



# Collegial Circle Final Report

Please type in the information on this form, print it and send it to the Teacher Center along with the Collegial Circle copies in the check list below. Also, attach it to an email to Catherine Thomas to share in the Teacher Center's online Collegial Circle Archive. Thank you for being a part in the effort to improve teaching and learning for our students.

## COLLEGIAL CIRCLE INFORMATION

Title of Circle: **4/5 Science: Standards Based Report Card** Standards Area: **Elementary Science**  
Facilitator: **Donna Nichols** School(s): **MCE, PR, AC, TR, JR**  
Beginning Date: **10/3/2013** Ending Date: **4/30/14** # of Hours: **8.5**  
Participants (list): \_\_\_\_\_

Please attach copies of the following to this report:

- ✓ Collegial Circle Attendance Log (required for payment)
- ✓ Collegial Circle Meeting Log
- ✓ Log of Strategies Implemented
- ✓ Samples of implementation strategies or student work samples if applicable
- ✓ Collegial Circle Reflection Sheets (each member fills one out)

## COLLEGIAL CIRCLE DESCRIPTION

(Type your answer in the grey box below the question. The size of the box will adjust to the length of your answer.)

### What were the anticipated objectives of this Circle?

To work as a department to determine and agree on criteria for grading science on the new elementary standards based report card and to share ideas for assessing student performance.

### What grade level(s) and or subject area(s) would benefit from this Circle?

The criteria and ideas we shared are for 4<sup>th</sup> and 5<sup>th</sup> grade science classes.

## FINAL REFLECTIONS

(Type your answer in the grey box below the question.)

### Was the outcome/goal of this Collegial Circle met? Explain.

We shared many new ideas for teaching and assessing students in various 4<sup>th</sup> and 5<sup>th</sup> grade science units. Some of these ideas were shared in hard copy, some were shared and then posted on the elementary curriculum site on the Employee page of the PCSD web site. More ideas will be shared as they are scanned and formatted. Student work was shared in some cases. New resources for reading/writing assignments were shared. We agreed on end of year criteria and what evidence would help teachers determine when the standard has been met.

### How did the Collegial Circle assess whether the outcome was met?

Teachers in all 5 elementary buildings are using similar assignments, lab experiences, writing criteria and grade level unit tests to assess student performance. We discussed and developed a common understanding of what an "M", "P" or a "T" means in 4<sup>th</sup> or 5<sup>th</sup> grade elementary science.

### How did your work impact teaching/learning? Include student work samples, lesson plans, peer reviews, etc.

The impact in this case was on more consistent reporting of grades to parents using the new standards based report cards. Establishing what evidence would be used and what "year-end" mastery means since we teach discrete science units that do not scaffold.

### Comments/additional information to share.

This was a challenging collegial circle. It is difficult to agree on specific criteria as a grade level across the district. It is not easy to come to a consensus on what constitutes mastery of science concepts or what is a clear/detailed writing piece that explains a science concept. Our criteria clearly exceeds the state criteria for 4<sup>th</sup> grade as evidenced by our student's performance on the 4<sup>th</sup> grade state science test.

Fifth grade is the only elementary year where the 5<sup>th</sup> – 8<sup>th</sup> grade science standards are used. We have worked in the past couple years to refine and agree on common unit assessments for several of our science units at both 4<sup>th</sup> and 5<sup>th</sup> grade. Our future work will include the addition of one or two common writing prompts at each grade level(4<sup>th</sup>/5<sup>th</sup>) and ideally a performance assessment for each grade level.