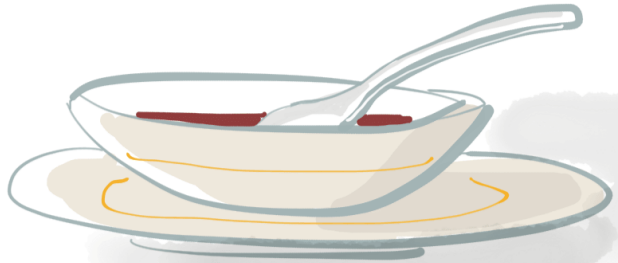
Higher Ed Partners
South Africa

FORMATIVE SUMMATIVE



WHEN THE **CHEF** TASTES THE SOUP

WHEN THE **GUESTS** TASTE THE SOUP

@bryanMMathers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"

Types of assessment - when

Formative

- Assessment for **learning**
- Measures students' **progress** during the learning process
- **Provides ongoing feedback** and incremental feedback
- Includes a range of **formal and informal** assessments
- Monitors the progress being made **towards** achieving **learning outcomes**
- Class tests, quizzes, assignments, tests (graded and non-graded, formal and informal

Summative

- Assessment of **learning**
- Takes **place after the learning has been completed**, i.e. at the end of module
- Provides information and **feedback that sums up** the teaching and learning process.
- To **validate performance** and awards grades
- Exams, project, portfolio

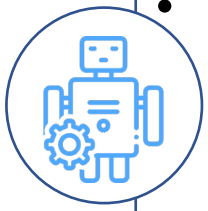
Continuous

- Alternative to Summative assessment
- **Series** of assessments that occurs throughout learning process, not only after
- **Cumulative**, marks calculated/**weighted** to produce final results
- **Combination** of quizzes, test, practical, assessment of learning activities, assignments, projects, essays

Types of assessment - how

Objective

- Requires student to select a correct response from several alternatives or supply a word/ short phrase
- One correct answer
- e.g. Multiple Choice, True/false; Matching columns, hotspots
- **Automatically marked**
- *Tip: Try to include at more regular intervals than subjective assessment as it gives immediate feedback to the student*



Subjective

- Permits student to organize and supply an original answer
- Marked with a rubric/memo
- Assessment of writing and/or communication skills
- Explore attitudes and opinions
- e.g. Essay, short answer, extended-response items
- **Lecturer marks**
- *Tip: Consider spreading it out as it takes time and student requires feedback*

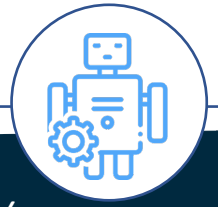
Both:

- Test **understanding**, ability to **apply understanding**, ability to **think critically** and ability to **solve problems**

Questions

Objective questions

- Objective questions are especially appropriate when the group to be tested is **large** and the test may be **reused**.
- **highly reliable scores** must be obtained as efficiently as possible.
- impartiality of evaluation, **absolute fairness**, and freedom from possible test scoring influences (e.g., fatigue, lack of anonymity) are essential.
- you are more confident of your ability to express objective question items clearly than of your ability to judge essay test answers correctly.
- there is more pressure for **speedy reporting and feedback**



Subjective questions

- Subjective questions are especially appropriate when the group to be tested is **small** and the test is **not to be reused.**
- you wish to encourage and reward the development of **student skill in writing**.
- you are more interested in exploring the student's **attitudes** than in measuring his/her achievement.
- you are more confident of your ability as a critical and fair reader than as an imaginative writer of good objective test items

Objective or subjective questions

- Either subjective or objective tests can be used to measure almost **any important educational achievement** a written test can measure.
- assess **understanding** and ability to **apply** principles.
- assess ability to **think critically**.
- assess ability to **solve problems**.
- assess ability to select relevant **facts** and principles and to integrate them toward the solution of complex problems.

https://citl.illinois.edu/citl-101/measurement-evaluation/exam-scoring/improving-your-test-questions

Higher Ed Partners

South Africa

academicservices@higheredpartners.co.za