

Types of Evaluations

Formative Evaluation	Summative Evaluation
Purpose: To monitor learning and provide ongoing feedback. Characteristics: • Conducted during the learning process. • Helps learners identify strengths and areas for improvement. • Focuses on growth, not grades. • Can be informal or formal (e.g., quizzes, practice scenarios, check-ins). Examples: • In-class activities with feedback • Practice simulations • Peer review exercises	Purpose: To assess learning at the end of an instructional period. Characteristics: • Conducted after instruction is complete. • Measures overall achievement or competency. • Often used for grades, certification, or progression decisions. Examples: • Final exams • Capstone projects • Objective Structured Clinical Examinations (OSCEs)
High Stakes Evaluation	Non-High Stakes Evaluation
Purpose: To make significant decisions about learner progression. Characteristics: • Results have major consequences (pass/fail, licensure, certification). • Usually summative in nature. • Requires standardized conditions and careful scoring. Examples: • Board exams • National licensure exams • High-fidelity simulation summative evaluations	Purpose: To provide feedback without major consequences. Characteristics: • Can be formative or low-pressure summative. • Encourages learning and risk-taking without fear of failing. • Often used to build confidence or identify learning gaps. Examples: • Practice quizzes • Low-stakes simulations • Peer and self-assessments

