

Formative vs. Summative Assessment

Purpose:

Participants will read the article "*Practical Assessment, Research and Evaluation*" by Carol Boston of the University of Maryland, College Park. They will compare and contrast formative vs. summative assessment. Formative assessment and its benefits will be discussed.

Overview:

Participants will read assigned portions of the article "*Practical Assessment, Research and Evaluation*" by Carol Boston of the University of Maryland and prepare a summary of the material on poster paper for a whole group discussion. While the article discusses both formative and summative assessment, the focus is on formative assessment and the benefits in the classroom. Each group will report on the big ideas of the assigned reading material and discuss with the whole group.

TexES Mathematics 4-8 Competencies. The beginning teacher:

- VI.017.G Recognizes the implications of current trends and research in mathematics and mathematics instruction.
- VI.018.A Demonstrates an understanding of the purpose, characteristics, and uses of various assessments in mathematics, including formative and summative assessments.

Materials.

- Chart paper
- Markers
- Highlighters (one per person)
- Article "*Practical Assessment, Research and Evaluation*"
<http://PAREonline.net/getvn.asp?v=8&n=9>

Terms.

Formative assessment, summative assessment, feedback, self-evaluation, self-monitoring strategies, questioning strategies

Transparencies.

- *Formative Assessment*
- *Summative Assessment*

References:

Boston, Carol (2002). "*Practical Assessment, Research and Evaluation*".

<http://PAREonline.net/getvn.asp?v=8&n=9>

Procedure:

Steps	Questions/Math Notes
1. Assign sections of the article <i>“Practical Assessment, Research and Evaluation”</i> by Carol Boston to different groups. Allow 15 to 20 minutes for the groups to read, discuss, and summarize the big ideas on chart paper. Emphasize that they will have a few minutes to present and will need to focus on the “big ideas”.	Ask participants questions to clarify and extend their thinking about formative and summative assessment during the discussions. <i>How will you organize your ideas?</i> <i>What are ways to communicate these ideas?</i> <i>How do these ideas connect?</i> <i>Why are these ideas important?</i>
2. Have each group report their summaries to the whole group. Debrief the reading activity with questions that connect the sections read.	<i>What are the “big ideas” in your reading section?</i> <i>What is formative assessment?</i> <i>How does formative assessment compare to summative assessment?</i> <i>How could you use formative assessment in the classroom? Summative assessment?</i> <i>How does formative assessment support “all kids can learn”?</i> <i>What was most interesting about the section of the article you read and why?</i> <i>What was the most profound statement you read in the article? Explain.</i>