

CHILTON HIGH SCHOOL SBL POLICIES AND PROCEDURES

CHS Staff:

Amanda Keskinen

Brittany Mayer

Leah Cisler

Tara Porter

Dexter Karban

Amy Thielman

Jane Schmitz

Rocky G



Individualized Assessment Opportunity

Students learn at a different paces, have different aptitudes and have had different experiences. Therefore, as long as students continue to persevere until they can demonstrate the skill or obtain the knowledge to reach competency, they may reassess.

1. Students can often learn from failure
2. Students who earn competency on the first try will then have more time to distinguish themselves in other ways

Examples: Leadership positions, writing contests, extracurricular involvement, etc.

Building-wide Reassessment Expectations

- In order to complete a reassessment, the following actions must take place:
 - Student must set up and attend a conference with the teacher
 - Student must complete at least one learning activity assigned by the teacher
 - Student may then complete the reassessment



Reassessment Examples



Spanish Example

Original assessment with student corrections
which were gone over at the Corrections Meeting

1. Today is Wednesday August 16, 2016.
 - Spanish: Hoy es miércoles el dieciséis de agosto de dos mil dieciséis.
2. It is Saturday, May 1.
 - Spanish: Es el sábado primera primera [REDACTED].
3. Tomorrow is Monday January 25, 2013.
 - Spanish: Mañana es lunes el veinticinco de enero de dos mil y trece.
4. It is June 30, 2010.
 - Spanish: Es lael treinta de junio de dos mil y diez.
5. Tomorrow is Friday October, 3 and it is fall.
 - Spanish: Mañana es viernes el tres de octubreoctubre [REDACTED]
[REDACTED]
6. Today is December 31, 2018.
 - Spanish: Hoy es el treinta de diciembre de dos mil y dieciocho.
7. Today is Thursday, March 15.
 - Spanish: Hoy es jueves el quince de marzo.
8. It is Tuesday and it is Spring.
 - Spanish: Es martes y es primavera.



8:47 AM Dec 10



Replace: "primera_" with "primera"



8:46 AM Dec 10



Replace: "el" with "la"



8:46 AM Dec 10



Replace: "octubre_" with "octubre"



8:46 AM Dec 10



Add: "el"

Spanish Example Cont.

The student was able to show significant growth through the Reassessment Process.

1. Today is Wednesday September, 27.
 - **Spanish: Hoy es miércoles el veintisiete de septiembre.**
2. It is July 14, 1946.
 - **Spanish: Es el catorce de julio de mil novecientos cuarenta y seis.**
3. Tomorrow is Friday November 30, 2006.
 - **Spanish: Mañana es viernes la treinta de noviembre de dos mil y seis.**
4. Today is August 19, 2000.
 - **Spanish: Hoy es diecinueve de agosto de dos mil.**
5. Tomorrow is January 1, 2019.
 - **Spanish: Mañana es primero de enero de dos mil diecinueve.**

Social Studies Example

In social studies, students need to complete the retake form. Next, they will set up a time with the teacher to discuss their assessments and make corrections. Additional practice time may be needed with additional exercises to help with concepts.

Form 1

Assessment Retake Request:

Name: _____ Class/Block: _____

Name of Assessment: _____ Score: _____

REFLECT:

Why do you think you got this score?

What sections of the test do you want to retake? Why do you think you scored the way you did?

What will you do in preparation for your retake?

1)

2)

3)

Step 1: Make corrections on this form; get a pass for HR or after school.

Step 2: Set up a meeting with Mrs. Cooper to discuss the retake. What you should bring with you during our meeting:

- This form
- Your completed test corrections form
- Notes, Unit Plans, Study materials used
- Questions from the text or class materials

Cooper 2016

Social Studies Example Cont.

The student is required to make corrections to their assessment. They are encouraged to bring their materials along to assist in this process. I will meet with the students when they are done to go over these concepts and do some additional teaching if needed. Additional meetings and/or practice is sometimes required. From this document and our discussion, I make their retake.

Test Correction Form:

Form 1

Test Retake Preparation Form

Name: _____ Name of test: _____

- You will complete this form in my room during HR or after school with the use of your test. Then, you will schedule a time to review with me prior to your retake.
- For each question you answered incorrectly, please complete the following:

Question # _____ Why did you miss this question/answer it incorrectly? Show/Explain how to get to the correct answer: Correct answer: _____	Question # _____ Why did you miss this question/answer it incorrectly? Show/Explain how to get to the correct answer: Correct answer: _____
Question # _____ Why did you miss this question/answer it incorrectly? Show/Explain how to get to the correct answer: Correct answer: _____	Question # _____ Why did you miss this question/answer it incorrectly? Show/Explain how to get to the correct answer: Correct answer: _____
Question # _____ Why did you miss this question/answer it incorrectly? Show/Explain how to get to the correct answer: Correct answer: _____	Question # _____ Why did you miss this question/answer it incorrectly? Show/Explain how to get to the correct answer: Correct answer: _____

Cooper 2016

Social Studies Example

The retake is comprised of concepts the students did not understand from the original assessment. Here are some examples of questions on retakes I have made in the past:

Language

Sensation and Perception RETAKE

16 points

Answer the following. Your score will be added to your current test score.

1. Provide an example of an afterimage. In your example, be sure to explain what colors someone might see. (2 points)
2. T or F Every color we see is a combination of Red, Blue and Yellow. (1 point)
3. T or F Umami is a fifth taste we experience, which is like a meaty or savory flavor. (1 point)
4. List and explain absolute threshold and difference threshold. Provide an example of one of them. (3 points)
5. What does it mean to be colorblind? What is the most common type of colorblindness? (2 points)
6. Draw an example of the gestalt law Closure. (1 point)
7. What sensory term describes the fact that I don't feel or notice my watch soon after I put it on? (1 point)

Answer the following:

1. Explain what level the following scenarios are in according to Kohlberg and explain WHY they fit there. (8 points)
 - a. Aaron lies to his mom and tells her he is studying with friends, but instead is going to see a scary movie with his friends. All of his friends are going and he doesn't want to be the odd man out.
 - b. Devon goes through all of the steps and procedures for closing the store that he works at. There are many steps and it can get tedious, but he feels that if he didn't do it and other wouldn't do it, then the store would not be successful. The steps and procedures are there for a reason and need to be followed.
 - c. Alice's mom told her she could not go outside to play. Alice goes anyway because her mom is doing laundry and she knows her mom will not find out.
2. Identify which of the following is an example of assimilation and which is accommodation. Next, explain WHY you labeled them assimilation and accommodation. (4 points)
 - a. Becky sees a Guinea Pig for the first time and calls it a mouse. Her mom corrects her and tells her it is a guinea pig. She now knows the difference between mouse and guinea pig.
 - b. Becky calls all four legged animals doggies because she has a dog at home.

Reassessment Ch. 9 Intelligence

Psychology

11 points

1. Explain how emotional intelligence would help the following individual (2 points):
 - a. When Andy becomes upset about getting a poor grade, he becomes afraid of how he will make it through the class and the rest of high school.
2. Answer the following based on the Intelligence theory:
 - a. Spearman's concept of g factor, refers to: _____ (1 point)
 - b. The psychologist who identified seven clusters of primary mental abilities rather than one general intelligence factor, was _____ (1 point)
 - c. Robert Sternberg distinguished among analytical, creative, and _____ intelligence. (1 point)
3. Describe the Wechsler test in detail. Be sure to explain how the Wechsler scales differ from the Stanford-Binet test. (3 points)
4. Explain Validity and Reliability. Give an example of how one is used for testing. (3 points)

Biology Example

Students wanted
assistance to develop
the skill assessed with
standard 5.1
(Developing a Claim).

Original Claim

This "object" contains a nucleic acid molecule in a protein coat. It is not visible with the compound microscopes in our classroom. When it goes to reproduce, it relies on the invasion of another cell. Without a host cell, it cannot assemble or manufacture its components properly and therefore, cannot make copies or reproduce properly. These "objects" have been known to change internally as they are exposed to different cells and conditions. They maintain the same size and shape once created. They vary in shape from one type to the next but are extremely common and have affected the human population dramatically throughout time. Responses are absent and they cannot be considered neither heterotrophic nor autotrophic because energy is not a requirement for their daily functions.

How would you classify the object from the description above?

- A. Alive
- B. Dead
- C. Dormant
- D. Never alive
- E. Made from a living organism

Claim: None Alive *Complete Statement*

good
the object described was never alive *Corrected Claim*

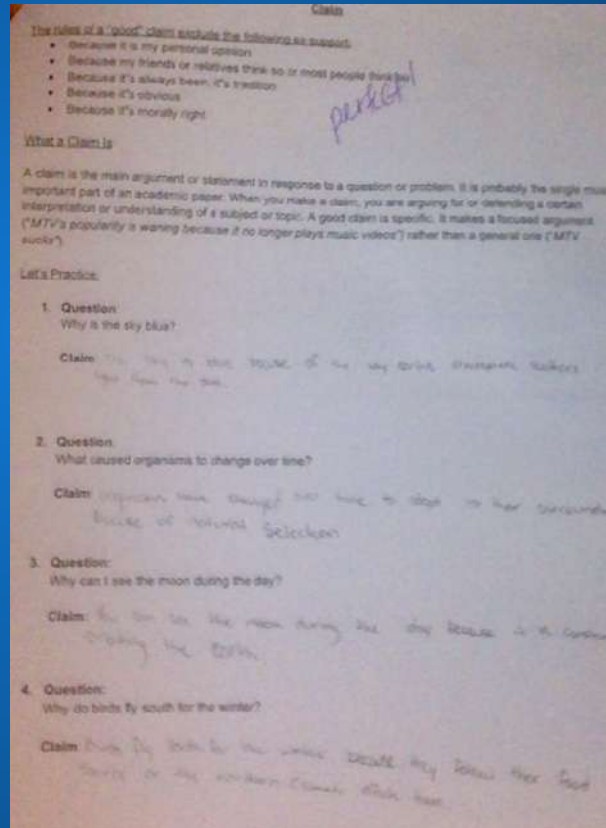
Evidence 1: Though this object can respond to its environment, these objects have been known to change internally as they are exposed to different cells and conditions.

Evidence 2: They do not have the other 5 characteristics.

Evidence 3: They maintain the same size and shape.

Biology Example Cont.

After students corrected their claim statements on their original assessments, I assigned more claim writing practice for Standard 5.1 (both for practice and to ensure students were ready for reassessment).



English Example

Reassessments

The Chilton High School English Department believes that students should be allowed a chance at reassessment. In order to earn a reassessment, however, students will need to take the following steps:

- complete all relevant practice,
- schedule a conference with his or her teacher in order to discuss the standards that need to be reassessed,
- set a due date for the reassessment within one week from the time the student receives his or her rubrics/feedback, and
- identify all changes that were made in some way to ensure true revision before turning in the reassessment.

Students will receive the score that they earn on their reassessment. Students are able to submit reassessments as many times as they need to within that one week window.

Also, no reassessments may be submitted within the last five days of a term.

English Example

Students who score below a three (in SBL scoring) on Achieve articles/activities have the opportunity to retake the assessment after completing an Activity Correction Form and conferencing with the teacher.

Achieve3000 Activity Correction Form

Article Title: A New Da Vinci Code? Re: "Meet Two Spanish 'Greats'"

First Try Score: + 5 /8 questions

Directions: Complete this form if you missed three or more questions--scored below a 75 percent--and submit it to the teacher.

Question I Got Wrong (Write it out!)	Simon Cole said that "if your parent has a lot of arches, you'll probably..." What sentence best summarizes his meaning?
Question Type (See "Question Types" handout!)	Summarization
Correct Answer (Write it out!)	Fingerprints can provide information about our ethnic origin.
Evidence to Support the Correct Answer (Quote directly from the text or dictionary!)	"... x percent of Asians have arches, x have whorls, x have loops."
Question I Got Wrong (Write it out!)	The reader should not enter from the article that _____.
Question Type (See "Question Types" handout!)	Inferences
Correct Answer (Write it out!)	Da Vinci's paintings include hidden images of the fools he ate.

How are students being assessed?



How will we differentiate between the two types of standards?

Content standards: How you interact with the knowledge or skills

- These standards are what make up the GPA



Employability Skills: How you interact with people (including yourself)

- These standards are assessed per class and will be reported on the transcript

Chilton High School Employability Skills



- Additional standards that will be reported out
- But will not affect students' overall course scores and GPAs
- How will it be assessed?
 - 3 - Consistently
 - 2 - Occasionally
 - 1 - Rarely
 - INC - Incomplete

Respect:

- Demonstrates Respect for Self, Others, and School
- Demonstrates Positive Attitude
- Follows Classroom Expectations

Responsibility:

- Listens to and Follows Directions
- Comes to Class Prepared
- Demonstrates Timeliness
- Actively Participates in Classroom Activities
- Summative Accountability



Other Policies and Procedures

Timeline for Credit Attainment

- If a student has an incomplete at the end of the grading period, it will remain an incomplete (meaning no credit earned) until all incompletes are rectified.
- It is the student's responsibility to contact the teacher whose class they have the incomplete to make up the coursework.
- The timeline is at teacher discretion.





Athletic Eligibility and 20 Day Assessment

- Two failing scores/incompletes means that a student is considered ineligible and cannot participate
 - Ineligibility begins on the 20th day of each term pursuant the 20 Day Assessment
 - The student has five(5) days to rectify the failing score/INC or is deemed ineligible to compete
- Incomplete (INC) is considered a failing score
 - INC = The student has yet to attempt to demonstrate course standards