**Highland Park High School Course Team Log**

*The purpose of this document is to help organize the course team’s work and to capture the important aspects of this work for secondary members to read and understand.*

*All course team facilitators should complete this log and post it to the wiki after each of their team meetings.*

Meeting No. \_\_\_\_\_\_\_\_\_\_\_

Date**:\_2-19-13 and 2-20-13\_\_\_\_\_\_** Facilitator:\_**Kate Silber and Beth Peterson**

Team members present:

**Cathy Pepsnik**

**Matt Kracht**

**Shannon Bain**

**Julie Felichio**

BRIEF summary of discussion, activities, and work conducted (bullet points will suffice):

**We pair graded our third quarter assessment. We each read 7 responses and graded them on post-its. We placed our post-it on the back and then discussed each response and our grades. We revised the rubric based on the difficulties using the current rubric and need to add a zero column. Do we need a separate rubric for honors and AP? We revised the rubric. We also discussed updating the question to be clearer: Explain the relationship between DNA, Chromosomes, and Genes.**

**Class 3/4 2 1 0**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AP Bio** | **20** | **5** |  |  |  |
| **Honors** | **62** | **5** | **4** | **1** |  |
| **Bio** | **42** | **19** | **9** | **3** |  |
| **Survey** | **3** | **8** | **2** | **18** |  |

**Conclusions:**

**\*In honors the assessment was completed after a student directed DNA building activity (no direct instruction). 86% of honors students were able to choose the right response and provide correct rational using the 3 terms. Therefore the activity meets the intended targets.**

**\*In biology expectations of the student’s responses needs to be clearer. Therefore we are rewording the question to be more specific. Even with direct instruction this concept needs to be revisited in the genetics unit. The new question would be: explain the relationship between DNA, Chromosomes, and Genes.**

**\*In biology survey the question needs to be given after the genetics unit (rather than after DNA) as it is an abstract concept that students need reinforcement over time.**

For our next meeting we need to do the following:

**We will start working on 4th quarter assessment.**

2 minute feedback loop: commit to sharing verbal feedback about the meeting. Capture these

Next meeting:

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_