HOME GROUP – ASSESSMENT EVIDENCE by PLC

Department/HOME Group

Physical Educ [1]
Parents [0]
Out of Classr [3]
Math [3]
Health [0]
Foreign Langu [1]
Fine Arts [3]
Science [3]
Social Studie [3]
Students [0]
Technology [0]
English [4]
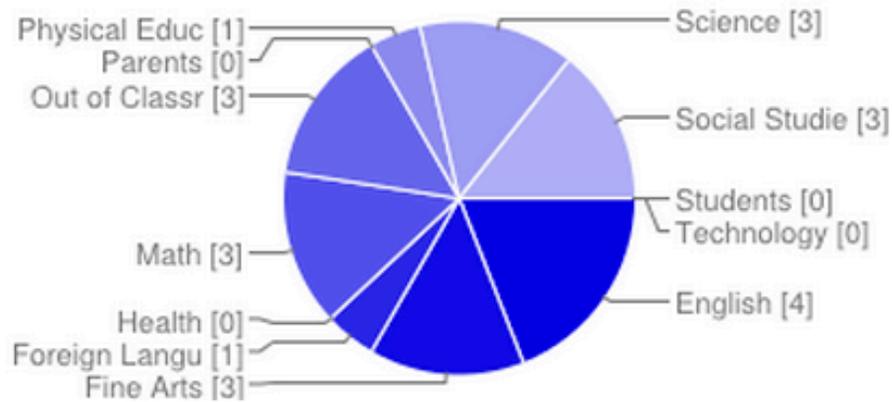
Departments:	PLC Groups	
English	4	19%
Fine Arts	3	14%
Foreign Language	1	5%
Health	0	0%
Math	3	14%
Out of Classroom	3	14%
Parents	0	0%
Physical Education	1	5%
Science	3	14%
Social Studies	3	14%
Students	0	0%
Technology	0	0%

Dept	PLC	What strong classroom evidence does your PLC have that all students are **P**roblem Solvers?	What strong classroom evidence does your PLC have that all students are **R**esponsible Citizens?	What strong classroom evidence does your PLC have that all students are **I**ndependent, Resilient, and Individuals?	What strong classroom evidence does your PLC have that all students are **D**isciplined Learners?	What strong classroom evidence does your PLC have that all students are **E**ffective Communicators?
English	9th Grade	- Students completed a science fair at the end of the year. Students choose their own problems and look for their own solutions. - Students complete labs where they collect, analyze, and discuss data. - Students complete projects where they work on different content. - Students complete hands on activities.	-Students work in cooperative groups -Students are exposed to various polarizing perspectives surrounding controversial topics. They are asked to choose which author has the stronger argument rather than their own.	-Currently the PLC is working on incorporating strategies to address the indicator in the classroom	-Teachers use "I do, we do, you do" method for new learning -Students are required to reflect on their own work throughout the year	-Students read a variety of pieces using the close reading strategies developed by the PLC
English	10th Grade	- All students will be responding to the prompt in the National Service Argument packet. Including graphic organizers that expect students to synthesize material, analyze it and evaluate the strength of the argument. - Students use context clues to understand the meaning s of words without looking them up in the dictionary. Students also build skills to work together as a group to come up with correct answers. - Students make PowerPoint's, write essays	National service practice PA Students are presented with the core beliefs and values the nation believes are worthwhile. Students are informed of national opportunities to contribute to a democratic society. Students participate in-group and individual assignments that reflect the requirements and expectations of a democratic society.	National Service PA 1. Students are encouraged and supported to develop responses in graphic organizers individually and with a partner. 2. Student partners collaborate to exchange ideas and perspectives while continuing to follow through even when in doubt. 3. Students use grit perseverance, habits of mind, and collaboration to understand a problem and arrive at a creative solution. (After a problem National Service and after creative solution - community service learning projects)	Students conduct individual research in support of group arguments. (e.g. Edward Snowden argument) students analyze and evaluate sources for credibility and applicability for their argument. Students conduct peer reviews as a step in the writing process. Students read another students writing and make focused, specific comments about the students writing. Students publish writing online and comment on each other's published writing.	- Write essays i.e. literary analysis compare and contrast essay - Read ie. Antigone - Speak and Listen for example Socratic seminar for Allegory of the Cave

		on computers, use social media to keep up with assignments and turn them in. Students also submit some assignments electronically.				
English	SPED ALT Curr.	-Students use computers to submit surveys online -Students use Alphasmart word processors equipped with student sensitive passwords -Students communicate critical needs including bathroom requests	-Students share materials and take turns -Students take responsibility for class jobs and cleanup -Students take school safety seriously and practice and participate in drills	-Students with verbal and social challenges participate in student service work -All students make an effort to follow classroom rules including raising their hand appropriately -Students will participate in difficult tasks including writing on the board in front of peers	-Students attend to the lesson with eye contact -Students are able to work in and transition between multiple learning centers with peers -Students participate in unit tests for unique curriculum	-Students make eye contact when speaking to others and during instruction -Students communicate numbers via number jigs -Students meet their needs by attempting to communicate to adults in the classroom
English	ELD 1-4	Students are exposed to problem solving "themes" within High Point curriculum (i.e.: Melba's' Choice) Various questions evolve around Bloom's Taxonomy found in each reading selection. Formative and summative assessment.	Do their homework and classwork Bring texts to class on a daily basis Consider everyone's fluency level of English	Students	In progress	In progress
Fine Arts	Performing Arts	Re. drama- students have to analyze a character and come up with ways to represent that character physically and psychologically. Re. choir- students have to find a way to bring emotional reality to song lyrics. re. Band- students must find a way to figure out the correct embouchure.	Re. drama- students do lots of ensemble games and community-building activities. re. Choir- students must engage in team-building and community-building activities. Teacher observes students collaborating. re. Band- students work in small sections and work on music and technique. Evidence is when students are seen helping each	re. Drama- students, many for the first time, perform for their peers. Re. choir- concerts re. Band- competitions	re. Choir- the way the students act and present themselves on stage. re. Drama- initiative and collaboration re. Band- the students' ability to perform effectively and successfully on stage.	Students lead their own warm-up and activities. Teacher stands back and watches. Students learn how to articulate their own questions. They must explain to someone else what they are doing.

				other without teacher guidance.		
Fine Arts	Visual Arts	1) Students analyze professional and student art work. 2) Critiques to help improve student work. 3) Technology in the classroom for research and responses.	1) Ethical behavior is established through classroom expectations. 2) Contribute to the community through classroom maintenance. 3) Respect diversity and self by maintaining civility at all times.	1) Have confidence to take risks through summative assessments. 2) Persevere when faced with setbacks by resubmitting work when insufficient criteria has not been met. 3) Summative assessments projects requiring synthesis of information	1) Students turn their work on time (can be seen in grade print out). 2) Collaborate effectively group work with rubrics. 3) Self assessments/evaluations at the end of each summative assessment.	1) Art analysis, write proficiently, listen actively in critiques, and writing activities. 2) Restating when necessary such as peer teaching. Listen actively by following directions effectively. 3) Speak confidently in group discussions, presentations, and peer to peer teaching.
Foreign Lang	eLOTE	. Analysis question from readings Students compare their culture with the culture presented. Demonstrate the vocabulary familiarity with the reading. Understanding cognates.	. Academic credit is not given to students whom cheat on assignments. . Students work in partners to check work before submitting assignments. . Cultural readings in the textbook support students understanding of language studied while also developing an informed view of the culture	. Teacher provides ample wait time in whole classroom instruction to encourage students to participate. . Students are given participation points. . Students are given ENGRADE accounts to check their own academic progress	. Students work in pairs daily to support their learning. . Students keep a notebook with all notes and assignments. Evidence of language development. Work is checked on a daily basis. . Collaborative groups are utilized to create skits of new content to assure students understanding through kinesthetic learning.	Students speak foreign language at home and in the classroom in a variety of settings. Students are provided opportunities for an understanding of spoken language through dictation and oral practice. Students write sentences and present them orally. Through peer revision students create their own learning.
Math	Geometry A	- Students completed a science fair at the end of the year. Students choose their own problems and look for their own solutions. - Students complete labs where they collect, analyze, and discuss data. - Students complete projects where they work on different content. - Students complete hands on activities.	Real world analogies are used to internalize math applications Students take responsibility for their assignments and assigned tasks Students take comprehensive notes	Students have confidence to ask questions Students study to retake tests Presentation of projects to the class is expected Identification of alternative methods to arrive at a correct solution is encouraged	Quarterly group projects Students take leadership roles specific to the tasks and the group presentation Students participate in 50 percent of the project grade Mastery of the concept is validated in responding to real world questions and second level student questions -specifically the bridge project	Project presentations CCSS prompts and in all assessments, include writing as the assessment Students listen to presentations in order to formulate follow up questions

Math	Geometry	Graphic organizers. Students answering essential questions. Students discussing their thought process.	SS bring proper materials to class. Their peers and teachers hold sS accountable for their group participation. SS are in class on time Random selection process of ss participation. Teacher models being a responsible behavior	SS are self starter SS share multiple ways to solve problems SS aren't allowed to be off task	Students work in heterogeneous groupings. SS ask appropriate questions to get to their solutions. SS know where to find solutions to their problems. (Notes, books, internet)	Group Work Group Discussions Writing, reflection, exit slips
Math	Algebra 1	Weekly story problems Unit Projects Open ended constructed response questions on formative assessments	Students contribute to the positive classroom environment Students follow school and classrooms norms Peer to peer collaboration	Positive classroom culture which encourages taking risks Encourage classroom participation and whole group sharing Provide students with a variety of opportunities to develop different approaches to problem solving	3-2-1 student self evaluation Use of their notebook as a resources for learning	Story Problems Unit Projects
TECH	Technology	- Analytical research writing - Collaboration - Presentation	- Assign responsibility for each student in a group - Students following the Acceptable User Policy to use for the technology - Integrated diverse learning group by accepting diversity - Writing journal or blog in social issues	- Challenging lessons that students takes to complete the task - Class Presentation in front of the class - Collaborative activities in seeking peer-to-peer teaching	- Collaborate effectively in diverse grouping of multi-level learners - Gain mastery of content thru rigorous and relevant lessons - Strive towards self-accountability by meeting the assignment time-line	- Group collaboration - Short writings - Presentations
Out of Class	Academic Counselors	1. Students take initiative to take appropriate classes. 2.	1. Taking leadership roles such as Peer College counseling (enhance college going culture by assisting students of all grades in and outside school hours to assist their peers grades 9-12 prepare for college), leadership class etc. 2. Evidence of low rate of suspension. 3. Involvement in service	1. A Identifying credit deficiencies. 2. Seeking avenues of recoveries 3. Students ask questions. They are thirsty for knowledge.	1. High percentage of students taking AP and Honor classes. 2. Promotion rate is increasing by grade level.	1. Seek information. 2. Oral presentations in their classes.

			through clubs and activities such as Interact Club and Youth Action.			
Out of Class	Attendance (senior attendance policy and Attendance Incentive Programs (2 projects)	1) Senior students needed to monitor and calculate their own attendance rate to meet the 96% attendance goal. (Analyze and interpret information) 2) Senior students managed their schedules to make doctor and personal appointments after school hours (effective strategies) 3) Senior students requested their attendance records to review and check for errors. (Demonstrate technological literacy?)	Senior attendance greatly improved due to senior attendance policy. Valuing good attendance prepares students to be responsible in their future careers. (Informed world view) Seniors understood consequences of their actions, if they wanted to attend senior activities, they needed to meet the 96% attendance goal (respect self) Seniors improved school-wide attendance with their improved attendance, which benefitted the entire school (contribute to community) Seniors were taught that staying home to babysit siblings or going to agencies to translate for parents was not excused absence (practice ethical behavior)	Not eligible seniors filed appeals form to request eligibility be granted again due to extenuating circumstances. (Persevere when faced with setbacks.)	Students reviewed their own attendance to ensure they were true reflections of their attendance. (Self accountability) Data demonstrates improvement in attendance; students understand cannot miss more than 7 days in school year. (Mastery of content) Leadership students collaborated with PLC staff to ensure senior eligibility was upheld when selling tickets to senior activities (Collaborate mastery of content)	In progress
PE	physical education	Using fitness gram data to create a personal plan the use of technology to calculate BMI Using proper techniques for weight lifting, running, pacer, and sports to improve each.	95% of students dress for physical education students often help each other during strenuous physical group activities through teamwork and activities students respect each others strength and weaknesses yearly 5k run that includes family and friends	Students are able to reevaluate their fitness gram issues and make new short and long-term goals. Fitness plan that assists the kids in making a more informed stance on their strengths and weaknesses in their fitness plan	Student led warm-ups students have the opportunity to lead a self assessment on their fitness gram	Every student is able to confidently lead the class in warm-up activities students are able to follow directions students give presentations on related projects throughout the year

Science	Chemistry/ Physics	- Students completed a science fair at the end of the year. Students choose their own problems and look for their own solutions. - Students complete labs where they collect, analyze, and discuss data. - Students complete projects where they work on different content. - Students complete hands on activities.	- Students collaborate with one another to complete a desired outcome. - Students have to research and provide self-learning. - Students discuss, analyze, and reflect on current events. - Use Turn It In Plagiarism software	- Students have opportunities to present and discuss content material. - Class and individual presentations. - Students completed a science fair at the end of the year. Students had to present their own data. - Students complete labs where they collect, analyze, and discuss data.	- Students have known deadlines. - Students maintain class notebooks. - Students have time limits. - Students are responsible for their materials.	- Students have a lot of presentations. - Students are in collaborative small groups. - Students are given write-ups to express their knowledge.
Science	Health	Creating solutions to problems related to health - infectious disease lab Ex. Students created a solutions to reduce the likely hood of developing a communicable disease (hand washing, testing for STDs) Inquiring on current issues to remedy health concerns such as researching on the internet	Student accountability-individual rubrics Classroom rules Advocating to solve health concerns / needs at the school and the community	Self / peer reporting on students at risk of commenting suicide Allowing individuals to respond to health concerns with their own opinion when students individually inquire about their health	Peer review Group projects Gallery Walk	Students can preform task given to them Performance piece on STOP Small and large discussion
Science	Biology	After each experiment they analyze the data by graphing it and interpreting the graph to develop a conclusion. Students develop hypotheses based on evidence and observation. They are using text-based evidence to support their ideas to develop an argument.	Attend class daily. Classroom cleanliness. Follow directions/procedures.	Think for themselves and develop their own conclusions based on evidence. Use of wait time.	Project-based learning. Self-reflection for themselves and groups. Cumulative projects/experiments to show the application of their content knowledge.	Presentations, small/large discussions, research based assignments.

Social Studies	Gov/U.S. History	Regarding Service Learning Project (SLP): -Students complete their research on their assigned topic *They must analyze the data and come up with strategies that may address the problem or issue researched *They have to figure out where they must serve their community service hours which must relate to their topic *Students must create a PPT on their research including their community service *Student must create a brochure or pamphlet about their research topic Enlightenment Unit: -Analyze primary and secondary sources from current events	-Contributing to the community via 20 hours of community service -Students must abide by deadlines for full credit -The student's reflections indicate what they learned (eye-opening for them) -Use current events for the Enlightenment Unit	-By standing in front of their peers and the community organizations to present their research -Making community connections and contacts -Having to revise the research paper and PPT presentation to meet standard	-Students must take initiative to contact an organization for community service hours -Students must collaborate, they will be working with their peers to complete the SLP -Students are self-accountable for multiple deadlines -Students must gain mastery of content For Enlightenment Unit: Students must be able to demonstrate their knowledge of the Enlightenment and its connection to current issues	-Students will gain confidence with the American Idol type presentations -Video tapes of community presentation -The research paper Enlightenment Unit: -Students will write more proficiently by connecting the ideals to current events
Social Studies	World History	-Analyzing primary/secondary sources -Write a historically twice per unit based on historical documents -Evaluating a point of view and taking a position (Socratic seminars, writing, presentations)	-Analyzing and evaluating democratic values throughout the year -Discussion and debates of values (Socratic Seminars, debates) -Cooperative learning and creating norms for group work	-Independent writing (Writing process/samples) -Reciprocal teaching -peer review	-Students get grade print out -homework calendars	-Common lesson plans -accountable talk -writing assessments
Social Studies	AP Social Studies/ English	1. Analyzing of primary sources within two disciplines, English and Social Studies 2. CCSS Close Reading	1. Turn work in on time through implementation of penalties. (Late assignment policy on syllabi). 2. Use of peer evaluations	1. Taking risks in open classroom discussions. 2. Position papers/ argumentative essays. 3. Revision of exams and	1. Demonstrate initiative in the creation of Socratic seminar questions. 2. Mastery demonstrated through formative and	1. Writing essays/timed writings. 2. Socratic seminars. (Read, write, and listen). 3. Use of primary sources and

		Strategy for Magnet 3. Research based assignments forces students to distinguish between credible sources and non credible sources. 4. Timed writings	within different projects. 3. Connecting English and History concepts to real world/contemporary global events.	essays.	summative assessments. 3. Posting of excellent work.	strategies to decipher primary sources.