Formative Assessment

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Key Points

There are two types of assessment, formative and summative.

• **Formative assessment is essential to successful differentiation.**

• **Formative assessment informs instruction.**
When the cooks tastes the soup, that’s **formative assessment**.

When the diner tastes the soup, that’s **summative assessment**.
Kids differ as learners.

To learn well every learner needs challenge and success.

We can’t achieve success by ignoring learner variability.

Attending to learner variability requires a flexible approach to learning.

Our approach must be rooted in a supportive environment, quality curriculum, and assessment informed instruction that responds to learner variance.

Adapted from Carol Ann Tomlinson ASCD webinar 2013
Formative Assessment:

- informs instruction in a differentiated classroom
- is often embedded in the instruction
- must be implemented with fidelity
- comes in a variety of forms
- are not graded (think for report cards)
- results are recorded in a variety of ways
- results are used by the classroom teacher to develop a profile of each student’s learning/strengths throughout a given unit (“photo album” of the student learning versus a “snapshot”)
- results are often shared with the students to facilitate the student’s capacity to reflect upon his, or her, learning and build responsibility for his, or her, own learning
The essential purpose of formative assessment is to move students’ learning forward while the learning is still in the process of developing.
Examples of Formative Assessment

**Very Informal**
- In the moment observations
- Anecdotal observations
- Verbal responses

**Informal**
- Recorded observations
- Partner or group products

**Formal**
- Exit slips
- Student response to a prompt
Conclusion

- **Formative instruction** is essential for successful differentiation.

- **Formative assessment** informs instruction.

- **Formative instruction** comes in a variety of forms.