Malden High School
Malden Public Schools
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Focus Area
- Identifying New Assessment Approaches
- Systems and Structures to Support Educator Collaboration
- Acting on Information from Common Assessments
- Continuous Improvement and Next Steps

Continuous Improvement
- School-based systems and structures implemented at Malden High School support collaboration
- Effective Teacher Leadership model supports the cycle of continuous improvement
- Common Assessments focus on Common Practices in Reading and Writing
- Teacher Developed Rubrics measure growth in content knowledge and/or skills
- Consistent opportunities to look at student work, determine anchor assessments, score assessments
- Vertical and horizontal alignment of assessments

Description of Common Assessments by Content Area:

**ELA Reading and Writing:** Students use a Dialectical (reader-response) Journal; three Open Response Common Assessments are administered during the year, assessments are scored on a 5-point scale using a teacher developed rubric

**History:** Reading & Written analysis connected to Civics, Common Assessments use Essential Questions, horizontal & vertical alignment; students conduct an analysis of primary source documents using DBQs (document based questions)

**Science:** Identified two NGSS (Next Generation Science Standards) Practices as the focus of Common Assessments: #4. Analyzing and interpreting data and #7. Engaging in argument from evidence; Common Assessments using a Science article and a graph require students to respond using CER (claim, evidence, reasoning); responses are scored with a department developed rubric

**Math:** Common Assessments focused on skills and content: content-administered three times during the year to determine growth, skill-working with multiple representations, developed LINK sheets based on results of students’ pre-tests, scored with a holistic rubric

Next Steps:
- **ELA** – revise Writing Rubric to include growth language similar to Reading Rubric; formalize conversations about student work
- **History** – formalize process of looking at student work, enhance rubrics to demonstrate growth
- **Science** – create expectations around the consistent use of CER (claim, evidence, reasoning) and revise assessments
- **Math** – continue to calibrate scoring of assessments and align use of Math assessments vertically, middle school through high school