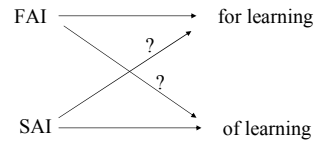


## Formative/summative interaction

Keeping purposes in mind



### Can S information be used *for learning*?

- Yes, but will never be enough
- SA doesn't happen sufficiently often
- Only works when assessment is in the control of teachers
- If external, danger of teaching to the test/task
- Danger of  $FA = \Sigma \text{ mini SA}$

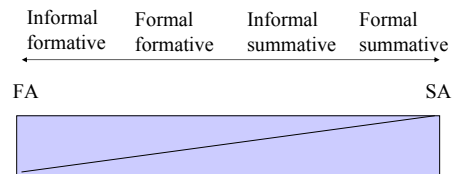
### Can F information be used *of learning*?

- Yes, but needs additional QA
- Only when SA is based on teachers' judgements
- May change the nature of FA (from informal to formal)
- End use may dominate and turn FA into box-ticking

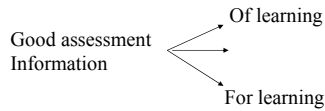
So..

- Each can contribute to the other but not provide all that is needed for the other purpose
- Reinventing TGAT?
- Possible damage to the formative use of assessment.

Two discrete purposes or a range of purposes?



Is there FA and SA or just GA (good assessment)?



Assessment has to be purposeful: can we embrace different purposes with the same information?

What is the formative information that teachers need?

- Relating to the *lesson* goals for students
- May not be the same for all students
- Mappable to developmental criteria and to national curriculum criteria
- .....so an extra section needed?

