

11/17/11

Assessment Meeting

In attendance: Kirsten Hany, Dusty Burk, Maggy Gleason, Melissa Doellman, Kim Rojas, Amy Reiman, Kate Pole, Ben Webb, Maria Pessman, Francesca Biundo, John Neisler, Laura Lancaster, Jeff Hill, Andrea Markert, Kevin Thompson, Andy Davis, Bob Fitzgerald

Handed out qualitative feedback prepared by John Larson based on categories: motivation, fairness, distraction/confusion, prohibitive process/time constraint, take advantage/abuse the system, not prepping for the future, impact on homework and overall grade, pressure/stressed

Kevin then presented the quantitative information sent earlier

Kim shared that her grades were different because of how she's grading. It's now what they're showing her, not whether or not they complete their work. She thinks this is more fair to students and that the class is harder. For example, they put more effort into the listening category because it counts as much as the other standards. It has been more work for Kim because she has to provide more opportunities to practice, but she has also seen more growth in each standard. Easy to communicate with parents student strengths and weaknesses.

Andy feels like the students still do all the work because it is going to contribute to the overall discussion even though it's not going into the grade. He hasn't had kids say "I'm not doing it because you're not counting it." They understand that they are working toward an end product.

Laura has a lot of students come in before the test to get extra help so that they don't need to retake the test. She feels that her students are taking the tests more seriously.

Bob feels less arbitrary. Every formative assessment leads up to the summative assessment. It's been meaningful.

Shared success stories. Students learning content and study methods that work for them, more meaningful conversation.

Kirsten asked about the quantitative data where the students reported that their grades were lower (approximately 29%). The possibility that it's a perception or the fact that the homework doesn't count.

It would be interesting if we could identify students now, see if they're in any of our classes and see what type of retakes they are participating in. If we could track a couple of students for a year or two, we may be able to find reliable data.

Kevin will send out chart of students not meeting so that participating teachers can highlight which students are in these classes.