Formative and Summative Assessment

Assessment can be done at various times throughout a program and a comprehensive assessment plan will include formative and summative assessment. The point at which the assessment occurs in a program distinguishes these two categories of assessment.

Formative Assessment

Formative assessment is often done at the beginning or during a program, thus providing the opportunity for immediate evidence for student learning in a particular course or at a particular point in a program. Classroom assessment is one of the most common formative assessment techniques. The purpose of this technique is to improve quality of student learning and should not be evaluative or involve grading students. This can also lead to curricular modifications when specific courses have not met the student learning outcomes. Classroom assessment can also provide important program information when multiple sections of a course are taught because it enables programs to examine if the learning goals and objectives are met in all sections of the course. It also can improve instructional quality by engaging the faculty in the design and practice of the course goals and objectives and the course impact on the program.

Summative Assessment

Summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program. For example, if upon completion of a program students will have the knowledge to pass an accreditation test, taking the test would be summative in nature since it is based on the cumulative learning experience. Program goals and objectives often reflect the cumulative nature of the learning that takes place in a program. Thus the program would conduct summative assessment at the end of the program to ensure students have met the program goals and objectives. Attention should be given to using various methods and measures in order to have a comprehensive plan. Ultimately, the foundation for an assessment plan is to collect summative assessment data and this type of data can stand-alone. Formative assessment data, however, can contribute to a comprehensive assessment plan by enabling faculty to identify particular points in a program to assess learning (i.e., entry into a program, before or after an internship experience, impact of specific courses, etc.) and monitor the progress being made towards achieving learning outcomes.

References:

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