

Assessment: Formative and Summative Learning Questions and Student Tasks

Rationale: Ongoing assessment is critical in classrooms where learning takes place. Assessments inform students and teachers of progress and areas where more instruction may be needed. Summative assessments should be planned for the end of the unit and should incorporate elements that engage students and meet the many learning styles of students.



Management

Time: 50 minutes

Materials: Summative Products/Student Task handout (WS5.A2.H1)
Chart Paper for whole group and table groups
Markers

Equipment: Computer/LCD if using WS5 PowerPoint

Grouping: Whole group/Table groups/Small groups

Outcomes:

- Participants will be able to generate assessment products for a unit of study and determine the tasks needed to complete them.

Instructions to NB Candidate Support Provider:

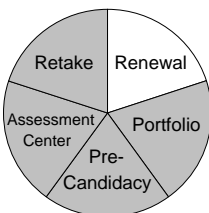
1. Ask participants to define formative and summative assessments. (See WS5.PowerPoint.) Briefly discuss the difference between assessment and evaluation. Ask where this stage is on the Architecture of Accomplished Teaching helix. Stress the fact that assessment should be both formative and summative. Students should also be involved in self-assessments.
2. Brainstorm products that participants have used as summative assessments. List the task involved. Put on a chart.
2. Small groups formed in Activity 1 use the same unit topic and list 4-5 summative products and or performances that might be used for that unit, using ideas on the chart or other ideas. They may record their ideas on the Assessment Products and Student Tasks handout. (WS5.A2.H1)
3. Share with members of other small groups around the table. On a chart, the table group determines 4-6 assessment/tasks to put on a larger chart for group sharing.
4. Share charts with whole group. Participants may want to note new ideas on their handouts.

Processing:

- What are you noticing about the summative assessments?
- What patterns are you seeing in the tasks?
- In what ways might we make the tasks more interdisciplinary in nature?
- How might the assessments be used as formative rather than summative?

Follow-up:

In a follow-up group, participants might share the actual products students generated. In a discussion, generate ideas of other ways these could be used.



WS5.A2