



Formative vs Summative Assessment- An Important Distinction

Adjunct Faculty Academic Calendar

September:

1 Labor Day

1-2 No Classes

Workshops

(Register at: svsu.edu/workshops)

September:

2 Vet-Friendly Classroom
1:30-2:30 Curtiss 116

3 VSpace Introduction
10:00-Noon Curtiss 150

5 VSpace Introduction
1:00-3:00 Curtiss 150

5 VSpace Embedded Librarians
11:30-Noon Zahnow 111

9 & 17 VSpace Advanced
10:00-11:00 Curtiss 150

10 iPad: Getting Started
1:00-2:00 Curtiss 150

12 Explore MeL: The Michigan
Electronic Library
11:30-12:30 Zahnow 111

18 VSpace Lessons from 10:00
to 11:00 in Curtiss 150

25 Tools for Formative
Assessment
10:30-11:30 Curtiss 150

26 Teach Like a Pirate
12:30-1:30 in Science East 203

27 Course Design: From
Course Description to
Assessment, Part One
9:00-11:00 in Science East 203

Two forms of assessment are used in the classroom setting. The one that most faculty are familiar with is summative assessment which is an assessment *of* student learning and/or the acquisition of skills at the end of a chapter, lesson or semester. Summative assessments are typically high stake assessments which have high point value. Summative assessments usually consist of exams, papers or capstone projects.

Formative assessment, on the other hand, is assessment *for* student learning. For faculty, formative assessment helps them learn which ideas, theories, or concepts students are struggling to understand. Such assessments can also be used to assess whether particular skills have been mastered or whether the course learning objectives have been met. For students, formative assessments help them understand where their strengths and weaknesses lie allowing them to target areas where more work is needed. Formative assessments are low stake assessments having little to no points associated with them. Such assessments can include the submission of one or two sentences identifying the main point of a lecture or the muddiest point where students anonymously share one or two ideas they didn't understand during the lecture/class.

Formative Assessments <i>for Learning</i>	Summative Assessments <i>of Learning</i>
Muddiest Point	Quizzes
Minute Paper	Mid-term/Final Exam
Diagnostic tests	National tests
Lab reports	Entrance exams (SAT and ACT)

An article, titled *Inside the Black Box: Raising Standards through Classroom Assessment* (Black and Wiliam, 2010), further discusses the role of assessment. In their review of the literature, the authors found that formative assessment is an essential component of student classroom success because it helps to raise student achievement and mastery. They also contend that students need to be trained in self-assessment so that they can better understand the purpose of their learning allowing each student the ability to grasp what they need to do/understand in order to be successful. Student self-assessment can be done by utilizing techniques which allow students time to respond to questions, have them think in pairs or small groups, or ask them to compose an answer to a question and then select and read a few answers aloud to the class for further discussion. Having students participate in thoughtful reflection allows for that formative self-reflection process to begin.

To help you understand what technological tools are available for formative assessment, the ITD lab is sponsoring a workshop on Thursday, September 25th from 10:30 to 11:30 in Curtiss 150. To register for this valuable workshop go to www.svsu.edu/workshops and log-in.

Reference:

Black, P. and Wiliam, D. (2010, September). Inside the Black Box: Raising Standards through Classroom Assessment. *The Phi Delta Kappan* 92 (1) 81-90.

Emergency Notification System

Worried about school cancellations or how inclement weather might affect your class? Then enroll in SVSU's Emergency Notification System by going to www.getrave.com/login/svsu. There you can log in with your SVSU user name and password. New users should click the "Add" box to enter a mobile phone number. If you have registered for notifications in the past, just click the "Edit" link in the box for a mobile number already entered.

Map-Works Training

MAP-Works (**M**aking **A**chievement **P**ossible) is an online tool intended to help first and second year students be successful. Each student takes a survey during their 4th week of classes (We have a 98% return rate on the surveys!). The student survey responses are run through an algorithm which predicts possible barriers to academic and socio-emotional success. Using the survey results, the students can then get the help they need from resources available on campus, like the Center for Academic Achievement or the Student Counseling Center. At the same time, MAP-Works provides a way for all faculty and staff who work with a student to connect and collaborate. To affect this for your class, Map-Works training is being offered through the Student Advisement Center. The dates for these sessions are: Tuesday, September 2 from 10:00-11:00 in Zahnnow 302 and Friday, September 6 from 12:00 to Noon in Zahnnow 302. To register for these sessions please contact Neil Baumgartner at mwbaunga@svsu.edu

Office of Adjunct Faculty Support Programs Fall Happenings

Programs:

There is always so much going on at the start of the fall semester in the Office of Adjunct Faculty Support Programs. September is the month where faculty who have taught at the University for at least two semesters are able to apply for the LEAD program and the Teaching First Year Students Faculty Learning Community. LEAD is a two semester mentoring program intended to help SVSU adjunct faculty become more familiar with the University, get to know a full-time faculty member in their department and reflect upon teaching and learning. Faculty who are accepted into this program receive \$250 each semester for participating and at the conclusion of the program, receive a \$50/credit hour bump in pay!

The Teaching First Year Students Faculty Learning Community (FLC) is intended to help faculty apply the scholarship of teaching and learning to their classroom practices. Those accepted into this program are invited to attend the annual Lilley Conference in Traverse City in October. This group of faculty will then meet each month to discuss the research projects being undertaken in their classes. Last spring, this FLC prepared a proposal on their classroom research to present at this year's Lilley Conference and it was accepted! We will be presenting at the October meeting!

To participate in either of these programs, go to svsu.edu/adjunctfaculty and then follow the link titled, "Faculty Development." Complete the application under the LEAD link and return it to Science East 201 before Friday, September 15th.

Workshops:

September marks the start of three important learning opportunities. On Friday, September 26 at 12:30 the first in our series of workshops will be offered. This workshop is titled *Teach Like a Pirate* based on a book of the same name by Burgess. This is followed later in the day by our first Faculty Book Club session at 4:30 where the book, *What Our Stories Teach Us* (Shadiow, 2013) will be distributed and discussed. Finally, *Course Design* the first in a series of three workshops will be offered on Saturday, September 27th at 9:00 in Science East 203.

To register for these valuable workshops go to www.svsu.edu/workshops and log-in. Light food fare will be offered at each.