

# Formative Evaluation

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Formative evaluation is the process of collecting data to evaluate teaching and learning

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Stop, start, continue



Survey



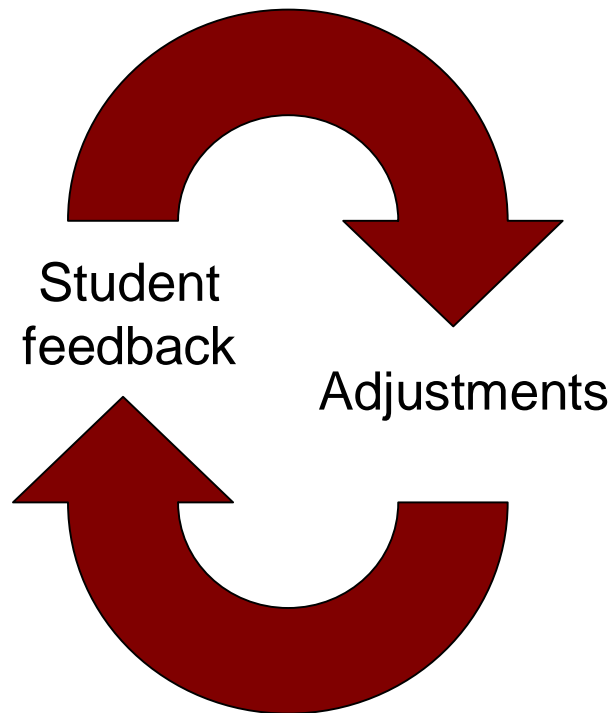
## After this module, you will be able to...

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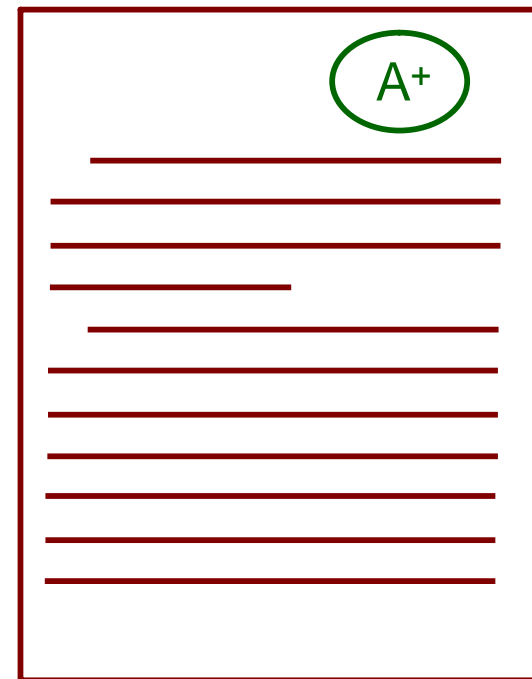
- Differentiate between formative and summative evaluation
- Describe several different examples of formative evaluation
- Recognize the value of formative evaluation to students and TAs

Formative evaluation is aimed at course improvement rather than at assigning grades.

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Formative evaluation  
= during the teaching event



Summative evaluation  
= at the end of the teaching event



## Some (additional) useful examples of formative evaluation for Physics TAs:

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- **Minute Paper:**
  - What is the most important point you learned today?
  - What point remains least clear to you?
  
- **Stop-Start-Continue:**
  - What should your TA be doing?
  
- **Self-Confidence Survey:**
  - How confident do you feel that you can...
  
- **Directed Paraphrase:**
  - Ask the students to summarize a concept or idea and direct this summary toward a specific audience.
  
- **Survey**

What are the benefits of formative evaluation?

For the students?

For the TA?

Next up: A genuine testimonial on the use of formative evaluation



# An important warning to keep in mind when using formative evaluation







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- Recognize the value of formative evaluation to students and TAs



## References

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This module was developed with materials from:

- The Tomlinson Project in University Level Science Education, Faculty of Science, McGill University
- “Scientific Teaching”, J. Handelsman, S. Miller, and C. Pfund, W.H. Freeman and Company
- <http://www.ntlf.com/html/lib/bib/assess.htm>
- <http://www.flaguide.org/cat/cat.php>
- <http://www.siue.edu/~deder/assess/catmain.html>



## Formative evaluation for this module

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On a 3x5 paper, please write one positive and one negative headline

- Positive: Mya's story sways entire room to try formative evaluation
- Negative: Workshop schedule found to be inaccurate