

		K-8 Math Alliance
		Green River Regional Educational Cooperative
		February 2-5, 2009
		

		Today's Learning Targets:
		<input type="checkbox"/> I can reflect on my current homework and grading practices and make adjustments to improve both purpose and quality; and
		<input type="checkbox"/> I can create a mini-unit that identifies learning targets, instructional steps, and the formative assessment process for gathering information to move students forward.
		

		Goals for 2008-2009
		<input type="checkbox"/> Homework
		<input type="checkbox"/> Less homework, more quality, and increase student self-reflection opportunities
		<input type="checkbox"/> Make sure every homework assignment is aligned to the target
		<input type="checkbox"/> Use homework as a teaching tool as opposed to just something to do
		<input type="checkbox"/> Create a pattern and routine for homework
		<input type="checkbox"/> Create homework that is an extension of learning and that students are capable of doing independently
		<input type="checkbox"/> Educate colleagues about issues related to homework
		<input type="checkbox"/> Provide more meaningful feedback to increase student achievement
		

Fixing Grading and Homework



Thoughts about Grading and Homework

- Fear of Failure only motivates the students not failing
- Questioning and/or challenging current grading and homework practices is a huge task



YOU CAN PRESENT THE MATERIAL, BUT YOU CAN'T MAKE ME CARE.



	<h3>Thoughts about Grading and Homework</h3> <ul style="list-style-type: none"><input type="checkbox"/> Anytime a student makes a first attempt at practicing new learning it should not be included in the grade book until the teacher provides the student with descriptive feedback<input type="checkbox"/> Thinking about grading homework.....Whose work is it? Was instruction flawless? Were the directions perfectly clear? Was immediate feedback given? 
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	<h3>Grading Homework</h3> <p>What is the motivation for students to take academic risks if everything they do counts?</p> 
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	<h3>What is Homework?</h3> <ul style="list-style-type: none"><input type="checkbox"/> Work assigned as a practice or reinforcement to an in class lesson<input type="checkbox"/> Work that is standardized and administered to a whole group<input type="checkbox"/> "Homework" does not refer to projects or large assignments that require a major investment of time 
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Communicate

Communicate with parents with a letter and/or e-mail



Table Discussion

With your table team complete the form "Change Requires Action"



Model of Formative Assessment Lesson Plan Template

Please watch as Julia walks you through the design of the Formative Assessment Planning Guide on *Area* for 4th grade.



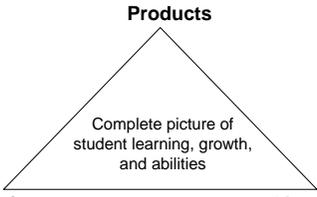
The 5 Key Strategies of Formative Assessment

- Clarifying and sharing learning intentions and criteria for success
- Engineering effective classroom discussions, questions, and learning tasks
- Providing feedback that moves learners forward
- Activating students as the owners of their own learning
- Activating students as instructional resources for one another

From "Classroom Assessment: Minute by Minute, Day by Day" Leahy, Lyon, Thompson, William. 2005.



Triangulating Information Gathering



Ministry of Education, Province of British Columbia, 1991