

progress. When engaged in summative assessment, teachers use assessment information after learning has taken place to determine the level of student achievement at a given point in time in order to determine a student's report card grade from chapter and unit tests, final exams, and term projects, for example. One form of assessment *supports* learning, the other *verifies* it.

We also call formative assessment by another term, *assessment for learning*. We do that in part because formative assessment has taken on a number of different meanings and is commonly interpreted as assessing frequently and using the results to plan the next steps in instruction. However, the research on formative assessment includes practices beyond those, as we have seen, so *assessment for learning* is the term we prefer to indicate the collection of practices necessary to realize significant achievement gains.

By the same token, we call summative assessment *assessment of learning*. If you prefer the terms "formative" and "summative," feel free to use them. We will use them throughout the book interchangeably with *assessment for learning* and *assessment of learning*. Just remember to include *descriptive feedback to students* and *student involvement in the assessment process* on the formative side. See Figure 2.3 for a summary of key differences.

FIGURE 2.3 Assessment *of* and *for* Learning: Summary of Key Differences

	<b>Assessment <i>for</i> Learning</b>	<b>Assessment <i>of</i> Learning</b>
<b>Reasons for Assessing</b>	Promote increases in achievement to help students meet more standards Support ongoing student growth and improvement	Document individual or group achievement or mastery of standards Measure achievement status at a point in time for purposes of reporting or accountability
<b>Audience</b>	Students about themselves	Others about students
<b>Focus of Assessment</b>	Specific achievement targets selected by teachers that enable students to build toward standards	Achievement standards for which schools, teachers, and students are held accountable
<b>Place in Time</b>	A process during learning	An event after learning
<b>Primary Users</b>	Students, teachers, parents	Policy makers, program planners, supervisors, teachers, students, parents
<b>Typical Uses</b>	Provide students with insight to improve achievement Help teachers diagnose and respond to student needs Help parents see progress over time Help parents support learning	Grading decisions Promotion and graduation decisions Certify student competence Sort students according to achievement

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