**Highland Park High School Course Team Log**

Meeting No. \_\_\_5\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_22Feb12\_\_\_\_\_\_\_\_\_\_\_\_\_ Facilitator:\_\_\_\_A. Fay\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team members present:

* J. Gorleski
* H. Hill
* C. Hill

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

* + Analyzed first formative assessment:
    - Broke down results by teacher and course
      * Howie offered info on ESL students
    - Students could extract information from graphs at a very high level regardless of teacher or class (91-100% correct)
      * Found that ESL students were much less accurate (~40% correct)
    - Students had difficulty assigning vocabulary terms to characteristics of the graph such as independent variable (41-93% correct) and direct relationship (68-88%).
      * Not all teachers use the same terms to describe concepts – concept might be lost in vocabulary.
      * ESL student again had difficulty with this section but that may be due to language difficulties such as understanding of the term “variable” or “independent” (20% correct).
  + Discussed ideas for next formative assessment:
    - Article analysis for content and bias
      * Assess without prompt to see if students will identify bias
        + NORMAL article
        + Culling Deer
    - Play a game similar to “Scene It”

For our next meeting we need to do the following:

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

* Fatigued

Next meeting: Build Rubrics for Common Assessments

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

Location:\_\_\_G115\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_