**Minutes of Physics Team Meeting – Tues 2/19/13**

Discussion of 3rd quarter Formative Assessment (CFA)

Roughly half of the classes have given the assessment

We will look at data next time when all students have taken it

Discussion of 4th quarter Formative Assessment (CFA)

Choice of doing assessment on WebAssign or paper version (up to each teacher)

Redesign questions to include the following:

Two graphs:

Two questions to determine Amplitude

Two questions to determine Period

Two questions to determine Frequency

Given Amp, Per, Freq choose from multiple graphs that represent

Draft of this document to follow…

Discussion of 4-step formative assessment cycle (CFA) and what it entails

Where are we now? Where do we go next?

We know the common misconceptions/hurdles that students will face with the upcoming CFA, so what experiences can we offer the students to help after the assessment?

Discussion of teaching strategies used in the classrooms

Marker-spring pendulum demo

How this can help clarify concept of Amp, Per, Freq

Shared equipment from a “survey distruction” (demo spring)

Great ideas for how to implement more demos similar to this!

Old Business:

How can we clearly separate the differences between Fundamentals, Survey, Regular, Honors?

This was raised by Paul Curtin at the last meeting.

Future Business:

Finalize the 4th qtr CFA document. Discuss WebAssign as a possible vehicle to construct and administer CFA.

Divide larger group into two teams. Survey/Fundamental v. Regular/Honors and revisit our learning targets as they relate to the four levels of physics. Discuss: How are we differentiating our learning targets amongst our four levels of physics? Where are the bright lines?