

## FORMATIVE ASSESSMENT IMPLEMENTATION PLAN

LEA Number/Name: Union County Public Schools 900
Address: 400 North Church Street Monroe, NC 28110 Telephone: 704-296-9898
Plan years: 1 year plan
Date approved by LEA team: October 4, 2010

School Name Cuthbertson High School
Address: 1400 Cuthbertson Road Waxhaw, NC 28173 Telephone: 704-296-0105
Plan years: 1 year
Date approved by school team: November 17, 2010

### PART A: SELECT FORMATIVE ASSESSMENT TEAM MEMBERS.

To begin the formative assessment implementation process, the first step is to select formative assessment teams at (1) the district and (2) the school level. Identify personnel that will lead the formative assessment teams (i.e., team leads). For team members at the *district level*, identify personnel who can model the process during the initial implementation. For team members at the *school level*, identify members who will be responsible for communicating, monitoring, and evaluating the formative assessment process.

DISTRICT FORMATIVE ASSESSMENT TEAM	
NAME	POSITION
TEAM LEAD:	
<i>DR. MARY ELLIS</i>	<i>DEPUTY SUPERINTENDENT</i>
<i>CAROLYN WHITE</i>	<i>DIRECTOR OF STUDENT SERVICES</i>
<i>LORI CAUTHEN</i>	<i>EC DIRECTOR</i>
<i>DR. JOHN JONES</i>	<i>DIRECTOR OF MIDDLE SCHOOL EDUCATION</i>
<i>DR. TOM BULLA</i>	<i>DIRECTOR OF ELEMENTARY EDUCATION</i>
<i>DANA CROSSON</i>	<i>DIRECTOR OF SECONDARY EDUCATION</i>

SCHOOL FORMATIVE ASSESSMENT TEAM	
NAME	POSITION
TEAM LEAD: KIM WARR	<i>ASSISTANT PRINCIPAL</i>
<i>ROB JACKSON</i>	<i>PRINCIPAL</i>
<i>MAYA SCHULTZ</i>	<i>SCIENCE DEPARTMENT CHAIR</i>
<i>CASEY ZVANUT</i>	<i>ENGLISH DEPARTMENT CHAIR</i>
<i>BUTCH PHANEUF</i>	<i>SOCIAL STUDIES DEPARTMENT CHAIR</i>
<i>KIM WREN</i>	<i>MATH DEPARTMENT CHAIR</i>
<i>PAT COOPER</i>	<i>CTE DEPARTMENT CHAIR</i>


<i>ANDREW ROSENE</i>	<i>WORLD LANGUAGES DEPARTMENT CHAIR</i>
<i>DAVID MALADY</i>	<i>FINE ARTS DEPARTMENT CHAIR</i>
<i>CHOONGYOL LEE</i>	<i>EC DEPARTMENT CHAIR</i>
<i>MICHAEL HELMS</i>	<i>PE DEPARTMENT CHAIR</i>



Dr. Ed Davis – Superintendent

Board of Education  
 L. Dean Arp, Jr. – Chairman  
 John Collins - Vice Chairman  
 John Crowder  
 Carolyn J. Lowder  
 Laura Minsk  
 Kimberly Morrison-Hansley  
 John Parker  
 David Scholl  
 Richard Weiner

The following information will provide a framework in which schools will work to complete the online NCFALCON formative assessment training.

- The training is **required** for any Pre-K through 12<sup>th</sup> grade teacher who writes formative assessments for their students. This includes Core Content Area Teachers as well as teachers of Exceptional Children, teachers of AIG students, teachers of the Arts, teachers of Physical Education, teachers of ESL students, teachers who teach Foreign Languages and administrators.
- The training is **recommended** for Media Specialists, counselors, psychologists and any other person who may be a representative on the Student Support Team.
- Training must be delivered in at least one-hour increments to equal a total of 20 hours.
- Training is to be completed by March 30, 2011.
- Training should follow the outline provided.
- Principals or his/her designee must review the reflective journal of each participant in order to verify credit for the course.
- CEU information is due to Jimmie Quesinberry by June 15, 2011. Two CEUs may be granted for the training and follow up requirements.
- NC Falcon formative assessment implementation training plan should be placed in the School Improvement Plan)

NC FALCON North Carolina’s Formative Assessment  
Learning Community Online Network Training  
Program Module Completion Dates

There are five formative assessment modules in the online professional development series located in NC FALCON. Please read below to find a description of each formative assessment module along with a timeline for completion.

September 3, 2010

**Formative Assessment Module Pre- Survey**

(15 minutes)

<b>District Timeline</b>	September 3, 2010	<b>Schools’ Timeline: December 17, 2010</b>	October 12-November 19, 2010
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September 3, 2010

**Module 1: Importance of Formative Assessment**

Overview:

This module provides an introduction to formative assessment and its importance and role in North Carolina’s 21<sup>st</sup> Century Balanced Assessment System. At the end of the module, participants will be able to:

- Explain the purpose of formative assessment and why it is defined as a process;
- Distinguish between formative assessment and benchmark/ summative assessment;
- Articulate how formative assessment is used in the classroom/ school and a plan to use formative assessment in the future.

(1 hour)

<b>District Timeline</b>	September 3, 2010	<b>Schools’ Timeline: December 17, 2010</b>	October 12-November 19, 2010
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**Module 2: Learning Targets and Criteria for Success.**

This module focuses on how teachers can write clear learning targets and define criteria for success in order to help students answer the question, “Where am I going?” At the end of the module, participants will be able to:

- Recognize clear and unclear learning targets;
- Develop clear learning targets and their associated criteria for success to use in a lesson or series of lessons.

(1 hour)

<b>District Timeline</b>	October 12-November 19, 2010	<b>Schools’ Timeline: January 31, 2011</b>	November 29-January 14, 2011
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**Module 3: Collecting and Documenting Evidence.** This module explores how teachers can collect and document evidence of learning to help students answer the question “Where am I now?” At the end of the module, participants will be able to:

- Identify at least three ways to collect and document evidence of student learning;
- Choose strategies for collecting and documenting evidence of student learning that provide accurate information about where students are in their learning and align the strategies with the targets and criteria for success.

<b>District Timeline</b>	November 1, 2010-December 17, 2010	<b>Schools’ Timeline: February 28, 2011</b>	January 18-February 25, 2011
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**Module 4: Analyzing Data and Descriptive Feedback.** This module provides teachers with an understanding of how to analyze evidence of learning and how to use descriptive feedback to reflect student strengths and weaknesses with respect to specific learning goals and success criteria to help students answer the questions, “Where am I now?” and “How can I close the gap?” At the end of the module, participants will be able to:

- Effectively examine student work;
- Understand the differences between evaluative and descriptive feedback;
- Enhance student learning through descriptive feedback;
- Plan instructional modifications to address learning gaps or enrich instruction.

<b>District Timeline</b>	January 3, 2011 – January 31, 2011	<b>Schools’ Timeline: March 25, 2011</b>	February 28-March 25, 2011
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**Module 5: Administrator’s Role in Formative Assessment.** This module looks at the role of the administrator in formative assessment. At the end of the module, participants will be able to:

- Describe formative assessment and how an administrator can use it in his or her school;
- Discuss elements of formative assessment;
- Determine the extent to which a school implements formative assessment;
- Monitor and build capacity for implementation of formative assessment in schools.

<b>District Timeline</b>	February 1, 2011 – March 4, 2011	<b>Schools’ Timeline: March 25, 2011</b>	March 28-April 15, 2011
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**Formative Assessment Module Post-Survey**  
(15 minutes)

<b>District Timeline</b>	April 30, 2011	<b>Schools’ Timeline: March 25, 2011</b>	May 30, 2011
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