

## Assessment Committee End of Year Report 2012-2013

**Members:** Biundo; Burk; Graham; Davis; Dean; Doellman; Evans; Fitzgerald; Hany; Fritts; Lancaster; Markert; Sondgeroth; Neisler; Pessman; Pole; Proctor; Johnson; Reiman; Rojas; Graziano; Webb; Thompson

### **Meeting Dates:**

10/18/12; 11/29/12; 4/4/13

### **Summary:**

Most of the year was focused upon the development of a professional development plan that has now been shared with Keystone, the administration, and the faculty. The document included a bibliography of resources as well as outlining the connection between modified assessment practices and the movement toward standards based grading. The first two meetings focused upon the documents creation. Members then provided feedback through Blackboard over winter break. Finally, the document was presented to faculty through Keystone. In addition, the April meeting focused upon the history and motivation of modified assessment practices within U-High including

- 1) The mission of U-High
- 2) Starting with the definition of a what constitutes a grade supplied by School Development previously
- 3) The connection between modified assessment practices and College Readiness
- 4) Department Work that influenced the Professional Developmen Plan

### **Next Steps:**

- Some panel discussions with teachers to share these ideas
- Presentations at conferences

## **Motivation**

e.g. Having students be responsible for daily work, treating due dates as arbitrary

- Continue to hold high expectations for course work and behavior
- Require students to participate in discussions
- Have daily work/ preparation work continue to count toward course grades by weighting these at a maximum of 10% of the overall grade.
- Sit down individually and discuss testing, note taking, and study strategies with struggling students. Attempt to address the issue behind the symptom of poor performance. Addressing these issues may alleviate anxiety and thus create an energizing cycle of success and motivation.

Ex./ Is a student a poor test taker or a poor reader?

- For students that are not meeting a minimum expectation (some teachers have set this at a 'C'), require that homework be completed. Failure to do so results in a disciplinary action where the student will be scheduled an "opportunity" to complete the work on Saturday.
- Students may not complete the summative assessment the first time until they can show that they have completed all of the daily work.
- Use of short "homework quizzes" or "reading quizzes" that assess the daily work students are expected to have completed.
- Help students see the connection between the daily tasks and the goals of the summative assessment.
- Allow the use of completed formative work on summative assessments.

## **Management/Organization**

e.g. Balancing needs of student and time commitment of teacher. Students not knowing course policy.

- Using Skyward as a means to communicate with students and parents by writing more comments in regards to behaviors or academic performance
- Assess your individual teacher practices to determine why you want students to do certain activities. Is what you are asking the result of simply holding to a preconceived notion of education or is it in the best interest of the students?

- Determine a set retesting date. Coordinate with other members of the department to staff and manage these sessions.
- Record students that are participating in relearning in a spreadsheet. This information is then helpful to share with Student Assistance Program and the learning center.
- Only allow retakes within a set time period.

### **Retake Policies/Issues**

e.g. Students treating test like a study guide. Students falling behind. Students not completing daily work, scoring poorly, and then wanting to redo an assessment.

- The teacher is able to determine which assessments can be redone. This means the teacher may disallow a retake for minor topics or based upon students not meeting a discussed and agreed upon classroom expectation.
- Create a retake process that is exceedingly rigorous. Not only having students complete any missing daily work but also require students to complete additional meaningful learning activities.
- Require students to identify observable behavioral changes. Require them to be demonstrated prior to allowing a retake. If they slip into these previous poor patterns after the first retake, disallow any future retakes.
- Create a redo contract outlining relearning and behavioral changes.
- Allow students some autonomy in the creation of the relearning tasks. (With teacher approval)

### **Connection to Standards**

e.g. A lack of standards in certain disciplines; effectively using the standards for assessment

- Require the course grade reflect mastery of content standards above all else.
- Adjust the semester grade to be reflective of mastery of these standards. If the same standards are reassessed throughout the semester, report the grade based upon students current knowledge of the desired material rather than a reflection of the speed at which it was attained.

