


# Top 5 Strategies: Summative Assessments “OF” Learning

WHAT	HOW	EXAMPLES 
<b>1</b> <b>APPLY CONCEPTS TO REAL-LIFE SITUATIONS</b>	Give students a prompt or an opportunity to apply what they learned in to their daily life.	<ul style="list-style-type: none"> <li>• Teach someone younger a skill</li> <li>• Go watch a game in the community and write down three things you notice</li> <li>• Create something that can be used by other students/classes</li> </ul>
<b>2</b> <b>END OF TERM PROJECTS/ PRODUCTS</b>	Students respond to leading questions and use a rubric or other descriptor of critical elements (success criteria) to describe their progress toward learning outcomes using academic language and keywords.	<ul style="list-style-type: none"> <li>• Dance or routine</li> <li>• Fitness plan</li> <li>• Game</li> <li>• Brochure</li> <li>• Presentation</li> </ul>
<b>3</b> <b>FITNESSGRAM (FG) EVALUATION, ANALYSIS, GOAL-SETTING, AND PLANNING</b>	Students participate in baseline FG assessment. They analyze their results and set goals accordingly. Students create fitness plans and work to meet goals. Students are tested periodically to measure progress and determine if goals need to be updated. Scoring rubrics and success criteria are provided from the start. Should be based on grade-level fitness standards.	<ul style="list-style-type: none"> <li>• Fitness journal</li> <li>• Fitness plan</li> <li>• App or website to track progress</li> <li>• Analysis and reflection questions</li> </ul>
<b>4</b> <b>SELF-REFLECTION</b>	Students utilize rubrics and success criteria to answer questions that will lead them to appropriate analysis of skill development or understanding of concepts.	<ul style="list-style-type: none"> <li>• Video analysis</li> <li>• Open-ended questions or prompts</li> <li>• Write a newspaper article that describes what you know and/or are able to do</li> </ul>
<b>5</b> <b>PHYSICAL DEMONSTRATION</b>	Utilize a rubric to define success criteria for performance. Students must identify key elements that helped or hindered their learning.	<ul style="list-style-type: none"> <li>• Structured video analysis</li> <li>• Rubric analysis</li> <li>• Checklist of key components</li> <li>• Create a video</li> <li>• Teach someone else</li> </ul>