What is Formative Assessment?
Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.¹

Why use formative assessment?
- Assess prior knowledge
- Increase Participation
- Assess student understanding of material
- Retrieve valuable feedback to adjust teaching style
- Clear up misconceptions and misunderstandings

What is TurningPoint?
TurningPoint is an assessment delivery and data collection solution that supports effective pedagogy and enhances student learning.²

How TurningPoint enhances Formative Assessment

Integrate Assessments with lectures smoothly
• Assessments and Lecture notes combine into a single PowerPoint file, creating a smooth presentation which helps the lecture flow.

Assess the entire class faster and more efficiently
• Every single student responds via Clickers or mobile devices.
• 70% of learners agreed that they were more likely to participate because of the anonymity of the response system.³

Obtain Instantaneous whole-class Feedback
• Assessment Reports and Polling Results are displayed immediately after the assessment to both Instructors and students.
• 100% of teachers agreed TurningPoint improved the timeliness of feedback.⁴

Spot the “muddiest point” immediately
• Instructors instantaneously notice problem areas and immediately adjust their instructions in response to student needs.
• 100% of faculty appreciated the ability to assess students’ knowledge and understanding with clickers, allowing faculty to target weaknesses with learning activities or style of presentation before moving forward.⁵

Improve student understanding during lecture
• Students use instantaneous feedback to monitor their own learning.
• 75% of students liked getting instant feedback that allowed them to gauge their knowledge and mastery of the subject during the class period.⁶

Collect and evaluate aggregate assessment data easily
• Assessment Reports allows instructors to access, view, and manage semester-long data in one convenient location. This helps them reflect on the semester and consider alternative instructional approaches for summative assessments and future courses.
• 74% of faculty agreed that clickers gave them the opportunity to implement new pedagogical strategies.⁷

Resources
1. Definition of the State Collaborative on Assessment and Student Standards (SCASS)

Designed by:
Dr. Mohammad Jadun, Instructional Technology Specialist
Kevin Ball, Instructional Technology Assistant
Christopher Tokarsky, Instructional Technology Assistant