Journal Entry 2

Formative and summative assessments work hand-in-hand to provide teachers with an overall assessment of student work. Formative assessments need to take place during the learning process. These assessments are really for the teacher to see how well they are teaching and a student is learning.. They should be a snapshot of what the students have learned thus far in a particular area. If the students are not learning what the teacher thinks they have taught, the teacher needs to revise and reteach the lesson. Summative assessments are a summation of what the student has learned in a particular unit or period of time. This should be an overall assessment of learning a student has done. This may be a final in a class or a large project at the culmination of a unit.

One of my favorite ideas for a formative assessment is using post-its for exit tickets from students about a subject. I also like talking and discussing with my students. Most of my teaching has been done in ASD classrooms, so assessments tend to be informally done. Many times what I’m focused on teaching is based on an IEP goal and can be behavioral goals as well as an academic subject. Much of the assessing I’m doing is formative rather than summative.

The summative assessments that I work on with students tend to be gen ed based and range from special projects to tests. In the setting I’m in, I can foresee that my summative assessments will probably special projects or reports rather than testing.