

Planning and organization of the summative assessment

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Planning and organization of the summative assessment for the **section / cross-cutting topic** is carried out according to the guidance documents. The number of summative assessment procedures per section / cross-cutting topic corresponds to the curriculum and is determined for:

- natural science subjects - by **sections**;
- social and humanitarian subjects - on **cross-cutting topics**;
- language subjects - by the type of **speech acts**: listening, speaking, reading and writing.

- **Cross-cutting topics** are additional issues or areas that intersect with the main project or can be easily integrated into the project without losing focus of the [main goal](#). These themes can be an effective tool for explaining how targeted impact in one project area can also have a much wider effect. For example, a project addressing climate change resilience may also improve the health and incomes of local farmers.

Examples of cross-cutting themes

- Climate change
- Gender equality
- Diversity and inclusion
- Environmental sustainability
- Livelihood development
- Poverty reduction
- General well-being
- Technology

The number of sections and learning objectives may vary depending on the subject.

- In some subjects, according to the long-term plan, from 1 to 5 sections can be submitted for study during one quarter. In the case of the study section 1 summative assessment for the section is carried out 1 time in the second half of the quarter, at least 2 weeks before the end of the quarter.

- Due to the fact that the maximum number of summative assessment for a section should not exceed 3 in a quarter, in the case of studying 4 or more sections, the teacher combines the sections taking into account the number of learning objectives..

- Summative assessment per section is carried out twice in a quarter **in linguistic subjects**. In each summative assessment for a section, two types of speech acts are checked (speaking, listening, reading, writing). In this case, speaking skills are recommended to be assessed during the total assessment for the first section. Assessment of speaking skills can be carried out in the classroom during the week in which the total assessment is planned. It is assumed that the response of each student can take from 1 to 5 minutes.

- The last summary work for the section is planned for a period of at least 1 week before the end of the quarter.
- The time to perform a summative assessment per section is determined by the teacher, taking into account the included tasks and the average time spent on their implementation.
- It is recommended to organize a summary assessment for a section / cross-cutting topic so that it takes no more than 15-20 minutes.

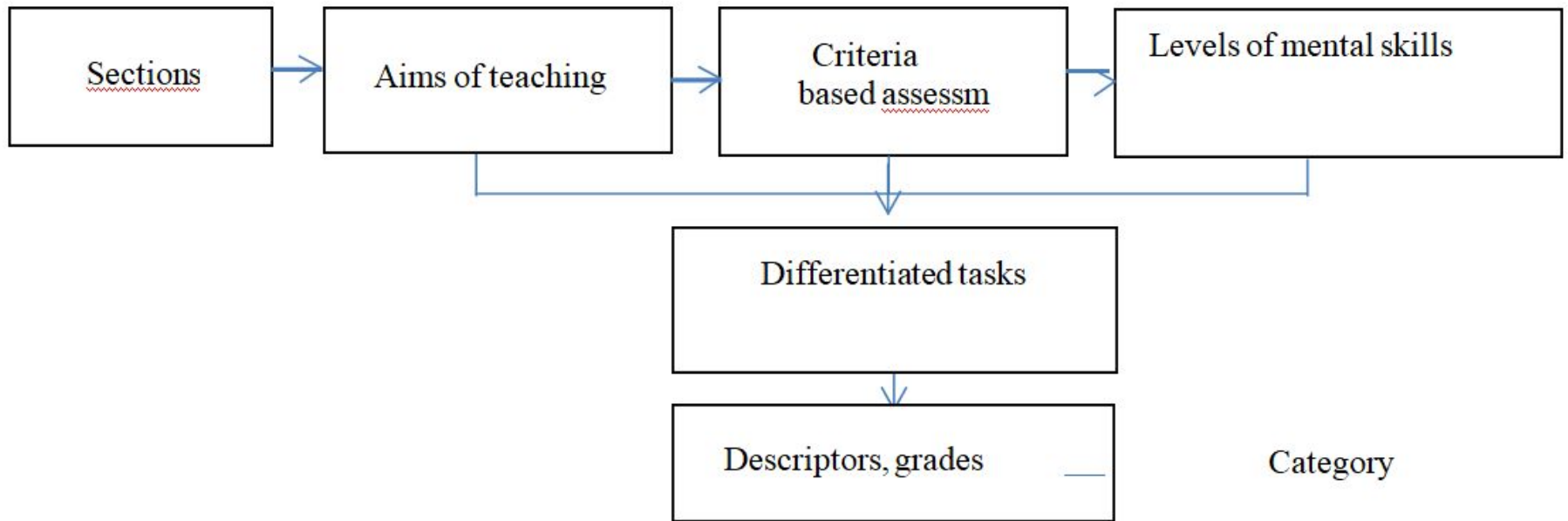
- The learning objectives presented in the curriculum allow you to determine the content of summative work. The content of the summary work for the section / cross-cutting topic is recommended to include those learning objectives that will demonstrate the achieved level of knowledge and skills in the studied section.

- When determining the content and preparing tasks for summative assessment for a section / cross-cutting topic, the teacher can use the samples proposed in the methodological recommendations for summative assessment. In addition, the teacher is given the opportunity to independently develop assessment tools.

To do this, the following algorithm is offered to help the teacher:

- 1) to explore curriculum and learning objectives per section/cross-cutting topic;
- 2) to determine the evaluation criteria in accordance with the learning objectives that will be tested in the summative assessment, and relate them to the levels of mental skills;
- 3) to create one or more tasks covering the content of the learning objectives, in which should be checked the criteria and the appropriate level of mental skills;
- 4) to create descriptors for each task;
- 5) to make headings (description of levels in accordance with the evaluation criteria) to the summative assessment for the section/cross-cutting topic to provide the results of summative assessment to students and their parents.

The algorithm for compiling tasks for summative assessment per section / cross-cutting topic



- Thus, when planning a summative assessment for a section/cross-cutting topic, the teacher determines the assessment criteria that reflect the learning objectives and correlates them with the appropriate level of mental skills.
- The main task of summative assessment for the section is to fix the intermediate result, i.e. the current educational achievements of the student.

Таблица 6. Цели обучения и критерии оценивания по разделу «Натуральные числа и нуль», «Математика» 5 класс

Раздел	Цель обучения	Критерий оценивания	Уровень мыслительных навыков
		Обучающийся	
Натуральные числа и нуль	Усвоить понятие множества натуральных чисел	определяет множество натуральных чисел	Знание и понимание
	Знать понятие единичного отрезка	определяет единичный отрезок	Знание и понимание
	Изображать натуральные числа на координатном луче	изображает точки на координатном луче в соответствии с заданными координатами	Применение
		определяет точки, расположенные левее/ правее заданной точки	

Tasks for the seminar

- Explain the algorithm for compiling tasks for summative assessment per section.
- Teachers role in the process of summative assessment.
- Give the full explanation of the result of the summative assessment.