

Formative and Summative Assessment Tools

MJK Educators | Assessment Tools for every curriculum

Use formative tools during learning to check understanding and adjust your teaching. Use the summative rubric at the end of a unit, term or project to record what a learner can do. Both work with the Kenyan CBC, IGCSE / Cambridge, the IB and blended programmes.

Formative Assessment Toolkit

Learner: _____	Date: _____
Subject: _____	Task: _____
Assessed by: ☐ Parent ☐ Mentor ☐ Self ☐ Peer	

Tool	Description	Best for	Time needed
Exit Ticket	1–3 quick questions at lesson end	Any subject, daily check	2–5 min
Thumbs Up / Down / Sideways	Non-verbal confidence check	Quick comprehension gauge	30 sec
Think-Pair-Share	Learner thinks, talks to parent or educator, then shares	Processing and articulation	5–10 min
Learning Journal	Ongoing written or drawn reflections	Metacognition, portfolio	10–15 min
KWL Chart	Know / Want to know / Learned	Unit start and end	5 min
Concept Map	Visual connections between ideas	Science, history, literature	10–15 min
One-Minute Paper	Summarise the key point in 60 seconds	Retention check	2 min
Traffic Light Cards	Green = got it, Yellow = almost, Red = stuck	Self-assessment	1 min

Tip: Pick one or two tools a week rather than all of them. Note what you learn and change the next lesson accordingly. Formative checks are for learning, so they do not need a grade.

Summative Assessment Rubric (Universal)

Learner: _____ Date: _____

Subject: _____ Task: _____

Assessed by: ☐ Parent ☐ Mentor ☐ Self ☐ Peer

Criterion	4 – Exceeding	3 – Meeting	2 – Approaching	1 – Beginning	Score
Knowledge	Demonstrates deep understanding and makes connections beyond requirements	Shows solid understanding of core concepts	Shows partial understanding; some gaps	Limited understanding; significant gaps	
Application	Applies skills independently in new contexts	Applies skills with minimal support	Applies skills with significant support	Struggles to apply skills even with support	
Communication	Expresses ideas clearly, creatively and accurately	Expresses ideas clearly and accurately	Expresses ideas with some clarity	Communication is unclear or incomplete	
Thinking / Inquiry	Shows original thinking, asks insightful questions	Shows logical thinking and good questions	Shows basic thinking; few questions	Shows limited thinking; needs prompting	
Independence	Self-directed; takes ownership of learning	Works independently with occasional check-ins	Needs regular guidance	Requires constant direction	

Overall grade (total ÷ 5, rounded):

Strengths observed:

Areas for growth:

Next step:

Parent / Educator signature: _____ Learner signature: _____

How to score: Circle or tick the level that best fits for each criterion, enter the score, then average. Scores of 4, 3, 2 and 1 line up with the Exceeding, Meeting, Approaching and Needs support bands used in the Record Keeping Template. Adapt the wording to your curriculum and the learner's age.