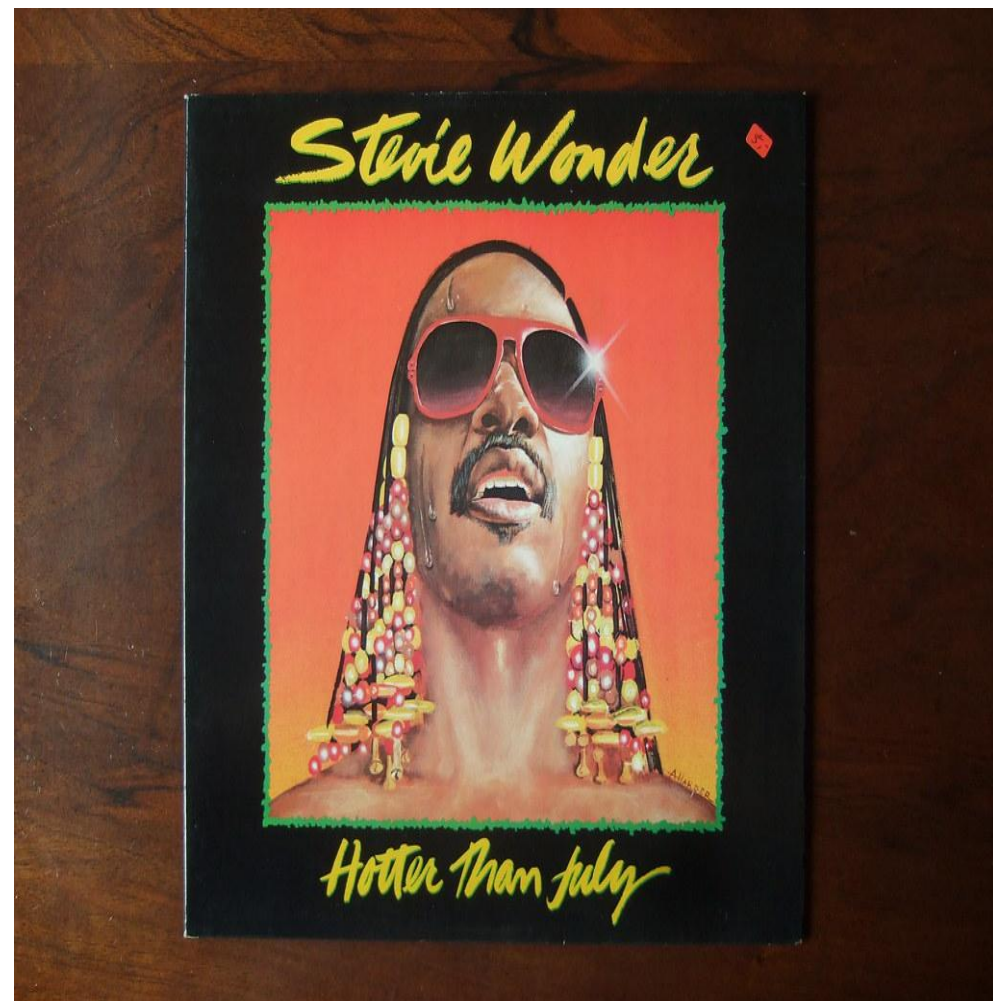Gina Bell-Moore
St Louis RPDC/
Ed Plus

Patricia Ross-Walls
St Louis RPDC/ Ed Plus

DIRECTOR

Ice Breaker

Norms

1. Begin and end on time
2. Be an engaged participant
3. Be open to new ideas (Growth mindset)

READY…SET…ACTION!

Learning Targets

1. Discuss what it means for a student to be an assessment capable learners.

2. Discuss the benefits of using the seven strategies for Developing Assessment Capable Learners in my teaching practices.

DIRECTOR

READY…SET…ACTION!

Metacognitive Note Catcher

Beginning of Training (Plan + Connect)
What do I know? How do feel about the topic?(excited, anxious, curious, nervous?) How does it relate to something I already know? How might today's training relate to previous trainings?

Throughout the Training (Monitor Learning)
Learning Insights (Left column)- Record insights write questions about the content, any ah ha's, or any questions. Training Notes (Right column)- Record traditional notes, key concepts, etc.
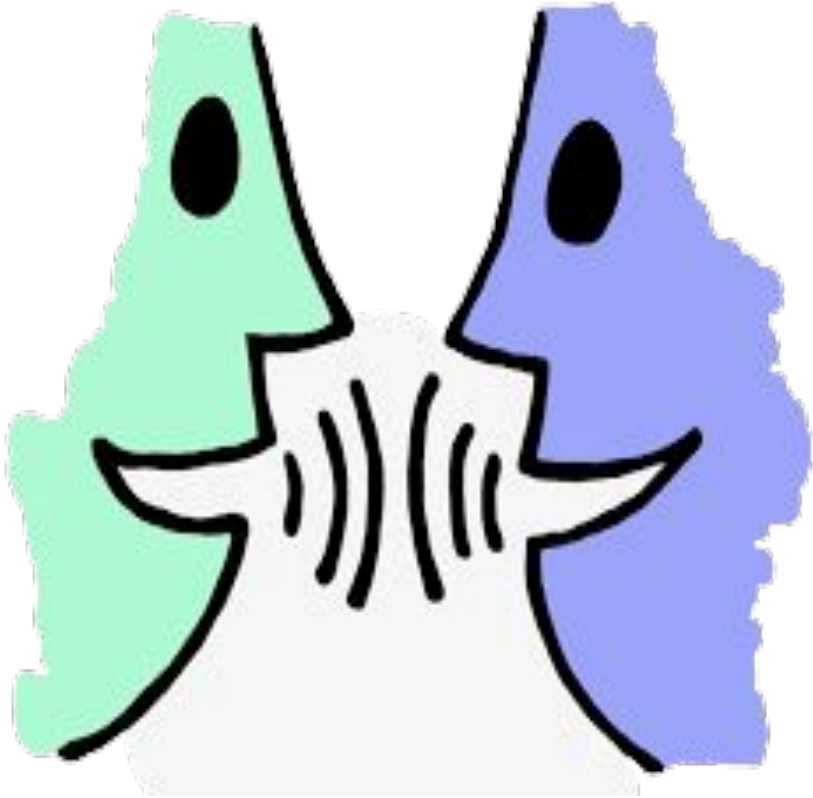
End of Training (Reflection) What were the most important ideas? What did I find interesting? How did today's lesson relate to previous targets? What can I infer about the next training?

HO

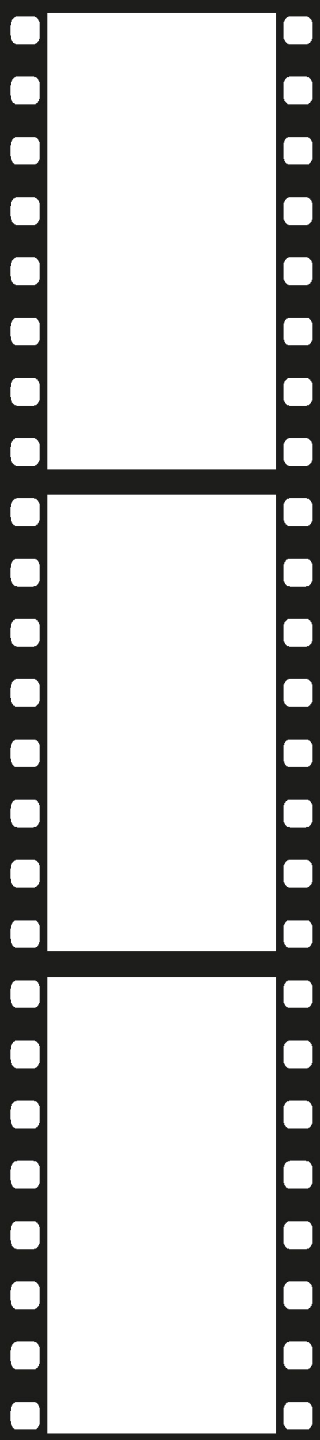# Developing Assessment Capable Learners

Activity

Strategies: Words, Phrases, Sentences and Collaboration

1. Read the article

2. Use three separate index cards to record:
   a. one key word
   b. one phrase,
   c. one sentence that represents an important idea or concept.

3. As a table, discuss:
   a. Your responses
   b. Commonalities
   c. Any relationships between the words, phrases and sentences?

HO

"**Assessment capable**" does not focus on how well students perform on tests. Rather, it means that students are able to gauge their own **learning**. It means that students understand if they have met a **learning** target and in what areas they need extra help.

Hattie (2012)

Self Efficacy

Goal: Students feel deeply accountable for their own progress and become motivated, effective, self-regulating learners.

What it looks like for students:
Understand what they are supposed to learn
Monitor their own progress
Reflect on their own learning
Set goals

(Booth, Hill & Dixon,201)

What do I have to do to reach my goal?

Am I still on the right path?

Has the path changed? Do I need to modify the plan?

READY…SET…ACTION

Where Am I Going?

Teachers should:

1. Provide students with a clear and understandable vision of the learning target.
2. Use examples and models of strong and weak work.

Students should know and ask:

1. I know what I am supposed to be learning and it makes sense to me.
2. I know what quality work looks like.

Where Am I Now?

Teachers should:

3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals.

Students should know and ask:

3. It is clear to me what I am doing well and what I need to do next.
4. I self-assess and set my own learning goals.

How Do I Close the Gap?

Teachers should:

5. Use evidence of learning needs to determine next steps in teaching.

6. Design focused instruction, followed by practice with feedback.

7. Provide students opportunities to track, reflect on, and share their learning progress.

Students should know and ask:

Made it!

5. I know what the next step is for my learning.

6. I rework, refine and revise my work to reach my learning target.

7. I reflect on my work and keep track of my progress in order to share my learning with others.

(Chappuis, 2009)   (Chappuis, 2015)

Activity
Strategy: 'Shout Out!"

Maggie's DACL Video

1. View the video
2. Using the Monitoring Learning section of the note catcher, record your Learning Insights.
3. Be prepared to 'Shout Out' your Learning Insights.

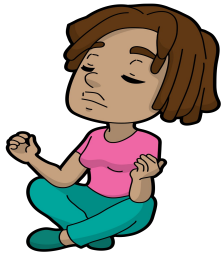# Metacognitive Note Catcher

Beginning of Training (Plan + Connect)
What do I know? How do feel about the topic?(excited, anxious, curious, nervous?) How does it relate to something I already know? How might today's training relate to previous trainings?

Throughout the Training (Monitor Learning)
Learning Insights (Left column)- Record insights write questions about the content, any ah ha's, or any questions. Training Notes (Right column)- Record traditional notes, key concepts, etc.

End of Training (Reflection) What were the most important ideas? What did I find interesting? How did today's lesson relate to previous targets? What can I infer about the next training?

HO

1. Provide Students With a Clear and Understandable Vision of the Learning Target

Learning Targets guide instruction.

All instruction and classroom activities should be aimed at specific learning targets.

PHONICS→

I can tap out words to build a sentence.

READING→

I can identify main idea and details of a story.

Learning Targets

MATH→

I can write an equation for 5 and more.

WRITING→

I can write an informational story with facts.

6th SCIENCE 11-15-22 B DAY TUESDAY

LT: I can compare amounts of KE and PE in a mechanical system.

Do Now: Give an example of you having potential energy and then one of kinetic energy.

TODAY: 1. Do Now
2. Energy Skate Park
3. KE or PE WS
4. Exit Ticket

Energy Skate Park Grading Rubric:

Level	Criteria
1	Major omissions
2	Minor omissions
3	Requested info present → 3 observations
4	Always write MORE!

LEARNING TARGETS
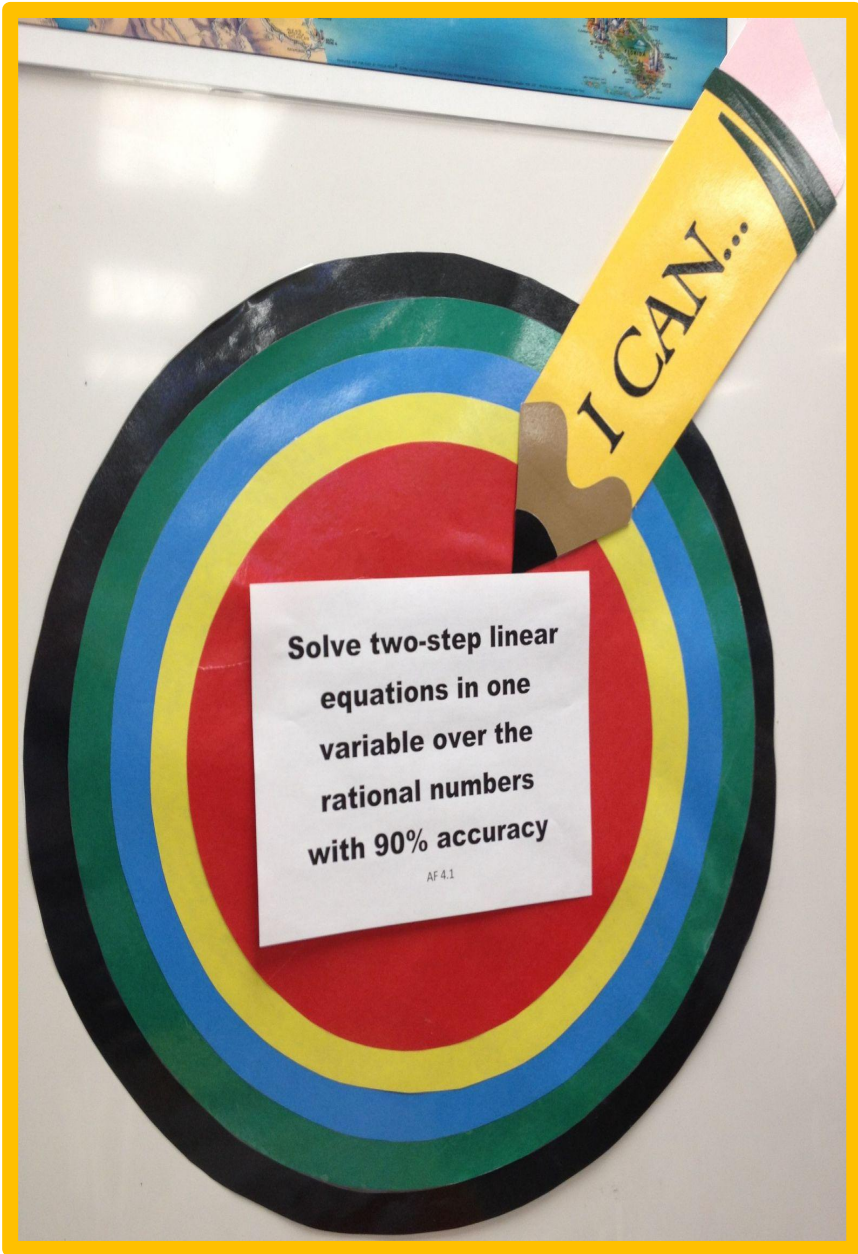
Physical Science

Physical Science - Elements & the Periodic Table

I can describe how valence electrons affect element properties.

Chemistry

Chemistry - Ch. 8: Chemical Reactions

I can write and classify each type of chemical reaction.

Geology

Geology - Unit 3: Plate Tectonics

I can describe continental drift and the evidence that supports it.

I CAN...

Solve two-step linear equations in one variable over the rational numbers with 90% accuracy

AF 4.1

ARE YOU ON TARGET?

I CAN identify and answer questions about main characters, setting, plot, and theme

I CAN identify and use homonyms.

I CAN identify and spell words with the vc/cv pattern.

I CAN compare and order whole numbers, and apply place value concepts.

nal Four

The Batman is Phenome

By Tristan Light
21520@stjschools.org
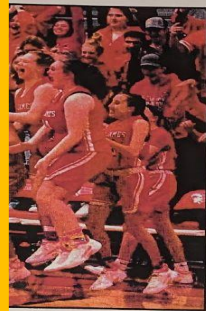
The Batman (2021) is the superior Batman movie. It depicts Gotham and Batman in a very grimy, dark way. All of the actors did amazing jobs in their roles. I think that Robert Pattinson nailed the role of Batman. A lot of people had doubts about Pattinson playing Batman because of a past role in *Twilight*. I don't think that was warranted because he is a versatile actor.

Paul Dano did an incredible job as the Riddler and the way he was portrayed as a serial killer made the plot way better. All the characters were so captivating that they could all have their own movie and I would watch it.

The setting in *The Batman* was better than past movies because most of the movie takes place at night and Gotham is better

the most part and Batman taps into his detective skills a lot more in this movie than past movies.

I think the choice to play "Something in The Way" by Nirvana and change the way it sounds was an interesting, yet fitting choice.
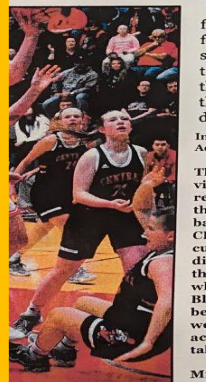
Go watch *The Batman* because for me, it's a 9/10.

Emily Bullock Photo
ate final four. They will

with a score of 58-54,
n advanced on to the
against Lutheran South
a victory score of
rs then went to the
nst Central Park Hills
ore of 43-32.

the Tigers the high
ily pep rallies during
ong with spirit days.
te out and Friday is
, the high school will
day, March 18 at 11am
o support the Tigers.

Gorrell Has

By Hu
20103@

The St. James High School base
team has had a rocky start to
season. Their last game was Mon
at home. Sam Gorrell, a playe
both the varsity and junior va
teams, said their record isn't as
team hopes.

"Our records are not as nice a
wish it would be, but I think
team, we're figuring out how to
pretty solid together."

Gorrell also claims that the tea
pretty good at coming together
making hard plays when needed.

"Our strongest parts are ma
hard plays at times that we need
our weakest is making routine p
sometimes."

Webster Wary of 1619 Bill

By: Kristopher Christenson
20278@stjschools.org

The Missouri Senate is deliberating on a bill that would prohibit all Missouri public schools from teaching Critical Race Theory(CRT) or the 1619 project. Although it is not within discussion at the moment, I wanted to get our superintendent, Tim Webster's opinion.

Webster said that the bill is scary for educators. "It opens up the gate for legislators to decide what schools should and should not teach. Whether it be on critical race theory or something else. I think that what schools teach should be dependent upon

the professionals that went to school to know what kids should be taught. And we have DESE (Department of Elementary and Secondary Education) which tells us what kids should be taught. So I think those decisions should be left up to school districts and their governing bodies instead of local legislators."
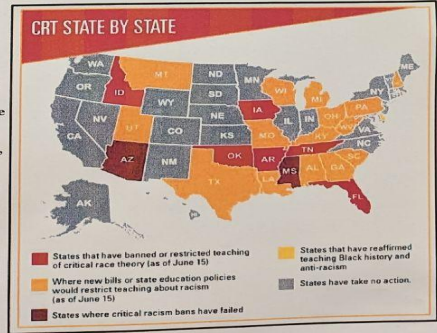
Currently St. James does not teach CRT or the 1619 project, so according to Webster, "The bill itself would have very limited effect on St. James."

If you would like to know more you critacalrace.org.

Image from District Administration.com

This image is a visual representation of the states that have banned teaching CRT, where bills are currently being discussed, where the bills have failed, where teaching Black history has been reaffirmed, as well as where no action has been taken on the topic.

Missouri has discussed the topic, but the bill has not been passed or

Emily Bullock Photo
ock drives the lane for
Central Park Hills.

CRT STATE BY STATE

States that have banned or restricted teaching of critical race theory (as of June 15)

Where new bills or state education policies would restrict teaching about racism (as of June 15)

States where critical racism bans have failed

States that have reaffirmed teaching Black history and anti-racism

States take no action.

Missouri

By K
202

Missouri has proposed a new bill
would provide Missouri schools
more snow days but would requir
a certain amount of days to
alternate methods of education (AM

Saint James R-1 School D
Superintendent Tim Webster said
us, it would not have much of an ef

While it wouldn't affect us most
time, in rare cases of inclement we
it might. "I think it was back in
the last time that they kind of adjus

chool
ught.
nt of
dary
kids
hose
hool
dies

each
so
self
St.

you

Have you been in this situation
weather to ensure all of the instr
is fulfilled. House Bill 1471 wo
Methods of Instruction, or AMI,
when weather keeps students fro

EOCS BEGIN NEX
Good luck

Baseball Starts Slow; Gorrell Has High Hopes

By Hunter Bullock
201103@stjschools.org

The St. James High School baseball team has had a rocky start to the 2022 season. Their last game was Monday at home. Sam Gorrell, a player on both the varsity and junior varsity teams, said their record isn't as the team hopes.

"Our records are not as nice as we wish it would be, but I think as a team, we're figuring out how to play pretty solid together."

Gorrell also claims that the team is pretty good at coming together and making hard plays when needed.

"Our strongest parts are making hard plays at times that we need, but our weakest is making routine plays sometimes."

The practices are well set up and good for working on those weak spots.

"Usually if we're inside, we do batting and all that and do tee work. Whenever we're at the field, we do like to work and outfielders go out in the outfield to catch pop flies and stuff like that. We usually work ground balls on the infield and marked up just normal routine plays."

Overall, Gorrell thinks the team could come together just a bit more.

"I think once we have finally figured out what we're doing wrong and start doing the right thing, we can do much better."

Yearbook Photo
While the baseball team has had a rough start to their 2022 season, Sam Gorrell (above) has a positive outlook on the team's continual progress.

Snyder Breaks 100m Record

By Hunter Bullock
201103@stjschools.org

Snyder has had a great start to the 2022 track season by breaking the previous school record in the 100 meter dash with a time of 10.73 seconds.

Snyder, along with the rest of the track team, as they close out their season next month. He will go after his records again Thursday in the St. James Invitational Meet, which begins at 3:30.

Snyder also runs 110m hurdles (PR 15.60 seconds), 200m dash (PR 20.83), and 300 m hurdles (PR 41:3).

Snyder does have plans for track after high school. "I plan to do my best and get a scholarship if I can. But other than that, I do want to run track in college. Hopefully that precedes me into the future."

Snyder also has a special way to get mentally and physically prepared for each race. "I listen to the right music. I get myself in the groove. I practice what I've done, practice what I've learned and just repeat over and over when I'm going to do the race."

Be sure to come out and support

Inda (bottom right) pushes him as they compete in the same event.

Missouri House 471

By Kristopher Christeson
20278@stjschools.org

Missouri has proposed a new bill that would provide Missouri schools with more snow days but would require after a certain amount of days to have alternate methods of education (AMI).

Saint James R-1 School District Superintendent Tim Webster said, "For us, it would not have much of an effect."

While it wouldn't affect us most of the time, in rare cases of inclement weather, it might. "I think it was back in 2010, the last time that they kind of adjusted

with snow days and inclement weather days on how it would affect the schedule. That's when they went being the amount of days that you school to just purely the am hours.

In that year, there was a large amount of inclement weather, and a lot of instruction time was compromised. This bill would help districts by decreasing the chance of adding days onto the school year.

National Geographic Photo
Have you been in this situation? Schools struggle during times of inclement weather to ensure all of the instructional time demanded by the state of Missouri is fulfilled. House Bill 1471 would give schools the ability to use Alternat Methods of Instruction, or AMI, to provide instruction via the internet on when weather keeps students from school.

Do Different Book Genres Affect the Brain?

By Mallory Hansen
21278@stjschools.org

Studies have shown that the genres of books people enjoy most can tell their peers what kind of personality they have. Whether they have a Extraverted, Agreeable, Open, Neurotic, or Conscientious personality their personal favorites can say more than words.

Though not everybody fits into a category such as studies have used, they can help to get an idea of what people are interested in what genre.
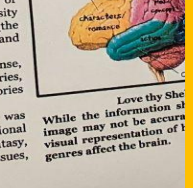
This is what the studies done by the Ministry of Defense (Singapore) and the Disney Research Team in Pittsburgh: people who are more extraverted tend to enjoy Realistic Fiction, Mangas, Sci-Fi, and Fantasy stories.

Agreeable people tend to read Classics, Mystery/Suspense, Dramas or books with drama, and stories that include relationships.

Open people will often go for Philosophical/Psychology stories or stories including those topics, University Reading material, Classics, fiction [the actual type listed was girly-fiction], and light fantasy.

Neurotic people find Mystery/Suspense, Professional or Political stories, "pretty-writing", and stories entertaining.

personality type listed was which found Professional writing, Theology, Brain-food, Fantasy, Graphic Novels, and stories with issues, to be their favorites.

St. James High School Librarian, Cheryl Harlan mentioned that she sees friends gravitating towards these types of book and often doing what she calls "twin-reading" where friends deliberately check out the same read together.

Harlan also stated that she "You can gauge a person's person the type of genres they pick." Th with what the survey shows ab genres and personality.

So the moral of the story is if to get an idea of a person's pe ask them what books they en can give you a good idea of wh as a person.

While the information sh image may not be accura visual representation of h genres affect the brain.

Love thy She

Unit 8 - History of Life and Evolution Review Guide

8.1 - Fossil Evidence of Change

LT 1: I can describe the geologic changes that have occurred over the history of Earth.

1. When did the formation of Earth occur? _____4.6 billion years ago_____

2. Describe the surface of early Earth.

   Had many volcanoes mainly molten rock.

3. Describe the atmosphere of early Earth. How is it different from today's atmosphere?

   It was very gassy it had gotten gas from many volcanoes.

4. Describe the changes that occurred in the early existence of Earth.

   Earth cooled and liquid water formed on the surface.

Unpacking Learning Targets

Subject-Verb Agreement

I can use subject-verb agreement in sentences correctly.

Subject - a person or thing the sentence is about
- noun   - beginning of sentence

verb - tells about an action

Singular (add -s)	plural (no -s)
	climbers pick

I Can

Recognize ← Remember
← Seen before   it's familiar to you
← Know it

and draw shapes   triangles cylinders 3D trapezoid
Circles   Sphere
pyramid   polygon cube   2D hexagon

having specified   certain

attributes   look color sides
              feel shape texture

Such as Certain numbers
of
angles in a corner

and/or sides   edges or fronts and backs
                        faces

Activity

Strategies: Compare and Contrast Collaboration

1. View the two videos.
2. As a table, choose a facilitator, a recorder and a spokesperson.
3. Complete the Compare and Contrast graphic organizer together.

HO

Compare and Contrast Chart

readwritethink
NCTE

Item #1 _____   Item #2 _____

How are they alike?

```
_____
_____
_____
_____
_____
_____
_____
_____
```

How are they different?

```
_____          _____
_____          _____
_____          _____
_____          _____
_____          _____
_____          _____
_____          _____
_____          _____
```

Rubrics

What is a rubric?
(Extension of Strategy #1)

A criterion-based tool used to communicate expectations of proficiency and to assess a student's demonstrated level of performance, understanding, or knowledge around the defined criteria.

(Allen, 2014)

DIRECTOR

READY…SET…ACTION!

Components

❏ <u>Criteria</u>, categories of quality <mark>as defined by the learning standard(s)</mark> and the task instructions

❏ <u>Performance level headings</u> (may be assigned a numerical value or use illustrations)

❏ <u>Descriptors</u> provide attributes of the product or performance for each criterion at each level

(Arter & McTighe, 2000) (Mueller, 2016)

Mass Media Story Rubric

Name:_____

Use this rubric to guide your work for each edition cycle. To meet each objective, make sure you have done everything in the second column. **For each item that isn't completed, you will lose one point.** After press day, we will conference on this rubric.

Objective	To meet the objective, my story should include:	Score	Feedback
I can conduct effective interviews to collect necessary information to produce a clear and complete story.	☐ Contact necessary and appropriate people to interview. ☐ Conduct interviews in a timely manner. ☐ Select quotes that are interesting and quote-worthy. ☐ Use a **combination of paraphrased and quoted information** from the interviews to promote fluidness and clarity. ☐ Give attribution for all quotes/information used.	5 4 3 2 1 0	
I can evaluate information obtained through research to enhance my own, as well as the reader's understanding of the story.	☐ Consider all information gathered, and use all important information in your story. ☐ Give attribution to any research conducted outside of the interview.. ☐ Write with understanding of the topic.	5 4 3 2 1 0	
I can use the inverted pyramid to follow a journalistic style of writing.	☐ Use a lead sentence that includes the 5W+1H. ☐ Organize the story (1) chronologically or by (2) order of importance. ☐ Write a headline that includes who, what, and a verb:. **Daniels Retires from Teaching** ☐ Include a byline with email address ☐ Use 200-300 words.	5 4 3 2 1 0	
I can take or obtain photos ethically that support my story.	☐ My story has a photo that logically and appropriately accompanies my story. ☐ I have obtained permission to use a photo that I did not take, or I have given proper attribution to a photo used on social media or web platforms. ☐ My action photo is not staged. It is true action from the event I covered; **or** my photo is a portrait of the person my story is about.	5 4 3 2 1 0	

Scoring breakdown:

	5 points	4 points	3 points	2 points	1 point	0 points
Front cover • Title • Illustration • Author's name • Colorful	Cover includes all four identified elements	Cover includes three identified elements	Cover includes two identified elements	Cover includes only one identified elements	Cover does not include any of the identified elements, but is present	Front cover is missing
Table of contents	Includes all letters and identified terms along with page numbers	Includes most letters (at least 20) and identified terms along with page numbers	Includes some letters (19 or less) and identified terms along with page numbers	Includes only the letter and page numbers	Includes only the letter.	Table of contents is missing
Individual Letter Pages • Letter Written and word identified • Simple definition • Word used in context • Illustration • One element by hand **x26 (per letter)**	Page includes all five of the identified elements.	Page includes four of the identified elements.	Page includes three of the identified elements	Page includes two of the identified elements	Page includes one of the identified elements	Page is missing
Neatness **x2**	All letter pages have an obvious organization that is consistent throughout (letter, term, sentence, picture are placed in a manner that is easy to understand)	Most letter pages are neatly organized (20-24)	Some letter pages are neatly organized (14-18)	Some letter pages are neatly organized (8-12)	Few letter pages are neatly organized (2-6)	No letter pages are neatly organized.
Conventions **x2**	Free of any spelling, grammar, or punctuation mistakes	2-5 mistakes	7-10 mistakes	12-15 mistakes	16-20 mistakes	22+ mistakes
Choice of terms **x2**	Terms used are a mixture of simple and complex. 75% of terms are more complex 25% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 50% of terms are more complex 50% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 25% of terms are more complex 75% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms are all simple, but come from a variety of different units/areas of micro.	Terms are all simple, **and** do not come from a variety of different units/areas of micro.	Terms are not applicable to microbiology.

Unit 7: Equations Rubric

Standard	Advanced	Proficient	Basic	Below Basic
7.EEI.B.4a *Write and/or solve linear equations and inequalities in one variable. Write and/or solve equations of the form x+p = q and px = q in which p and q are rational numbers.* **5 questions**	• write and solve one-step equations with rational numbers with 100% accuracy. • Apply concepts of solving one step equations with rational numbers to a real-life situation. • Shows understanding of one-step equations on every problem and extends understanding to more rigorous problems.	• write and solve one-step equations with rational numbers (decimals, fractions, integers) with at least 75% accuracy. • shows understanding of solving one-step equations most of the time with few mistakes.	• write and solve one-step equations with rational numbers with 60% accuracy. • shows some understanding of how to solve one-step equations, but makes several mistakes. • can distinguish the correct operation to use some of the time to solve the problem, but has difficulty executing the computation.	• write and solve one-step equations with rational numbers with less than 60% accuracy. • shows very little understanding of solving one-step equations. • has trouble distinguishing the correct operation to isolate the variable or to identify what the problem is.
7.EEI.4b *Write and/or solve two–step equations of the form px+q=r and p(x+q)=r, where p, q, and r are rational numbers.* **13 questions**	• solve two-step equations with rational coefficients (decimals, fractions, integers) with 100% accuracy. • shows understanding of two-step equations using the distributive property and combining like terms on all problems.	• solve two-step equations with rational coefficients (decimals, fractions, integers) with at least 75% accuracy. • shows understanding on most problems with minimal mistakes • may have difficulty with combining like terms before solving two-step equations.	• solve two-step equations with rational coefficients (decimals, fractions, integers) with at least 60% accuracy. • shows some understanding of the basic properties of solving two-step equations, but makes several mistakes. • can determine the first step that needs to be done, but may not be able to do the second step.	• solve two-step equations with rational coefficients (decimals, fractions, integers) with less than 60% accuracy. • shows very little understanding of solving two-step equations • has difficulty determining the first step to do in the two-step equation.

Teacher Comments:

Smiley Sentences

- ( ) I used capitals and periods
- (•) I put finger spaces between my words
- (••) I spelled sight words correctly
- (•‿•) My writing is neat and I tried my best
- (•‿•) I wrote my name on my paper

Draw a Picture Rubric

student score

	1	2	3	
colored in completely	△	△	▲	
color in the lines	★	★	★	
draw a background	🌴	🏖	🏖	
draw with detail	🍨	🍦	🍦	

total _____ /12

Teachers pay teachers

NAME: _____

Percy Project Writing Rubric

For Sure! (Evidence of going beyond the learning target)	Learning Targets	Not Quite Yet… (Evidence of not quite reaching the learning target)
	Learning Target #1- *Introduction: Inviting, states the overview of the topic, information is presented in a logical order, and captures the attention of the audience.*	
	Learning Target #2- *Body paragraphs: Well written with complete and clear sentences, maintains the audience's interest.*	
	Learning Target #3- *Conclusion: Demonstrates an argument for why people should vote for their project, uses vocabulary that persuades the audience to vote for them, and maintains the audience's interest.*	
	Learning Target #4- *Overall: Clear language used throughout the essay, made attempts to spell words correctly, and is presented in a clear manner for everyone to read.*	

Short Answer Response Checklist

☐ **R**	**Restate** the question. (Use words from the question.)
☐ **A**	**Answer** the question in your own words.
☐ **P**	**Prove** your answer using details (evidence) from the text. Remember the Evidence Wall to help start your sentence.
☐ **P**	**Proofread** Check for punctuation and capital letters. Then ask, "Does my answer make sense?"

Informational Writing Checklist

Elements	Expectations	Self Check	Buddy Check	Teacher Check
Introduction	• I have a thesis statement that gives the main idea of my writing. • I have 1-3 sentences that give information about my topic.			
Body Paragraphs	• I have three body paragraphs • Each body paragraph has a topic sentence. • Each body paragraph has 3 or more details. • Each body paragraph has a concluding sentence.			
End	• I have 3-5 sentences that tie my writing together.			
Language	• Written in the third person (no I, you, or we) • Present tense verbs • Jewel Words			
Purpose	• Gives information about a topic relating to the United States during the 1930's.			
Use of Conventions	• Complete sentences • Correct use of capital letters • Correct use of punctuation • Best spelling • Neat Handwriting			

Comments:

Rubric Development With Students

Scoring breakdown:

	5 points	4 points	3 points	2 points	1 point	0 points
Front cover • Title • Illustration • Author's name • Colorful	Cover includes all four identified elements	Cover includes three identified elements	Cover includes two identified elements	Cover includes only one identified elements	Cover does not include any of the identified elements, but is present	Front cover is missing
Table of contents	Includes all letters and identified terms along with page numbers	Includes most letters (at least 20) and identified terms along with page numbers	Includes some letters (19 or less) and identified terms along with page numbers	Includes only the letter and page numbers	Includes only the letter.	Table of contents is missing
Individual Letter Pages • Letter Written and word identified • Simple definition • Word used in context • Illustration • One element by hand x26 (per letter)	Page includes all five of the identified elements.	Page includes four of the identified elements.	Page includes three of the identified elements	Page includes two of the identified elements	Page includes one of the identified elements	Page is missing
Neatness x2	All letter pages have an obvious organization that is consistent throughout (letter, term, sentence, picture are placed in a manner that is easy to understand)	Most letter pages are neatly organized (20-24)	Some letter pages are neatly organized (14-18)	Some letter pages are neatly organized (8-12)	Few letter pages are neatly organized (2-6)	No letter pages are neatly organized.
Conventions x2	Free of any spelling, grammar, or punctuation mistakes	2-5 mistakes	7-10 mistakes	12-15 mistakes	16-20 mistakes	22+ mistakes
Choice of terms x2	Terms used are a mixture of simple and complex. 75% of terms are more complex 25% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 50% of terms are more complex 50% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 25% of terms are more complex 75% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms are all simple, but come from a variety of different units/areas of micro.	Terms are all simple, **and** do not come from a variety of different units/areas of micro.	Terms are not applicable to microbiology.

2. Use Examples and Models of Strong and Weak Work

How do these pictures relate to student work?

Focus on Writing

Missouri Early Learning Standards - Preschool
1. Experiment with writing tools and materials.
2. Use scribbles, shapes, pictures, letter-like forms and letters to write.
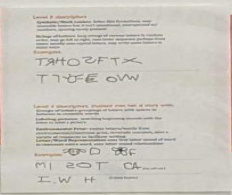3. Tell others about marks and intended meaning of drawing or writing.

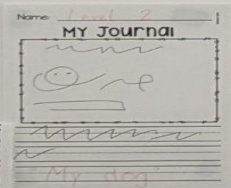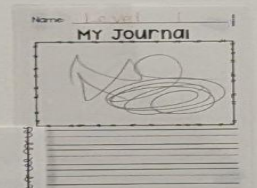**I can use marks and scribbles to tell a story.**
Level 1 Examples

I can draw a picture to tell a story.
Level 2 Examples

I can draw a picture and try to write letters to tell a story.
Level 3 Examples

I can draw a picture and write sounds I hear in words to tell a story.
Level 4 Examples

Name: _____
MY Journal

Name: _____
MY Journal
My dog

Name: _____
MY Journal

Name: _____
MY Journal
I pam

SMILE

-- am a thinker.

I am talented.

⭐

i think Ice cReaM is cold

- Picture – no color, no details
- No capital letters
- Letters are not correct
- No punctuation
- Opinion stated

⭐⭐

Ice cream is good to eat. It is sweet ice cream is yummy

- Picture – some color, some detail
- Some letters are incorrect
- Some capital letters
- Some punctuation
- Opinion stated
- 1 supporting reason given

⭐⭐⭐
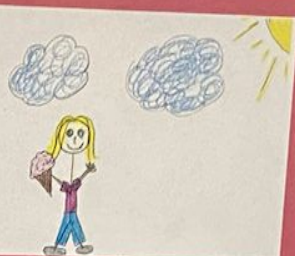
Ice cream is good to eat. it is sweet. Ice cream comes in many different flavors. It can cool you off on a hot day

- Picture – lots of color, more detail, but still white spaces showing
- Capital letters almost all correct (only missing 1)
- Nice spaces used between words
- Punctuation almost all correct (only missing 1)
- Most letters are correct
- Opinion stated
- At least 2 supporting reasons given

⭐⭐⭐⭐

Ice cream is the best treat! It is sweet. Ice cream comes in many flavors. It can cool you off on a hot day. You can buy it at almost any store. Ice cream is so good to eat.

- Picture – Whole paper colored, lots of detail – including setting
- All punctuation correct
- All letters correct
- All spelling correct
- All capitals correct
- All spacing correct
- Opinion stated
- At least 3 supporting reasons given

Informative Writing Rubric

★ (1 star)

Hands - they do stuff Most people write with them

- Incorrect letter formation
- Sinking and floating letters
- No punctuation
- No hook
- No introduction sentence
- No closing sentence
- Missing facts
- Incomplete thoughts

★★ (2 stars)

hands are important They hav muscles and bones that Help us grip And work. hands are helpful

- Some correct letter formation
- Some punctuation
- Some capitals
- No hook
- Introduction sentence
- Weak closing sentence
- One good fact
- Incomplete thoughts
- Has spacing

★★★ (3 stars)

Our hands help us do many things. Hands can grab objects for us to use. Hands can touch and feel. hands are an important part of our bodies

- Most sentences have punctuation
- Most sentences have capitals
- Good spacing between words
- Has an introduction sentence
- Good letter formation
- Spacing between words
- Good closing sentence
- 2 facts
- No hook

★★★★ (4 stars)

Did you know each body part has different jobs?Our hands help us do many things. Hands can grab objects, like pencils, to use. Hands let us touch and feel. Hands have muscles and bones that help us grip and work. Hands are very helpful to our bodies.

- All correct spelling
- All correct punctuation
- Hook
- Strong introduction sentence
- All sentences have a capital letter
- All sentences have correct punctuation
- At least 3 facts
- Strong closing sentence
- Correct letter formation

Bump it Up! Math Responses

WHAT'S THE EQUATION?
Topic: Multiply & Divide Decimals

Jerry has 4.8 pounds of peanuts. He decides to divide the peanuts into snack bags. 0.6 pounds of peanuts are placed in each bag. After placing all of the peanuts into bags, how many snack bags will he make? Show all work.
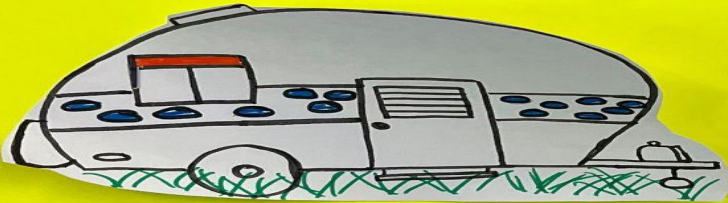
© Mr. Elementary Math LLC

4

SOLVE & EXPLAIN
Name: _____ Topic: _____ Card: H

Directions: Solve and explain using the boxes below.

Solve:
$$0.6\overline{)4.8}$$
$$.6\overline{)4.8} = 8$$
$$-4.8$$

Explain: Jerry will be able to make 8 snack bags of peanuts. I needed to move the decimal one place—

Early Finisher Task: Create your own problem below.
After Halloween I had 3.65 pounds of candy. I wanted to separate them into .5 pound bags. How many bags will I have

3

SOLVE & EXPLAIN
Name: _____ Topic: _____ Card: _____

Directions: Solve and explain using the boxes below.

Solve:
$$.6\overline{)4.8} = 8$$
$$-4.8$$
$$0$$

Explain: He can make 8 bags. I moved the decimal out of the divisor.

Early Finisher Task: Create your own problem below.
After Halloween I had 3.65 pounds of candy. I wanted to separate them into .5 pound bags. How many will I have
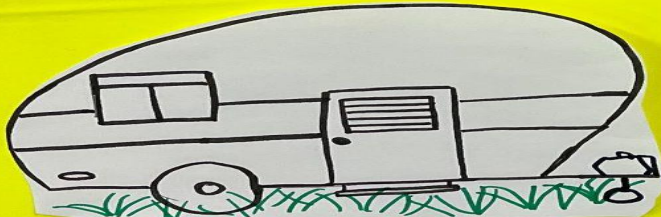
2

SOLVE & EXPLAIN
Name: _____ Topic: _____ Card: _____

Directions: Solve and explain using the boxes below.

Solve:
$$.6\overline{)4.8}$$

Explain: I divided 4.8 by .6

Early Finisher Task: Create your own problem below.
?
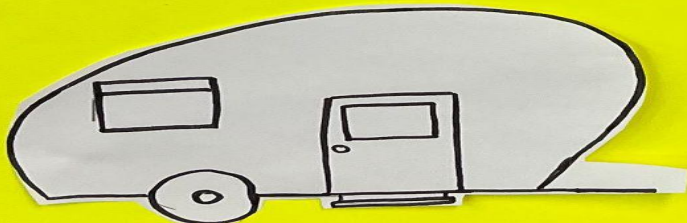
1

SOLVE & EXPLAIN
Name: _____ Topic: _____ Card: _____

Directions: Solve and explain using the boxes below.

Solve:
$$6\overline{)48}$$

Explain: ?

Early Finisher Task: Create your own problem below.
?

Strong & Weak Work Observations

Strong	Weak

1	2	3	4
Not there.	Getting there…	You've got it!	Above and Beyond!
		R- Restate A- Answer P-Prove w/ evidence P-Proofread	

10. Suspense is the state of nervousness or excitement that comes from being unsure about something. How does this poem create a feeling of suspense? Use evidence from the poem to support your answer.

- When Casey steps up to bat everyone was nervous.

- This story creates the feeling of suspense because it shows how the people in the background are very interested and scared and are in suspense.

- The poem creates suspense by no telling you at the vary start if she struck out.

- You feel suspense when Casey is coming to bat, and the times when he is at bat and striking out.

- It creates a feeling of suspense by they were anxious when they thought Casey would win the game for them.

- The poem creates suspense with every detail in the beginning about Casey like " they thought if only Casey could but get a whack at that." Also when Casey gets a strike, "that ain't my style," said Casey,"strike one." The crowd wasn't even expecting this so they yelled at the umpire, "Fraud," cried the maddened thousands." But then on the last strike they read every motion for more suspense, " and now the pitcher holds the ball, and now he lets it go."

Strong/Weak Work Activity

Step 1

Read

Read through each of the written responses on your table.

Step 2

Discuss

Discuss with your group some positives AND some negatives of each written response.

Step 3

Review

With your group, *review* the rubric that was posted along with the written response prompt.

Step 4

Reread

Reread each written response again BUT, this time circle the parts that match the rubric points.

Step 5

Determine

Determine how many points your group believes each written response should receive based on the rubric.

Step 6

Share

Share with the class which written responses received full credit and which may have needed some work.

3. Offer Regular Descriptive Feedback

Descriptive Feedback

Feedback-information provided by the teacher regarding aspects of student performance or understanding.

Descriptive feedback-information provided by the teacher which will reference the learning target, give the student some indication of what the student performance level is regarding the new learning (what has been done well) and provide some practice and actionable next steps for the student to achieve the desired learning outcome.

*The teacher must check in with the student during their learning practice."

Activity
Strategy: Self-Assessment

Professional Development to Practice

My Feedback Practices

As a Teacher My...	Yes	Partially	No
1 Feedback includes three components: what was done well, what needs improvement, and specific suggestions for how to improve.			
2 The timing of my feedback (oral or written) provides students opportunities to use the information while they are still learning and practicing the requisite knowledge and skills.			
3 Feedback relates to the learning goals(s) which I shared and clarified with students at the outset of the learning cycle.			

(Reach Every Student, Ontario 2010, p. 16)

1. Rate your current feedback practices.
2. Be prepared to share out.

HO

Try harder next time

You maintained eye contact throughout your entire speech; now you might work on your enunciation.

You solved the equation; however, you need to include a written explanation.

Your writing has definitely improved.

Growth Mindset

Summary of Dweck's *Mindset*

Fixed vs Growth

ability is static		ability is developed
avoids challenges		embraces challenges
gives up easily		persists in obstacles
sees effort as fruitless		sees effort as necessary
ignores useful criticism		learns from criticism
threatened by others		inspired by others' success

5

DEVELOPING A GROWTH MINDSET

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Student Feedback Squares!

Students can trade papers and give feedback to each other's work. Student feedback squares can be attached to the student's work for a wonderful display on the bulletin board!

Developed By Panicked Teacher

Student Feedback

To:
From:

Feedback: Positive

Feedback: Needs to Improve

Feedback: Question

Student Feedback

To:
From:

Feedback: Positive

Feedback: Needs to Improve

Feedback: Question

Student Feedback

To:
From:

Feedback: Positive

Feedback: Needs to Improve

Feedback: Question

Student Feedback SENTENCE FRAMES

Student Feedback POSITIVE

- EXCELLENT JOB ON...
- I THINK YOUR EXAMPLE WAS...
- TERRIFIC WORK ON...
- YOU DID A SUPERIOR JOB ON...
- YOU DID AN ASTRONOMICAL JOB ON...
- YOU DID A PROFOUND JOB ON...
- WHAT REALLY WOWED ME AS...
- I ENJOYED YOUR WRITING ECAUSE...
- YOUR WORK DISPLAYS...
- THE MOST OUTSTANDING SPECT OF YOUR WORK IS...
- THE STRONGEST ASPECT OF YOUR WORK IS...
- IT REALLY TOUCHED MY EART WHEN YOU...
- THE BEST PART ABOUT YOUR ORK IS...

Student Feedback NEEDS TO IMPROVE

- ⌘ ONE SUGGESTION WOULD BE...
- ⌘ I THINK YOU SHOULD ADD...
- ⌘ DON'T FORGET TO...
- ⌘ NEXT TIME YOU SHOULD...
- ⌘ I AM CONFUSED BY...
- ⌘ TAKE INTO CONSIDERATION CHANGING...
- ⌘ TAKE INTO CONSIDERTATION DELETING...
- ⌘ MAYBE YOU SHOULD ADD...
- ⌘ I WAS WONDERING IF...
- ⌘ THINK ABOUT...
- ⌘ I THINK A BETTER CHOICE MAY BE...
- ⌘ I STRONGLY SUGGEST...
- ⌘ ONE PROBLEM I SEE...
- ⌘ YOU NEED TO...
- ⌘ ONE MAJOR MISTAKE IS...

Student Feedback QUESTIONS I HAVE

- ⌘ WHAT ARE...
- ⌘ WHAT DO...
- ⌘ WHAT IS...
- ⌘ SHOULD YOU...
- ⌘ WHY IS...
- ⌘ WHY DO...
- ⌘ WHY WILL...
- ⌘ WHERE IS...
- ⌘ WHEN DO...
- ⌘ WHEN DOES...
- ⌘ WHEN IS...
- ⌘ WHEN WILL...
- ⌘ HOW DO...
- ⌘ HOW WILL...
- ⌘ HOW DOES...
- ⌘ DID YOU CONSIDER...

Developed By Panicked Teacher

STUDENT SHEET

Informational Writing Checklist

Elements	Expectations	Self Check	Buddy Check	Teacher Check
Introduction	• I have a thesis statement that gives the main idea of my writing. • I have 1-3 sentences that give information about my topic.			
Body Paragraphs	• I have three body paragraphs • Each body paragraph has a topic sentence. • Each body paragraph has 3 or more details. • Each body paragraph has a concluding sentence.			
End	• I have 3-5 sentences that tie my writing together.			
Language	• Written in the third person (no I, you, or we) • Present tense verbs • Jewel Words			
Purpose	• Gives information about a topic relating to the United States during the 1930's.			
Use of Conventions	• Complete sentences • Correct use of capital letters • Correct use of punctuation • Best spelling • Neat Handwriting			

Comments:

Unit 6 CR Review

Name: _____

Part 2: Have a partner evaluate your response to **CR PROMPT 1**. They should complete the "partner" portion of the scoring guide below as indicated.

| Criteria	Scoring Steps:	Partner Score:	Teacher Score:
Sentences: Does your response use complete sentences?	**0**: response not written in complete sentences, or sentence structure may need improvement		
	1: response is written using complete sentences		
Restating the Question: Does your response either restate the question, or use language that leads back to the question?	**0**: response does not adequately lead back to the question/prompt		
	1: response restates the question/prompt or incorporate elements that lead back to the question/prompt		
Capitalization: Does your response capitalize words that need it?	**0**: response does not utilize correct capitalization		
	1: response utilizes correct capitalization as needed		
Punctuation: Does your response use correct punctuation?	**0**: punctuation is missing or used in error		
	1: punctuation is appropriate overall		
Spelling: Does your response use correct spelling?	**0**: misspelled words are evident		
	1: spelling of commonly used words appears to accurate		
Content: Does your response include information to properly respond to the question/prompt?	**0**: required content is missing, in error, or is incoherent		
	1: required content is present		
Teacher notes:		total:	total:

TAG Feedback Strategy

STARS and STEPS- Formative Feedback

Student Name:
Maranda

I liked how your resolution was entertaining and ended with George almost saving the world. You also used believable dialogue that would be used in real life.
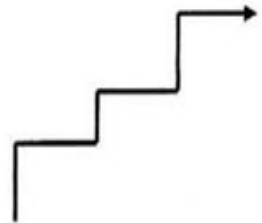
I don't think you had enough details to support your conflict. Explaining what Y2K was would help. You could also include more details to lead up to the conflict.

Two Stars & A Wish

- I really like the way you...
- I enjoyed the part when you...
- You did a great job...
- I noticed you...

- It was a smart idea to...
- It was interesting how...
- You grabbed my attention when...

- Maybe you can try...
- What do you think about...
- A recommendation would be to...
- How do you feel about adding...
- What if you added....

Total Score:

/ 5

10/20 Descriptive Feedback Exit Ticket

QUESTION 1

/1

Descriptive means

A ◯ describe or classify in a non-judgmental way.

B ◯ tell about how wrong something is

QUESTION 2

/1

Feedback means

A ◯ people talking about something

B ◯ information about reactions to a product, a person's performance of a task, which can be used as a basis for improvement.

Directions: Use the T.A.G. method to provide descriptive feedback for the passage below. *(3 parts required that means, 3 full sentences as your answer!)*

Haunted House

It was October and the Roberts family was getting ready to decorate their home for the holiday. Their house was always featured on their block for being the scariest and the trick-or-treaters loved to tour it on Halloween night.

Each family member chose a room to decorate. Carrie chose the living room. Her theme was reptiles. She had fake alligators and lizards hanging from the ceiling and crawling from underneath the furniture. Rubber Rattlesnakes were hanging in the doorway and she had swamp music playing in the background. Carrie's older brother Ron, wanted to decorate the bathroom. He filled the bathtub with jello. In the jello he put fake eyeballs, fingers and toes. He filled the sink with cooked cold spaghetti and rice to look and feel like slimy worms and bugs. Their mom Carol, took over the kitchen. She went with a ghost theme. She covered balloons with sheets and hung them from the ceiling. She gave them bright green glowing eyes and played scary haunted house music in the background. Their dad, Greg, decorated the garage. He went with a woods theme and filled the garage with large life-like stuffed bears and wolves. The floor was covered with small stuffed rats. The background music was of the sounds of the night with howling and growling repeating over and over.

They were looking forward to the annual Halloween tour and to hear all of the laughs and screams.

NAME_____

Text-Based Fishbowl Discussion: Peer Tracking Sheet

OBSERVER (OUTER CIRCLE)_____

PEER (INNER CIRCLE)_____

CENTRAL TEXT_____

DIRECTIONS Track your partner by using tally marks to keep track of how many times he or she did each of the following during the fishbowl discussion.

LOOK-FOR'S	TRACKING NOTES
ANSWERED QUESTIONS WITH EVIDENCE FROM THE TEXT	
ASKED QUESTIONS THAT WERE GROUNDED IN THE TEXT	
ASKED A CLARIFYING QUESTION TO HELP WITH UNDERSTANDING	
USED AN EXAMPLE FROM PERSONAL EXPERIENCE TO MAKE A CONNECTION TO OR SUPPORT A CLAIM ABOUT THE TEXT	
EXPRESSED AGREEMENT WITH ANOTHER'S VIEW AND VERBALIZED WHY	
EXPRESSED DISAGREEMENT WITH ANOTHER'S VIEW AND VERBALIZED WHY	
LISTENED ACTIVELY AND RESPECTFULLY TO OTHER STUDENTS' IDEAS	
SEEMED OPEN TO IDEAS THAT CONFLICTED WITH HIS/HER OWN	

Text-Based Fishbowl Discussion: Peer Evaluation

OBSERVER (OUTER CIRCLE)_____

PEER (INNER CIRCLE)_____

CENTRAL TEXT_____

DIRECTIONS Circle the number that best describes your partner's participation in the fishbowl discussion. Be prepared to back up your score with specific evidence from the discussion.
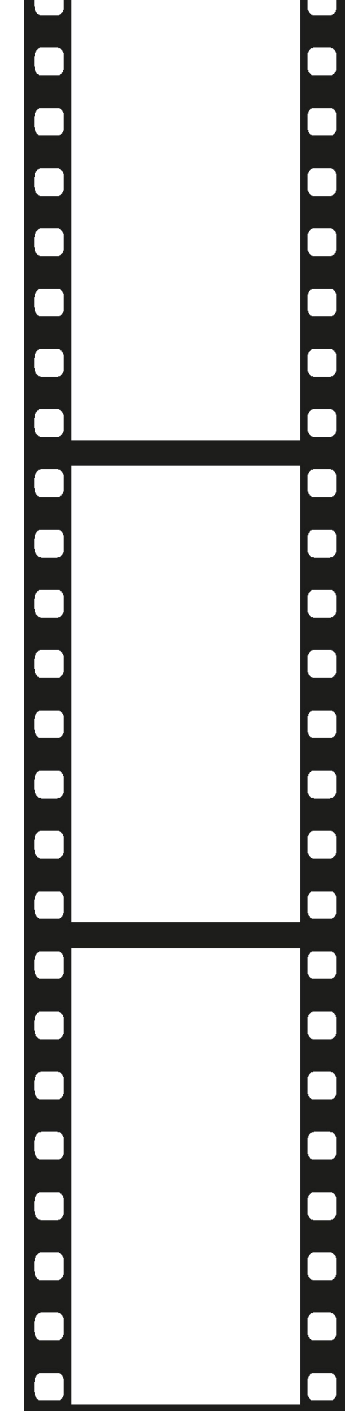
5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

ANSWERED QUESTIONS WITH EVIDENCE FROM THE TEXT	5	4	3	2	1
ASKED QUESTIONS THAT WERE GROUNDED IN THE TEXT	5	4	3	2	1
LISTENED ACTIVELY AND RESPECTFULLY TO OTHER STUDENTS' IDEAS	5	4	3	2	1
OPENLY CONSIDERED IDEAS THAT CONFLICTED WITH HIS/HER OWN IDEAS	5	4	3	2	1
RESPONDED TO OTHERS WITH APPROPRIATE QUESTIONS	5	4	3	2	1

NOTES/COMMENTS_____

_____

_____

_____

https://www.learningforjustice.org/

4. Teach Students to Self-assess and Set Goals

Classrooms full of actively engaged students are created when teachers intentionally work to develop self-regulated learners who self-assess, set their own goals, select effective strategies to reach those goals, and monitor and adjust what they do depending on the demands of the task and their own strengths and needs.

learning target

I am learning to use strategies to multiply with 3 and 6.

self assessment

Chapter 4 Lesson 3	I TOTALLY UNDERSTAND AND CAN TEACH MY PEERS. **4**	I ALMOST HAVE IT, BUT I MAY NEED A LITTLE MORE PRACTICE. **3**	I AM A LITTLE CONFUSED AND NEED SOME CLARIFICATION. **2**	I AM LOST, PLEASE RETEACH ME. **1**
BEFORE LESSON	:)			
AFTER LESSON	:)			
TEACHER ANALYSIS	:)			

reflection

I FEEL ___   I WOULD LIKE IT IF ___
I KNOW ___   I NEED HELP WITH ___
MY GOAL IS ___   I AM WORRIED ABOUT ___
I ENJOYED ___   NEXT, I WOULD LIKE TO ___
I DID NOT LIKE ___ WHAT I LIKED ABOUT THIS LESSON WAS ___

What I Liked about this lesson was use strategies to Multiply with 3 and 6

understanding

$$\begin{array}{r} 3 \\ \times 9 \\ \hline 27 \end{array} \qquad \begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$$

© MAXINE FREDBUN

1	2	3	4
Not there.	Getting there…	You've got it!	Above and Beyond!
		R- Restate A- Answer P-Prove w/ evidence P-Proofread	

Ready to Work Checklist

Name: _____ Date: _____

👂	I am listening and following instructions.	☐
✍️	My materials are out and I am ready to learn.	☐
✋	My body is at a good energy level to get my work done.	☐
🧠	I understand what I am supposed to be doing right now.	☐
⭐	I am ready to do my best.	☐
👁️	I am focused on the task or assignment.	☐
	Score out of 6 points	☐

Did I "get it" today?

4	3	2	1
• I know the learning target. • I totally "got it." • I could teach it to others.	• I know the learning target. • I "got it" pretty good.	• I need a little more help or practice to "get it".	• I do NOT get it! • HELP!.

How close I am to meeting my goals!

4	3	2	1
• Met it! • Exceeded it! • Set new goals!	• Almost there! • On-track! • Don't worry about me, Mrs. Platt!	• Somewhat behind in one or more areas. • Please confer with me, Mrs. Platt!	• Not even close. • Please confer with me and maybe call my parents! • I need help!

Biology 1st Hour
Abbie
Unit 1

Totally Got It

Progress | ██████ | 37%

Part Way There

Progress | █████ | 32%
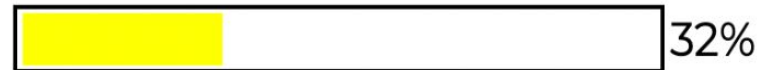
1. Just Begining	2. Part Way There	3. Almost There	4. Totally Got It	Learning Target
☑	☐	☐	☐	I can differentiate between biotic and abiotic factors.
☐	☑	☐	☐	I can explain how various biotic and abiotic factors affect the carrying capacity and biodiversity
☐	☐	☑	☐	I can differentiate the levels of organization.
☐	☐	☐	☑	I can analyze community interactions to determine the type of interaction.
☐	☐	☑	☐	I can explain why autotrophs play a major role within ecosystems.
☑	☐	☐	☐	I can explain how different organisms obtain energy in their ecosystem.
☐	☑	☐	☐	I can use models, such as food chains, food webs, and ecological pyramids, to analyze the flow
☐	☐	☑	☐	I can define a biogeochemical cycle by breaking down the three disciplines involved (biology, g
☐	☐	☐	☑	I can explain how water is cycled throughout the biosphere.

Left panel:

Name: LaCey Date: 9/15/22

Self-Portrait Self-Evaluation
The "Tell me how you really feel" answer sheet

1. The most challenging part about this project was Background
   because took Along

2. I enjoyed this part of the project the most: their face

3. I felt confident in my ability to Draw

4. If I would do this over again, I would change The #horse

(Adjacent form)
Name: Landry

Self-Port...
The "Tell me how y...

1. The most challenging part a...
   because of how big
   to be.

2. I enjoyed this part of the proje...

3. I felt confident in my ability to ...

4. If I would do this over again, I wou...
   the colors

Middle panel:

Date: 9-20-2...

Name: Gralynn Ryan Date: 9/20/22

Self-Portrait Self-Evaluation
The "Tell me how you really feel" answer sheet

1. The most challenging part about this project was The eyes
   because I can't mark a Perfect circle.

2. I enjoyed this part of the project the most: The hair

3. I felt confident in my ability to Do art

4. If I would do this over again, I would change
   my back-ground and eyes.

(Adjacent forms)
...ation
...answer sheet
...everything
drawling.
...ng the projected

Name: L...
The
1. The most c...
   because
2. I enjoyed thi...
3. I felt confider...
4. If I would do t...
   my lif...

Right panel:

Name: ANDREW.K Date: Sep.15-2022

Self-Portrait Self-Evaluation
The "Tell me how y...

1. The most challenging part abo... Eys
   because figuring out what kind of Eys you were.

2. I enjoyed this part of the project the most: airing

3. I felt confident in my ability to do my hair

4. If I would do this over again, I would change
   the hars to Amogus

(Adjacent form)
Name: Jill

Self-Port...
The "Tell me how y...

1. The most challenging part abo...
   because I had to th...
   up to high.

2. I enjoyed this part of the proje...

3. I felt confident in my ability to ...

4. If I would do this over again, I w...
   nothing

[Self -Assessment and Goal Setting Google Form](#)

READY…SET…**ACTION!**

Student Progress Tracker:

ASSESS YOURSELF

1- I don't understand yet.
2- Sometimes I need a reminder but I am starting to understand.
3- I can do it by myself.
4- I know it well enough to teach others.

1. Unit Name: **Student Name:**

	PRETEST	BLAST	1st READ	SKILLS	CLOSE READ	EXIT TICKETS	FINAL ASSESSMENT	GOAL MET? (M) NOT YET? (NY)
Week One:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	
What is something that I need to review and retake? How can I do better for the retake?								
Week Two:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	
What is something that I need to review and retake? How can I do better for the retake?								
Week Three:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	
What is something that I need to review and retake? How can I do better for the retake?								

Pre-Test Date:_____
Pre-Test Score:_____
Personal Goal:

What can I do to reach my goals?

Post-Assessment Score:_____
Reflection:
- ★   One thing I have done well this unit:

- ★   One thing I can improve on next unit:

- ★   Did I achieve my goal? Why or why not?

What can I do differently?

What is something that I need to work on or revisit in the future?

What are my successes?

Personal Reflection: Levels of Engagement

Using the last day that you were with your students as a reference, please fill out the following form.

Class Period	Levels of Engagement Estimate the percentage of your class in each of the levels of engagement.	Wisdom & Wonderings Use this space to reflect. Is this a typical pattern of engagement for this class period? With whom do you need to positively engage? What can you do to move students to a higher level of engagement?
1	___engagement ___strategic compliance ___ritual compliance ___retreatism ___rebellion	
2	___engagement ___strategic compliance ___ritual compliance ___retreatism ___rebellion	
3	___engagement ___strategic compliance ___ritual compliance ___retreatism ___rebellion	
4	___engagement ___strategic compliance ___ritual compliance ___retreatism ___rebellion	
5	___engagement ___strategic compliance ___ritual compliance ___retreatism ___rebellion	
6	___engagement ___strategic compliance ___ritual compliance ___retreatism ___rebellion	
7	___engagement ___strategic compliance ___ritual compliance ___retreatism ___rebellion	

Self-Assessment Strategies

Emoji worksheet   Selfie   Pair and share

Lesson Tweet   Instagram Story   Exit Slip

Green, **yellow**, **red**

A flipped-classroom approach
Teachers record themselves doing a
mini-lesson, versus standing in front of the
room

Socrative.com
Formative assessments through
quizzes, quick question polls, exit
tickets

10 creative assessment strategies

Teaching the Strategy Example Lessons

Strong & Weak Work

https://docs.google.com/presentation/d/1xqpnittCkjtWNZLjJLkSxjDuWmLajcDsDZWu6D4ul3A/edit#slide=id.g1f5a554dbf_0_404

https://docs.google.com/presentation/d/1C764tefp_-V7_4BR6eW50f9GiCglYw4K/edit#slide=id.p6

Descriptive Feedback

https://docs.google.com/presentation/d/1-Dy3yh03pUSgr6mgeXFZEeAc37a1YC5X/edit#slide=id.p1

Self Assessment and Goal-Setting

https://docs.google.com/presentation/d/1LY4I56yfybhWUJK_2khs7lvkqXGVLT37RHSPyr0CGf8/edit?usp=sharing

https://docs.google.com/presentation/d/1sylOE2q60cyt58Z8vsT8BJCIM-OC7XQIt2yBOcgCS4E/edit#slide=id.g1f87997393_0_1226

Activity

Strategy:
Think-Pair-Share

1. View the video.
2. Reflect on:
   a. What the learning target was.
   b. How the teacher gave directions.
   c. How the teacher used the rubric.
   d. If the students have to self-assess.
   e. What would happen if there was a difference in their score and hers.
3. Pair up with someone with the same hair color as yours.
4. Share your thoughts.

HO

5. Use Evidence of Student Learning Needs to Determine Next Steps in Teaching

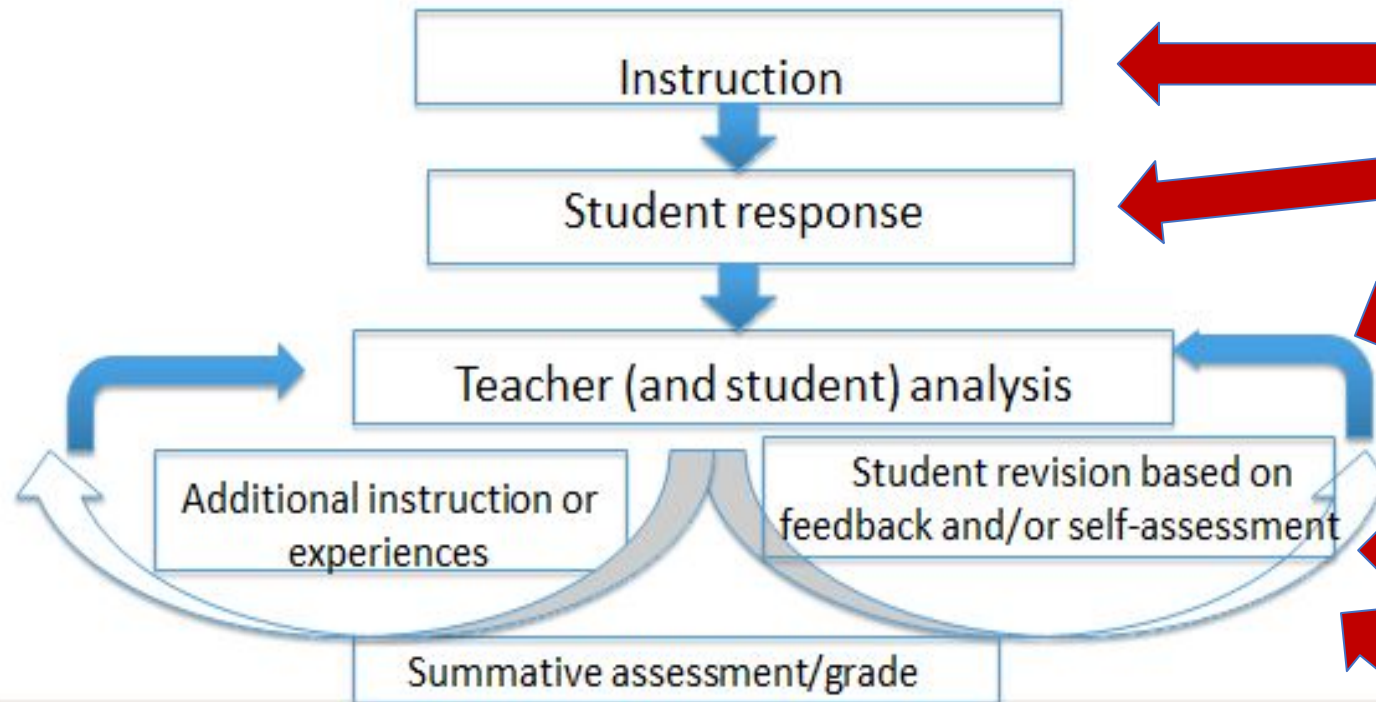# Strategy 5

❏ Effective teachers build in a feedback loop by:

   ❏ determining where students are in their learning and what
      students' learning needs are throughout the instruction for a
      learning target.
   ❏ considering the teaching strategies that will best address the
      needs of the students.
   ❏ planning time in their instruction to take action

(Chappuis, 2015)

DACL in the Specials Rooms

- I CAN (this'll change to meet content AND classroom mood!)
- Set goals, together. Use strong and weak work to show goal-setting.
- GET KIDS INVOLVED!! Create!!!!
- When making goals, set up "accountabilibuddies" to help with goal setting AND progression!

Exit Ticket

End Of Training (Reflection)

Summary

In three to four sentences write a summary of the key concepts and ideas from this training. Or create a graphic representation or tweet of the key concepts.