

## Formative & Summative Assessment

The Difference between formative & Summative Assessment

Summative and Formative Assessment are two ways

to evaluate a student's learning.

→ Formative Assessment is used to monitor student's learning to provide ongoing feedback that can be used by instructors or teachers to improve their teaching and by students to improve their learning. e.g. classroom polls, exit tickets, early feedback on

→ Summative Assessment is used to evaluate

student's learning at the end of an instructional unit by comparing it against some standard or benchmark. Examples are mid-term exams, final projects,

papers, district benchmark scores used for accountability

→ FA is an ongoing activity. → SA takes place at a complete

The evaluation takes place

during the learning process. process but after it.

→ Monitors the learning process → Assigns grades

→ The purpose is to improve student's learning

→ Evaluations include little → Evaluations include

content areas

→ Considers evaluation as

a process

complete chapters or units

→ Considers evaluation

as a product

## Difference between Accuracy & Fluency

Accuracy  
Clear and articulate speaking or writing

Language free from grammatical mistakes

Words spelled or pronounced correctly.

Language appropriate to the situation or context.

Fluency

The ability to produce written and / or spoken language with ease.

Speech with a good but not necessarily perfect command of intonation, vocabulary and grammar.

Communicative ideas

effectively.

Produce continuous speech

without ceasing.

Comprehension difficulties or a break down in communication.



## Assessment Rubrics

A rubric is a learning and assessment tool that articulates the expectation for assignments and performance tasks by listing criteria, and for each criteria, describing levels of quality. (Andrade's)

Rubrics contain following features:

- a task description or a descriptive title of the task - students are expected to produce or perform
- a scale (and scoring) that describes the level of mastery (e.g. exceed expectation, doesn't meet expectation);
- components / dimensions - students are to extend to in completing the assignment/tasks (e.g. types of skills);
- description of the performance quality / performance descriptor(s) of the component / dimension at each level of mastery

A Rubric can be analytic or holistic. An analytic rubric articulates different dimensions of performance and provides ratings for each dimension. A holistic rubric describes the

overall characteristics of a performance and provides a single score. The features of the two are as follows:

Analytic Rubric  
Advantage: Identifying specific students strengths and weaknesses can be informative for improving learning and instruction.

Holistic Rubric

More intuitive and efficient to score.

- Once trained, raters tend to be consistent (i.e. high reliability)
- Simplified rater training and implementation.
- Less complex to understand for the students.

Disadvantage: It can be time consuming to create the rubric and calibrate ratings for each dimension of performance.

It does not give students specific feedback for improvement.

Often used when - diagnostic/formative feedback is important.

- a single trait is being measured
- a snapshot of overall achievement is appropriate



### Rubrics are beneficial to Teachers:

- Provide students with feedback that is clear, direct, and focused on ways to improve learning.
  - Demystify assignment expectations so students can focus on the work instead of guessing "what the teacher wants".
  - Adapt your approach to teaching aspects of a course based on thematic gaps in student learning that are easily identified by reviewing rubrics across a class.
  - Develop consistency in how you evaluate student learning across students and throughout a class.
  - Reduce time spent on grading; increase time spent on teaching.
- Rubrics help students:
- Focus their efforts on completing assignments in line with clearly set expectations.
  - Self and Peer - reflect on their learning, making informed changes to achieve the desired learning level.