

## **Assessment**

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Assessment is the process of gathering information about student learning. Formative assessments, or assessments for learning, are continuing opportunities to check what students have learned. Teachers use formative assessments to discover student strengths as well as areas for improvement. Summative assessments, or assessments of learning, occur at the end of a unit and summarize what students have learned and how well they have met the learning objectives. Summative assessments are more formal, culminating experiences and often include student demonstrations of their learning.

The best system of assessment, however, is not simply about testing. It is about teaching—that is, making decisions and modifications in teaching in response to assessment results with the purpose of increasing student achievement.

### **Formative Assessment**

Formative assessment can be a dynamic, ongoing process that helps teachers determine when to re-teach concepts, when to differentiate instruction, and when to modify their approach. Such assessments for learning are diagnostic and enable teachers to provide more support and resources for students who need additional help.

**Glencoe Literature** provides many opportunities for formative assessment. During reading, students encounter highlighted passages in the literature with questions clearly related to the curriculum standards for the lesson. After reading, discussion questions and various writing and speaking activities are offered to help teachers evaluate student learning as measured against the standards for the lesson.

### **Summative Assessment**

At the end of every unit, teachers can administer the standardized assessments, which consist of multiple choice questions and constructed-response items. On the other hand, **Writing Workshops and Speaking, Listening, and Viewing Workshops** provide performance-based options for summative assessment.

### **Additional Assessment Resources**

**Glencoe Literature** also offers ancillary support through **Assessment Resources**, a collection of blackline masters that include the following tests to be administered at the beginning of a unit to assess student readiness; selection tests to be given after every reading selection to assess comprehension, literary analysis, and vocabulary development; and end-of-unit exams to assess cumulative learning.

## **Research**

- Marzano, R. J., Pickering, D. J., & McTighe, J. (1993). *Assessing Student Outcomes*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Stiggins, R. J. (2001). *Student-involved Classroom Assessment* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.
- Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2004). *Classroom Assessment for Student Learning: Doing It Right—Using It Well*. Portland, OR: Assessment Training Institute.
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