**CLASSROOM SUMMATIVE**

*Assessment* ***of*** *learning*

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| Classroom feedback loop informs instruction; may include PLC/common assessments | |
| **Definition** | Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student’s mastery of the learning goals and content standards.2 |
| **Purpose** | Inform instruction and improvement  Evaluate attainment of learning goals |
| **Users of Results** | Student, teacher, student support professional, school/district administrator, family |
| **Frequency and Relationship to Instruction** | After an extended period of teaching and learning (quizzes, end of unit or learning module) |
| **Methods: Obtaining Evidence of Learning** | Student work products and performances; may include rubrics  Student self-reflection  Curriculum-embedded assessments (e.g., completed student work products, assignments, quizzes, progress monitoring checkpoints and measures)  Classroom summative assessments designed or selected by teachers, PLCs, or grade level/content teams  Observation protocols  For example:   * Physical Education skill * Dance/music performance * Art Project |
| **Assessment Data** | Qualitative and quantitative data  Status of student learning relative to standards mastery on classroom or common assessment including, quizzes and end of unit or learning module  For example:   * Did students master the learning goals/success criteria? * Have misconceptions been addressed? * Are students ready to move on or is reteaching necessary? (use summative data formatively to guide instruction) |
| **Actions Based on Data**  **S=Student, T=Teacher, SSP=Student Support Professional, A=Administrator (School/District), ST=State, F=Family** | Plan instruction for start of new learning goals including practice/review of prior mastery (T, SSP)  Analyze and correct any gaps in curriculum, instruction and/or assessment(T, SSP)  Provide actionable feedback to class and/or individual students (S, T, SSP,F)  Report to students, administrators and families (S,T, SSP, F)  Discuss student progress as a basis for instructional planning at teacher grade level/ departmental meetings (S,T, SSP, A)  Family involvement based on results (F) |