



SUMMATIVE ASSESSMENT

Video Supplement

Introduction

The Summative Assessment video, part of the Strategic Assessment Systems video series, is primarily intended for educators, but can be shared with any interested stakeholder. Audiences for whom this video may be particularly relevant include school and district administrators, department or grade level teams, PLCs, and new teachers. The video is designed to promote professional dialogue and reinforce key assessment literacy concepts by deepening understanding of summative assessments within a strategic system of assessment.

For background on Wisconsin's strategic assessment work, please refer to the Strategic Assessment System introductory video and foundational documents at www.dpi.wi.gov/strategic-assessment.

What is Summative Assessment?

Summative assessments are designed to evaluate learning by providing cumulative snapshots, often but not always through standardized assessments. Summative assessments are typically school-, district-, or state-centered, and answer *"are all of our students meeting the standards?"* Within a Strategic Assessment System, data from a variety of summative assessments (EOY grades, chapter tests, portfolios, projects, standardized tests, etc.) are used purposefully to report on learning and evaluate continuous improvement.

Summative data can help illuminate areas of strength and gaps in curriculum and instruction, and especially for student subgroups. Reporting summative results provides vital information to families, and in some cases, the community at large or the general public, as it can be an indicator of overall school success, but should never be used as the only indicator.

Using the Video to Facilitate Dialogue and Promote Assessment Literacy

Professional development time is valuable. Consider using the Summative Assessment video as one of a variety of resources to support educators' assessment literacy, and feel free to customize it to your needs.

Possible **uses** in professional development:

- Help launch the new school year when school improvement planning has begun and a year of professional development is being mapped out.
- Share during a faculty meeting to surface experiences with and attitudes toward professional practice
- View during PLC time to apply, extend, and sharpen professional practice
- Use with new and developing teachers to enhance professional practice and assessment literacy

Possible **discussion questions** to extend the conversation:

- After watching the video, discuss the following questions as a team.

STUDENT SUCCESS:

- What summative assessments do you rely on most to illuminate student learning?
- How efficiently and effectively do your summative assessments measure student learning in relation to the learning targets?
- What areas of strength and gaps have been revealed by your summative data for individual students? groups of students? your school? your district?

- In what ways have you modified your professional practice as a result of the information provided by summative data?

DRIVING CONVERSATIONS:

- Do you discuss student summative data with other educators? with parents? with students? How often do these discussions occur?
- What protocols, structures, or processes are in place, if any, to ensure that conversations about summative data contribute to ongoing conversations about continuous improvement efforts at the student-, teacher-, classroom-, grade-, school-, district-levels?
- How do these data drive conversations with the larger community/public need to know/overall school performance

STUDENT ENGAGEMENT:

- How could you engage your students in building an awareness of their own learning targets and the summative assessments used to report whether or not they are making progress toward those targets?
- In what ways do you incorporate comparative data that supports students' and their families' understanding of their readiness for college and career in a broader state/national/global context?

STRATEGIC DATA USE:

- Are PLCs explicitly using all three types of assessment data (formative, interim, summative)?
- Describe the various types of summative data, beyond the state test, that report on student learning in your classroom, school, and district. Are there multiple summative data points (snapshots) driving your decisions?
- Is that summative data providing the information you need? What other data might you need to provide a more complete picture of student learning?
- How do you use information from summative assessments in conjunction with other formative and interim data to improve student outcomes and inform instructional planning? to monitor your SLO? Does the summative data reinforce what you are seeing in other data? Is it a culmination or does it represent new information?
- How have summative data revealed information about subgroups that, in turn, has impacted your professional practice?

END GOAL: Consider Wisconsin DPI's definition of [College and Career Readiness](#): *All students in Wisconsin graduate from high school academically prepared and socially and emotionally competent...*

- What summative measures do you consider when determining your students' academic skills related to college and career readiness?
- What other summative measures may contribute to understanding your students' college and career readiness related to their social and emotional competence?



Possible **activity** to foster educator reflection:

- Based on the features of summative assessment highlighted in the video, use the table below to self-assess your own professional practice. Consider what steps you might take or development you may need in order to be more consistently confident and able to support others in effectively using summative assessment and the data it provides.

Educator Reflection – Summative Assessments

	I am new to this practice	I am developing this practice	I am confident in this practice	I could support others in this practice
I have a deep understanding of the learning targets.				
I can identify high quality and efficient summative assessments that evaluate student learning in relation to the learning targets.				
I can create effective classroom summative assessments to measure student learning.				
I have a thorough understanding of the summative assessments my districts uses.				
I can use data from summative assessments strategically.				
I can use data from summative assessments to inform my SLO process.				
<p>In order to become more confident and support others, my next steps include:</p> <p>In order to increase my skills, I need the following support:</p>				