

Your Questions

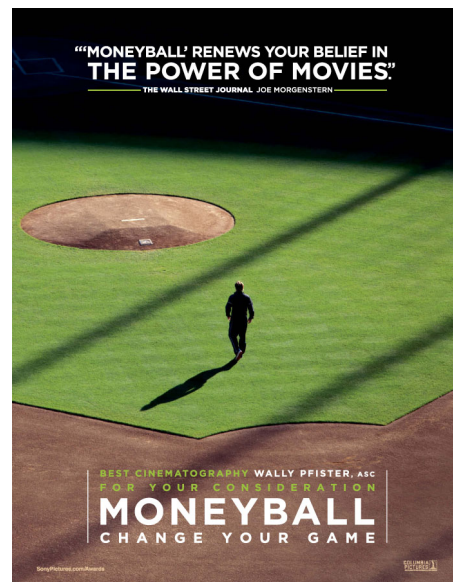
(at least according to your Google survey)

1. Assessments for counselors to use with students
2. Policies around retakes or test corrections
3. Retake policy. What does the research state about retaking summative assessments?
4. Can we talk about the Finals structure specifically? And how those summative assignments relate to the rest of the semester?
5. Reassessment pros and cons
 Designing and grading collaborative assessments
 Creating valid assessments for performance tasks and project-based learning modules.
 Training students to effectively assess their work and serve as a helpful peer editor
 Should homework be given at all?

Essential Questions

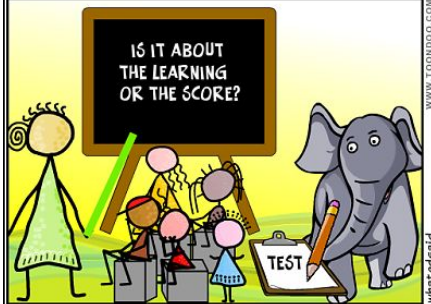
#1 & #2

- For what **purpose** do you assess students?
- What is the philosophy of education your school embraces?



Essential Questions #3, #4, & #5

WEIGH THE ELEPHANT



- Is the purpose of school to *identify* talent or to *develop* talent?
- In other words, when you assess students, do you do it to *sort* students or to *educate* students?
- (When) do you assess students to extend their learning? (When) do you assess students to measure their learning?

The Purpose of...

assessment
is to
INCREASE
quality.



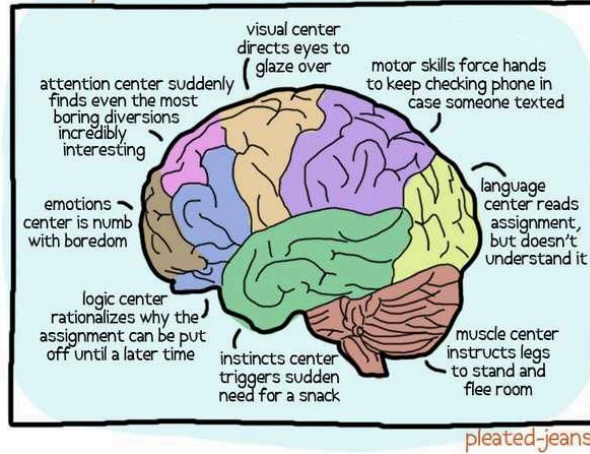
evaluation
is to **JUDGE**
quality.



Rigor with Redemption

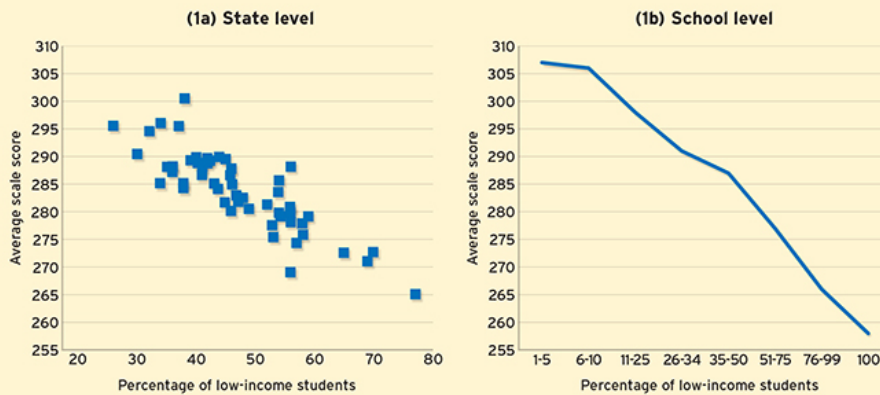
- Student Self-Assessments
- Policies re: Assessment & Grading
 - Retakes
 - Homework
 - Educational Measurement Policies
 - Zeros
 - Grade Scales
- Achievement Grades
- Habits of Scholarship Marks
- Grade-book Categories

this is your brain on homework



Lower Scores for Low-Income Kids (Figure 1)

A strong relationship exists between families' socioeconomic status and students' academic achievement.



NOTES: Scores are shown for grade 8 math from the 2013 National Assessment of Educational Progress. Low-income students are defined as those who qualify for free- or reduced-price lunch.

SOURCE: National Center for Education Statistics