

Jackson Elementary

Formative Assessment Plan

Teachers will administer common assessments in all content areas according to the dates listed below. All common assessments will be in the format of the GMAS test. Questions will be utilized from available test banks. There should be a maximum of two questions per assessment depending on difficulty. *A rubric will also be required to accompany the test if necessary for grading purposes.*

Math and Science Test	Data Dig Planning Meeting	ELA/ Reading and Social Studies Test	Data Dig Planning Meeting
September 22	Sept. 25	September 29	Oct. 2
October 13	Oct. 16	October 20	Oct. 23
November 3	Nov. 6	November 10	Nov. 13
December 1	Dec. 4	December 8	Dec. 11
January 14, 28	Jan. 15, 29	January 20	Jan 22
February 2, 16	Feb. 5, 19	February 23	Feb. 26
March 2, 16	March 5, 19	March 9, 23	Mar. 12, 26

Activity	Person(s) Responsible	Explanation
Test Item and Rubric Creation	Site Facilitators (K - 2, 3 - 5) (1 st Semester) Teachers (2 nd Semester)	Test items will be taken from GAOAS, TERRA Nova, CT McGraw-Hill Website
Work Samples (Data Dig Thursdays)	Content-area teachers	Teachers will bring work samples of the common assessment to Data Dig Thursdays.
Data Collection (Data Dig Thursdays)	Content-area teachers	Teachers will complete a form which will specify which students need re-teaching based on data from the assessment. They will also give a brief action plan on how they will address deficits.
Student Grouping (Differentiation)	Content-Area Teachers	Teachers will use work samples to group students for the next week, and will describe how they will meet the needs of all of their students.

Work Sample and Data Collection

Teachers will meet with the Instructional Facilitators/Administrators on Data Dig Thursdays.

Teachers will be required to do the following:

1. Bring all work samples from each class assessed.
2. Teachers will divide student papers into 3 groups according to the following criteria: 0 – 70 Needs Additional Support, 71 – 89 On Target, 90 – 100 Commendable OR Score of 0 – 1, Needs Additional Support, 2 – 3 On Target, 4 – Commendable (*if scored by rubric*).
3. Teachers will utilize the data sheet provided which will show which students will be in the group that need additional support for that particular standard. Also on the sheet provided, teachers will describe the activity/lesson used for the On Target group and the Commendable group.
4. Teachers will tailor instruction to meet the needs of students on each level.

Teachers must meet with each groups accordingly:

Needs Additional Support: Small group instruction – daily

On Target: Small group instruction – 2 to 3 times a week

Commendable: At least 1 time a week

Small Groups may be scheduled in this manner: (Provide direct instruction to 2 small groups per day).

NAS = Needs Additional Support

OT = On Track

COM = Commendable

Mon.	Tues.	Wed.	Thurs.	Fri.
<p>NAS OT</p>	<p>NAS COM</p>	<p>NAS OT</p>	<p>NAS COM (<i>If necessary</i>)</p>	<p>NAS OT</p>

Formative Assessment Data Sheet

Teacher Name _____ **Grade** _____
Content Area _____ **HR Teacher** _____ **Date** _____
Standard Assessed _____ **Unit** _____
Brief Description of Standard _____

Readiness Indicators: (Rubric Score in Parenthesis)

Needs Additional Support: 0 – 70 (0 – 1)

On Track: 71-89 (2 – 3)

Commendable: 90 – 100 (4)

_____ % scored Needs Additional Support

_____ % scored On Track

_____ % scored Commendable

In the chart below, list student names of students who scored on each readiness level. Indicate students that are DES, EIP, EL, or Gifted in the appropriate column.

Needs Additional Support	On Track	Commendable	Specify if DES, EIP, EL, Gifted

Describe your plan for students in each group to address the standard and the level of the students. This should be noted in your weekly lesson plans.

Lesson/Activities for “Needs Additional Support”	Lesson/Activities for “On Track”	Lesson/Activities for “Commendable”

