

TWELVE – Summative Assessment

Excellent Learning Environment
← Proficient
Developing
→ Limited Learning Environment

TEACHER

Formative vs. Summative Assessment	<ul style="list-style-type: none"> I regularly and purposefully use formative assessment data to inform summative assessment and guide instruction. 	<ul style="list-style-type: none"> I use formative assessment data to inform summative assessment and guide instruction. 	<ul style="list-style-type: none"> I sometimes use formative assessment data to inform summative assessment and guide instruction. 	<ul style="list-style-type: none"> I rarely use formative assessment data to inform summative assessment and guide instruction.
Program of Studies/Individual Learning Goals	<ul style="list-style-type: none"> I regularly and purposefully align summative evaluation to the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I align summative evaluation to the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I sometimes align summative evaluation to the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I rarely align summative evaluation to the outcome(s)/individual learning goals.
Taxonomy / Levels of Thinking	<ul style="list-style-type: none"> I regularly and purposefully use appropriate higher order thinking in summative evaluation(s). 	<ul style="list-style-type: none"> I use appropriate higher order thinking in summative evaluation(s). 	<ul style="list-style-type: none"> I sometimes use appropriate higher order thinking in summative evaluation(s). 	<ul style="list-style-type: none"> I rarely use higher order thinking in summative evaluation(s).
Criteria for Assessment	<ul style="list-style-type: none"> I regularly and purposefully collaborate with students and/or other teachers to design assessment criteria and tasks to reflect achievement of the outcome(s)/individual learning goals. (<i>differentiated rubrics, test questions, performance task, etc.</i>) 	<ul style="list-style-type: none"> I collaborate with students and/or other teachers to design assessment criteria and tasks to reflect achievement of the outcome(s)/individual learning goals. (<i>differentiated rubrics, test questions, performance task, etc.</i>) 	<ul style="list-style-type: none"> I sometimes collaborate with students and/or other teachers to design assessment criteria and tasks to reflect achievement of the outcome(s)/individual learning goals. (<i>differentiated rubrics, test questions, performance task, etc.</i>) 	<ul style="list-style-type: none"> I rarely collaborate with students and/or other teachers to design assessment criteria and tasks to reflect achievement of the outcome(s)/individual learning goals. (<i>differentiated rubrics, test questions, performance task, etc.</i>)
	<ul style="list-style-type: none"> Assessment criteria and tasks are regularly & purposefully explained to students and parents. 	<ul style="list-style-type: none"> Assessment criteria and tasks are explained to students and parents. 	<ul style="list-style-type: none"> Assessment criteria and tasks are sometimes explained to students and parents. 	<ul style="list-style-type: none"> Assessment criteria and tasks are rarely explained to students and parents.
Variety of Assessment Tools	<ul style="list-style-type: none"> I regularly and purposefully use a variety of assessment tools (<i>Written assignments, rubrics, tests, verbal response, performance task, etc.</i>) to reflect achievement of the 	<ul style="list-style-type: none"> I use a variety of assessment tools (<i>Written assignments, rubrics, tests, verbal response, performance task, etc.</i>) to reflect achievement of the outcome(s)/individual 	<ul style="list-style-type: none"> I sometimes use a variety of assessment tools to reflect achievement of the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I rarely use a variety of assessment tools to reflect achievement of the outcome(s)/individual learning goals.

	outcome(s)/individual learning goals.	al learning goals.			
Critical Evidence	<ul style="list-style-type: none"> I regularly and purposefully select the most recent critical evidence of achievement when reporting student learning. 	<ul style="list-style-type: none"> I select the most recent critical evidence of achievement when reporting student learning. 	<ul style="list-style-type: none"> I sometimes select the most recent critical evidence of achievement when reporting student learning. 	<ul style="list-style-type: none"> I rarely select recent or critical evidence of achievement when reporting student learning. 	
Monitoring	<ul style="list-style-type: none"> I regularly and purposefully provide opportunities for students to access alternate instruction when summative data demonstrates students have not met outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I provide opportunities for students to access alternate instruction when summative data demonstrates students have not met outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I sometimes provide opportunities for students to access alternate instruction when summative data demonstrates students have not met outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I rarely provide opportunities for students to access alternate instruction when summative data demonstrates students have not met outcome(s)/individual learning goals. 	
STUDENT					
Critical Evidence	<ul style="list-style-type: none"> Students regularly and purposefully refer to the assessment criteria in order to provide critical evidence when demonstrating their understanding of the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> Students refer to the assessment criteria in order to provide critical evidence when demonstrating their understanding of the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> Students sometimes refer to the assessment criteria in order to provide critical evidence when demonstrating their understanding of the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> Students rarely refer to the assessment criteria and/or provide limited critical evidence when demonstrating their understanding of the outcome(s)/individual learning goals. 	
Student Input	<ul style="list-style-type: none"> Students regularly and purposefully have the opportunity to collaborate with the teacher in determining how the outcome(s)/individual learning goals are assessed. 	<ul style="list-style-type: none"> Students have the opportunity to collaborate with the teacher in determining how the outcome(s)/individual learning goals are assessed. 	<ul style="list-style-type: none"> Students sometimes have the opportunity to collaborate with the teacher in determining how the outcome(s)/individual learning goals are assessed. 	<ul style="list-style-type: none"> Students rarely have the opportunity to collaborate with the teacher in determining how the outcome(s)/individual learning goals are assessed. 	
Reflections and Goal Setting	<ul style="list-style-type: none"> Students regularly and purposefully reflect and set goals for growth. 	<ul style="list-style-type: none"> Students reflect and set goals for growth. 	<ul style="list-style-type: none"> Students sometimes reflect and set goals for growth. 	<ul style="list-style-type: none"> Students rarely reflect and set goals. 	
	<ul style="list-style-type: none"> Students regularly and purposefully identify and communicate where they are in relation to outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> Students identify and communicate where they are in relation to outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> Students sometimes identify and communicate where they are in relation to outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> Students rarely identify and communicate where they are in relation to outcome(s)/individual learning goals. 	