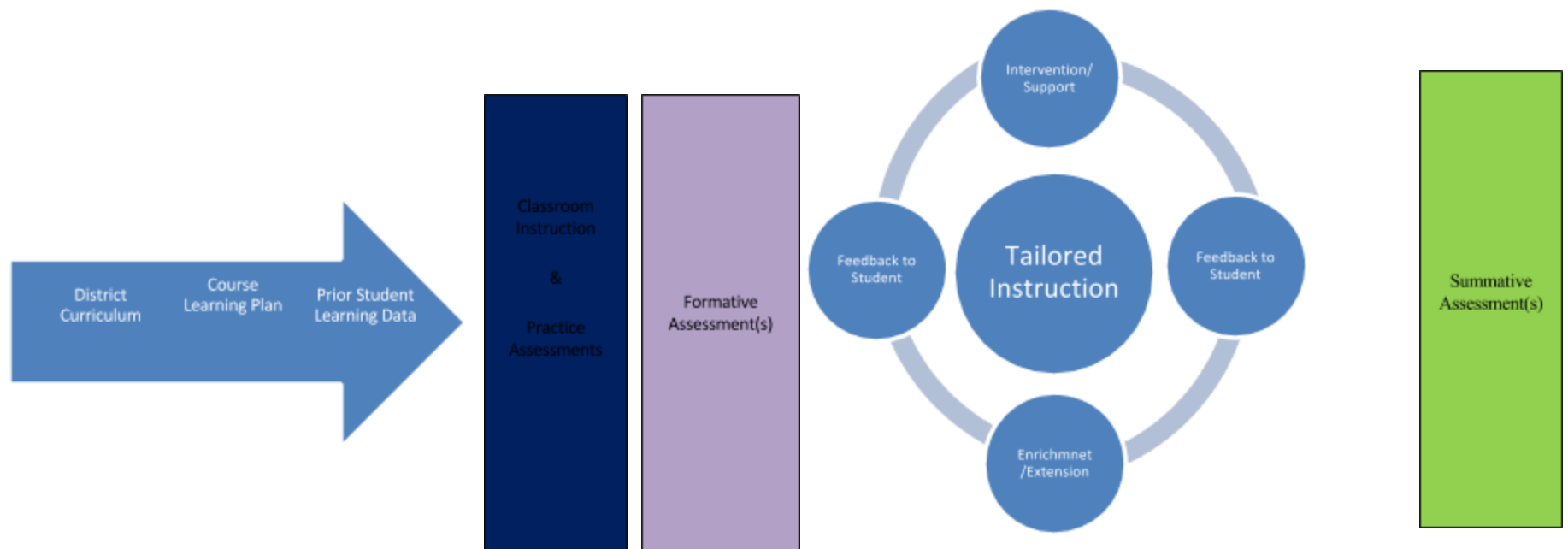


Swallow's Instruction & Assessment Cycle to Ensure Student Growth

At Swallow, teachers plan for instruction using the District's curriculum which provides a learning plan for each course. This, coupled with student assessment data from many sources, informs planning for initial classroom instruction for a unit or topic. During the course of a unit or study of a topic, teachers commonly use three different types of assessment, **Practice, Formative and Summative**, to determine a student's proficiency in meeting or exceeding learning targets for a course.

Teachers strive to ensure expectations are clear to all students and encourage self-assessment by sharing learning targets and scoring rubrics. For most units of study or topics, teachers will assess students using all three different types of assessments multiple times because repeated practice and assessment provides more evidence of progress and levels of learning.



Practice:

Practice is used as a part of the instructional process to review and reinforce newly acquired skills or knowledge. This is an opportunity for students to work with newly acquired knowledge and skills to develop an understanding of new content, often in the presence of the teacher and then again independently for further practice. While teachers track practice, it is not included in the calculation of final grades.

Examples of Practice:

Math: daily classwork, math journal pages, math games

Science: labeling of diagrams, using texts to identify and define vocabulary

Reading Language Arts: skill development through whole group modeling, partner talks and classroom discussions

Social Studies: using texts to complete note templates, labeling diagrams and maps

Art: demonstrations and discussions incorporating newly learned skills

Music: introducing sections of a song, defining music vocabulary, classroom discussions

Physical Education: journal entries, daily skill practice, defining unit vocabulary, introduction to game rules

Formative Assessments: Formative Assessments are used as part of the instructional process and are essential for both teachers and students. Student performance on formative assessments provides valuable feedback to students to help them monitor their own learning and to teachers to inform next steps with instruction. Formative assessments account for 10% of a student's final course grade.

Examples of Formative Assessments:

Math: developing skills checks, quizzes

Science: experiments and labs, using models

Reading Language Arts: concept map, quick write on a topic

Social Studies: drawing concept maps to represent understanding of a topic, use a map to identify specific locations

Art: application of newly acquired skills

Music: respond to a song through a written description, identify and describe compositions, small group performances

Physical Education: perform fitness activities and record data

Summative Assessments:

Summative Assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project or unit of study. Student performance on summative assessments provides valuable feedback to students to help consider areas for continued learning and to teachers to inform next steps with instructional planning for the next unit of study. Summative assessments account for 90% of a student’s final course grade.

Examples of Summative Assessments:

Math: unit tests, evaluate formulas, create and evaluate graphs, using accurate calculations

Science: unit tests, lab reports, create and analyze models

Reading Language Arts: final papers, comprehension questions, complete graphic organizers, participate in a debate

Social Studies: unit tests, presentations, evaluate data and produce graphs,

Art: completion of a final art project including student self-critique

Music: final performance and evaluation, comparison of compositions using criteria

Physical Education: sports skills testing, creation of a fitness plan, skills critique