<table>
<thead>
<tr>
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<th><strong>FORMATIVE Assessments FOR Learning</strong></th>
<th><strong>SUMMATIVE Assessments OF Learning</strong></th>
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</table>
| **Relation to Instruction** | • Provides feedback and information during instruction  
• Monitors student progress | • Occurs after instruction and sums up the teaching and learning process  
• Determines mastery of standards |
| **Frequency**            | • Occurs on an ongoing basis (daily) | • Given at a particular point within a unit of study to determine what students know and do not know |
| **Relation to grading**  | • Graded to monitor progress  
• May not be graded - informs both teachers and students about student understanding at a point when adjustments can be made  
• Provides the information needed to adjust teaching and learning while they are happening | • Graded – it’s an accountability measure that is used as part of the grading process.  
• Grade shows student mastery in a numerical form |
| **Students role**        | • Active engagement – self assessment, setting learning goals | • Can be passive and active engagement |
| **Requirements for use** | • Clearly defined learning goals that students understand  
• Clearly defined criteria for success that students understand  
• Use of descriptive versus evaluative feedback | • Assessments that measure learning of standards  
• Assessment items using best practices  
• Can be administered in a variety of ways |
| **Examples (Not an exhaustive list)** | • Observations  
• Student conferences  
• Evidence from work samples  
• Paper/pencil tasks  
• At-home projects  
• Quick quizzes (monitors progress)  
• Short answer responses  
• Student groups to discover and practice activities  
• Classwork assignment  
• Ticket-out-the Door  
• Oral presentations | • State assessments  
• County assessments  
• Mid and end of unit assessments  
• Common assessments/quizzes  
• Performance assessments  
• Formal writing  
• In-school projects  
• Reading comprehension exercises  
• Quizzes (only show mastery)  
• Traditional paper and pencil exercise |
| **Purpose**              | • Designed to provide information needed to adjust teaching and learning while they are still occurring | • Designed to provide information about the amount of learning that has occurred at a particular point  
• Since summative assessments occur after instruction every few weeks, months, or once a year, they help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs |