

**The Week At WHMS**  
**(parent edition)**  
 Week of May 30, 2022




**Thought for the week:**

“Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.”

– Dylan William

**Weekly Calendar:**

| <u>Monday</u>  | <u>Tuesday</u>   | <u>Wednesday</u>   | <u>Thursday</u>  | <u>Friday</u>   | <u>Sat/Sun</u> |
|--|--|--|--|---|----------------|
| 5/30   | 5/31   | 6/1  | 6/2  | 6/3   | 6/4-6/5        |
| <b>MEMORIAL DAY</b><br><br><b>Schools Closed</b><br><br> | <b>Day 2</b><br><br>Homeroom teachers to play Written Outloud video found at:<br><a href="https://www.youtube.com/watch?v=NAdIbCvI61M&amp;t=4s">https://www.youtube.com/watch?v=NAdIbCvI61M&amp;t=4s</a><br><br><b>Lunch periods</b><br>– tickets for 8 <sup>th</sup> grade dance will be distributed by parent volunteers | <b>Day 1</b><br><br>1:15p – PST meeting<br><br><b>Club Meets:</b><br>Comic Book & Graphic Novel; Dignity & Tolerance<br><br><b>7pm – PTSA</b><br>Installation Dinner | <b>Day 2</b><br><br>3:00p – Schools-to-Watch committee meeting | <b>Day 1</b><br><br><b>4<sup>th</sup> Quarter Interim Progress Reports viewable on PowerSchool</b><br><br>8:45a – RTI meeting |                |

**Instructional tips:** (from *Edutopia*)

**7 Smart, Fast Ways to Do Formative Assessment** by Laura Thomas (excerpts)

*Within these methods you'll find close to 40 tools and tricks for finding out what your students know while they're still learning.*

Formative assessment—discovering what students know while they're still in the process of learning it—can be tricky. Designing just the right assessment can feel high stakes—for teachers, not students—because we're using it to figure out what comes next. Are we ready to move on? Do our students need a different path into the concepts? Or, more likely, which students are ready to move on and which need a different path? **That's why it's important to keep it simple:** Formative assessments generally

just need to be checked, not graded, as the point is to get a basic read on the progress of individuals, or the class as a whole.

## 7 APPROACHES TO FORMATIVE ASSESSMENT

**1. Entry and exit slips:** A quick way to see the big picture if you use paper exit tickets is to [sort the papers into three piles](#): Students got the point; they sort of got it; and they didn't get it. The size of the stacks is your clue about what to do next.

No matter the tool, the key to keeping students engaged in the process of just-walked-in or almost-out-the-door formative assessment is the questions. Ask students to [write for one minute](#) on the most meaningful thing they learned. You can try prompts like:

- What are three things you learned, two things you're still curious about, and one thing you don't understand?
- How would you have done things differently today, if you had the choice?
- What I found interesting about this work was...
- Right now I'm feeling...
- Today was hard because...

**2. Low-stakes quizzes and polls:** Grading quizzes but assigning low point values is a great way to make sure students really try: The quizzes matter, but an individual low score can't kill a student's grade. Because you can design the questions yourself, you determine the level of complexity. Ask questions at the bottom of Bloom's taxonomy and you'll get insight into what facts, vocabulary terms, or processes kids remember. Ask more complicated questions, and you'll get more sophisticated insights.

**3. Dipsticks:** So-called alternative formative assessments are meant to be as easy and quick as checking the oil in your car, so they're sometimes referred to as [dipsticks](#). These can be things like asking students to:

- write a letter explaining a key idea to a friend,
- draw a sketch to visually represent new knowledge, or
- do a think, pair, share exercise with a partner

**4. Interview assessments:** If you want to dig a little deeper into students' understanding of content, try discussion-based assessment methods. You can also shift some of this work to students using a peer-feedback process called [TAG feedback](#) (Tell your peer something they did well, Ask a thoughtful question, Give a positive suggestion). When you have students share the feedback they have for a peer, you gain insight into both students' learning.

**5. Methods that incorporate art:** Consider using [visual art](#) or [photography or videography](#) as an assessment tool. Whether students draw, create a collage, or sculpt, you may find that the assessment helps them [synthesize their learning](#). Or think beyond the visual and have kids act out their understanding of the content.

**6. Misconceptions and errors:** Sometimes it's helpful to see if students understand why something is incorrect or why a concept is hard. Ask students to explain the "[muddiest point](#)" in the lesson—the place where things got confusing or particularly difficult or where they still lack clarity. Or do a [misconception check](#): Present students with a common misunderstanding and ask them to apply

previous knowledge to correct the mistake, or ask them to decide if a statement contains any mistakes at all, and then discuss their answers.

**7. Self-assessment:** Don't forget to consult the experts—the kids. Often you can [give your rubric to your students](#) and have them spot their strengths and weaknesses. Ask them to pick their own trouble spot from three or four areas where you think the class as a whole needs work, and write those areas in separate columns on a whiteboard.

*No matter which tools you select, make time to do your own reflection to ensure that you're only assessing the content and not getting [lost in the assessment fog](#). If a tool is too complicated, is not reliable or accessible, or takes up a disproportionate amount of time, it's OK to put it aside and try something different.*

For full article see <https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment>

#### Items of importance:

- The school budget will be put up to a second vote on Tuesday, June 21<sup>st</sup> so that we can avoid a contingency budget and the significant cuts to programs, services, and staffing that would require. If you need to register to vote, call the district clerk at 516-390-3107.
- The *Digital Equity Survey* has been posted to our website at: <https://www.whufsd.com/article/722387>. Parents who completed the survey earlier this year do not need to complete it again. We ask that all families take the time to submit feedback. Thank you!
- As we enter the warmer weather season, I want to remind families of our established dress code as stated in the student handbook. Specifically:
  - o Tops should completely cover the torso.
  - o Shorts and skirts may be worn at an appropriate length when standing.
  - o Any illustrations or slogans on clothing should be appropriate for an educational setting.
  - o Footwear must be safe and appropriate for navigating the school. Items such as flip-flops, sandals, and "Crocs" are not safe and not allowed.
- We have resumed outdoor line-up in the mornings. Students will need to remain outside until 7:45 unless they are getting breakfast or attending extra help. Thank you for understanding.
- **Have you downloaded the West Hempstead App yet?** It is available in the App Store and Google Play, just search "West Hempstead." This will let you keep track of everything happening in our school and access documents such as this "Week @ WHMS" newsletter.
- *Let me know when you have exciting learning taking place that I can tweet out and be sure to tag @WH\_MSRRAMS if you tweet yourself*

#### Items of interest:

- Our club calendar is available on the website at: <https://www.whufsd.com/o/whms/browse/221769>. Students should listen to AM announcements for the most up-to-date information about meeting dates and locations.

- The **extra help schedule** can be found at: [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1553808/Extra-Help\\_Schedule\\_MS\\_21-22.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1553808/Extra-Help_Schedule_MS_21-22.pdf). Students should take advantage of teachers' availability to do their best work.
- The Homework Center is open after school on Monday, Wednesday, and Thursday. See details below:

## Homework Center Information: 21-22

Homework Center is open 2:45-3:45 on the following days

| <u>Day</u> | <u>Teacher</u> | <u>Room</u> | <u>Notes</u>   |
|------------|----------------|-------------|--|
| Monday     | Ms. Elezi      | 257         | Support available for any subject, or just a quiet place to work after school. |
| Wednesday  | Ms. Geiger     | 17          |  |
| Thursday   | Ms. Rogan      | 16          |  |

### “COVID Corner” Information:

- **Please send your child to school with a refillable water bottle.** Our water fountains are “COVID-safe” and only the water bottle filler function is available.
- ESPECIALLY in light of the reduced mask use, I cannot say how vital it is that **if your child, or anyone in your home, feels sick, your child MUST REMAIN HOME FROM SCHOOL.** Call the nurse or Mr. Murray for advice on when it is okay to return to school.

### Looking ahead:

Monday, June 6: *Day 2*

- 8<sup>th</sup> Grade Science exam (written portion)
- Interdisciplinary Teaming Committee, 3:00pm

Tuesday, June 7: *Day 1*

- Faculty meeting, 3:00pm

Wednesday, June 8: *Day 2*

- PST meeting, 1:15pm
- SEPTA meeting, 6:30pm @ Chestnut Street cafeteria

Thursday, June 9: *Day 1*

Friday, June 10: *Day 2*

- RTI meeting, 8:45am
- 8<sup>th</sup> Grade Dance @ G's, 6:30pm

**LOOKING AHEAD – June 21<sup>st</sup> – School Budget Re-vote @ WHMS Gym**