



## LILIE, LLC Course Information

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Title of Course (45 hours): Formative and Summative Assessments

**Course Description:** We will define and discuss formative and summative assessments and why they are such a vital part of the instructional process. We will discuss the types of information assessments yield about student learning and achievement and how teachers and students can use them for reflection and to stimulate learning and academic responsibility, ownership and engagement. We will discuss how Bloom's Taxonomy provides clues and avenues for increasing student learning goals, achievement and active participation and reflection in the learning process. We will discuss the information assessments yield about student learning and achievement and the limitations of the assessments and their component data. We will discuss how best to implement student data and use it to motivate student growth and achievement. We will work on analyzing and creating valuable, fair, challenging assessments that authentic evaluate student growth and learning, as well as performance assessment projects to evaluate student capabilities in differentiated ways.

**Overall Course Objective and Expectation(s):** The objective is to familiarize in-service teachers in a variety of assessment types and the purposes for each. There is a heavy reliance on assessment in today's educational environment, so teachers must learn to create effective and fair exams, and learn how to effectively use the data and information gleaned from the assessments to improve student-learning outcomes in differentiated ways.

**Course Instructional Materials:** All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

**Instructor Consultation and Interaction:** Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

**Suggested Readings (subject to change):**

Australian Council for Educational Research. *What is "Best Practice" in Educational Assessment?*

<http://www.slideshare.net/internationaled/what-is-best-practice-in-educational-assessment>

Bilash, Olenka. (2009). *Summative Assessment*.

<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/summativeassess.html>

Carnegie Mellon. Whys & Hows of Assessment. *Creating Exams*.

<http://www.cmu.edu/teaching/assessment/assesslearning/creatingexams.html>

Center for the Enhancement of Learning & Teaching. *Summative & Formative Assessment*. (pdf.)CELT Tip Sheet.

Center for Instructional Development and Research. *Writing Exam Questions*.

<http://depts.washington.edu/cidrweb/resources/exams.html>

Cotton, K. (1988). *Classroom Questioning*. North West Regional Educational Laboratory.

Edtechteacher. *Assessing Student Learning*. <http://edtechteacher.org/index.php/teaching-technology/assessment-rubrics>

Exam Professor. <http://www.examprofessor.com/index.cfm/1,101,0,0,html/tour#/tour01>

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J. & Wayman, J. (2009). *Using student achievement data to support instructional decision making*. <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=12>

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J. & Wayman, J. (2009). *Using student achievement data to support instructional decision making*. (pdf booklet)

Porter-Magee, Kathleen. (2012). *I come not to bury summative assessments but to praise them*. <http://www.edexcellence.net/commentary/education-gadfly-daily/common-core-watch/2012/i-come-not-to-bury-summative-assessments-but-to-praise-them.html>

Mueller, Jon. *Authentic Assessment Toolbox*. <http://jfmuller.faculty.noctrl.edu/toolbox/portfolios.htm>

NYSUT. (2011). *Education Experts: Over-Reliance on tests full of pitfalls*. [http://www.nysut.org/nysutunited\\_16613.htm?print=1](http://www.nysut.org/nysutunited_16613.htm?print=1)

Reeves, D. (2010). *From differentiated instruction to differentiated assessment*. ASCD. <http://www.ascd.org/ascd-express/vol6/620-reeves.aspx>

Suite 101. *How to write test questions. Tips for creating Good Exams*. <http://suite101.com/article/how-to-write-test-questions-tips-for-creating-good-exams-a284131>

Wilkinson, Jim. Derek Bok Center at Harvard. *Creating Assignments and Exams*. <http://bokcenter.harvard.edu/fs/html/icb.topic58474/wilkinson.html>

*What Exactly Is "Understanding?" And How Do We Assess It?...* <http://www.edutopia.org/blog/slippery-notion-assessing-und>

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week I*

**Topic(s):** During week 1, we will define and discuss formative assessments and why they are such a vital part of the instructional process. We will discuss the types of information formative assessments yield about student learning and achievement and how do teachers and students can use them for reflection and to stimulate learning and academic responsibility, ownership and engagement? Through our reading we will explore the wide variety of formative assessments that teachers use and the types of data they provide us.

- Formative Assessments
- Student-led conferences
- Whole class discussion
- Small group discussion
- Completion of mini-quizzes, graphic organizers, questions, labs, drawings, related skills
- Goal setting
- Observations
- Questioning Strategies
- Self & Peer assessment

#### **Objectives:**

Teachers will become familiar with formative assessments and why they are such a vital part of the educational process, while exploring a variety of ways to conduct them and use them to improve student success.

#### **Impact on Classroom Instruction:**

Our educational climate is very reliant on assessment data for everything from student learning to teacher evaluation and retention. It is imperative that teachers are very adept at creating formative assessments to increase student academic performances.

#### **Learner Outcomes:**

Once teachers are comfortable with the creation and use of formative assessments, their skill level with using them in the classroom will increase.

*Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):*

#### Resources for Exploration & Reading:

- Carnegie Mellon. Whys & Hows of Assessment. *Using Classroom Assessment Techniques*. <http://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>
- Garrison, C., & Ehringhaus, M. *Formative and Summative Assessments in the Classroom*. <http://www.amle.org/publications/webexclusive/assessment/tabid/1120/default.aspx>

- Edutopia. *Why formative assessments matter*. [www.edutopia.org/blog/formative-assessments-importance-of-rebecca-alber](http://www.edutopia.org/blog/formative-assessments-importance-of-rebecca-alber)
- Greenstien, L. (2010). *What Teachers Really need to know about Formative Assessment*. <http://www.ascd.org/publications/books/110017/chapters/The-Fundamentals-of-Formative-Assessment.aspx>
- Heritage, M. (2010). *Formative Assessment and Generation Assessment Systems: Are we losing an opportunity?*
- Scanlan, Craig, L. *Assessment, Evaluation, Testing and Grading*. [http://www.umdj.edu/idsweb/idst5350/assess\\_eval\\_test\\_grade.htm](http://www.umdj.edu/idsweb/idst5350/assess_eval_test_grade.htm)

#### Discussion Questions:

1. What are formative assessments? Provide an example of a formative assessment that you use in your classroom.
2. What kind of information do you collect from your students - what do student responses tell you about student learning? How do you use this information to inform instruction and improve student accountability?
3. How does altering the way you question students and conduct discussions affect the process and outcomes of formative assessments?
4. How does descriptive feedback drive forward student learning?
5. Create a sampling of 5-10 questions, of varying varieties, which you could use as formative assessment in your classroom and share them with the group.



## Week II

### Topic(s):

During week 2, we will discuss lesson design that incorporates differentiated activities that provide formative assessment information & data, as we explore formative assessment as an instructional strategies and guide for student learning. We will discuss how Bloom's Taxonomy provides clue and avenues for increasing student learning goals, achievement and active participation and reflection in the learning process. We will compare the Old Bloom's with the revised Bloom's and the improvement in active student engagement.

- Old Bloom's vs. New Bloom's – passive nouns to active verbs
- Differentiated activities as formative assessment
- Authentic Formative assessments
- Using the data from formative assessments to alter/ revise lessons
- Using questioning techniques to increase student action and learning within daily lessons and drive instruction.

### Objectives:

Increase teacher comfort and skill at using the revised Bloom's Taxonomy to create diverse and differentiated lessons and assessments to increase student engagement, active learning and learning outcomes.

### Impact on Classroom Instruction:

Our educational climate is very reliant on assessment data for everything from student learning to teacher evaluation and retention. It is imperative that teachers are very adept at using Bloom's Taxonomy to create diverse, differentiated and active lessons and assessments to increase student academic performances.

### Learner Outcomes:

Once teachers are comfortable with the creation and use of Bloom's Taxonomy to create diverse, differentiated and active lessons and assessments, their skill level with using them in the classroom will increase.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

### Resources for Exploration & Reading:

- Cotton, K. (1988). *Classroom Questioning*. North West Regional Educational Laboratory.
- Reeves, D. (2010). *From differentiated instruction to differentiated assessment*. ASCD. <http://www.ascd.org/ascd-express/vol6/620-reeves.aspx>
- *Revised Bloom's Taxonomy*

- <http://www.nwlink.com/~donclark/hrd/bloom.html>
- *What Exactly Is "Understanding?" And How Do We Assess It?...* <http://www.edutopia.org/blog/slippery-notion-assessing-und>

Discussion Questions:

1. Create/ design 4 lesson objectives and instructional strategies using the New, Revised Bloom's Taxonomy within the cognitive domain.
2. How do you use the information collected in a formative assessment to drive lesson reflection/planning/revision? Provide examples from your own teaching practice.
3. What are the advantages and disadvantages of authentic/ performance formative assessments?
4. What are the purposes of teacher's classroom questions? What are the steps students take to generate a response to our questions? How does wait time affect students' answers of teachers' questions and student learning?
5. Create a sampling of 5-10 questions, of varying varieties, which you could use on a summative assessment in your classroom and share them with the group.



### Week III

#### Topic(s):

During week 3, we will define and discuss summative assessments and why we use them? How reliant on academic (student & teacher) evaluations are these summative assessments and the data they provide. We will discuss the information assessments yield about student learning and achievement and the limitations of the assessments and their component data? We will discuss how best to implement student data and use it to motivate student growth and achievement.

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).
- Authentic / performance summative assessments

#### Objectives:

Teachers will become familiar with summative assessments and why they are such a vital part of the educational process, while exploring a variety of ways to conduct them and use them to improve student success.

#### Impact on Classroom Instruction:

Our educational climate is very reliant on assessment data for everything from student learning to teacher evaluation and retention. It is imperative that teachers are very adept at using summative assessments and their resultant data to create diverse, differentiated and active lessons and assessments to increase student academic performances.

#### Learner Outcomes:

Once teachers are comfortable with the creation and use of summative assessments and their resultant data, their skill level with using them in the classroom will increase.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

#### Resources for Exploration & Reading:

- Australian Council for Educational Research. *What is “Best Practice” in Educational Assessment?*  
<http://www.slideshare.net/internationaled/what-is-best-practice-in-educational-assessment>
- Betebenner, D., & Linn, R. (2010). *Growth in Student Achievement: Issues of Measurement, Longitudinal Data*

*Analysis, and Accountability*. Educational Testing Service. (.pdf)

- Bilash, Olenka. (2009). *Summative Assessment*.  
<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/summativeassess.html>
- Center for the Enhancement of Learning & Teaching. *Summative & Formative Assessment*. (pdf.) CELT Tip Sheet.
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J. & Wayman, J. (2009). *Using student achievement data to support instructional decision making*. <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=12>
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J. & Wayman, J. (2009). *Using student achievement data to support instructional decision making*. (pdf booklet)
- NYSUT. (2011). *Education Experts: Over-Reliance on tests full of pitfalls*.  
[http://www.nysut.org/nysutunited\\_16613.htm?print=1](http://www.nysut.org/nysutunited_16613.htm?print=1)

Discussion Questions:

1. What are summative assessments? Why do we use them? Explain how you use summative assessments in your own teaching practice.
2. Define the different types authentic/ performance summative assessments and discuss the different types you use in your classroom practice.
3. Create a sampling of 5-10 authentic/ performance assessments, which you could use on a formative or summative assessment in your classroom and share them with the group.



#### Week IV

#### Topic(s):

During week 4, we will work on analyzing and creating valuable, fair, challenging summative assessments that authentically evaluate student growth and learning, as well as performance assessment projects to evaluate student capabilities in differentiated ways. We will discuss how to use the data from summative assessments to alter/revise lessons for future students (or for future units this year).

#### Objectives:

Increasing teachers' comfort and mastery in the creation of formative & summative assessments in their teaching practice to improve student reflection, engagement, learning and success.

#### Impact on Classroom Instruction:

Once teachers have reached mastery level in the creation of formative & summative assessments in their teaching practice, student reflection, engagement, learning and success improves dramatically.

#### Learner Outcomes:

Teachers will become quite adept at creating authentic, valuable formative and summative assessments for their students in their teaching practice and be able to use the data collected from each one to evaluate student on-going learning, student work habits and study skills, lesson creation and revision and student content mastery, as well as potential teacher performance evaluation.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

#### Resources for Exploration & Reading:

- Carnegie Mellon. Whys & Hows of Assessment. *Creating Exams*. <http://www.cmu.edu/teaching/assessment/assesslearning/creatingexams.html>
- Center for Instructional Development and Research. *Writing Exam Questions*. <http://depts.washington.edu/cidrweb/resources/exams.html>
- Edtechtteacher. *Assessing Student Learning*. <http://edtechtteacher.org/index.php/teaching-technology/assessment-rubrics>
- Exam Professor. <http://www.examprofessor.com/index.cfm/1,101,0,0,html/tour#/tour01>
- Mueller, Jon. *Authentic Assessment Toolbox*. <http://jfmuellet.faculty.noctrl.edu/toolbox/portfolios.htm>

- Porter-Magee, Kathleen. (2012). *I come not to bury summative assessments but to praise them.* <http://www.edexcellence.net/commentary/education-gadfly-daily/common-core-watch/2012/i-come-not-to-bury-summative-assessments-but-to-praise-them.html>
- Suite 101. *How to write test questions. Tips for creating Good Exams.* <http://suite101.com/article/how-to-write-test-questions-tips-for-creating-good-exams-a284131>
- Wilkinson, Jim. Derek Bok Center at Harvard. *Creating Assignments and Exams.* <http://bokcenter.harvard.edu/fs/html/icb.topic58474/wilkinson.html>

#### Discussion Questions:

1. How do you use the data collected from your summative assessments to reflect upon and revise your lessons?
2. How does the use of formative and summative assessments increase student performance/ learning/ achievement?
3. How does the resultant data from, formative and summative, assessments affect teaching? Lesson creation? Teacher reflection? Lesson revision?
4. What advice would you give a pre-service teacher or colleague about the creation of effective and fair formative and summative assessments?
5. Create a sampling of 5-10 questions, of varying varieties, which you could use on a summative assessment in your classroom and share them with the group.