

### Teacher Pre and Post Formative Assessment Survey

	Pre-Survey	Post-Survey	Change (+,-)
1. Prior to and during learning, I continually communicate the intended learning with my students.	3.6	4.25	0.65
2. To further clarify learning targets, I provide opportunities for students to analyze models of strong and weak work as they relate to the intended learning.	2.73	3.38	0.65
3. At the end of every class, I have more information re: students' understanding/misunderstandings of the content I teach.	3.39	4.21	0.82
4. I gather information about student learning using a variety of methods.	3.91	4.17	0.26
5. The methods I use to gather information are designed to measure the intended learning of curriculum standards/targets.	3.91	4.38	0.47
6. I use daily information about student learning to guide my next steps in instruction.	3.83	4.38	0.55
7. My feedback to students links directly to the intended learning.	3.1	4.2	1.1
8. My feedback points out strengths and/or offers information to guide improvement linked to the intended learning.	3.0	4.1	1.1
9. My feedback occurs during the learning process.	3.2	4.3	1.1
10. I have planned time for students to act on the feedback they receive.	2.7	3.6	0.9
11. I only written feedback as instruction when the student's work exhibits at least partial understanding.	2.7	3.0	0.3
12. My feedback encourages students to take action likely to lead to further learning.	3.1	4.0	0.9
13. My intervention feedback does not do all of the thinking for the student.	2.7	3.7	1
14. My intervention feedback limits correctives to the amount of advice the student can act on in the time given.	2.7	3.8	1.1
15. Students in my class can communicate what they are learning (not doing) and what steps they need to take to move their learning forward.	3.1	3.4	0.3

# **Formative Assessment: Student Post Survey Results**

**Survey from Classroom Assessment for Student Learning 2<sup>nd</sup> Edition (Chappuis, et al. 2012). Completed by 5<sup>th</sup> grade students.**

## **STARS:**

**These are areas in which high numbers of students rated as often or Always True at Lacy.**

- I do well in school.
- My teachers tells me what I what we are getting ready to learn and I understand what I am expected to learn.
- I can learn what I need to be successful in school.
- I compare samples of work to see how I have improved.
- We reflect upon a test to see where we have improved and what we still need to learn.

## **STAIRS:**

**These are areas in which high numbers of students rated as NOT True or Sometimes True at Lacy.**

- I know if my work is good or not before I give it to the teacher.
- I know if my work is good or not before I give it to the teacher.
- I keep track of how my work gets better over time.
- I can explain why my work is strong or not.
- My teacher's grading system is clear to me.
- My teacher helps us judge the quality of our work before I turn it in.

Identify Standard # and specific Learning Targets to be assessed. *SMP-Math teachers only	Identify underpinning(s) that are required for student mastery of assessed Learning Targets.	Identify LEVEL of assessment for each Learning Target. (K, R, S, P)	Identify instructional strategies/resources that will be used to help students learn the content.	Identify the essential VOCABULARY that will be used to address the standard.
(Where am I going?)  Standard # _____ I will...	(Where am I now?)		(How will I get there?)	
Standard # _____ I will...				
Standard # _____ I will...				
Standard # _____ I will...				
Standard # _____ I will...				
Standard # _____ I will...				

# Formative Planning-Week 2--Draft 1

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Cycle \_\_\_\_\_

Learning Target being addressed:

**SMP(Math Only) being addressed:** \_\_\_\_\_

Student Name	Example(s) of Strong Model	Planned Feedback	Student Reaction	Next Steps	Evidence of Growth (Follow-Up)

# PLC Review of Common Assessments

Week 3

Teacher: \_\_\_\_\_

Grade & Content Area: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Revised Assessment due: \_\_\_\_\_

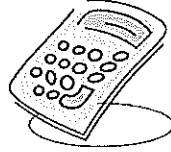
Cycle Number: \_\_\_\_\_

Question #	Target Type	Common Core	Appropriate Vocabulary	Comments:
MC #1				
MC #2				
MC #3				
MC #4				
MC #5				
MC #6				
MC #7				
MC #8				
MC #9				
MC #10				
MC #11				
MC #12				
MC #13				
MC #14				
MC #15				
MC #16				
MC #17				
MC #18				
MC #19				
MC #20				
SA #1				
SA #2				
SA #3				
SA #4				
SA #5				
ER #1				
ER #2				

# *Student Work*

## Item Analysis Questioning for Teachers

Week 5



Teacher Name \_\_\_\_\_

Achievement Score \_\_\_\_\_

Gap Score \_\_\_\_\_

Date \_\_\_\_\_ Cycle \_\_\_\_\_

Percent P/D Score \_\_\_\_\_

Percent Novice Score \_\_\_\_\_

1. How does the overall preassessment data compare to the summative data? Explain.

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2. Is there a specific question in which the majority of the class scored poorly? Did this happen due to content knowledge or was the question unclear?

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3. Look at your MC, ER, and SA breakdown. In which area did your students score better? Why? \_\_\_\_\_

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UNIT \_\_\_\_\_ TEACHER \_\_\_\_\_

## PLC- WEEK 1- THE STANDARDS

Identify Standard # and specific Learning Targets to be assessed in UNIT 1. (WHAT will be ASSESSED?)	Identify LEVEL of assessment for each learning target. (K,R,S,P)	Identify HOW you will assess each Learning Target. (List the different ways each standard/learning target will be assessed throughout unit)
Standard # _____		
I will		
I will		
I will		
Standard # _____		
I will		
I will		
I will		
Standard # _____		
I will		
I will		
I will		

## PLC Review of Common Assessments

Week 2

Teacher: \_\_\_\_\_  
 Reviewer: \_\_\_\_\_  
 Cycle Number: \_\_\_\_\_

Grade & Content Area: \_\_\_\_\_  
 Revised Assessment due: \_\_\_\_\_

Question #	Target Type	Common Core	Appropriate Vocabulary	Comments:
MC #1				
MC #2				
MC #3				
MC #4				
MC #5				
MC #6				
MC #7				
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MC #11				
MC #12				
MC #13				
MC #14				
MC #15				
MC #16				
MC #17				
MC #18				
MC #19				
MC #20				
SA #1				
SA #2				
SA #3				
SA #4				
SA #5				
ER #1				
ER #2				

Types of ER's used for this assessment:

- ☐ Constructed Response
- ☐ Scaffolded
- ☐ 2 or more relatively independent
- ☐ Choice
- ☐ Response to Provided Info./Charts/Graphs

# Quality Instruction

Week 3

Preassessment

*Questioning for Teachers*



Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Content: \_\_\_\_\_

What standards did your preassessment cover?

What did you learn from your preassessment?

What impact did the preassessment have on your instruction?

How did you modify your instruction to meet each student's needs?

What suggestions did the team have that could strengthen your preassessment activities?

# Student Work

## Item Analysis Questioning for Teachers Week 4



Achievement Score \_\_\_\_\_  
Gap Score \_\_\_\_\_  
Percent P/D Score \_\_\_\_\_  
Percent Novice Score \_\_\_\_\_

1. Is there a specific question in which the majority of the class scored poorly? Why do you think this happened?

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2. What are your next steps for re-teaching the content information not mastered?

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3. Look at your MC, ER, and SA breakdown. In which area did your students score better? Why?

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Turn over ©

4. Identify your low achieving students. \_\_\_\_\_

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5. Briefly describe your plan of action for addressing interventions for students not mastering standards. \_\_\_\_\_

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