



Introduction to Summative Assessments

2015–16 CAASPP Institutes



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Overview of Module

- Learning goals and success criteria for the summative assessment portion of the CAASPP Institute
- Purpose of summative assessments.
- Role of summative assessment in the CAASPP system.



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Learning Goals

Participants understand:

- The purpose of summative assessments, including those in the CAASPP System and those planned for future introduction.
- The connection between the summative assessment claims, the assessment targets, and California's new standards.



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Learning Goals (cont.)

Participants understand:

- How to access and use summative results to support improved teaching and learning for all students, including students with disabilities (SWDs) and English learners (ELs).
- The difference between universal tools, designated supports, and accommodations and the students eligible for each.



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Success Criteria

Participants can:

- Use summative assessment results to prioritize short- and long-term goals that support teaching and learning for all students, including SWDs and ELs.
- Explain the connection between the claims, assessment targets, and California's new standards; and read and understand the value and use of the test blueprints.



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Success Criteria (cont.)

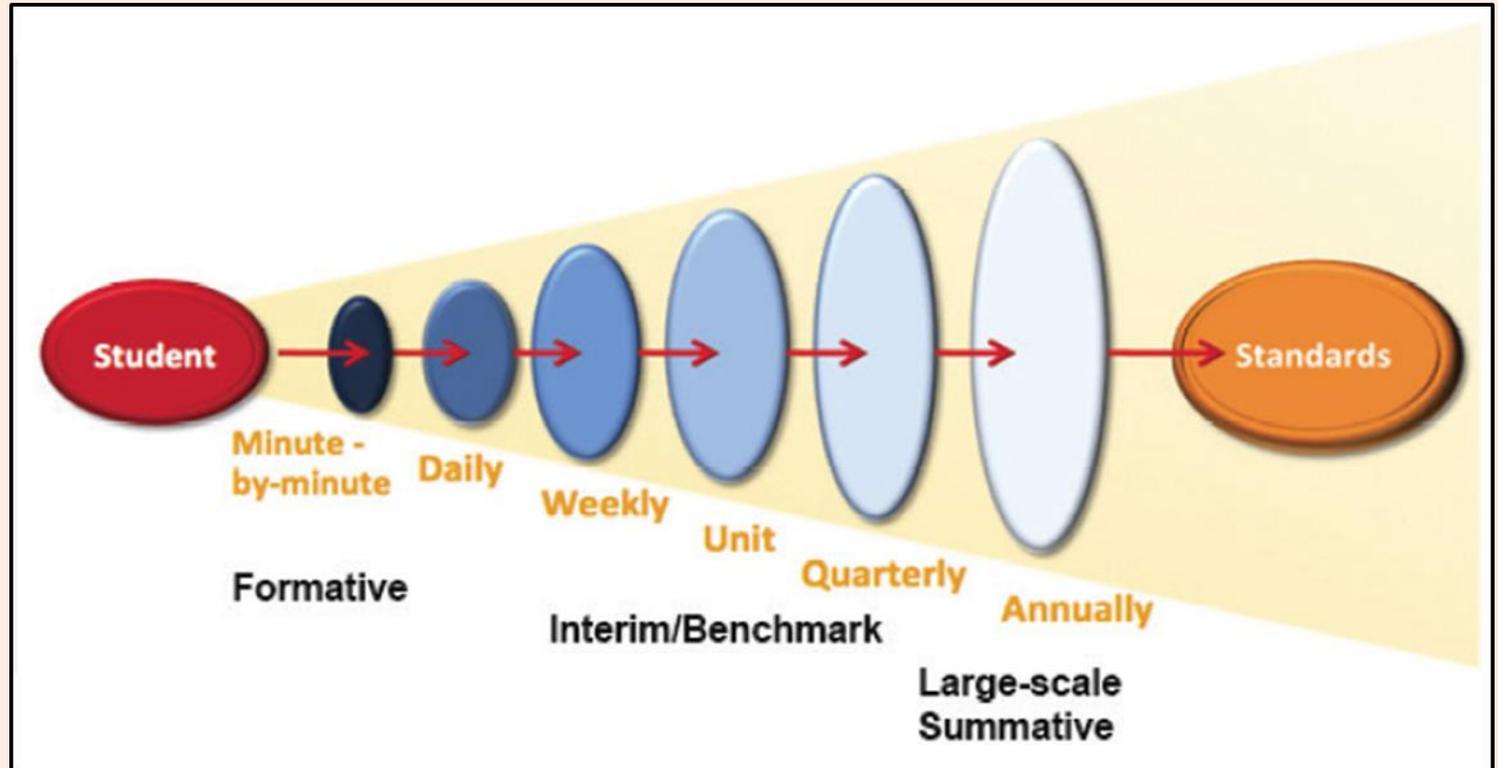
Participants can:

- Determine which students qualify for designated supports and accommodations.
- Make connections between the use of accessibility supports for all students, including SWDs and ELs, on the assessments and in daily classroom use.



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Assessment Cycles by Purpose: Where Does Summative Assessment Fit In?



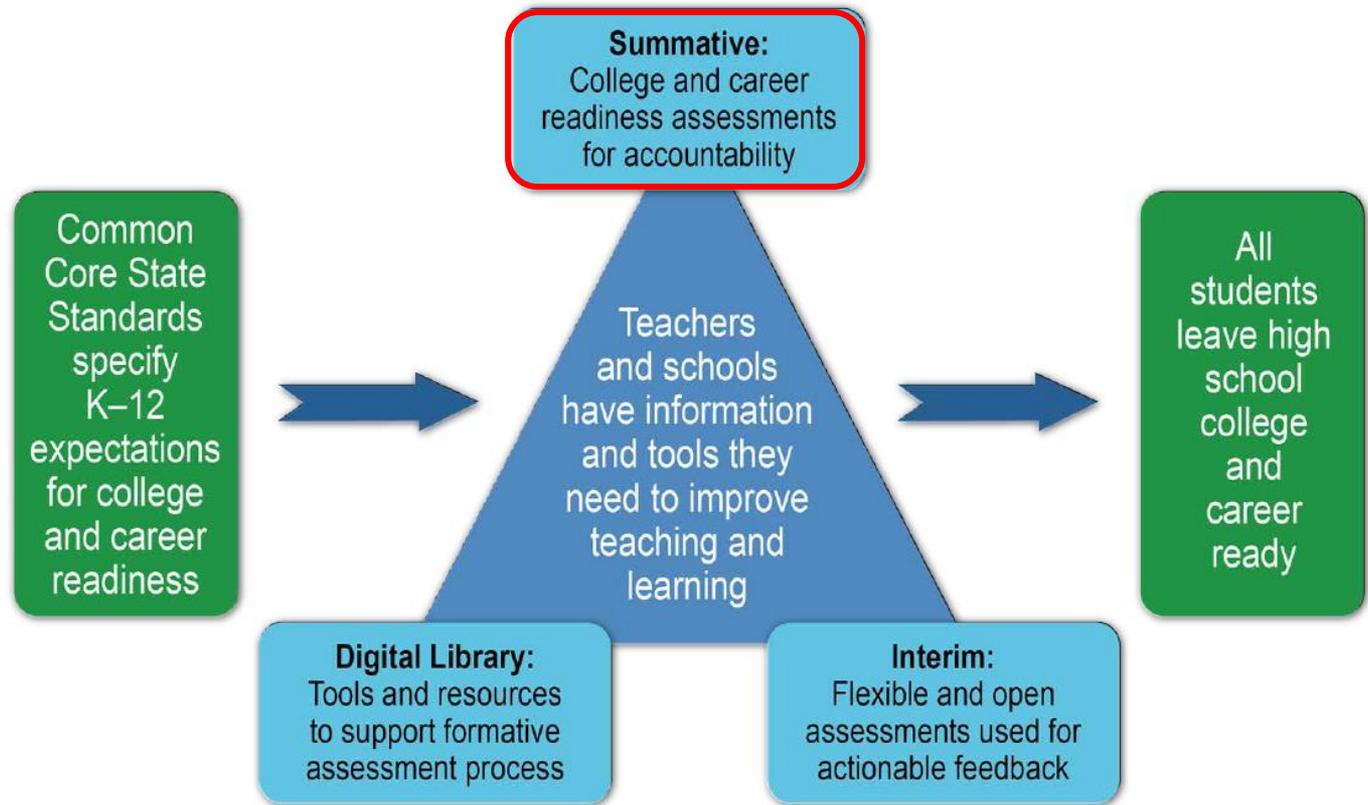
Adapted from Herman and Heritage (2007)

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. The *ELA/ELD Framework* has not been edited for publication. © 2014 by the California Department of Education.



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Smarter Balanced Assessment System





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Purpose of Summative Assessments

- Annual measurement of student performance and progress (i.e., growth, beginning in 2015–16 after two years of data) in relation to the standards.
 - What have my students learned?
 - Have my students met the performance standard?
 - What are the strengths and weaknesses of individual students or groups of students?

Citation: “Formative Assessment: Making it Happen in the Classroom”
(Heritage, 2010)



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Purpose of Summative Assessments (cont.)

Useful in program evaluation, as part of accountability systems, and to inform decisions designed to improve teaching and learning.

- What can the results tell us about strengths and weaknesses in curriculum, instruction, and programs?
- What are the relative strengths in teaching and learning?

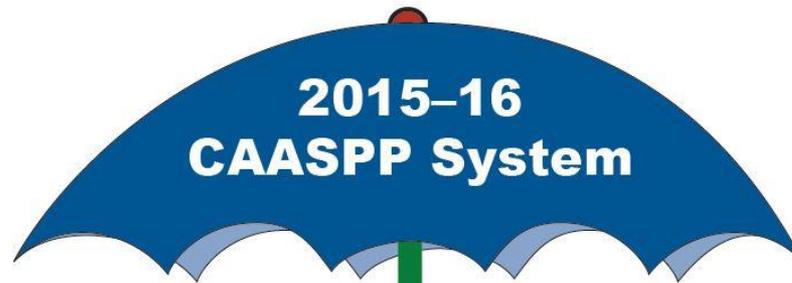
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Summative Assessments in the CAASPP System

California Assessment of Student Performance and Progress (CAASPP)



English Language Arts/Literacy and Mathematics Summative Assessments

Smarter Balanced
California Alternate Assessment

Science

California Standards Test
California Modified Assessment
California Alternate Performance Assessment

Reading/Language Arts
Standards-based Tests in Spanish

Additional Resources:

- Interim assessments
- Formative assessment processes (Digital Library)
- Grade two diagnostics (English language arts/literacy and mathematics)



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Activity:

How are Smarter Balanced Assessments Different?

- Take a few minutes with your table group to talk about the following question:
 - In what ways are the Smarter Balanced Summative Assessments fundamentally different from the California Standards Tests?



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***Pause the video to
complete the activity***

***Suggested time for the
activity is 2-5 minutes***



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***This is the end of this
module.***

***The next module is
“Smarter Balanced
Summative Assessment
Results”***