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Open

	Formative	Summative
Relative frequency	• Occurs frequently	• Occurs infrequently
Relative timing	• Occurs on a regular basis (daily)	• Occurs at the end of a course or unit
Relative grading	• Grades are not assigned, or are assigned informally and subjectively	• Grades are assigned formally and objectively
Relative stakes	• Have low stakes	• Have high stakes
Relative consequences	• Have low consequences	• Have high consequences
Relative control	• Are controlled by the teacher	• Are controlled by the institution
Relative purpose	• Are used to improve learning	• Are used to measure learning
Relative feedback	• Provide feedback	• Do not provide feedback
Relative anxiety	• Have low anxiety	• Have high anxiety
Relative effort	• Require less effort	• Require more effort
Relative cost	• Have low cost	• Have high cost
Relative risk	• Have low risk	• Have high risk
Relative power	• Have low power	• Have high power
Relative status	• Have low status	• Have high status
Relative visibility	• Are visible	• Are not visible
Relative legitimacy	• Have high legitimacy	• Have low legitimacy
Relative acceptability	• Are acceptable	• Are not acceptable
Relative desirability	• Are desirable	• Are not desirable
Relative feasibility	• Are feasible	• Are not feasible
Relative sustainability	• Are sustainable	• Are not sustainable
Relative replicability	• Are replicable	• Are not replicable
Relative transferability	• Are transferable	• Are not transferable
Relative adaptability	• Are adaptable	• Are not adaptable
Relative scalability	• Are scalable	• Are not scalable
Relative inclusivity	• Are inclusive	• Are not inclusive
Relative equity	• Are equitable	• Are not equitable
Relative justice	• Are just	• Are not just
Relative morality	• Are moral	• Are not moral
Relative prudence	• Are prudent	• Are not prudent
Relative wisdom	• Are wise	• Are not wise



DRAFT
Formative and Summative Assessment : Can They Serve Learning Together ?

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with the King's College London Assessment for Learning Group
(Christine Harrison, Clare Lee, Bethan Marshall, Dylan Williams)

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SIG Classroom Assessment Meeting 52.028

Abstract

The first part of this paper presents an account of how we developed formative assessment practices with a group of 36 teachers. This is then complemented by analysis of the successful outcomes in the light of learning principles, of changes in the roles of teachers and pupils in the task of learning, and of effects on the self-esteem and motivation of pupils. The second part then explores the formative-summative interface starting with an account of how the project's teachers struggled to reconcile their improved formative assessment with the pressures of high-stakes summative testing. The issues are then explored more generally by consideration of the systemic problems that would be raised by any attempts to align practice which could serve both the formative and the summative purposes.

Evidence for formative

In 1998 we published a review, summarising the results from over 250 articles by researchers from several countries, which established that there was a strong body of evidence to support a claim that formative assessment practices can raise standards (Black & Wiliam, 1998a). At the same time, the published evidence also showed that such practices were only weakly developed in most classrooms: in fact the assessment methods that teachers use are not effective in promoting good learning. In particular, their marking and grading practices tend to emphasise competition rather than personal improvement. However, the published research could not provide recipes for improvement: the reported surveys and experiments lacked the detail that would enable teachers to implement the practices in classrooms.

In response to this situation, the King's team took two steps. The first was to publicise the findings in a 20-page booklet *Inside the Black Box: Raising standards through classroom assessment* (Black & Wiliam, 1998b). We organised a press launch and thereby secured publicity in the media. To date over 20000 copies have been sold and the work is widely quoted. This it was clear that teachers were interested in what we had to say.

Our second step was to develop the practical implementation of the ideas. We obtained agreement to collaborate with us from six schools who taught pupils in the age range 11 to 18 years; each school selected two science and two mathematics teachers willing to take on the risks and extra work involved. In second year of the project we added two teachers of English, from each of same schools, so that in all 36 teachers have been involved. They were supported by staff from their local (district) education authorities.

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ORIGINAL ARTICLE



Combining and integrating formative and summative assessment in mathematics teacher education

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Abstract

Contrary to the opinion that formative and summative assessment approaches are not compatible, this article presents a theoretically grounded way in which different forms of assessment can be combined and integrated in university mathematics teacher education. Two mixed-assessment approaches are demonstrated through the analysis of a case study involving a practice-based seminar accompanying a school internship. First, a formative eportfolio assessment was combined with a summative panel survey to assess the learning opportunities of mathematics pre-service teachers. Second, the formative eportfolio approach was integrated with a summative oral course examination to make statements about the learning processes and learning outcomes of the pre-service teachers. Our analyses conclude that combining and integrating the two forms of assessment present the possibility of evaluating different aspects of the pre-service teachers' perceptions of opportunities to learn. Benefits, validation aspects and limitations of the two approaches of combining and integrating assessment forms are discussed.

Keywords Formative assessment · Summative assessment · Mixed assessment · Mixed methods evaluation · Eportfolio · Teacher education · School practice · Opportunities to learn

1 Introduction

Pre-service teachers in Germany frequently bemoan the lack of relation between their university studies and their later careers in the field, claiming that the courses they attended did not adequately prepare them for their work with students (Heublein et al. 2010). Therefore, in recent years, school-practical studies in different formats (e.g., internships) play a larger role as learning opportunities in German teacher education. Innovative university courses designed to accompany these field experiences provide pre-service teachers with possibilities of uniting theoretical knowledge and teaching practice. These courses aim to reduce the discontinuity between theoretical knowledge acquired at university and professional experiences in the classroom (Arnold et al. 2014; Zeichner 2010). One aim of the University of Hamburg's project ProfaLe ("Professional teaching to promote

subject-based learning under changing social conditions"; Kaiser 2015), for example, is to improve the seminars that are intended to complement school internships for pre-service teachers. The newly developed seminar structure takes up practical experiences and focuses on the development of situation-specific aspects of teaching competence. In this paper, we focus on the seminar for the mathematics pre-service teachers.

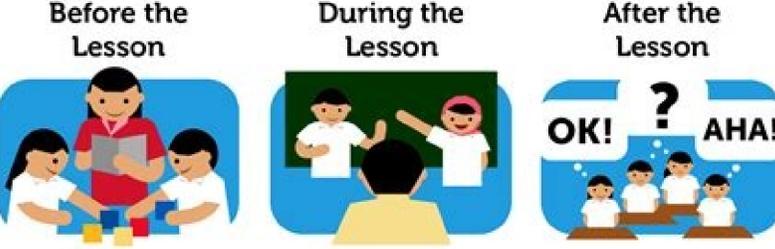
The advantages and opportunities for practical-based learning approaches have been discussed in teacher education for years (Putnam and Borko 2000). However, we as teacher educators have to ask ourselves: How can we evaluate the profit that pre-service teachers gain in terms of theoretical and practical expertise in their internship and in the accompanying seminar? Moreover, what are the appropriate structures and tools to use in order to assess the development of pre-service teachers' professional competence in such practical-based learning approaches? It is important to monitor the development of professional competence and pre-service teachers' opportunities to learn when accompanying pre-service teachers and supporting them on their way to becoming professional teachers.

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Formative Assessment

Formative assessment may be integrated in all parts of the lesson; before the lesson, during the lesson, and after the lesson.



Learner: Understands the lesson's purpose and identifies what they know about the topic.
Teacher: Determines what the learner knows and can do.

Learner: Monitors one's progress.
Teacher: Tracks learning progress in comparison to formative assessment results before the lesson.

Learner: Recognizes whether they have met the learning objectives.
Teacher: Assesses whether learning objectives have been met.

Based on DepEd Order No. 8 s. 2015. Read more about it at deped.gov.ph/orders/do-8-s-2015
#GoKto12 | For more information, visit deped.gov.ph/k-to-12

^ Fadel, Charles, Honey, Margaret, & Pasnik, Shelley (May 18, 2007). In an educational environment, summative assessments are typically used to assign students a course grade. Types The term assessment is generally used to refer to all the activities teachers use to help students learn and to evaluate student progress[7] Assessment can be divided for convenience using the following categorizations: Placement, formative, summative, and diagnostic Objective and subjective assessment Referencing (criterion-referencing, forced-choice) Informal and formal Internal and external placement, formative, summative and diagnostic Assessment is often divided into initial, formative and summative categories in order to consider different objectives for assessment practices; Jankowski, N.; Ikenberry, S.O. (2014). ^ Dang, Nick (March 18, 2003). Some have argued that the distinction between objective and subjective evaluations is neither useful nor accurate because in reality there is no such thing as an "objective" evaluation. "The Personnel Evaluation Standards: How to Assess Systems for Evaluating Educators." Newbury Park, CA: Sage Publications ^ Standards Committee for Educational Assessment. Westport, CT: Praeger. Retrieved March 3, 2017. Each of the standards has been placed in one of four categories fundamental to promoting educational assessments that are adequate, useful, feasible, and accurate. Knowledge means being in tune with the limitations and possibilities of the systems in which the activity takes place. ^ Madaus, George F.; Airasian, Peter W. doi:10.7275/q7rm-gg74. Research shows that most schools do not adequately modify assessments to accommodate students from unique cultural backgrounds This has resulted in ELL students being referred to special education, causing them to be disproportionately represented special teaching The evaluation of a program is essentially a set of philosophies and techniques to determine whether a program "works" (2006). The assessment of learning is usually of a formative nature and is used by teachers to consider approaches to teaching and the next steps for individual students and the class[12]. A common form of formative evaluation is the evaluation of ^ diagnoses. 39(2): 195& AA Z04. Can universal screening increase the representation of low-income students and minorities in talented education? Most education staff support tests referenced by criteria (the score of each student depends solely on whether he has answered the questions correctly, regardless of whether his neighbors have done better or worse) to make ^ high-risk decisions. Psychometric progress test, the science of measuring psychoactive ^ . { {quote} } ; Quote dialog requires |journal= (help) a b c d McTighe, Jay; O'Connor, Ken (November 2005). Evaluating Academic Programs in Higher Education. doi:10.3102/00917732x14554179. UNESCO. Some educators and ^ of education use the terms evaluation and evaluation to refer to the different concepts of testing during a learning process to improve it (for which the terms equally inequivocal evaluate formative or evaluate formative are preferable) and test ^ the conclusion of a learning process (for which the terms also inequivocal evaluate formative or appraisal are preferable) summation or summation are preferred), but they are in fact synonymous and do not intrinsically mean different things. While ideally significantly different from a traditional multiple-choice test, they are most commonly associated with standards-based evaluation that use free-form answers to standard questions punctuated by human markers on a standards-based scale, complying with below or exceeding a performance standard rather than being ranked on a curve. ^ "Blaming The Test. 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