

Literacy to Go!

Professional Development Committee

John F. Kennedy High School

SY 2010-2011



Formative Assessment Process	Summative Assessment Process
Purpose: Provide ongoing feedback to improve learning	Purpose: Evaluate final efforts to prove learning
Timing: During the learning segment	Timing: At the end of the learning segment
Informal teacher questions Conversation with student Informal observation Rough drafts of written work Learning log (in progress) Reflective journal (multiple drafts) Mathematics problem solving steps Practice science experiment Rehearsal of presentation Working portfolio Practice checklist for do-overs Practice rubrics (analytical) Homework, quizzes Benchmark/interim tests	Formal oral interview Conference with student Formal observation Final copy of written work Final learning log entries Final journal entries Mathematics final solution Final science experiment Final presentation Showcase portfolio Final checklist Final rubrics (analytical or holistic) Teacher-made tests High-stakes standardized tests
<p><u>STRATEGIES:</u></p> 3-Minute Pause Check-ins Cell Phone Goal Sheet Cloze Test Progress maps Do Overs Discussion Exit Tickets Group planner Foldables Feedback 4-Corner Planning sheet Graphic Organizer Read aloud Huh? Go over quiz answers KWL Chart Make the Basket Plus / Minus Snowball fight Word Sort Word Wall	<p><u>STRATEGIES:</u></p> SAT 10 Dioramas Chapter test Poster board Unit test Play / skit Prepared meal Senior project Project Multimedia presentation Term paper Language competition Presentation Dance competition Fitness test Resume Portfolios Recorded quizzes Lab report

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Strategy 1: 3-MINUTE PAUSE

How to use:

- The Three-Minute Pause provides opportunities for reflection on ideas or concepts introduced in class, to connect concepts to prior experiences, to determine the level of understanding or mastery of a concept. Write one of the sentence leaders, or something similar, on the board. Have the students write their response in their journals or on pieces of paper for 3 minutes. The activity can be done during class between activities or at the end of class as a wrap-up. To work on Literacy, the students should use complete sentences with correct mechanics.

- | | |
|----------------------------------|-------------------------------|
| √ I changed my attitude about... | √ I became more aware of |
| √ I was surprised about... | √ I felt.... |
| √ I related to.... | √ I empathized with... |
| √ I agreed with the idea.... | √ I enjoyed.... |

(No teacher worksheet attached)

Strategy 2: CELL PHONE

How to use:

- The Cell Phone tool may be used as test preparation. Students would write a cell phone message to a friend on the form provided (or on a piece of paper) describing what might be covered on a test. Students should describe the content they need to review and the methods they will need to study it. A cursory glance over the papers will let the teacher know if the students are studying the correct concepts and are using effective study methods.

(Teacher worksheet - Attachment A)

Strategy 3: CLOZE TEST**How to use:**

- Use the cloze test to measure students' comprehension abilities.
- Students will be given a short text with blanks where some of the words should be. This test requires that students provide the correct term for each blank. These answers show are learning the syntactic rules of language. It also indicates the comprehension level of the subject matter. Providing a word bank is optional.
- This requires students to build an internal representation of the text, to put the words together in a meaningful way so that they would show understanding of the main idea in the paragraph or passage.

(Cloze test sample - Attachment B)

Strategy 4: DO OVERS**How to use:**

- Use this tool after a test, an assignment, or project is completed and graded. Give students an opportunity to reflect on what they have done differently.
- Use the opportunity to teach students how to reflect on what they would have done differently in study, preparation, or other work related to the assignment. "I would get them all right" is not a helpful comment. "I would have studied further ahead" and "I would have found some more information about cell structure" are helpful kinds of comments.
- In brief individual conferences, review each student's comments. If the student and you agree that it is reasonable to do so, give the student a chance to do the assignment over. IF a student asks on his or her own to redo an assignment, encourage the student to use the reflections to justify the request. It is not fair to ask students to contemplate revisions or redoing if such options are impractical or unreasonable. Strategies that are likely to lead to improvement are worth a second chance.

(Teacher worksheet - Attachment C)

Strategy 5: EXIT TICKETS / SLIPS**How to use:**

- Exit slips provide teachers with an informal measure of how well your students have understood a topic or lesson. Simple prompts such as:
 - √ Write one thing you learned today....
 - √ I didn't understand....
 - √ Did you enjoy working in groups today? Explain.

(Exit Ticket worksheet – Attachment D)

Strategy 6: FOLDABLES**How to use:**

- Teachers use foldables to enhance the study of words in their classroom. After learners have been introduced to a concept, the teacher facilitates the construction and application of this three-dimensional organizer. As with all strategies, the creation process must be modeled.
- Learners use foldables to create tangible containers for their new words in a useable and hands-on format. Of course, the strategy does not end with the construction. The foldable must be used in some format to show application. Learners create a Matchbook by laying multiple sheets on top of one another at staggered lengths and folding over. This strategy enables what appears to be a single sheet of paper to contain layers of information about words. Learners can organize words into different parts or even write detailed information on a specific word.

(Foldable sample – Attachment E)

Strategy 7: FOUR CORNER / WORD PLUS CHART**How to use:**

- Use Four Corner vocabulary as a study aid for new vocabulary words, on an index card or a half sheet of paper. Students are going to create four sections: word, definition, visual/picture, and word part or sentence.
- Learning concept: see the word, know the word, visualize the word, and apply the word

(Four Corner sample – Attachment F)

Strategy 8: GRAPHIC ORGANIZER: (MAIN IDEA / SENTENCE SEQUENCING / WEBBING/ STARBURST/ VENN DIAGRAM)**How to use:**

- An efficient paragraph is made up of a clear main idea, supporting details and smooth transitional phrases. First, the main idea is a statement that identifies what a paragraph is talking about, usually found in the first or last sentence. Lastly, transitional phrases help guide the reader in a smooth way. Knowing these elements will help the writer effectively communicate with the reader.

Teacher worksheet – Attachment G (Starburst sample)
Attachment H (Venn Diagram worksheet)
Attachment I (Sentence Sequencing sample)

Strategy 9: HUH?

How to use:

- Identify a reading assignment that students have already read.
- Ask students to reflect on what they learned from the passage and to identify aspects of the reading that they feel are still unclear.
- Have students use their completed sheet of reflections as an advance organizer for rereading the assignment. During their rereading, they can take notes beside the points and topics they identified as unclear.

(Teacher worksheet – Attachment J)

Strategy 10: K-W-L CHART

How to use:

- Use the K-W-L chart at the beginning of a new unit of study.
- Ask students to fill in what they already know about the topic and what they want to learn about the topic, using the first two columns of the tool.
- You may start the process by asking those questions as part of a class discussion to stimulate students’ thinking.
- At the end of the unit, have students revisit their charts and work on the L column. They should at least answer their W questions. Depending on the nature of the unit, they may also fill in more details about what they learned.

Think about this topic of study: _____

<i>What do I Know?</i>	<i>What do Want to know?</i>	<i>What did I Learn?</i>
<p>Ex: We live on Earth. Earth has land and oceans. Earth has a moon and gravity and air to breathe.</p>	<p>Ex: What are the other planets like? Can people visit other planets? Why are planets there?</p>	<p>Ex: [filled in at the end of unit in answer to the W questions]</p>

(Teacher worksheet – Attachment K)

Strategy 11: MAKE THE BASKETHow to use:

- This strategy can be used, like a rubric, to identify characteristics of a topic. It can be a self-assessment tool for students. Students can use the form to identify steps to be completed or standards of a best work sample. Students can work on this individually or as a group.
- Use this tool to help students see the positive qualities in their own work- work that is completed but not graded yet. Students will need a copy of the assignment directions and rubric or grading criteria.
- Direct students to compare the quality of their own work with the criteria for the assignment. The “basket” metaphor helps them focus on the positive qualities of their work.

(Teacher worksheet – Attachment L)

Strategy 12: PLUS / MINUS or PLUS / DELTAHow to use:

- You can use this strategy as (a) pre-assessment to determine how much students know; (b) during instruction to measure concepts learned and changes to be made; (c) post-instruction as a review before a summative assessment

(Teacher worksheet – Attachment M)

Strategy 13: SNOWBALL FIGHTHow to use:

- This strategy gives students a chance to review the important ideas in class, summarize an important concept, write a sentence identifying the concept, and share the ideas with the class. The snowball comes into play when they crumble the paper into a ball and throw it around the room. The students throw papers around a couple of times then pick up one paper to read. Since they are not reading their own paper, they feel comfortable sharing the ideas.

(Snowball Fight sample - Attachment N)

Strategy 14: WORD SORTHow to use:

- An activity designed to get students actively involved requiring them to use prior knowledge, dictionary skills, and predictions.
- The sorting process links students prior knowledge to the basic vocabulary used in a lesson or unit.
- Instructions: Identify vocabulary words to be studied. Print words large enough to be cut by students. Students will then sort words accordingly.
- Each group will provide an explanation for their categorizing of words.
- There are two types of Word Sorts:
 - Closed Sorts: the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine site vocabulary, corresponding concepts, or word structure.
 - Open Word Sorts: The students determine how to categorize the words, thereby becoming involved in an active manipulation of words.

(No worksheet attached)

Strategy 15: WORD WALL**How to use:**

- A word wall is an organized collection of words prominently displayed in a classroom. This display is used as an interactive tool for teaching reading and spelling. There are many different types of word walls including high frequency words, word families and names.
- Word walls have many benefits. They teach students to recognize and spell high frequency words. Word walls also provide reference support for students during reading and writing activities. Students learn to be independent as they use the word walls in daily activities.

Goals:

- Support the teaching of important general principles about words and how they work
- Foster reading and writing
- Provide a visual map that helps students remember connections between words and the characteristics that will help them form categories
- Develop a growing core of words that become part of a reading and writing vocabulary

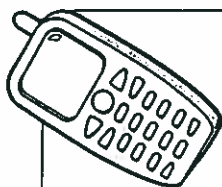
Guidelines:

- Add words gradually, five a week
- Be selective about what words go on the wall
- Make words visible, legible, and accessible
- Do a variety of review activities to provide enough practice so that words are read and spelled instantly and automatically

(No worksheet attached)

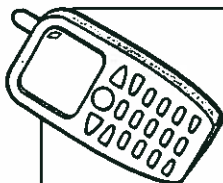
CELL PHONE STUDENT TOOL

Pretend you are going to call a friend tonight about the _____ test.
What advice would you give your friend about what and how to study?



CELL PHONE STUDENT TOOL

Pretend you are going to call a friend tonight about the Introduction to Functions test.
What advice would you give your friend about what and how to study?



Be able to define
function
ordered pair
domain
range
slope
intercept

Study these definitions from the book and make up your own examples.

Practice graphing ordered pairs.

- Practice calculating slope and intercept and writing equations.
 - Use the Extra Practice problems at the back of the book.
 - Make up two points and draw a line. Calculate the equation.
- Do this until it gets easy.

The Rime of the Ancient Mariner
Cloze Test
Review

On his way to a __1__, a young man is stopped by an Ancient __2__ who insists on relating a strange tale of adventure at __3__. The __4__ reveals that years ago he had sailed from his home to the __5__ and beyond. While the __6__ lay becalmed near the Pole, he shot an __7__ which had been following the vessel. Initially praised by his __8__, the __9__ is eventually reviled because the deed seems to be bad __10__; the __11__ is hung about his neck. A __12__ ship, carrying two figures, approaches the __13__'s vessel; __14__ and Death-in-Life play __15__ for the __16__, and the latter wins. The other crew members aboard the ship __17__, but the __18__ lives on. Alone, he contemplates the heinous __19__ he has committed. Noticing the beauty of the sea __20__ following the boat, he __21__ them. Almost immediately, the __22__ picks up, the ship sails forward, and a band of __23__ descend to inhabit the dead crew, aiding the __24__ to return to his homeland, where his ship goes down. He is rescued, but is compelled to tell his story to others as __25__ for his deed.

Word Bank

Albatross (2)
Blesses
Creatures
Crime
Death
Dice
Die
Luck
Mariner (7)

Penance
Sea
Ship
Shipmates
South Pole
Spectral
Spirits
Wedding
Wind

FORMATIVE ASSESSMENT STRATEGIES FOR EVERY CLASSROOM

DO-OVERS
STUDENT TOOL

Assignment: _____

Grade: _____

Reflect on the test or assignment listed above.

If you had it to do over again, what would you do differently?

Would you like a chance to do it over?



Exit Slips

Write one thing you learned today.

Name _____

Describe one topic that we covered today that you would like to learn more about.

Name _____

****SOME CONTRIBUTIONS INCLUDED**

REPORTED ROADS	IMPROVED WATER SUPPLY
MADE CHAMORRO-ENGLISH DICTIONARY	SET UP A NURSERY FOR PLANTS
SET UP A PHONE SYSTEM	ESTABLISH MARIA SCHROEDER HOSPITAL
SEPARATED REPTILE PLANTS FROM COMMUNITY	IMPROVED GUAM'S JUDICIAL SYSTEM
IMPORTED ICE FROM NIHAUA	IMPROVED SCHOOLS
GENERATED ELECTRICITY FOR RADIO AND LIGHTS	BUILT WATER RESERVOIR
IMPROVED SEWAGE SYSTEM	BROUGHT THE FIRST MARIANOS TO GUAM
STARTED THE INSULAR FORCE	BUILT THE FIRST BANK OF GUAM
IMPROVED COURTESY	APPROVED THE GUAM FLAG
ORGANIZED SYSTEM FOR SCHOOLS	U.S. CITIZENSHIP FOR CHAMORROS

AMERICAN

SPANISH

VISUAL

(First Flap opened)

* Positive Contributions to Guam - first flap title.

POSITIVE CONTRIBUTIONS TO

GUAM

***SPANISH & AMERICAN GOVERNORS**

AMERICAN

SPANISH

VISUAL

(Front)

Foldable (Sample)

Four Corners

WORD

HUMOROUS

DEFINITION

Having or showing the faculty of humor
droll, facetious.

SENTENCE

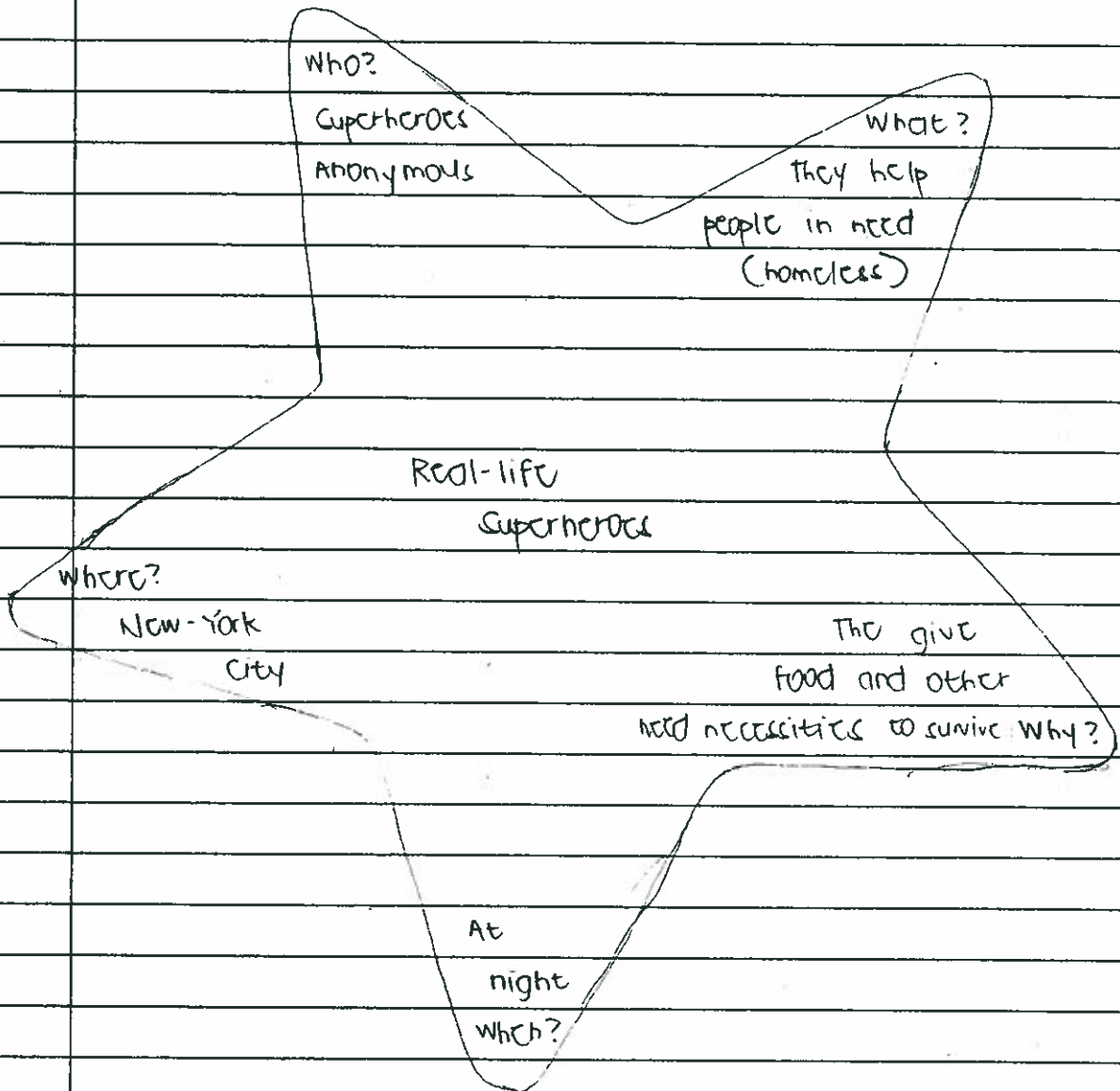
Humorous pictures are meant to be seen
and displayed, not be kept and stored
away from human eyes.

PHOTOGRAPH



Attachment: F

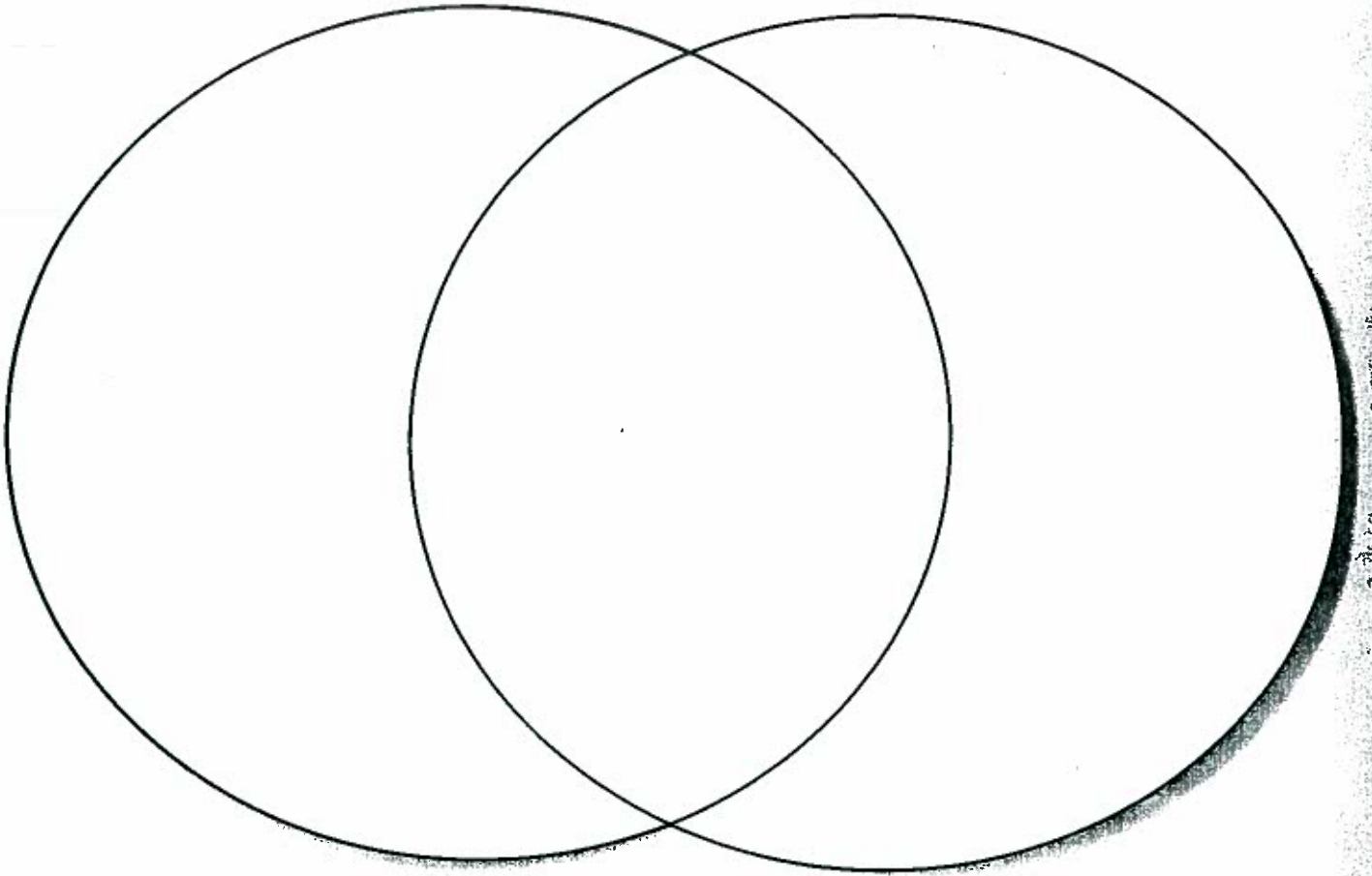
→ Starburst ←



Apply It

- ▶ Study the subjects that you will compare. Identify ways that they are similar and different. List these similarities and differences in the Venn diagram.
- ▶ Then think about the similarities and differences and write the first draft of your thesis statement.

Venn Diagram



THESIS STATEMENT:

Sentence Sequencing

Framing is another technique photographers use to direct the viewer's attention to the primary subject of a picture.

An element used as a frame should not draw attention to itself.

Undesirable foreground can be eliminated by moving closer to the subject.

The background should be subordinate to the main idea in both tone and interest.

The greatest emphasis of shape is achieved when the shape is silhouetted.

Contrast in photographic composition is an effective means of directing the viewers' attention to the center of interest.

Colors with opposite characteristics contrast strongly when placed together.

When a scene contains mostly dark tones or colors, it is low-key.

High-key color pictures contain large areas of light desaturated colors (pastels) with very few middle colors or shadows.

Generally, harsh black shadows are undesirable in a photograph due to the loss of detail in them.

HUH?
STUDENT TOOL

Huh?

I just read _____

Here are three things I didn't understand completely:

(1) _____

The part I didn't understand was _____

(2) _____

The part I didn't understand was _____

(3) _____

The part I didn't understand was _____

Reread the assignment.

Use this page as a bookmark. Take notes on your three topics.

Notes

FORMATIVE ASSESSMENT STRATEGIES FOR EVERY CLASSROOM

K-W-L CHART
STUDENT TOOL

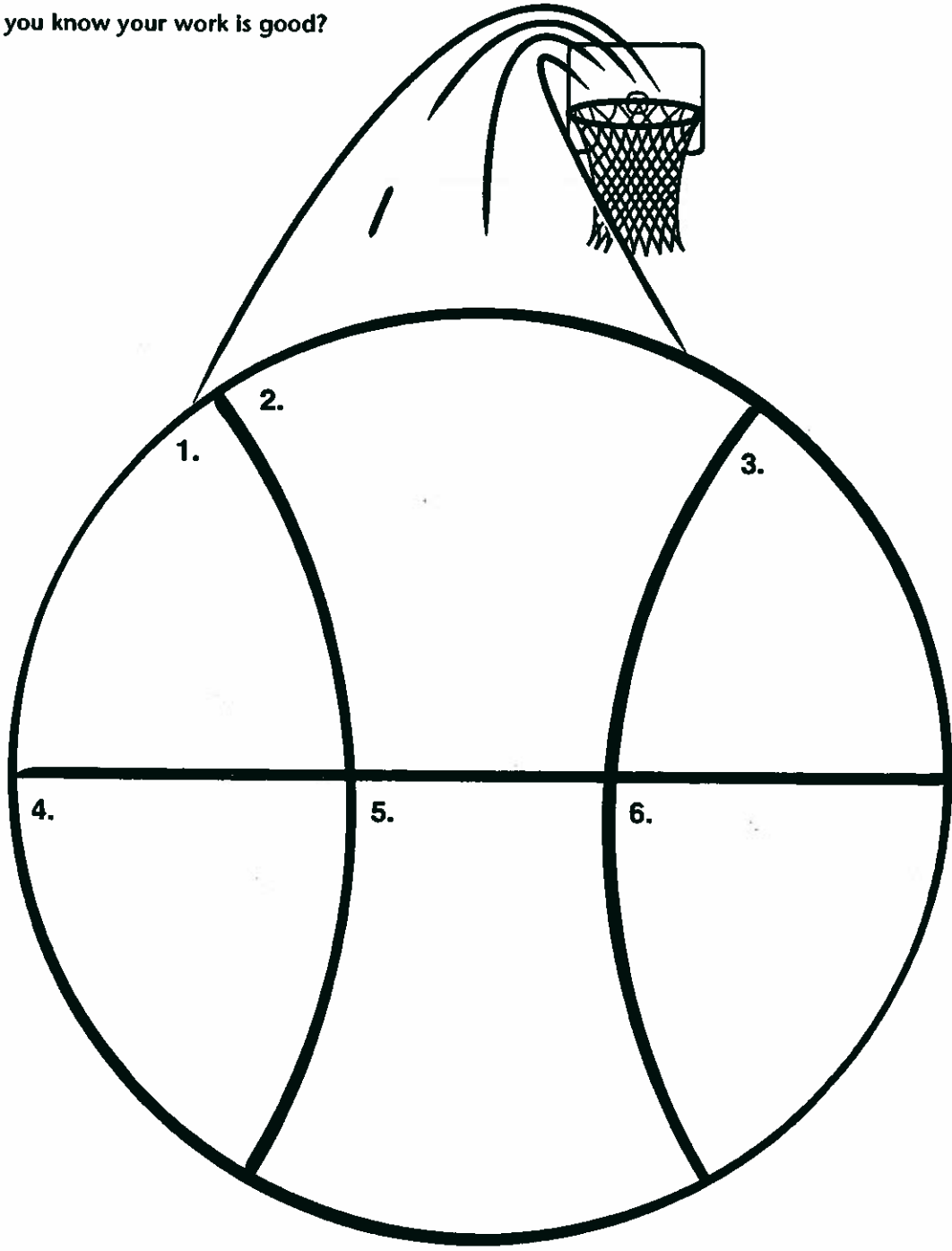
Think about this topic we will study: _____

What do I Know?	What do I Want to know?	What did I Learn?

EVIDENCE BASKET
STUDENT TOOL

Assignment: _____

How do you know your work is good?



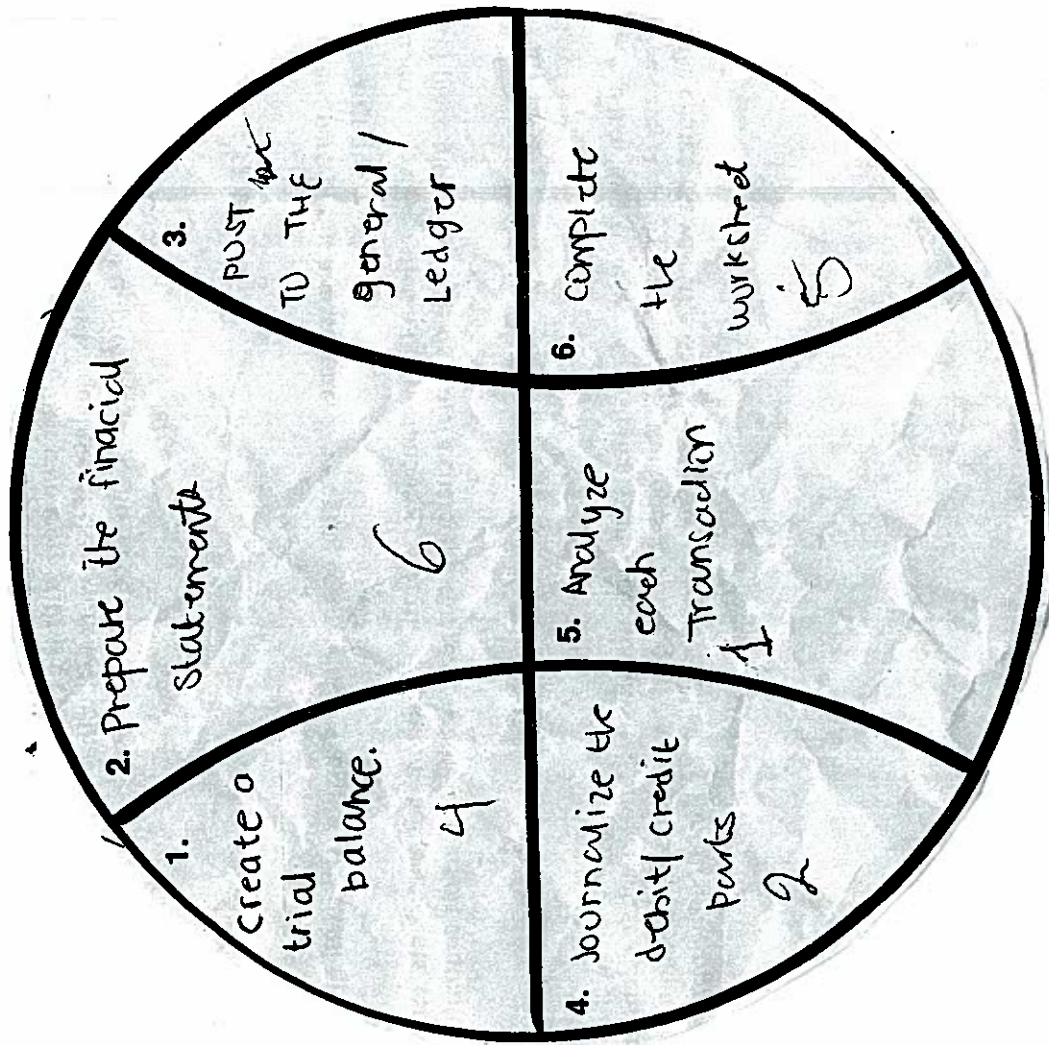
PLUS / MINUS

Based on the lesson, students can write important points made with which they agree (PLUS); or important points with which they do not agree (MINUS).

Example: Subject: Geography
Teacher calls out state capitals and students put the names of the capitals under the PLUS column or if it's not a capital it will go under the MINUS column. Column headings are based on teacher preference.

TOPIC: _____

PLUS	MINUS



After student completes basketball worksheet, it is crushed into a ball.

Snowball Fight