# 6.3 Summative Assessment Design and Implementation



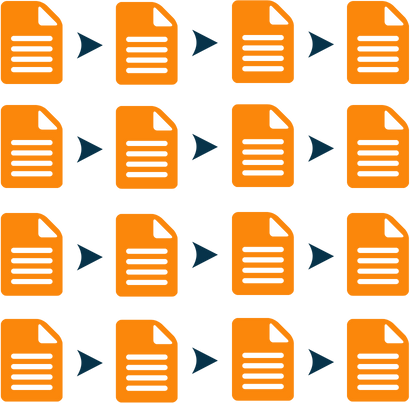
## Introduction

Summative assessments hint by their own name that they **focus on the sum** – what comes at the end of a learning or teaching process. Contrary to Formative Assessments, which are assessments for learning, Summative Assessments are **assessments of learning** – they **measure achieved learning outcomes**, resulting into a **summary judgement**, which defines **promotion** to the next class or certification (ETF, 2020).

Summative assessments are **not as easily associated** with the Flipped Classroom as Formative Assessments. In fact, if you were to browse the internet and search for the available literature, chances are you would find much **more material on formative assessments nowadays**. This can be explained by the plain fact that because formative assessments can have a much **more informal character**, they easily **serve flexibility** in flipped learning. However, believing that summative assessments have no place in today’s Flipped Classroom constitutes a fallacy. By carefully considering its elements, it is apparent that summative assessments are relevant both in general and in relation to the Flipped Classroom.

## What are the Characteristics of Summative Assessments?

**Both Formative and Summative Assessments have common characteristics that set them in one category or the other. However, some look more similar within their own category. Which do you think it is?**



Before analyzing the elements of summative design and implementation, let’s further analyze what we have further stated about some **general characteristics** of Summative Assessments

Summative Assessments **can measure and evaluate achievement** based on the material they have studied and the teaching processed pointed at them. The Flipped Classroom often offers **additional material** as an incentive for completing individual learning at home. While this supplementary material is **not necessary to get the perfect score**, they help with **deeper learning**, and are indirectly part of measuring achievement.

Summative Assessments are also **common for everyone**, or at least draw from a **pool of material of the same level and scope**. This is the result of objective criteria being set, based on the desired learning outcomes to achieve. The result is **agreement on the final grade** among diverse individuals as well as a common scale to measure one’s performance against the population of learners.

To increase the degree of agreement, summative assessments also **correspond to a standard**, creating the category of **standardized tests**. If we reverse-engineer the process, however, it must be mentioned that **summative assessments aggregately form these standards** in the long run.

They **provide data on the performance of teaching processes**, tracking progress in priorities and targets. Because the student is evaluated at the same time, essentially **both sides are being held accountable but in different time frames**. In the case of teachers, they are responsible for improving the quality of their methods and material and guiding their institutions. In the case of students, they are responsible to be adequately prepared, representing their long-term efforts.

It must be noted, however, that the result is final and only is **a snapshot of learning** despite the increased preparation from the side of the student. This snapshot may not be representative of a student’s profile, for example in the event that the student is facing an **unexpected setback**. This is exacerbated by a general **feeling of anxiety** and **noise** in the atmosphere, **before and during the process of the exam**. To go further down this route, because it is placed at the end, any corrections coming from the VET teacher based on that timing are ineffective.

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## How to Design a Summative Assessment

To design a successful Summative Assessment a good understanding of its **design elements** is required (Great Schools Partnership, n.d.). Because flexibility is associated with formative assessments, **design is often overlooked** in summative ones. This makes for an important point to take a very close look at them.

### C:\Users\Alexandros Sainidis\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Models and Graphs - 2024-02-22T180513.681.png Alignment

The assessment tasks should be closely **aligned with the graduation competencies** and/or **performance indicators** set. This means that the skills and knowledge that students are expected to demonstrate are clearly outlined, along with the expected attitudes and autonomy.

### C:\Users\Alexandros Sainidis\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Models and Graphs - 2024-02-22T180750.435.png Accessibility

The tasks of the summative assessments, must be **accessible to all students**. This involves clear communication of what is expected in the tasks, along with providing **accommodations and arrangements for students with special needs**, ensuring that every student has the opportunity to achieve proficiency. The tasks should permit **student choice** and be designed with **cultural sensitivities** in mind. Keep in mind here that the **formative assessments** leading to that final moment **have been building the competences** of students. Hence, if there is **digital divide** present throughout the **period of study**, it will create **unequal results** at the summative assessment as well, even if there is a last-minute attempt to make the summative assessment equal.

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The relevance of the assessment tasks to students’ professional lives is emphasized, with a focus on the **applicability of knowledge**. Students should be encouraged to apply what they have learned or to create something new, reflecting a **real-world context** and the **labor market**. Additionally, tasks may be complex, requiring interdisciplinary approaches, the use of multiple or novel sources, and may even allow for engagement with the school community or outside experts, culminating in the creation of an authentic product or performance.

### C:\Users\Alexandros Sainidis\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Models and Graphs - 2024-02-22T183013.982.pngRigor

Rigor is about challenging students to **engage in higher levels of thinking**. As the Flipped Classroom generally aims to **train the student on those higher levels**, the learners are better equipped for a corresponding, **challenging summative assessment**.

### C:\Users\Alexandros Sainidis\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Models and Graphs - 2024-02-22T183247.426.png Scoring

Finally, scoring should be **transparent** and **structured**. This is in contrast with formative assessments, where you may experiment with scoring and students’ reactions. Success criteria ought to be well-defined, possibly through a **rubric** that describes **different levels of performance**. Additionally, habits of work are assessed distinctly from VET knowledge.

**Additional factors can include…**

### C:\Users\Alexandros Sainidis\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Models and Graphs - 2024-02-22T185227.261.pngSize and **Modality**

Size of the Class and Modality, the latter meaning in what ways the instruction is delivered, should also be taken into account (Messier, 2022). In the Flipped Classroom, students are tested on **knowledge and skills** they have acquired on the levels of remembering and comprehending **during individual learning** at home.

### C:\Users\Alexandros Sainidis\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Models and Graphs - 2024-02-22T224013.092.pngIncentives and Further Development

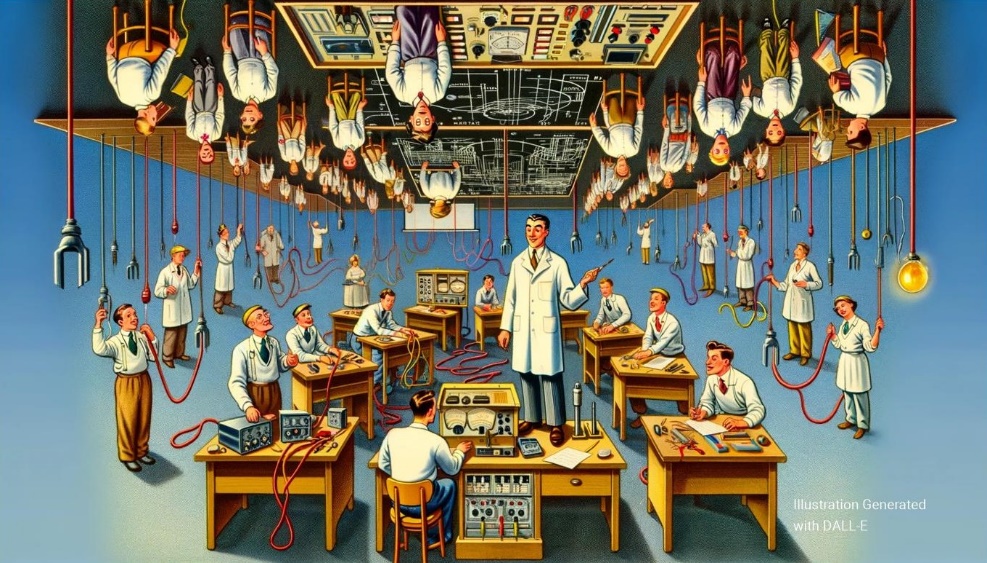
Despite not being centered on feedback, summative assessments should still be designed to support learning, based on a wide range of inferences about learning (Black and William, 2018).

## Now let us apply and implement these design parameters in the Vocational Education and Training setting!

**Alignment -** The assessment has students wiring a scaled-down model of a residential building, which aligns well with the **competencies required for an electrician**, such as understanding electrical circuits and installation procedures. The performance indicators might include creating wiring diagrams, correctly installing different types of circuits, and adhering to safety codes.

**Accessibility -** It is ensured that all students have **access to the tools and materials** needed for the task. **Accommodations are provided**, such as magnifying equipment for visually impaired students or allowing extra time for those who require it. Instructions are available in **multiple formats** (e.g., written, video tutorials) to cater to different learning preferences. Moreover, accessibility to the above was granted throughout their learning.

**Transfer -** The task **reflects real-world scenarios** that an electrician might encounter. Students must demonstrate not just theoretical knowledge but practical application by physically wiring the model house.



**Rigor:** The wiring project requires the application of **critical thinking and problem-solving skills**. For example, they might have to troubleshoot when a circuit doesn’t work as expected.

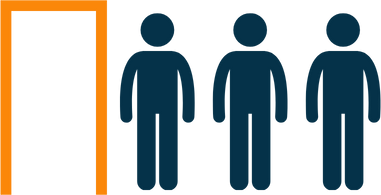
**Scoring:** The assessment criteria are **clearly defined in a rubric**, assessing technical skills like the accuracy of the wiring.

### Self Reflection

**How would you mentally prepare your students for stressful situations, such as the one surrounding the exams?**

Watch this video to see what tips you can give to your students to manage their stress!

Source: <https://www.youtube.com/watch?v=-RZ86OB9hw4>



### Being careful with group work.

When designing Groupwork Tasks for Summative Assessments, keep always in mind that the evaluation concerns one individual (Brunel University, 2018), even if teamwork is required. Under this lens, the summative assessment must focus even more on the **particular learning outcomes**, **assessment criteria**, **tasks** **and methods**. This is especially important to keep in mind due to the fact that **collaborative learning** is a very strong element of the Flipped Classroom.

### Did you know?

Formative assessments may also have an **inherent summative element**? The skills knowledge and attitudes developed through formative assessments are also evaluated in summative assessments (Perera, Nguyen, and Watty 2014)

### Understanding Formative and Summative Assessments as a Games of Stakes

Formative assessments are viewed as **low stake processes**, whereas summative ones are **high stake** ones. Games are inherently low stake, **unless something external depends on it**. For example, you may offer the prize, raising competition for the prize and thus increasing stakes. However, results from summative assessments are often related directly or indirectly to the labor market, making consequences far more serious.

**Could we say that competition through gamification can make formative assessments more balanced with light summative elements?**



### Useful Resources

Balanced Assessment Systems: <https://www.michigan.gov/mde/services/academic-standards/instruction/balanced-assessment-systems>

Conquering exam stress: lessons from our bodies - <https://www.youtube.com/watch?v=-RZ86OB9hw4>

Low + High-stakes Assessments: <https://id.ucsb.edu/teaching/teaching-resources/assessing-learning/low-stakes-assessment>

Planning Template for Summative Assessment: <https://www.greatschoolspartnership.org/wp-content/uploads/2021/07/Planning-Template-Summative-Assessment-July-2021.pdf>

### References

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Perera, L., H. Nguyen, and K. Watty. 2014. “Formative Feedback through Summative Tutorial-Based Assessments: The Relationship to Student Performance.” Accounting Education 23 (5): 424–442. doi:10.1080/09639284.2014.947093.