

Home Groups - Evaluation of Student Work 1-13-14

In home groups, share the student work you have chosen from that represents either reading strategies or students thinking critically. We agreed at our November 1st in-service that we would share out student work in January.

These student work samples need to be copied or scanned as evidence for our self study. Your department chairs will forward the materials to leadership.

Social Studies

Samples that we have include

- semantic maps/mind maps; reading selections, debrief and pre-work from seminars; book reviews; biographies to literature resources applying sections; Supreme Court cases and newspaper articles to be read and analyze; primary source document analysis and DBQ's; close readings

(a) What did you notice about the work you examined?

- *students will skip the annotating and don't want to do the deeper analysis they want to skip to the answer for the question*
- *students get the factoids but not the deeper meaning or big picture*
- *students don't want to grapple with the work, they just want to answer and be done*

(b) What evidence is there of Reading/Annotation Strategies?

- margin notes seem to be used pretty consistently by students
- students are paraphrasing the main ideas
- they are making markets and notating on the text when it's available
- looking up words they don't understand

(c) What evidence is there of Student Thinking?

- *reading comprehension questions to check for text understanding*
- *producing items that require synthesis like the video bill projects in Political Behavior for example*
- *relating previous concepts to ones that have already been discussed with*

more knowledge of how they relate to each other (discussions, revisions)

- *revisions of essay - from socratic seminars, seeing how they have incorporated the evidence and in the socratic seminars as well*

English

(a) What did you notice about the work you examined?

- Students do not annotate deeply enough
- Students skip chunks of material
- Students do not circle unknown words
- Students do not write down questions when annotating

(b) What evidence is there of Reading/Annotation Strategies?

- Students create a DO/What for the prompt
- Students annotate when analyzing a speech
- Students can do a close reading of their texts

(c) What evidence is there of Student Thinking?

- Students that use the Do/What clearly address the prompt
- Students rewrite the prompt in their own words
- Students heavily annotate text

Math

(a) What did you notice about the work you examined?

- Despite our work on teaching annotation on word problems, students only annotate when prompted. (MP 1)
- The work shows an emphasis on modeling (MP 4).
- Students are using both correct and incorrect vocabulary in the think-alouds (MP 6).

(b) What evidence is there of Reading/Annotation Strategies?

- Geometry- read the givens in proofs and mark/annotate them in the diagrams
- Algebra 1/Algebra 2/Pre-Calc- read the problem and translate it into a mathematical model (MP 4).
- Stats- read through the information given and mark up important information

(c) What evidence is there of Student Thinking?

- Learning Logs & Action Plans that students create based on their self-analysis on the learning logs.
- Investigation Before Explanation (IBE) allow students to critically think about real life problems using prior knowledge
- Educreations recordings of problem statements (think alouds) and mock defenses.
- Defenses and student critiques of each others' defenses (MP 3)
- Concept maps show how each learning target is interconnected to one another with linking words

Science

What we looked at:

- 6 part conclusion after carrying out labs and (Problem of the Week) POW's for an overarching concept (Chemistry)
- Think alouds (Physics)
- Article annotation (Marine Bio)
- Concept Maps with defense (Earth Science)
- Solving open ended genetic problems (Biology)

(a) What did you notice about the work you examined?

- Think alouds: students intimidated at first; do not know what to do. After doing it and exchanging with partners students have become more comfortable with their problem solving strategy.
- Article annotation: Students struggle with annotating scientific texts.
- Genetic problems: Students are beginning to be able to apply the vocabulary and/or concepts to the problems. The students are showing

more concern for understanding the meaning of the word/concept rather than memorizing a definition.

- Concept maps w/ defense: Students had difficulty organizing concepts, drawing connections between concepts, and putting those connections into sentences.

(b) What evidence is there of Reading/Annotation Strategies?

- In the conclusion of the lab write up, students are able to demonstrate their critical thinking through writing.
- Article Annotations: Students
- Think alouds: students are narrating their thoughts, so the teacher is able to know thought process of students. Student annotation of problems is recorded in the educreations app on iPad.
- Genetic problems: Correct application of new concepts and terminology.
- Concept maps w/ defense: Students demonstrate the organization of their thinking and understanding of the concepts by creating the concept maps and then further clarify their understanding through writing their defense.

(c) What evidence is there of Student Thinking?

- Lab write ups: Evidence is in the student error analysis and when they have to develop their own procedure.
- Article Annotations: Students make connections between reading and previous knowledge
- Think alouds: Teacher is able to look at all video think alouds to see the growth in students' critical thinking and comprehension. Recording captures real time thought process of students
- Genetic problems: Solving of problems.
- Concept maps w/ defense: As the year progresses the teacher is able to see how the student is connecting past content with the current unit.

LOTE

(a) What did you notice about the work you examined?

(b) What evidence is there of Reading/Annotation Strategies?

(c) What evidence is there of Student Thinking?

Art

(a) What did you notice about the work you examined?

(b) What evidence is there of Reading/Annotation Strategies?

(c) What evidence is there of Student Thinking?

Physical Education

- We have given a pre-test of the Fitnessgram (actual test to be administered in April/May). All subtests were described and practiced over the course of the semester. In the following week before semester 1 ends, we intend to have individual discussions with most, if not all, students to give them an idea of where they fall with regards to the “Healthy Fitness Zones”. New standards are also being used this year to score the PACER, so we need to have a discussion about that as well. This is important to do this prior to the end of 1st semester, as many students transfer out of PE classes to go to a spring sport. These students will then have to be pulled out of their academic classes to complete the test during the testing window.