FORMATIVE

AND

SUMMATIVE

ASSESSMENT

COMPARING THE 2 TYPES OF ASSESSMENT

Formative assessment is DIAGNOSTIC.

Provides informal, ongoing feedback to students and instructors about how well students understand course concepts.

Its purpose is to **IMPROVE** student performance through instructor intervention or student self-reflection.

- Low-stakes
- Quick
- Narrow Focus
- Ongoing
- Instructor Feedback
- Self Reflection
- Peer Assessment

- Quizzes / Polls
- Games
- Group Work
- One-minute Papers
- Peer Reviews
- Concept Maps
- Class Discussions
- Exit Tickets

Summative assessment is EVALUATIVE.

Formal measurement of skill and knowledge acquisition at the end of a learning unit, often compared to a standard or benchmark.

Its purpose is to **EVALUATE** student learning outcomes, assign grades, and collect student achievement data.

- High-stakes
- Controlled Conditions
- Comprehensive
- Aligned with Course Goals
- Instructor Feedback
- Mastery Criteria

- Course Exams
- Final Projects
- Presentations
- Reports
- Research Papers
- Standardized Tests
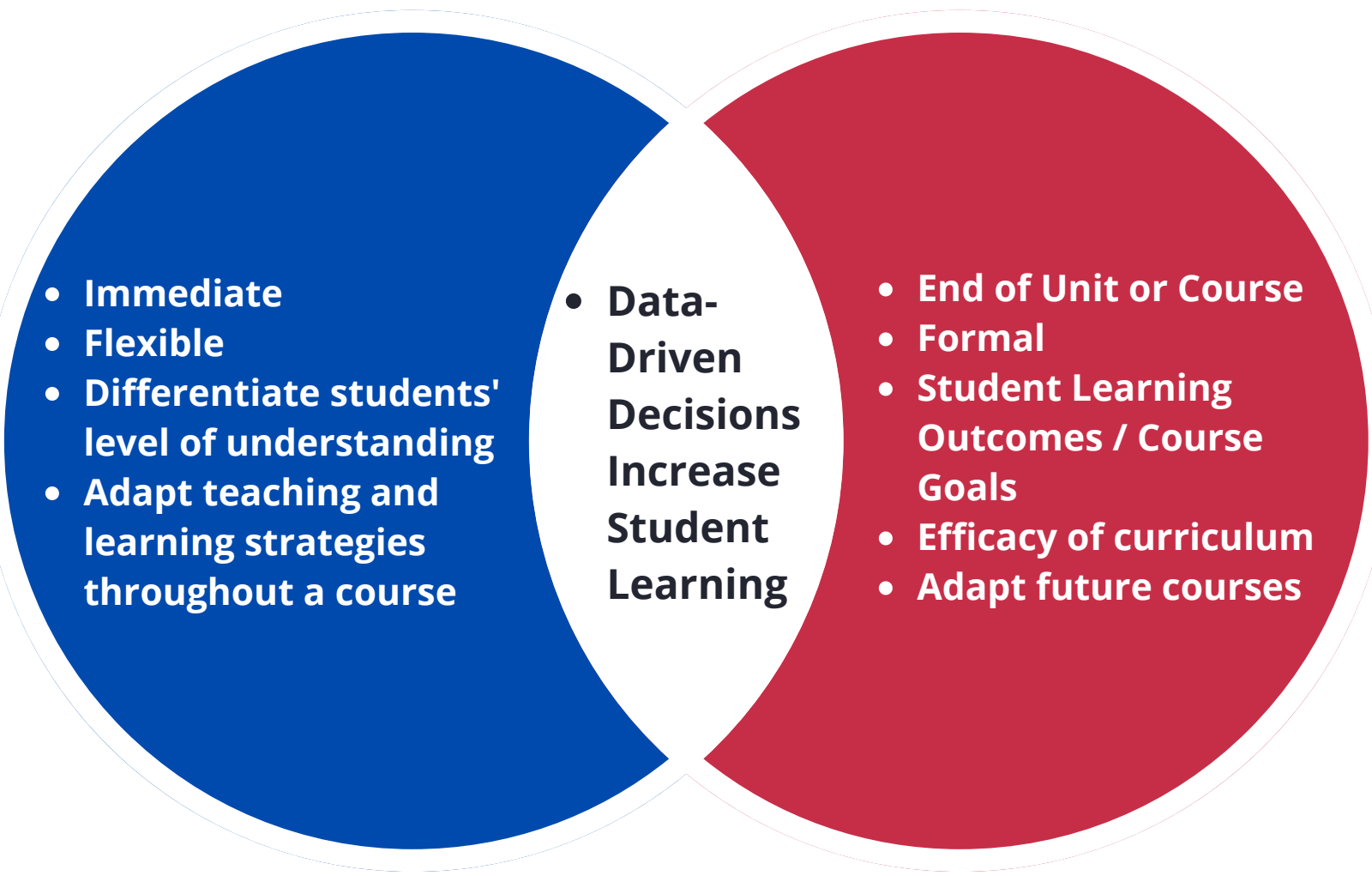- Performance/Recital
- Portfolio

Formative Assessment

USING DATA TO DRIVE COURSE LEVEL TEACHING STRATEGIES.

Summative Assessment

USING DATA TO DRIVE COURSE DESIGN, AND INSTITUTIONAL DECISIONS

- Immediate
- Flexible
- Differentiate students' level of understanding
- Adapt teaching and learning strategies throughout a course

- Data-Driven Decisions Increase Student Learning

- End of Unit or Course
- Formal
- Student Learning Outcomes / Course Goals
- Efficacy of curriculum
- Adapt future courses

Quick Data Collection Tips

Easy access to some Blackboard Analytics

- If you use a rubric to assess student performance and provide feedback, be sure to run the **Rubric Evaluation Report** to view rubric statistics.

- After your students take a test or quiz, run an **Item Analysis** to assess overall student performance, find areas of strength and weakness, and analyze the effectiveness of your assessment.

- View **Column Statistics** for any item in the grade center to analyze grade statistics like maximum value, minimum value, average, median, and grade distribution.

- If you are interested in seeing which content areas of your course generate the most activity, run an **Activity Inside Content Areas** report.

- If you would like to know how much time students are spending in the course individually or on average, run a **Course Activity Overview**.

LINDSEY WILSON COLLEGE