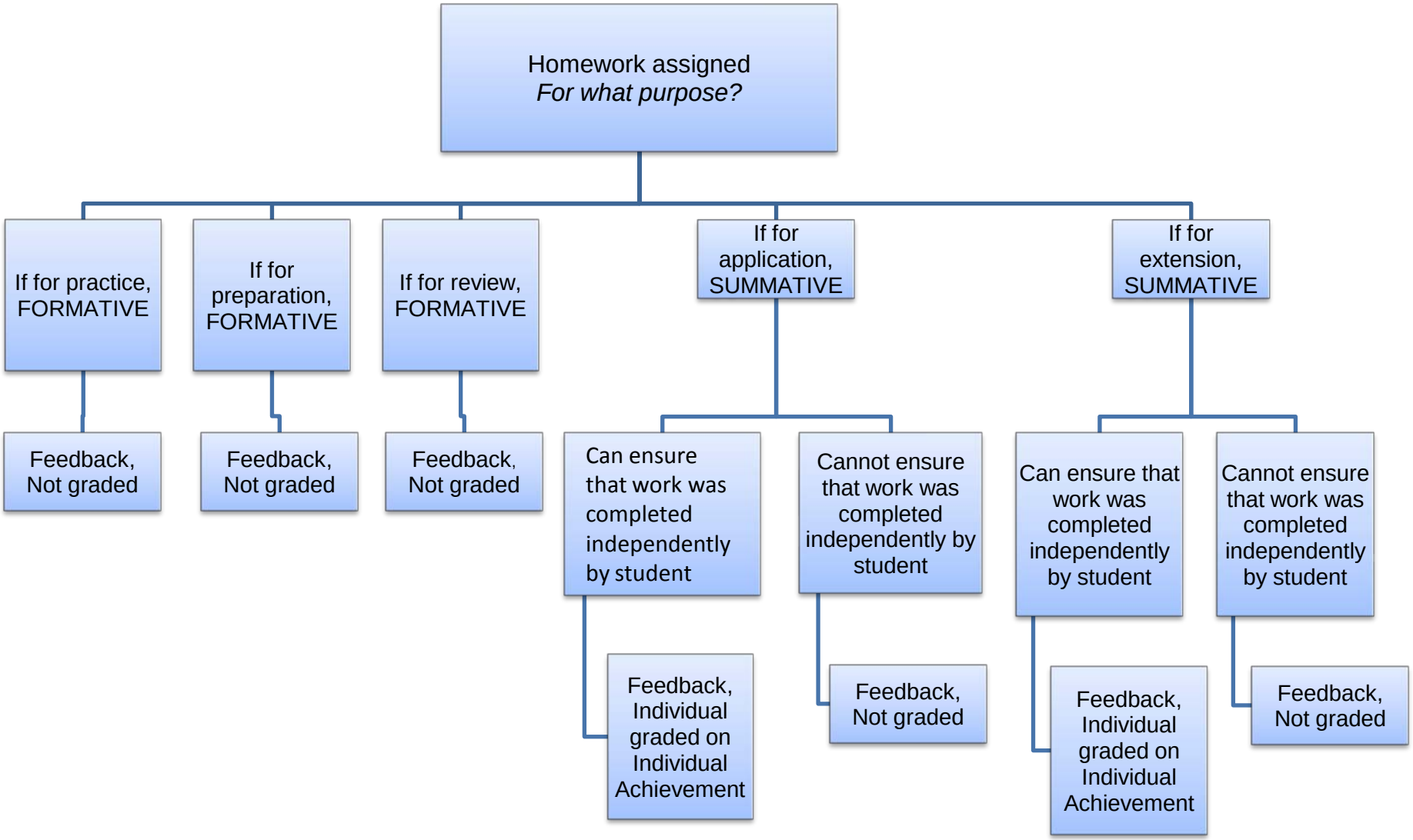
TARGET TO BE ASSESSED	*ASSESSMENT METHOD*			
	SELECTED RESPONSE	ESSAY	PERFORMANCE ASSESSMENT	PERSONAL COMMUNICATION
KNOWLEDGE MASTERY	Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target	Can ask questions, evaluate answers and infer mastery—but a time-consuming option
REASONING PROFICIENCY	Can assess understanding of basic patterns of reasoning	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can watch students solve some problems and infer about reasoning proficiency	Can ask student to "think aloud" or can ask followup questions to probe reasoning
PERFORMANCE SKILLS	Can assess mastery of the prerequisites of skillful performance, but cannot tap the skill itself—not a good choice for this target	Can assess mastery of the prerequisites of skillful performance, but cannot tap the skill itself—not a good choice for this target	Can observe and evaluate skills as they are being performed	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance
ABILITY TO CREATE PRODUCTS	Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot assess the quality of products themselves—not a good choice	Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot assess the quality of products themselves—not a good choice	A strong match; we can assess: (a) proficiency in carrying out steps in product development, and (b) attributes of the product itself	Can probe procedural knowledge and knowledge of attributes of quality products—but not product quality

Source: Adapted from *Student-Involved Classroom Assessment, 3d ed.* (p. 93), by R. J. Stiggins, 2001, Englewood Cliffs, NJ: Merrill/Prentce Hall. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ.

Formative vs. Summative

- Key differences between formative and summative
  - Stiggins video clip
  - Chart

Homework


Homework assigned
For what purpose?
If for practice, FORMATIVE
If for preparation, FORMATIVE
If for review, FORMATIVE
If for application, SUMMATIVE
If for extension, SUMMATIVE
Feedback, Not graded
Feedback, Not graded
Feedback, Not graded
Can ensure that work was completed independently by student
Cannot ensure that work was completed independently by student
Can ensure that work was completed independently by student
Cannot ensure that work was completed independently by student
Feedback, Individual graded on Individual Achievement
Feedback, Not graded
Feedback, Individual graded on Individual Achievement
Feedback, Not graded

Creating Balance

- Assessment Audit
  - How often are different methods being used?
  - Connection between formative and summative
- Other Considerations
  - Quantity vs. quality
  - Fast vs. accurate
  - Consistency vs. uniformity
  - Achievement vs. growth

What does this have to do with grading?

- FIX 1
- FIX 13
- FIX 14
- FIX 15

References

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