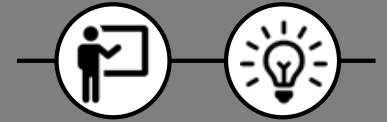


# History How To's



## Summative Assessment

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### What is Summative Assessment ?

Summative assessment is a judgment made on what has been learnt. This assessment is usually completed at the end of a unit.

### What does the research say?

Kitson, A. and Husbands, C. with Steward, S. (2011) *Teaching and Learning History 11-18: Understanding the past*. Mainhead: Open University Press; see pp.97-8

There should be great thought and clarity in creating an assessment question. Enquiry questions should be challenging and authentic/integral to academic historical scholarship. The right enquiry question is vital for authentic assessment. It is important to question what we value in terms of assessment and plan accordingly.

Burnham, S. and Brown, G. (2004) *Assessment without level descriptors. Teaching History*, 115, 5-15

Revisiting, reshaping & Reconnecting. Promotes individual marks schemes devised for each individual assignment as a result of reading and careful consideration over what it means to get better at that aspect of history

Facey, J. (2011) 'A is for assessment' ...Strategies for A-level marking to motivate and enable students of all abilities to progress. *Teaching History*, 144, 36-43

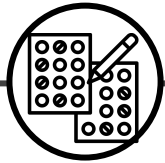
Clear success criteria are essential so that students are aware of both the necessary content and the underlying learning intention. It is important to have a clear idea

### Further Reading

Inside the Black Box: v. 1: Raising Standards Through Classroom. Dylan Wiliam  
The researchED Guide to Assessment: An evidence-informed guide for teachers

### Ideas for Summative Assessments

There are several ways you can use worked examples in the history classroom



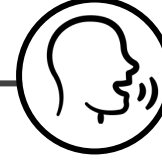
#### Knowledge Recall

- Pick out core knowledge students need to feature within the extended writing tasks and create knowledge questions out of them
- Also pick out core knowledge you want students to retain to access future units
- Knowledge recall will ease students into the main form of summative assessment



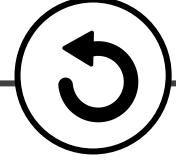
#### Extended Writing

- Make sure the question you get students to answer is linked to the enquiry question
- The summative question should bring together the thinking from a number of lessons.



#### Non-written tasks

- Assessments can also be non-written based e.g creativity and oracy based.

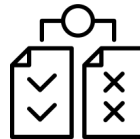


#### Revisiting, reshaping & reconnecting

Learning in history has to be recursive: whenever students return to a causation piece of work they are then encouraged to turn back to the piece of work they did and look at the targets that they were set and think about how they are going to get better. The learning will come from exploring how that works in different knowledge settings.

### Do's and Don'ts

To really maximise your use of summative assessments, follow this guidance on do's and don'ts



- Try as much as possible to base assessment questions on current historical debates
  - Sustain your enquiry throughout the unit
  - Have a clear success criteria & a clear idea of progression
  - At the end of each lesson, go back to the enquiry e.g what do we now know that can enable us to answer this question?
- Assessments do not have to be centred around extended writing
  - Don't pose questions that may divert attention away from the enquiry.

### In the History Classroom

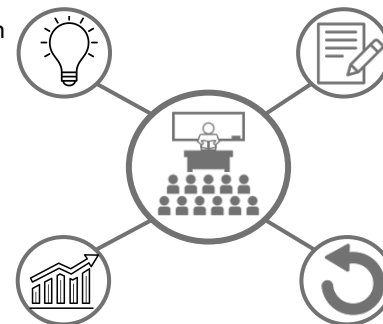
Below are some examples of how you could maximise summative assessment within the history classroom

#### Clarity

Have a clear idea of what you want students to achieve with the selected concept and what progression looks like.

#### Devise progression model for skills & knowledge

Clear success criteria are essential so that students are aware of both the necessary content and the skills to progress.



#### Introduce

Show students where they are going by introducing the enquiry question at the beginning of the unit.

#### Always return

..to the enquiry question at the end of the lesson e.g. what do we now know and can do that can help us answer the question?