50 Summative Assessment Strategies

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TEACHING WITH A TOUCH OF HONEY

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Book Three: Summative Assessment - 50 Ways to Gather Evidence of Student Learning

By: Natalie Regier

Note to Teachers

Focus on Student Learning is a series of teaching resources created to support teachers and save them time. Each booklet within the series takes one aspect of instruction and suggests multiple ways of using that instruction practice in the classroom. *Book Three: Summative Assessment - 50 Ways to Gather Evidence of Student Learning* provides teachers with ideas of evidence they can collect to show the curriculum mastery levels of their students.

Who is Natalie Regier?

First and foremost, I am a teacher. I have spent over 20 years in the classroom and have worked as a regular classroom teacher, a special educator, a vice principal and a learning coordinator. I have always been interested in finding ways to help students succeed in school. My search for knowledge to increase student learning has taken me to places like Edmonton, Boston, Orlando, and Las Vegas where I attended conferences and talked with educators from all over the world. As teachers, we all have one thing in common. We are searching for ways to help our students succeed in this ever-changing world. Helping every student in our classroom achieve is a challenge. I am continually searching for ways to support teachers with this challenge.

I am also a writer. Over the years, I have written over 40 teaching resources for *Davies and Johnson* and *Rainbow Horizons*. I enjoy writing and especially enjoy writing for teachers. I know how hectic the life of a teacher is and that time is a precious commodity. I am now dedicating my time to searching for information and creating resources to support teachers in the classroom. There are many changes occurring in education and teachers need to keep up with new curriculums, research-based instructional practices, and ways to increase the achievement level of their students. The teaching resources I create support teachers in understanding and implementing the changes in our education systems.

To learn more about my teaching resources, workshops, coaching and consulting visit my website at: www.regiereducationalresources.com

Visit my blog at: blog.regiereducationalresources.com

Let me know what type of resources I could offer that would support you in the classroom and save you time searching for ideas. Contact me at: natalie@regiereducationalresources.com

How does assessment fit into instruction?

Assessment and instruction go hand in hand in a classroom that focuses on the student. Teachers use a variety of different strategies to assess student readiness for a particular unit of study and to plan their instruction around the needs the students demonstrate. Ongoing assessment of student learning is an important part of the planning process.

There are three main types of assessment. They are pre-assessment, formative assessment, and summative assessment. This booklet focuses on different ways of gathering summative information of student learning.

	Pre-assessment	**Formative Assessment**	**Summative Assessment**
What is it?	Assessment that is used to collect information about students.	Assessment that gathers information about student learning.	Assessment that shows what students have learned.
When is it used?	Before a lesson or new unit of study.	During a lesson or unit of study.	At the end of a lesson or unit of study.
Why is it used?	To determine the readiness level of students and to inform instruction.	To track students' progress and to make changes to instruction.	To provide evidence of what students learned.

What is summative assessment?

Summative assessment is a formal assessment process that takes place at the end of a unit of study and is used to measure student learning. It measures the growth students have made in relation to curriculum outcomes in a particular subject area. The summative assessment shows whether the curriculum outcomes have been met and the degree to which they were attained. Many summative assessments are standardized. Marks are created using a set of criteria, a benchmark, or a scoring guide. A student's level of success is determined by comparing his/her results to the criteria, benchmarks, or answers on the scoring guide. Summative assessments provide evidence of overall learning and should reflect the findings of the formative assessments. Results of summative assessments are usually used to create a final mark for an outcome.

How do I measure the degree of mastery a student has achieved in relation to a curriculum outcome?

Summative assessment measures use a standard or set of criteria to determine mastery of curriculum goals and outcomes. There are a number of tools that can be used to determine the degree of mastery. Teachers can use standardized assessments, benchmarks, a set of criteria, rubrics, and scoring guides.

1: **Standardized Assessments** - There are many standardized assessments available to teachers that provide information about student learning. Your school may use school-based assessments, division-wide assessments, and/or provincial/state assessments. At the school level are programs like *Reading A-Z* and *Accelerated Reading* which provide assessment information regarding the level that students are reading. Programs like *AIMSweb* and Saskatchewan's provincial

Assessment for Learning are large scale assessment measures that provide more general information regarding student achievement in specific areas--such as reading and math. Individual student results are compared to other students at the same age or grade level. These assessment results identify students that may need further support in targeted areas of instruction.

2: **Benchmarks -** Benchmarks are standards that have been established for a particular grade level. Student work is assessed against those benchmarks to determine the level that students are performing. Many of you may have heard of the *Benchmark Assessment System* by Fountas and Pinnell. This system helps link assessment and instruction by determining the instructional and independent reading levels of students so teachers know the individual levels of the students in their classrooms and can match materials to these levels.

For more information on the *Benchmark Assessment System* please visit the Heinemann or Pearson websites.

3: **Criteria** - A set of criteria can be used to assess a student's understanding of a particular goal or outcome. Criteria are provided to students at the start of a unit so they know what knowledge and skills they need to successfully master the outcomes of the unit. Teachers either provide the criteria to the students or they work with the students to determine what is needed to demonstrate understanding of a skill or concept.

A useful resource is the book by Anne Davies titled, *Making Classroom Assessment Work: Third Edition*.

4: **Rubrics -** When used as a summative assessment, rubrics give information on the degree of mastery of a curriculum outcome. Rubrics provide students with a set of expectations for their learning. They can use the rubrics throughout a unit to self-assess what they have learned and what they still need to know or understand. At the end of unit, teachers use the rubric to summatively assess what each student has learned.

An article that reviews the basics of constructing a rubric is available from Penn State.

There are a number of online resources to assist you with designing rubrics. Visit Rubistar and Recipes4Success for assistance.

You can find a number of readymade rubrics online by visiting Rubrics4Teachers.

5: **Scoring Guides** - Scoring guides provide acceptable answers to compare students' responses on a test or quiz. Answers on scoring guides are models and provide details of knowledge and understandings that need to be included in student responses. Scoring guides are used to assess the completed work of students. Results from the assessment provide a mark that can be translated into a score to report to parents or be included on a report card.

When is summative assessment used?

Summative assessments are used at the end of a chapter or unit of study after all instruction is complete. Even though this type of assessment is given at the end of a chapter or unit, summative assessment measures should be planned prior to the instruction taking place. Teachers need to identify the goals or outcomes of a unit and ensure that the assessment is actually measuring

these goals and outcomes. The summative assessment should align with curriculum outcomes and provide information regarding student mastery. Once the summative assessment is established, teachers can plan their instruction, keeping in mind the knowledge, skills, and understandings they want their students to master.

Why is summative assessment used?

Summative assessment strategies are used to determine whether the learning goals and outcomes have been met and provide evidence about what a student has learned during a unit of study, during a term, or during a school year. The marks that are created are used to report to students, to parents and in the event of a provincial/state assessment, to school divisions as well. Teachers should not rely on one piece of evidence to summarize student learning. They should use a variety of assessment tools and strategies to gather assessment information. In her book *Making Classroom Assessment Work*, Ann Davies talks about the process of triangulation and gathering evidence through observations, conversations, and products.

> When evidence is collected from three different sources (observations, conversations, and products) over time, trends and patterns become apparent, and the reliability and validity of our classroom assessment is increased. (p. 46)

Summative assessment is also useful to teachers to assess instructional practices. Teachers can use the information gathered through the summative assessment processes to adapt the instructional strategies they are using in class.

A good article that looks at assessment in the classroom is titled, "Using Classroom Assessment to Improve Teaching" and is available at the Center for Comprehensive School Reform and Improvement.

How do I determine the types of summative assessment strategies and products to use?

Teachers need to determine the purpose for the summative assessment. Before beginning a unit of study, teachers need to look at all the outcomes and goals of the unit and determine what types of evidence they will need to demonstrate student learning. They should consider how they can gather that evidence throughout the unit in order to establish the mastery level of their students regarding specific curriculum outcomes. Forefront in a teacher's mind, should be the need to triangulate their evidence through conversations, observations, and products.

SUMMATIVE ASSESSMENT EVIDENCE

Summative assessment evidence looks at the end result of student understanding as opposed to formative assessment evidence that looks at the process of learning. Teachers should use a variety of evidence to determine what students know and understand about a curriculum outcome. Using a variety of assessment strategies for collecting evidence and offering students a choice of products to demonstrate their understanding will help meet the needs of all the students

in your class. No matter what product your students choose, they should be provided with specific expectations of what is required to demonstrate mastery.

CONVERSATIONS

There are different ways to engage students in conversation and get a window into their thinking. Not all conversations need to involve direct discussion with students. Some "conversations" can involve the use of writing such as with a journal or learning log. Other "conversations" can take place between students such as during a peer assessment or when one student teaches another student about a concept or skill.

1: **Explain Thinking** - One way to gather evidence to support student learning is to encourage students to explain their thought processes. Ask students to explain the steps they followed to complete a problem or how they arrived at an answer. Students can explain their thinking to the rest of the class and you can listen to their responses and determine the level of their mastery.

2: **Informal Conversations** - Talk with students. Ask them questions. Find out what students know about outcomes by engaging them in conversation. Encourage students to explain the thinking behind their answers. Before engaging students in conversations, be clear on the outcome you are assessing and target your questions to provide support for the level of mastery of the student in relation to the outcome. After students complete a project on ecosystems in science, ask students questions about what they learned, what factors upset the balance of ecosystems, and what they can do to support ecosystems.

3: **Journals** - Journals are a great way to have a conversation with a student. Provide target questions or sentence starters to students to discover what they have learned during a unit of study. Ask students follow-up questions to determine the depth of their understanding. Knowing the important understandings of a target outcome will allow you to ask questions that focus on eliciting specific information from students. Reading and responding to journal entries may provide evidence to support student learning. Throughout a unit on measurement in math, read through the journals of your students and look for entries that focus on the attainment of new knowledge and how the students relate what they have learned to their daily lives. Encourage your students to extend their knowledge by asking them higher level questions.

4: **Learning Logs** - Learning logs are a type of journal that can provide evidence of student understanding. Students are usually required to write in a learning log at the end of every class. They are encouraged to reflect on what they are learning through writing, diagrams, pictures, etc. An analysis of a student's learning log may provide evidence of what that student learned during a unit of study. To find more information about learning logs, visit the Saskatoon Public Schools website.

5: **One-on-One Interviews** - Meeting with students one-on-one can provide evidence to support student understanding of targeted outcomes. Before beginning an interview, construct a number of questions that focus on higher level thinking such as the application of the knowledge gained

during a unit of study. When studying the role of natural resources in community settlement, for example, you may ask questions about why particular settlers decided to live in a given area or what might have happened if there was no river or no forest near the settlement.

6: **Peer Assessments** - Students can often provide information about the knowledge and understanding of their peers by completing peer assessments. Provide peers with a set of criteria or a rubric as a tool for recording findings. Peer assessments can be used throughout any subject area and at any grade level. Students can assess final projects produced by their peers as well as assessing their contributions in a group project. Examples of peer assessments for group work can be found online.

An article titled, "Peer Feedback and Self-Assessment" suggests how to use peer assessment and is available at Teaching Expertise.

7: **Questioning** - You can use questioning to determine what students know about a particular outcome or goal in a unit of study. By asking higher level questions, you are able to assess the depth of student understanding. Information gathered through questioning provides evidence to support findings of student mastery gained through other sources. Possible question stems that focus on higher level thinking can be found under the "analysis," "synthesis," and "evaluation" sections of Bloom's Taxonomy.

8: **Reader Response** - Reader response is a type of journal that can provide you with evidence of student learning. When students respond to what they are reading, they are providing you with information about their thinking and the depth of their understanding. A great resource for more information about reader response is the website Busy Teacher's Cafe.

9: **Self-Assessments** - When students complete a self-assessment, they are telling you what they think about their learning. Students' self-assessments can provide you with further evidence of what they have mastered regarding a particular curriculum outcomes. Often times, you can use self and peer assessments together to get a picture of student learning. The Critical Thinking Community has an article titled, "Structures for Student Self-Assessment" that provides information worth considering when using self-assessment with your students.

10: **Teach a Friend** - Ask students to teach a friend about a concept or skill in order to gain insight into their understanding about a particular topic. Observe the students during their "teaching sessions" and then ask them questions to gain a deeper understanding of their thinking. By observing students teaching others, you may discover valuable information that will provide evidence to support student learning.

OBSERVATIONS

Observations of students during learning provides evidence of their understanding of curriculum outcomes. Record observations on anecdotal notes or on a checklist to provide a record of what you observed.

11: **Anecdotal Notes (General)** - Make general notes about student learning during a unit of study to provide evidence of student learning. Later, as you look through your anecdotal notes, you may see patterns of student learning that support findings on other assessment measures.

12: **Anecdotal Notes (Target Behaviour)** - Use targeted anecdotal notes as support for summative assessment. Before beginning a unit of study, determine key behaviours that students must demonstrate to show mastery of a curriculum outcome. Throughout the unit, keep anecdotal notes on these behaviours. At the end of the unit, read through these notes for evidence of student learning.

An article that provides more information about writing targeted anecdotal notes is available at Teaching Reading 3-5.

13: **Checklists** - Use checklists to record observations of student learning and provide support for evidence gathered through other sources. Determine behaviours that show mastery of a curriculum outcome. Include these behaviours on a class checklist. Throughout the unit, use the checklist to gather information. At the end of the unit, the checklist provides evidence of what students mastered. Locate a multi-purpose checklist template at Microsoft Office.

PRODUCTS

The difference between formative and summative assessment is that formative assessment focuses on the process of learning while summative assessment focuses on the final product. Offering students a choice of products to demonstrate their understanding will help meet the needs of all the students in your class. No matter what product your students choose, they should be provided with the criteria or a rubric of what is expected to demonstrate mastery. Examples of products include:

14: **Acting** - Students can act out their understanding of a concept or a skill. Encourage students to create an original play or adapt a play they are familiar with in order to get their message across to their audience. Students can act out a variety of topics such as
Provide students with the criteria they need to include in their play before they begin this project. Students can act out photosynthesis or plate tectonics.

15: **Artwork** - Some students may choose to create a piece of artwork to demonstrate their knowledge and understanding about a curriculum outcome. The medium they use to create their art work can be prescribed or the choice can be left up to individual students. Students need to be made aware of what is expected in their piece of art so they can incorporate these requirements into their piece of artwork.

16: **Blog** - Responding to a blog post can be a way of showing what students know about a particular topic. Post statements or questions and encourage students to respond. Ensure that

students know what they need to include in their response by giving them a set of criteria to follow or by providing them with a rubric that will be used to assess their response.

Students could also create their own blog. By reading through the posts and responses students write, you will be provided with evidence of their learning and level of understanding.

17: **Chapter Tests** - End of chapter or end of unit tests provide you with summative assessment evidence regarding student learning. These types of tests are usually accompanied by a scoring key to determine whether student answers demonstrate the required knowledge or understanding. The types of questions in a chapter or unit test may include: true/false questions, multiple choice, matching, short answer, fill in the blank, essay questions, etc.

When creating a test to use as summative assessment, consider the tips provided on the Iowa Department of Education website. You will need to click on the link partway down the page that says, "Summative Assessment Tips" next to a yellow star.

18: **Comic Books** - Another product students can create to show their level of learning is a comic book. Students write the storyline to explore the concepts and understandings they have gained during a unit of study. The storyline of the comic book follows a set of guidelines provided by the teacher in order to demonstrate their learning. Visit the Donna Young website for a variety of comic book templates.

19: **Compare and Contrast Charts** - A compare and contrast can be used to gather evidence of what students have learned about a specific outcome. Give students the names of two places, two items, two processes, two concepts, etc. and have them identify how they are similar and how they are different. The depth of responses will help you determine what students understand. In social studies, at the end of a unit on pioneers, students could compare life today with life in the early 1900s. In Science, when wrapping up a unit on weather, have students compare two seasons. Before asking students to complete a chart as a summative assessment measure, be sure to have worked through the strategy a number of times with the students so they know the process of completing the charts. Real Classroom Ideas has a generic template that can be used for this activity.

Another generic template is available at the Read Write Think website.

If searching for other templates, insert "Compare and Contrast Charts" or "T-charts" into the search engine.

20: **Debates** - A great way to gather evidence of student learning is through a debate. Provide students with an issue that illustrates the outcome you have just finished learning about. Students choose one side of the issue and prepare a defense based on a pre-established criteria list or a rubric. Hold the debate and listen to the students as they provide reasons for the stand they have taken. Students can later respond in writing about their experience. The Yukon Education Mathematics Differentiated Instruction website provides further information to consider if using debates with your students.

21: **Demonstrations** - Students can provide demonstrations of a process or procedure to show their level of understanding. Demonstrations can occur informally in a classroom setting or on a larger scale such as at a science or culture fair. Provide guidelines to students beforehand so they know how to produce a successful demonstration. These guidelines can be compiled by the teacher or in consultation with the students. No matter the source of the guidelines, students should be well aware of expectations before beginning their demonstration projects.

22: **Dioramas** - Dioramas are fun projects for students who like to create. Students can visually represent their learning in a diorama. After studying about biomes, students can take the knowledge and understandings they have gained throughout the unit and create a diorama of an original biome. Asking students questions about their biome or having them write about their biome will elicit further understanding of student learning. As with many other summative assessment products, provide students with the criteria or rubric they need to follow before they begin their diorama.

23: **Experiments** - Having students conduct experiments is a great way to assess knowledge and skills surrounding a target area of study. Students apply their learning during the experiment. Results of the experiments can be used to provide evidence for what students understand about target curriculum outcomes. Useful information about experiments and using experiments as summative assessment is found at Classroom Assessment Theory Into Practice.

24: **Games** - Encouraging students to design and produce a game to reinforce their understanding of a curriculum outcome provides evidence of student learning. Provide students with the criteria for designing their game or with a rubric of expectations before they begin their projects. A rubric that can be used for creating a game can be at Class Brain.

25: **Goal Setting** - The goals students set for themselves and work toward can provide evidence of their learning. If students set goals related to curriculum outcomes, the evidence they collect can be used to support other summative assessment measures.

26: **"How-To" Books** - Students can create "how-to" books to show evidence of learning a skill or process. They can write a book on how to write a letter in language arts, how to solve a two-step problem in math, or how to plan a nutritious meal in home economics. Discuss the criteria that needs to be included in their "how-to" book before students begin writing. Stress to students that you want them to show you what they have learned about the topic so details are important. Ideas for a "how-to" rubric can be found at RCampus.

27: **Mind Maps** - Provide students with a large sheet of paper, such as a piece of Bristol board or butcher paper. Tell your students that you want them to create a mind map of what they learned during a completed unit of study. Students begin with the topic or main idea in the center of their paper and then visually represent their learning by adding to the page. Before beginning this project, provide students with a rubric or a list of criteria that you want included on the mind map in relation to the unit that was studied. A rubric for a mind map can be found at Rubistar.

A useful article on mind maps and their uses in education can be found at the Teaching Village website.

Wikipedia also provides information and guidelines that you might find useful.

28: **Models** - Students can design and then make a model to demonstrate their understanding. After studying about the characteristics of structures, students can create a structure. Question students over their choice of materials, design process, etc. Ask students what they would change about their structure if they were to make another one.

29: **Newspaper Articles** - Writing a newspaper article is another product students can produce to show what they know about an outcome or unit of study they have learned about in class. Students focus on key understandings and base their article on this knowledge. They develop their ideas by writing an attention-grabbing headline and expanding on their ideas in the newspaper article. Rubrics you may want to use as a starting point for your own class rubric are available at Rcampus and Alex State.

An article titled "How to write a newspaper article" and a template students can use can be found at Bedford Borough and Central Bedfordshire Virtual Library.

A great resource for more information on newspaper writing is available at the Learning Place.

30: **Oral Presentations** - Students can give oral presentations to demonstrate their learning. The content of the presentations can help you determine the mastery level of students against target outcomes. Students should be provided with a list of criteria or the rubric that will be used to assess their presentation and their understanding of the outcome. Observe the students as they are presenting and focus on the information that provides evidence of their learning about the outcomes.

31: **Performance Tasks** - A wide variety of performance tasks can be given to students to provide evidence of what they know and understand. Performance tasks require students to demonstrate their knowledge rather than simply providing a factual answer. How students perform during these tasks gives you information about the degree to which they have mastered curriculum outcomes. There are many examples of performance tasks in the language arts area found at the State of Maine Department of Education Website.

32: **Perspectives** - After completing a unit of study, ask students to write a diary entry or story from a different perspective. For example, after studying residential schools, students could write about what life was like living away from their families while attending school. They could write a story about life as a pioneer or as one of the first astronauts in outer space. Before beginning this task, be sure to brainstorm criteria that the students need to include in their piece of writing.

33: **Photo Journals** - For many of today's students, a photo journal is appealing as a way of showing what they know about a curriculum goal or outcome. Students take pictures and write

about them to demonstrate their understanding. As with other products, ensure that students understand the criteria they must include in their photo journals.

34: **Picture Books** - Pictures books provide visual evidence of what students have learned during a unit of study. Students use information they learned to create picture books that show the depth of their understanding. Ask students questions regarding the pictures they created to assess personal connections they made with the outcome and assess the degree of mastery. Read Write Think provides a detailed rubric that can be used to assess the final picture book. Use this rubric as a basis for creating your own rubric that targets the outcome(s) of your completed unit.

35: **Poems** - A poem is another product students can create to provide evidence of student learning. Writing poetry allows students to represent their thinking in a different medium. Criteria for writing a poem should be established prior to students beginning this project.

36: **Portfolios** - Portfolios can be powerful indicators of student learning, especially if students take an active role in their creation. Set aside time for students to create their portfolios. Provide students with specific criteria to follow and define expectations surrounding portfolios. Encourage students to reflect on their learning and provide evidence of goals mastered within their portfolios. Read the article, "Developing Portfolios to Assess Student Learning."

Other online resources on portfolios include Education World and Teacher Vision.

37: **Posters** - Students can create a poster to show their understanding of a topic they have studied. Brainstorm poster design guidelines with students if this is a new product that students are creating. Explain to students that you want the posters to reflect their knowledge and understanding about the topic. A study of completed posters may provide you with additional evidence to support other assessments of student learning.

38: **Power Point Presentations** - Power point presentations allow students to demonstrate their knowledge using multimedia. Once students understand how to create presentations, they can use power points to provide evidence of their learning. An eHow article titled, "How to Teach Power Point to Elementary Students" may provide you with useful information.

Rubrics for assessing power point presentations are available at Teacher Planet.

39: **Projects** - Giving students a summative assessment that involves the completion of a project provides you with evidence of student learning. Students complete the project and then present it to their class or to another group of students in another class or in another grade. Before beginning the project, review targeted outcomes and create a list of criteria or a rubric that students can refer to while completing their project. Edutopia provides criteria for assessing a project at the end of a unit of study.

40: **Puppet Plays** - Another way to demonstrate student learning is through a puppet play. Students write the scripts for their plays. Before beginning this project, provide students with criteria or guidelines of what to include in their plays. Encourage students to think about the

deeper understandings they have regarding a topic or unit of study and have them represent these ideas through their puppet plays. Use a puppet play rubric to assess students.

Be sure to add any important content and understandings that students need to demonstrate during their puppet play to the rubric you create.

41: **Puzzles** - There are many different puzzles students can create that will show their level of understanding regarding a completed outcome. Students can create crossword puzzles, who am I or what am I puzzles, hidden message puzzles, etc. that focus on the knowledge they have learned. The clues and messages contained in the puzzles will provide you with evidence of their learning. Discovery Education has a free puzzlemaker on their website.

42: **Response Journals** - Response journals are a useful piece of evidence to support student learning. Throughout a unit of study, students respond to what they hear, see, read, or discover. As they respond, students are reflecting on their learning and providing you with a window into their thinking and with the degree to which they understand a topic. Depending on the age of your students, a useful article titled, "How To Write a Journal Response to a Book" may provide guidance to you and your students.

43: **Role Plays** - Students can role play situations to show their understanding of a particular outcome. After studying about safety, students can role play situations that involve safety. Students can role play what to do when being bullied after they complete a unit on bullying. Two assessments are available that you might find useful with this type of product. View a rubric at Alberta Education and a rating scale at Manitoba Education.

In addition to a rubric, a role play criteria chart could also be used.

44: **Sequels** - Students can write a sequel to a novel or to an event in history to demonstrate their understanding of a particular curriculum outcome. After studying about the underground railroad or European immigration, students can use their knowledge to write about what might have happened after the slaves were free or after the immigrants settled in North America.

45: **Song Writing** - Some students may choose to compose a song to demonstrate their understanding of a topic. The students can write lyrics to explain their thinking. They may choose to write the music to match the lyrics or write the lyrics to a known melody. Provide students with the criteria or guidelines for writing songs at the beginning of the project.

46: **Speeches** - Preparing and presenting a speech to fellow classmates is another way students can demonstrate their learning. At the end of a unit of study, encourage students to use their knowledge of the topic to create a speech to present to the rest of the class. Develop a list of criteria or a rubric based on the outcome you are targeting to collect evidence of learning. A rubric that addresses the presentation aspect of a speech is found at Our Speeches: Share With the World.

47: **Surveys** - Conducting a survey is another way to gather evidence of student learning. Compose a series of higher level questions that students must answer regarding a completed unit of study. Students all complete the survey. Look through the responses to get an idea of the depth of what the students have learned. Create a scoring guide of key understandings and information that you are looking for as you read the answers to each question.

48: **Timelines** - Students can create timelines to show their understanding of learning. After learning about how Canada became a country or the history of technology, students can create a timeline of key events. Encourage students to provide details with key events so you can assess the depth of their understanding.

49: **Web Pages** - More and more of our students use the internet on a daily basis. Have students produce a web page that focuses on a completed unit. Discuss key understandings and the criteria needed to produce a web page. Study the student-generated web pages to gather evidence regarding the depth of their understanding. Use a rubric that looks at web page design to assess your students.

50: **Work Samples** - Collecting student work samples over the course of a unit of study provides evidence of growth over time. In language arts, you may collect a writing sample or tape record students reading to get oral reading samples. Keeping work samples in math to show growth in problem solving practices provides evidence of concept attainment for targeted math curriculum outcomes. In science, lab notes or experiment write-ups may provide teachers with evidence of learning in the science area.

Online Resources:

Read the National Quality Standard Professional Learning Program newsletter for information on summative assessment.

Another article titled, "10 ways to assess learning without tests..." is found at What Ed Said.

References

Davies, Ann. (2011). *Making Classroom Assessment Work*. Courtenay, BC: Connections Publishing.

Other booklets available in the *Focus on Student Learning* series are:
Book One: 50 Pre-assessment Strategies
Book Two: 60 Formative Assessment Strategies

Visit www.regiereducationalresources.com for more information on these and other teaching resources.

Sign up for my monthly newsletter and receive the ebooklet, ***Outcomes: Unpack and Plan in Five Easy Steps!***