

Student Name: \_\_\_\_\_

## Student-Directed Combined Summative Overview

*This work is adapted from the pioneering work of Greg Smith at Harbord C.I.*

The combined summative will provide students with the opportunity to create meaningful and thought-provoking work. Students will explore connections between disciplines, curriculum, and themes to integrate ideas and expectations from two different classes. By reducing the repetition of tasks, the hope is to decrease the amount of stress and enhance the quality of the final product.

Students who apply for this combined summative option will be *entirely* responsible for designing and completing their own inquiry process, following through on their timelines and ensuring that the project meets all appropriate requirements.

**Step 1:** Every course has a 30% summative portion. In the table below, briefly describe the specific summative for each of your courses. In some cases, you may need to speak to the teacher to discuss the content of the summative.

Course	Summative Description (identify tasks and general mark breakdown)
	Due Date:

Student Name: \_\_\_\_\_

**Step 2:** Pair your courses in a way that is logical and allows for natural connections to be made. Connections between **content/knowledge/themes** (for example, globalization, environmental sustainability, demographics or philosophy, etc.) or **tasks/products** (for example, essay, presentation, seminar, short story, model).

A diagram showing two large blue arrows pointing towards a central rectangular box. The left arrow is labeled "Course 1" and the right arrow is labeled "Course 2". The central box is titled "Connections" and contains four horizontal lines for writing.

A diagram showing two large blue arrows pointing towards a central rectangular box. The left arrow is labeled "Course 3" and the right arrow is labeled "Course 4". The central box is titled "Connections" and contains four horizontal lines for writing.

A diagram showing two large blue arrows pointing towards a central rectangular box. The left arrow is labeled "Course 5" and the right arrow is labeled "Course 6". The central box is titled "Connections" and contains four horizontal lines for writing.

A diagram showing two large blue arrows pointing towards a central rectangular box. The left arrow is labeled "Course 7" and the right arrow is labeled "Course 8". The central box is titled "Connections" and contains four horizontal lines for writing.

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**Step 3:** Pick your BEST MATCH from step 2, and get a hard copy of each summative from your teacher.

**Step 4:** When combining two summatives, there are two options from which to choose. Select one that is the most appealing and makes the most sense.

**Option A:** Take the content from one of the courses, and apply it to the form of the other. This works better for courses where one summative is information/knowledge-based (e.g. social science, science, geography etc.), and the other summative is more product-based (eg. writers' craft, art etc.).

Content-Based Summative from Course A.

Course name: \_\_\_\_\_  
Write the **content** of the summative here

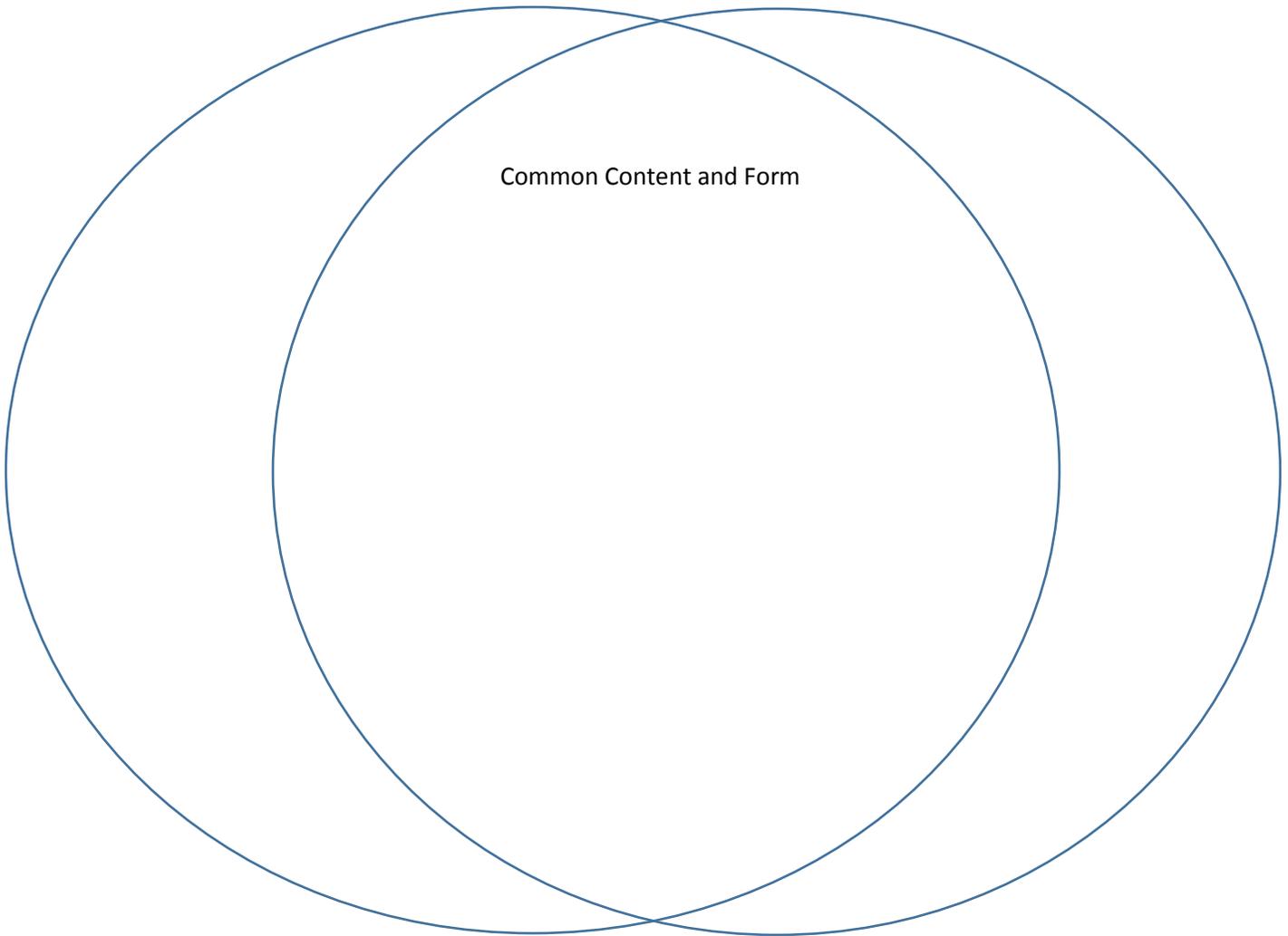
Form-based Summative from Course B.

Course name: \_\_\_\_\_  
Write the **form** of the summative here

Student Name: \_\_\_\_\_

**Option B: Overlapping Content AND Form**

You may choose this option if both the content of the summative, AND the form of the summative, have enough similarities to be combined. In this option the combined summative will naturally take the form that both courses require (e.g. Essay, presentation), and will satisfy the content requirement for both courses together (e.g. world issues, humanities and philosophy).



Course name: \_\_\_\_\_

Course name: \_\_\_\_\_

Student Name: \_\_\_\_\_

**Step 5:** Present the project to both teachers for approval

Student Name: \_\_\_\_\_

Date of approval request: \_\_\_\_\_

**COURSE A** Teacher name: \_\_\_\_\_

Course name: \_\_\_\_\_

- I approve of this project
- I approve of this project with the following changes:

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- At this point, I do not approve of this project because

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Teacher A Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date of approval request: \_\_\_\_\_

**COURSE B** Teacher name: \_\_\_\_\_

Course name: \_\_\_\_\_

- I approve of this project
- I approve of this project with the following changes:

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- At this point, I do not approve of this project because

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Teacher B Signature: \_\_\_\_\_

**Step 6:** Get your overseeing teacher to sign off that you have the approval of both teachers

Overseeing teacher name (*circle one*): Mr. Kopyto Ms. Fradkin Ms. Petrovits

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

## Step 7: Timeline and Checkpoints:

In order to create a meaningful combined summative, students will have to create, follow through, and deliver on, their own interim checkpoints. The first step is to determine what checkpoints are in the summatives for the two courses selected. Remember, if you have selected Option A, then the checkpoint guidelines should be similar to the original course whose form you are following. If you have selected option B, then you may use either course checkpoints as a guideline.

In the table below, record the deadlines for the **individual course** summative projects. You may need to speak to your teacher to get this information.

Course A ( )			Course B: ( )		
Checkpoint	Description	Due Date	Checkpoint	Description	Due Date
Checkpoint 1			Checkpoint 1		
Checkpoint 2			Checkpoint 2		
Checkpoint 3			Checkpoint 3		
Final Project			Final Project		

Create your **OWN checkpoints and due dates** that make sense to you. The checkpoints should be similar to the course whose form you are following if you are using option A. Once it is complete, your overseeing teacher will keep this page, and sign off on each checkpoint that you submit.

When each checkpoint is completed, submit two copies of each checkpoint to your overseeing teacher. He or she will sign off on the page below, and give them to your classroom teachers for evaluation.

Checkpoint	Description	Due Date	Received by Overseeing Teacher
Checkpoint 1			
Checkpoint 2			
Checkpoint 3			
Final Project			

You must have these checkpoints approved by your teacher supervisor before you may begin.

Overseeing teacher name (*circle one*): Mr. Kopyto Ms. Fradkin

Signature: \_\_\_\_\_

Date: \_\_\_\_\_