

Week 3: Creation of Summative Assessment

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EDU 645: Assessment for Learning

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Summative Assessment

This section covers areas of health education based on 6th grade students in accordance with Standard HE6:1. Which shall include questions and answers. Students will be assessed on topics as it pertains to health promotions and disease preventions and their understanding of the topics relating to Standard HE6:1. Students will be given formative assessments on final exams or writing of papers.

Standard: HE6:1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Test Blueprint

Learning Objective/Outcome	Blooms Taxonomy Classification	Number of Test Items	Point Value	% Weight of Test
The students will examine the importance of adequate sleep on health.	Analyzing	3	30	20
The students will explain the impacts of exercise on personal health.	Explaining	4	30	60
The students will create a healthy diet plan.	Creating	3	40	20
Totals		10	100	100

Test Questions

Test Question One	
Identify the Learning Objective	The students will examine the importance of adequate sleep on health.

Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Selected response
Identify the Level of Blooms Taxonomy Classification	Analyzing
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	Adequate amounts of sleep have no factor on health _Tor F_ Answer: True

Test Question Two	
Identify the Learning Objective	The students will examine the importance of adequate sleep on health.
Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Selected response
Identify the Level of Blooms Taxonomy Classification	Analyzing
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	Which of the following is a positive indicator of adequate sleep on health? (circle all that apply) A. Sleeping 6-8 hours at night B. Refraining from going to bed at least 30 min after eating C. Avoid exercising immediately before going to bed Answer: A, B, C

Test Question Three	
Identify the Learning Objective	The students will examine the importance of adequate sleep on health.

Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Selected response
Identify the Level of Blooms Taxonomy Classification	Analyzing
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	A person only needs 4-5 hours of sleep at night. _T or F_ Answer: False

Test Question Four	
Identify the Learning Objective	The student will explain the impacts of exercise on personal health
Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Constructed response
Identify the Level of Blooms Taxonomy Classification	Explaining
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	What are 3 examples on exercises that one can do to improve their health and explain their benefits? Potential answers may include: Walking, Swimming, Bicycle Riding they all help to strengthen the heart muscles, strengthen bones, and reduce excess body fat.

Test Question Five	
Identify the Learning Objective	The student will explain the impacts of exercise on personal health

Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Constructed response
Identify the Level of Blooms Taxonomy Classification	Explaining
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	Does walking help to boost your immune system? (Explain your answer). Answer: Yes. Some reasons could include can prevent you from colds and flu, can help you stay healthier, can prevent you from getting other infections or diseases, and make you feel better overall.

Test Question Six	
Identify the Learning Objective	The student will explain the impacts of exercise on personal health
Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Constructed response
Identify the Level of Blooms Taxonomy Classification	Explaining
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	True or false. Exercise does not play a role in good health? Why or why not? Explain Answer:

Test Question Seven	
Identify the Learning Objective	The student will explain the impacts of exercise on personal health

Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Constructed response
Identify the Level of Blooms Taxonomy Classification	Explaining
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	How does a person know when they are exercising too much or not enough? Answers can range from; They become susceptible to diseases and infections, they are tired, and muscles are stiff.

Test Question Eight	
Identify the Learning Objective	The student will create a healthy diet plan.
Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Performance based
Identify the Level of Blooms Taxonomy Classification	Creating
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	What does a diet plan consist of? The students will create a poster, for presentation to the class. Answer: see rubric.

Test Question Nine	
Identify the Learning Objective	The student will create a healthy diet plan.
Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Performance based

Identify the Level of Blooms Taxonomy Classification	Creating
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	How long should someone remain on a diet plan? (Google Doc) Answer: The recommended time is no longer than 12 weeks.

Test Question Ten	
Identify the Learning Objective	The student will create a healthy diet plan.
Identify the Type of Test Question Item <i>(selected-response, constructed response, or performance-based assessment)</i>	Performance based
Identify the Level of Blooms Taxonomy Classification	Creating
Write the Test Question and Answer. <i>(If it is a performance-based assessment, simply write see rubric as the answer.)</i>	The major components of a healthy diet should include what? (Poster) Answer: Fruit/ Vegetable Group Meat Group Dairy Starch/Carbs

<https://www.quickrubric.com/r/#/qr/njordan/healthy-eating-habits--for-middle-school-athletics/copy>

Advantages and Limitations of Selected-Response and Constructed-Response Assessments

The advantages and limitations of using selected-response and constructed-response assessments are relatively easy to distinguish from each other. True/False questions as far back as I can remember since grade school has always been a favorite of teachers to use because it did not take long to answer, and tests could be administered quickly. They may also consist of multiple-choice questions and matching. Lefrançois, G. R. (2013).

True/false test items tend to be popular in early grades because they are easy to construct, can be used to sample a wide range of knowledge, and provide a quick and easy way to look at the extent to which instructional objectives are being met. Constructed Responses are responses that comes with explanations. Lefrançois, G. R. (2013). The main advantage of constructed-response assessments is that they lend themselves better to evaluating higher thought processes and cognitive skills. Also, they allow for more variation and more creativity. Constructed Responses answers can be answered with short answers, also called restricted responses or extended-response answers that require longer thought processes, usually, answered in the form of essays.

Requirements of Good Performance-based Assessments

Elements needed for good solid performance-based assessments provide students with an opportunity to do hands-on approach. They have manual tasks to complete such as writing a

manuscript, creating posters, PowerPoint, building a temple, decorating flowers, etc. There should be clear set of guidelines in place, detailed out as it relates to the objective. The benefits of using performance-based assessments are that it gives the student an opportunity to be creative. It offers a hands-on approach and give students an opportunity to use their thinking skills to complete their tasks. The disadvantages to using performance-based assessments performance are limited allowances that are put on by the instructor. It does not allow the students to be too broad in their tasks but limits them to doing only those things that are taught only by the teacher. Allowing them to follow the guidelines that are placed in the Rubric only.

Conclusion

In my conclusion, I would just like to say that experience was the most difficult of all time and I am so glad to be at the end, finally. The summative assessment was the most challenging part and I pray I did okay on it. What was most helpful to me was the research and getting the opinions and input from educators that I currently work of what I could have been doing right or wrong. They offered critical feedback and made me go back and do more research or encouraged me to think outside the box. Summative assessments gives teachers, parents, and others of need to know positions the results of contents learned, of contents retained, of contents mastered by the students. [E&view=detail&FORM=VIRE" Summative Assessment \(Strategic Assessment System, Part 3\) - Bing video.](#)

References:

- Edutopia. (2008, July 15). "\t "_blank" [Why is assessment important? \(Links to an external site.\)](https://www.edutopia.org/assessment-guide-importance) Retrieved from <https://www.edutopia.org/assessment-guide-importance>

Lefrançois, G. R. (2013).

https://ashford.instructure.com/courses/78329/external_tools/retrieve?display=borderless&url=https%3A%2F%2Fcontent.ashford.edu%2Fti%3Fbookcode%3DLefrancois.6047.19.1 "\t "_blank" [Of learning and assessment](https://content.ashford.edu). Retrieved from "https://content.ashford.edu" <https://content.ashford.edu>

E&view=detail&FORM=VIRE" [Summative Assessment \(Strategic Assessment System, Part 3\) - Bing video](#)

