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September 10, 2012
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Effective PLC teams use test data to help them focus on the learning, the main purpose of the PLC. Data disaggregation is the lens that zooms in on the needs of the campus, the department, and the individual student. According to BI SD's "Portrait of a Graduate" each graduate must possess a rigorous and extensive foundation in core academic areas...Each PLC must use data to ensure that students who are not learning receive support, and those who have already mastered the

content be provided opportunities to extend their learning through differentiated instruction. Viewing data is an essential component of the PLC for continuous improvement.

(BI SD, Curriculum Management Plan, 2012)

- **Create assessments that provide measureable results.**

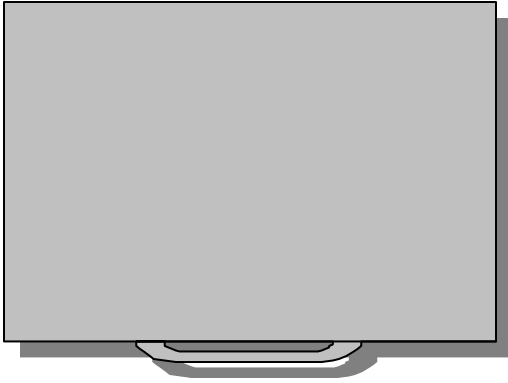
PLC teams have already begun creating Common Based Assessments. CBAs are necessary because they help teachers identify individual needs of students, proved teaching strategies and

structures, and program concerns. They are one part of the overall assessment needed for effective learning. When a team creates a CBA the members must consider the following:

tion level of thinking?

- Are all the answer stems similar in length?
- Do the distracters look like plausible answer choices?
- Are there at least three to five answer choices?

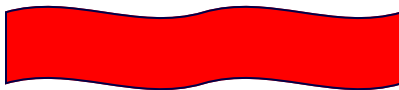
Remember to reflect on the CBAs as a team. Create strong assessments that paint the best picture to aide learning.



- Is each question standard driven?
- Is a standard overemphasized while others are left out of assessment?
- Does every question reach at least the applica-



## Examples of Formative Assessment



This assessment structure allows the students to get out of their chairs and move to an answer choice. The teacher will designate each corner of the room as one of the answer choices "A,B,C or D". The teacher will provide the question stem with the answer choices on an overhead screen. Once a student determines his/her answer, they will walk to the corner that matches their answer. A student will count how many are in his/ her corner and report to the teacher. The teacher will then have an idea of how many students know or do not know the answer.

Another way to use the Four Corners structure is to designate each corner as "Highly Agree, Somewhat Agree, Somewhat Disagree, and Highly Disagree". The teacher will place statements on the overhead screen. Once a student determines how he/she agrees with the question, he/she will move to the appropriate corner. The students in the corner must discuss their positions and concede on a rationale for their decision. A member of the corner will report the rationale to the class. Find the statements from the unit's generalizations and guiding questions. You may want to use this structure before a unit of study begins.



