

Summative versus Formative Assessment

	Formative	Summative
Relation to Instruction	<ul style="list-style-type: none"> ▪ Occurs during instruction 	<ul style="list-style-type: none"> ▪ Occurs after instruction
Frequency	<ul style="list-style-type: none"> ▪ Occurs on an ongoing basis (daily) 	<ul style="list-style-type: none"> ▪ Occurs at a particular point in time to determine what students know
Relation to grading	<ul style="list-style-type: none"> ▪ Not graded – information is used as feedback to students and teachers, mastery is not expected when students are first introduced to a concept 	<ul style="list-style-type: none"> ▪ Graded
Students role	<ul style="list-style-type: none"> ▪ Active engagement – self assessment 	<ul style="list-style-type: none"> ▪ Passive engagement in design and monitoring
Requirements for use	<ul style="list-style-type: none"> ▪ Clearly defined learning targets that students understand ▪ Clearly defined criteria for success that students understand ▪ Use of descriptive versus evaluative feedback 	<ul style="list-style-type: none"> ▪ Well designed assessment blue print that outlines the learning targets ▪ Well designed test items using best practices
Examples	<ul style="list-style-type: none"> ▪ Better thought of as a process rather than a thing. Examples include observations, interviews, evidence from work samples, paper and pencil tasks 	<ul style="list-style-type: none"> ▪ State assessments, interim assessments, end of unit assessments, common assessments
Purpose	<ul style="list-style-type: none"> ▪ Designed to provide information needed to adjust teaching and learning while they are still occurring 	<ul style="list-style-type: none"> ▪ Designed to provide information about the amount of learning that has occurred at a particular point ▪ Since summative assessments occur <i>after</i> instruction every few weeks, months, or once a year, they help to evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific

		<p>programs. Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions <i>during</i> the learning process.</p>
Everyday connection	<p>Getting your drivers license (). "A good analogy for this is the road test that is required to receive a driver's license. 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? Because of the initial low grades you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver's license—not a reflection of all the driving practice that leads to it.</p>	