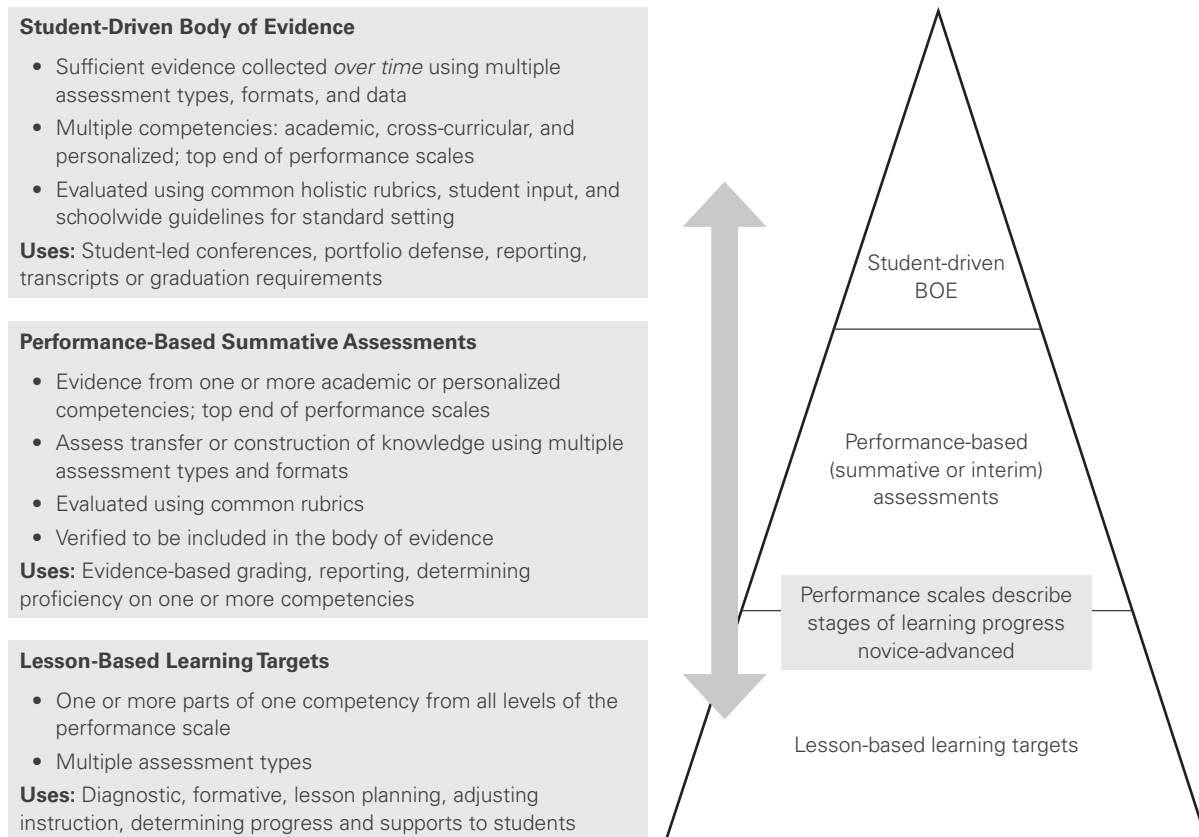




Source: Adapted from Hess et al., 2020.

FIGURE 4.5: The relationship among formative assessments, summative performance-based assessments, and student-driven bodies of evidence.

In chapter 6 (page XX), we discuss ways a school might decide which assessment evidence is the most defensible to include in the body of evidence. As a reminder, the collection of defensible assessment evidence applies the IMPACT framework: illuminating deeper learning and using multiple assessment formats including performance-based assessments. So, if a student has stronger oral presentation skills than writing skills, and both formats are designed to assess the same type of or comparable information analysis, then a decision might be made that the oral presentation evidence is better to include in the *body of evidence* for student A, while written work samples are better for student B for the same analysis skills.

Reflection Questions

Consider the following questions with your team.

1. Using an existing unit of study, identify how multiple standards (and earlier lessons) provide the foundation for completing more complex, summative tasks at the end of the unit or project. How does the acquisition of the essential skills and concepts the multiple standards describe support the broad learning goal for the unit of study?