

Determining Acceptable Evidence



Summative Assessment: Overview & Driving Questions

Description

Summative assessments are a comprehensive assessment of the knowledge and skills that students have gained over the course of the project.

Summative assessment for service-learning should demonstrate what students learned about using academic and civic skills, and their ability to transform what they learned to a solution of a public problem in a new situation. Summative assessments should be authentic, incorporate characteristics of adult work, and allow students to use and access resources that they need to complete the projects. They should also allow for realistic constraints, such as deadlines or limited access to resources. Authentic summative assessments should provide an opportunity for students to engage with outside partners, such as service recipients or community partners, to ensure that the project is carried out.

Questions for Unit Planning Organizer

- How will youth have the opportunity to formally demonstrate their learning?
- How will youth move beyond “show and tell” and demonstrate in-depth learning?
- If using a rubric, what criteria will be used to evaluate students?
- How will students be involved in the development of evaluation criteria?
- How will results be connected with initial learning targets and expectations?

Driving Question

How will students prove that they have met the identified goals and outcomes as a result of the service-learning experience?

Guidelines for Summative Assessment

Projects that summatively assess students are not only centered around compiling past work, but also around common “sharing strategies,” such as exhibitions based on demonstrating lessons learned and/or the current relationship between the learner and the topic in relation to original ideas and abilities. This “after-the-fact” type of assessment relies heavily on several of the K-12 Service-Learning Standards for Quality Practice: Meaningful Service, Reflection, and Duration and Intensity.

Since summative assessments can take on many different forms, it is vital that teachers and students create strong rubrics to guide the student-driven development of the final assessment. Well-designed rubrics allow students to create a variety of products, as long as they meet the established rubric criteria.

Find several guidelines below to create a **high-quality rubric**:

1. Focus on **two to four** essential elements of demonstration in relation to the assessment task.
2. Establish a sufficient number of levels to permit meaningful distinctions between student demonstrations, but not so layered that the distinctions become meaningless.
3. Provide descriptions of each demonstration that are presented in accessible language.
4. Share rubrics with students, along with high-quality examples.

Ideas for Summative Assessment

- **Portfolios:** A portfolio is a collection of work that is purposely selected to show achievement and progress over time. Portfolios document student achievement within a particular set of learning goals in a certain content area.

Portfolios have several intrinsic benefits as a medium of post-service expression:

- They document **actual** student performances, offering more authentic and comprehensive evidence of achievement than a test.
- They enhance student self-direction, memory, and understanding because students reflect on their **own** learning.
- They provide a way to **share** student work with the relevant communities.
- They allow for the differentiation of instructions because students have the ability to **choose** the type of artifacts they will use to best demonstrate their own learning.

An electronic portfolio allows students to “collect and organize” documents that use a variety of media (audio, video, graphics, text, etc.). Utilizing hypertext links can aid the organization of the collection as well, connecting artifacts to a Table of Contents and to particular learning goals.

- **Exhibition:** An exhibition is a public display of a student’s achievement for an audience. Exhibitions are often multimedia demonstrations of students’ learning. They are embedded into the curriculum and serve as an assessment not only of learning, but **for** learning.

To produce a successful exhibition students must have a deep understanding of the issues at hand, and the abilities to synthesize information, to convey information to outside audiences, and to use design skills to represent information. Students should demonstrate their ability to transfer what they’ve learned about using academic and civic knowledge and skills to solve a public problem in a new situation.

Wiggins & McTighe developed the **GRASPS** framework for performance assessments that can help guide students and teachers during the exhibition process:

- **Goal:** a statement of the task; the problem to be solved.
- **Role:** The student’s role in the scenario and what the student is required to do.
- **Audience:** The target audience (e.g., clients, expert judges, members of stakeholder groups, etc.).
- **Situation:** The context of the scenario.
- **Product:** What the student will create and how he or she will create it.
- **Standards and indicators:** The criteria for successful performance; ideal criteria should be presented in a rubric, should include completeness, and should be based on the quality of a student’s argument.