

### **Summative Assessment**

How (method) might we capture proficiency on this competency in our context?

What might the “game” look and sound like?

- What contexts might we provide?
- What prompts might we use?
- What resources might we offer?


## Methods, Tools, Processes

<b>Validity</b> Am I actually capturing the information I am trying to capture? Is it aligned to a target or competency?	<b>Reliability</b> Am I sure that what I am seeing is reflective of the truth? Would my colleagues agree?
<b>Rigor</b> Am I asking questions that reflect the kind of complex thinking required by the competency?	<b>Relevance</b> Am I using topics and contexts that are meaningful to students to “backdrop” my assessment?

Examples of Assessment Tools/Methods/Processes	
Concept maps, Flow Charts	Video or photo capture
Conversations with checklist	Constructed response w/ rubric
Digital tools	Performance tasks
Graphic organizers	Games w/video
Debate and video	Journal reflections
Error analysis prompts	Formal speaking w/ video
Problems to solve	Self-assessment
Graphing organizers	Drafts and Published Work
Quizzes	Labs
Observations with guide	Questions/discussions w/audio

HOP. 13

**Assessment Methods**



- Selected response
- Constructed response
- Performance assessment
- Observation
- Conversation

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Artifact

SolutionTree.com Solution Tree

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### Summative Assessment

We are looking for strength. We are hoping for synthesis and application

How might we capture proficiency on this competency? What does the “game” look like?

- What contexts might we provide?
- What prompts might we use?
- What resources might we offer?

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### Formative Assessment Design

We are looking for needs. We are hoping to discover WHY students are not yet proficient.

How can we “notice” needs in a timely manner?

How might we design formative assessment to “catch challenge”?

- What approaches might we take?
- What format might it take?
- What prompts might we ask?

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For more information:

Observation – p. 89

Reassessment – p. 146

Pre-assessment – Chapter 3

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