Protocol
Summative Assessment Task Design

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

PURPOSE	To create an engaging and high-quality summative assessment task.
TIME	1.5 hours
ROLES	Facilitator, timekeeper, record keeper

MATERIALS

- Graduation Competencies and Performance Indicators
- Scoring Criteria for assessed Performance Indicators
- Summative Assessment Task Design Guide

PROCESS

A. Cluster related performance indicators into potential "units." (5 min)

B. Review scoring criteria for these performance indicators paying particular attention to cognitive demand required to demonstrate mastery. (5 min)

C. Brainstorm tasks or products (15 min). Feel free to utilize the chart included in this protocol.
While this can be done in a number of ways, we suggest the following steps—and encourage you to generate multiple options for every prompt:

- Looking at the scoring criteria, what skills must students apply to demonstrate mastery on these performance indicators?
- What content lends itself to demonstrating these identified skills or knowledge?
- What real-world activities demonstrate these identified skills and knowledge?
- What evidence from these activities demonstrates mastery in these skills or knowledge?

D. Working from the ideas generated in Step C, develop a list of potential tasks for students. Group similar or related tasks together. (10 min)

E. Determine the most appropriate task using the *Summative Assessment Task Design Guide.* (5 min)

F. Review and finalize performance indicators by considering the following questions: (10 min)

- Will the task enable students to produce evidence for each of the original performance indicators? (If a performance indicator is not addressed in the task, it should be removed or the task should be revised.)
- Will the task enable students to produce evidence for additional performance indicators not originally identified, including performance indicators for cross-curricular standards? (If so, add them.)
- Is the task assessing a reasonable number of performance indicators? (a range of 4–6 total)

G. Write assessment directions using language that is accessible for students. (10 min)

H. Conduct a final tuning of the overall assessment task using the *Summative Assessment Task Design Guide.* (30 min)

Summative Assessment Brainstorm Chart

Performance Indicator	Looking at the scoring criteria, what skills must students apply to demonstrate mastery on these performance indicators?	What content lends itself to demonstrating these skills or understanding?	What real-world activities do people do that demonstrate the identified skills and knowledge?	What evidence from these activities demonstrates mastery of these skills or knowledge?