***Utilizing Formative and Summative Assessment***

This session introduces faculty to the assessment cycle and the importance of utilizing both formative and summative assessment opportunities.  At the end of this unit, faculty will be able to:

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| **Objectives** | 1. Distinguish between formative and summative assessment methods. 2. Schedule opportunities for both formative and summative assessment methods during a course's run. 3. Explain how to close the loop on student assessment and the impact doing so has on student learning outcomes. |
| **Assessments** | Master level- post-teaching reflection |

**Resources**

***What is the difference between formative and summative assessment?***

Formative assessments provide both students and faculty with the information we need to improve the learning process *while it’s happening.* Formative assessment’s goal is to monitor progress toward a learning goal or objective by providing information in a timely manner that allows us as faculty to respond to the academic needs our students have.

Here think- in-class polling, informal quizzing, summaries or review discussions we have, oftentimes during class.

Summative assessment on the other hand is generally administered at *the end of a learning unit or course.* Typically the goal of a summative assessment is to measure the mastery of course learning objectives and students are graded on these assignments.

Here think-end of course final exams, end of chapter quizzes, outcomes assessment activities, etc.

* Distinguishing between [formative and summative assessment methods](http://www.aiuniv.edu/blog/june-2015/formative-vs-summative)
* Some quick and effective [formative assessment techniques](https://cft.vanderbilt.edu/guides-sub-pages/cats/) to try in your next class meeting

***When should I use these different assessment methods?***

Formative assessment can be as an informal as using in-class polling techniques such as clickers (or merely looking around the room to see if any students appear confused while teaching) to as in depth as a rough draft of a major course assignment. The more formative assessment opportunity provided, the more growth in student learning, so we should attempt to provide this feedback early and often throughout a course’s run.

Think of it this way-if students are veering off track, the earlier we figure this out, the easier it will be to get back on course.

Summative assessment needs may vary depending on the nature of your course. Some courses may build toward one major summative assessment such as a capstone project, whereas other courses might build weekly quizzes or written reflections into the course schedule.

The best assessment approach will provide frequent opportunities for both types of assessment, as well as to close the assessment loop…speaking of which…

* Characteristics of [formative and summative assessment](https://docs.google.com/document/d/1za1F4po2gntb1KjTHbGMsi6Ovh8fn8DZgPEI5J5RXP8/edit?pli=1) methods

***What does it mean to ‘close the loop’ on assessment?***

To maximize the effectiveness of our instructional efforts, assessment should be seen as a cycle, where students are given multiple opportunities to refine work and correct identified errors as they progress through our course.  Have you ever noticed that often the feedback we provide is after a grading opportunity and not incorporated by students into future work?

Closing the loop means to insert the opportunity for students to resubmit for summative assessment work after it has received your feedback. For example, if a student does poorly on a quiz, you may offer them a second chance after reviewing the content that they struggled with in class. Doing so will contribute to student learning gains by providing opportunity to learn from earlier mistakes and to incorporate your feedback into their work.

***How should I approach adding formative assessment to my classes?***

For this module we encourage faculty to take a look at how time during class (or how time in between Monday and Sunday in the online learning environment) is spent to assess their assessments. Does all feedback on performance occur after graded work is submitted? Or, are their opportunities to use class time to assess what was learned and incorporate this information into feedback students can use prior to submitting graded work.

It may help to plan these formative assessment checkpoints at various times each class meeting. We might also consider providing students with the opportunity to correct submitted work, with our feedback, to help close the loop. Perhaps via revision of submitted work, or via previewing student work via collection of rough drafts.

If you would like to discuss this topic, or to review your assessment plan with the CTE for feedback please feel free to send us an email at [facultydevelopment@wilmu.edu](mailto:facultydevelopment@wilmu.edu).

***How do I earn credit for this learning unit on my Pathway to Instructional Excellence?***

Our utilizing formative and summative assessment module is designated as a CTE (Center for Teaching Excellence) Mastery Level Elective. At this level, the CTE is looking to see faculty reflection on your usage of this particular instructional technique recently in the classroom. Of particular interest is how usage of this teaching skill contributed to student learning. Please address the following in your reflection:

* First-identify the action taken. Discuss the previous teaching experience that led to your decision to try this new instructional technique, assessment method, or approach to communication in the classroom. Discuss how what you learned in this unit was applied in the classroom.
* Second-reflect on the new teaching experience and its outcome. What did you observe from students? Did student understanding of learning outcomes or your expectations improve? Did the experience contribute to more engaging class sessions or student motivation? Did the experience provide students with more practical application of course learning content? Please note, whether the answers are yes or no to these questions, we can learn and grow as faculty members-so please be as honest as possible in your reflection.
* Finally-please provide a follow-up on this reflection. What might you do moving forward to help to continue to improve student learning outcomes? How might this activity be refined to anticipate learner needs? How might communication of your expectations been improved moved forward? Etc..

**CTE-Pathways to Instructional Excellence-Mastery Level Evaluation**

Faculty reflections will be reviewed during reading week of each block and will be assessed as either “Complete” or “Incomplete.” Complete reflections:

* Analyze why the instructional update would be predicted to help facilitate student learning
* Demonstrate understanding of learner-centered instruction through reflection of the student experience
* Assess how this technique can be used in the future to improve student learning

Faculty members whose reflections are rated “Complete” will earn a *Mastery Level* certificate for this learning unit. Reflections rated as incomplete will be provided feedback by members of the CTE and faculty will be provided the opportunity to consult with the CTE prior to resubmission. Submissions will be reviewed during reading week each block.