

Documented conversations from our PLC meetings

Oct 28, 2013

Discussion on Student Work			
Revisit U1 Summative Assessments - how did the students do overall on the combined assessment? Is there anything that needs to be changed for next year?			Overall, assessment testing students properly on learning goals. But if students worked at Blue/Black only, it was difficult to grade them on "higher understanding" if they didn't also try the green. Suggestion for next year - make students try questions "below" the level the work at. Dave added to test. For learning goal on solving algebraic equations, require them to "solve by balancing the equation". Add this explicitly to notesheets on that learning goal.

Sept 22, 2014

Unit Pacing			
PS Unit - closure	Alli	1) Are we happy with the way that our PS unit went this year? 2) Should we add BLP focuses to the lessons? 3) How did we like the formatting of our formative and summative assessments? 4) What changes do we want to make for next year?	PS Unit Planner linked here A few changes were suggested regarding the Formative & Summative assessment questions. Some will be omitted while others will be changed to another color level. The rubric will be changed to a kid friendly document. We've decided against incorporating the BLPs into our lessons during this unit; there are already several other new things being implemented.

Nov 7, 2014

Topic/ Guiding Question	Intro by:	Process/ Purpose	Prep Required	Outcome/ Action Items
Curriculum/Grading				
Feedback on the Summative		Need to re-look at problem 9a Green - it didn't seem to be a good assessment of student mastery of the learning goal. Should either become a higher-order thinking problem or get rid of it.		The need for these changes are documented in our U1 Planner, in the reflection section

Feb 27, 2015

Topic/ Guiding Question	Intro by:	Process/ Purpose	Prep Required	Outcome/ Action Items
Feedback				
What types of feedback did we provide our students on the U3 formative?		Can we identify a trend of what students struggled with, and does that help us know what we might need to change next year?		Dave created a text document with common mistakes. Based on these, which were consistent amongst all 3 of us, we feel that: A mini lesson on the powers of ten chart should be taught for next year, and more practice problems added into U3L3 as well.

Notes made when grading summative assessments - to review with the students

Unit 0 (problem solving) Formative:

- Color choice is key – if a problem is too hard, DO ANOTHER LEVEL!!!
- Understand
 - Highlight key words
- Plan
 - Check document from Moodle for examples of the strategies
- Solve
 - Show all work, clearly and in an organized fashion!!
 - Answer with a sentence and a “box” around it
 - Did you circle the strategy that you actually used?
 - Clock chimes - look for patterns (esp. of 13)
- Check
 - Seems reasonable
 - Correct units
 - Show the check!!

Unit 1 Formative:

- #2 blue - 8^0 is not 8×0
- #5 (all) - show all steps to solve, keeping the equation intact (keeping the = sign in place)
- #6 (all) following directions - write the numeric math problem
- #7 write out the multiplication symbol: 211 does NOT mean 2×11
- #8 If needed, keep your work as a fraction. Also, $4 \text{ R } 3$ is not necessarily the same as 4.3
- #9/10 Label the value of the variable. E.g. $c = 6$. SHOW WHAT YOU DID TO BOTH SIDES!!!!
- #11 Write an EQUATION

Unit 3 Formative:

- Write your final answer clearly (no "loops")
- Commas in #s bigger than 10,000
- Scientific notation - don't change to standard notation!
- Monetary conversions - UPSC
- When multiplying, put the longer # on top
- Use the grids! 1 number in each box!!
- How many decimal places do you use for money?

Reflections made on our unit planners

Problem Solving Unit

REFLECTION

Make the PS Rubric in first person, kid-friendly language - this will affect almost all documents

Take out Switcheroo on the formative, & T-squares and Happy Forest on the summative - replace with new problems that are more similar to what the students are practicing during the unit

Number Sense and Algebraic Thinking Unit

REFLECTION

U1 Formative Assessment does not address the Black Level learning goal of negative exponents. Should re-write #2 Black so it includes negative exponents.

U2 Summative #9 green - not really a great assessment of the learning goal

Measures of Central Tendency Unit

REFLECTION

- Assessment notes added 12/13/14 (isn't that fun!)
 - Green 4 - have kids ID the outlier before making calculations
 - Green 4 - split up grading rubric so we are marking for each of the 3 learning goals assessed (use MMM to summarize, recognize outlier effects, and select MMM as best measure)