**Summative Assessment Strategies**

CREATING:

How does this assessment task relate to the statement of inquiry?

* What’s a statement of inquiry?

Which objectives are being addressed?

* Whatever works as long as you hit each criterion once per semester.
* 1 or 2 is standard. Don’t overwhelm yourself or your students.

How can we create meaningful performances of understanding? (How do I make a good IB task?)

* Be creative (musical/physical/artistic compositions, creation of solutions or products, essays, examinations, questionnaires, investigations, research, performances, oral/written/graphic presentations, open-ended tasks) – barbie bungee
* Creating sufficiently rigorous tasks. Make sure students have the ability to reach a 7/8. Especially in earlier years, guide the student to a 7/8. – Knowledge and Understanding
* Rigorous doesn’t mean enormous. – assessment criteria
* Create a clear task and rubric. If grading is challenging or confusing for you, it will be the same for both students and parents. That can impede the student’s chance for success and the open the door for problems with the parents. If grading is confusing, can you make the task or rubric more specific?
* How do I make it International?

GRADING:

How will results be scored, recorded and analyzed?

* Norming.
* As you are grading, consider modifying your rubric to make it more task specific.
* Using a good rubric should make grading faster and easier. A good rubric will contain necessary feedback.
* Using the rubric from top to bottom or bottom to top?
* Create structure within your task to make the grading easier.
* Make sure you save 1 low, 2 medium and 1 high