

# Assessment Procedures

## Reassessment Requirements

Everyone makes mistakes and needs to learn from them. Reassessment in the classroom allows students to learn from those mistakes. When a student makes a grade lower than an 80% on a test they are not proficient on that standard or content information. Students are required to try again, but must show growth towards the standards or content information. I require students show me all their practice work (Student Interactive Notebook in their folder, notes, and the study guide) to make sure they have completed the necessary work to practice the skill we have learned. Next, I require the student to spend time studying using a quiz website called Quizizz.com. They must practice with that information and study the practice work until they receive an 80% or better on Quizizz. Then, student need to set up an appointment to reassess on Tuesday or Thursday after school. The reassessment **may not** be the original test they took, but could be another form of reassessment.

## Extra Help/Tutoring

I offer free tutoring to students on most Tuesday and Thursday's after school until 4:30 pm. During this time, I can provide a place for students to complete work using the internet, help on concepts they do not understand, re-teaching activities, and reassessment. Students are expected to come ready to work and not waste time with disruptive behaviors. Occasionally, I may have another obligation and I will not be able to stay. I will tell the students at school, but feel free to contact me if you are unsure of the information being brought home to you by your child.

## Classroom Assessments for a Differentiated, Responsive Classroom

Preassessment	Formative	Summative
<p><b>When</b> Before instruction</p> <p><b>Why</b> To find out what students know before instructional planning begins. Shows students you value their previous learning</p> <p><b>How</b> -The assessment should match the learning objectives. -Does not have to be a paper-pencil task -Allow students to show their understanding in multiple ways -If reading is not being assessed, then the assessment can be read to students -Preassess just one unit at a time, don't overload the preassessment -Allow students a brief preview of the content. This helps activate prior knowledge so you'll get a truer picture of their understand of the content.</p> <p><b>What</b> -Use the information for Curriculum Compacting (taking out what you don't need to teach) -Plan your unit of instruction based on the needs of your students -Form flexible groups from the beginning of the unit.</p> 	<p><b>When</b> During instruction</p> <p><b>Why</b> An ongoing assessment to check students' understanding through the instructional unit. Helps teachers make adjustments to flexible groups and instructional pacing</p> <p><b>How</b> Examples of formative assessments: -checklists -exit slips -journal entries -self check scale -every student response -respond to questions, orally or written -learning reflection stems -verbal or written summaries -projects -hand signals to show understanding -traffic light understanding scale</p> <p><b>What</b> -Not graded -Can be very quick and informal -Let students know the purpose for the formative assessment. -Information gained from the formative assessments will help with the flexible groups -Use it as a reflective tool to adjust instruction -Gives information about students' learning and the effectiveness of instruction.</p>	<p><b>When</b> After instruction</p> <p><b>Why</b> To assess what students have learned at the end of the unit.</p> <p><b>How</b> -Can be a written or oral exam, a project, performance task -Should match the learning that took place. -May be whole group or for individual students -Should be differentiated for each group of students.</p> <p><b>What</b> -Grades should be based on master of the content taught to that student. -When students are graded on the mastery of skills they were taught they develop a growth mindset.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"> <p>How responsive are you to the needs of your students?</p>  </div>

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## How does my child earn a grade in Social Studies?

The only grades you will see on SIS360 are your child's summative assessments. Geography goals are worth 50 points and chapter assessments are 100 points. Geography goals and chapter assessments are tied directly to a Missouri Learning Standard for grades 6-8. During class, students are given opportunities to practice what they are learning and those are called formative assessments. The only homework expectation of your student is to study for tests and classwork (formative assessment) not completed in class. I go over the answers to the formative assessments and allow students to change mistakes, so this is one reason why I do not put a grade in SIS360 for this work. Another reason I do not take a grade on this work, this is practice we may complete in a small group or with a partner. It would not be fair to give a grade for group or partner work, because I can not ensure that everyone put forth the same effort. Lastly, please check on SIS360 for the standards I am assessing in each chapter and a rubric that guides how I assign grades. Feel free to e-mail me for a copy of that rubric.

