



## Using Formative Assessments to Prepare Students for Mastery (Part 2)

**Jeff Suarez-Grant; Senior Instructional Designer; Center for Effective Teaching and Learning; California State University, Los Angeles** [00:00:15] So the difference between summative and formative assessment. Well, they both evaluate students, but in, kind of for different reasons or different purposes. We'll start with formative assessment. That really is typically a lower-stakes assignment or assessment that gives the student and you the instructor real-time data on learning in time to be able to make changes. Giving students multiple opportunities to practice, to show and demonstrate their learning, that's kind of the hallmark of formative assessment. Summative assessment is more about kind of proving, having students kind of prove their final attainment of those outcomes. So it's pretty high stakes, that summative assessment. Formative assessment, though, right, again, the idea is that you're getting information in time to make changes, to change the trajectory, whether that's the student changing their trajectory in the course or the faculty member discovering there's an issue and changing the course to better suit that, that group of students.

**Kenjuana McCray, EdD; Lead Program Coordinator; Arts & Humanities Program; Fayetteville Technical Community College** [00:01:17] Module outcomes and course outcomes are very important when planning assignments. We actually overlap when it comes to some of the assignments that we plan. So our high-stakes assignment, we always make sure that we keep that in mind when we're planning assignments throughout the course. So by the time the student gets to the high-stakes assignment, they have already practiced doing the high-stakes assignment in other modules.

**Hugh Broome, PhD; Associate Teaching Professor; School of Mathematics and Natural Sciences; The University of Southern Mississippi** [00:01:40] Each week my students get a formative quiz that is also in a multiple-choice format. And that allows them to first get comfortable with the multiple-choice format, and it allows them to be able to see that same style of question on the more summative assessment.

**Earle M. Crosswait III; Academic Specialist; Mathematics; Saginaw Chippewa Tribal College** [00:01:59] So the homework is done fully online, and there's automated and also instructor prompted feedback that are given to the students. How do I get the students to do the homework if it's not being graded or if it's not being included in their final grade? It goes back to the summative assessment. The summative assessments, those elements are connected to lessons and sometimes even specific homework questions. And so in the notes, when they're below level, if they're getting a 0 or a 1 in that evaluation, then I'm telling them to go back to this particular lesson. In general, a 1 usually means they haven't done the homework. One of my students in statistics keeps, has reassessed Module 1 material three times and gotten zeroes on two elements. Those two elements have lessons that are attached to them, and he hasn't done those two lessons. So he and I did those two assignments together, and at the end of the lesson, he said, "Wow, so that's why I was getting zeros. I guess it's important that I do the homework." And we talked about again, alignment and how the lessons that I'm giving you are not busy work.

**Earle M. Crosswait III** [00:03:14] When I'm asking you to go back and do the lesson, when you're looking at that, your evaluation after the assessment and it says in the notes to go back to lesson 3.1 or problem 14, the reason that I want you to do that is because I'm looking for you to have an 80 percent mastery of every lesson in the online platform, OK? Those lessons, the reason that I have chosen those lessons, is because those specific lessons are connected to the learning outcomes that we have for the class.

**Earle M. Crosswait III** [00:03:51] I will also say that I have one incentive that's built into the, into the summative assessment. The first time that they get an assessment on the module, about 20 percent of the questions on that assessment come directly from their homework. Whether, yeah, just pretty much directly from their homework. That's an incentive for them to do it so that they're gonna do better on that first assessment.



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**Candice L Freeman, PhD; Department Chair; Medical Laboratory Technology Program; Fayetteville Technical Community College** [00:04:20] I look at quizzes as a learning opportunity rather than assessment. The quizzes do prepare them for the summative assessment. And just like the summative assessment which is aligned to the unit objectives, so are the formative assessment questions. Usually, I try to make my quiz questions a little more rigorous than what's needed in the final, because I always want their reach to be farther than their grasp, so that when they do come to that summative assessment and they say, "Oh wow, I know this." Yep, you sure do, because you've worked for it.