



WOODRIDGE
SCHOOL DISTRICT 68

Office of Teaching and Learning

Assessment & Grading Task Force Talking Points

From: February 16, 2016 Meeting

- The Assessment and Grading Task Force met on Tuesday, February 16, 2016.
- The Task Force meets monthly to develop a shared understanding for the purposes and uses of assessment and grading in the classroom.
- During our second meeting, we reviewed the overarching purpose of the committee, which is to 1) Build a common language and understanding of the purpose of assessment, 2) Develop a systematic professional development plan, as related to assessment, for the entire district, and 3) Strategically address the current areas of opportunities/shortcomings of our current grading and assessment processes.
- After looking closely at the impact of different educational influences on student achievement during our first meeting, we created WOOP goals and shared those goals at the beginning of the meeting to connect our prior learning to future learning.
- Our learning targets for the meeting included, "I will articulate my thoughts and new understandings as related to the assessment process," and "As a committee, we will reach consensus on the non-negotiables as related to the assessment process."
- Prior to the meeting, the Task Force read two articles, *Assessment to Promote Learning: Helping Students Understand Assessment* by Jan Chappuis and *Informative Assessment: Changing Classroom Practice* by Dylan Wiliam.
- To reach our learning target, we discussed several questions through a variety of structures, including Placemat Consensus, Stand Up, Hand Up, Pair Up, and Carousel Review. The questions included:
 - After reading the articles, how would you redefine 'formative assessment' for colleagues who see 'formative assessment' as a collection of techniques like exit slips, quick writes, and common assessments?
 - What makes student ownership of learning targets and success criteria such a challenging task for many educators?
 - What role does strategic planning of learning tasks play in providing feedback?
 - Why are student self-assessment and peer-assessment such important components of an effective lesson?
 - In isolation, the classroom practices suggested in the readings seem simple to implement but executing them together as a seamless process is very difficult. Why is this so?
 - How would you describe the connections between the readings and the District 68 F.O.C.U.S acronym?
- Based on the readings, the Task Force developed several non-negotiables as related to the assessment process and paired those with our current reality.
- The articles mentioned above and the presentation slides are available on the D68 Curriculum Weebly. The Task Force will meet next on Tuesday, March 8 from 12:30-3:00pm at the Professional Development Center.