



Integrating Formative and Summative Assessment

How can I utilize formative assessment strategies to increase student growth?

Assessment is a key aspect of everyday instruction: the more you know about your students, the more targeted your instruction can be. This targeted instruction prepares students for classroom summative and state-wide summative testing throughout the year. Formative assessment is a key piece of the larger assessment system:

- By assessing each learning goal during instruction, educators can immediately recognize student learning needs and target instruction to meet those needs.
- Assessment during instruction makes the learning process smoother by helping educators catch student misunderstandings quickly before they are completely internalized.
- Formative assessments should mirror classroom summative assessments in looking for the same evidence of mastery.

The Department of Education has worked closely with formative assessment experts to create a rubric that helps teachers reflect on their own use of formative assessment. Access the formative assessment rubric online at: <https://www.doe.in.gov/sites/default/files/assessment/learning-progression-guided-formative-assessment-self-reflective-rubric.pdf>

To implement formative assessment strategies effectively in your classroom, consider asking the following questions:

- What are some formative strategies I can use to increase growth in students?
- What should I do when I have formative data collected from students?
- How do formative strategies fit into a larger assessment system?

What formative assessment strategies can I use to answer these questions?

- Increase students' growth with formative assessment strategies such as rich tasks, standard checklists, targeted questioning, and polls.
- Focus on student reasoning, not necessarily on correct/incorrect answers. An incorrect answer can tell you much about student thinking and help you target misconceptions.
- Give actionable, descriptive feedback to students to make them aware of what they are doing well and what specifically needs to improve.

How can I use formative and interim assessments to differentiate instruction?

- Interim assessments are common assessments administered to students throughout the school year to monitor growth and achievement according to specific learning goals or academic standards.
- Typically, these assessments cover some or all of the standards that your students are required to learn during the school year.
- You can use these low-stakes assessments to see how well your students understand the material they've learned so far.
- These types of assessments can function as "checkpoints" during the year to help you gauge your students' grasp of the concepts as you teach them.
- Once you know your class's strengths and weaknesses, you can refine your instruction and test again to see whether your students learned the concepts they initially struggled to grasp.

You can also use the data from formative and interim assessments to help you answer the following questions about your students:

- How can I tell if my students understand the concepts that I just taught?
- How can I tell whether my student groups are on track or whether I need to regroup students?

What formative and interim assessment strategies can I use to answer these questions?

- Interim assessments should be aligned with year-end goals, serving as a roadmap to student proficiency of the standards.
- Dynamic assessments, such as response cards and peer instruction, provide instantaneous feedback.
- Take proficiency levels into consideration when grouping students; re-evaluate groups periodically during the year to ensure that you are meeting individual learning needs.



Integrating Formative and Summative Assessment (continued)

What would I like to know about my incoming students at the beginning of the year?

- Before you start teaching a new class of students, it is important to determine your students' level of knowledge on the basis of established content standards.
- This information can help you to decide the level of instruction appropriate for your class as well as help to identify groups of students with similar levels of understanding.
- You can use the summative data in the Online Reporting System (ORS) beginning in 2019, to analyze your students' understanding of last year's standards on the basis of their performance from the previous year.

To better understand what your new students know and can do, consider asking the following questions:

- How did my current students perform on their summative assessments overall last year?
- How did my classes perform in each reporting category and on each standard last year?
- How can I determine what my students' strengths and weaknesses were last year?
- How can I evaluate an individual student's comprehension of last year's academic standards?
- How can I group my students into learning groups at the beginning of the year to gather additional evidence?

What specific data should I analyze in order to answer these questions?

To answer these questions, you can use the Online Reporting System to look at your classes' summative data from the prior year. Specifically, you will want to access the following data and reports:

- Look at last year's overall class performance (percentage of students who met or exceeded the proficiency standard) to evaluate how well your class understands last year's standards;
- Review your classes' performance in each reporting category last year. This will show you the areas where your class performed well on and which areas where the class may need additional support;
- Sort your classes' performance to see how you may want to group students;
- Analyze student-level data from last year to better understand individual students' grasp of last year's standards and identify individuals who may need additional support.

How can I use summative data to reflect on my own teaching?

Before you begin teaching a new class, you may want to review your data from last year's class to evaluate your instruction. This exercise can help you to discover options for adjusting your instructional approach for your next group of students.

Before you prepare lesson plans for the new school year, you may first want to look at the growth shown by your class in the previous year. Growth can be measured in two ways:

To more effectively evaluate your teaching methods, consider asking the following questions:

- Did my class and students' performance last year show growth?
- Which individual students showed growth last year, and which did not?

What specific data should I analyze in order to answer these questions?

To answer these questions, look at your classes' summative data from the prior year. Specifically, you will want to access the following data and reports:

- Class performance on summative assessments over time—An increase indicates student growth, but cannot tell you whether that growth was sufficient to change students' level of proficiency.
- Look at student-level performance and at how the percentage of students who were proficient changed over time. This metric will show whether your students' growth resulted in improved proficiency over time.