# Classroom Summative

## WHAT IS THE DEFINITION AND PURPOSE?

Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards.1 The purpose of a classroom summative assessment is to:

1. Inform instruction and improvement.
2. Evaluate attainment of learning goals.

## WHEN IS THIS ASSESSMENT ADMINISTERED?

After an extended period of teaching and learning (quizzes, end of unit or learning module).

## WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Qualitative or quantitative data-evidence of student thinking that helps understand student learning relative to mastery of standards. This data can be used to adjust instructional strategies, timelines, and goals for the course or unit.

## WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

- Test/Exam
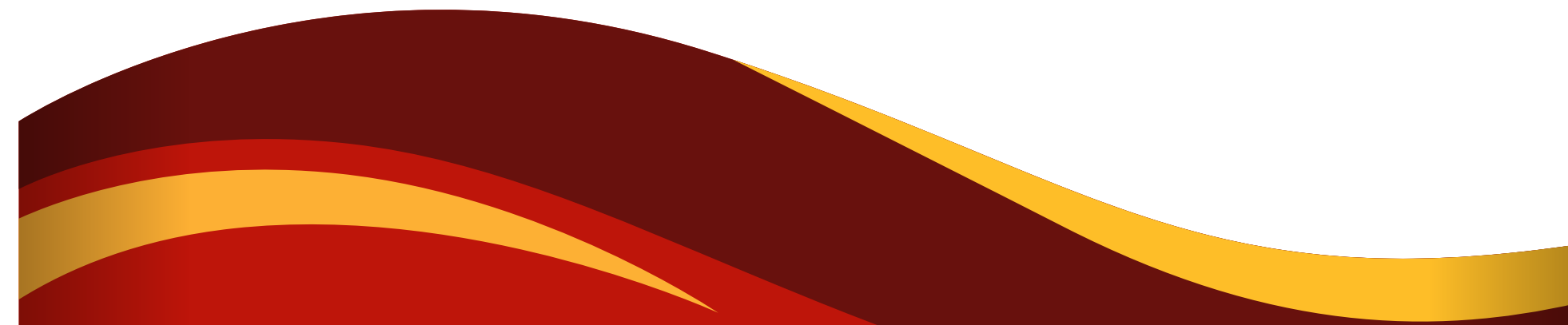- Project
- Paper
- Portfolio
- Recital/Performance

## WHAT DO I DO WITH THE ASSESSMENT DATA?

| Who | Action | How |
|---|---|---|
| Student | Assess progress towards learning goals and success criteria | <ul><li>What comes next in my learning?</li><li>Is the learning goal clear?</li><li>What gaps in my understanding do I have?</li><li>Am I ready to move on?</li><li>How can I extend my learning?</li><li>How does this learning fit with other ideas I have?</li></ul> |
| Family | Family involvement based on results brought home by the student or provided by the teacher | <ul><li>Review overall grade or assessment results to ask:<ul><li>Is my child on track?</li><li>What are my child's strengths?</li><li>Where can my child improve?</li></ul></li></ul> |
| Teacher | Create summative assessments | <ul><li>What do we want all students to know?<ul><li>Identify standards aligned to my curriculum map that need to be assessed.</li><li>Identify learning targets within the standard.</li></ul></li><li>How will we know if they learn it?<ul><li>Develop items aligned to learning targets and rigors of standard.</li></ul></li><li>Establish criteria for success.</li></ul> |
| Teacher | Plan instruction for star of new learning goals including practice/review of prior mastery | <ul><li>Did students master the learning goals/success criteria?</li><li>Are students ready to move on or is reteaching necessary? (Use summative data formatively to guide instruction.)</li><li>Will my students be ready for the next unit/grade-level?</li></ul> |

# WHAT DO I DO WITH THE ASSESSMENT DATA?

| Who | Action | How | Who | Action | How |
|-----|--------|-----|-----|--------|-----|
| Teacher | Analyze and correct any gaps in instruction and/or assessment | • Have misconceptions been addressed?<br>• Did the student perform as expected based on prior formative assessments?<br>• Did students show appropriate growth?<br>• When I teach this content again, what might I do differently?<br>• What instructional strategies might I repeat and what might I change?<br>• With whom should I collaborate at my site to better support student(s)? | PLC (Professional Learning Community) | Work together to create summative assessments | • What do we want all students to know?<br>　○ Identify standards aligned to my curriculum map that need to be assessed.<br>　○ Identify learning targets within the standard.<br>• How will we know if they learn it?<br>　○ Develop items aligned to learning targets and rigors of standard.<br>　○ Establish criteria for success. |
| | Provide actionable feedback to class and/or individual students | • Determine steps for the class and/or students to improve their work.<br>• Provide students with at least one strength and one area to improve. | | Use summative assessment data to identify targeted level trends of student progress toward mastery of state standards, including strengths and areas of refinement | • What are the strengths and needs of our students?<br>• How successful was our Tier 1 instruction?<br>• Do any modifications to our Tier 1 instruction need to be made?<br>• How will we respond when some students do not learn?<br>　○ Which students need reteaching and how and when will I do it?<br>• How will we extend the learning for students who are already proficient?<br>• Which students need enrichment and how and when will I do it? |
| | Engage parents/guardians regarding student performance relative to expectations | • Options include:<br>　○ Entering grades into Student Information System.<br>　○ Printout of student feedback card in SchoolCity or provide descriptive feedback for student to take home.<br>　○ Engage in conversations if needed. | | | |
| Site Student Support Professionals (e.g., reading/math specialist) | Review summative assessment data and assist in relearning of curriculum as needed | • Review summative assessment data:<br>　○ What does this data reveal about the strengths and areas of improvement of our students?<br>　○ What does this data reveal about our instructional practices?<br>• How can I best support students and colleagues? | | | |

# WHAT DO I DO WITH THE ASSESSMENT DATA?

| Who | Action | How |
|---|---|---|
| Site Administration | Use summative assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement | <ul><li>Do I see any patterns in each grade level?</li><li>Do I see any patterns across the grade levels?</li><li>Do I see any areas of concern?</li><li>How successful is Tier 1 instruction in each grade level?</li><li>Do any modifications to our Tier 1 instruction need to be made?</li><li>Should we focus our resources on continued Tier 1 instruction or Tier 2?</li><li>Do I have teachers who need additional supports?</li></ul> |
| District Student Support Professionals (e.g., coaches/specialists) | Work with teachers to analyze summative assessments and data | <ul><li>What do we want all students to know?<ul><li>Identify standards aligned to my curriculum map that need to be assessed.</li><li>Identify learning targets within the standard.</li></ul></li><li>How will we know if they learn it?<ul><li>Develop items aligned to learning targets and rigors of standard.</li><li>Establish criteria for success.</li></ul></li></ul> |

| Who | Action | How |
|---|---|---|
| District Student Support Professionals (e.g., coaches/specialists) | Work with teachers to analyze summative assessments and data | <ul><li>What are the strengths and needs of our students?</li><li>How successful was our Tier 1 instruction?</li><li>Do any modifications to our Tier 1 instruction need to be made?</li><li>How will we respond when some students do not learn?<ul><li>Which students need reteaching and how and when will I do it?</li></ul></li><li>How will we extend the learning for students who are already proficient?<ul><li>Which students need enrichment and how and when will I do it?</li></ul></li><li>How can I support schools and staff?</li></ul> |
| District Administration | Review school- and district-level data aggregated and disaggregated | <ul><li>What district trends are evident in the data?</li><li>What school trends are evident in the data?</li><li>Which sites may need additional supports and/or resources to meet the needs of their students?</li><li>How can we support schools and staff to improve achievement?</li></ul> |