Assessing Student Performance
2015-16 Formative Assessment Initiative

• Learning Targets
• Assessments (CFA and FA)
• Feedback
• Rubrics
• Grading and Reporting
• Data
Learning Wheels

**Purposes:**

- **Self-Assessment Tool**
- **Formative Feedback**
- **Error Analysis for Remediation**

**Learning Targets:** A detailed description of essential skills and concepts we expect students to master.

**Success Criteria:** The learning components that students must demonstrate understanding of in order to achieve full mastery of the learning target.

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**Unit 5: Special Segments**

- **Learning Target A:** Perpendicular Bisector Theorem
  - Prove the perpendicular bisector theorem using congruent triangles
  - Apply the Pythagorean theorem
  - Label a diagram with the perpendicular bisector
- **Learning Target B:** Centroid, Incenter, Circumcenter
  - Describe the perpendicular bisector as the line of reflection of a triangle
  - Apply the property of the perpendicular bisector theorem
- **Learning Target C:** Special Segments
  - Differentiate between a median, altitude, and circumcenter
  - Identify a centroid
  - Use the property of a centroid
- **Learning Target D:** Writing Equations
  - Determine the length of a median
  - Determine the slope of a line
  - Determine the perpendicular slope of a line
  - Identify the necessary points needed
  - Write the equation of perpendicular bisectors
  - Write the equation of medians
  - Write the equation of altitudes
Formative Assessment in US History


Process
1. Buy in and discussion of rubric (me)
2. Rank and discuss (students)
3. Analyze a case study (students)
4. Grade my example (students)
5. Write their own at home (students)
6. Grade it in class the following day (students)
7. Students reflect on their grades assignment (students)
8. Summative
Using Growth Mindset Language in Formative Feedback

Before…
“5/10” + marking answers that are wrong

After…
“You are approaching mastery by demonstrating great effort to correctly read packaged food labels. Let’s continue to work on making connections about how these foods do or do not meet health recommendations.”

Student correctly states:
110 in 1 C. of Froot Loops, 12g sugar, 1g protein, etc.

Student incorrectly states:
This is an excellent breakfast selection because of the fruit it provides and the protein will get my brain functioning early in the morning.
Growth Mindset Language in Formative Feedback helps to:

Eliminate the Fear of Failure
“Not Yet…”

Increase Student Dedication to Learning
“That seemed easy for you. Let’s do something more challenging so that you can learn to expand your knowledge of…”

Encourage Perseverance
“It may take more time to become comfortable with ___, but if you keep putting effort you will…”

Promote Innovation & Creativity
“You demonstrated great effort in trying different strategies to find a solution.”
The Assessor

Sharing the stories of our teachers
May 2015 Authors

- Sara Lohrmann
- Dave Elbaum
- Tim Foley
- Rowena Mak
- Jen Parisi
- Andrea Siwik
- Doug Lillydahl
- Sandra Wright
- Jenessa Gerber
Have a Question, Project, Thought, Story or Idea?