



## 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.*

### ▶ Flexibility in Summative Assessment

<https://aac.ab.ca/video/flexibility-in-summative-assessment/>

#### Video Summary

A teacher discusses how flexible timing for summative assessment supports students without becoming a burden for the teacher. 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

- Not all students are ready for summative assessment at the same time.
- When a student’s summative assessment results are inconsistent or surprising, the teacher uses conversations and observations to mediate judgments made about student performance.
- Teachers have the responsibility to exercise informed professional judgment in regard to their classroom assessment practices.

#### Discussion Question

- What are the potential drawbacks to a flexible approach to summative assessment? How might these be overcome in order to realize the benefits to student learning?

#### 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: [Flexibility in Summative Assessment](#).
  - Use the *Key Points* and *Discussion Question* 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
“I do not have time to only give summative assessments when students are ready.”	<ul style="list-style-type: none"> <li>• When formative assessment practices are an intentional part of the learning sequence, students are more likely to be ready when summative assessments are scheduled.</li> <li>• Consider how many summative assessments you really need to reflect the program of studies. Perhaps fewer summative assessments are needed.</li> </ul>
“I have deadlines so the students need to have deadlines too.”	<ul style="list-style-type: none"> <li>• In reality, adults often have ‘soft’ deadlines. While we want to encourage students to keep up with their work, we need to be cognizant of the realities of their personal life experiences. A flexible response may be essential in order to keep the student engaged and learning, especially for our most vulnerable students.</li> <li>• When a student is often late with assignments, consider how to break an assignment into manageable chunks to help build student confidence.</li> </ul>

**As a school leader**, reflect on whether school policies are working for or against student success, and what modifications might be made.

## 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 Question** 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.