Assessment-Centered 3: Designing & Conducting Meaningful Summative Assessment

1	Title Slide	Welcome to this module, Designing & Conducting Meaningful Summative Assessment, in the Assessment-Centered teaching series. To advance to the next slide, select the "forward" arrow located on the play bar at the bottom of your screen.
2	Introduction	The goal of summative assessment is to evaluate student learning at the end of an instructional unit (CMU, 2016). Compared to formative assessments, summative assessments are usually used for grading purposes or count for a larger percentage of the final grade. Examples of summative assessment could include an exam, portfolio, standardized test, a project, or performance assessment. In this module, we will be discussing assessment-centered learning environments as it relates to designing and conducting meaningful summative assessments.
3	Learning Objectives	By the end of this module, the learner will be able to create meaningful summative assessments.
4	Considerations for Assessments	In order to use assessments that improve instruction and student learning, teachers need to consider three important suggestions: • Make assessments useful (for students and teachers) • Follow assessments with corrective instruction • And give second chances to demonstrate success (Guskey, 2003)
5	Make Assessments Useful	When designing assessments to be useful for students, it is important to remember that assessments should not serve as a "surprise" for students. Instead, assessments should reflect the concepts and skills that were emphasized by the learning outcomes presented in class, along with the teacher's clear criteria for what exemplary work looks like. Teachers facilitate learning by providing students with valuable feedback on their learning progress and by helping them identify problems in their learning.
6	Make Assessments Useful	Additionally, classroom assessments serve as tools to help teachers identify what is taught well or what needs improvement. Analyzing assessments does not have to be a sophisticated process – it could also be a tally sheet of how many students missed each item on a test or failed to meet a specific criterion within a rubric. Once teachers have made specific tallies, they can pay special attention to areas in which large numbers of students had issues. When reviewing the results, the teacher must first consider the quality of the test item or rubric criterion. This means analyzing clarity of wording and meaning, ensuring that students did not make an error because of a misinterpretation. Teachers must ultimately determine whether the items used are really addressing the knowledge, understanding, or skill they were intended to measure. If no fault can be found in the test items or criterion, then a teacher may need to revise their teaching strategy.

7	Make Assessments Authentic	In addition to making assessments useful, teachers can also choose to incorporate authentic assessments into the mix. Authentic assessments more closely relate with the backwards design method we described in the previous knowledge-centered module, where we first determine the tasks that students will need to complete in order to achieve mastery, and then develop instruction in accordance to that task. Authentic assessments typically ask students to perform a realistic task, create a product, or apply knowledge and skill in a kinesthetic way. On the other hand, traditional assessments such as paper-and-pencil tests require students to select a response and often use cognitive skills such as recall and recognition (Meuller, 2016). For more ideas about creating authentic assessments, click on the link in the slide. **See files**
8	Follow Assessments with Corrective Instruction	When designing meaningful assessments, it is also important to plan to follow assessments, traditional or authentic, with corrective instruction. This is to remedy students' learning errors identified by the assessment. Corrective instruction presents the information using different instructional strategies than how it was initially taught. Of course, one genuine concern is that taking time to offer corrective instruction may sacrifice valuable time needed to cover the curriculum. Early instructional units may involve an extra class period or two, but as students become accustomed to the corrective process, the teacher can gradually reduce the amount of class time allocated for in-class corrective work in order to accomplish these same goals in a homework format. Additionally, students who do not require corrective instruction can be participating in enrichment activities. Both corrective instruction and enrichment activities should be designed using students' learning modalities and intelligences. To learn more about these strategies, select the links on the slide. **See files**
9	Give Second Chances to Demonstrate Success	In order for assessments to become a truly integral part of the instructional process, assessments cannot be a "one-shot" deal for students. Instead, assessments must be an ongoing process to help students learn. If teachers follow assessments with corrective instruction, then students should have a second chance to demonstrate their new level of mastery or competence. A second chance may help to determine the effectiveness of corrective instruction and offer students another opportunity to experience success in their knowledge and understanding. Another common concern is that giving students a second chance is unfair because "life doesn't always give second chances." It's true that a surgeon doesn't get a second chance to perform an operation successfully and a pilot

		doesn't get a chance to land a jet safely. Because of the extremely high stakes involved in surgery and flight, each must get it right the first time. But as Guskey (2003) points out – how did these skilled professionals learn their craft? The first operation performed by the surgeon was on a cadaver, and similarly – the pilot spent countless hours in a flight simulator before ever attempting a real landing. Such experiences allowed them to learn from their mistakes and to improve their performance. Similar instructional techniques are used in nearly all professional career fields, except for education – where our students face the "one-shot" deal – which give no chance to demonstrate what they learned from previous mistakes. Some assessment experts argue that students learn nothing from successful performances, rather that students learn best when their initial attempt was less than successful, for then they gained direction on how to improve.
10	Teaching as Coaching	Using assessments as sources of information, following assessments with corrective instruction, and giving students second chances are steps in a process that all teachers use naturally when they instruct individual students. If a student makes a mistake, the teacher stops to point out the mistake and then explains that concept in a different way. Then, the teacher will ask another question or pose a similar problem to ensure that the student has grasped the concept before moving on. The challenge for teachers is to use their classroom assessments in a similar way that provides individualized assistance to the whole class. Coaches use the same process as teachers when teaching individual students. After a basketball game, a coach explains to each individual player what he or she did correctly and what could be improved. The coach then offers specific strategies for improvement and encourages the player to try again. As the athlete repeats the performance, the coach watches carefully to ensure that the player has corrected the problem.
11	Review	As we come to a close, let's consider all we have covered so far. We started this module by discussing how to make assessments useful, and then we transitioned into specific authentic assessment strategies we can utilize in our classroom. We then explored corrective instruction and enrichment strategies and ended the module by discussing the importance of giving second chances to students.
12	Sources	Bless, M. (2014). Assessing higher order thinking: tools for analyzing student performance tasks. ReVision Learning Partnership. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/policy/2014/Bless-Assessing-Higher-Order-Thinking.pdf Brookhart, S.M. (2010) How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria, VA: ASCD. Guskey, T. ASCD –How Classroom Assessments Improve Learning. Retrieved from http://www.ascd.org/publications/educational-

		leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx National Research Council. 2001. Classroom Assessment and the National Science Education Standards. Washington, DC: The National Academies Press. https://doi.org/10.17226/9847. What is the difference between formative and summative assessment? Retrieved from https://www.cmu.edu/teaching/assessment/basics/formative-summative.html Jon Mueller's Authentic Assessment Toolbox. (2016). Retrieved from http://jfmueller.faculty.noctrl.edu/toolbox/index.htm
13	Credits	Thank you for viewing this module.