



Summative Assessment

Dimension #9: Combining Evidence in a Meaningful Way

Effective assessment practice is evident when teachers...

arrive at a sound judgment of student performance by combining evidence from a variety of sources in a meaningful way.

▶ Supporting Student Success

<https://aac.ab.ca/video/supporting-student-success/>

Video Summary

A teacher discusses how conventional grading practices may work against success for many students. Although this video is set in a high school science classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Rigid grading structures and weightings can work against success for many students.
- Students have a responsibility to prepare for any 'second chance' opportunities they receive.

Discussion Questions

- The teacher expressed his belief that "it's never over until it's over." What processes might be put in place to ensure that students do not take advantage of this level of flexibility?
- How can the use of professional judgment in giving students the "benefit of the doubt" be seen as consistent with the goals of fairness and accuracy?

Connections to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study
- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
- support the use of reasoned judgment about the evidence used to determine and report the level of student learning



Connections to LQS Instructional Leadership Indicators

- 6 (a) building the capacity of teachers to respond to the learning needs of all students
- 6 (c) ensuring that student instruction addresses learning outcomes outlined in programs of study
- 6 (e) demonstrating a strong understanding of effective pedagogy and curriculum
- 6 (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence informed

Using the Video to Support Your Own Professional Learning

1. Review the video: [Supporting Student Success](#).
 - Use the *Key Points* and *Discussion Questions* to guide your reflection.
 - What connections can you make to your past/current classroom practice?
2. Engage in background reading and study.
 - *Assessment Conversations: Engaging with Colleagues to Support Student Learning* (pp. 65 – 68).*
3. Anticipate challenges.



Potential Challenge	Potential Response
<p><i>“How do I make second chances and retests manageable and fair for myself and my students?”</i></p>	<ul style="list-style-type: none"> • Unless the learning outcome specifically states an assessment method, there could be many ways that teachers can gather evidence of student learning. • It is completely appropriate for teachers to set parameters around how second chances for summative assessments are managed, and students and parents both need to be aware of and understand these parameters. • Consider using fewer conventional assessments and more performance based assessments. • You might not need to create a second multiple choice test or another project. Evidence of student learning could be gathered through one or two open ended questions or by asking students to improve a specific section of a project. • Consider how the use of intentional formative assessment might lessen the need for second chances.

As a school leader, work with your jurisdiction leaders to discuss how the requirements within your reporting program can be best managed in order to meet the specific learning needs of your students. Pay particular attention as to how these parameters affect your most vulnerable students.

Using the Video to Support Professional Conversations (Assessment Team and/or Staff/Department Meeting)

1. Encourage assessment team/staff members to focus on the **Key Points** and the **Discussion Questions** as they design assessment experiences for students.
2. Encourage team members to be prepared to share their experiences (successes and challenges) at the next assessment team meeting and/or the next staff/department meeting.



Remember the value of working towards building a culture of formative assessment within your school, beginning with your leadership role. See Section 2 (p. 11) for more information.

* *Assessment Conversations: Engaging with Colleagues to Support Student Learning* is an additional recommended resource published by AAC. It was not funded by this project, and is available for purchase from AAC.