Achievement Teams Reflection Form

Accountability

Every person needs to actively participate in AT by:

\_\_\_following AT steps

\_\_\_ bringing student tests/samples each week

\_\_\_ contributing to lesson ideas

\_\_\_ asking questions or asking for clarification

\_\_\_offering suggestions

\_\_\_adhering to the social contract

Jobs

Facilitator- Guides the group through the AT process (using this form)

Recorder- Records group responses on the forms

Coordinator- Sends reminder emails to group and shares forms with group and admin.

CKH- Affirms, helps with “mood,” references social contract (if necessary)

\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level

\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

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| Creating a Pre/Post  Common Formative Assessment (CFA)  \*Your CFA and Performance Criteria Doc will need to be shared by the Coordinator with admin.  Step 1: Focus  \_\_\_ Decide upon an AT focus🡪 upcoming standard (or part of a standard)  Step 2: Unwrap the standard  \_\_\_ Access “Deconstructed CC Standards w/ DOK Levels” on Teacher Resource Page to determine DOK range/ cognitive level(s) of the standard  **OR** unwrap it as a group:  \_\_\_ Locate the verbs (middle column on chart)  \_\_\_ Determine the standard concepts  \_\_\_ Use Hess’ Cognitive Rigor Matrix to determine the DOK range/ cognitive level(s) of the standard  Step 3: Create CFA  \_\_\_ Create appropriate test questions using the document “Assessment Type using Cognitive Rigor”  Step 4: Performance Criteria/ Team Doc with “Specifics”  \_\_\_ Create a rubric or determine performance criteria for what an “Exceeding Learner,” “Achieving Learner,” “Progressing Learner” and “Beginning Learner” looks like;  Certain number correct? Use of certain elements?  \_\_\_ Set pre-test and post-test dates  \_\_\_ Determine amount of time to take the test  \_\_\_ Agree upon common language for the pre-test for students who struggle such as, “This is a pre-test, just try your best. You will get to retake the test again later” or predetermined hints🡪“Think about the chant.”  Reminders:  \*Your pre-test will be used as the post-test, so do not review answers with the class. | Pretest Cycle  \*Online template needed for this step. Coordinator shares a copy of the master with the group and admin.  \*Bring pre-tests to the meeting  Step 1: Data Assembly- PRIOR to meeting  \_\_\_ Assessments are graded according to the pre-determined performance criteria  \_\_\_ Scores are inputted for each student (teacher tab on template)  \_\_\_ Step 1 of template is filled in by each teacher  \_\_\_ Assessments are grouped according to performance level  Step 2: Analysis  \_\_\_ Teachers look over their samples to determine what students “can do” and “struggle with” for each performance level  Step 3: SMART goal  \_\_\_ Each teacher decides how many students they think will move to the “Achieving” level (or “Exceeding”) from “Beginning” and “Progressing” by the post-date  \_\_\_ Calculate and fill-in SMART goal on template  Step 4: Strategy(ies)  \_\_\_ Determine Next Learning Steps for each performance level (use First, Next, Then if applicable)  Ex. If students write simple sentences, next step might be write extended sentences using conjunctions  \_\_\_ Determine Instructional Strategies that will directly target what students “struggle with” for each performance level (reference Effective Strategies document)  \_\_\_ Model exactly what teacher says/does and what teaching tools are needed to ensure uniformity |

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| Review Cycle- A little out of order on purpose  \*Bring student work samples to share  Step 1: Data  \_\_\_ Look over how many students teachers determined would be at the “achieving” level (or higher) by the post-test and confirm that teachers would like to keep this number  “Yes, we’re making progress!”  “No way! I aimed too high/too low.”  Step 3: SMART goal  \_\_\_ Revise SMART goal percent (if necessary)  Step 2 & Step 4: Analysis/ Strategy(ies)  \_\_\_ Celebrate success! Look at specific student samples to share what students are able to do now  \_\_\_ Discuss what’s working with the strategy  \_\_\_ Share something new that was tried and worked  \_\_\_ What’s not working? What’s difficult?  \_\_\_ Clarify how to best use/implement the strategy; model (if necessary)  \_\_\_ Seek help for specific students if the strategy is not working for child | Post-test Cycle  \*Bring post-tests to the meeting  Step 1: Data Assembly- PRIOR to meeting  \_\_\_ Assessments are graded according to the pre-determined performance criteria  \_\_\_ Scores are inputted for each student (teacher tab on template)  \_\_\_ Post-test results are filled in by each teacher on template (at the bottom of the template page)  \_\_\_ Assessments are grouped according to performance level  Step 2: Analysis  \_\_\_ Determine if the goal was met  \_\_\_ If yes, share out!  \_\_\_ If no, will you keep going with this standard/focus during achievement teams?  \_\_\_ If yes, then start a new Pre-test Cycle (you’ve already done step 1! Start on step 2)  \_\_\_ If no, decide upon a new standard/focus and start back at Creating a Pre/Post CFA |

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| Collaboration/ Reflections/ Notes: |