

Three Types of Assessments

PRE-ASSESSMENT, FORMATIVE ASSESSMENT (FOR LEARNING), AND SUMMATIVE ASSESSMENT (OF LEARNING)

| | Pre-Assessment | Formative Assessment=For Learning | Summative Assessment=Of Learning |
|--------------------------------|---|---|--|
| Defined | Finding out all you can about a student's skills, readiness levels, learning preferences, learning styles, multiple intelligences, etc. in order to design instruction that meets student's needs. | Involving students in assessment practices and a continuous flow of information about student's progress in order to 1. advance student learning and 2. monitor progress. | An assessment given at the end of the lesson or unit where students demonstrate their level of mastery in meeting standards. |
| Place in Time | Before learning | During learning | After learning |
| Primary Users | Teachers and students | Teachers and students | Policy makers, program planners, supervisors, teachers |
| Student's Role | Demonstrate current learning needs | Help in setting learning goals, monitor progress toward goals, demonstrate progress | Demonstrate mastery of standard (s) |
| Teacher's Role | Assess where student's current learning needs are in order to tap prior knowledge and build bridges from old knowledge to new knowledge | Transform standards into incremental classroom targets, inform students of incremental targets, have students set learning goals, involve students in the assessment process, reward student effort on their way to mastery, check for understanding so as to design instruction that meets student's just-in-time learning needs | Assess student's mastery accurately; interpret results to parents and students; grade performance in terms of meeting standard (s) |
| Frequency of Assessment | 1. Pre-assess students' interests, skills, learning profiles, learning styles, and multiple intelligences at the start of the year. 2. Pre-assess skill level and readiness just before each new unit begins | Assess periodically, daily, throughout lesson and/or unit | Assess at the end of each unit and/or lesson |

*Adapted from Rick Stiggins, Assessment Training Institute, www.assessmentinst.com

A Sampling of Types of Formative Assessment

Formative Assessment: "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (CCSSO)

| Type | Explanation | Examples / Suggestions | Additional Information |
|--|--|--|---|
| Conferencing/ individual/small group | The teacher meets with students to discuss a specific targeted skill. The teacher can record the student's progress toward the standard and what is the next step for them. | Video example: http://www.youtube.com/watch?v=Pad1Ac5Hhg Good feedback video also! | |
| Discussion | The teacher asks targeted questions and records informally student responses. This can be done whole group, small group. Later this information can be transferred to the student's grade pages When students enter or begin the lesson, they are presented with the goal for the lesson. At the conclusion, they complete a brief simple assessment that the teacher can use to assess their skill level on the goal and what they need to do next. | Name as many geologic periods as you can. Extension: Put them in the correct order Struggling: Provide the first letters or other hints | http://wblrd.sk.ca/~p_estpractice/exit/resources.html |
| Exit slip/admit | | | |
| Four corners | Corners are labeled: Strongly agree, agree, disagree and strongly disagree. Present a controversial statement and have students go to the corner that best fits their opinion. Students then pair up to discuss why they feel as they do. Teacher circulates and records comments. Next there can be a whole group discussion, where opinions are defended and or students can return to their desks to write a brief defense of their opinion. | As a class, study the available information on Global Warming. Next present the following question: The planet Earth is getting warmer and we must make immediate changes in our behavior to prevent disaster. Have students select their corner and work to create a presentation with support data | http://deblidespirt.suite101.com/four-corners-activities-a170020 |
| Games | As students play the game, the teacher circulates with a clip board and records individual observations on student skills. This information will drive later small group lessons. | As students play Contig, the teacher circulates around the room, recording on a clipboard at what skill level students are playing the game. Are they just using addition, or are they using multiple steps. | Mathwire.com has the game board and explanation of the game. http://mathwire.com |

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| Graphic Organizers | The teacher presents a variety of graphic organizers and allows students to choose from a sample to demonstrate their knowledge on a given standard. As they work, the teacher can circulate around the room and discuss choices with the students. This information, along with the final product can drive further learning. | The teacher posts a question, such as how many cups in 2-1/2 quarts. Students record their response, and when requested, show their answer. Teacher notes students who are having difficulty. | Students use a Venn Diagram to compare and contrast the books <u>Polar Express</u> and <u>Silver Packages</u> . http://www.eduplace.com/graphicorganizer/pdf/venn.pdf |
| Individual white boards | Students record their answer to a given question on their white boards. On the teacher's signal, the students raise their boards so the teacher can see if they arrived at a reasonable answer. This would drive later small group work. | Math: Create a graph on the classroom floor, in the hall or in the gym and have students locate coordinates by moving to them. Begin with small groups or pairs. | Alternate white boards can be cardboard in a clear page sleeve or shower board. http://www.ehow.com/list_7793126_idea_s-learning-through-movement-classroom.html |
| Kinesthetic assessment | This assessment requires students to incorporate movement to demonstrate their understanding. The teacher can make notes on their understanding for further learning. | There are 4 groups : Tide(those who feel they are drowning in information); Gain(understand basics but missing some key parts; Bold(fairly confident, just some missing details)Cheer (sure of success , looking for enrichment) | The teacher collects all or some of the logs after students have completed a task. Students will comment on their level of comfort with the information, as well as what was learned and what questions they may still have. |
| Learning/Response logs | Students maintain a log where they record their learning, or respond to a lesson regarding their understanding. | The teacher walks around the room as students are engaged in an activity. There is a specific skill that is being addressed and the teacher will record what she/he sees on informal notes to be transferred to the student's grade pages to drive further instruction. | Students are working on a math challenge requiring using manipulatives to determine various equivalent fractions. The teacher will walk around and record what is observed, who demonstrates mastery and who needs more support. Suggestion: Create a sheet with student names down the left and open slots at |
| Observations | | | The teacher maintains a log where they record their learning, or respond to a lesson regarding their understanding. http://www.busyteacherstore.com/literacy/reader_response.html http://www.nycompcenter.org/docs/form_assess/ForAssessObsLessonPlanTool.pdf |
| Laundry Day | This is a student self-assessment where they select a group with which to study for a summative assessment. Previous class work can also be used as criteria. | There are 4 groups : Tide(those who feel they are drowning in information); Gain(understand basics but missing some key parts; Bold(fairly confident, just some missing details)Cheer (sure of success , looking for enrichment) | The teacher collects all or some of the logs after students have completed a task. Students will comment on their level of comfort with the information, as well as what was learned and what questions they may still have. |