

End-of-Year/Course Summative

WHAT IS THE DEFINITION AND PURPOSE?

End-of-Year/Course summative assessments provide information regarding the level of student, school, or program mastery at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.1 The purpose of an end-of-year/course summative assessment is to:

1. Measure end-of-year/course proficiency.
2. Inform improvement strategies: students, teacher, program, school, district, and state.
3. Incorporated into a student’s course grade.
4. Measure equitable outcomes for students.
5. Meet state and federal accountability requirements:
 - a. Gauge student achievement of standards.
 - b. Gauge school/district progress relative to student achievement and growth.

WHEN IS THIS ASSESSMENT ADMINISTERED?

- End-of-year, grade level, or course.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data of student achievement that teachers, school and district administrators use to determine status and progress towards student learning goals/mastery of standards and to help identify or resolve gaps in student learning that may exist. This data can also be used for teachers to adjust their instructional strategies, timelines, and goals for the next time they teach this course/subject.



WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

Course Summative Assessments:

- CUSD administers [course summative assessments](#) in our CORE courses.

End-of-Year Assessments:

- By law, [ARS 15-741](#), CUSD is required to administer the following assessments:
 - AASA (Arizona State Standards Assessment) in grades 3-8
 - ACT Aspire (American College Testing) in grade 9
 - ACT (American College Testing) in grade 11
 - AzSCI (Arizona Science Assessment) in grades 5, 8, and 11
 - MSAA (Multi-State Alternate Assessment) in grades 3-8 and 11 for select students.
- More details can be found on the [Arizona Department of Education’s website](#).

End-of-Year Civics Test:

- Students are required by law to pass the civics test to grade. For more details on these requirements, see [ARS 15.701](#).

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Assess progress towards learning goals and success criteria	<ul style="list-style-type: none"> • Am I growing or improving throughout the year? • How can I use my results to set goals for growth?
Family	Family involvement based on results brought home by the student or provided by the teacher	<ul style="list-style-type: none"> • Review overall grade or assessment results to ask: <ul style="list-style-type: none"> ◦ Is my child on track? ◦ What are my child’s strengths? ◦ Where can my child improve?
Teacher	Analyze data	<ul style="list-style-type: none"> • What are the strengths and areas of need for my class as a whole? • What are the strengths and areas of need for subgroups and/or individual students? • Did students show appropriate growth and/or what percentage of students are on track to reach proficiency? • Did my pacing allow sufficient time for students to master content? • Does my future instruction need refinement/adjustments?
	Engage parents/guardians regarding student performance relative to expectations	<ul style="list-style-type: none"> • Options include: <ul style="list-style-type: none"> ◦ Print feedback card in SchoolCity or provide descriptive feedback for students and parents. ◦ Engage in data conversations if needed.

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Review end-of-year/course summative assessment data	<ul style="list-style-type: none"> • What training/support do teachers need to address learning needs of students? • What additional resources are needed to support our students?
PLC (Professional Learning Community)	Use end-of-year/course summative assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement	<ul style="list-style-type: none"> • What are the strengths and needs of our students? • How are our subgroups performing compared to each other and/or the State results? • What instructional practices and/or curricular resources supported students to achieve grade level standards? • Are there other instructional practices and/or curricular resources that are needed? • What trends of student progress towards mastery of state standards?
Site Administration	Use end-of-year/course summative assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement	<ul style="list-style-type: none"> • Do I see any patterns in each grade level? • Do I see any patterns across the grade levels? • Do I see any areas of concern that need addressing? • What trends of student progress towards mastery of state standards did I see?

Who	Action	How
District Student Support Professionals (e.g., coaches/specialists)	Work with teachers to analyze end-of-year/course summative assessment data	<ul style="list-style-type: none"> • Do I see any patterns in each grade level? • Do I see any patterns across the grade levels? • Do I see any areas of concern? • What trends of student progress towards mastery of state standards? • How can I support schools and staff to improve achievement?
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?



**Grades:
3-8 & 11**



**Grade:
9**



**Grades:
5, 8 & 11**



**Grades:
7 & 8**



**Grade:
11**