

FORMATIVE VS 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

Formative Assessment And Science Education

**Erin Marie Furtak, Howard M.
Glasser, Zora M. Wolfe**



Formative Assessment And Science Education:

Formative Assessment for Secondary Science Teachers Erin Marie Furtak, 2009-06-17 Covering physics physical science life science biology earth and space science and chemistry this research based guide shows secondary teachers how to develop and use formative assessments to enhance learning in science [Formative Assessment Strategies for Enhanced Learning in Science, K-8](#) Elizabeth Hammerman, 2009 Ideal for preservice and inservice teachers this user friendly resource demonstrates how to use formative assessments to guide instruction and evaluate student learning in standards based science **The Feedback Loop** Erin Marie Furtak, Howard M. Glasser, Zora M. Wolfe, 2016 The Feedback Loop describes a process by which you design formative assessments of what you do and collect a variety of forms of data Then the book shows you ways to actually use the information to improve your teaching Written by veteran classroom teachers the guide offers practical ideas for middle and high school teachers regardless of discipline The first chapters introduce the Feedback Loop framework highlight the four elements of goals tools data and inferences and explore how to close the loop by connecting inferences and goals through feedback Later chapters show how to use the full loop to inform your instruction The book supports the Next Generation Science Standards and includes classroom vignettes that ground the ideas in real life situations [Science Formative Assessment, Volume 1](#) Page Keeley, 2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding Science Formative Assessment shows K 12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas *Science Formative Assessment, Volume 2* Page Keeley, 2014-10-16 Deepen scientific understanding with formative assessment Only by knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs In this highly engaging resource internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before during and after instruction In addition to promoting best practices in the classroom the techniques shared here support learning and link instruction to the Next Generation Science Standards These flexible assessments can be used with any science curriculum along with Practical strategies for using the techniques throughout the instruction cycle Considerations for implementation and suggestions for modification An explanation of how each technique promotes learning Examples of how the techniques can be used in different content areas An expert in the field of K 12 science education Page Keeley is the former president of the National Science Teachers Association a current Board Member of the National Science Education Leadership Association and has seventeen best selling books Science Formative Assessment Volume 2 contains a

wealth of tools that encourage students to engage in practices such as scientific argumentation and discourse By emphasizing the alignment of the FACT with Science and Engineering Practices Keeley provides multiple ways for teachers to monitor more than the disciplinary core ideas being taught Susan German Science Teacher Hallsville R IV School District MO Teachers everywhere are spending a lot of time and energy looking for ways to increase student achievement Well the answer is not a big secret nor is it expensive Fortunately Page Keeley has an answer Improved performance lies in using formative assessments as an integral aspect of a lesson In this book Keeley shows how 50 formative assessments can lead to greater student success in science Douglas Llewellyn Professor St John Fisher College Rochester NY Other Books from Corwin and Page Keeley Keeley Science Formative Assessment ISBN 9781412941808 Keeley Math Formative Assessment ISBN 9781412968126 Keeley Science Curriculum Topic Study ISBN 9781412908924

Formative Assessment and Science Education Beverley Bell,B. Cowie,2001 Formative Assessment and Science Education documents the findings of a research project which investigated the ways in which teachers and students used formative assessment to improve the teaching and learning of science in some New Zealand classrooms The research documented in this book used the definition of formative assessment as the process used by teachers and students to recognise and respond to students learning in order to enhance that learning during the learning The book contains one detailed case study from the research as well as cameos of instances of formative assessment The book also contains two summaries of the research findings a model developed to describe the process of formative assessment used by the teachers and students involved in the research and a summary of the characteristics of formative assessment The findings are also theorised with respect to sociocultural and discursive views of learning This research will be of interest to graduate students and researchers as well as teacher educators curriculum developers and assessment specialists *Formative Assessment and Science Education* Beverley Bell,Bronwen Cowie,2002 Formative Assessment and Science Education documents the findings of a research project which investigated the ways in which teachers and students used formative assessment to improve the teaching and learning of science in some New Zealand classrooms The research documented in this book used the definition of formative assessment as the process used by teachers and students to recognise and respond to students learning in order to enhance that learning during the learning The book contains one detailed case study from the research as well as cameos of instances of formative assessment The book also contains two summaries of the research findings a model developed to describe the process of formative assessment used by the teachers and students involved in the research and a summary of the characteristics of formative assessment The findings are also theorised with respect to sociocultural and discursive views of learning This research will be of interest to graduate students and researchers as well as teacher educators curriculum developers and assessment specialists

Science Formative Assessment, Volume 1 Page Keeley,2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices

that support conceptual understanding Science Formative Assessment shows K 12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas

Formative Assessment and Science Education Beverley Bell, Bronwen Cowie, 1997 Assessment in year 7 10 science classrooms was investigated formative assessment was defined as the process used by teachers and students to recognise and respond to student learning in order to enhance that learning during the learning P 5

What Are They Thinking? Page Keeley ,2014-04-01 Children are continually developing ideas and explanations about their natural world Some of these ideas are consistent with the science children are taught others differ significantly from scientific explanations Many of these ideas will follow students into adulthood if they remain hidden from the teacher and unresolved The challenge for teachers is to find ways to elicit these ideas and then use appropriate strategies to move students learning forward Page Keeley author of the bestselling NSTA Press series Uncovering Student Ideas in Science You don t have to become a mind reader to understand the ideas young students bring to science class This collection will help you draw out and then recognize what students know or think they know about the natural world What Are They Thinking is a compendium of 30 Formative Assessment Probes columns from NSTA s elementary journal Science and Children Each chapter provides A sample formative assessment probe a set of interesting questions that root out commonly held often mistaken ideas Geared to elementary students probe topics range from why you can see the Moon in the daytime to where water goes when it evaporates to what is or isn t a rock Your students answers to each probe will help you take a step back and figure out how to guide them from where they are conceptually to where they need to be Accompanying teacher notes easy to grasp explanations and advice that tell you how to encourage evidence based discussion and then monitor students understanding A bonus feature a set of study group questions written especially for this compendium by award winning author Page Keeley So forget about acquiring psychic powers Instead turn to What Are They Thinking to transform both your teaching and your students learning about science

Science Formative Assessment, Volume 2 Page Keeley, 2014-10-16 Deepen scientific understanding with formative assessment Only by really knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs In this highly engaging resource internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before during and after instruction In addition to promoting best practices in the classroom the techniques shared here support learning and link instruction to the Next Generation Science Standards These flexible assessments can be used with any science curriculum along with Practical strategies for use throughout the instruction cycle Considerations for implementation and suggestions for modification An

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 content areas.

Teaching, Learning and Assessing Science 5 - 12 Wynne Harlen, 2005-11-18 This thoroughly revised 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 **Uncovering Student Ideas in Science: Another 25 formative assessment probes** Page Keeley,2005 V 1 Physical science assessment probes Life Earth and space science assessment probes

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