

Presenter's Notes Summative Assessment Module	
Slide Number & Title	Presenter's Notes
1. Summative Assessment	<p>Welcome to the summative assessment module.</p> <p>In order to enhance your understanding of Summative Assessment, we recommend you also participate in the <i>Reliability, Validity, Formative, Interim, Learning Progressions, and Interpreting Results of Large-Scale State Assessments</i> modules.</p>
2. Formative assessment is used . . .	<p>To understand Summative Assessment, we must consider what makes summative assessment different from Interim and Formative Assessment.</p> <p>In a balanced assessment system, both summative and formative assessments are an integral part of information gathering. Depend too much on one or the other and the reality of student learning is unclear. Keep in mind that essentially what makes an assessment formative or summative is how the <b>results</b> of the assessments are used.</p> <p>Formative Assessment results are for the purpose of <b>improving learning or teaching</b> while it is going on.</p> <p>Interim assessments fall between formative and summative assessment. They are medium-cycle, medium-scale, which means that they are administered three or four times per year and their results are aggregated to the school or district level. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment. In design and function, interim assessments can be thought of as "quasi-" summative. On the other hand, interim assessments definitely are <b>not</b> formative because their results are not used to immediately inform or change instruction.</p> <p><b>Summative Assessment</b> is carried out at the <b>end of instruction</b> to determine student learning and assign grades. Summative assessments happen too far down the learning path to provide information to make instructional adjustments and interventions <i>during</i> the learning process. <b>It takes formative assessment to accomplish this.</b></p>
3. What is summative assessment?	<p>The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to curricular standards.</p> <p>State and district level summative assessments are used to report the academic proficiency of students to the community and state. They are used to assist school districts and the Department of Education make decisions about the curriculum, the goals of professional development, and even budgetary needs.</p> <p>So summative assessments are important to teachers, parents, and the community; but they are especially important to students!</p>
4. What is summative assessment?	<p>While almost any assessment instrument can be used for summative and formative purposes, some are better suited to summative use and others to formative use. For example, state assessments are designed to provide</p>

	<p>accountability data and to compare schools and districts. The results are often delivered months after the administration of the tests. For these reasons, state tests usually do not function well in a formative way. They can't contribute much information to guide day-to-day instruction or help determine the next learning steps of individual students.</p>
<p><b>5. Summative assessments provide critical information.</b></p>	<p>Summative assessments can and do provide critical information about students' overall learning as well as information about the quality of classroom instruction – especially when they are accompanied by other sources of information and are used to inform practice. For example:</p> <ul style="list-style-type: none"> <li>• End of unit tests or projects that reflect the stated learning objectives provide teachers with information about individual students as well as provide an overall indication of classroom instruction.</li> <li>• Course grades, if based on specified criteria, provide information on how well a student has met the overall expectations for a particular course.</li> <li>• Standardized tests that accurately reflect state performance and content standards provide an indication of how many students are achieving to established grade-level expectations.</li> <li>• Portfolios, when used as part of an evaluation of student learning, provide evidence to support attainment of stated learning objectives.</li> </ul>
<p><b>6. Summative assessments can inform instructional practices.</b></p>	<p>Summative assessment can also inform instructional practices in a different yet equally important way as formative assessment. For example, if a school's performance on a state assessment indicates high percentages of students who do not meet standards in writing, then the school could collect more information on its writing curricula, student writing performance (through portfolios or other classroom work), and professional development needs for its teachers.</p> <p>After collecting such information, the school may review and adopt new writing curricula as well as provide professional development to its teachers. Ongoing evaluation of the writing program can be conducted through the use of formative and summative assessment. In this manner, when summative and formative assessments are aligned, they inform the instructional process and support both daily instructional practices as well as the long-term planning of curricula and instruction.</p>
<p><b>7. Summative assessments can be for continuous progress monitoring.</b></p>	<p>Summative assessments can also be used with continuous progress-monitoring systems because they allow teachers to track students throughout a school year and, ideally, over an entire academic career, from kindergarten through high school. The potential importance of such information was described by Peterson and others in a 2000 review of research on secondary reading: “To provide appropriate support, teachers should know the history of a student’s reading difficulties, the interventions made, and the instruction missed. For example, the teacher can look for evidence of the development of reading proficiency such as phonemic knowledge at the primary grades, background knowledge at grades three and four, and strategy knowledge at the upper grades.”</p> <p>It isn't hard to see the significance and importance of summative assessments.</p>

	After all, they provide permanent documentation of individual student performance, and, in fact, the entire the education system.
<b>8. Summative assessments must be of the highest quality possible.</b>	Every educator should be concerned that the summative assessments which are part of the assessment system used in their classroom, school, district, and state are of the highest quality possible. Let's consider the important criteria and principles that teachers, schools, districts, and states should consider when selecting or developing any summative assessment. We'll start with validity.
<b>9. Validity defines the quality of educational assessment.</b>	Validity defines the quality of education assessment. You may remember from the <i>Validity Module</i> the simple definition of validity is that a test measures what it is supposed to measure. But validity also means that an assessment provides sound information supporting the purpose of the assessment. So an assessment whose scores have a high degree of validity for one purpose may have little validity for another. For example, a reading assessment may be valid for identifying students who are likely to fall short of proficiency on a state test but that same assessment may have little validity for diagnosing the specific causes of students' reading difficulties.
<b>10. Valid Summative Assessments</b>	For a summative assessment to be valid it must: <ul style="list-style-type: none"> <li>• Be aligned with district and school learning goals and intended purposes,</li> <li>• Provide reliable information for intended score interpretations and uses,</li> <li>• Be fair, unbiased, and accessible,</li> <li>• Be instructionally sensitive,</li> <li>• Have high utility, and</li> <li>• Provide useful information for the intended users and purposes.</li> </ul>
<b>11. Summative assessments must be aligned.</b>	When summative assessment is <b>aligned</b> with school learning goals and intended purposes it precisely measures the intended learning targets for the curriculum being taught at that grade level. It also means that the summative assessment measures the learning goals so that the <b>results</b> accurately determine what school officials wanted to know about student mastery. For example, if the intention is to measure whether or not fifth grade students' have mastered "The functions of the three branches of federal Government." Then students are required on the related summative assessment to explain that the legislative branch makes laws, the executive branch enforces laws, and the judicial branch interprets laws.
<b>12. Summative assessments must be reliable to have validity.</b>	Validity refers to the extent to which the inferences made from a test's results are justified and accurate. If the test's results have no reliability the test has <b>no validity</b> . An unreliable summative test will diminish the usefulness of the results. It is important to understand that <b>reliability is critical</b> to an effective summative assessment of student learning. If a summative test is unreliable, you may as well randomly assign results or scores to students. And if test scores cannot be assigned consistently, it is impossible to conclude that the scores accurately measure student learning.
<b>13. Summative assessment has to be fair, unbiased and accessible.</b>	A quality summative assessment has to be fair, unbiased and accessible. To really understand this, you need to participate in the module "Avoiding Test Bias." Generally a summative assessment can be biased if a group of students is offended or unfairly penalized on the basis of personal characteristics such as gender, religion, race, ethnicity, or socioeconomic status. But this doesn't

	<p>necessarily mean that if minority students are outperformed on a summative test by majority students that the test is biased against that minority. It may instead indicate that the minority students have not been provided with the appropriate instruction.</p> <p>So how can we identify if bias is an issue in a summative assessment? Bias comes in many forms. It can be sex, cultural, ethnic, religious, or class bias. An item may be biased if it contains content or language that is differentially familiar to subgroups of examinees, or if the item structure or format is differentially difficult for subgroups of examinees. An example of content bias against girls would be one in which students are asked to compare the weights of several objects, including a football. Since girls are less likely to have handled a football, they might find the item more difficult than boys, even though they have mastered the concept measured by the item.</p> <p>You may use these questions from the Education Alliance to help determine if a summative test is culturally biased or culturally responsive:</p> <ul style="list-style-type: none"> <li>• Are there enough supporting details so that students can comprehend the cultural content being provided?</li> <li>• Do the testing materials show bias that relates to ethnicity, sex, culture, religion, class, or processes?</li> <li>• Have members of different cultural groups been represented?</li> <li>• Are members of different cultural groups positively portrayed?</li> <li>• Have the test developers made sure that the cultural content is comprehensible to all the test takers?</li> <li>• Is cultural content about the students' home culture and language accurate and up-to-date?</li> <li>• Are members of different class groups positively portrayed?</li> <li>• Are there traditional and non-traditional depictions of gender?</li> </ul>
<p><b>14. Summative assessment must be instructionally sensitive.</b></p>	<p>Now let's consider instructional sensitivity. In a presentation at the 2007 annual meeting of the American Educational Research Association, Dr. W. James Popham explained: "A test's <i>instructional sensitivity</i> represents the degree to which students' performances on that test accurately reflect the quality of instruction specifically provided to promote students' mastery of whatever is being assessed." This is important because if the assessment isn't instructionally sensitive and yet is used to evaluate a teacher's or school's quality of instruction the consequences could be dire. On the other hand if the assessment is instructionally sensitive – the results can provide a good measure of how the instruction is impacting student learning for better or worse.</p>
<p><b>15. A summative assessment must be useful.</b></p>	<p>Let's consider the importance of a summative assessment's usefulness. A summative assessment of student knowledge and skill is useful when it accurately measures students' mastery of the curricular aim being assessed. How does this happen? Good summative assessments indicate instructional quality, mastery of content standards, and supply accurate accountability evidence. This isn't possible if tests scores are evaluated according to the performance of the "norm group". That's because knowing students' performance on a test related to the larger group who participated in the same</p>

	test doesn't tell us if the student mastered what we want them to know and be able to do. To find out about student mastery the assessment must be <b>riterion referenced</b> . This means that a summative assessment must be based upon content standards with clear assessment descriptors if it is to have high utility and yield useful information.
<b>16. Activity One</b>	Let's pause now and consider what summative assessments are and how to ensure the quality of summative assessments we use by participating in <b>Activity One</b> .
<b>17. Summative assessments are used at different levels.</b>	<p>Have you noticed that summative assessments are used at different levels? This is a <b>big</b> difference between formative and summative assessments. Formative assessments ALWAYS remain at the classroom level. Summative assessments are used and impact the:</p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• School</li> <li>• District, and</li> <li>• State</li> </ul> <p>In this module we will consider summative assessment from the classroom teacher's perspective.</p>
<b>18. Summative assessments are part of an integrated classroom system.</b>	<p>Although formative and summative assessments serve different purposes, they should be used ultimately within an integrated classroom system of assessment, curriculum, and instruction.</p> <p>Summative assessments should be created <b>prior</b> to instruction to capture and identify both the content and process of learning that lead to desired outcomes. In this way, summative assessment can serve as a guide for directing the curriculum and instruction. We really do need to "Begin with the end in mind."</p> <p>Performance on summative assessments must serve as a valid inference of instructional quality. For example, teacher grades should generally have strong validity when compared to student performance on other academic measures.</p>
<b>19. Summative assessments support instruction.</b>	Summative assessments support instruction, because they are usually an important part of a grade. And most students and parents do care about grades. Because of this, it isn't hard to engage them in summative assessments. The hard part is finding, creating, and using high quality summative assessments. As well as for grades, classroom summative assessments can also be useful in providing formative information to students and teachers.
<b>20. Classroom summative assessments provide valuable information.</b>	Compared with state and district tests, teacher-designed classroom summative assessments are more immediately available and their learning targets have been more recently taught. When teachers know what specific learning target each question or task on their summative test measures, they can more naturally create valid summative assessments that measure what has been taught and what the teacher intended the students to master. Also, classroom summative assessment can be used formatively while purchased and large-scale summative assessments cannot.
<b>21. Test banks from published material should</b>	Carefully designed common or textbook provided unit tests can also provide high quality summative assessments. However, test banks from published material should be used with great caution because they may use different

<p><b>be used with great caution.</b></p>	<p>grammar or syntax than the teacher used to teach. Standards and examples may not agree with the teacher’s methods of explaining them. That is why teachers must create their own classroom level summative tests and learn to make them appropriately challenging and fair.</p>
<p><b>22. Students use classroom summative test results to make decisions about learning.</b></p>	<p>Students use classroom summative test results to make decisions about learning. If the assessment items are explicitly matched to the intended learning targets, teachers can guide students in examining their right and wrong answers in order to answer questions such as:</p> <ul style="list-style-type: none"> <li>▪ What are my strengths relative to the standards?</li> <li>▪ What have I seen myself improve?</li> <li>▪ Where are my areas of weakness?</li> <li>▪ Where didn't I perform as desired, and how might I make those answers better?</li> <li>▪ What do these results mean for the next steps in my learning, and how should I prepare for improvement?</li> </ul> <p>For students to make maximum use of these questions, teachers must plan and allow time for students to learn the knowledge and skills they missed on the summative assessment and to retake the assessment. Lack of time for such learning is one of the biggest hindrances to formatively using summative classroom assessments.</p>
<p><b>23. Grades are determined by summative assessment.</b></p>	<p>Teachers need to understand that there is no need to record dozens of scores for each student and invent some way to generate a grade. Grades can be produced by ten or fewer quality summative assessments. However, teachers must be dedicated to creating an integrated classroom assessment system with multiple aligned formative assessments that provide good information regarding learning to the student and the teacher. Remember that grades are not determined by formative assessments – only summative. The student should be well prepared for summative assessment as a result of participation in the formative assessment process.</p>
<p><b>24. Ensure summative assessments are high quality:</b></p>	<p>The Iowa Department of Education provides suggestions to teachers to ensure that the summative assessments they develop and use in their classrooms are high quality:</p> <ol style="list-style-type: none"> <li>1. Keep the wording simple when writing test items for summative assessments. Use only the academic language used in the classroom during instruction. Aim for the lowest possible reading level. Work with the ELL and Special Education teachers to ensure that students understand the academic language used in the test items.</li> <li>2. Be sure there is only one correct or best answer. After you have written the assessment item, a colleague can be asked to proof the assessment for one correct answer. Sometimes after spending time "wordsmithing" an item stem, more than one correct answer may appear.</li> <li>3. Avoid using “which of the following” in the stem whenever possible. Adding a noun helps focus the students and makes connections to the response items. Example: “Which part of the cell controls entry into and out of the cell?”</li> <li>4. Don’t repeat the same words in the response items. Instead, reword the item stem to remove the repetitive material.</li> <li>5. Ask a complete question. This has the effect of focusing the student on</li> </ol>

	the topic to be measured rather than on the response options.
<b>25. Ensure summative assessments are high quality:</b>	When developing a summative assessment tool consider carefully the following components: the learning goals or benchmarks to be assessed; the relative importance of each benchmark; the type of assessment item most appropriate to the learning goal or benchmark; the cognitive level at which to assess each learning benchmark.
<b>26. Tips for creating student-friendly tests.</b>	<p>In the November 2011 issue of <u>Educational Leadership</u>, Spencer Salend provides us with tips for creating student-friendly tests that accurately measure what students know and can do. These tips include:</p> <ul style="list-style-type: none"> <li>• Fostering validity by covering the main topics, concepts, and skills taught during the time preceding the test. Valid tests also cover appropriate—rather than unrealistic—amounts of material. It is also important for teachers to coordinate testing schedules so students aren't overwhelmed with too many tests in one time period.</li> <li>• Fostering accessibility by drawing on research and proven strategies to create tests that are <i>accessible</i> by improving directions, format, readability, and legibility.</li> <li>• Easing anxiety and fostering engagement by giving clear directions, using prompts to support success, and providing students choices about test items by using well-written, grammatically correct, academically appropriate test items.</li> <li>• Ensuring ongoing improvement through continually examining whether students show improved test performance. Checking in with students about which questions they found difficult, easy, confusing, or frustrating—and revising problematic items. Teachers should also ask students what surprised them about a test and what kinds of changes would improve that test or make students more comfortable while taking it.</li> </ul>
<b>27. Four Recommendations to Determine More Reliable Grades</b>	<p>Robert Marzano provide us with four recommendations to determine more reliable grades for reporting student learning:</p> <p>Recommendation 1: <i>Get rid of the omnibus or single letter grade.</i> An effective standards-based grading and reporting system should eliminate the overall or "omnibus" grade. In its place, teachers should score specific measurement topics through well designed summative assessments.</p> <p>Recommendation 2: <i>If you can't get rid of the omnibus grade, provide scores on measurement topics in addition to the grade.</i> This will let parents and students can see how much the student has learned about each measurement topic and ascertain the student's strengths and most pressing needs.</p> <p>Recommendation 3: <i>Expand the assessment options available to students.</i> These options may include: Probing Discussions in which the teacher meets with a student and questions him or her about the measurement topic until he or she is confident about a student's level of proficiency At the end of the discussion, using a proficiency scale, the teacher determines the student's level of performance.</p> <p>Recommendation 4: <i>Allow students to continually update their scores on previous measurement topics.</i> This fourth recommendation is probably the most transformational in its implications. As the school year progresses, teachers</p>

	should allow students to upgrade their scores from previous grading periods.
<b>28. Activity Two</b>	Let's conclude by considering how summative assessments are used in the classroom by participating in <b>Activity Two</b> .