

Student-Centered Formative Assessment Change Routine

Student Agendas [Multiple Subjects of English Learners, High School Seniors]

Based on the work of Joana-Joe Dao and Marcela Garces, teachers at Central Falls High School, as part of the Student-Centered Assessment Network (SCAN) with funding from the Nellie Mae Education Foundation www.scanetwork.org

Problem of Practice

Teachers identified that students were having a difficult time keeping track of assignments and organizing the various requirements of their courses. Difficulties observed included students not creating their own organizing system, keeping track of or preparing to meet deadlines and other productive academic habits, and attendance.

The change idea is designed to support students in developing better self-guided academic and organizational habits by working with students to develop procedures as they use a required notebook-based agenda (or planner) to help them organize and prioritize assignments and deadlines. The change idea also includes student goal-setting for future success as students reflect on their current status.

Measures

Teachers measured student progress in two ways:

1. Compliance: Teachers tracked the number of students making use of agendas in the assigned manner, taking weekly counts (teachers completed check-ins with students twice per week).
2. Survey: Teachers also administered a **weekly survey** (in both English and Spanish) asking students about
 - a. If they were using the agenda/organizer
 - b. Supports they needed from their teacher related to organization
 - c. Reflections on whether the organizer would (or, eventually, did) contribute to greater school success
 - d. If they used the agenda or method for non-school information or tasks
 - e. (In later weeks) if students felt the agenda was helping them feel more successful at school

Survey items changed over time, such as examples c and e.

Procedure

Students would look at the checklist together and talk to each other about what they were currently working on, what they accomplished, and how much more they needed to accomplish. At one point, this became a competition because students used color-coded systems such as Green for all done, Yellow for done in

some parts but not all, and Red for “I need help.” Over time, we saw the direction of the colors go from red, to yellow, to green.

1. The teacher provides students with a notebook organizer or agenda. In this case the agendas were printed from Google calendar and put into a binder for students where each month and calendar day was visible for them to see.
2. Students are provided with some initial direct instruction on the use of agenda, including use of highlighting or other elements (e.g., color coding, numerical lists for prioritizing) to identify priorities and track tasks and self-identify needs and priorities
3. The teacher facilitates **daily** use of the agenda/organizer to help students break down courses into individual assignments or major projects into steps and discrete tasks (e.g., checklists). **The teacher checks in** with each student on their use of the agenda **twice per week** during advisory.
4. Administer a survey. The survey not only asks students if they have completed tasks and used the agenda, but also asks them to self-assess progress and next steps, prompting some planning and reflection for students as well as measurement for teachers.
5. **Weekly**, teachers classify students as being in Red/Yellow/Green status with regard to projects and assignments, and use this coding to identify students in need of additional support during the next week.

Key Resources

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Sample Survey questions include:

Survey 1

Question 1. Do you bring your agenda to school everyday? ¿Traes tu agenda a la escuela todos los días?

Question 2. Do you have all your portfolio work completed? ¿Tiene todo su trabajo de cartera completado?

Question 3. What part of your portfolio do you need to work on? Que parte en portfolio?

Survey 2

Question 1: What do you need from your teacher to be more successful?

Question 2: Does it help when you list things down in your agenda?

Question 3: Now that you are using your agenda, do you feel more successful at school?

Survey 3

Question 1: Now that you are using your agenda, will you use it outside of school?

Question 2: Have you been using your agenda outside of school?

Question 3: Has the teacher helped you with this process?



Students went from using their agendas for assignments in school to the Portfolio Checklist that they needed to complete in order to graduate to then branching out more independently in using their agendas for their work schedules, appointments outside of school. Students used the paper agendas made for them through the Google portal to using their cell phones for their appointments and project tracking.

**PDSA 1 Survey
Questions and
Data Displays**

**Senior
Portfolio
Checklist**

Variations

- The use of an agenda or organizer is a highly adaptable idea. While done with notebooks in this case, it could be adapted to use a shared electronic or other “soft” calendar. During the PDSA cycles of this change idea students individually branched into using their cellphones.



- In some past uses of this idea, elements were presented in multiple languages to support students who were ELs
- In some PDSAs, the teachers using this idea created a checklist (in both English and Spanish) for components of a Senior Portfolio that was required of students at their school for graduation.