CCSD Grading Reform Initiative – Fix 13: Formative vs. Summative

OVERVIEW

The purpose of this document is to assist your site in exploring best practice in grading and assessment by using the work of Ken O'Connor as the tool to begin collaborative conversations.

Fix #13: Don't use information from formative assessments and practice to determine grades; use only summative evidence.

Fix #13 focuses on the purpose of assessments. Formative assessment should be used to supply information about the **progress** of the learning process. This information is important for the development of learning to meet student instructional needs. A teacher reflecting on why the assessment was given BEFORE determining how to communicate the results is an essential component to accuracy in grade reporting. Formative work should have a low weight and summative assessments should have a high weight in determining the student's academic grade.

In Progress				Categories	
Points ⬍	Possible ⬍	Percent ⬍	Grade	Summative (90%) ⬍	Formative (10%) ⬍
139	156	89.10 %	B	87.50 %	89.65 %
139	156	89.10 %	B	87.50 %	89.65 %
148	156	94.87 %	A	92.50 %	95.68 %
118	156	75.64 %	C	77.50 %	75.00 %
110	156	70.51 %	C	75.00 %	68.96 %

> Formative scores reflect student practice and should not have an impact on the overall grade. Teachers should use this information to adjust teaching and improve learning.
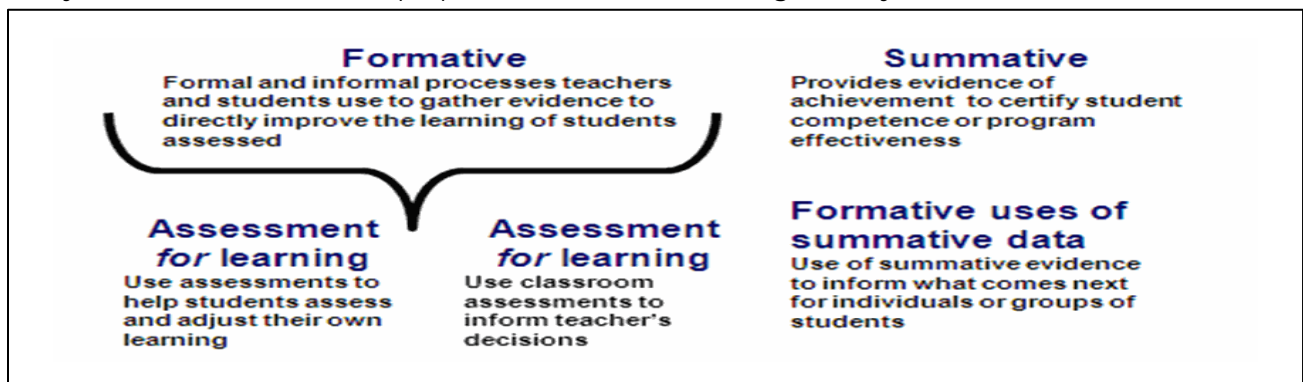> A low weight for a formative category is appropriate.

> Summative scores are used to evaluate student learning and are weighted more heavily. These assessments are conducted when students have shown they have learned the content.

PREPARATION

- MATERIALS:
  - *A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor
  - *15 Fixes Brochure*
  - *Balanced Assessment System Framework*
- TIME: 30-45 Minutes

ACTIVITY

1. Play Fix #13 Ken O'Connor's video (included in book).
2. Discuss the two purposes for assessments (Chapter 5, page 105, *Fixes to Support Learning*). Use the Balanced Assessment System Framework to guide the discussion. Identify what types of assessments you use with your students. What is the purpose of each assessment given in your classroom?

Formative
Formal and informal processes teachers and students use to gather evidence to directly improve the learning of students assessed

Summative
Provides evidence of achievement to certify student competence or program effectiveness

Assessment *for* learning
Use assessments to help students assess and adjust their own learning

Assessment *for* learning
Use classroom assessments to inform teacher's decisions

Formative uses of summative data
Use of summative evidence to inform what comes next for individuals or groups of students

3. What are your thoughts and possible reasons for both scenarios below?

Student A earned a D on work that is considered practice or formative work. This may include group work, teacher observations, etc. However, this student earned an A on the summative assessment.

Student B is able to complete formative work and has earned a B. This student struggles when asked to show mastery of place value on a summative assessment.

Term Y (08/24/15 - 06/01/16)	Section	Math) 052510-3 Mathematics 5	Task	5.NBT.A: Understand the place value system.			

		Posted			In Progress				Categories	
Students		Percent	Grade	Fill Rpt Crd Comments	Points ⬍	Possible ⬍	Percent ⬍	Post Grade	Formative (10%) ⬍	Summative (90%) ⬍
Student A	▶			CC	284	400	87.46 %	2	64.66 %	90.00 %
Student B	▶			CC	130	200	53.00 %	1	80.00 %	50.00 %
CC, Fernandez, Damian A	▶			CC	336	400	77.06 %	2	86.66 %	76.00 %

How do you provide formative and summative evidence in your grade book?

MAKING THE CONNECTION   **Nevada Educator Performance Framework (NEPF)**

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 4 – Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicator 1 - The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
Indicator 2 - The teacher structures opportunities for self-monitored learning for all students.
Indicator 3 - The teacher supports all students to take actions based on the students' own self-monitoring processes.

STANDARD 5 – Assessment is Integrated into Instruction

Indicator 1 - The teacher plans on-going learning opportunities based on evidence of all students' current learning status.
Indicator 2 - The teacher aligns assessment opportunities with learning goals and performance criteria.
Indicator 3 - The teacher structures opportunities to generate evidence of learning during the lesson of all students.
Indicator 4 - The teacher adapts actions based on evidence generated in the lesson for all students.

TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 5 – Student Perception

Indicator 1 - The students report that the teacher helps them learn.
Indicator 2 - The students report that the teacher creates a safe and supportive learning environment.
Indicator 3 - The students report that the teacher cares about them as individuals and their goals or interests.

Source:
http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Teacher/Teacher-Professional%20Responsibilities%20Rubric.pdf.