**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.*

Members present:

José Acosta, Debby Boncosky

Date: Wednesday, March 20, 2013

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

* The team discussed a variety of formative assessments that could be used to collect feedback from our students regarding their progress and comprehension of the material being studied.
* José and I decided to use our Spanish III Honors Unidad 2 Etapa 2 writing assignment as a formative assignment in anticipation of their final composition during Quarter 4. Students worked in groups to create and write a brochure discussing problems with the environment and how they planned to resolve them. This writing assignment was much shorter than what they will be expected to complete for their final composition Quarter 4 so for that reason, it was good preparation for a more complex and comprehensive assignment at the end of the semester.
* At the onset of the project, students were given questions to answer as part of the planning process along with the rubric that would be used to evaluate their work. Students were also required to complete a Prezi presentation that served as both the visual and the speaking components of the project.
* Students in their groups completed a rough draft of the brochure that was assessed by each teacher (it was not given a letter grade). We gave students constructive ideas of how to improve both the content of their brochures as well as the grammar and vocabulary that was required. We were specific in our recommendations and gave students specific ideas and “pointers” as to how to improve both the content and the grammatical requirements of their brochure.
* Students were then required to discuss with us outside of class any problems that they were still encountering regarding either the content and/or the grammar/vocabulary problems that needed to be corrected.
* Data collection:
* Review of the brochures:

We have begun the process of reviewing our students’ progress on the written portion of this project and we are looking specifically at their overall performance, mastery of content, their understanding of the required grammar and its use in the appropriate context and their ability to employ the new vocabulary covering the environment.

* Grade averages:

Overall, most students earned in the B to C range for a variety of reasons. Some did not heed our advice and did not make the necessary changes or did so minimally.

* Overall strengths:
* Overall weaknesses and areas for improvement: