



**Formative quizzes**

**Introduction:** Formative assessments are quizzes and tests that evaluate how someone is learning material throughout a course. Summative assessments are quizzes and tests that evaluate how much someone has learned throughout a course. In the classroom, that means formative assessments take place during a course and summative assessments are the final evaluations at the course's end.

**Goals:** Monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- 1) Help students identify their strengths and weaknesses and target areas that need work
- 2) Help faculty recognize where students are struggling and address problems immediately

**Preparation:**

- 1) Faculty members prepares set of short questions, quiz, topics to be shared with students at strategic point of discussion about a topic during lecture.
- 2) The responses are in form of solution to multiple choice questions or short statements
- 3) Faculty members uses the responses to monitor the content delivery method, topics discusses and the pace of content delivery.

**Methods / Procedure:**

- 1) Common formative assessments include:
  - a) Quizzes
  - b) Games
  - c) Projects
  - d) Presentations
  - e) Group activities
- 2) One-Minute Papers
  - a) One-minute papers are usually done at the end of the day.
  - b) Students in groups (or individually) are asked to answer a brief question in writing.
  - c) The papers are collected and analysed by the instructor to gain awareness of the students' understanding.
  - d) Typical questions posed by teachers are centred around:
    - i) Main point
    - ii) Most surprising concept
    - iii) Questions not answered
    - iv) Most confusing area of topic
    - v) What question from the topic might appear on the next test?
  - e) Without formative assessments, the first indication that a student doesn't grasp the material is when they fail a quiz or a test.
- 3) Exit/Admit Tickets
  - a) Exit Tickets are small pieces of paper, or index cards, that students deposit as they leave the classroom.
  - b) Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.
  - c) Teachers review the responses, and gain insight as to which students have fully learned the concept, and those that are still struggling.
  - d) The information obtained can be used to plan a whole-group or partial-group lesson to re-teach the concept.
  - e) Admit Tickets are done at the very beginning of the class.
  - f) Students may respond to questions about homework, or on the lesson taught the day before.



**Significance of results:**

- 1) Formative assessment strategies in the classroom provide both teachers and students with invaluable information about what students understand, and what they don't.
- 2) These ungraded assessments are valuable guides for students to help them enhance their performance.
- 3) They also help teachers determine if further instruction is necessary.
- 4) When formative assessments are used consistently, and effectively, neither teachers nor students are surprised by their final grades.

**Presentation:**

- 1) The solutions of all the quiz and one minute papers are released to the students after the completion of the topic.
- 2) Core quiz question from each topic are made available as important questions on departmental webpages.

**Reflective critique:**

- 1) Every fortnight faculty member submits new Quiz question in departmental drive.
- 2) The students may choose to take these optional quiz.
- 3) Extra credit is given to students for taking these optional quiz.
- 4) The quiz questions are made available to other faculty members for their contribution to topic discussion.



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