

Notes: August 29, 2002

Resources:

Julia will send the National Clearinghouse for English Language Acquisition (NCELA, formerly NCBE) electronic newsletter to the group and suggestions of possible readings.

Their web site is: <http://www.ncela.gwu.edu/>

Kristin told us about a neat web site for rubrics: <http://www.rubristar.4teachers.org/>

San Jose Elementary Group -

We gained three new participants this week from East San José:

- Liz Chavez
- Erica Garcia
- Rachel Baucom

Goal setting:

Taking the questions from last week, we split them up into categories. The first categories that emerged were:

- How do we assess a diverse population - with particular needs, individual kids, learning styles, disabilities, cultural differences, and language differences - in a way that is student friendly, valid, and show the students' best performance?
- How do we validly assess second language learners?
- How do we collect, manage, analyze, and use assessment data?
- How can assessment drive our instruction?
- What kinds of assessments are available and how do we pick the right ones for our purposes?

Next week, we will decide on a project or activity that we want to tackle that will lead to these learning objectives. So, be thinking about it!

Joint Discussion

As a whole group we picked the following topics and people responsible for leading the discussion on the following days.

Tentative Class Schedule

9-5: Math Exemplars - Diana and Sue (rubric reading)

9-12: Math Exemplars - Diana and Sue (Gwen will bring some assessments to Julia to copy)

9-19: Concepts about Print & DRA - Kristin

9-26: Design for Literacy Guided Reading - Gwen

10-3: brainstorm classroom-based assessment for guided reading: Rachel and Lupe (bring graphic organizers)

10-17: continue to brainstorm classroom-based assessment

10-24: ways to assess writing - rubrics (Julia)

10-31: independent work on rubrics - no class meeting tonight

11-7: sharing rubrics for writing - Julia

11-14: to be determined

11-21: to be determined

12-5: to be determined

Off-campus Group

These are the big questions that Gwen, Joyce and Kristin had:

- What different assessments are out there?
- What's really gonna be beneficial, not just there to do?
- How do we use assessments to demonstrate strengths, not just weaknesses?
- How do we make it meaningful?
- How do we all put this together?

Brainstorm Activity: When do you want to be with your teaching in December?

Gwen: I want to be able to implement the testing tools we are given with confidence in my ability in acquiring accurate data for my students to show the greatest amount of growth by the end of the year by using that data.

Joyce: To know what to do, in terms of teaching, based on different kinds of assessments, like observations.

Kristin: To be able to use assessments effectively, not just because I am supposed to use them. This goes along with making assessment meaningful.

Based on the brainstorm activity and the group's questions, we decided to start our work on assessment by looking at the published curriculum that each of the group is supposed to be working towards. Each week, one person will bring her curriculum (i.e standards, scope and sequence, program, etc.) and we will working on it, trying to identify:

1. What are the big goals that you are working toward?
2. How will you know that you have reached those goals?
3. What are some smaller objectives that will help you reach those goals?
4. What are some different activities that would be appropriate ways to work toward your goals?

Tentative Schedule

9-5: Joyce - bring APS kindergarten standards

9-12: Gwen - bring curriculum and added material

9-19: Kristin - bring standards and themes

9-26: Joyce

10-3: Gwen

10-17: Kristin

10-24: Joyce

10-31: library night

11-7: Gwen

11-14: Kristin

11-21: to be determined

12-5: to be determined

Don't forget!

Joyce wants readings on centers - Kristin will bring a book for her on that.

Gwen has a bunch of graphic organizers to share. She will bring those next week.