J. Michael Lunsford Middle School

Building a legacy of excellence
Agenda

• Review JML Mission and Vision

• Review 2011-2012 SOL results

• School Improvement Planning
  ▫ Grading for Mastery
  ▫ Use of Formative Assessments
  ▫ Communication
Equity

It is our responsibility to provide every opportunity for all students to succeed and reach their potential.

Collaboration

We will work together to create a sense of community and an environment of positive exchange.

Relationships

We will be models of integrity.

J. Michael Lunsford Middle School ensures student achievement through positive relationships, collaboration, and equitable practice.
2011-2012 SOL Results - English

- Writing 8: Stone Hill 95, River Bend 94, Mercer 96, Lunsford 99
- English 8: Stone Hill 93, River Bend 95, Mercer 94, Lunsford 96
- English 7: Stone Hill 94, River Bend 93, Mercer 93, Lunsford 92
- English 6: Stone Hill 94, River Bend 95, Mercer 95, Lunsford 97

Graph showing percentage results for different English courses and schools.
2011-2012 SOL Results – Social Science

- **Civics**
  - Stone Hill: 94
  - River Bend: 95
  - Mercer: 94
  - Lunsford: 94

- **SS7**
  - Stone Hill: 96
  - River Bend: 95
  - Mercer: 98
  - Lunsford: 97

- **SS6**
  - Stone Hill: 92
  - River Bend: 93
  - Mercer: 93
  - Lunsford: 90
2011-2012 SOL Results – Physical Science

Science 8

- Stone Hill: 97
- River Bend: 97
- Mercer: 98
- Lunsford: 98
2011-2012 SOL Results – Math

Math 8
- Stone Hill: 38
- River Bend: 31
- Lunsford: 12

Math 7
- Stone Hill: 82
- River Bend: 73
- Lunsford: 63

Math 6
- Stone Hill: 79
- River Bend: 74
- Lunsford: 65

Geom
- Stone Hill: 99
- River Bend: 99
- Lunsford: 99

Alg 2
- Stone Hill: 100
- River Bend: 100
- Lunsford: 100

Alg 1
- Stone Hill: 98
- River Bend: 86
- Lunsford: 80
2011-2012 SOL Results – Math

• Summer Programs
  ▫ Expedited Retakes
  ▫ Algebra Early Back Lion’s Den Squared

• Use of IXL
  ▫ PTA sponsored student math program
  ▫ Additional practice and intervention

• Math Lab
  ▫ Increased time on subject for identified students

• Increased collaboration time amongst teachers

• Expansion of Community Partnerships
  ▫ Boeing
The question is not, 

“What do we need to know in order to improve?”

but,

“Will we turn what we already know into action?”
VISION:

LCPS is committed to quality assessment and grading practices whereby all teachers can design assessments that align with standards and provide feedback to improve student learning.

The lists below are practices that are to be developed over time by all LCPS teachers.

QUALITY ASSESSMENT AND GRADING PRACTICES

Assessment of student learning is an essential component of the teaching and learning process.

1. Quality assessment involves timely feedback embedded in the learning experience.
2. A variety of formative assessments is included in each lesson in order to adjust instruction and move students to learning targets/standards.
3. Summative assessments are linked to standards within content areas.
4. Quality assessment ensures that students are involved in and parents are informed of the process.
5. Common assessment and grading practices requires collaborative effort among teachers.
6. Grades reflect student mastery, multiple efforts, and student growth within a grade level or subject area.
7. Learning progressions are available for use as scaffolds for learning and instruction.
School Improvement Process

• Improve student achievement by ensuring grades reflect mastery, multiple efforts, and student growth within each grade level of course content area.

• Improve student achievement by utilizing formative assessment to adjust instruction in order to move students to the learning target.

• Improve student achievement by ensuring that students are involved in and parents are informed of the quality assessment process.
Grading for Mastery

• **Ensuring** all kids learn the content required content

• Grades reflect a student’s progress towards the **defined learning targets** for a course content area

• **Focus on student learning**
Equity

We believe that all students can learn.

Student learn in different ways
Students learn at different rates
Equity

“To treat all children the same is to favor some and penalize others.”
Equity

Fair ≠ Equal
Equity

If we truly believe all kids can learn but acknowledge they learn at different rates and in different ways, how does this impact our practice?

What would our school look like?
Equity

- Collaborative Team Planning
- Backwards Design
- System of Interventions
Collaborative Teams

What do we want all kids to know?

How will we know if they have learned it?

How will we respond if they have not learned it?

How will we respond if they already know it?
What is Backward Design?

- What is it we expect them to learn?
  - the Essential Knowledge
- How will we know when they have learned it?
  - By assessing them on the essential knowledge

Modified from Wiggins, G & McTighe, J., 2005, p.18
Without having an end goal, activities may be fun, but they don’t lead anywhere
Pyramid of Interventions

- Few
- Some
- All
Reteaching and Reassessment

“The consequence for a student who fails to meet a standard is not a low grade but rather the opportunity—indeed, the requirement—to resubmit his or her work. “

-- Douglas Reeves
Use of Formative Assessments

- Frequent assessments that happen during instruction to check student understanding.
Traditional Model of Instruction

Teach → Teach → Teach → Teach → Assess
Instruction in Era of Accountability
- Reteaching
Who gets caught up in this cycle?
How do they ever find success?
How do we break it?
A formative assessment “often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.”

(Black and Wiliam, 1999)
Why is there a gap?

What is the result?

Instruction

Learning Target

Summative Assessment

Student A
1/ How did you know?
2/ How did they know?
3/ Did either of you have a path back?
In the lines provided, write a paragraph of 5-8 sentences in which you discuss the main idea of your Book Club novel and provide evidence from the text to support your claim. Be certain to include the title of your novel and the author’s name, as well as a strong topic sentence.

<table>
<thead>
<tr>
<th>Paragraph Rubric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme Paragraph</td>
<td>Clearly states the <em>main idea</em> supported with evidence. Free of usage and mechanical errors. Includes title and author’s name and strong topic sentence. (5-8 sentences)</td>
<td>States the <em>main idea</em>, but weak evidence is provided. Some usage and mechanical errors. Includes title and author’s name.</td>
<td>States the <em>main idea</em> and does not provide evidence to support claim. Many usage and mechanical errors. Does not include title or author’s name.</td>
<td>Stated <em>main idea</em> does not support novel. Usage and mechanical errors are distracting.</td>
<td>______</td>
</tr>
</tbody>
</table>
Write each fraction or decimal as a percent. Show each step of your work.

1) \( \frac{5}{10} = \frac{0.5}{1} \times 100 = 50\% \\
2) 0.46 = 0.46 \times 100 = 46\%

3. Priya won 2 of the 5 gold medals at her swim meet. What percentage of the medals did she win?

\( \frac{2}{5} = \frac{2}{5} \times 100 = 40\% \)

4. There were 15 sweatshirts left behind at the park over the summer. Sam left 1 of them. What percent of the sweatshirts that were lost, what percent of them were Sam’s?

\( \frac{1}{15} = \frac{1}{15} \times 100 = 6.67\% \)

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Converting Decimals and Fractions to Percents Checklist

- If it is a word problem, write down the fraction or decimal.
  
  Remember fractions in word problems are “is” over “of”

- Convert the fraction to a decimal by dividing the numerator by the denominator.

- Multiply the decimal by 100.

- Add a percent sign.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Total Students</th>
<th>Students Scoring below a 3 on 1st Formative Assessment</th>
<th>Percent of Students Scoring Below a 3 on the 1st Formative Assessment</th>
<th>Students Scoring Below a 70% on the Summative Assessment</th>
<th>Percent of Students Scoring Below a 70% on the Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>97</td>
<td>24</td>
<td>25%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>97</td>
<td>34</td>
<td>35%</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>124</td>
<td>30</td>
<td>24%</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>106</td>
<td>20</td>
<td>19%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

After the formative assessment scores, the teachers pushed back their summative assessment by a week and continued to give students examples and opportunities to practice what they were learning.
Example
A formative assessment “often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.”

(Black and Wiliam, 1999)
Students are involved and parent are informed of the process

- Purpose of Grading
- Communication to Parents and Feedback to Students
- Parent Portal
Traditional Purposes of Grading

- Provide feedback about Student Achievement
- Guidance (Sort and Rank)
- Instructional Planning
- Motivation
- Program Evaluation
- Administrative Purposes
Purposes of Grading that Supports student learning

- Provide feedback about Student Achievement

- Instructional Planning
Formative Assessment

- Examples
  - Homework
  - Exit Tickets
  - Classwork
  - Questioning Techniques
  - Classroom Discussion
  - Call and Response assessments
  - Pre Assessments
  - Activotes
  - Active Expressions

- Use
  - Music Instruction
  - Coaching
  - Gaming
  - Performance Based Instruction
Summative Assessment

- **Examples**
  - Tests
  - Written Assignments
  - Quizzes
  - Labs
  - Projects
  - Presentation
  - Portfolio

- **Use**
  - Separate from teaching
  - Summarizes
  - Looks at the past
Formative Assessment

- How could feedback be given?

<table>
<thead>
<tr>
<th>Learning Progression Scale</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Exceeds the Standard</td>
<td>4</td>
</tr>
<tr>
<td>Meets the Standard</td>
<td>3</td>
</tr>
<tr>
<td>Progressing towards Standard</td>
<td>2</td>
</tr>
<tr>
<td>Needs Additional Support</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100 Point Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>
Summative Assessment

- How is it reported?

<table>
<thead>
<tr>
<th>100 Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90-100</strong></td>
</tr>
<tr>
<td><strong>80-89</strong></td>
</tr>
<tr>
<td><strong>70-79</strong></td>
</tr>
<tr>
<td><strong>60-69</strong></td>
</tr>
<tr>
<td><strong>0-59</strong></td>
</tr>
</tbody>
</table>
Learning Skills

- Uses Time Effectively
- Demonstrates Organizational Skills
- Comes to Class Prepared
- Works Well with Others
- Seeks Help When Needed
- Demonstrates Appropriate Behavior
- Completes homework
## Parent Portal Snap Shots

![Parent Portal Snap Shots](image)

### Class Reports

<table>
<thead>
<tr>
<th>Class</th>
<th>Quarter 1</th>
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</thead>
<tbody>
<tr>
<td>01-LIFE SCIENCE 7A</td>
<td>88 / B+</td>
</tr>
<tr>
<td>02-7H US HISTORY</td>
<td>92 / A-</td>
</tr>
<tr>
<td>03-7 RESOURCE</td>
<td>/</td>
</tr>
<tr>
<td>03-7 CHORUS</td>
<td>96 / A</td>
</tr>
<tr>
<td>04-TECH EDUCATION 7S</td>
<td>63 / D</td>
</tr>
<tr>
<td>04-7 FAM/CON SCI S</td>
<td>/</td>
</tr>
<tr>
<td>05-SPANISH 1</td>
<td>51 / F</td>
</tr>
<tr>
<td>06-HEALTH &amp; PE 7</td>
<td>99 / A+</td>
</tr>
<tr>
<td>07-MATH 7</td>
<td>80 / B-</td>
</tr>
<tr>
<td>08-ENGLISH 7A</td>
<td>100 / A+</td>
</tr>
</tbody>
</table>

**Options**

- Teacher Email
- Print
### Formative vs. Summative

#### Teacher Feedback

#### Learning Skills

### Student Assignments

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Due Date</th>
<th>Category</th>
<th>Grade</th>
<th>Max</th>
<th>Letter</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>f-12 RCA Questions</td>
<td>Sep 26</td>
<td>Practical Application Assessments</td>
<td>83</td>
<td>100.000</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>f-12 Performance Assessment Questions</td>
<td>Sep 26</td>
<td>Practical Application Assessments</td>
<td>100</td>
<td>100.000</td>
<td>A+</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>s-10 Post Test Questions</td>
<td>Sep 26</td>
<td>Practical Application Assessments</td>
<td>70</td>
<td>100.000</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>f-Career Investigation</td>
<td>Sep 28</td>
<td>Related Activities</td>
<td>Z</td>
<td>100.000</td>
<td>Z</td>
<td>Needs to complete the assignment ASAP.</td>
</tr>
<tr>
<td>5</td>
<td>f-15 Vocabulary Words</td>
<td>Sep 28</td>
<td>Related Activities</td>
<td>Z</td>
<td>100.000</td>
<td>Z</td>
<td>Needs to complete the assignment ASAP.</td>
</tr>
<tr>
<td>6</td>
<td>f-Crossword Puzzle</td>
<td>Sep 28</td>
<td>Related Activities</td>
<td>Z</td>
<td>100.000</td>
<td>Z</td>
<td>Needs to complete the assignment ASAP.</td>
</tr>
<tr>
<td>7</td>
<td>f-Workplace Safety</td>
<td>Oct 2</td>
<td>Workplace Rediness Skills</td>
<td>100</td>
<td>100.000</td>
<td>A+</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Uses Time Effectively</td>
<td>Oct 3</td>
<td>Learning Skills</td>
<td>1</td>
<td>0.000</td>
<td>A+</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Demonstrates Organizational Skills</td>
<td>Oct 3</td>
<td>Learning Skills</td>
<td>1</td>
<td>0.000</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Comes to Class Prepared</td>
<td>Oct 3</td>
<td>Learning Skills</td>
<td>1</td>
<td>0.000</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Works Well With Others</td>
<td>Oct 3</td>
<td>Learning Skills</td>
<td>1</td>
<td>0.000</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Seeks Help When Needed</td>
<td>Oct 3</td>
<td>Learning Skills</td>
<td>1</td>
<td>0.000</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Demonstrates Appropriate Behavior</td>
<td>Oct 3</td>
<td>Learning Skills</td>
<td>1</td>
<td>0.000</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Completes Homework</td>
<td>Oct 3</td>
<td>Learning Skills</td>
<td>1</td>
<td>0.000</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>f-STEM Water Rocket</td>
<td>Oct 12</td>
<td>Practical Application Assessments</td>
<td>100</td>
<td>100.000</td>
<td>A+</td>
<td></td>
</tr>
</tbody>
</table>

**Total Grade:** 63% D

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Points / Max pts.</th>
<th>Percent</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Skills</td>
<td>0.000</td>
<td>0 / 0</td>
<td>%</td>
<td>B+</td>
</tr>
<tr>
<td>Practical Application Assessments</td>
<td>5.500</td>
<td>353 / 400</td>
<td>88%</td>
<td>B+</td>
</tr>
<tr>
<td>Related Activities</td>
<td>3.000</td>
<td>0 / 300</td>
<td>0%</td>
<td>F</td>
</tr>
<tr>
<td>Workplace Rediness Skills</td>
<td>1.500</td>
<td>100 / 100</td>
<td>100%</td>
<td>A+</td>
</tr>
</tbody>
</table>
## Assignment Detail

<table>
<thead>
<tr>
<th>Class</th>
<th>04-TECH EDUCATION 7S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>s-10 Post Test Questions</td>
</tr>
<tr>
<td>Grading Scale</td>
<td>Secondary Grade Scale</td>
</tr>
<tr>
<td>Date Assigned</td>
<td>Sep 26</td>
</tr>
<tr>
<td>Date Due</td>
<td>Sep 26</td>
</tr>
<tr>
<td>Max Value</td>
<td>100.000</td>
</tr>
<tr>
<td>Weight</td>
<td>1.000</td>
</tr>
<tr>
<td>Type</td>
<td>Summative</td>
</tr>
</tbody>
</table>

### Linked Objectives

- **LLS.LC.CTE.8464.15**: Demonstrate time-, task-, and resource-management skills.
- **LLS.LC.CTE.8464.43**: Research technological systems and their related inventions.
- **LLS.LC.CTE.8464.44**: Gather information about a potential invention or innovation.
- **LLS.LC.CTE.8464.45**: Illustrate best ideas for developing an invention or an innovation.
- **LLS.LC.CTE.8464.47**: Develop a plan to create a model of an invention or an innovation.

### Narrative

End of the module test, that assess the students' knowledge of the module content.
School Improvement Process

• Improve student achievement by ensuring grades reflect mastery, multiple efforts, and student growth within each grade level of course content area.

• Improve student achievement by utilizing formative assessment to adjust instruction in order to move students to the learning target.

• Improve student achievement by ensuring that students are involved in and parents are informed of the quality assessment process.
J. Michael Lunsford
Middle School

Building a legacy of excellence