



## Summative Assessment

### Dimension #8: An Accurate Picture of Student Performance

#### Effective assessment practice is evident when teachers...

*determine summative grades of student performance relative to curricular outcomes, without distorting the grades with extraneous factors.*

### ▶ Meaningful Assessment within a Group Context

<https://aac.ab.ca/video/meaningful-assessment-with-a-group-context/>

#### Video Summary

Grade 3 teachers discuss assessment challenges and possible solutions for group work. Although this video is set in an elementary classroom, the assessment principles from this video are applicable to other grades and subjects.

##### Key Points

- Within the group project, teachers ensure that assessment evidence is gathered from each student’s individual contribution.
- The teacher involves students in determining characteristics of effective group work.
- Students are given opportunities to practice a skill prior to being assessed.

##### Discussion Questions

- Although it might be considered an efficient strategy, why is it inappropriate to assign a group grade to individual students?
- Select a project where group grades have previously been assigned. What modifications might be made so as to gather assessment evidence from individual students?

#### 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: [Meaningful Assessment within a Group Context](#).

- 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. 58 – 64).\*

### 3. Anticipate challenges.



Potential Challenge	Potential Response
<i>“The curriculum is asking for collaboration but good assessment practice says we can’t give group marks.”</i>	<ul style="list-style-type: none"> <li>• Collaboration is an essential skill. However, when this skill is graded, it must be based on evidence of individual student performance within a group setting rather than how the group performs as a whole.</li> <li>• The assessment of content outcomes must also be based on evidence of individual student performance, rather than on a product created by the group.</li> </ul>
<i>“Parents and students dislike group work. They say it’s unfair.”</i>	<ul style="list-style-type: none"> <li>• Ensure that both parents and students understand that individual student grades will not be based on the group product.</li> </ul>

**As a school leader,** work through the AAC Burning Question on the topic of group grades at a staff meeting. <https://aac.ab.ca/whats-wrong-with-assigning-group-marks/>

Then provide time for teachers to work with colleagues and revisit a group assessment task to ensure that assessment of individual students is based on individual student performance.

## 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.