

# Using Formative/Summative Assessments to Guide Learning and Evaluate Student Progress

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Inservice Points 60 Component No. 4-401-006  
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## General Objective

In order to improve the student learning experience, both formative and summative assessments should be utilized as tools to gauge student progress and concept mastery. Faculty will further their understanding of the roles of assessments as indicators of student learning, specifically formative and summative assessments, and explore the use of these assessments as a guide to reflective practices.

Ultimately, this can have a direct impact on how progress is evaluated and communicated to all stakeholders (students and parents).

During this course, faculty will learn how to evaluate methods of assessment, design more effective assessments, analyze the data gained from assessments, and develop department specific policies that communicate the role and process that assessments play in the learning process. Faculty will further develop communication strategies to inform students and families of the role that formative and summative assessments play in the learning process, focusing on the learning and relearning process and the connection to student accountability.

## Specific Objectives

Participants will:

1. Develop an understanding of what is meant by formative vs summative assessments.
2. Evaluate current and new assessment practices that provide indicators of student learning (and teaching effectiveness).
3. Work in departments/subject areas to evaluate, design, and analyze assessment samples.
4. Develop ways to communicate/inform students/parents of the refined learning/relearning process in relation to formative and summative assessments.

## Activities

Participants will:

1. Increase knowledge base of formative and summative assessments through in-house professional development activities during Pre-service week and throughout the year on professional development days.
2. Participate in department specific meetings on the topics of Formative vs Summative Assessments and the use of assessment results (data) to inform instruction.
3. Develop a defined learning/relearning process that is department specific with a focus on the role of formative and summative assessments.

## **Evaluation**

Participants will:

1. Maintain a folder (online or hard copy) of all activities related to coursework such as workshops, articulation with colleagues, curriculum planning and development, conferences, meeting notes, and reflections. This will include contact hours with colleagues as well as independent hours.
2. Take an active role in the creation of new assessment tools for use in the 2023-2024 school year.
3. Complete FCIS course evaluation form.

Submitted by:

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