

Summative Assessment

Second-Chance Learning

Summative Assessment / Evaluate:

- Measuring the degree to which students have achieved the pre-identified learning objectives
- Can occur at the end of a unit when all of the learning objectives have been taught and practiced, at the end of several lessons that form a subset of meaning in the unit, or even at the end of a single lesson if the lesson objective has been fully met and students have had adequate opportunity to achieve mastery (Tomlinson & Moon, 2013)
- The types of learning objectives should determine which type of assessment is most appropriate for gathering information to document student mastery:
 - Selected response or brief response items (multiple choice, short answer, fill-in-the-blanks, true/false, etc.) for declarative knowledge objectives (know and understand)
 - Constructed response items (essays, products, projects, portfolios, performances, etc.) for procedural knowledge objectives (do)
- A good summative assessment:
 - Is designed before the unit is taught
 - Accurately measures student achievement of the learning objectives
 - Focuses on the most important knowledge, understandings, and skills
- Results from the summative assessment should be reviewed to provide feedback to students on their learning and to teachers on their instruction.

Second-Chance Learning:

- Teachers are encouraged to provide second-chance learning.
- Either the teacher or the student can request second-chance learning.
- All students have second-chance learning opportunities, regardless of their grade on the original assessment.
- To be effective, second-chance learning cannot consist solely of a retest. Academic gains result from a combination of remediation and retesting.
- Under the direction of the teacher, students will develop a second-chance learning plan and provide evidence that they have completed the plan before they are allowed a re-assessment opportunity.
- Students may demonstrate their new learning through a variety of avenues, which may include alternate versions or formats of the assessment or a redo of just the portion on which they performed poorly.
- Replace the grade with the highest mark; don't average the two.
- The demands of second-chance learning must be shared by the teacher and the student. Teachers provide the opportunity, and students take on the responsibility of completing some correctives and demonstrating their learning.