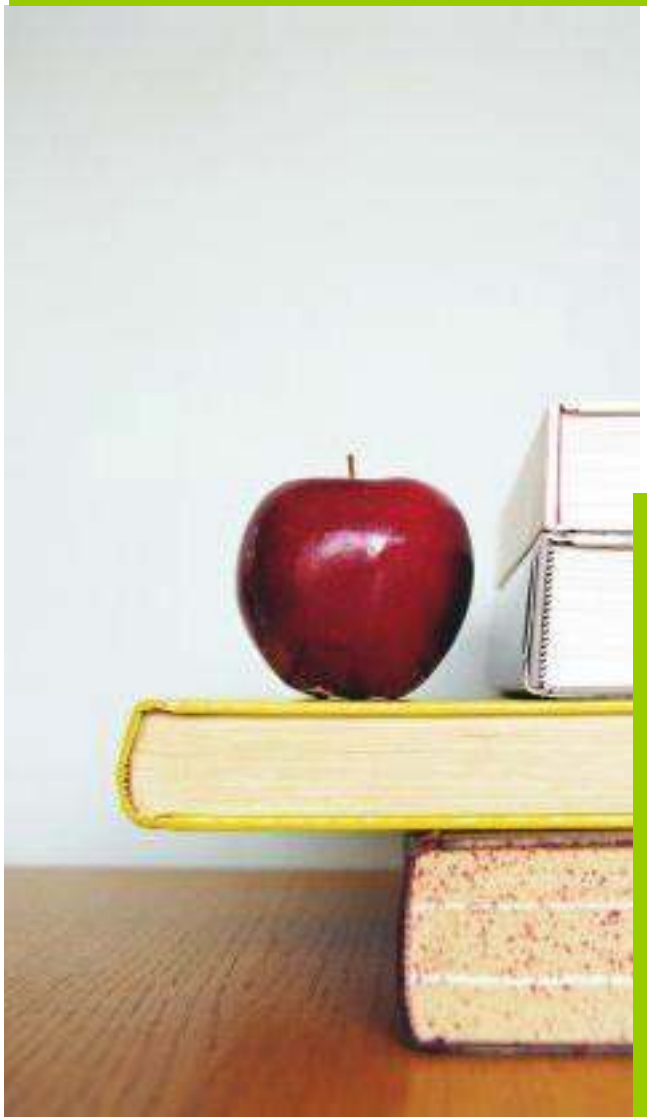
Greater Albany Park Education Coalition [GAPEC]



Greater Albany Park Education Coalition [GAPEC]
2008-2009 Content Area Tenets & Assessments Framework.
Developed at the GAPEC Summer Institute- August 2008

APNC

GAPEC Includes: Albany Park Multicultural Academy, Bateman Elementary School, Thurgood Marshall Middle School, Volta Elementary School, and Roosevelt High School.

A project of the Albany Park Neighborhood Council
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Background of Tenet & Assessment Identification Process:

During the 2007-2008 school year, the Greater Albany Park Education Coalition (GAPEC) engaged over 60 Albany Park English, math, social studies, and science teachers from Roosevelt High School and four feeder schools. Throughout the course of the year teachers met and began to create a culture of collaboration by sharing curriculum information and planning joint social and academic activities between Roosevelt High School and its feeder schools' students. Towards the end of the school year GAPEC teachers agreed to meet during the summer to establish area wide tenets around the aforementioned content areas. This convening was known as the "GAPEC Summer Institute 2008". Teachers broke up into content areas and derived the tenets and assessments they defined as important in order to ensure a smooth academic transition between 8th and 9th grade, and to better prepare students for high school.

Following the process of defining tenets, the content area groups created skeleton assessments for each tenet. The actual assessments will be crafted throughout the school year by the content area teachers. These assessments will serve as a tool across content area teachers for the upcoming year to meet and compare success rates. Successful practices will be shared with the goal of duplicating successful results as much as possible. Additionally, teachers will be asked to take part in a qualitative evaluation of the process as the project moves forward.

The chart to the right illustrates the general GAPEC Assessment process that content areas utilized during the summer institute. What follows is the documentation of each content area's tenets and skeleton assessments.

For more information about GAPEC's evaluation process for the upcoming year, contact Demian Kogan at the Albany Park Neighborhood Council to receive a copy of GAPEC's evaluation framework. [E-mail: demian@apncorganizing.org, Phone: 773-583-1387 x 203].

GAPEC ASSESSMENT

Content Area: 7th-9th Grade: English/Language Arts

1. **What** do we want students to be able to achieve by 8th grade graduation?
   - Tenet 1
   - Tenet 2
   - Tenet 3

   [Based on Illinois State Standards and other considerations.]

2. **How** will students achieve Tenent 1?

   By the end of 1st quarter, students need to be able to do "x" to achieve Tenet 1.

3. **Assessment:** How well can our students achieve "x"?

   Compare, Contrast, Discuss: Review tests, student work, other indicators.

[Teachers decide on one common measure to evaluate student progress on each tenet and administer throughout developed time frame.]

	Indicators
Joint Measure Results from School/Teacher A:	90% Success Rate
Joint Measure Results from School/Teacher B:	63% Success Rate
Joint Measure Results from School/Teacher C:	72% Success Rate

Reflective Practice:
See sample discussion questions on previous page.

Discussion Goal:
Share best practices and maximize success rates across all schools.

2008-2009 GAPEC Content Area Tenets

Created at the GAPEC Summer Institute: August 20, 2008

Content Area	Tenet 1	Tenet 2	Tenet 3
English	Students can demonstrate appropriate grade-level grammar.	Students will utilize the writing process across all writing genres.	
Math	Students should be able to work with patterns, tables, graphs, and equations.	Application problem solving in a variety of small group settings.	Students will properly use technological resources in math instruction.
Social Studies	Collect and organize text in Cornell notes format.	Respond to a written prompt in a 5 paragraph essay that includes a clear statement with arguments supported by evidence.	Read, analyze, and draw conclusions from charts, graphs, and maps.
Science	Scientific Inquiry/ Scientific Method: Participate in class, school, area science fair. (Rubric)	Read, Interpret, and Comprehend Science Text: Students will present a segment of scientific text (orally, visually, PowerPoint etc.) using limited quotes from text. (Rubric)	Interpret and Comprehend Graphical Representations: Students to analyze variety of data representations (graphs, tables, charts).

The Following pages include each content area's skeleton assessment relative to each tenet.

Working Tenets into Assessments

English / Language Arts

GRADE LEVEL: 6-9

TENET # 1: Students can demonstrate appropriate grade- level grammar.

TARGET TIME PERIOD:	1st Q	2nd Q	3rd Q	4th Q
What is the specific <u>focus</u> of this TENET for this target time period?	Common writing errors	Parts of speech/ subject-verb agreement	Sentence structure/punctuation	co-ordination/sub-ordination review
What will our <u>assessment</u> look like?	Pretest/ post-test	Pretest/ post-test	Pretest/ post-test	Pretest/ post-test
How will we help our students master the skills needed for this assessment?	Writers' Workshop - Mini-lessons - Conferencing - Peer-editing	Writers' Workshop - Mini-lessons - Conferencing - Peer-editing	Writers' Workshop - Mini-lessons - Conferencing - Peer-editing	Writers' Workshop - Mini-lessons - Conferencing - Peer-editing
Target Meeting Date				

English / Language Arts

GRADE LEVEL: 6-9

TENET # 2: Students will utilize the writing process across all writing genres.

TARGET TIME PERIOD:	1st Q	2nd Q	3rd Q	4th Q
What is the specific <u>focus</u> of this TENET for this target time period?	Introduce writing process elements Emphasis on Brainstorm and drafting	All writing process elements Emphasis on editing	All writing process elements Emphasis on revision	All writing process elements Emphasis on publishing
What will our <u>assessment</u> look like?	First draft of any genre accompanied by brainstorming	Edited rough draft -edits highlighted	Revised draft -edits highlighted	Published paper -all components of process included
How will we help our students master the skills needed for this assessment?	- Modeling - Guided practice Use of color-coding - Writers' workshop	- Modeling - Guided practice Use of color-coding - Writers' workshop	- Modeling - Guided practice Use of color-coding - Writers' workshop	- Modeling - Guided practice Use of color-coding - Writers' workshop
Target Meeting Date				

Social Studies

GRADE LEVEL: 7-9

TENET #1: Collect and organize information from text in Cornel Notes Format.

TARGET TIME PERIOD:	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
What is the specific <u>focus</u> of this TENET for this target time period?	Student can identify all essential parts of effective Cornell Notes	Students can independently complete a Cornell notes page from a text that includes essential elements.	Students continue using format while adding a variety of additional connections.	Students' note-taking is independently done and shows depth and judgment.
What will our <u>assessment</u> look like?	Cornell Notes Page taken from text graded with rubric.	Cornell Notes Page taken from text graded with rubric.	Cornell Notes Page taken from text graded with rubric.	Cornell Notes Page taken from text graded with rubric.
How will we help our students master the skills needed for this assessment?	Templates Modeling Rubric Provided Step Building Peer Review			
Target Meeting Date	Communication by First Class	Week 1	Week 1	Last Week of School

Social Studies

GRADE LEVEL: 7-12

TENET # 2: The students will be able to respond to a prompt in a five paragraph essay that includes a clear thesis statement with arguments supported by evidence.

TARGET TIME PERIOD:	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
What is the specific <u>focus</u> of this TENET for this target time period?	Write a thesis statement writing complete sentences with support.	Write complete paragraphs with support that match the thesis.	Write a 3-5 paragraph essay.	Write a 3-5 paragraph essay with elaboration and detailed support.
What will our <u>assessment</u> look like?	Written thesis statements from various prompts.	Written paragraph from a prompt assessed with rubric.	Written essay from a prompt assessed with rubric.	Written essay from a prompt assessed with rubric.
How will we help our students master the skills needed for this assessment?	Modeling Integration Small group Discussion Peer Editing	Modeling Integration Small group Discussion Peer Editing Self-editing	Modeling Integration Small group Discussion Peer Editing Self-editing	Modeling Integration Small group Discussion Peer Editing Self-editing
Target Meeting Date	Communication by First Class	Communication by First Class	Communication by First Class	Week 1

Social Studies

GRADE LEVEL: 7-9

TENET # 3: The students will be able to read, analyze, and draw conclusions from charts, graphs, and maps.

TARGET TIME PERIOD:	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
What is the specific <u>focus</u> of this TENET for this target time period?	Identify parts of maps, charts and graphs.	Identify parts of maps, charts and graphs after reading a selection and analyzing multiple elements.	Draw conclusions from various maps, charts, and graphs.	Draw conclusions after reading and analyzing multiple maps, charts, and graphs.
What will our <u>assessment</u> look like?	Short answers after analysis of maps and charts focusing on identifying parts. Quiz	Combination of maps, charts, and graphs with analysis questions. Rubric	Combination of maps, charts, and graphs with evaluation questions. Rubric	Combination of maps, charts, and graphs with Analysis and evaluation questions that combine elements. Rubric.
How will we help our students master the skills needed for this assessment?	Samples Groups work Rubric Map drawing			
Target Meeting Date	Communication by First Class	Week 1	Week 1	Last week of year.

Math

GRADE LEVEL: 7-8

TENET # 1: Students should be able to work with patterns, tables, graphs, and equations.

TARGET TIME PERIOD:	Semester 1	Semester 1		
What is the specific <u>focus</u> of this TENET for this target time period?	Introduction of algebra concepts.	Students will be able to work with patterns, graphs, tables, equations, slopes, intercept.		
What will our <u>assessment</u> look like?	Teacher created assessments that demonstrate theme skills.	Extended Response Math Benchmark Tests Chapter/Unit tests M/C Short Answer		
How will we help our students master the skills needed for this assessment?	Differentiate instruction Small Groups One on one/ small group/peer tutoring	Differentiate instruction Small Groups One on one/ small group/peer tutoring		
Target Meeting Date	January	January		

* These tenets apply for the entire year. The GAPEC Math content area will convene in January as a check in with the assessments. These tenets reflect mastery in this area by 8th grade graduation.

Math

GRADE LEVEL: 7-8

TENET # 2: Application problem solving in a variety of small group settings.

TARGET TIME PERIOD:	Semester 1	Semester 1	Semester 1	
What is the specific <u>focus</u> of this TENET for this target time period?	Students will extract important information.	Students will perform multi-step problems.	Students will be able to work in small groups	
What will our <u>assessment</u> look like?	Teacher created assessments that demonstrate theme skills.	Extended Response Math Benchmark Tests	Chapter/Unit tests M/C Short Answer Performance assessments	
How will we help our students master the skills needed for this assessment?	Differentiate instruction Small Groups One on one/ small group/peer tutoring	Differentiate instruction Small Groups One on one/ small group/peer tutoring	Differentiate instruction Small Groups One on one/ small group/peer tutoring	
Target Meeting Date	January	January	January	

* These tenets apply for the entire year. The GAPEC Math content area will convene in January as a check in with the assessments. These tenets reflect mastery in this area by 8th grade graduation.

Math

GRADE LEVEL: 7-8

TENET # 3: Students will properly use technological resources in Math instruction.

TARGET TIME PERIOD:	Semester 1	Semester 1	Semester 1	
What is the specific <u>focus</u> of this TENET for this target time period?	Students will be able to add, subtract, multiple, and divide using a scientific calculator.	Students will be able to perform operations using decimal, square root, and exponent keys using a scientific calculator	Students will be able to graph data in excel spreadsheets.	
What will our <u>assessment</u> look like?	Assessment in accordance with calculator. Teacher created assessments that demonstrate theme skills.	Assessment in accordance with calculator.	Data organized in excel documents.	
How will we help our students master the skills needed for this assessment?	Differentiate instruction Small Groups One on one/ small group/peer tutoring	Differentiate instruction Small Groups One on one/ small group/peer tutoring	Differentiate instruction Small Groups One on one/ small group/peer tutoring	
Target Meeting Date	January	January	January	

* These tenets apply for the entire year. The GAPEC Math content area will convene in January as a check in with the assessments. These tenets reflect mastery in this area by 8th grade graduation.

Science

Tenet 1: Students will know, apply, and implement the scientific method.

Assessment: All students will work individually or with a partner on a science fair experiment to be presented in class, school, and or area science fair. Students will be evaluated on their level of competency of applying the scientific method using a rubric developed by members of the GAPEC Science Teachers team. Member of the team will submit components of the rubric that evaluates the following:

- Ask a Question
- Do Background Research/Write a 3-5 page review of literature
- Construct a hypothesis
- List of materials and procedure
- Test the hypothesis by doing an experiment
- Analyze data and draw a conclusion
- Communicate results

A combination of the elementary school and high school rubric for the Chicago Public school science fair rubric will be utilized.

Time Frame: first Semester 08-09 school year.

Tenet 2: Students will demonstrate their comprehension of science text by presenting their understanding in an oral or visual presentation.

Assessment: All students will work individually to give a presentation of their comprehension of a science text. Students will be given information from a science text on a topic provided by the teacher on a unit of study. After reading the selection students will present to the class their understanding of the text.
Rubric to be determined by the GAPEC science team

Time Frame: Assessment to be completed by the end of the third quarter.

Tenet 3: Students will synthesize and analyze tables, charts, and graphs related to science literature.

Assessment: Students will be given a multiple-choice test of five science items about tables, charts, and graphs. Tables, charts and graphs will be related to environmental science. All students will be given a similar test to determine students understanding of data representation (graphs, tables, and other schematic forms)
http://www.actstudent.org/testprep/descriptions/scidescript.html
Data Representation (38%): This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as graph reading, interpretation of scatter plots, and interpretation of information presented in tables, diagrams, and figures.

- Recognize and understand the basic features of, and concepts related to, the provided information
- Examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed
- Generalize from given information and draw conclusions, gain new information, or make predictions.

The above information was taken from the ACT Science Test Objectives/goals please refer to the website provided. Modified test items will be given to students related to their units of study, possibly environmental science.

Time Frame: Students will be given an assessment (pre-test) during the first semester and another during the third quarter (post-test).