

CAPE
September 13, 2017
Minutes

Meeting began at 5:52 p.m.

Present: Colette Sturm, Harry Shaker, Rosa Fernandes, Maureen Ruby, and Aggie Burns

Maureen Ruby presented an update from Marc Balanda regarding the topic of assessment and feedback to students at Brookfield High School. This follow-up was in regard to Marc Balanda's presentation to CAPE in August. (See page 2)

Next, Aggie Burns, Curriculum Specialist at WMS made a presentation to CAPE committee members on the recently published Units of Study for Reading from Teachers College. The grade 6-8 curricular tools were published in August 2017. The Board adopted the Units of Study for Reading for grades 1-5 during fall 2016. These curricular tools support the curriculum in our elementary and grade five classrooms. In keeping with the district's efforts for vertical alignment, the request for Board adoption of the Units of Study for Reading 6-8 was made. The plan for the 2017-18 school year is to pilot elements of the Units within the current 6-8 English Language Arts curriculum and to use the Units in the ongoing curriculum revision. The district is currently engaged in a rigorous curriculum development process through extensive professional learning Dr. Marie Alcock. CAPE members voted unanimously to bring the proposal to the full Board for the adoption of the Units of Study for Reading for grades 6-8, with the intention that the Units be judiciously piloted in 2017-18 and incorporated into the curriculum revision currently underway.

The meeting was adjourned at 7:10 p.m.

Respectfully submitted,
Maureen Ruby

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Overall update

- Work with Dr. Alcock has altered the definition of "assessment" for building administrators and teachers
- Some teachers already discussing proficiency grading along with 2.0 and 3.0 assessments of standards
- Two concurrent process
 - Data collection by department
 - Development of building assessment philosophy

Data Collection by department

- Identify assessments used
- Identify purpose of assessments
- Categorize assessments
 - Formative
 - Summative
 - Diagnostic
 - Progress monitoring
- When is student feedback provided after assessment
- How is feedback provided
 - Whole class
 - Individual
 - Written
 - Verbal

BHS assessment philosophy

- Discussion started and continues in Building Leadership Team meetings
- Planning to develop building-wide common purpose of assessment
 - Published in
 - Handbooks (student/parent)
 - Course syllabus
- Will be based on data collected from teachers
- Will require administrative final decisions
- Will likely include feedback expectations
 - Timeline to receive feedback
 - Types of feedback
- Will address returning materials for students to keep