

Comprehending the Uses and Limitations of Formative and Summative Assessments, Part 2 of 4

Presented by
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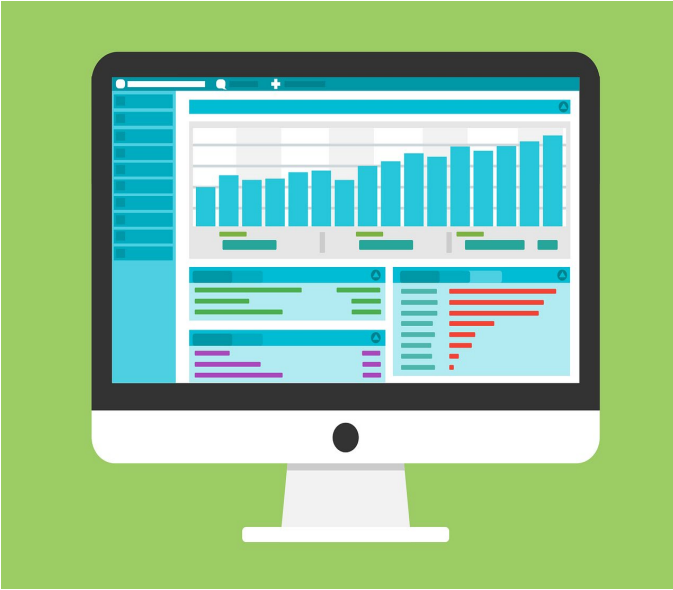
Why is it important for everyone to have a common understanding of data and how they are used?

Teachers and school staff who are data literate:

- Understand sound data use practices
- Know the types of data to use to generate dependable student achievement information
- Use report card grades, test scores, portfolios, conferences, etc., to effectively communicate achievement results to intended users

Source: Stiggins, R. (1999). "Teams." Journal of Staff Development, National Staff Development Council.

Two Data Categories



Assessment Data

- Data produced by directly measuring student learning

Contextual Data

- Data related to all aspects of the classroom, staffing, school, or students, *except* student learning
- Instead it has an *impact* on student learning



Let's Get Your Reaction...

1. Are you in a district that administers standardized formative assessments?
2. Are you in a district that requires teachers to post or give grades on formative assessments?
3. Are you in a district that tells teachers to use the district/state test results for diagnostic purposes or to inform instruction?

Begin with the End in Mind: Know Your Tools



Diagnostic

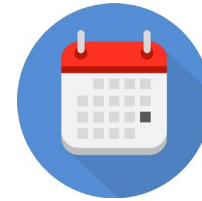
(aka **pre-assessment**)

Provide instructors with information about student's prior knowledge and misconceptions before beginning a learning activity



Formative

Help students identify their strengths and weaknesses and target areas that need work.



Summative

Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a **defined** instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Classroom Assessments

- Balanced classroom assessment systems must include diagnostic, formative and summative assessments.
- All assessment types are interconnected. They provide different levels of information on student learning at different points in time.
- The key question to ask: **“What are the purposes or uses of the data?”**



(Source: S. Marion, National Center for the Improvement of Educational Assessment)

Diagnostic Assessments



Diagnostic - (also known as **pre-assessments**) provide instructors with information about student's prior knowledge and misconceptions before beginning a learning activity.

A Diagnostic Assessment

Gives baseline information of the students

Provides data to determine the starting point for instruction





Formative Assessments



- Take place in the classroom
- Among the daily responsibilities of the teacher
 - Routine part of classroom activity
- Can not be separated from instruction
- Used to track learning during the instructional process
- Help you to understand where to go next
- Do not result in a grade
- Are usually informal

(Source: Measured Progress, 2007)

Formative Assessments

As teachers become comfortable with formative assessment techniques, they tend to develop expertise in knowing:

- when a lesson is going well,
- when to stop a lesson,
- when to stretch a lesson,
- when to review,
- when to ask deeper questions.



(Source: Measured Progress, 2007)



Summative Assessments



- Conducted at end of unit of study
- Administered periodically
- Used to inform the teacher and others about what the student has learned
- Used to make judgments about students

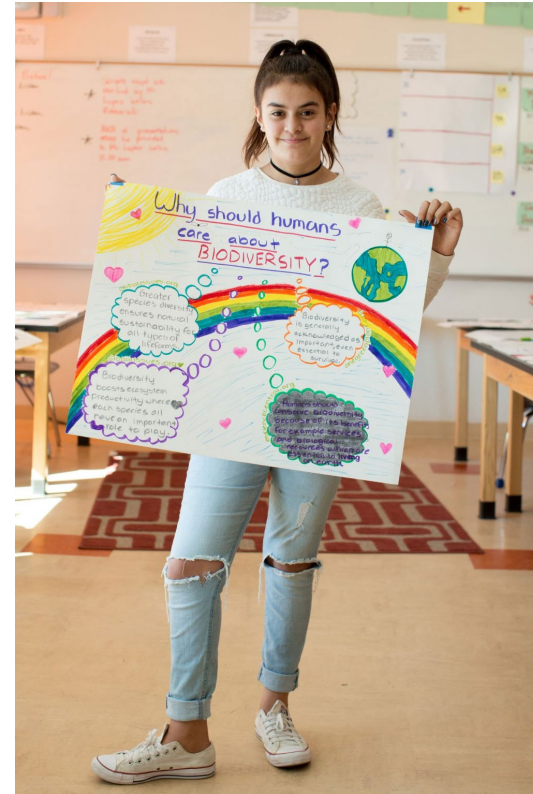


Photo by Allison Shelley/The Verbatim Agency for EDUimages

Teacher Practice vs. Vendor Language

Assessment

- May take many forms
 - Formative assessment may be formal or informal
- Administered at any time in the learning process to determine student understanding
- Provides information to determine next steps in instruction

Test

- One form of assessment
- Paper and pencil or computer-based
- Typical pattern of asking questions students answer
- Generally done at the end of a unit, semester or year
- Tend to be summative in nature

Standardized Test Cautions

- .Do not use for diagnostic purposes
- .Do not use to determine mastery of individual standards
- .Do not use item analysis or test item banks without professional development





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