Formative vs. Summative Chart
October 23, 2014

	FORMATIVE Assessments FOR Learning	SUMMATIVE Assessments OF Learning
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