May 17, 2012 Meeting of CSILT assessment group

L.J., Daisy, Lee Carroll, Lee Rabine, Alethea Daniels, Jason Debus, Lee Corey, Karen, from Zama.

*Dr. Debus*: We should be getting a Terra Nova report soon. It “compares us against US schools.” (Note: Which U.S. schools take Terra Nova?)

*Dr. Debus*: Data will come from the writing rubric, but it may be scanty. (I don’t remember what this refers to.)

*Lee Rabine:* There is the possibility of a third pull-out day on June 8 for CSILT or Next Steps.

General discussion: We should do a classroom portfolio plus a common writing prompt in seminar four times a year. Dr. Carroll suggested that grading pairs should follow a cohort group of writers.

We need to create a set of examples and demonstrate various levels of mastery. Lee Corey noted that anchor papers can be found “on the website.” She did not specific which website.

Karen took notes but had not sent them as of May 22.

It was mentioned that rubrics can be as simple as post-it notes.

Ms. Rabine said that all students should journal at the beginning of each hour. Not all six traits have to be graded in any one piece.

My unasked question: How is the local assessment going to be reflected on PSAT or Terra Nova scores? Which scores are more likely to be publicized? (My line of logic here was that if we want to show our progress front and center, we should adopt writing goals that can be documented in the PSAT writing test, which is seen by the Yokota team at least as not indicative of Big Six (or which iteration we’ve adopted) goals.

The question of how other departments will find time and ability to assign or teach essays was not addressed other than to offer professional development given by Lee Corey.

The May 12 writing piece is for practice and to turn into professional development.

The Sept. 2012 test will be an official baseline, and the final for the year will be in April of 2012.

*To do:* Write script and/or directions for students and teachers for May 31. Duplicate tests, keys, and directions, organize for distribution.

Increase study of transitions and voice. Have students self-assess more.