**Formative assessment**

**12.3.1 Definition of formative assessment:** Is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

* help students identify their strengths and weaknesses and target areas that need work
* help faculty recognize where students are struggling and address problems immediately
* Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:
* draw a concept map in class to represent their understanding of a topic
* submit one or two sentences identifying the main point of a lecture
* turn in a research proposal for early feedback

**Summative assessment**

* The goal of summative assessment is to evaluate student learning at the end of an instructional unity; this will be used in my course to make sure that the lesson of biology has been understood.

It will help me to make decision where I can repeat the lesson

It helps me to make sure I can go to the next topic

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|  | **Summative Assessment** | **Formative Assessment** |
| When | At the end of a learning activity | During a learning activity |
| Goal | To make a decision | To improve learning |
| Feedback | Final judgment | Return to material |
| Frame of Reference | Sometimes normative (comparing each student against all others); sometimes criterion | Always criterion (evaluating students according to the same criteria) |

As conclusion both assessment are used always in BIOLOGY but not at the same time but both assessment facilitate me as teacher to set which methods can I be used.