ASSESSMENT:
Formative
Summative

Declarative Knowledge Level
First Impressions

- How do I know if students are learning?
- How often should I assess students?
- What would engaging and motivating assessment look like in my classroom?
- How can assessment help me support a range of educational needs such as those associated with Academically and Intellectually Gifted (AIG), English Language Learners (ELL), Instructional Technology (IT), Literacy (LIT), and Universal Design for Learning (UDL)?
Section 1

Definition and Purpose

It’s not uncommon for teachers to reach the end of a lesson only to discover that some or all of the students have misunderstood a concept. Teachers who provide regular monitoring of learning throughout a lesson as well as steady feedback tailored to individual students’ needs are able to remedy this problem. This process is called formative assessment, and it comes in many shapes.

What’s This?

*Formative assessment...*

- provides students with learning goals and targets in language they can understand.
- clearly describes the criteria for successfully meeting the target through examples.
- effectively uses learning progressions to scaffold learning.
- provides descriptive feedback that helps the student know what to do next in their learning.
- actively engages students in self-assessment as well as peer-assessment.
- provides information that tells students how well they have mastered the desired goals or standards.
- is used in the unit in a timely fashion.
- allows for use with diverse learners.
Although effective assessment is based on data, providing educators with data is not enough. There must be time to process information, and educators must know the purposes behind tests and understand what to do with the data (Goren, 2010).

Effective formative assessment should...

- provide clear learning targets.
- offer feedback about progress toward learning goals.
- attribute student success and mastery to effort.
- encourage student self-assessment.
- help students set attainable goals (Cauley & McMillan, 2009).

Formative assessment is defined as all those activities undertaken by teachers and by their students that provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black & Wiliam, 1998).

Formative Assessment = Assessment FOR Learning
**Instructional Strategies**

**Grade/ Subject:**

**Big Idea/Objective/Standard:**

<table>
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<th>Learning Target</th>
<th>Criteria for Success</th>
<th>Collecting Evidence</th>
<th>Documenting Evidence</th>
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1. What misconceptions do you think students might have?

2. What will you do to address the misconceptions to move learning forward (e.g., how will you adjust instruction, what descriptive feedback will you provide)?

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*Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes. The Council of Chief State School Officers (CCSSO, 2008).*
Upon completion of a performance assessment or capstone project, have the students complete a brief T-chart for them to explain the areas in which they were confident and the areas in which they need more practice.

<table>
<thead>
<tr>
<th>I knew how to ....</th>
<th>I wasn’t so sure about...</th>
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**How will formative assessment look in my classroom?**

- **Anecdotal Note Cards:** The teacher can create a file folder with 5" x 7" note cards for each student. This folder is handy for middle and high school teachers because it provides a convenient way to record observations on students in a variety of classes.

- **Collaborating with other teachers to share information about students.**

- **One minute papers:** Allow students one minute to answer an open ended question at the end of the lesson. Review and address any misconceptions noted.
• Graphic organizer created by the student to illustrate what he or she has learned. They can then be used by the teacher to uncover any misconceptions or weaknesses in the student’s learning.

• Homework, quizzes, and tests.

• Exit cards: Brief questions answered on a card upon leaving a classroom.

• Use of an interactive white board and ‘clickers’ to record student responses.

• Assignments or activities that allow for immediate, explicit feedback to the student.

• Student self-assessments and surveys.

Exit and Entrance slips are used as a quick check for understanding for the day’s lesson or to complete a quick review of the previous day’s concepts.
Think about a lesson or concept that you learned in class, but then later realized you did not fully grasp the concept. What could the teacher have done to help you grasp it? What questions could you have asked? Keeping that lesson in mind, answer the following questions about formative assessment.

1. How will you know all of your students have a thorough understanding?

2. For a shy or hesitant student, how will you get him/her to ask questions about unclear concepts?

3. When creating formative assessments, be sure that they...
   a. are clear and concise.
   b. encourage reflection and self-assessment.
   c. will provide valuable feedback.

4. Sketch out an example of an entrance ticket or exit slip that could be used to assess your students.
Why use formative assessment?

To foster autonomy and accountability. According to Black and Wiliam (1998), when students are required to think about their own learning and articulate what they understand as well as what they still need to learn, achievement improves.

To increase learning gains. Black and Wiliam found that formative assessment raises the achievement of low performing students more than that of higher performing students, reducing the range of achievement and raising achievement overall.

To better coordinate assessment and learning. Assessment connected to learning provides better instruction focused on standards and more self-managed learning by students.

To differentiate learning for diverse classrooms. Because formative assessment is continual, educators are able to identify the strengths of individual students as well as areas where lessons need to be differentiated to meet the needs of particular students.
Formative assessment requires which of these characteristics?

A. State approval
B. Clear learning targets
C. Standard testing


Resources


First Impressions

• How do I know what my students know?
• How do I find out what they have learned?
• What do I use to measure student achievement to ensure that they meet subject area standards?
Section 1

Definition and Purpose

Summative assessments are used to determine how much students have learned at a particular point in time in order to report their status to others (Stiggins, Arter, Chappuis, & Chappuis, 2004).

What’s This?

*Summative assessments*...

- measure how well the students have met the course goals or the student learning outcomes at the end of a course or program.
- judge the competency of students after an instructional phase is complete.
- are administered as end-of-year or end-of-course tests in most states.
- identify instructional areas that need additional attention.
- determine final grades or certifying mastery.
Take a Look

Effective summative assessment...

- aligns with what is taught, which in turn should align with your curriculum goals or standards.

- does not necessarily come from textbook tests.

- makes the reasons for being assessed as well as the methods of assessment transparent to students.

- allows students to show their knowledge and skills in different ways.
Section 2
Real Life Examples

How will summative assessments look in my classroom?

Teacher-generated assessments:

• End of chapter/unit assessments.

• Written responses.*

• Projects.*

• Portfolios.*

• Performance tasks.*

  * A rubric, checklist, or other form of scoring guide should be used with these types of summative assessments.

Local assessment requirements:

• End of semester exams.

State assessment requirements:

• Specific course testing designed to meet state standards.

National assessment options:

• SAT of The College Board.

• ACT - Required in NC of all Juniors.

• PSAT.
Classroom Examples of Summative Assessment

There are several non-traditional ways of summatively assessing student knowledge and skills. For example:

• For history, have students play the part of a Civil War expert and ask them, in an interview, to summarize what critical events lead to the defeat of the South in that conflict. Make sure that this activity has a rubric that is distributed in advance, so students know what is expected.

• Have students represent what they learned in science about photosynthesis by creating a Powerpoint or webpage.

• In math, have students create a portfolio demonstrating what concept and skills they have mastered.

Think About

Summative assessment is not without issues. Consider the following questions:

• How do you avoid merely teaching to the test?

• If standardized tests are required by the state, are non-tested subjects like music and art likely to be cut to create more time for tested subjects to be taught?

• Are there ways that test preparation and test-taking sessions can be shortened, so that they do not take away valuable time from actually learning content? How?
Why use summative assessment?

To collect data. Summative assessments provide a measurable way of determining and reporting the success of the instruction, directly comparable from one student, classroom, school, or LEA, to the next. School districts and other stakeholders use this data to make decisions in budgeting, personnel requirements, and curriculum decisions.

To refine and differentiate instruction. Using reports generated by summative assessments, teachers can identify those areas where results are consistently lower and can then consider alternative methods for teaching the topic in the future.

To motivate students. Summative assessment provides incentive for learning and helps create an appropriate learning environment. Positive results give the students a boost in confidence and can act as a springboard into subsequent behavior change in the classroom.
Question 1 of 3
Which of the following is an example of summative assessment?

A. Exit ticket
B. Note cards
C. ACT
D. Pop quiz

Learn More About Summative Assessment

Benchmark Assessments

Assessment Planning

Alternative Methods for Summative Assessment


Section 1
Career & Technical Education

Summative Assessment

Take a Look at Summative Assessment in CTE

Tests and Quizzes
Tests and quizzes are commonly used (and misused) in CTE and may be administered many ways such as written, oral, demonstration, online, or recorded. Remember, if students are given feedback on their performance and permitted to use that feedback to prepare for another test or performance product, that’s formative; if their performance is recorded in a grade or final record, it’s summative.
**Projects**
Project-based learning is an approach to teaching and learning in CTE based upon the type of work performed in the real work world. By reflecting problems or questions in the work world, these projects are based upon authentic learning activities and are designed to actively engage students to build a deeper knowledge of the subjects they are studying. You may read more about project based learning in CTE at [http://www.edutopia.org/project-based-learning-history](http://www.edutopia.org/project-based-learning-history).

**Demonstrations**
CTE programs can employ skills demonstrations to teach as well as to measure practical skills and authentic work situations. When used as a measure of practical skills, students are required to perform work tasks to show how they have achieved the proficiencies required for work. In this way, the demonstrations are used to evaluate competence that is central to CTE program/course goals as well as essential for work.

**Presentations**
Presentations may be effectively used as a form of summative assessment if students must demonstrate what they have learned. This means that the presentations should not be judged solely on how well students present, but are designed to showcase the student’s mastery of content and skill as well. Presentations in CTE are an effective way for the teacher to link to other content area standards related to oral presentation, such as Reading/Language Arts.

**Industry Certification**
CTE programs are charged with providing students access to the credentials and certifications recognized and required by business and industry as needed to enter the career field. The teacher should review these appropriate certification requirements and processes with students. Within their courses, CTE teachers should consider building some of their own assessments to model industry certification tests as one way they may better prepare students. For a link to one article on industry certification for business students see IT-Certification-Still-Valuable-After-All-These-Years.pdf

**Standardized Tests**
There are state-mandated assessments and accountability exams that CTE students must complete. In North Carolina CTE programs, Elements® is used by teachers to help evaluate student mastery specifically in CTE programs as well as to plan instruction; provide formative assessment and benchmarks; track student progress; and report on results. [https://elements.schools.nc.gov](https://elements.schools.nc.gov).
For Marketing Education programs, MBAResearch tests may also be used for summative course testing as well as online exams for documenting student learning outcomes over the entire multi-course program of study in Marketing. [http://www.mbaresearch.org/index.php/assessment-center](http://www.mbaresearch.org/index.php/assessment-center)

Accountability in Career and Technical Education is guided by the Carl Perkins Career and Technical Education Act of 2006 and other legislation, including No Child Left Behind. Performance targets are negotiated with the U.S. Office of Vocational and Adult Education. North Carolina is required to establish performance indicators in eight areas:

1S1: Academic attainment: reading and language arts (tied to No Child Left Behind requirements)

1S2: Academic attainment: mathematics (tied to No Child Left Behind requirements)

2S1: Technical attainment

3S1: Completion

4S1: Graduation rate (tied to No Child Left Behind requirements)

5S1: Positive placement

6S1: Nontraditional participation

6S2: Nontraditional completion

**Elements ®**

Elements® was selected by the NC Department of Public Instruction to provide a statewide instructional management and assessment system for Career and Technical Education. It is now used by all North Carolina high schools and supports 350,000 students across 116 LEAs. Elements is a web-based application that allows teachers to plan instruction; provide formative, benchmark and summative assessments; track student progress; and report on results. Using Elements allows teachers to manage student learning, including evaluating mastery and providing remediation when needed. It also provides information that helps administrators work with teachers to develop strategies to address improvement of performance in the classroom, school, and LEA.

The Elements application includes the following capabilities:

1. Curriculum. The curriculum section includes a Standards Library composed of Course Blueprints, which display the individual study units, course competencies, and instructional objectives. These units are directly linked to the corresponding program curriculum standard. This section also includes a summary of the number of questions for each unit, competency and objective.

2. Instruction. The instruction section includes course planning documents and resource links, which permit the teacher to develop unit and lesson plans linked to the curriculum.
3. Assessment. The assessment section includes information on assessment planning and district assessment as well as a bank of test items for each course in the curriculum. Teachers are able to create tests and quizzes from the course bank, which students can in turn complete online, with e-clickers, or with pencil and paper.

4. Data Utilization. Teachers and administrators can generate a variety of different reports to determine mastery and proficiency for each assessment created. The data generated in the assessment process can be pulled together for comparison with national, state and district averages or broken down to analyze individual students, classes, teachers, and demographics.

To Log in to the Elements software, go to https://elements.schools.nc.gov.

MBA Research

North Carolina is a member state of the consortium known as the MBAResearch and Curriculum Center. Membership gives North Carolina Marketing and Entrepreneurship teachers access to materials designed to support the teaching of core business concepts and practitioner validated skills via an online registration and delivery system. MBA Research also supports the CTE DECA student organization through alignment of competitive events and programs with the MBA National Standards for entrepreneurship, finance, hospitality/tourism/entertainment, management/administration, and marketing.

The evaluation tools offered by MBAResearch support both formative and summative assessment. Options include both authentic assessment tools (rubrics) and a wide range of more traditional objective testing choices. The consortium, working in cooperation with DECA, Inc., also offers a series of exams used for DECA’s competitive events program.
**Formative Assessment.** The curriculum and instructional material developed by MBAResearch includes formative assessment used in the context of practice to help both student and teacher determine how effectively students have learned the targeted learning outcomes. Used appropriately, formative testing is not used in determining student grades.

- Leadership Attitude Performance (LAP) Modules are ready to use lesson plans. Each module supports and provides instruction for a competency or industry-validated performance indicator. Each LAP normally includes both a practice test (usually short answer) and post-test (multiple choice). LAP modules that focus on a specific skill typically include a scenario and rating form for use with more authentic assessment. Online objective tests are automatically scored and statistical data are then made available for teacher use.

- Course Guides include exams that can be used as-is or divided into smaller parts for use in quizzes. Most course guides include rubrics, rating forms, or other tools appropriate for use with authentic assessment.

- Hands-on projects offer students contextual learning in the form of project-based, learning experiences within the framework of the national business administration standards. Within each project are assessment checkpoints and related rubrics.
Summative Assessment

Most tests may also be used for summative testing which is most often thought of as the quizzes and exams used to determine student grades. For each program of study, there is available a corresponding online exam for documenting student learning outcomes over the entire multi-course program of study (end of program assessment).

Comparable forms of each exam are offered as (formative) pre-tests and as (summative) post-tests. Each test is aligned with the national Business Administration standards and with the corresponding program-of-study.

Program-of-study (end-of-program) exams are available at three different levels or degrees of rigor: Standard, Accelerated, and Honors-Ready. Exams (and corresponding programs of study) at these three levels are progressively more advanced and vary based on the number of competencies or performance indicators addressed, the complexity of these performance indicators, and pedagogical methods used in each program of study.

CREDENTIALING IN BUSINESS AND MARKETING EDUCATION

The attainment of an industry-recognized credential ensures that students graduate from high school globally competitive for work and postsecondary education with validated 21st century skills.

When evaluating credentials for students, six critical components are considered. The credential:

- Is industry-recognized.
- Meets high-skill, high-demand, or high-wage current or emerging occupations.
- Adds value for students seeking employment or postsecondary education.
- Provides students with enhanced employment opportunities.
- Is developmentally appropriate for high school students.
- Is cost effective.

Credentialing is industry recognition or confirmation of subject knowledge or the ability to perform certain tasks. The focus is on assessing the attainment of current experience, knowledge, and skill base.

Many high schools build credentialing into their curriculum as a required summative assessment for their students. Credentialing can be free of charge for students or the fee may be reimbursed to students upon successfully passing the credentialing exam. For example: Microsoft Office Specialist Certifications (e.g., Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Access, Microsoft Word Expert, Microsoft Excel Expert, Microsoft Outlook) are examples of industry certifications that can be earned before high school graduation. It should be noted that completed industry certifications may lead to entry-level jobs during or immediately after high school. Most industry credentials represent the validation of one or more “skill sets” which represent only a portion of a job.

Many credentialing programs offer “pathway” examinations (e.g., CompTIA A+ for computer engineering, Assessment of Skills and Knowledge (A*S*K) for concepts of entrepreneurship management or fundamental marketing concepts, and National Professional Certification for customer service or sales) that lead to a completed industry certification in a particular area and/or skill level. Other certification entities may refer to their examinations as “complete” certifications (e.g., Microsoft Office Specialist which is a completion of 7 certifications), but acknowledge that these are “pathway” examinations that are part of a formal certification “track” (program) which requires multiple examinations for full program certification.

### Credits

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**TQP ISLES-S Instructional Strategies**

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<th>Grouping</th>
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