

Summative Assessment Planning Guide

Name(s):

Grade Level:

<u>Performance Expectations</u>					
<u>Unit Big Ideas to be Assessed</u>					
SPECIFIC CONCEPTUAL OBJECTIVES (As a result of unit activities, students should understand the following and demonstrate that understanding in this assessment):					
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THREE-DIMENSIONAL CHARACTERISTICS OF ASSESSMENT (Which of the following will students engage in during the assessment itself?)					
ASSIST CHARACTERISTIC ENGAGED IN DURING THIS INVESTIGATION		SCIENCE AND ENGINEERING PRACTICES TARGETED DURING THIS INVESTIGATION		CROSSCUTTING CONCEPTS EMERGING OR USED DURING THIS INVESTIGATION	
X	ASSIST Characteristic	X	SEP	X	CCC
	Developing Testing Procedures		Asking questions (for science) and defining problems (for engineering)		Scale, Proportion, Quantity
	Obtaining & Analyzing Data		Developing and using models		Cause & Effect

	Claims & Evidence Development		Planning and carrying out investigations		Patterns
	Consult with Experts		Analyzing and interpreting data		System & System Models
	Reflecting on Learning		Using mathematics and computational thinking		Energy & Matter
	Using Multimodal Communication		Constructing explanations (for science) and designing solutions (for engineering)		Structure & Function
	Creating Multimodal Communication		Engaging in argument from evidence		Stability & Change
			Obtaining, evaluating, and communicating information		

STUDENT PRODUCTS

(SPECIFIC PRODUCTS STUDENTS WILL CREATE TO DEMONSTRATE UNDERSTANDING))

OVERVIEW OF ASSESSMENT ACTIVITY

(What will students engage in while they participate in the summative assessment, including the timeframe you anticipate for each aspect and the ways you will differentiate the assessment)

ASSESSMENT CRITERIA

(How will you specifically assess the targeted understandings? You may link to a rubric or other assessment tool you plan to use)

TARGETED UNDERSTANDING	EVIDENCE / CRITERIA TO EVALUATE

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