

	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
<b>WHEN</b>	Faculty conduct various types of formative (ongoing) evaluation as the course progresses – during the semester.	Done at the end of the semester.
<b>WHY</b>	<ul style="list-style-type: none"> <li>• Faculty get feedback about students’ progress, how the course is going, etc. which they use to modify the course and/or report back to students.</li> <li>• Used to inform change</li> <li>• For reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information about how students did in a course (e.g. via a test).</li> <li>• Summary evidence</li> </ul>
<b>TYPE OF INFORMATION</b>	<p>Can be either quantitative (quizzes) or qualitative (discussions with students, interviews, minute papers).</p> <ul style="list-style-type: none"> <li>• Often targeted – to get information about specific skills, knowledge, or opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Often quantitative, as in a letter score used to record achievement.</li> <li>• Looks at a range or set of information or abilities.</li> </ul>
<b>AUDIENCE</b>	Private – the information is for the faculty member only	Public – the information is provided to students and group data may be made public.
<b>CONTROL</b>	The faculty member is in total control of formative evaluation. They design the process, gather and reflect on the information, and act on it as they see best.	Faculty member may design evaluations or may use tests developed by others.

<b>EXAMPLES</b>	Minute paper, Muddiest point, targeted quiz, informal discussion with students, anonymous comments on index cards, formal mid-term assessment done by Teaching Center	Exam, quiz, final paper
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