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**Adjustment to Practice**
**Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.**

Article: Seven Practices for Effective Learning <http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx>

Article: Formative Assessment that Truly Informs Instruction <http://www.ncte.org/positions/statements/formative-assessment/formative-assessment_full>

Blog with Videos: Formative Assessment Practices to Support Student Learning
<https://www.teachingchannel.org/blog/2015/01/30/formative-assessment-practices-sbac/>

1. How are you using student performance to inform your planning and teaching?

If realize that I am going to be doing a worksheet in which a topic that might be unfamiliar with them then I do a variety of problems varying of difficulty from easy problems to challenging problems. If still needed, I walk the whole class through an example on the board from the worksheet of each type of problem. On top of this, I try to take into account previous periods questions when teaching the next since it might better help the next set of students. Since I teach period 1,3 and 5 after each period Mr.Burnett and I meet to reflect on what could potentially be improved or is there something that has to be thought about for the really intensive EL class. Lastly I know my students are not really well at doing mental math or even 1 variable problems so I allow them to use calculators on exams and class work along with try to modify problems to potentially make them 1 variable equation

1. How effective are your formal and informal assessment strategies in documenting student learning? How do these assessments show growth and change over time? Include in your discussion the assessment mechanisms you use.

One good example of showing growth of students is we did a clicker in which students had to identify valence electrons of Aluminum. That data was stored for the day and showed no student got it right due to a lot of the students thought the question asked for number of electrons. Meanwhile we did another check in this week and it showed at least 90% of the students got it right which demonstrates that after two weeks the students understood that the valence electrons are on the outside.