# FORMATIVE US SUMMATIVE ASSESSMENT

## FORMATIVE

- Occurs during the learning process
- Allows teachers and students to pivot their strategies mid-stream.
- Identifies areas for improvement.
- Gives opportunities for students to implement feedback.

## SUMMATIVE

- Occurs at the end of the learning process
- Provides a final evaluation of knowledge and skills.
- High-stakes testing that often involves ranking of students.
- Provides students with a grade

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# **Formative Assessment And Science Education**

**Page Keeley** 

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explanation of how each technique promotes learning Formative Assessment and Science Education Nigel Bell, B. Cowie, 2014-01-15 Formative Assessment for 3D Science Learning Erin Marie Furtak, 2023 The current wave of science education reforms emphasizes more equitable opportunities for students as they learn disciplinary core ideas and apply crosscutting concepts by engaging in the practices of scientists Formative assessment the assessment teachers and students conduct while learning is in progress also needs to shift to support this vision This book combines three dimensional science learning sociocultural theories of learning and science for justice and equity to provide a comprehensive picture of formative assessment for today s K 12 science classroom Filled with practical examples and strategies the author provides guidance for classroom teachers around formative assessment task design that centers students interests and builds on the resources they bring to school The text explores the different enactment approaches teachers can use to prioritize and respond to students ideas as they are learning It also offers approaches to and resources for professional learning that support teachers as they engage in formative assessment for ambitious science instruction Book Features Provides a framework for designing and enacting 3D science assessments that support both rigorous and equitable instruction Advocates for formative assessment that evaluates the practices of scientific inquiry as opposed to measuring the memorization of science content Includes assessment tasks samples from classroom practice and transcriptions of classroom conversations with students Offers guidance for providing students with helpful feedback to advance their learning as well as suggestions for collaborating with colleagues Shows how formative assessment can be enacted across classrooms to create opportunities to coordinate practice at a larger scale By writing Formative Assessment for 3D Science Learning Professor Furtak has provided a generous resource for science teachers and school leaders She lets us see how the theory works What a wonderful and empowering professional gift From the Foreword by Lorrie A Shepard Distinguished Professor Emerita University of Colorado Boulder

Classroom Assessment and the National Science Education Standards National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Classroom Assessment and the National Science Education Standards, 2001-08-12 The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed How do we know what they know This accompanying volume to the Standards focuses on a key kind of assessment the evaluation that occurs regularly in the classroom by the teacher and his or her students as interacting participants As students conduct experiments for example the teacher circulates around the room and asks individuals about their findings using the feedback to adjust lessons plans and take other actions to boost learning Focusing on the teacher as the primary player in assessment the book offers assessment guidelines and explores how they can be adapted to the individual classroom It features examples definitions illustrative vignettes and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process The volume discusses how classroom assessment differs from conventional testing and grading and how it fits into

the larger comprehensive assessment system Uncovering Student Ideas in Science: 25 new formative assessment probes Page Keeley, Joyce Tugel, 2009 Wouldn t it be helpful to know what your students ideas are about a science concept before launching into a new lesson or unit Uncovering Student Ideas in Science Volume 4 offers 25 more formative assessment probes to help reveal students preconceptions of fundamental concepts in science bringing the total to 100 probes for the popular series by author Page Keeley Teachers of grades K 12 will find short probes with grade band specifics that provide easy to follow suggestions for addressing students ideas by promoting learning through conceptual change instruction Volume 4 adds to the probes in physical life and Earth and space science with a new category called unifying principles Also covered is a discussion on balancing formative assessment with summative assessment Uncovering Student Ideas in Science: 25 more formative assessment probes Page Keeley, Francis Eberle, Joyce Tugel, 2007 The popular features from Volume 1 are all here The field tested probes are short easy to administer and ready to reproduce Teacher materials explain science content and suggest grade appropriate ways to present information But Volume 2 covers more life science and Earth and space science probes Volume 2 also suggests ways to embed the probes throughout your instruction not just when starting a unit or topic Mathematics Formative Assessment Page Keeley, Cheryl Rose Tobey, 2011-09-15 There is a substantive body of research that indicates formative assessment can significantly improve student learning Yet this same research shows that the features of formative assessment that impact student achievement are sadly missing from many classrooms Black et al 2003 This book provides teachers with guidance and suggestions for using formative assessment to improve teaching and learning in the mathematics classroom and identifies and describes practical techniques teachers can use to build a rich repertoire of formative assessment strategies The acronym FACT is used to label the techniques included in this book FACT stands for Formative Assessment Classroom Technique Through the varied use of FACTs explicitly tied to a purpose for gathering information about or promoting students thinking and learning teachers can focus on what works best for learning and design or modify lessons to fit the needs of the students Provided by publisher **Science Formative** Assessment Page Keeley, 2008-03-20 Use assessment to inform instruction and learning in the science classroom Science education expert Page Keeley shares 75 specific techniques that help K 12 science teachers determine students understanding of key concepts and design learning opportunities that will deepen students mastery of content and standards These flexible assessments can be used with any science curriculum and the author describes How each technique promotes student learning Considerations for design and implementation such as required materials timing modeling the technique and grouping students Modifications for different types of students or purposes Ways the techniques can be used in other **Teaching, Learning and Assessing Science 5 - 12** Wynne Harlen, 2005-11-18 This thoroughly revised content areas and completely up to date new edition provides an excellent theoretical framework for teaching science that is firmly grounded in classroom practice and covers all stages of education for students aged 5 to 12 Wynne Harlen details a

constructivist view of learning which recognises that children already have ideas about the world in which they live and gives advice on how teachers can help children to develop their understanding and change their perception to a more scientific view A particular feature is the focus on formative assessment as a framework for discussion on how to help students develop their understanding enquiry skills and positive attitudes to scientific investigation 

<u>Uncovering Student Ideas in Science: Another 25 formative assessment probes</u> Page Keeley, 2005 V 1 Physical science assessment probes Life Earth and space science assessment probes

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