

Formative vs Summative Assessments

	FORMATIVE	SUMMATIVE
Purpose	Gauge student learning and provide feedback	Evaluate overall achievement
Timing	Throughout the learning process	At the end of an instructional period (unit, semester, year, etc.)
Frequency	Frequent and ongoing (daily, weekly, etc.)	Infrequent, usually a few times a year
Stakes	Low-stakes	High-stakes
Examples	<ul style="list-style-type: none">• In-class discussions• Weekly quizzes• Polls• Surveys• Bell ringers• Exit tickets• Homework• Group work• Chat with students• Self-assessments• Peer assessments	<ul style="list-style-type: none">• Instructor-created exams• Final essays• Final presentations• Final reports• Final projects• Portfolios• State standardized tests• National standardized tests (i.e. ACT/SAT)

Formative Assessments Teacher Professional Learning

Cathy Box



Formative Assessments Teacher Professional Learning:

Common Formative Assessment Kim Bailey, Chris Jakicic, 2011-10-11 Teams that engage in designing using and responding to common formative assessments are more knowledgeable about their own standards more assessment literate and able to develop more strategies for helping all students learn In this conversational guide the authors offer tools templates and protocols to incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning

Formative Assessments and Teacher Professional Learning Dineke E.H. Tigelaar, Douwe Beijaard, 2017-10-02 How can formative assessment be used as a means to support teacher professional learning This book presents several studies from different countries on approaches to formative assessment of teachers both before they start working and during their careers These approaches draw on insights from studies into effective teacher professional development Together the chapters in this book provide an overview of the various ways in which formative assessment may be used to support teacher professional learning and shed light on choices that can be made in designing such assessments The studies illustrate how teachers may perceive formative assessment methods how their learning processes might unfold during formative assessment processes and which struggles they may have to deal with during the process The book furthermore addresses questions concerning the impact of formative assessments on teacher learning As such this volume provides theoretical as well as practical prospects as well as challenging ideas for how formative assessment may move further towards being an effective means for supporting teacher learning This book was originally published as a special issue of *Teachers and Teaching Theory and Practice*

Formative Assessment in the Disciplines Margaret Heritage, E. Caroline Wylie, 2020 Heritage and Wylie outline a framework for helping teachers develop and extend their competency in enacting discipline based formative assessment practices across the continuum of preservice and professional learning

Common Formative Assessment Kim Bailey, Chris Jakicic, 2012 In *Common Formative Assessment A Toolkit for Professional Learning Communities at Work* authors Kim Bailey and Chris Jakicic argue that real improvement in student achievement can begin when teams tackle the task of writing and implementing common formative assessments They assert that teams that are engaged in designing using and responding to common formative assessments become more knowledgeable about their standards more assessment literate and able to develop more strategies for helping all students learn The authors use a comfortable conversational tone to describe how to create and incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning They provide numerous accessible tools and templates for teams to adjust to suit their own needs and offer protocols with clearly listed steps educators can take to facilitate the formative assessment process Chapter 1 provides an overview of the purpose structure and workings of a professional learning community The authors provide an explanation of how common formative assessments fit into the work of teams Chapter 2 defines common formative assessments and explains where they along with other types of assessments fit

in a balanced assessment system and provides schools with guidelines for designing these systems using assessment data effectively and efficiently Chapter 3 explains how teams can approach the foundational work of identifying and using power standards as the starting point for creating common formative assessments Chapter 4 guides teams through the process of unwrapping their power standards to reveal clear learning targets for instruction and formative assessment Using a seven step process chapter 5 focuses on how to develop and design assessments for learning targets in a way that will provide accurate data and clear information to teachers and students Chapter 6 provides tools and outlines steps for creating pacing guides and designing unit plans that respond to and incorporate assessments Chapter 7 contains protocols teams can use to gather organize and analyze data in a way that will best enable them to identify students needs Chapter 8 explores ways that teachers can involve students in the assessment process and encourage students to assume ownership of their own learning Chapter 9 addresses how teams can continue to improve stay motivated and sustain their efforts

Advancing Formative Assessment in Every Classroom Connie M. Moss,Susan M. Brookhart,2010-10-04 Formative assessment is one of the best ways to increase student learning and enhance teacher quality But effective formative assessment is not part of most classrooms largely because teachers misunderstand what it is and don t have the necessary skills to implement it In this practical guide for school leaders authors Connie M Moss and Susan M Brookhart define formative assessment as an active continual process in which teachers and students work together every day every minute to gather evidence of learning always keeping in mind three guiding questions Where am I going Where am I now What strategy or strategies can help me get to where I need to go Chapters focus on the six elements of formative assessment 1 sharing learning targets and criteria for success 2 feedback that feeds forward 3 student goal setting 4 student self assessment 5 strategic teacher questioning and 6 engaging students in asking effective questions Using specific examples based on their extensive work with teachers the authors provide Strategic talking points and conversation starters to address common misconceptions about formative assessment Practical classroom strategies to share with teachers Ways to model the elements of formative assessment in conversations with teachers about their professional learning What if scenarios and advice for how to deal with them and Questions for reflection to gauge understanding and progress As Moss and Brookhart emphasize the goal is not to do formative assessment but to embrace a major cultural change that moves away from teacher led instruction to a partnership of intentional inquiry between student and teacher with better teaching and learning as the outcome

Formative Assessment in a Professional Learning Community Betsy Moore,Todd Stanley,2013-08-06 The ideas and examples in this book help teachers successfully collaborate to raise student achievement through the use of formative assessments Here Todd Stanley and Betsy Moore educators with over 40 years of combined experience offer proven formative assessment strategies to teachers in a professional learning community

Improving Formative Assessment Practice to Empower Student Learning Katharine E. Cummings,Lindsay Akers Noakes,Arlen R. Gullickson,Paula E. Egelson,Kelley M.

Norman,2012-02-24 Supercharge your formative assessment skills and watch student learning soar with this book s proven method Includes case studies examples and a companion website with tools and templates **Formative Assessment**

Margaret Heritage,2010-06-14 Packed with examples from various subjects and grades this guide walks readers through every step of the formative assessment process from articulating learning goals to providing quality feedback **Formative Assessment in United States Classrooms**

Cathy Box,2018-12-12 This book examines the history of formative assessment in the US and explores its potential for changing the landscape of teaching and learning to meet the needs of twenty first century learners The author uses case studies to illuminate the complexity of teaching and the externally imposed and internally constructed contextual elements that affect assessment decision making In this book Box argues effectively for a renewed vision for teacher professional development that centers around the needs of students in a knowledge economy Finally Box offers an overview of systemic changes that are needed in order for progressive teaching and relevant learning to take place **Common Formative Assessments**

Larry Ainsworth,Donald Viegut,2006-04-20 A powerful resource The authors clarify the terminology of assessment with painstaking precision and offer specific practical steps to help educators develop their assessment literacy Richard DuFour Educational Author and Consultant Highly recommended a clear and helpful guide to navigating the terrain of instruction assessment and standards Mike Schmoker Author Speaker and Consultant A powerful way of coping with accountability This important book lays out a game plan for coming up with an educationally defensible response to today s score boosting pressures W James Popham Professor Emeritus UCLA Graduate School of Education and Information Studies In this era of high stakes testing this book conveys the power of formative assessments as a means of improving student achievement by providing educators specific and timely information they can use to plan instruction Nancy Stark Education Manager of School Improvement and Literacy Connecticut State Department of Education Now you have powerful means to closely align curriculum instruction and assessment to the standards essential for student success You will learn how teams of teachers in the same content area or grade level can collaboratively develop test and refine common formative assessments in order to gain reliable and timely feedback on student progress The results provide teachers with critical insight into how well students are understanding the standards what changes are needed in instructional strategies and how to best meet the needs of every student This timely resource presents the big picture of an integrated standards based instruction and assessment system and offers instructional leaders and teacher teams guidelines for o Developing high quality common formative assessments o Aligning school based common formative assessments with district benchmarks and large scale summative assessments o Predicting likely student performance on subsequent assessments in time to make instructional modifications o Implementing and sustaining common formative assessments within the school s or district s assessment culture This book is a must read for all educators and leaders committed to improving standards based assessment practices in their district school or classroom **Formative Assessment**

Strategies for Enhanced Learning in Science, K-8 Elizabeth Hammerman, 2009 Hammerman focuses on the meaning and centrality of formative assessment providing insights examples and ties to numerous individual initiatives to improve science experiences for students and to inspire better teaching for teachers Robert E Yager Professor of Science Education University of Iowa This book addresses the various assessments used in our schools and how they can be approached to improve learning Elizabeth Alvarez Math and Science Coach Chicago Public Schools IL Use formative assessment to guide successful teaching and learning in science Proven to be one of the most powerful tools for promoting effective learning formative assessment enables teachers to capture evidence of student thinking and learning and use that information to adjust instruction In this concise resource science educator Elizabeth Hammerman clearly outlines the formative assessment process and provides practical strategies for embedding assessments into the K 8 standards based science curriculum This research based book demonstrates how student centered assessment helps students assume more responsibility for what they learn and how they learn Teachers can use the various models of formative assessments to monitor student progress and evaluate learning The author guides readers through discussions thought and reflection activities analyses of assessment techniques and applications to classroom practice Ideal for teachers and science and curriculum specialists this user friendly resource provides all the necessary tools to Assess student understanding using observation checklists questioning strategies notebooks reports graphic organizers projects and performance tasks Differentiate science instruction to reach all learners Use rubrics as a means of discovering student strengths and weaknesses Collect student data to inform instructional decisions With this easy to implement guide any teacher can effectively use formative assessment strategies to enhance instruction and increase student achievement in science *Formative Assessment for Secondary Science Teachers* Erin Marie Furtak, 2009-06-17 Covering physics physical science life science biology earth and space science and chemistry this research based guide shows secondary teachers how to develop and use formative assessments to enhance learning in science *Handbook of Formative Assessment* Heidi Andrade, Gregory J. Cizek, 2010-04-02 Formative assessment has recently become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement Consequently supporters of large scale testing programs are now beginning to consider the potential of formative assessments to improve student achievement The mission of this handbook is to comprehensively profile this burgeoning field of study Written by leading international scholars and practitioners each chapter includes a discussion of key issues that dominate formative assessment policy and practice today as well as those that are likely to affect research and practice in the coming years Key features include Comprehensive nineteen chapters cover all aspects of formative assessment including classroom assessment large scale applications technological applications applications for special needs students K 12 and post secondary applications psychometric considerations case studies and discussion of alternative assessment formats such as portfolios and performance assessments

Integrative thoughtful attention is given to the integration of large scale and classroom assessments Practical provides practical guidance on how to conduct formative assessments that generate credible information to guide instruction Global provides perspectives from leading international scholars and practitioners whose expertise spans diverse settings student populations and educational systems Accessible Style although grounded in the latest research the book s style and tone has been carefully crafted to make it accessible to both the textbook and professional markets It will also be a critical reference book for researchers in teacher preparation educational administration and educational policy studies **Reach the**

Highest Standard in Professional Learning: Data Thomas R. Guskey,Patricia Roy,Valerie von Frank,2014-06-05 When teachers use data effectively students see results Part of a series on Learning Forward s seven Standards for Professional Learning this volume guides teachers and school leaders toward successful data based decision making an essential component of effective professional learning and school development The book s features include An original think piece by Thomas Guskey on using data in deliberate and thoughtful ways Specific implementation strategies that focus on analyzing student educator and system data and assessing progress A detailed case study of one district s journey to successful use of data and how it led to measurable improvement in student achievement **Differentiated Teacher Evaluation and**

Professional Learning Mary Lynne Derrington,Jim Brandon,2019-05-15 This book discusses teacher evaluation and how it can provide the foundations for professional development The editors and contributors illustrate how teachers with varying levels of expertise experience and learning needs can benefit from differentiated evaluation and professional development designed to help them reach their full potential The book examines various aspects of differentiation including levels of experience from pre service to veteran practices of school principals as they supervise and evaluate staff and wider education policies that can support or hinder differentiation Providing fascinating insights into how teacher evaluation policies can support practice in a variety of contexts this timely collection will be of interest and value to students and scholars of teacher evaluation and professional development **Informing the Practice of Teaching Using Formative**

and Interim Assessment Robert W. Lissitz,2013-03-01 This book focuses on interim and formative assessments as distinguished from the more usual interest in summative assessment I was particularly interested in seeing what the experts have to say about a full system of assessment This book has particular interest in what information a teacher a school or even a state could collect that monitors the progress of a student as he or she learns The authors were asked to think about assessing the effects of teaching and learning throughout the student s participation in the curriculum This book is the product of a conference by the Maryland Assessment Research Center for Education Success MARCES with funding from the Maryland State Department of Education *Using Quality Feedback to Guide Professional Learning* Shawn Clark,Abbey Duggins,2015-09-23 Professional development just got more effective To help teachers make positive changes for their students transform your feedback With this guide to quality feedback you ll promote professional growth clearly and

successfully with lasting results Whether you work with novices struggling teachers or good teachers with potential for greatness this book helps you give feedback that is both heard and understood Features include Research based ideas aligned with the Learning Forward Standards for Professional Learning Structures for offering feedback on teacher created assessments in observations and through videos Advice that fits seamlessly into existing initiatives Tools artifacts and examples of quality feedback in action **Common Formative Assessment** Kim Bailey,2023 **Handbook of Research**

on Professional Development for Quality Teaching and Learning Petty, Teresa,Good, Amy,Putman, S.

Michael,2016-06-16 As educational standards continue to transform it has become essential for educators and pre service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations However there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process Focusing on teacher effectiveness and support provided to current and pre service educators this publication is a comprehensive reference source for practitioners researchers policy makers graduate students and university faculty **New Frontiers in Formative Assessment** Pendred Noyce,Daniel T. Hickey,2011 New Frontiers in Formative Assessment blazes the trail for educators interested in assessment as learning and formative assessment in the classroom The authors draw research from a number of classroom environments to show why this process is successful

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