Formative Vs Summative Assessment

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Topics

- **What** is **formative** assessment?

- **What** is **summative** assessment?

- **Why** we need **formative** assessment?

- **What** are the **Formative** assessment **Strategies?**

- **How** to design a **formative** assessment?

- **Why** to **document** formative assessment?

- **How** to **document** formative assessment?

Formative assessment

The goal of formative assessment is to help:

- *Instructor* to monitor student's learning to provide ongoing feedback that can be used to *improve their teaching*

- *Student* to *improve their learning*.

Formative assessment

More specifically:

- *Students* identify their strengths and weaknesses and target areas that *need more effort*.

- *Instructors* recognize where students are *struggling* and *address weakness*.

Formative assessment

- Formative assessments are generally low stakes, which means that they have *low or no point value*.

Summative assessment

- The goal of summative assessment is to *evaluate student's learning at the end* of an instructional unit by comparing it against some standard or benchmark.

Summative assessment

- Summative assessments are often high stakes, which means that they have a *high point value*.

Summative assessment

- Information from summative assessments can be used *formatively* when students or faculty use it to *guide* their efforts and activities in *subsequent courses*.

Why we need Formative assessment

- Although it is called formative "_Assessment_", but in fact it is a method of "_Teaching_" or "_Learning_".

- We do formative assessments to help students to "_Test_" and "_Optimize_" their understandings and abilities without losing grades.

Formative assessment Strategies:

Assessment for Learning
Five Key Strategies

Sharing Learning Expectations

Questioning

Feedback

Self Assessment

Peer Assessment

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Formative assessment Techniques:

VISUAL

Pictionary ~ 1-pagers ~ Concept map ~ Abstract to concrete ~ Affinity map ~ Concept attainment ~ Hexagonal thinking

WRITTEN

Think-write-pair-share ~ GIST ~ Chain of understanding ~ Costa's ?s ~ Bloom's stems ~ Power minute ~ Word cloud ~ 3-2-1 ~ Top 10 ~ Haiku ~ AB ~ Circle square triangle

DISCUSSION

Concentric circles
Philosophical chairs
Socratic seminar
Fishbowl
Ongoing conversations
Conver-stations
Save the last word for me
TQE method
Catch phrase
Analogy prompts

DIGITAL

Padlet
EdPuzzle
Kahoot!
Quizlet
Google Forms
TikTok
Flipgrid
Poll Everywhere

KINESTHETIC

Response cards ~ Hand signals ~ Give 1 get 1 ~ 4 corners ~ Trashketball ~ Beach ball questions ~ Simulation ~ Gallery walk ~ Bloom's dice ~ Pinwheel discussion ~ I have the question, who has the answer? ~ Hot seat ~ Tic-tac-toe

50 Everyday Formative Assessment Strategies

teachthought
WE GROW TEACHERS

What Are Simple Formative Assessment Strategies For Learning?

TeachThought Staff : an organization dedicated to innovation in education through the growth of outstanding teachers.
https://www.teachthought.com/pedagogy/formative-assessment-strategies/

How to design a **formative** assessment:

- Formative assessments, like summative ones, need to be *designed* to tackle *learning outcomes*.

- Formative assessment should be as *challenging* as summative ones. Student should know how will he/she *perform* in the summative task.

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How to design a **formative** assessment:

- In fact, many students will be *self-motivated* to involve seriously in the formative assessments, but others may *need some incentives* to participate seriously.

How to design a **formative** assessment:

Incentives may be:

- Share part of lecture as *the presenter*

- *Publish* output to all students

- Choose to be the *role model*.

- List of *fame*.

- Minor *administrative exceptions* in course.

- Some staff provides a "*cup of coffee*"!

    And the list is *limitless*.....

Summative Vs Formative

Formative

Help students to learn and practice

When	Throughout the course
Why	Identify gaps and improve learning
How	Via approaches that support specific student needs

Summative

Assess student performance

When	At the end of the instructional period
Why	Collect evidence of student knowledge, skill or proficiency
How	Via exit learning products or a cumulative assessment

https://www.celt.iastate.edu/teaching/assessment-and-evaluation/assessment-overview/

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How to document **formative** assessment

- *Ordinary* documentation such as written samples archiving.

- *Unordinary* documentation such as *film recording*, *voice notes*, *presentations*, *activity description*, and any other methods that may suit the activity type.

Why to document formative assessment

- "*Documentation*" is a method for "*Self monitoring*" and "*Experience transferring*".

- When I document an activity, I can *self evaluate* later to *enhance performance*.

Why to document **formative** assessment

- When I document, I can let others know what I do *to enlighten them*,

- When I document and *share*, others may comment, thus *I may be enlightened*.

Why to document formative assessment

- It is a very _valuable asset_ to be officially documented in the _Course File_. Thus, it has been decided officially from the _faculty council_ to be documented and included in the CF.

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- SP – a separate part to be included by the end of item # 02 "Students activities**. Spring 2022**

2	**Students Activities:** • **Printout Assignments, Reports, Sheets, Others and one sample from each activities.** • **Marked samples from students' answers, with their ID to be clearly indicated on all samples.** • **Formative assessment documentation (to be added by the end of the file)**	02- **Course Code** _Students_Activities

- i-CHEP – separate item no # 08 **Spring 2022**

	answer of LOs matrices.	
8	**Formative Assessments:** **Mandatory starting from Spring 2022** • Formative Assessments offered to students. At least two formatives should be offered. • Model answer and /or Evaluation Criteria MUST be included.	08-ForS_ Course code_Semester.doc

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Thank You

God Bless All of You