Board of Education
Work Session Packet

April 10, 2017

Racine Unified School District
Operational Expectations Summary of Compliance Status

OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)
April 10, 2017

The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis until the Board appoints a temporary or permanent replacement.

INTERPRETATION
The Board expects the organization to have clearly identified executive leadership at all times. Whenever the Superintendent is not able to fulfill his/her direct leadership responsibility when away from the District for training, vacation, extended illness or emergency, the Board expects a District leader to be designated to serve in the Superintendent's absence. The Board expects the Superintendent to identify and communicate to the Board and Central Office leadership the person(s) designated to lead the District during a Superintendent absence to make decisions on behalf of the District. In an emergency, where the Superintendent is incapacitated, the Deputy Superintendent will contact the President of the Board of Education who will designate an acting Superintendent.

The Board expects Superintendent designee(s) to be appointed first from available chiefs, then executive directors, then directors at the Administrative Service Center. Designees must possess skills, knowledge of District leadership responsibilities, Board policy, organizational structures, and District communication practices. In addition, the designee(s) must have an understanding of the Superintendent's vision and direction for most District matters so that decisions made by the designee(s) are aligned to decisions and values typically made and expressed by the Superintendent under the direction of the Board.

EXECUTIVE SUMMARY
This OE-2 Monitoring Report is for the reporting period of April 1, 2016 to March 31, 2017. This monitoring report is in compliance.

The Superintendent was away from the office and unable to fulfill her leadership responsibilities on 17 occasions. 100% of these were either apparently covered by District administrators who acted as Superintendent, or the Superintendent was available by telephone.

With respect to Operational Expectation - 2 (Superintendent Succession), the Board _____.

Section	IC / NIC	Directive	Notes
2.1	IC	The Board is presented evidence of the Chiefs who have been assigned designation as Acting Superintendent in the event the Superintendent is absent.	
2.2	IC	For emergencies, if the Superintendent is incapacitated, the Board President will be contacted to designate an Acting Superintendent.	

IC = In Compliance ***NIC = Not In Compliance***

Compliance Progress	2014-15	2015-16	2016-17
Indicators In Compliance	1	2	2
Indicators Not In Compliance	0	0	0
% In Compliance	100%	100%	100%

Note: Additional indicator added in 2015.

Racine Unified School District
Operational Expectations Monitoring Report

OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)

Indicator 1: The Board is presented evidence of the Chiefs who have been assigned designation as Acting Superintendent in the event the Superintendent is absent.	**In Compliance**

Evidence:

Date of Absence	Purpose	Acting Superintendent
April 8-11	Vacation	Eric Gallien
May 9-11	AASA Orange Frog Workshop	Eric Gallien (5/9-10) Rosalie Daca (5/11)
May 27	Vacation	Eric Gallien
June 8-June 12	Vacation	Eric Gallien
June 16-17	Strive Together Living Cities Info Session	Dave Hazen
June 23-July 4	Vacation	Eric Gallien
July 21-25	Vacation	Eric Gallien
September 2-11	Vacation	Eric Gallien
September 16-17	WASDA Large District Caucus	Eric Gallien
October 6-9	Broad Academy	Rosalie Daca
November 6	Vacation	Eric Gallien
November 22-27	Vacation	Eric Gallien
December 23-January 3	Vacation	Eric Gallien
February 3-5	AASA PD Re-Design Conference	Eric Gallien
February 8	Vacation	Eric Gallien
March 23-24	Vacation	Eric Gallien
March 27	Vacation	Eric Gallien

Indicator 2: For emergencies, if the Superintendent is incapacitated, the Board President will be contacted to designate an Acting Superintendent.	**In Compliance**

Evidence: There were no emergencies where the Superintendent was incapacitated.

Racine Unified School District
Operational Expectations Monitoring Report

OE-10.1-10.8 (INSTRUCTIONAL PROGRAM – Part 1)
April 10, 2017
SUMMARY OF COMPLIANCE STATUS

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

INTERPRETATION

The Board of Education expects the Superintendent to assure that all programs used to teach students are rigorous and designed to ensure high levels of student achievement measured by the Board's Results policies.

The Board expects RUSD's instructional program to be based on the Common Core State Standards and other national and state standards of learning. The Board also expects that the instructional program is differentiated and organized in a way that ensures all students at all levels are challenged and successful in meeting the mission of graduating career and/or college ready.

- Challenging: Instruction that is stimulating, interesting and thought provoking.
- Relevant: Instruction tied to the standards that also provides meaningful activities connected to the real world.

EXECUTIVE SUMMARY

This report monitors OE-10 (Part 1) policy for May 1, 2016 – April 30, 2017. This monitoring report is **non-compliant**. However, we have made progress toward compliance. There is an improvement in the number of indicators "in compliance" compared to last year's report; specifically, an 8% increase. Areas of improvement include:

10.6 – 100% of new programs implemented effectively meet the intended outcomes for the programs.

10.7 – All curriculum programs PK-12 have undergone a review and analysis over the last 3 years and every district-endorsed and supported teaching strategy/teaching practice has been reviewed during the curriculum and review cycle.

Two indicators in 10.8 are "not in compliance" this monitoring cycle. We needed to increase the number of hours for professional development for critical training needs. Additionally, substitutes were provided for Freshman Seminar teachers to spend much needed time writing curriculum for this new course. More details can be found in the Capacity Building section of this report.

With respect to Operational Expectation 10, Part I (Instructional Program), the Board _____.

Section	IC / NIC	Directive	Notes
The Superintendent will:			
10.1	IC	Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	
10.2	NIC	Align curriculum and instruction to academic standards that meet or exceed state and/or nationally recognized model standards.	Not in compliance with three indicators.
10.3	IC	Effectively measure each student's progress toward achieving or exceeding the standards.	
10.4	IC	Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.	
10.5	NIC	Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.	Not in compliance with two indicators.
10.6	IC	Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	
10.7	IC	Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.	
10.8	NIC	Protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.	Not in compliance with two indicators.

IC = In Compliance ***NIC = Not In Compliance***

Compliance Progress	2014-15	2015-16	2016-17
Indicators In Compliance	16	16	18
Indicators Not In Compliance	9	9	7
% In Compliance	64%	64%	72%

10.1 The Superintendent will: Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	***In Compliance***

Interpretation: The Board of Education expects the Superintendent to ensure that all curriculum, programs and instructional strategies, as well as teaching resources and materials, to be of superior quality and selected as a result of:

1) Rigorous analysis of the curricular programs
2) Comprehensive evaluation, and
3) Cyclical review.

Those who engage in the development and selection of curriculum and programs must reflect a range of schools, grades, interests and expertise. The evaluation, selection and development of programs and curriculum must use a process that leads to unbiased, evidence-based decision-making.

The Board expects the District's programs and curricula to be selected, developed and based on a thorough professional review of the most effective teaching and curriculum/instruction in the field of education. The standard for determining the most effective curriculum and instruction programs, teaching strategies, and teaching resources must be grounded in objective data from research with evidence for improving student achievement. The Board also expects programs and curricula to be reviewed systematically through a process of continuous improvement.

- Best practices: Solid, reputable, research-based teaching.

Indicator 1: 100% of programs and curricula scheduled for the current year complete a comprehensive evaluation process with report to the Board of Education.	**In Compliance**
Evidence: 100% of programs and curricula on Curriculum Program Review Cycle are currently under review for evaluation. *(See Appendix A).*	
Indicator 2: 100% of the District curricula are reviewed for alignment with best practices.	**In Compliance**
Evidence: Template evaluation *(See Appendix G).*	
Indicator 3: Curriculum review committees are comprised of teachers, community members, parents, administrators to reach achieve an objective, unbiased evaluation process.	**In Compliance**
Evidence: Teachers, community members, parents and administrators comprise 100% of the curriculum review committees. *(See Appendix H).*	

10.2 The Superintendent will: Align curriculum and instruction to academic standards that meet or exceed state and/or nationally-recognized model standards.	***Not In Compliance***

Interpretation: The Board of Education expects the Superintendent to identify rigorous academic learning standards in each curricular area and base the District's curricula on those standards. These standards include:

- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- Wisconsin Model Early Learning Standards (WMELS)
- Wisconsin State Standards

Indicator 1: 100% of the Common Core State Standards (CCSS) are reflected in RUSD's reading, writing and math curriculum.	**Not In Compliance**
Evidence: The current reading and writing standards do not fully reflect the CCSS. *According to the curriculum program review calendar, the Office of Curriculum and Instruction's program review is on schedule for Reading and writing curriculum to be aligned to standards reflecting the CCSS beginning 2017-2018. (Appendix I and J)*	
Indicator 2: 100% of the Next Generation Science Standards (NGSS) are reflected in RUSD's science curriculum.	**Not In Compliance**
Evidence: The current science curriculum does not reflect the NGSS. *According to the curriculum program review calendar, the Office of Curriculum and Instruction's program review is on schedule for Science curriculum to be aligned to standards reflecting the NGSS beginning 2018-2019. (Appendix K)*	
Indicator 3: 100% of the Wisconsin Model Early Learning Standards (WMELS) are reflected in RUSD's Early Childhood Curriculum.	**In Compliance**
Evidence: 100% of the District's Early Childhood Curriculum is aligned with the WMELS. *(See Appendix B).*	
Indicator 4: 100% of the Wisconsin State Standards are reflected in the curriculum for all subjects not listed above.	**Not In Compliance**
Evidence: Wisconsin State Standards are not reflected in all curriculum areas. *The Office of Curriculum and Instruction introduced Wisconsin State Standards aligned curriculum for physical education and health in 2016-2017.* *According to the curriculum program review calendar, the Office of Curriculum and Instruction's program review is on schedule for art and music curriculum to be aligned to standards reflecting the Wisconsin State Standards beginning 2017-2018.* *According to the curriculum program review calendar, the Office of Curriculum and Instruction's program review is on schedule for world language and social studies curriculum to be aligned to standards reflecting the Wisconsin State Standards beginning 2017-2018.*	

10.3 The Superintendent will: Effectively measure each student's progress toward achieving or exceeding the standards.	***In Compliance***

Interpretation: The Board of Education expects the Superintendent to measure student progress and achievement in academic standards for grades 4K-8 using assessments that are statistically reliable and valid.

- Effectively measure: The District uses valid and reliable assessment tools, common across all elementary, middle and K-8 schools to determine students' progress in achieving the Board's Results policies.

Indicator 1: The K-8 NWEA – MAP and K-2 CPAA (Measure of Academic Progress and Children's Progress Academic Assessment) assessments are aligned to the Common Core Standards.	**In Compliance**
Evidence: See the NWEA Common Core Alignment Study. *(See Appendix C).*	
Indicator 2: The NWEA – MAP and CPAA assessment are reliable and valid measures of student growth.	**In Compliance**
Evidence: See the NWEA- Individual Growth and School Success. *(See Appendix D).*	
Indicator 3: Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for assessing children in the 4K programs in RUSD.	**In Compliance**
Evidence: See the Touring Guide for Teaching Strategies Gold *(See Appendix E)*	
Indicator 4: AimsWeb is a valid and reliable assessment of academic competencies for the purpose of progress monitoring of students in Response to Intervention (RtI).	**In Compliance**
Evidence: See the AimsWeb Alignment Study. *(See Appendix L).*	

10.4 The Superintendent will: Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.	***In Compliance***

Interpretation: The Board of Education expects the Superintendent to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent as part of their school day.

- Specialized areas: The fine arts, career and technical education, world languages, and specialized curricular offerings such as the dual language, Advanced Placement, and International Baccalaureate programs.

Indicator 1: Multiple programs exist in specialty areas to meet the needs of RUSD students.	**In Compliance**
Evidence: See the Description of Specialized Programs. *(See Appendix F).*	
Indicator 2: The overall enrollment in these specialized programs increases every year.	**In Compliance**
Evidence: For the 2016-2017 school year, there is an increase in overall enrollment (4%) in specialized programs compared to the 2015-2016 school year. *(See Appendix F).*	

10.5 The Superintendent will: Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.	***Not In Compliance***

Interpretation: The Board of Education expects the Superintendent to offer instructional programs that use teaching resources and strategies to accommodate learning styles and the needs of all students.

- Learning styles: Auditory, visual, and kinesthetic learning preferences; varying physical, psychological, social-emotional, cognitive needs; and implications of individual developmental levels, disabilities, culture and language.

Indicator 1: Teachers plan instruction based on the personalized learning plans for all of their students.	**In Compliance**
Evidence: 100% of teachers K-8 work with students to set personalized learning goals for all students immediately following MAP/CPAA assessments for Fall testing. Annual goals are reviewed after Winter testing.	
Indicator 2: All students with disabilities are placed in their least restrictive environment as appropriate.	**Not In Compliance**
Evidence: DPI Indicator 5: School Age Educational Environment for students age 6 through 21 • **(√)** 71.11% of our special education students spend their time inside the regular classroom with nondisabled peers 80% or more of their day. The DPI target is more than 63.6%. RUSD exceeds the target. • (X) 12.09% of our special education students spend their time inside the regular classroom with nondisabled peers less than 40% of their day. The DPI target is less than 9.5%. RUSD falls short of the target. • **(√)** 0.73% of our special education students are served in separate schools, residential facilities, or homebound/hospital placements. The DPI target is less than 1.4%. RUSD exceeds the target. *Data Source: Individual Student Enrollment System (ISES) October 1 Child Count (https://apps4.dpi.wi.gov/spedprofile)*	
Indicator 3: A tiered level of services exists for all Bilingual and ESL students.	**In Compliance**
Evidence: 100% of parent requests for student placement in dual language, bilingual or ESL programs were accommodated.	
Indicator 4: Principal observations document culturally relevant teaching practices evident in every classroom.	**Not In Compliance**
Evidence: A systematic plan to train teachers and administrators was implemented in targeted schools in the 2016-2017 school year. Additional training for remaining schools will be underway in 2017-2018.	
Indicator 5: Alternatives to traditional classroom learning environments exist in RUSD.	**In Compliance**
Evidence: The following school options exist in RUSD: Magnet, charter and virtual school (elementary, middle and high). Turning Point Academy (6-12), Racine Alternative Education Program (high school), Transition program (18-21 year olds), Transition Education Program (TEP, 9-12), Inspire (9-12), Special Education Options (SEO, 6-12), Homebound (elementary, middle and high). FreshStart (elementary), Course Options (elementary, middle and high). Youth Options (high school), ACT39 GED/HSED @ Gateway Technical College. Intensive Needs Classroom (INC, elementary, middle and high) A systematic process is available for parents to select and staff to recommend these programs.	

10.6 The Superintendent will: Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	***In Compliance***

Interpretation: The Board of Education expects the Superintendent to encourage new and innovative programs that align with the Board's Results policies and to monitor and evaluate the effectiveness of the programs.

- New and innovative programs: Programs in existing schools that are aligned to the Board's Results policies and provide alternate pathways to student success.

- Monitor and evaluate effectiveness: The District conducts a systematic review and data analysis to evaluate every new program implementation by the end of the first year.

Indicator 1: New programs are developed and implemented each year.	**In Compliance**

Evidence: Ten new programs were implemented during the 2016-17 school year:

- PACC - Concurrent College Enrollment implemented at Case High School – American Government (28 students)
- Project Lead the Way - High School expansion (Human Body Systems) 6 classes, 117 students
- Project Lead the Way – Middle School expansion (Introduction to Computer Science) 91 students at Starbuck
- Project Lead the Way – Middle School expansion (Medical Detectives) – 57 students at Gilmore and Starbuck
- Project Lead the Way – Middle School expansion (Flight and Space) – 74 students at McKinley and Starbuck
- Engineering is Elementary (EIE) – Olympia Brown Elementary all grades (480 students)
- FIRST (For Inspiration and Recognition of Science and Technology) Robotics – Walden HS (15)
- Freshman Academy Structure including Freshman Seminar course – Park HS (338), Horlick HS (441), Case HS (479)
- Junior Reserves Officers' Training Corp (JROTC) – Park High School (37)
- Montessori Program at Goodland – 80 three- and four- year old students

Indicator 2: As a result of evaluation after year one implementation, data indicates that 80% of all new programs effectively meet the intended outcomes for the program. (Student achievement or other Board Results Policies).	**In Compliance**

Evidence: 100% of new programs meet intended outcomes **(√)**

Status of programs implemented 2015-2016:

- Case High School is in the candidacy phase for the International Baccalaureate Career-related Programme (IBCP). Final application submitted November 2016. Authorization site visit expected May 31, 2017. **(√)**
- Project Lead the Way – High School expansion (Principles of Biomedical Science and Introduction to Computer Science). **(√)**

Principals of Biomedical Science	2015-2016 enrollment 4 classes, 104 students	2016-2017 enrollment 21 classes, 502 students	Enrollment increased 383%
Introduction to Computer Science	2015-2016 enrollment 5 classes, 125 students	2016-2017 enrollment 8 classes, 170 students	Enrollment increased 36%

- Full day 4K – increased from 72 students in 2015-2016 to 100 students in 2016-2017. **(√)**

10.7 The Superintendent will: Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.	***In Compliance***

Interpretation: The Board of Education expects the Superintendent to assure that all District PK-12 programs and endorsed teaching strategies, resources and materials for teaching are reviewed systematically through a process of continuous improvement, and that revisions and enhancements to programs and teaching practices occur routinely as a direct result of systematic processes that evaluate and recommend for revision as needed, every teaching program and all teaching strategies endorsed by the District.

Indicator 1: Every PK-12 program is evaluated through a review and analysis process at least every three years.	**In Compliance**
Evidence: • Year 1, 2 and 3 of the 3 year curriculum program review cycle are in progress. • Areas under review include(d): FACS, Business Education, Technology Education, Mathematics, Library Task Force, Writing, Physical Education, Health, Gifted and Talented Programming, Special Education continuum of services, English/Language Arts, Music, Art, Drama, Summer School Dual Language/ELL programming, • Final reviews and analysis will be complete by June 1, 2017.	
Indicator 2: Every District-endorsed and supported teaching strategy/teaching practice is reviewed and revised on a three-year basis.	**In Compliance**
Evidence: 100% of the areas under review in the 3 year curriculum program review cycle included a teaching strategy review.	

10.8 The Superintendent will: Protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.	***Not In Compliance***

Interpretation: The Board of Education expects the Superintendent to ensure maximum time for student instruction by setting expectations for practices that prevent interruption of classroom teaching. The Board also expects all reasonable efforts be made to prevent teachers from being pulled away from their teaching responsibilities. The Board expects all programs and activities to be scheduled to minimize disruptions to instruction.

- Interruptions and unnecessary intrusions: Activities unrelated to the social or academic needs of students, including field trips and assemblies unrelated to curricular content.

Indicator 1: Disruptions to the academic day are addressed through clear, written expectations from the Chief Academic Officer and Chief of Schools.	**In Compliance**
Evidence: Written expectations provided to high school principals via Tuesday Updates-November 1, 2016 *(Appendix M)*	
Indicator 2: All curricular writing projects occur outside of the normal school day.	**Not In Compliance**
Evidence: Freshman Seminar curriculum writing occurred during the school day. Substitutes were provided.	
Indicator 3: Monitoring of the professional development calendar minimizes the number of substitutes for professional development, training, etc. each day.	**Not In Compliance**

Evidence: The amount of teaching time missed due to professional development continues to decline annually.

- 2012-13: Total of 41,305 hours
- End of semester 1 2013-14: Total of 15,435 hours
- End of semester 1 2014-15: Total of 10,828 hours
- End of semester 2015-2016: Total of 8811 hours
- End of semester 2016-2017: Total of 9950 hours

Increase in hours attributed to: Non-violent Crisis Intervention (NVCI), Classroom Organization and Management (COMP), Middle School Transformation meetings, High School Transformation Professional development, Personalized/Blended Learning for middle schools, Guided Language Acquisition Training (GLAD), Racine Early Intervention (REI) literacy training, Junior Achievement, Advanced Placement (AP), Javit's Grant, Positive Behavioral Intervention and Supports (PBIS) and Gizmos (science pilot)

Capacity Building and Action Plan to Improve/Enhance OE-10 (Part 1):

Through the office of the Chief Academic Officer, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 1). The 2017-2018 action plan includes:

10.2: The Office of Curriculum and Instruction is on target to have all subject areas reviewed, evaluated and updated by the beginning of the 2018-2019 school year. Work continues with teams of teachers, instructional coaches, administrators and community members throughout the school year and summer.

10.5: The Special Education Department continues work to ensure all students are placed in their least restrictive environment (LRE). Ongoing professional development with teachers and administrators will continue.

Planning continues to ensure the District provides additional ongoing training and support for staff in culturally relevant teaching strategies and cultural competence.

10.8: The Office of Curriculum and Instruction will review the need for curriculum writing for the summer of 2017 to ensure all work can be completed prior to the school year starting. For all work that requires additional time, plans will be made for the work to be completed outside of the school day.

The Department of Professional Learning will review the professional development plan for 2017-2018 to ensure a minimum number of initiatives require teachers to be pulled from their classrooms during the school day. It is important to note the increase in the hours outside of the classroom for this reporting period are directly related to the major initiatives RUSD has underway. These include:

- Non-violent Crisis Intervention (NVCI) – methods for dealing with students in crisis
- Classroom Organization and Management (COMP) - beneficial for new teachers and those struggling with management
- Middle School Transformation meetings
- High School Transformation Professional development – make up for those teachers who did not attend during the summer
- Personalized/Blended Learning for middle schools – teams planning for expanded implementation
- Guided Language Acquisition Training (GLAD) – language acquisition and literacy for dual language/ESL teachers
- Racine Early Intervention (REI) literacy training for elementary teachers
- Junior Achievement – required training for staff accompanying 8th grade students to Finance Park
- Advanced Placement (AP) –all AP teachers need to be up to date with training (within 3 years)
- Javit's Grant – Gifted and talented grant program with DPI, Milwaukee and Kenosha. Initiative to increase the underrepresented Hispanic students in the GT program
- Positive Behavioral Intervention and Supports (PBIS) – methods for improving student behavior
- Gizmos- hands on science pilot for potential adoption 2018-2019

Where possible, future professional development sessions will be scheduled on early release and full PD days according to the RUSD calendar.

The Chief Academic Officer will request that the Superintendent ask the Board of Education to consider a work session topic to reassess the feasibility of adjusting start/end times and school year calendar to provide more time for planning and professional development as part of the teaching contract year.

Funding/Staffing:

- Funding for professional development for teachers implementing new curriculum.
- Curriculum Program Review Cycle – funding for curriculum writing budgeted for summer work.

Appendices:

A. 3-Year Curriculum and Program Monitoring Cycle
B. Early childhood curriculum alignment with WMELS
C. NWEA Common Core Alignment Study
D. NWEA Individual Growth and School Success Study
E. Teaching Strategies Gold Touring Guide
F. Specialized programs with enrollment totals
G. Program evaluation rubric
H. Curriculum Program Review committee list
I. Common Core State Standards Math
J. Common Core State Standards English/Language Arts
K. Next Generation Science Standards
L. AimsWeb Alignment
M. Memo-expectations for minimal disruptions to academic day

Racine Unified School District
Chief Academic Office
3 Year Curriculum Program Review Plan

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Comprehensive Curriculum Review and Evaluation	Business Ed, Technology Ed, Family/Consumer Science (FACE), Mathematics, Health/Physical Education, Library task force, Gifted/Talented programming, Magnet schools, Special education (continuum of services), Writing	Art, drama, ELA/Reading, music, Dual Language/ELL programming, credit recovery, Special education (related services), Summer school, Virtual Learning, Writing	Alternative education programs, Early childhood/4K programming, science, social studies, world languages, writing, dual enrollment, Lighted School House, Special education (service delivery), Title I, Instructional Educator Effectiveness Coaches		
Curriculum Development and Design		Business Ed, Technology Ed, Family/Consumer Science (FACE), Mathematics, Health/Physical Education, Library task force, Gifted/Talented programming, Magnet schools, Special education (continuum of services), Writing	Art, drama, ELA/Reading, music, Dual Language/ELL programming, credit recovery, Special education (related services), Summer school, Virtual Learning, Writing	Alternative education programs, Early childhood/4K programming, science, social studies, world languages, writing, dual enrollment, Lighted School House, Special education (service delivery), Title I, Instructional Educator Effectiveness Coaches	
Implementation and Monitoring			Business Ed, Technology Ed, Family/Consumer Science (FACE), Mathematics, Health/Physical Education, Library task force, Gifted/Talented programming, Magnet schools, Special education (continuum of services), Writing	Art, drama, ELA/Reading, music, Dual Language/ELL programming, credit recovery, Special education (related services), Summer school, Virtual Learning, Writing	Alternative education programs, Early childhood/4K programming, science, social studies, world languages, writing, dual enrollment, Lighted School House, Special education (service delivery), Title I, Instructional Educator Effectiveness Coaches

Wisconsin Model Early Learning Standards (WMELS)

Overview
The development of the WMELS was guided by research in the field of early education and supported by content experts from institutions of higher education in the state. The WMELS provide a framework for families, professionals and policy makers to:

- Share a common language and responsibility for the well-being of children from birth to first grade;
- Know and understand developmental expectations of young children;
- Understand the connection of early childhood with K-12 educational experiences and lifelong learning.

The WMELS specify developmental expectations for children birth through entrance to first grade and address all the domains of a child's learning and development including:

- Health and Physical Development;
- Social and Emotional Development;
- Language Development and Communication;
- Approaches to Learning;
- Cognition and General Knowledge.

The developmental domains are highly interrelated. Knowledge and skills developed in one area of development impact the acquisition of knowledge and skills in other areas of development. Each domain is divided into sub-domains, which include developmental expectations, program standards, performance standards, and a developmental continuum, along with samples of children's behavior and samples of adult strategies.

The WMELS are intended to:

- Improve the quality of all early learning environments;
- Guide professional development activities and investments;
- Inform educators and caregivers in their decisions regarding approaches to curriculum development across all early learning environments;
- Guide communities as they determine local benchmarks at the district level. The local benchmarks assist to make decisions regarding curriculum and assessment that will determine instruction, interactions and activities.

The WMELS have been aligned with the Common Core State Standards: http://ec.dpi.wi.gov/ec_oelindex-0 *(Scroll down to OEL Initiatives/Priorities and click on last bullet.)*

WMELS History

- First edition published in 2003.
- Second edition re-written to include a developmental continuum, samples of children's behavior, samples of adult strategies and updating of resources in 2008.
- Third edition added a revised literacy section and an appendix section titled "Standards in the State of Wisconsin" in 2011.

WMELS State and Regional Steering Committee
Members of the WMELS Steering Committee represent the Office of Early Learning Department of Public Instruction (4K, 5K and Head Start), Department of Children and Families, Supporting Families Together Association, Wisconsin Early Childhood Association, Wisconsin Technical Colleges and Universities. The committee meets every other month throughout the year to strengthen lines of communication regarding the implementation of WMELS throughout the state of Wisconsin.

WMELS Training and Courses for Credit
More than 90 Approved WMELS Trainers are available to do training throughout the state of Wisconsin. WMELS Approved Trainers include: child care providers, teachers (classroom and higher education), program support personnel, training and technical assistance personnel, and administrators that represent the full-range of services offered to young children birth to first grade. The training is 15-18 hours and is offered over a period of days e.g. two whole days, three part days, five or more parts (2-3 hours) of days or in evenings. Training has been widely offered across the state and is incorporated into YoungStar quality rating evaluation criteria. WMELS Training is offered in both non-credit and for-credit delivery options. Many University, Private and Technical Colleges are utilizing the current WMELS Training Materials in early care and education coursework.

WMELS Communities of Practice
Wisconsin Early Childhood Collaborating Partners Community Collaboration Coaches assist communities as they partner to provide early childhood services. Each of the six regions has a WMELS Community of Practice that meets at least two times per year to support WMELS Approved Trainers within their region. A mentoring system has been established for new candidates who apply to be WMELS Approved Trainers.

WMELS Webpage: http://www.collaboratingpartners.com/wmels-about.php

For further information contact: Arlene Wright, WMELS Coordinator at arlenewright@charter.net
Jill Haglund, Early Childhood Consultant at jill.haglund@dpi.wi.gov
Katherine McGurk, Bureau of Quality Improvement, Supervisor, kathy.mcgurk@wisconsin.gov

Smarter Balanced Preliminary Performance Levels

Estimated MAP Scores Corresponding to the Preliminary Performance Levels of the Smarter Balanced Assessment Consortium (Smarter Balanced)

Recently, the Smarter Balanced Assessment Consortium (Smarter Balanced) released a **document** that established initial performance levels and the associated threshold scale scores for the Smarter Balanced assessment. The report included estimated percentages of students expected to perform at each of the four performance levels, reported by grade and test subject (e.g., English Language Arts or Mathematics), based on preliminary field testing of the Smarter Balanced assessment conducted during the spring of 2014.

These threshold scale scores and expected percentages represent a preliminary attempt at standard setting, and Smarter Balanced may revise them after the spring 2015 testing term. Nevertheless, they represent the best information currently available about the cut scores that will be used during the spring 2015 testing term of the Smarter Balanced test.

Using the information provided within the Smarter Balanced report about the percentages of students expected to perform at each level, Northwest Evaluation Association™ (NWEA™) conducted a series of analyses to examine what Measures of Academic Progress® (MAP®) interim assessment scores might be associated with these performance level categories.

This was not an empirical study in the manner of our normal scale linking studies, because the Smarter Balanced assessment has not yet been fully implemented. NWEA intends to work with its partner school districts to conduct such a study, examining the relationship between MAP performance and Smarter Balanced performance for individual students, once Smarter Balanced has been fully implemented within NWEA partner districts.

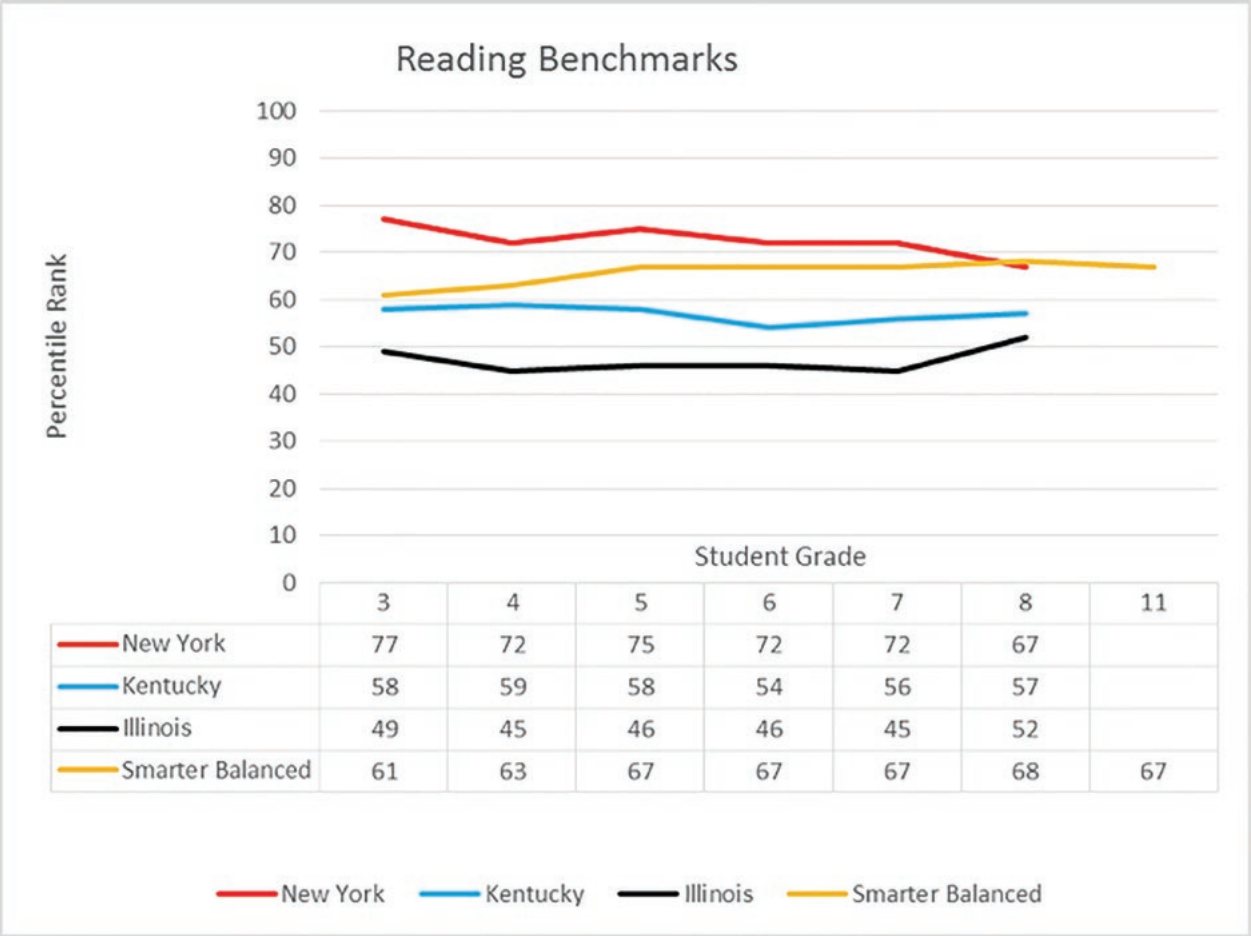
NWEA analyses focused on the percentages of students expected to perform within each of the Smarter Balanced performance levels. NWEA compared these percentages to our own nationally representative normative distributions in order to estimate the MAP scores that would produce similar percentages of students as those expected to fall within the Smarter Balanced performance level categories. The approach taken here is quite similar to the approach used in many prior linking studies, and **can provide highly accurate estimates of cut scores**.

This approach relies on the assumption that the population of students who completed Smarter Balanced field testing reasonably reflect the nationally representative NWEA norming population. Because the Smarter Balanced report included little information about the students who comprised the field test sample, other than the fact that they came from 21 states and the U.S. Virgin Islands, it is not known whether that sample was sculpted or weighted to resemble a nationally representative distribution of students. Consequently, NWEA does not know whether the percentages of students within each performance level reported by Smarter Balanced closely reflect the U.S. student population in general.

Nevertheless, this assumption provided a basis for estimating the MAP scores that correspond to the preliminary threshold scale scores reported by Smarter Balanced. These resulting cut scores fell precisely within a range consistent with other summative state tests currently in use that have defined proficiency standards around "college and career readiness." These summative state tests formed the basis for the NWEA October 2014 Guidance Document for predicting student performance on both the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced tests, **now updated to serve states who aren't using Smarter Balanced assessments**.

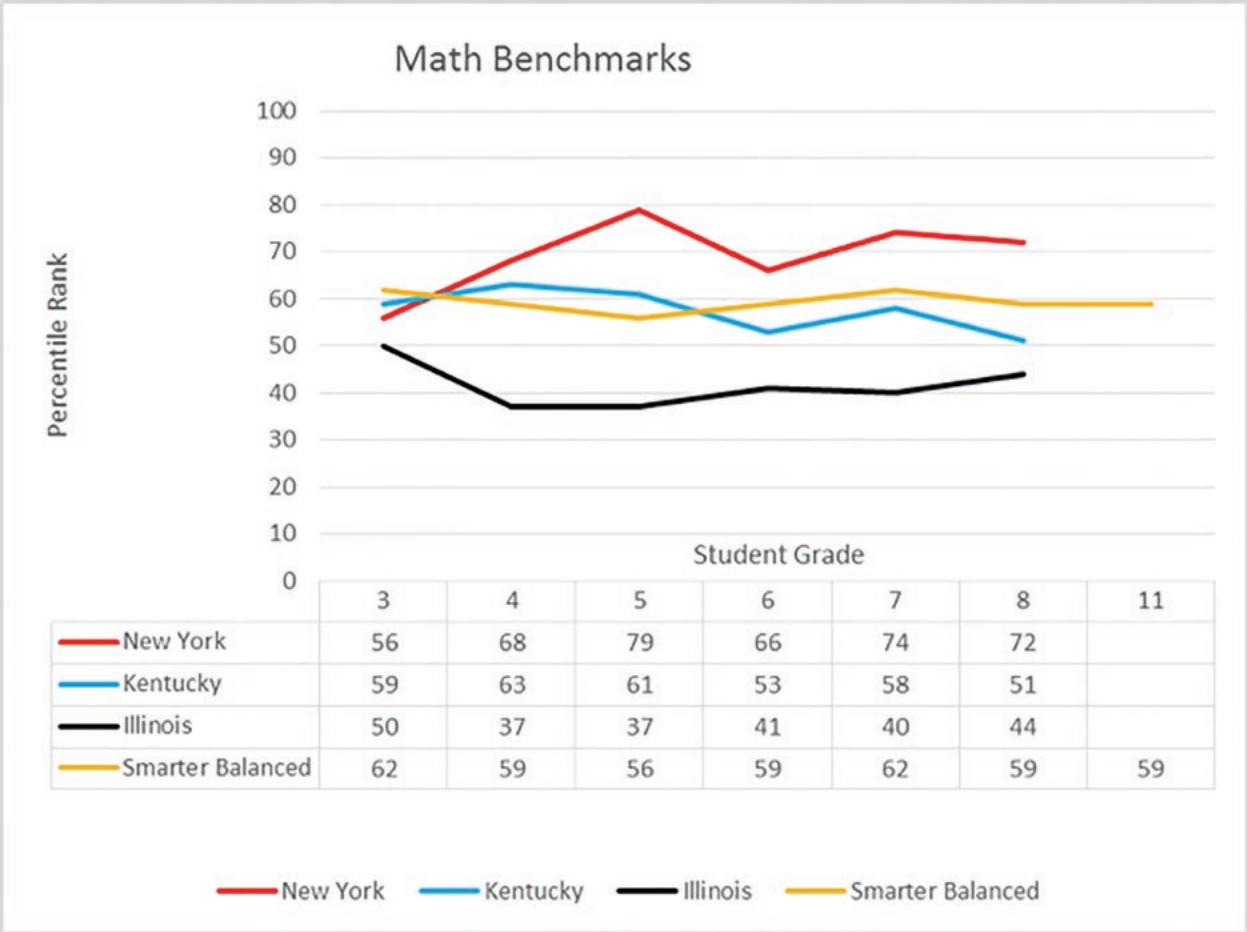
To offer a comparison, figures 1 and 2 show how NWEA estimates for the initial Smarter Balanced cut scores for Level 3 in reading and math, respectively, compare to the proficiency standards currently in use within three states with Common Core-aligned summative tests: New York, Kentucky, and Illinois. In these figures, the proficiency standards are expressed as normative percentile ranks, which convey the relative difficulty of the standards. The Smarter Balanced standards fall within the middle of the range established by the other three tests.

Figure 1. "College and Career Ready" Proficiency Standards in Reading for Four Common Core-Aligned Summative Tests



	3	4	5	6	7	8	11
New York	77	72	75	72	72	67	
Kentucky	58	59	58	54	56	57	
Illinois	49	45	46	46	45	52	
Smarter Balanced	61	63	67	67	67	68	67

Figure 2. "College and Career Ready" Proficiency Standards in Math for Four Common Core-Aligned Summative Tests



	3	4	5	6	7	8	11
New York	56	68	79	66	74	72	
Kentucky	59	63	61	53	58	51	
Illinois	50	37	37	41	40	44	
Smarter Balanced	62	59	56	59	62	59	59

CUT SCORE AND PROBABILITY TABLES

Table Sets 1 through 3 provide estimated MAP RIT cut scores associated with the initial Smarter Balanced performance level threshold scale scores and tables that provide estimates of performing at or above Performance Level 3 (i.e., "Proficient"), given an observed MAP RIT score. The tables show the estimated threshold RIT scores associated with each Smarter Balanced performance level for spring, winter, and fall testing seasons, respectively. These tables can be used to identify students who may need additional help to perform well on these tests.

Table Sets 4 through 6 show the estimated probability of a student receiving a Level 3 or higher on the Smarter Balanced assessment in spring, winter, or fall, respectively, based on that student's observed RIT score and the estimated threshold cut scores reported in the prior table sets. These tables can be used to assist in identifying students who are not likely to pass Smarter Balanced assessments, thereby increasing the probability that intervention strategies will be planned and implemented. These tables can also be useful for identifying target RIT-score objectives likely to correspond to successful Level 3 performance on the Smarter Balanced assessment.

Table Set 1 – Estimated Fall MAP RIT Cut Scores Corresponding to the Smarter Balanced Assessment Consortium (Smarter Balanced) Performance Levels

MATH – FALL SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<172	172	32	181	61	193	88
3	<186	186	32	195	61	207	88
4	<195	195	27	208	63	218	87
5	<207	207	35	219	67	227	85
6	<213	213	35	226	67	236	86
7	<219	219	36	233	67	244	87
8	<225	225	38	238	68	249	87
9*	<229	229	40	241	67	255	89
10*	<229	229	40	242	67	257	89
11	<231	231	40	245	67	261	89

READING – FALL SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<170	170	35	180	62	190	82
3	<184	184	35	194	62	203	82
4	<195	195	37	203	59	213	82
5	<201	201	33	209	56	222	85
6	<204	204	30	215	59	230	89
7	<210	210	34	220	62	236	92
8	<210	210	28	222	59	239	91
9*	<212	212	28	225	59	240	89
10*	<214	214	28	226	59	242	89
11	<214	214	28	227	59	245	89

*Note: Smarter Balanced does not test students in grades 2, 9, and 10. The values shown in these grades are estimated MAP RIT scores indicating that the student is on track to perform at the designated performance level when tested on Smarter Balanced in subsequent years, so long as the student maintains consistent standing relative to U.S. achievement norms.

Table Set 2 – Estimated Winter MAP RIT Cut Scores Corresponding to the Smarter Balanced Assessment Consortium (Smarter Balanced) Performance Levels

MATH – WINTER SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<179	179	32	189	61	200	88
3	<192	192	32	202	61	213	88
4	<200	200	27	213	63	224	87
5	<212	212	35	224	67	233	85
6	<217	217	35	229	67	239	86
7	<222	222	36	235	67	247	87
8	<227	227	38	241	68	252	87
9*	<230	230	40	243	67	257	89
10*	<230	230	40	244	67	258	89
11	<231	232	40	246	67	261	89

READING – WINTER SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<178	178	35	188	62	197	82
3	<189	189	35	199	62	208	82
4	<198	198	37	206	59	216	82
5	<203	203	33	212	56	224	85
6	<206	206	30	217	59	232	89
7	<212	212	34	222	62	238	92
8	<212	212	28	224	59	241	91
9*	<213	213	28	225	59	241	89
10*	<214	214	28	227	59	242	89
11	<214	214	28	227	59	245	89

*Note: Smarter Balanced does not test students in grades 2, 9, and 10. The values shown in these grades are estimated MAP RIT scores indicating that the student is on track to perform at the designated performance level when tested on Smarter Balanced in subsequent years, so long as the student maintains consistent standing relative to U.S. achievement norms.

Table Set 3 – Estimated Spring MAP RIT Cut Scores Corresponding to the Smarter Balanced Assessment Consortium (Smarter Balanced) Performance Levels

MATH – SPRING SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<185	185	32	194	61	206	88
3	<197	197	32	206	61	218	88
4	<204	204	27	217	63	228	87
5	<215	215	35	227	67	236	85
6	<219	219	35	232	67	243	86
7	<224	224	36	238	67	250	87
8	<229	229	38	243	68	254	87
9*	<231	231	40	244	67	259	89
10*	<231	231	40	245	67	260	89
11	<233	233	40	247	67	263	89

READING – SPRING SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<184	184	35	194	62	203	82
3	<193	193	35	203	62	212	82
4	<202	202	37	210	59	219	82
5	<206	206	33	214	56	227	85
6	<208	208	30	219	59	234	89
7	<213	213	34	224	62	240	92
8	<213	213	28	225	59	242	91
9*	<213	213	28	226	59	242	89
10*	<214	214	28	227	59	244	89
11	<214	214	28	228	59	245	89

*Note: Smarter Balanced does not test students in grades 2, 9, and 10. The values shown in these grades are estimated MAP RIT scores indicating that the student is on track to perform at the designated performance level when tested on Smarter Balanced in subsequent years, so long as the student maintains consistent standing relative to U.S. achievement norms.

Table Set 4 – Estimated Probability Of Scoring At Level 3 Or Higher On The Smarter Balanced Test, Given A Student's Observed MAP RIT Score In Spring

MAP MATH TEST TAKEN IN SPRING

RIT Range	2	3	4	5	6	7	8	9	10	11
130	***0%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
135	***0%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
140	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
145	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
150	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
155	***2%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
160	***4%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
165	***6%***	2%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
170	***10%***	3%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
175	***16%***	5%	2%	1%	0%	0%	0%	***0%***	***0%***	0%
180	***23%***	8%	3%	1%	1%	0%	0%	***0%***	***0%***	0%
185	***33%***	13%	5%	2%	1%	1%	0%	***0%***	***0%***	0%
190	***45%***	20%	8%	3%	2%	1%	1%	***1%***	***1%***	0%
195	***57%***	29%	12%	5%	3%	2%	1%	***1%***	***1%***	1%
200	***69%***	40%	18%	8%	5%	3%	2%	***1%***	***1%***	1%
205	***78%***	52%	27%	12%	8%	4%	3%	***2%***	***2%***	2%
210	***86%***	64%	38%	18%	12%	7%	4%	***4%***	***4%***	3%
215	***91%***	75%	50%	27%	18%	11%	7%	***6%***	***6%***	5%
220	***94%***	83%	62%	38%	27%	17%	11%	***10%***	***9%***	8%
225	***96%***	89%	73%	50%	38%	25%	17%	***16%***	***14%***	12%
230	***98%***	93%	82%	62%	50%	36%	25%	***23%***	***22%***	18%
235	***99%***	96%	88%	73%	62%	48%	36%	***33%***	***31%***	27%
240	***99%***	97%	92%	82%	73%	60%	48%	***45%***	***43%***	38%
245	***99%***	98%	95%	88%	82%	71%	60%	***57%***	***55%***	50%
250	***100%***	99%	97%	92%	88%	80%	71%	***69%***	***67%***	62%
255	***100%***	99%	98%	95%	92%	87%	80%	***78%***	***77%***	73%
260	***100%***	100%	99%	97%	95%	92%	87%	***86%***	***84%***	82%
265	***100%***	100%	99%	98%	97%	95%	92%	***91%***	***90%***	88%
270	***100%***	100%	100%	99%	98%	97%	95%	***94%***	***94%***	92%
275	***100%***	100%	100%	99%	99%	98%	97%	***96%***	***96%***	95%
280	***100%***	100%	100%	100%	99%	99%	98%	***98%***	***98%***	97%
285	***100%***	100%	100%	100%	100%	99%	99%	***99%***	***99%***	98%
290	***100%***	100%	100%	100%	100%	100%	99%	***99%***	***99%***	99%
295	***100%***	100%	100%	100%	100%	100%	100%	***99%***	***99%***	99%
300	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%

*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the spring season. Example: if a fifth grade student scored 200 on a MAP test taken during the spring season, her/his estimated probability of achieving at least Level 3 is 8%.

Bold italics refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.

MAP READING TEST TAKEN IN SPRING

Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	*2*	3	4	5	6	7	8	*9*	*10*	11
130	***0%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
135	***0%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
140	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
145	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
150	***1%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
155	***2%***	1%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
160	***4%***	2%	1%	1%	0%	0%	0%	***0%***	***0%***	0%
165	***6%***	3%	1%	1%	1%	0%	0%	***0%***	***0%***	0%
170	***10%***	4%	2%	1%	1%	1%	1%	***0%***	***0%***	0%
175	***16%***	7%	4%	2%	1%	1%	1%	***1%***	***1%***	1%
180	***23%***	11%	6%	4%	2%	1%	1%	***1%***	***1%***	1%
185	***33%***	17%	9%	6%	4%	2%	2%	***2%***	***2%***	2%
190	***45%***	25%	14%	10%	6%	4%	4%	***3%***	***3%***	3%
195	***57%***	36%	22%	16%	10%	6%	6%	***5%***	***5%***	4%
200	***69%***	48%	31%	23%	16%	10%	9%	***8%***	***8%***	7%
205	***78%***	60%	43%	33%	23%	16%	14%	***13%***	***12%***	11%
210	***86%***	71%	55%	45%	33%	23%	22%	***20%***	***18%***	17%
215	***91%***	80%	67%	57%	45%	33%	31%	***29%***	***27%***	25%
220	***94%***	87%	77%	69%	57%	45%	43%	***40%***	***38%***	36%
225	***96%***	92%	84%	78%	69%	57%	55%	***52%***	***50%***	48%
230	***98%***	95%	90%	86%	78%	69%	67%	***64%***	***62%***	60%
235	***99%***	97%	94%	91%	86%	78%	77%	***75%***	***73%***	71%
240	***99%***	98%	96%	94%	91%	86%	84%	***83%***	***82%***	80%
245	***99%***	99%	98%	96%	94%	91%	90%	***89%***	***88%***	87%
250	***100%***	99%	99%	98%	96%	94%	94%	***93%***	***92%***	92%
255	***100%***	100%	99%	99%	98%	96%	96%	***96%***	***95%***	95%
260	***100%***	100%	99%	99%	99%	98%	98%	***97%***	***97%***	97%
265	***100%***	100%	100%	99%	99%	99%	99%	***98%***	***98%***	98%
270	***100%***	100%	100%	100%	99%	99%	99%	***99%***	***99%***	99%
275	***100%***	100%	100%	100%	100%	99%	99%	***99%***	***99%***	99%
280	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
285	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
290	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
295	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
300	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%

*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the spring season. Example: if a fifth grade student scored 200 on a MAP test taken during the spring season, her/his estimated probability of achieving at least Level 3 is 23%.

Bold italics refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.

Table Set 5 – Estimated Probability Of Scoring At Level 3 Or Higher On The Smarter Balanced Test, Given A Student's Observed MAP RIT Score In Winter

MAP MATH TEST TAKEN IN WINTER

Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	*2*	3	4	5	6	7	8	*9*	*10*	11
130	***0%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
135	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
140	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
145	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
150	***2%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
155	***4%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
160	***6%***	2%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
165	***10%***	3%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
170	***16%***	5%	2%	1%	0%	0%	0%	***0%***	***0%***	0%
175	***23%***	8%	3%	1%	1%	0%	0%	***0%***	***0%***	0%
180	***33%***	12%	4%	1%	1%	1%	0%	***0%***	***0%***	0%
185	***45%***	18%	7%	2%	1%	1%	0%	***0%***	***0%***	0%
190	***57%***	27%	11%	4%	2%	1%	1%	***1%***	***1%***	0%
195	***69%***	38%	17%	6%	4%	2%	1%	***1%***	***1%***	1%
200	***78%***	50%	25%	10%	6%	4%	2%	***2%***	***1%***	1%
205	***86%***	62%	36%	16%	10%	6%	3%	***3%***	***2%***	2%
210	***91%***	73%	48%	23%	16%	9%	5%	***4%***	***4%***	3%
215	***94%***	82%	60%	33%	23%	14%	8%	***7%***	***6%***	5%
220	***96%***	88%	71%	45%	33%	22%	13%	***11%***	***10%***	8%
225	***98%***	92%	80%	57%	45%	31%	20%	***17%***	***16%***	13%
230	***99%***	95%	87%	69%	57%	43%	29%	***25%***	***23%***	20%
235	***99%***	97%	92%	78%	69%	55%	40%	***36%***	***33%***	29%
240	***99%***	98%	95%	86%	78%	67%	52%	***48%***	***45%***	40%
245	***100%***	99%	97%	91%	86%	77%	64%	***60%***	***57%***	52%
250	***100%***	99%	98%	94%	91%	84%	75%	***71%***	***69%***	64%
255	***100%***	100%	99%	96%	94%	90%	83%	***80%***	***78%***	75%
260	***100%***	100%	99%	98%	96%	94%	89%	***87%***	***86%***	83%
265	***100%***	100%	100%	99%	98%	96%	93%	***92%***	***91%***	89%
270	***100%***	100%	100%	99%	99%	98%	96%	***95%***	***94%***	93%
275	***100%***	100%	100%	99%	99%	99%	97%	***97%***	***96%***	96%
280	***100%***	100%	100%	100%	99%	99%	98%	***98%***	***98%***	97%
285	***100%***	100%	100%	100%	100%	99%	99%	***99%***	***99%***	98%
290	***100%***	100%	100%	100%	100%	100%	99%	***99%***	***99%***	99%
295	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***99%***	99%
300	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%

*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the winter season. Example: if a fifth grade student scored 200 on a MAP test taken during the winter season, her/his estimated probability of achieving at least Level 3 is 10%.

Bold italics refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.

MAP READING TEST TAKEN IN WINTER

Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	2	3	4	5	6	7	8	9	10	11
130	***0%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
135	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
140	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
145	***2%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
150	***3%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
155	***4%***	1%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
160	***7%***	2%	1%	1%	0%	0%	0%	***0%***	***0%***	0%
165	***11%***	4%	2%	1%	1%	0%	0%	***0%***	***0%***	0%
170	***17%***	6%	3%	2%	1%	1%	1%	***1%***	***0%***	0%
175	***25%***	10%	5%	3%	2%	1%	1%	***1%***	***1%***	1%
180	***36%***	16%	8%	5%	3%	2%	1%	***1%***	***1%***	1%
185	***48%***	23%	13%	8%	5%	3%	2%	***2%***	***2%***	2%
190	***60%***	33%	20%	12%	8%	5%	4%	***4%***	***3%***	3%
195	***71%***	45%	29%	18%	12%	8%	6%	***6%***	***5%***	5%
200	***80%***	57%	40%	27%	18%	12%	10%	***9%***	***8%***	8%
205	***87%***	69%	52%	38%	27%	18%	16%	***14%***	***12%***	12%
210	***92%***	78%	64%	50%	38%	27%	23%	***22%***	***18%***	18%
215	***95%***	86%	75%	62%	50%	38%	33%	***31%***	***27%***	27%
220	***97%***	91%	83%	73%	62%	50%	45%	***43%***	***38%***	38%
225	***98%***	94%	89%	82%	73%	62%	57%	***55%***	***50%***	50%
230	***99%***	96%	93%	88%	82%	73%	69%	***67%***	***62%***	62%
235	***99%***	98%	96%	92%	88%	82%	78%	***77%***	***73%***	73%
240	***100%***	99%	97%	95%	92%	88%	86%	***84%***	***82%***	82%
245	***100%***	99%	98%	97%	95%	92%	91%	***90%***	***88%***	88%
250	***100%***	99%	99%	98%	97%	95%	94%	***94%***	***92%***	92%
255	***100%***	100%	99%	99%	98%	97%	96%	***96%***	***95%***	95%
260	***100%***	100%	100%	99%	99%	98%	98%	***98%***	***97%***	97%
265	***100%***	100%	100%	100%	99%	99%	99%	***99%***	***98%***	98%
270	***100%***	100%	100%	100%	100%	99%	99%	***99%***	***99%***	99%
275	***100%***	100%	100%	100%	100%	100%	99%	***99%***	***99%***	99%
280	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
285	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
290	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
295	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
300	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%

*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the winter season. Example: if a fifth grade student scored 200 on a MAP test taken during the winter season, her/his estimated probability of achieving at least Level 3 is 27%.

Bold italics refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.

Table Set 6 – Estimated Probability Of Scoring At Level 3 Or Higher On The Smarter Balanced Test, Given A Student's Observed MAP RIT Score In Fall

MAP MATH TEST TAKEN IN FALL

Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	*2*	3	4	5	6	7	8	*9*	*10*	11
130	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
135	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
140	***2%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
145	***3%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
150	***5%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
155	***8%***	2%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
160	***13%***	4%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
165	***20%***	6%	2%	1%	0%	0%	0%	***0%***	***0%***	0%
170	***29%***	9%	3%	1%	0%	0%	0%	***0%***	***0%***	0%
175	***40%***	14%	4%	1%	1%	0%	0%	***0%***	***0%***	0%
180	***52%***	22%	7%	2%	1%	1%	0%	***0%***	***0%***	0%
185	***64%***	31%	11%	4%	2%	1%	1%	***0%***	***0%***	0%
190	***75%***	43%	17%	6%	3%	2%	1%	***1%***	***1%***	1%
195	***83%***	55%	25%	10%	5%	3%	2%	***1%***	***1%***	1%
200	***89%***	67%	36%	16%	8%	4%	3%	***2%***	***2%***	1%
205	***93%***	77%	48%	23%	13%	7%	4%	***3%***	***3%***	2%
210	***96%***	84%	60%	33%	20%	11%	7%	***5%***	***5%***	4%
215	***97%***	90%	71%	45%	29%	17%	11%	***8%***	***8%***	6%
220	***98%***	94%	80%	57%	40%	25%	17%	***13%***	***12%***	9%
225	***99%***	96%	87%	69%	52%	36%	25%	***20%***	***18%***	14%
230	***99%***	98%	92%	78%	64%	48%	36%	***29%***	***27%***	22%
235	***100%***	99%	95%	86%	75%	60%	48%	***40%***	***38%***	31%
240	***100%***	99%	97%	91%	83%	71%	60%	***52%***	***50%***	43%
245	***100%***	99%	98%	94%	89%	80%	71%	***64%***	***62%***	55%
250	***100%***	100%	99%	96%	93%	87%	80%	***75%***	***73%***	67%
255	***100%***	100%	99%	98%	96%	92%	87%	***83%***	***82%***	77%
260	***100%***	100%	100%	99%	97%	95%	92%	***89%***	***88%***	84%
265	***100%***	100%	100%	99%	98%	97%	95%	***93%***	***92%***	90%
270	***100%***	100%	100%	99%	99%	98%	97%	***96%***	***95%***	94%
275	***100%***	100%	100%	100%	99%	99%	98%	***97%***	***97%***	96%
280	***100%***	100%	100%	100%	100%	99%	99%	***98%***	***98%***	98%
285	***100%***	100%	100%	100%	100%	100%	99%	***99%***	***99%***	99%
290	***100%***	100%	100%	100%	100%	100%	100%	***99%***	***99%***	99%
295	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	99%
300	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%

*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the fall season. Example: if a fifth grade student scored 200 on a MAP test taken during the fall season, her/his estimated probability of achieving at least Level 3 is 16%.

Bold italics refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.

MAP READING TEST TAKEN IN FALL

Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	*2*	3	4	5	6	7	8	*9*	*10*	11
130	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
135	***1%***	0%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
140	***2%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
145	***4%***	1%	0%	0%	0%	0%	0%	***0%***	***0%***	0%
150	***6%***	1%	1%	0%	0%	0%	0%	***0%***	***0%***	0%
155	***9%***	2%	1%	1%	0%	0%	0%	***0%***	***0%***	0%
160	***14%***	4%	2%	1%	1%	0%	0%	***0%***	***0%***	0%
165	***22%***	6%	3%	1%	1%	1%	0%	***0%***	***0%***	0%
170	***31%***	10%	4%	2%	1%	1%	1%	***1%***	***0%***	0%
175	***43%***	16%	7%	4%	2%	1%	1%	***1%***	***1%***	1%
180	***55%***	23%	11%	6%	4%	2%	2%	***1%***	***1%***	1%
185	***67%***	33%	17%	10%	6%	4%	3%	***2%***	***2%***	2%
190	***77%***	45%	25%	16%	9%	6%	5%	***4%***	***3%***	3%
195	***84%***	57%	36%	23%	14%	9%	8%	***6%***	***5%***	5%
200	***90%***	69%	48%	33%	22%	14%	12%	***9%***	***8%***	8%
205	***94%***	78%	60%	45%	31%	22%	18%	***14%***	***13%***	12%
210	***96%***	86%	71%	57%	43%	31%	27%	***22%***	***20%***	18%
215	***98%***	91%	80%	69%	55%	43%	38%	***31%***	***29%***	27%
220	***99%***	94%	87%	78%	67%	55%	50%	***43%***	***40%***	38%
225	***99%***	96%	92%	86%	77%	67%	62%	***55%***	***52%***	50%
230	***99%***	98%	95%	91%	84%	77%	73%	***67%***	***64%***	62%
235	***100%***	99%	97%	94%	90%	84%	82%	***77%***	***75%***	73%
240	***100%***	99%	98%	96%	94%	90%	88%	***84%***	***83%***	82%
245	***100%***	99%	99%	98%	96%	94%	92%	***90%***	***89%***	88%
250	***100%***	100%	99%	99%	98%	96%	95%	***94%***	***93%***	92%
255	***100%***	100%	100%	99%	99%	98%	97%	***96%***	***96%***	95%
260	***100%***	100%	100%	99%	99%	99%	98%	***98%***	***97%***	97%
265	***100%***	100%	100%	100%	99%	99%	99%	***99%***	***98%***	98%
270	***100%***	100%	100%	100%	100%	99%	99%	***99%***	***99%***	99%
275	***100%***	100%	100%	100%	100%	100%	100%	***99%***	***99%***	99%
280	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
285	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
290	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
295	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%
300	***100%***	100%	100%	100%	100%	100%	100%	***100%***	***100%***	100%

*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the fall season. Example: if a fifth grade student scored 200 on a MAP test taken during the fall season, her/his estimated probability of achieving at least Level 3 is 33%.

Bold italics refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.

APPENDIX: LINKS USED IN THIS DOCUMENT

Smarter Balanced States Approve Achievement Level Recommendations:
http://www.smarterbalanced.org/news/smarter-balanced-states-approve-achievement-level-recommendations/

Alternate Methodologies for Estimating State Standards on a Widely-Used Computer Adaptive Test:
https://www.nwea.org/resources/alternate-methodologies-estimating-state-standards-widely-used-computer-adaptive-test/

Proficiency Guidance from NWEA on New State Summative Assessments:
www.nwea.org/resources/proficiency-guidance-on-new-state-summative-assessments-from-nwea

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January 2015

Research Brief:

Individual Growth and School Success

Northwest Evaluation Association

Martha S. McCall, G. Gage Kingsbury, Allan Olson

April 2004

If School A and School B had identical state test score averages, would you think that they were having similar success with their students?

Before you answer, consider that School A started the year with low performing students, and caused every one of them to grow twice as much as the students in School B. What do you think of the two schools now?

Current federal regulations use only the information in the first paragraph (status) to judge school success. This study looks at information from a very large sample of schools and asks whether we would do a better job by using both status and growth to measure school success.

The No Child Left Behind act (NCLB) has had a dramatic impact on education throughout the United States. Among its many provisions is a requirement that schools be judged based on the percentage of students who meet a standard of proficiency established by the state. From earlier research (Kingsbury et. al., 2003; Linn, 2003) we know that state standards of proficiency differ substantially from state to state, from grade to grade, and from subject to subject. These differences suggest that schools and the students they serve may be at risk, not from their instructional practice, but from the arbitrary standards against which they are judged.

This study uses a broad-range sample of schools to investigate whether the use of student status, judged by a state-set standard, does a reasonable job of representing the performance of schools. The study asks three primary research questions:

- Do student scores on state tests adequately depict the success of a school?
- Do schools differ in individual student growth?
- Would Adequate Yearly Progress measures benefit from the inclusion of student growth along a cross-grade scale?

Methodology

This study used information from the NWEA Growth Research Database, one of the largest repositories of longitudinal student achievement data in the world. The study includes 840 schools from 22 states. Each school administered NWEA assessments to its students in spring of 2002 and spring of 2003. This allows the identification of student status, the score at a single point in time, and growth, an index of the increase in scores earned over a span of time. More than 270,000 students were involved in the study.

The status and growth measures were used to calculate the **growth index** for each student.

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The growth index shows the amount of unexpected growth of the student from one year to the next. A positive value for the growth index indicates that the student has grown more than typically seen, while a negative value indicates less growth than typically seen (typical growth values come from a nationwide study including more than one million students). While many approaches can be taken to estimate student growth, the growth index is very useful because it relates directly to the original measurement scale. As a result, the index can be directly interpreted with respect to content the student has learned in the time that has passed.

Outcome

Results show that the status of students in a school does not tell the whole story concerning the effectiveness of the school. The addition of a growth indicator with a meaningful scale adds essential information about school effectiveness. Some of the primary findings include the following:

- Schools with similar status levels differ substantially in the amount of growth they cause in students
- More than 20 percent of the schools with high status levels fall into the bottom quarter of schools in terms of the amount of growth they cause in their students
- Several schools with low results at a single point in time cause as much growth in their students as the best high-status schools

Impact

The results from this study demonstrate clearly that schools differ in the amount of growth students achieve. Inclusion of information concerning growth is essential for drawing a complete picture of school success. The current regulations need to be modified to include this information to reduce the potential for harm in three areas:

Fiscal Impact — Schools that cause substantial growth in low performing students may be subject to sanctions if they don't bring students all the way to the proficiency level. This may result in loss of students and staff from schools that are positioning low performing students for future success.

An example of this is seen when two Indiana elementary schools are compared (the names have been changed). At both Smith Elementary and Jones Elementary 44 percent of students meet state standards. They would be regarded as equivalent schools by the NCLB model. Typical students ended 4th grade with similar math scores at each school - 207 for Smith, 206 for Jones. However, the Smith student at this level would achieve a growth of 6 scale score points, whereas the same student at Jones would gain 13 points. Students at Jones are clearly making more headway than those at Smith, but Smith students cannot transfer to Jones because neither school meets its AYP target.

Impact on High Performers — High performing students who are far beyond the proficiency levels don't have to grow further under current regulations. Under the current method for identifying schools at risk, two schools with mostly proficient students will be judged as equally successful. This is the case even though at one school students are treading water, while at the other school students are moving to superior performance.

Sylvester Elementary and Tweety Elementary are both high performing schools. Eighty one percent of the students at both schools meet 5th grade math standards. The average 5th grade math scores are well above the state average. However, most of the students at Sylvester did not grow as much as their peers academically. These students ended 4th grade with high scores, but made little progress during 5th grade. In contrast, students at

con't.

Tweety grew an average of 14 scale score points, double Sylvester's average growth. For high performing students, this difference is approximately equal to two-thirds of a year of growth. Both schools are eligible to receive students from schools in program improvement. Are students better off at Sylvester? Would they be better served to remain in a school like Jones (from the example above), which accelerates growth?

Impact on School Choice — NCLB allows school choice to students who attend schools that fail to make adequate yearly progress over time. This would be a wise procedure if the student who chose to move to a different school were assured of a better chance for success. Unfortunately, if only status is used to identify schools that are making adequate yearly progress, students who choose to move because they need to grow rapidly to meet proficiency are not assured of this better chance.

Many high-status schools cause less growth in their students than low-status schools. This may come from a variety of factors, but it is clear that a low performing student moving from a low-status, high-growth school to a high-status, low-growth school is moving into an environment that is not likely to accelerate learning. In order for parents to become informed consumers of education, we need to provide them with the information needed, including both status and growth.

Discussion

Results from one point in time do not form a complete picture of school performance. Without an indicator of individual student growth, we don't know whether a high-status school is maximizing student potential, or merely maintaining the status quo. While it is clear that our educational system should leave no child behind, it is also clear that the mission of our educational system needs to go beyond this goal. We need to assure that each student grows as much as possible. This means that each student's growth needs to be included in our measure of school success. If a school has students who aren't growing as much as they might, the school has room for improvement. The regulations concerning school success need to change to not only allow, but require the use of strong growth measures. Only with knowledge of both status and growth do we begin to get a clear picture of the quality of education in a school. If we are to serve students and parents well, we need to have the most complete picture of school success available.

The full report is available at http://www.nwea.org/research/growthstudy.html beginning April 13, 2004.

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The Northwest Evaluation Association is a nonprofit assessment organization providing research and consultation work to improve learning in K-12 education. In addition to district and state-level research projects, NWEA has developed a national, longitudinal growth research database that enables its researchers to study a host of questions across education settings. These include the effects of varying district characteristics and instructional programs on academic growth, and standards-related work. In addition to its research work, NWEA provides testing tools for its more than 1,200 member districts across the United States. NWEA was formally organized in 1977.

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Appendix E

TeachingStrategies®

Teaching Strategies GOLD®

Birth *Through* Kindergarten

Touring Guide

Contents

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11 What Makes *Teaching Strategies GOLD* Unique?

Teaching Strategies GOLD Is...

12 Research-Based, Valid, and Reliable

14 Customizable for Kindergarten Assessment

16 An Option for Assessment on the *Common Core State Standards*

18 Teacher–Friendly

20 Streamlined

22 Leading the Way With Reports

24 Supportive of Dual-Language Learners

26 Appropriate for All Children

28 Supportive of Teachers' Implementation

30 Designed to Include Families

32 *Teaching Strategies GOLD* and *The Creative Curriculum*®: A Powerful Partnership

Welcome to

Teaching Strategies GOLD®

Dear Colleagues:

It is with great pleasure that we introduce *Teaching Strategies GOLD*, an exciting resource that supports effective teaching and children's development and learning. *Teaching Strategies GOLD* was created so that teachers finally have an ongoing assessment tool that is user-friendly and inclusive of all children—one that enables teachers to increase the accuracy of their assessments while having more time to interact with children. This Touring Guide gives you an inside look at our comprehensive assessment system.

Teaching Strategies GOLD is a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. Available online and in print, the system can be used with any developmentally appropriate early childhood curriculum. Grounded in 38 research-based objectives that include predictors of school success and are aligned with the *Common Core State Standards,* state early learning guidelines, and the *Head Start Child Development and Early Learning Framework*, *Teaching Strategies GOLD* truly helps teachers focus on what matters most for school readiness. It can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills. Because *Teaching Strategies GOLD* is a fully bilingual tool, it offers teachers support for assessing the dual-language learners of English and Spanish in their classrooms.

Authentic, ongoing observational assessment is critical to planning appropriate learning experiences and helping children thrive. We think you'll agree that this comprehensive system will help you meet the strengths, needs, and interests of every child in your class. Enjoy the tour!

Diane Trister Dodge
Founder and President

Kai-leé Berke
Vice President, Curriculum and Assessment

Exciting. Innovative. Comprehensive.
For use with *any* developmentally
appropriate curriculum.

What Is *Teaching Strategies GOLD*®?

Teaching Strategies GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do. *Teaching Strategies GOLD* is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the *Common Core State Standards*, state early learning guidelines, and the *Head Start Child Development and Early Learning Framework*. These objectives are at the heart of the system; teachers use them to focus their observations as they gather information to make classroom decisions.

Why Ongoing Assessment? Developmentally appropriate, ongoing, observation-based assessment occurs when teachers are observing children during regular, everyday activities on a continuous basis throughout the year. Unlike formal or standardized assessments, which offer a narrow picture of a child's ability at a given moment, ongoing assessments offer a broad, more meaningful picture of development.

Ongoing Assessment Is

- Happening during regular, everyday activities
- Implemented on a continuous basis throughout the year
- Helping teachers meet children where they are
- Helping children meet challenging and achievable learning goals
- A broader and more meaningful picture of development

Ongoing Assessment Is Not

- Formal or standardized
- A narrow picture of a child's ability at a given moment
- A one-dimensional measure of ability
- Performed outside of everyday activities
- A screening tool

What Are the *Teaching Strategies GOLD*® Objectives for Development & Learning?

The 38 objectives at the heart of *Teaching Strategies GOLD* guide teachers through the assessment cycle, helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of a given objective and help clarify the behavior it addresses.

SOCIAL–EMOTIONAL
1. Regulates own emotions and behaviors
a. Manages feelings
b. Follows limits and expectations
c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
a. Forms relationships with adults
b. Responds to emotional cues
c. Interacts with peers
d. Makes friends
3. Participates cooperatively and constructively in group situations
a. Balances needs and rights of self and others
b. Solves social problems
PHYSICAL
4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
a. Uses fingers and hands
b. Uses writing and drawing tools

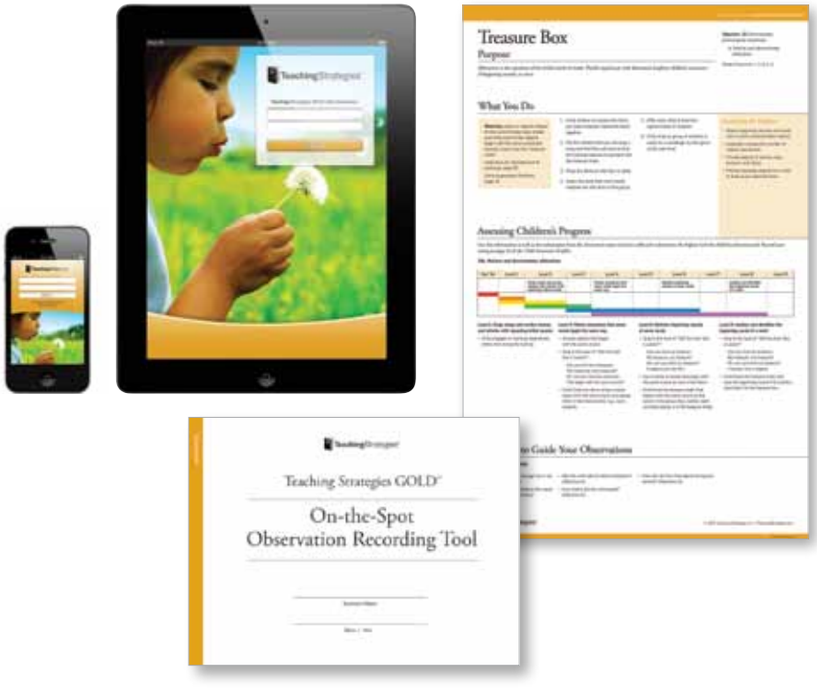
LANGUAGE
8. Listens to and understands increasingly complex language
a. Comprehends language
b. Follows directions
9. Uses language to express thoughts and needs
a. Uses an expanding expressive vocabulary
b. Speaks clearly
c. Uses conventional grammar
d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
a. Engages in conversations
b. Uses social rules of language
COGNITIVE
11. Demonstrates positive approaches to learning
a. Attends and engages
b. Persists
c. Solves problems
d. Shows curiosity and motivation
e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
a. Recognizes and recalls
b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
a. Thinks symbolically
b. Engages in sociodramatic play

LITERACY
15. Demonstrates phonological awareness
a. Notices and discriminates rhyme
b. Notices and discriminates alliteration
c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
a. Identifies and names letters
b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
a. Uses and appreciates books
b. Uses print concepts
18. Comprehends and responds to books and other texts
a. Interacts during read-alouds and book conversations
b. Uses emergent reading skills
c. Retells stories
19. Demonstrates emergent writing skills
a. Writes name
b. Writes to convey meaning
MATHEMATICS
20. Uses number concepts and operations
a. Counts
b. Quantifies
c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
a. Understands spatial relationships
b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

SCIENCE AND TECHNOLOGY
24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks
SOCIAL STUDIES
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge
THE ARTS
33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language
ENGLISH LANGUAGE ACQUISITION
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

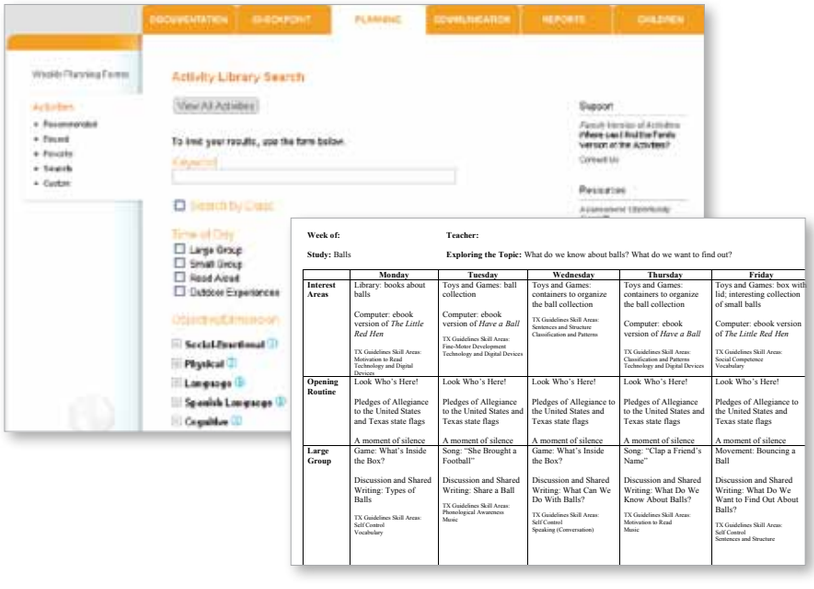
How Does *Teaching Strategies GOLD*® Work?

Teaching Strategies GOLD helps teachers create a developmental profile of each child to answer the questions, "What does this child know? What is he or she able to do?" It supports teachers through every step of the ongoing assessment cycle, helping teachers understand what to focus on, why it's important, how to gather and interpret assessment information, and how to use that information to plan meaningful learning experiences.



Observe and Collect Facts

Teaching Strategies GOLD offers easy-to-use tools to help teachers focus their observations on children, document facts, and organize the information. Our brand-new Documentation app offers a fast, flexible, simple way to streamline the assessment process and capture and send documentation to *Teaching Strategies GOLD*. Optional tools like *Assessment Opportunity Cards*™ and the *On-the-Spot Observation Recording Tool* help teachers streamline their documentation. Electronic portfolios offer a generous amount of storage, allowing teachers to upload, organize, and securely store photos, videos, and samples of children's work.

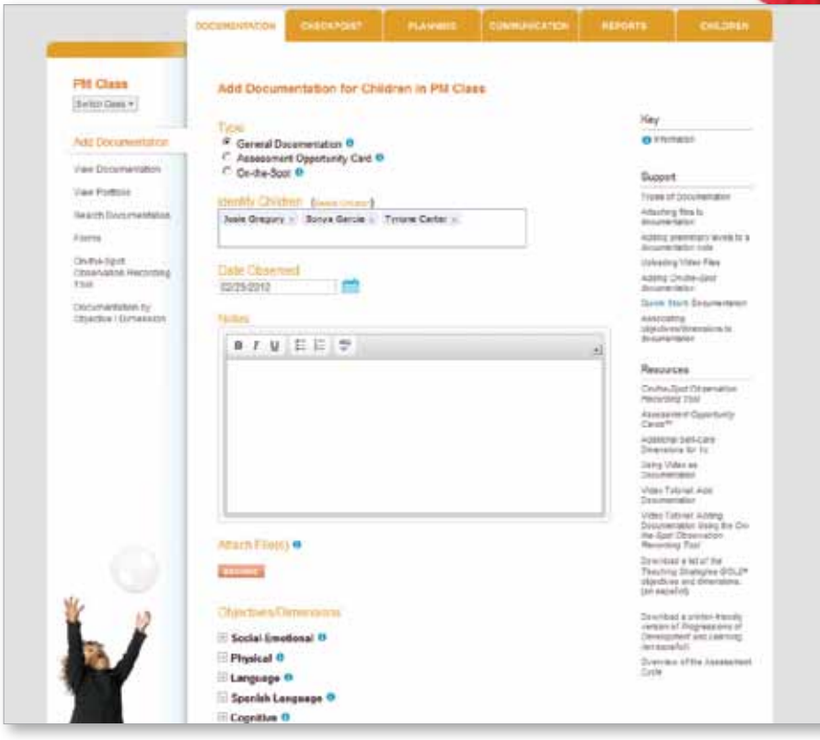


Summarize, Plan, and Communicate

Reports, the activity library, and weekly planning forms are just a few of the tools that help teachers summarize, plan, and share information with families, administrators, and other stakeholders. Teachers have everything they need to discuss each child's development and learning with others and to make informed decisions about the best ways to support each child's development.

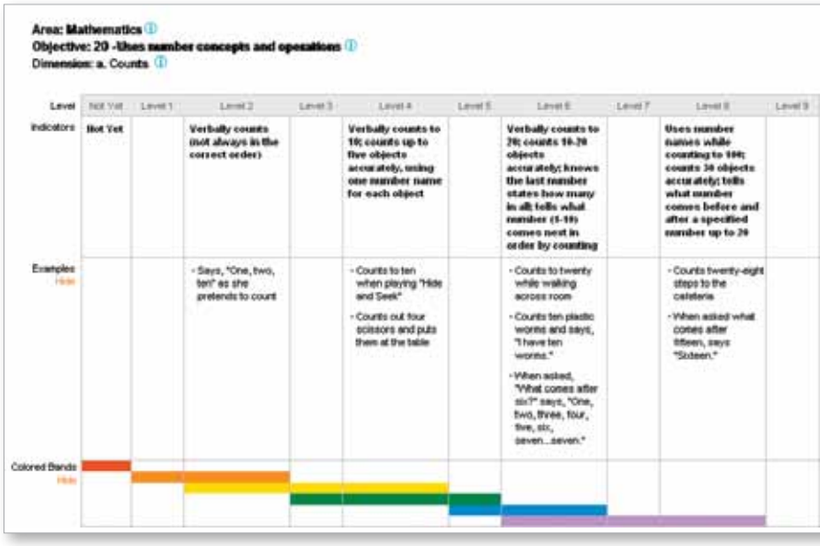
Analyze and Respond

Teaching Strategies GOLD provides teachers with the support they need to answer these questions: "What does this information mean?" and "What do I do next?" Teachers "tag" each piece of documentation with related objectives. Often, one rich piece of documentation can address many objectives and dimensions—there's no need to enter a unique observation for every objective. When it comes time to evaluate children's progress, the system will use these tagged objectives and dimensions to help teachers make informed decisions.



Evaluate

Teaching Strategies GOLD guides teachers through the crucial process of evaluating children's knowledge, skills, and behaviors. Color-coded progressions of development and learning make it easy for teachers to compare each child's knowledge, skills, and behaviors to widely held expectations for most children of the same age or class/grade. To make evaluations simpler and easier, all documentation that teachers tag with the objectives on the documentation screen are gathered on this screen as evidence to help teachers make their decisions.



How Does *Teaching Strategies GOLD*® Help Make Teachers More Intentional and Effective?

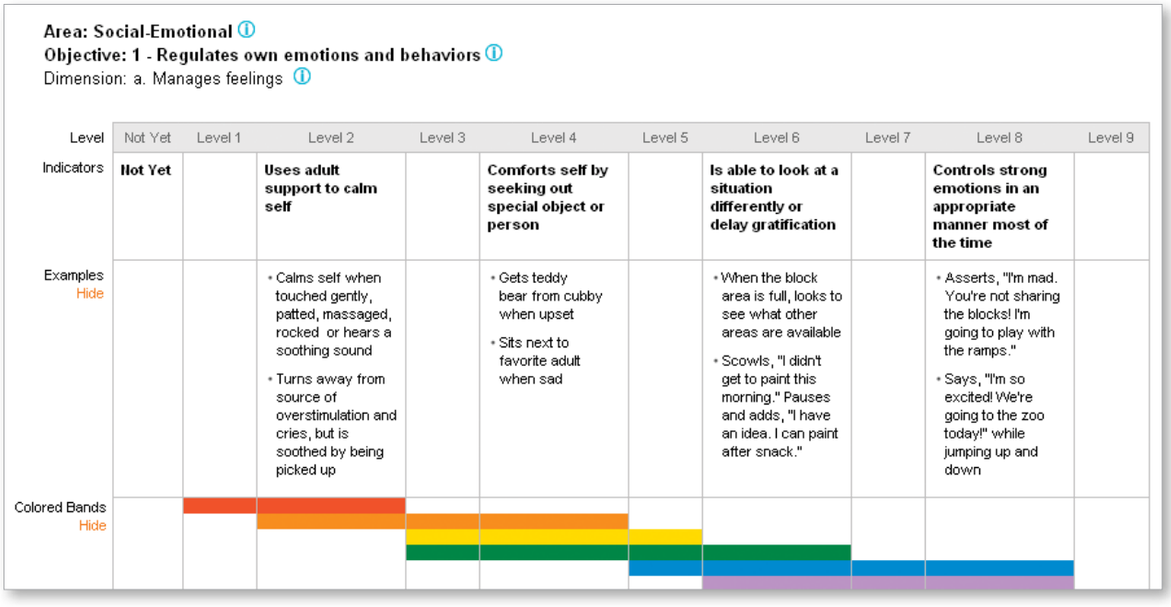
To help children progress, teachers must understand what children currently know and can do, what steps they are ready to take next, and how to help them take those steps. *Teaching Strategies GOLD* makes it easier for teachers to gather information in the classroom and communicate with families.

Indicators and Examples

Progressions of development and learning—a central feature of *Teaching Strategies GOLD*—enable teachers to understand how children's observable behaviors relate to the objectives. They also help teachers predict likely next steps.

Many of the objectives include dimensions, which are more specific descriptions of aspects of the objective. Indicators and examples help teachers know what to look and listen for as they observe and interact, as well as how to interpret what they see and hear.

The clear, user-friendly progressions help teachers know exactly where to begin and continue tracking each child's progress. Detailed examples make it easier for teachers to understand the indicators and effectively rate each child's knowledge, skills, and behaviors. Each progression includes "in-between" levels to help teachers document any skills that are emerging but not yet fully developed. Embedded tips and audio and video clips provide immediate support with content and technology as teachers use the progressions.



Area: Social-Emotional ⓘ
Objective: 1 - Regulates own emotions and behaviors ⓘ
Dimension: a. Manages feelings ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	**Not Yet**		**Uses adult support to calm self**		**Comforts self by seeking out special object or person**		**Is able to look at a situation differently or delay gratification**		**Controls strong emotions in an appropriate manner most of the time**	
Examples Hide			• Calms self when touched gently, patted, massaged, rocked or hears a soothing sound • Turns away from source of overstimulation and cries, but is soothed by being picked up		• Gets teddy bear from cubby when upset • Sits next to favorite adult when sad		• When the block area is full, looks to see what other areas are available • Scowls, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."		• Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps." • Says, "I'm so excited! We're going to the zoo today!" while jumping up and down	
Colored Bands Hide										

Color-Coded Progressions

Teaching Strategies GOLD progressions have color-coded bands that show widely held expectations for children's development and learning. Based on research literature, the bands show at what levels most children of a particular age or class/grade are likely to be at the beginning and end of a program year. Because development and learning are uneven and overlapping, the color bands also overlap, helping teachers guide their expectations realistically. Teachers see the full spectrum of development at once, enabling them to work with any child at any level of development.

Red	Orange	Yellow	Green	Blue	Purple
Birth to 1 year	1 to 2 years	2 to 3 years	Preschool 3	Pre-K 4	Kindergarten

Teaching Strategies GOLD Supports English- and Dual-Language Learners

- *Teaching Strategies GOLD* supports assessment in both English and Spanish. Teachers can view all assessment features and generate many reports in both English and Spanish.
- Two dedicated objectives focus specifically on children's acquisition of receptive and expressive skills in English. These objectives may be adapted to assess progress in acquiring any second language.
- For more information on how *Teaching Strategies GOLD* offers support for English- and dual-language learners, see pages 24–25.

Research-based. Streamlined. Valid and reliable.

What Makes *Teaching Strategies GOLD*® Unique?

Every feature of *Teaching Strategies GOLD* was designed with teachers in mind. The features save teachers time; help them make effective decisions as they rate each child's knowledge, skills, and behaviors; and focus their efforts on what is most important for each child's learning and development.

The tools and resources of *Teaching Strategies GOLD* enable teachers to implement a comprehensive, complete system that directly links curriculum and assessment. *Teaching Strategies GOLD* offers state-of-the-art, interactive options that enable teachers and administrators to run comprehensive reports with just a few clicks of the mouse. It also offers embedded professional development support and meaningful ways to involve families in the assessment process. It builds in support for every type of learner, with specific strategies and resources for working with children with advanced knowledge and skills and children with disabilities. Dedicated objectives and bilingual tools enhance the assessment of English- and dual-language learners.

Let's take a closer look at the features that make *Teaching Strategies GOLD* unique.

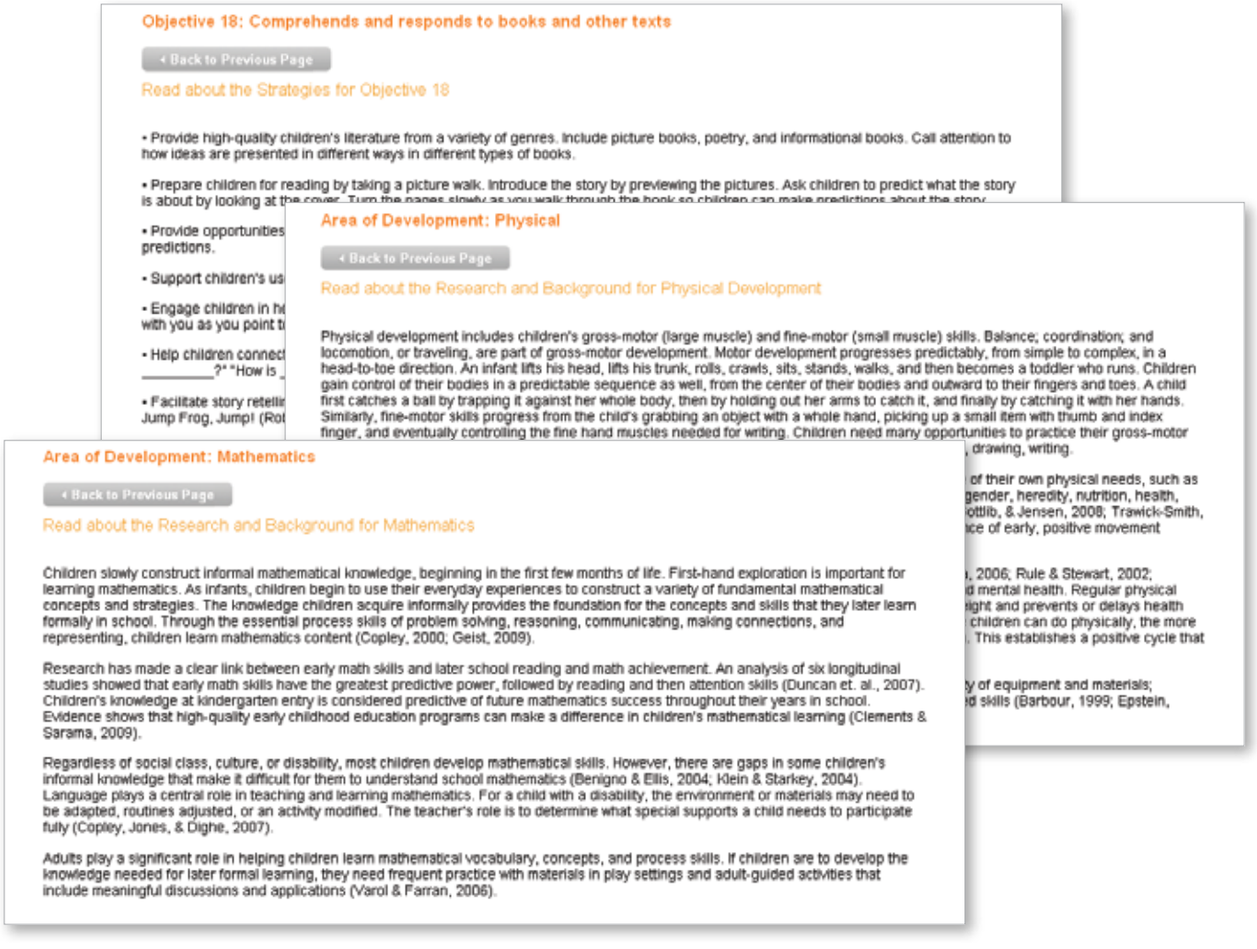
Teaching Strategies GOLD® Is

Research-Based, Valid, and Reliable

Teaching Strategies GOLD presents a complete assessment solution, because it is research-based, valid, and reliable. It offers teachers a clear and effective way to take the guesswork out of the assessment process. With *Teaching Strategies GOLD*, teachers don't have to wonder whether they're focusing on what's most important for children's development and learning. That's because *Teaching Strategies GOLD's* unique features and tools help them know exactly what data to collect and how to interpret it, resulting in less guessing and more reliable outcomes.

Research-Based

Teaching Strategies GOLD is thoroughly grounded in the most current research about how children develop and learn. Teachers can access a wealth of information that provides an essential base for supporting their assessment decisions. Comprehensive summaries of important research findings explain why each objective is important and how it is a predictor of school success. The practical teaching strategies that are provided for each objective reflect the current thinking about best practices in early childhood education.

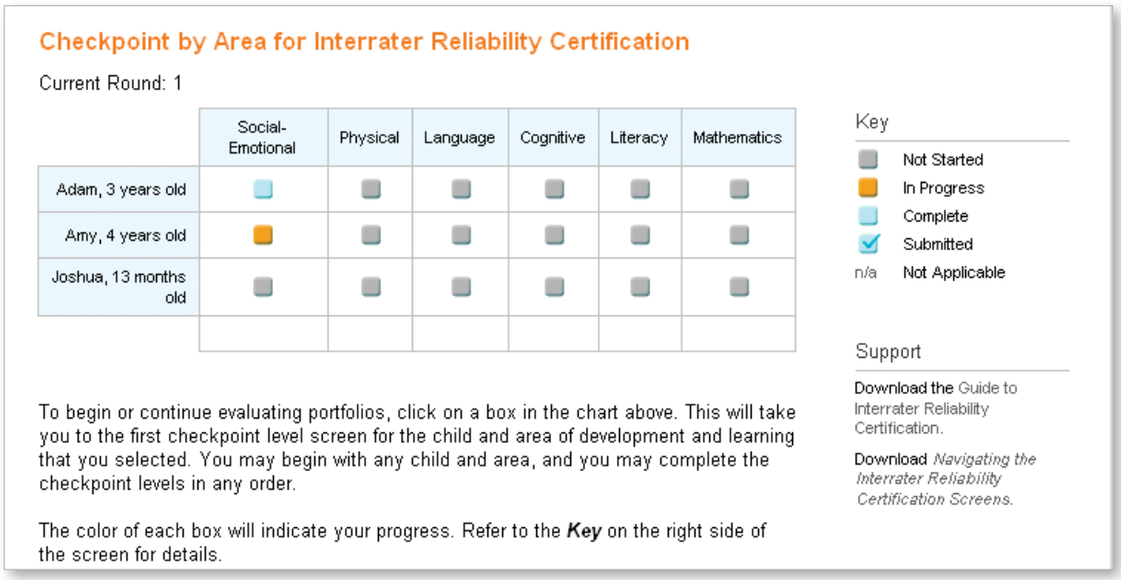


Valid and Reliable

Teaching Strategies GOLD has been rigorously and extensively field tested by independent researchers who measured the reliability and validity of the tool. That field testing, conducted at sites carefully selected to be representative of a national sample, determined that *Teaching Strategies GOLD* is both reliable and valid. Teachers' ratings are consistent and stable, and *Teaching Strategies GOLD* can be used to effectively assess children from birth through kindergarten. Research for *Teaching Strategies GOLD* is ongoing, so please visit TeachingStrategies.com/GOLD for updates.

Interrater Reliability Certification

Interrater reliability practice and certification, available at no cost to *Teaching Strategies GOLD* subscribers, helps early childhood educators increase effectiveness when they identify the children's levels of development and learning. Teachers seeking interrater reliability certification analyze online portfolios. Their assessment decisions are then compared with those of *Teaching Strategies GOLD* developers, with an agreement goal of 80% or better. Teachers can participate in certification any time it's convenient for them, from any location. When reliability is achieved, teachers can stand behind assessment decisions with greater confidence.



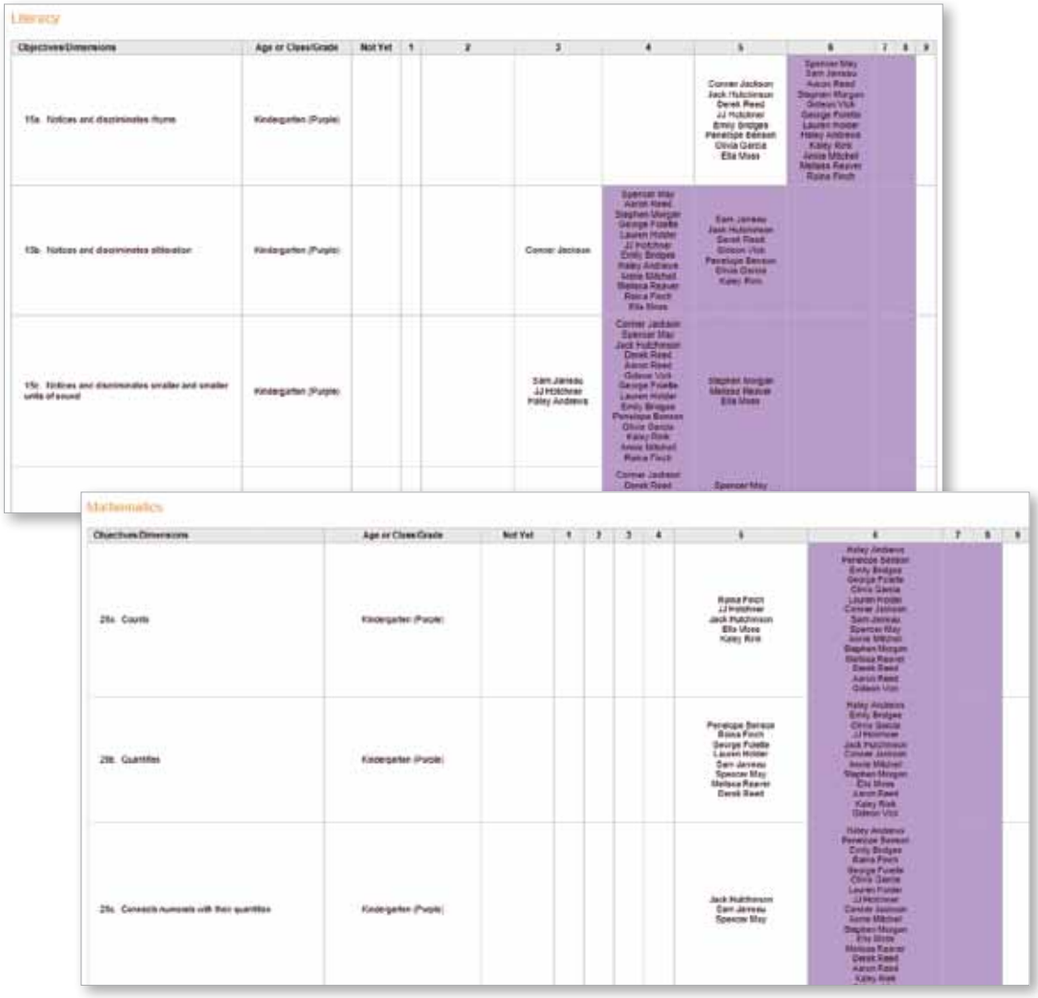
Teaching Strategies GOLD® Is

Customizable for Kindergarten Assessment

Every state has different priorities for kindergarten assessment. Because *Teaching Strategies GOLD* is customizable, it can be used by states to meet their unique needs, whatever those may be.

A Customizable Solution for Kindergarten Assessment

Teaching Strategies GOLD offers a flexible menu of options that can be modified to meet each state's specifications. And since it's been proven valid and reliable and meets the kindergarten entry requirements in the Race to the Top—Early Learning Challenge, states can be confident that *Teaching Strategies GOLD* will meet their needs in all the ways that matter most.



Modifications to Meet Each State's Needs

With *Teaching Strategies GOLD,* states have several options for kindergarten use. They can choose

- **When and how to use it:** either as a kindergarten entry assessment tool during the first 4 to 6 weeks of school or for ongoing formative assessment throughout the year with up to three additional checkpoint opportunities
- **What to assess,** with the option to select which specific *Teaching Strategies GOLD* objectives and dimensions teachers assess*
- **Whether to assess the *Common Core State Standards,*** which can be embedded directly into the comprehensive *Teaching Strategies GOLD* progressions (see pp. 16–17 for more information)
- **Other functionality options** to meet their specific needs

Benefits of using *Teaching Strategies GOLD* for kindergarten assessment

- A completely customizable solution that meets each state's specific needs
- A variety of features that can be turned "on" and "off" or modified for use in each program
- Essential, actionable data that helps teachers inform instruction
- Universal data showing kindergarten readiness that helps administrators and districts inform policy decisions
- Activities designed to inform instruction and support assessment
- Customized training and implementation plans that help every teacher to use *Teaching Strategies GOLD* with fidelity

* Please note that certain customizations may affect reliability and validity.

Teaching Strategies GOLD® Is

An Option for Assessment on the *Common Core State Standards*

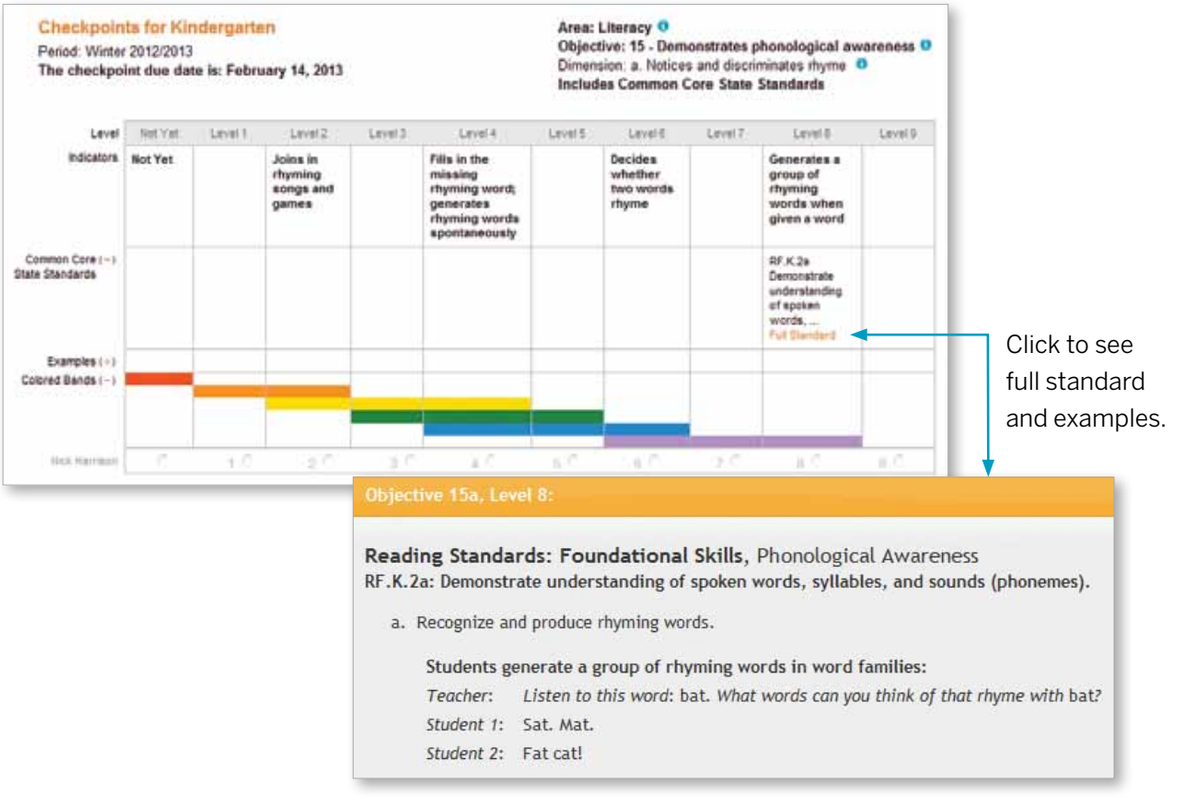
Teaching Strategies GOLD's 38 objectives for development and learning include predictors of school success and are based on school readiness standards.

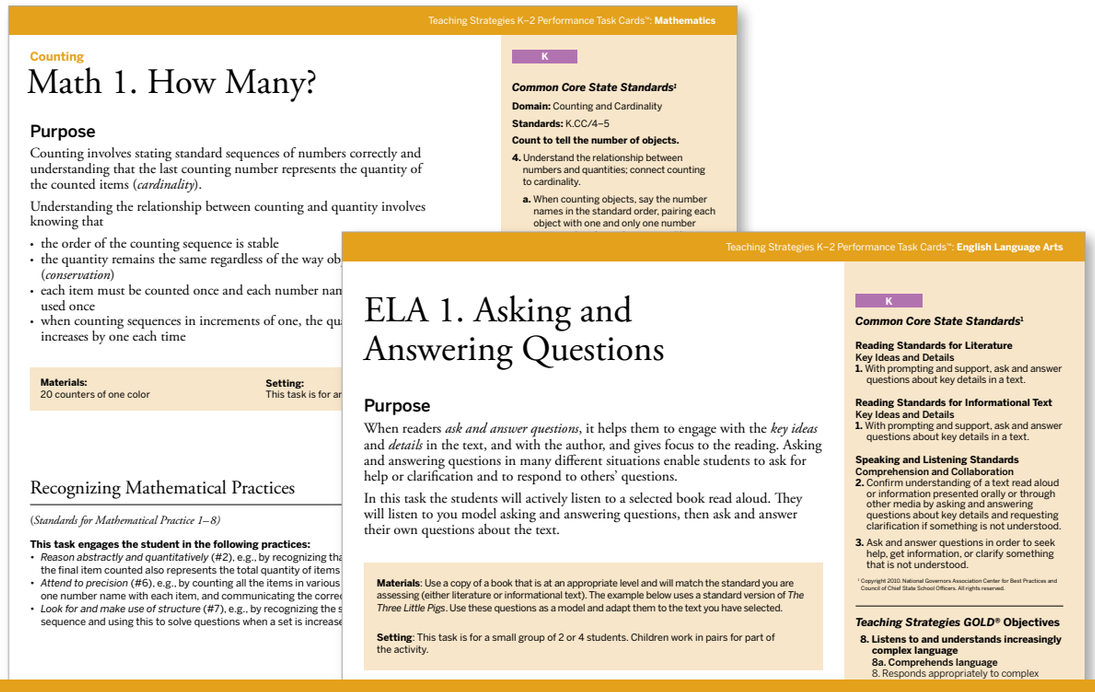
Aligned to the *Common Core State Standards*

Although *Teaching Strategies GOLD* is comprehensive, covering all areas of development and learning, it is also aligned to the *Common Core State Standards* for *English Language Arts* and *Mathematics*. Just like the *Common Core State Standards*, which provide a consistent, clear understanding of what students are expected to learn, the 38 objectives include progressions of development and learning that identify widely held expectations for children of particular ages or classes/grades. In both cases, identifying age-appropriate expectations for development and learning helps educators and parents know what they need to do to help children get where they need to be.

Option for Assessment on the *Common Core State Standards*

With *Teaching Strategies GOLD,* programs have the option for assessment of the *Common Core State Standards* for *English Language Arts* and *Mathematics*. By selecting this option, teachers can click "Full Standard" to see examples that show students demonstrating skills that meet the *Common Core State Standards*. Summary Reports related to the *Common Core State Standards* can also be generated for each school.





Teaching Strategies K–2 Performance Task Cards™: **Mathematics**

Counting

Math 1. How Many?

Purpose

Counting involves stating standard sequences of numbers correctly and understanding that the last counting number represents the quantity of the counted items (*cardinality*).

Understanding the relationship between counting and quantity involves knowing that

- the order of the counting sequence is stable
- the quantity remains the same regardless of the way ob (*conservation*)
- each item must be counted once and each number nan used once
- when counting sequences in increments of one, the qu increases by one each time

Materials:
20 counters of one color

Setting:
This task is for a

Recognizing Mathematical Practices

(*Standards for Mathematical Practice 1–8*)

This task engages the student in the following practices:

- *Reason abstractly and quantitatively* (#2), e.g., by recognizing tha the final item counted also represents the total quantity of items
- *Attend to precision* (#6), e.g., by counting all the items in various one number name with each item, and communicating the corre
- *Look for and make use of structure* (#7), e.g., by recognizing the s sequence and using this to solve questions when a set is increase

K

***Common Core State Standards*[1]**

Domain: Counting and Cardinality

Standards: K.CC/4–5

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number

Teaching Strategies K–2 Performance Task Cards™: **English Language Arts**

ELA 1. Asking and Answering Questions

Purpose

When readers *ask and answer questions*, it helps them to engage with the *key ideas* and *details* in the text, and with the author, and gives focus to the reading. Asking and answering questions in many different situations enable students to ask for help or clarification and to respond to others' questions.

In this task the students will actively listen to a selected book read aloud. They will listen to you model asking and answering questions, then ask and answer their own questions about the text.

Materials: Use a copy of a book that is at an appropriate level and will match the standard you are assessing (either literature or informational text). The example below uses a standard version of *The Three Little Pigs*. Use these questions as a model and adapt them to the text you have selected.

Setting: This task is for a small group of 2 or 4 students. Children work in pairs for part of the activity.

K

***Common Core State Standards*[1]**

Reading Standards for Literature
Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.

Reading Standards for Informational Text
Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.

Speaking and Listening Standards
Comprehension and Collaboration
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[1] Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

***Teaching Strategies GOLD*® Objectives**

8. Listens to and understands increasingly complex language
8a. Comprehends language
8. Responds appropriately to complex

Teaching Strategies GOLD supports kindergarten assessment on the *Common Core State Standards* by

- offering programs the option for assessment on the *Common Core State Standards* for *English Language Arts* and *Mathematics*
- providing classroom examples that show students demonstrating skills that meet the *Common Core State Standards*
- including *Performance Task Cards*, which are formative assessment activities directly linked to specific *Common Core State Standards*
- showing the language, literacy, and math progressions of the earlier grades for instructional guidance and to support assessment decisions
- offering the flexibility to assess other areas of learning and development, such as social–emotional or physical development, that may be important to states in addition to the *Common Core State Standards*
- providing a summary report related to the *Common Core State Standards* for each school

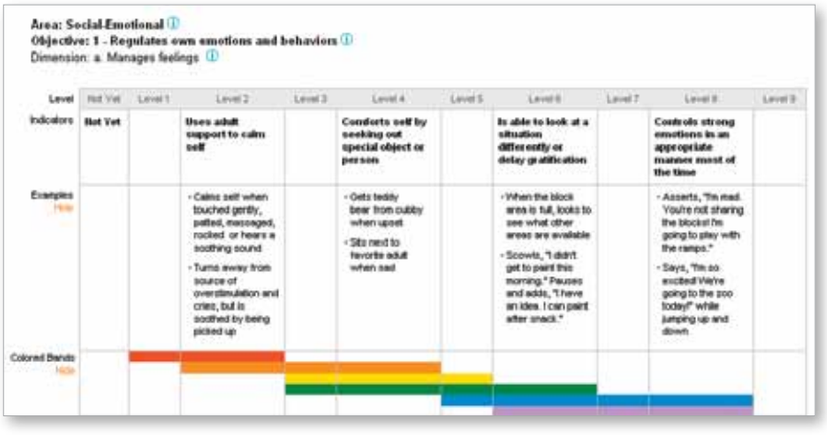
Teaching Strategies GOLD® Is

Teacher-Friendly

Teaching Strategies GOLD is an extremely teacher-friendly early childhood assessment system for one simple reason: It doesn't just tell teachers what to do; it explains *why* particular information is important and *how* to use assessment information to help children progress.

Progressions of Development and Learning

Teaching Strategies GOLD offers progressions for the objectives in the major areas of child development and learning (social–emotional, physical, language, and cognitive), the content areas of literacy and mathematics, and the area of English language acquisition. When teachers use the progressions to understand the typical order in which children's skills advance, they can sequence learning experiences appropriately. Knowing exactly where to begin means knowing how best to help each individual child progress.

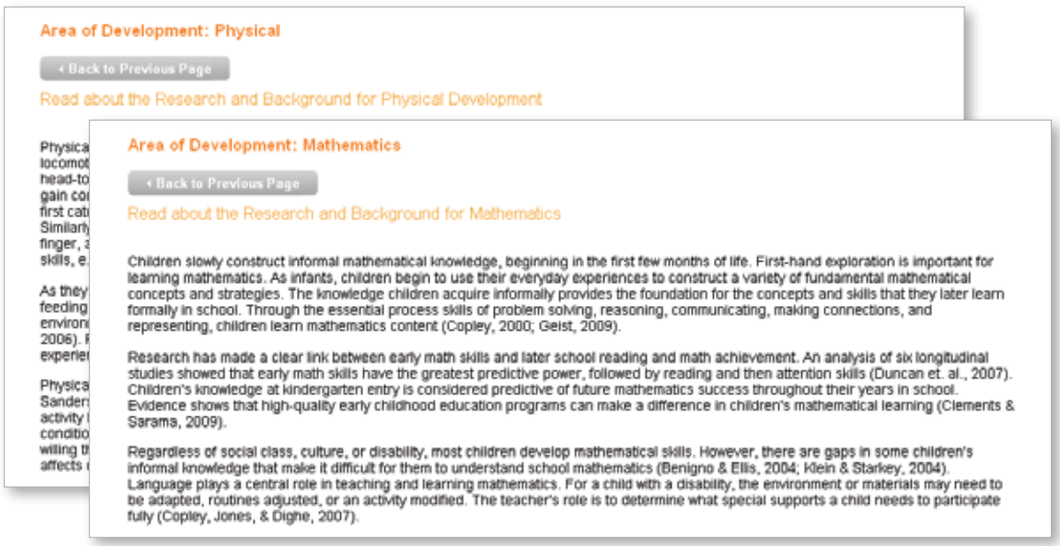


Interactive Support, Every Step of the Way

To support assessment decisions, *Teaching Strategies GOLD* offers audio explanations and video examples for each of the objectives. A simple mouse click leads to more detailed information that can help teachers understand how their observations relate to indicators. *Teaching Strategies GOLD* online also recognizes what part of the assessment cycle teachers are working on, and offers helpful tips and suggestions related to that work.

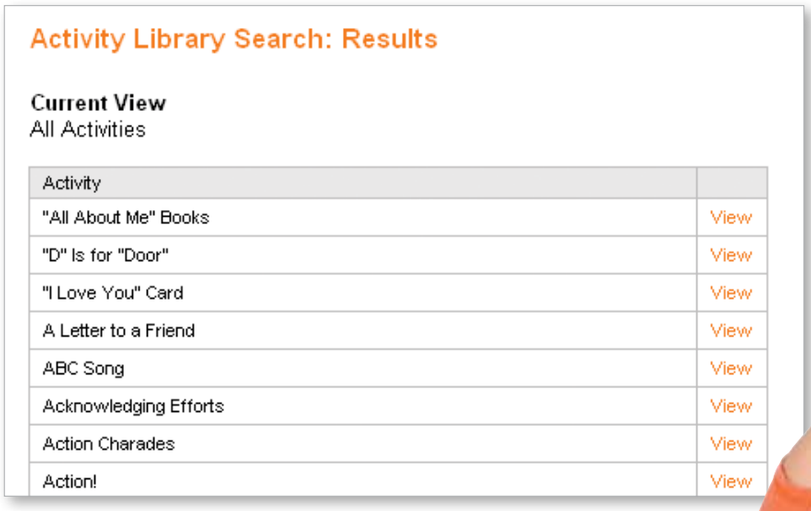
Just a Few Clicks to Find Out *What*, *Why*, and *How*

Teaching Strategies GOLD summarizes important research findings to help teachers understand what objectives are important and why, as well as provides the information needed to articulate their importance to those outside of the classroom, such as administrators and parents. Teaching strategies for each objective show how to help children progress.



A Searchable Library of Developmentally Appropriate Activities

To support teachers in their efforts to promote children's development and learning, the *Teaching Strategies GOLD* activity library contains over 1,000 developmentally appropriate activities in English and Spanish. Because the library is searchable, teachers can easily pinpoint those activities related to particular objectives or skills. To make the selection process even easier for teachers, *Teaching Strategies GOLD* can also recommend activities on the basis of information that has been entered in the system for a particular child. The system also provides a family version of each activity with the child's name inserted directly into the activity.



Teaching Strategies GOLD® Is

Streamlined

Teaching Strategies GOLD offers many features and tools that help make the assessment process efficient.

Teaching Strategies GOLD Documentation App

Teaching Strategies GOLD Documentation is a free app created exclusively for teachers using the *Teaching Strategies GOLD* online assessment system. Teachers can capture photos, videos, audio clips, and text notes; tag documentation with objectives, dimensions, and children's names; and send data to *Teaching Strategies GOLD* online with just one touch. The app helps streamline the assessment process by offering a fast, flexible, simple way for teachers to capture and send documentation to *Teaching Strategies GOLD* online.

Available on the App Store

Online Portfolios

Teaching Strategies GOLD offers teachers the ability to create online portfolios and easily upload scans, photos, observation notes, and video clips. Including multimedia examples is a simple way to document more than one aspect of a child's development and learning. With generous storage space for large files, teachers can upload a wide variety of documentation to support each child's developmental profile.

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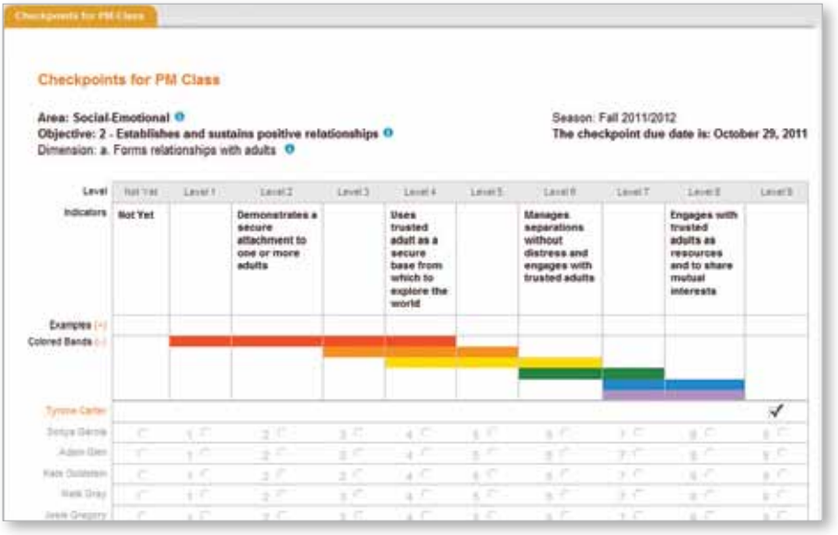
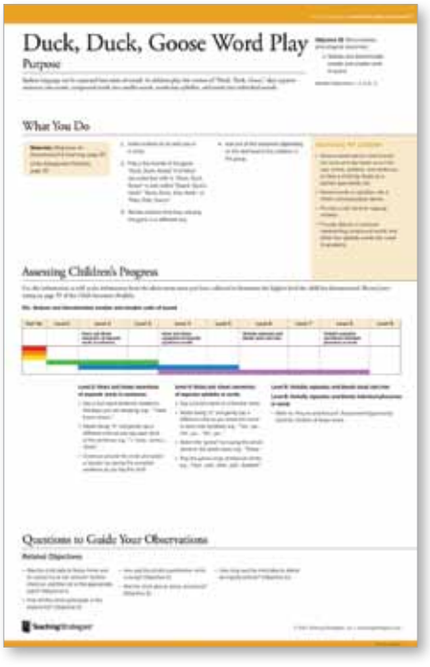
Minimal Navigation and Simplified Fields

With minimal navigation required and just a few simple fields to fill out, the assessment process is streamlined, saving teachers valuable time. When it is time to make informed decisions, all the information teachers need—objectives, dimensions, indicators, examples, and expectations—appears on one screen. There's no need to navigate among screens to gather the necessary information.



Observation Tools

Teaching Strategies GOLD provides optional user-friendly tools that help teachers capture important information quickly and easily. *Assessment Opportunity Cards*™, which include directions for short, playful, curriculum-embedded classroom experiences, provide additional opportunities for teachers to observe children's literacy and numeracy skills. The *On-the-Spot Observation Recording Tool* is a convenient checklist that helps teachers quickly capture information about selected objectives, eliminating the need for teachers to create their own checklists.



Teaching Strategies GOLD® Is

Leading the Way With Reports

Teaching Strategies GOLD features state-of-the-art interactive reporting for teachers and administrators. The reporting options are simple to use and understand, allowing the user to easily visualize each child's progress.

A Wide Range of Reports and Reporting Options

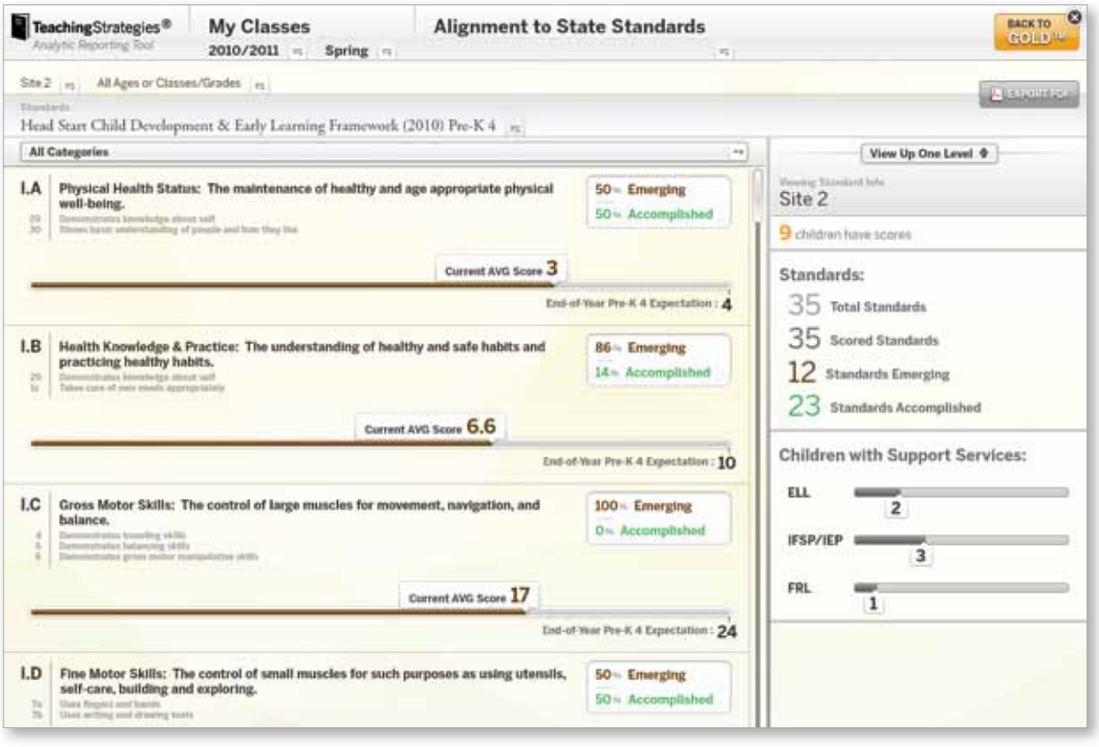
The wide range of available reports means that administrators can quickly and easily look at data in any way they need to—by state, by organization, by site, by program, by classroom, or by child—and can share the specific information that any key stakeholders might require. Users can opt for wide overviews of data or choose to drill down to look at specific children or groups of children. Many reports can be generated in both English and Spanish. For more information about each of *Teaching Strategies GOLD*'s cutting-edge reports, visit TeachingStrategies.com/Reports.

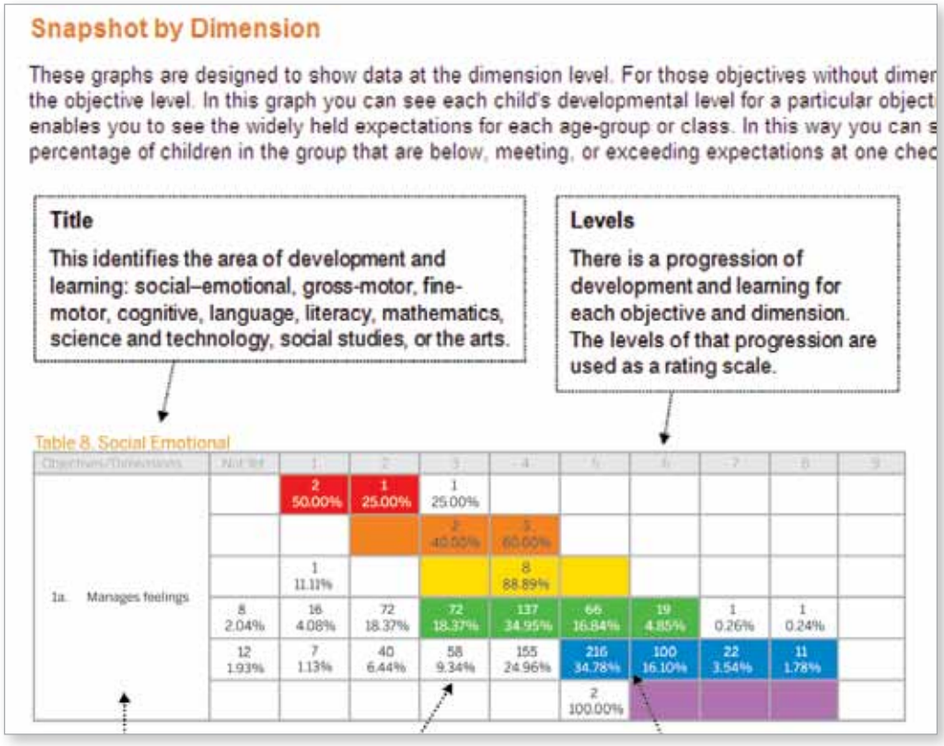
Available Reports

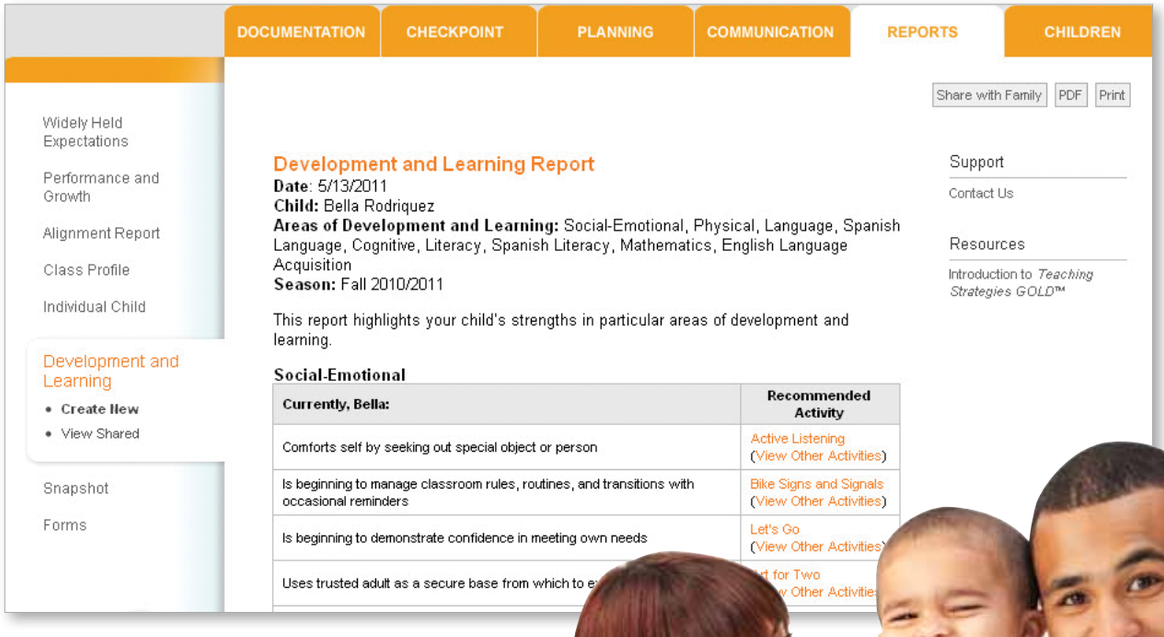
Interactive Reports
- Widely Held Expectations
- Performance and Growth
- Alignment

Reports for Planning
- Class Profile
- Individual Child
- Snapshot
- Comparative Reports
- Growth Reports

Reports for Families
- Development and Learning
- Individual Child




Snapshot by Dimension
These graphs are designed to show data at the dimension level. For those objectives without dimer
the objective level. In this graph you can see each child's developmental level for a particular object
enables you to see the widely held expectations for each age-group or class. In this way you can s
percentage of children in the group that are below, meeting, or exceeding expectations at one chec
Title
This identifies the area of development and learning: social–emotional, gross-motor, fine-motor, cognitive, language, literacy, mathematics, science and technology, social studies, or the arts.
Levels
There is a progression of development and learning for each objective and dimension. The levels of that progression are used as a rating scale.
Table 8. Social Emotional
1a. Manages feelings


DOCUMENTATION
CHECKPOINT
PLANNING
COMMUNICATION
REPORTS
CHILDREN
Share with Family
PDF
Print
Widely Held Expectations
Performance and Growth
Alignment Report
Class Profile
Individual Child
Development and Learning
Create New
View Shared
Snapshot
Forms
Development and Learning Report
Date: 5/13/2011
Child: Bella Rodriquez
Areas of Development and Learning: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language Acquisition
Season: Fall 2010/2011
This report highlights your child's strengths in particular areas of development and learning.
Social-Emotional
Currently, Bella:
Recommended Activity
Comforts self by seeking out special object or person
Active Listening (View Other Activities)
Is beginning to manage classroom rules, routines, and transitions with occasional reminders
Bike Signs and Signals (View Other Activities)
Is beginning to demonstrate confidence in meeting own needs
Let's Go (View Other Activities)
Support
Contact Us
Resources
Introduction to Teaching Strategies GOLD™

Teaching Strategies GOLD® Is

Supportive of Dual-Language Learners

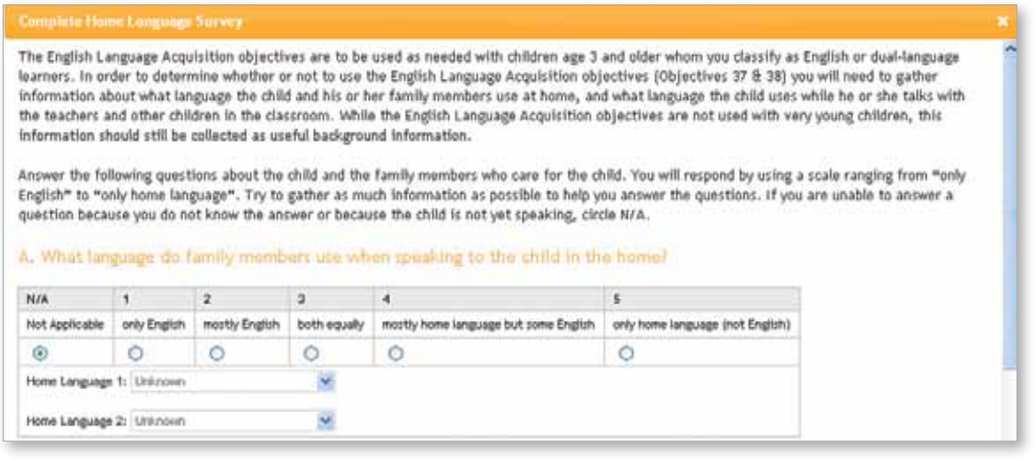
Teaching Strategies GOLD can be used to assess children who are developing skills in more than one language. Now programs no longer need to rely on a separate tool to assess the English- and dual-language learners in their classrooms.

Fully Bilingual System

Teaching Strategies GOLD online is available in both English and Spanish. Teachers and administrators can view the site in Spanish and monitor children's progress in relation to all 38 objectives. Many reports can also be generated in Spanish. This feature provides extra support to programs that provide instruction in Spanish and/or to teachers who prefer to read in Spanish. *Teaching Strategies GOLD* can also be used to support dual-language learners who speak a language other than Spanish or English because many of the objectives, such as physical and social-emotional objectives, are not language-dependent. Regardless of the home language, the English language acquisition objectives provide support for children learning English as a second language.

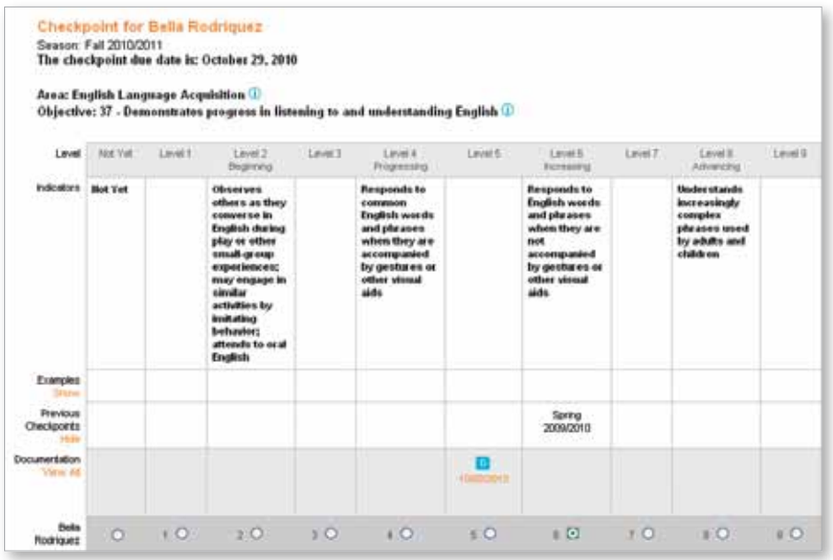
Home Language Survey

The "Home Language Survey" helps teachers gather and record useful information about the language(s) children hear and speak at home and at school. This information assists teachers in planning ways to support children's language and literacy development and deciding when to use Objectives 37 and 38. Teachers discuss the questions with parents or other family members (with the assistance of interpreters, if necessary), and they determine the answers together.



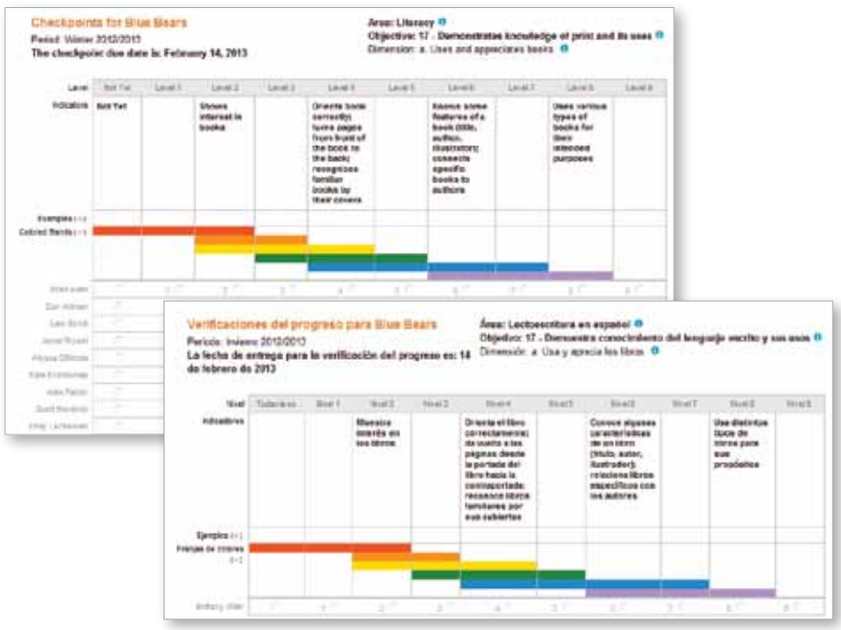
Objectives for English Language Acquisition

Teaching Strategies GOLD includes two objectives that focus on English language acquisition. They were developed by nationally recognized expert Dr. Patton Tabors. Objective 37, "Demonstrates progress in listening to and understanding English," helps measure children's receptive language skills. Objective 38, "Demonstrates progress in speaking English," helps measure their expressive language skills.



Spanish Language and Literacy Objectives

Teaching Strategies GOLD offers Spanish language and literacy objectives to help teachers scaffold children's learning in these areas. Teachers have the option of using both English and Spanish language and literacy objectives, allowing them to assess learning in both languages and to obtain a more complete profile of a child's development.



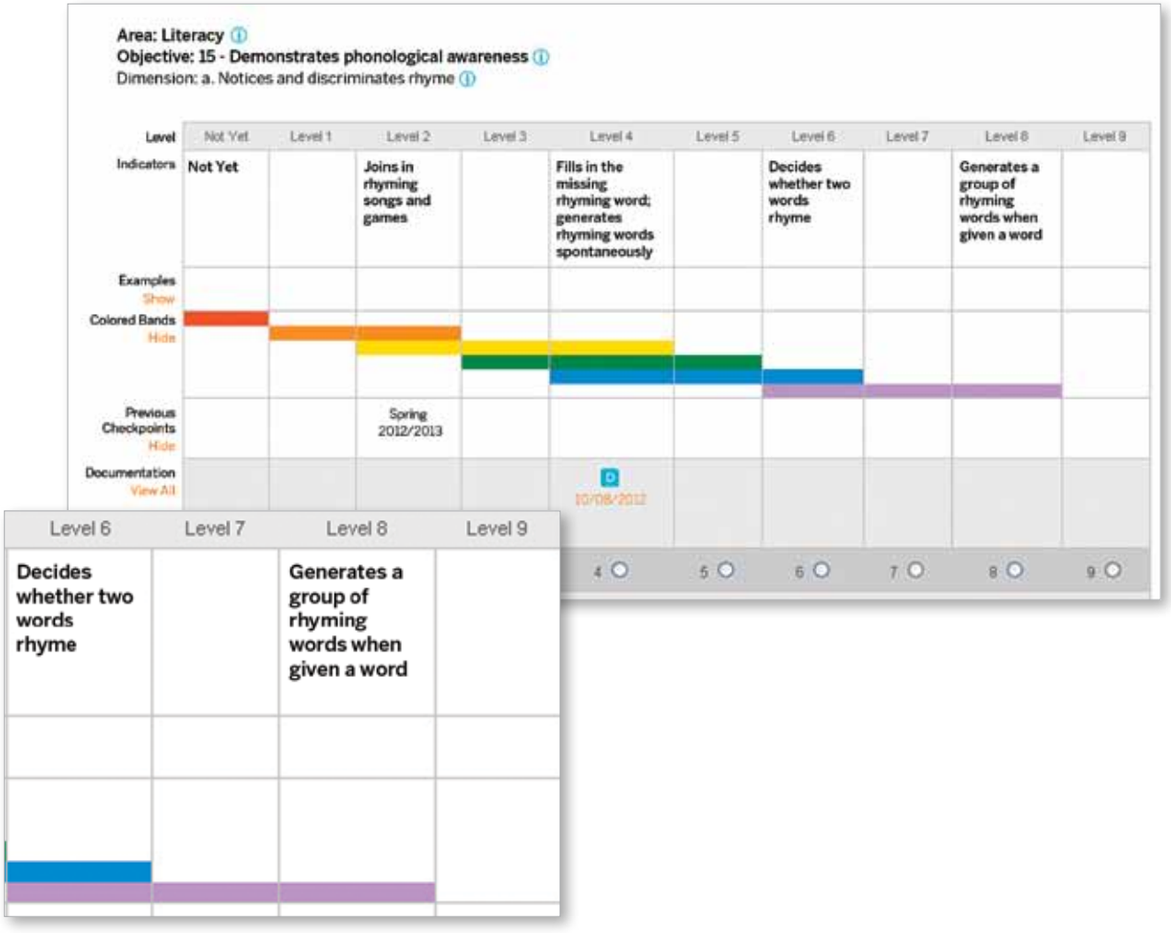
Teaching Strategies GOLD® Is

Appropriate for All Children

Teaching Strategies GOLD is a strengths-based tool that uses universal language to reflect an understanding that all children show what they know in various ways. To ensure that all children—including those with disabilities—are making progress, teachers recognize the many emergent skills that precede the development of typical skills from birth through kindergarten.

Support for Advanced Learners

All children benefit from support, including children who are advanced learners. Because the *Teaching Strategies GOLD* assessment system provides a picture of predictable development and learning over more than six years, children whose skills and abilities are advanced for their age are still able to show progress. Teachers use the progressions to identify a child's current ability level, as well as the next step along the progression for each dimension. This information helps teachers scaffold children's learning and ensure the child stays challenged, stimulated, and engaged. Also, since *Teaching Strategies GOLD* assesses all areas of development, teachers may discover an area that still needs strengthening for a child, even if that child is advanced in other tasks.



Support for Children With Disabilities

Teaching Strategies GOLD can be used successfully to assess children with disabilities*. Here's why: *Teaching Strategies GOLD* explains what progress looks like in a way that allows all children to show their strengths. The system focuses on a child's current developmental levels and the progress the child makes over time. And, because *Teaching Strategies GOLD* is strengths-based, children can demonstrate skills and behaviors in many ways, even if there are developmental delays in a particular area.

Many features make *Teaching Strategies GOLD* unique as an assessment tool for children with disabilities:

- *Teaching Strategies GOLD* is fully aligned with OSEP (Office of Special Education Programs) outcomes and automatically converts the information entered from *Teaching Strategies GOLD* to the seven-point scale on the Child Outcomes Summary Form (COSF). This capability allows administrators to generate OSEP mandated reports. Plus, *Teaching Strategies GOLD* developers worked directly with the Early Childhood Outcomes Center (ECO) on the crosswalk to ensure its effectiveness for assessing children with disabilities.
- The seamless nature of *Teaching Strategies GOLD* offers teachers a comprehensive picture of development and learning over a child's life from birth through kindergarten. Teachers begin the year with a clear idea of the child's performance and growth over time. By generating reports for children prior to the start of the year, teachers are able to individualize instruction for children and use time effectively.
- *Teaching Strategies GOLD* objectives have "in-between" levels that are critical for children with disabilities or any child whose skills are emerging or who needs support (physical support, visual support, gestures or modeling). These "in-between" levels help teachers indicate that a child CAN accomplish a task or demonstrate a skill with appropriate supports. These levels also provide excellent information to the teacher for scaffolding children's learning.
- For children who have IEPs (Individualized Education Programs), *Teaching Strategies GOLD* online will automatically provide teachers with additional dimensions related to self-care, including feeding, toileting, dressing, and safety. This information allows teachers to take a closer look at specific aspects of development that may be especially important for children with disabilities.

* For children with significant disabilities, teachers may need to use a supplemental assessment in addition to *Teaching Strategies GOLD* in order to identify incremental changes that are taking place for particular objectives.

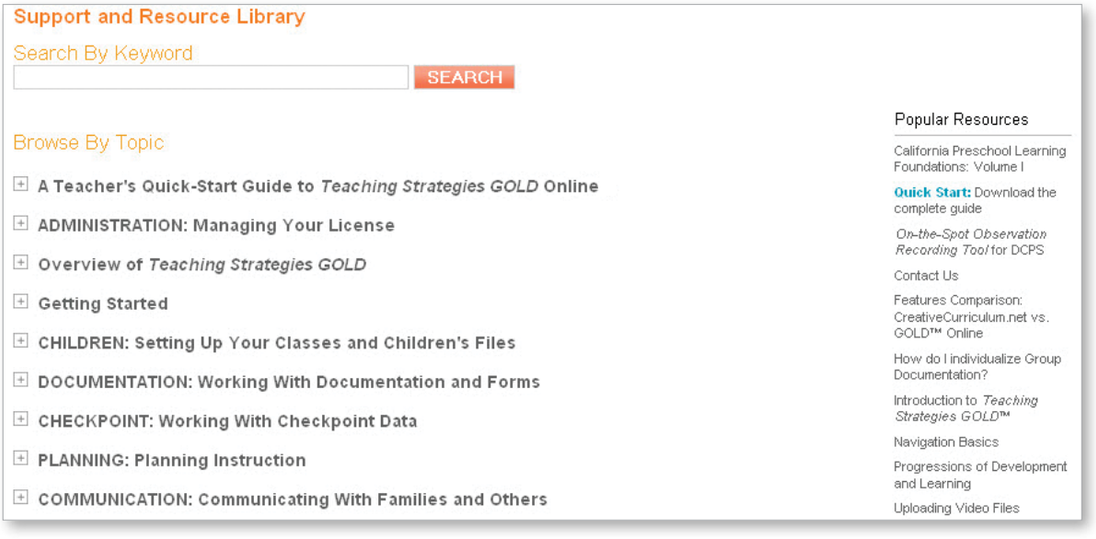
Teaching Strategies GOLD® Is

Supportive of Teachers' Implementation

Teaching Strategies GOLD offers many levels of support for teachers as they use the system. From resources and assistance built right into the tool to online and in-person professional development sessions, teachers have the information they need to use *Teaching Strategies GOLD* successfully.

Support and Resources Links

Accessible from every screen, the "Support" and "Resources" links provide a wealth of helpful information to assist teachers throughout the assessment process. "Support" links offer help with the technology, answering questions such as "How do I change the documentation I am viewing?" or "How do I upload a picture?" "Resources" links lead to helpful tools, like *Assessment Opportunity Cards*™, video tutorials, and sample "Weekly Planning Forms."



Find out what other early childhood educators are saying about *Teaching Strategies GOLD*'s support for implementation! Learn more at TeachingStrategies.com/Stories.

Online Training Opportunities

Our state-of-the-art online training sessions for *Teaching Strategies GOLD* offer professional development options in a convenient electronic format. Teachers and administrators can take advantage of engaging, comprehensive training in a way that's sure to meet their schedules and budgets.

In-Person Sessions

Our engaging, in-person professional development sessions on *Teaching Strategies GOLD* are conducted by the highly qualified members of our Professional Development Network. Sessions are available year-round at Teaching Strategies' headquarters and on-site in school communities. With targeted sessions for both teachers and administrators, our comprehensive, in-person professional development options guide educators step-by-step through the process of learning to use *Teaching Strategies GOLD*.

Additional Free Support

To ensure that teachers' implementation is fully supported, Teaching Strategies offers complimentary technical assistance at many levels. A basic online training course comes free with each subscription. Frequent, regularly scheduled Webinars are available to teachers at no cost, and short implementation videos are available on Teaching Strategies' YouTube channel. Our *Quick-Start Guide* provides step-by-step, screen-by-screen guidance on everything from logging in and setting up passwords to entering checkpoint data and running reports. Furthermore, live help is just a phone call away: 800.637.3652.

Objectives for Development & Learning: Birth Through Kindergarten

Teaching Strategies GOLD is also available in print format in both English and Spanish. The paper components are conveniently packaged in a reusable box so teachers have assessment resources at their fingertips.

Teaching Strategies GOLD® Is

Designed to Include Families

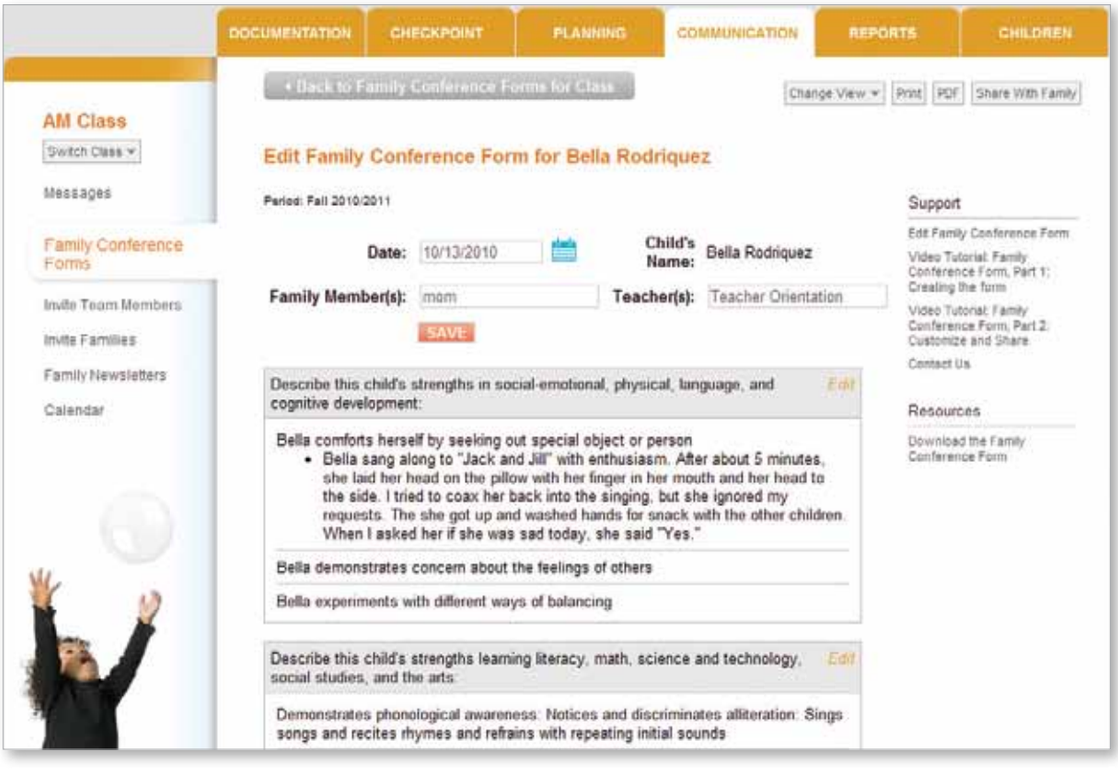
Sharing information with families about their child's learning and development is critical to building strong partnerships. *Teaching Strategies GOLD* family communication tools promote regular dialogues between schools and homes. Many of the tools for sharing information with families are available in Spanish as well as in English.

Family Central

Teaching Strategies GOLD offers a dedicated portal for communicating online with families about children's experiences and progress. Teachers can invite families to use "Family Central" and then send and receive messages to and from family members who choose to register. All exchanges between teachers and families are saved and searchable. Online calendars help teachers share information about what's happening in the classroom, and teachers can send resources to help families promote their children's development and learning at home. A *Family Quick-Start Guide* that helps families through the process of registering and using Family Central offers step-by-step guidance for setting up the two-way communication process.

Family Conference Forms

"Family Conference Forms" make it easier for teachers and families to develop a mutual understanding of each child's strengths and challenges, and to share expectations for the child's development and learning. Teachers begin to fill out the form by summarizing the child's developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide next steps. "Family Conference Forms" can be created in English or Spanish, helping to ensure successful communication. Completed forms can be printed, and they can be shared with families electronically.



Development and Learning Report

The "Development and Learning Report" was designed for sharing information with each child's family. It provides narratives that explain the child's knowledge, skills, and behaviors in relation to each objective or dimension. Then, on the basis of the child's developmental levels, it recommends activities for the family to do at home to provide additional support. Like other documents for families, the "Development and Learning Report" can be sent electronically.

Teaching Strategies GOLD® and *The Creative Curriculum*® *for Preschool*: A Powerful Partnership

Teaching Strategies GOLD can be used with any developmentally appropriate curriculum. However, a recent study showed that when teachers use *Teaching Strategies GOLD* together with *The Creative Curriculum for Preschool*, children demonstrated significant growth and positive outcomes.

Here's why:

- The same **38 research-based objectives for development and learning** are at the core of both Teaching Strategies' curriculum and assessment resources. So the all-important link between curriculum and assessment has already been made.
- **Color-coded progressions of development and learning** from *Teaching Strategies GOLD* objectives link to color-coded teaching sequences found on *Intentional Teaching Cards* and in other curriculum resources.
- The **objectives are integrated** into each and every curriculum resource, giving educators the confidence that everything they're doing is focused on what's most important for school readiness.

To learn more about the positive outcomes from using *Teaching Strategies GOLD* and *The Creative Curriculum for Preschool*, visit TeachingStrategies.com/GOLD.

"Teaching Strategies GOLD takes ongoing assessment to another level."

— Elise Edwards, Early Education Coordinator, Denver Public Schools

Teaching Strategies GOLD®

TeachingStrategies.com/GOLD

TeachingStrategies®

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Bethesda, MD 20814
800.637.3652
TeachingStrategies.com

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1301GTG

Specialized Program	Grade Levels	Number Enrolled 2015-2016	Number Enrolled 2016-2017	Change	Notes
International Baccalaureate	Primary Years Programme (elementary)	576	989	413	
	Middle Years Programme (middle school)	764	601	-163	
	Diploma Programme (11th and 12th grade)	1065	789	-276	
				0	
Virtual Learning	Grades 5 through 12	732	860	128	
				0	
STEM/STEAM	Middle School	1386	2246	860	
	Elementary School	471	515	44	
				0	
Personalized Learning	Middle School	5700	*		
				0	
Advanced Placement	High School	1397	1469	72	
				0	
Career and Technical Education	High School			0	
	Youth Apprenticeship	62	67	5	
	Business Education	1933	2631	698	
	Family and Consumer Science	1728	2005	277	
	Technology Education	1653	2163	510	
				0	
Youth Options	High School	273	37	-236	
				0	
Course Options	K - 12	2	10	8	
				0	
Music	Elementary School band	1629	720	-909	
	Middle School band	948	681	-267	
	High School band	638	422	-216	
				0	
	Musical Theater	158	38	-120	
				0	
	Middle School choir	1049	904	-145	
	High School choir	526	530	4	
		22690	17677	5361	
				overall 4% increase	

* exclude for this monitoring

Directions:

1) Review each of the rubric items either individually or as a team

2) Determine on a scale of 1-6, the extent to which current practices meets the criterion statement

3) Review the scores provided for each rubric item to determine the strengths of the current system and any gaps that may be present

4) Determine steps needed to strengthen the program system.

Racine Unified School District
Curriculum Program Review
Evaluation Template

Quality Curriculum Framework	Does not meet criteria 1	sometimes meets all criteria 2	often meets all criteria 3	most of the time meets all criteria 4	almost always meets all criteria 5	consistently meets all criteria 6
Assessment Element						
1) The curriculum framework includes an assessment that is designed for planning and guiding instruction						
2) The assessment items and procedures are authentic						
3) The assessment items and procedures are culturally, linguistically, and individually non-biased						
4) The assessment items and procedures are flexible and allow for children to respond in multiple ways						
5) The assessment is conducted across time, people, and settings						
6) Families and other caregivers are involved in the assessment process						
7) Assessment results provide a comprehensive description of children's current skills and abilities						
8) Assessment results are purposefully used for program planning						

Quality Curriculum Framework	Does not meet criteria 1	sometimes meets all criteria 2	often meets all criteria 3	most of the time meets all criteria 4	almost always meets all criteria 5	consistently meets all criteria 6
Scope and Sequence Element						
1) The curriculum framework includes scope (what should be taught) and sequence (guidance for the order in which to teach)						
2) The scope addresses all developmental areas						
3) The scope addresses all content areas						
4) The sequence reflects known developmental, pedagogical and logical principles and practices						
5) The scope and sequence includes meaningful and functional skills and concepts						
6) The scope and sequence is aligned with federal/state/local standards or outcomes						
Activities and Instruction Element						
1) The curriculum framework includes activities and instructional practices						
2) The activities and instructional practices are accessible to all children						
3) The activities and instructional practices are developmentally appropriate and culturally and linguistically responsive						
4) The activities and instructional practices address all areas of development and learning						
5) The activities and instructional practices are tiered						
6) The activities and instructional practices are responsive to						

children's individual strengths and needs (Personalized)						
7) The activities and instructional practices include multiple and varied embedded learning opportunities						
8) The activities and instructional practices include hands-on experiences						
9) The activities and instructional practices are presented in a variety of daily events						
10) The activities and instructional practices link directly to children's immediate and long-term goals (Personalized learning)						
11) The classroom schedule and environment is arranged to support the activities and instructional practices						
Quality Curriculum Framework	**Does not meet criteria 1**	**sometimes meets all criteria 2**	**often meets all criteria 3**	**most of the time meets all criteria 4**	**almost always meets all criteria 5**	**consistently meets all criteria 6**
Progress Monitoring Element						
1) The curriculum framework includes methods for ongoing monitoring of children's progress						
2) Progress monitoring methods are authentic						
3) Progress monitoring methods are culturally, linguistically, and individually non-biased						
4) All areas of development and learning are monitored						
5) Changes in children's strengths, needs, and emerging skills are detected						
6) The intensity and frequency of progress monitoring is tailored to individual children's needs						

7) Families and other caregivers are involved in progress monitoring						
8) Multiple sources are used to inform information for progress monitoring						
9) Progress monitoring results are purposefully used for modifying and revising elements of the curriculum framework						
Quality Curriculum Framework	**Does not meet criteria 1**	**sometimes meets all criteria 2**	**often meets all criteria 3**	**most of the time meets all criteria 4**	**almost always meets all criteria 5**	**consistently meets all criteria 6**
Overall Curriculum Framework						
1) The curriculum framework is acceptable to all key stakeholders						
2) The curriculum framework represents the program's mission, philosophy, and values						
3) The curriculum framework is comprehensive and integrated						
4) The elements of the curriculum framework are dynamic and flexible						
5) The curriculum framework includes positive physical and social environmental supports						
6) Implementation of the curriculum framework is a collaborative effort						

Appendix H

2016-2017 Curriculum Review Cycle Committee List			
Last Name	**First Name**	**Area of Representation**	**Position**
Borchert	Eric	Art	Teacher
Cacciotti	Alana	Art	Teacher
Castaneda	David	Art	Teacher
Easton	Mackenzie	Art	Teacher
Hyduke	Terry	Art	Teacher
Johnson	Doug	Art	Fine Arts Coordinator
Kirkman	Amanda	Art	Teacher
McGowan	Rebecca	Art	Teacher
Topczewski	Jeremy	Art	Teacher
Browarski	Jacob	Business Ed	High School Business Education Teacher
Cronkright	Daryl	Business Ed	Middle School Business Ed Teacher
Dawson	Marissa	Business Ed	High School Business Education Teacher
Hennessey	Paul	Business Ed	Middle School Business Ed Teacher
Hoff	Nancy	Business Ed	High School Business Education Teacher
Knudson	Ryan	Business Ed	High School ESL Teacher
Schmidt	Lindsay	Business Ed	High School Business Education Teacher
Steenrod	Kelly	Business Ed	Middle School Business Ed Teacher
Wartzenluft	Keith	Business Ed	High School Business Education Teacher
Weiss	Tina	Business Ed	Middle School Business Ed Teacher
Wisniewski	Jonathan	Business Ed	High School Business Education Teacher
Avila	Antonieta Dr.	ELL/Dual Language	Institute of Higher Education
Azurmendi	Fabiana	ELL/Dual Language	Teacher
Babbits	Brian	ELL/Dual Language	Elementary Principal

Bennett	Andre	ELL/Dual Language	Middle School Principal
Brito	Carmen	ELL/Dual Language	Teacher
Dawursk	Donna	ELL/Dual Language	Teacher
Delaney	Kayla	ELL/Dual Language	Teacher
Dinkelman	Barbara	ELL/Dual Language	Teacher
Dunkerson	Kathy	ELL/Dual Language	Director After School Programming
Garcia	Steven	ELL/Dual Language	Teacher
Henn-Reinke	Kathy Dr.	ELL/Dual Language	Institute of Higher Education
Knudson	Ryan	ELL/Dual Language	Teacher
Krohn	Kimberly	ELL/Dual Language	Teacher
Lewno	Pat	ELL/Dual Language	ESL Coordinator
Lopez	Gabriel	ELL/Dual Language	Middle School Assistant Principal
Marquez	Priscilla	ELL/Dual Language	Elementary School Assistant Principal
Meise	Robin	ELL/Dual Language	Teacher
Nasci	Lori	ELL/Dual Language	Teacher
Orozco	Oralia	ELL/Dual Language	Teacher
Palacios	Jose	ELL/Dual Language	Community Representative/LULAC
Paredes	Elizabeth	ELL/Dual Language	Teacher
Ploeger	Tiffanie	ELL/Dual Language	Elementary School Assistant Principal
Rasmussen	Julie	ELL/Dual Language	Teacher
Rivas	Robin	ELL/Dual Language	Exec Director ELL/Bilingual
Romero	Kimberly	ELL/Dual Language	Administrator ELL/Bilingual
Stankowski	MaryJo	ELL/Dual Language	Teacher
Tejeda	Daisy	ELL/Dual Language	Teacher
Venegas	Franceline	ELL/Dual Language	Teacher
Xiong	Somsamy	ELL/Dual Language	Teacher
Doering	Shelley	Family/Consumer Science	High School FACS Teacher
Schneider	Colleen	Family/Consumer Science	High School Family/Consumer Science Teacher
Stroud	Maguita	Family/Consumer Science	High School Family/Consumer Science Teacher

Wasielewski	Jerilyn	Family/Consumer Science	High School Family/Consumer Science Teacher
Wurdemann	Jennifer	Family/Consumer Science	High School FACS Teacher
Boehm	Connie	Gifted and Talented	Elementary Teacher (Jefferson)
Kelly	Barb	Gifted and Talented	Elementary Teacher (Jefferson)
Koll	Kelly	Gifted and Talented	Elementary School Teacher
Strain	Colleen	Gifted and Talented	Elementary Teacher
Clum	Doug	Gifted/Talented	K-8 Principal
Francart	Laura	Gifted/Talented	Elementary teacher
McPhee	Brianne	Gifted/Talented	Instructional Coach
Moes	James	Gifted/Talented	Elementary Principal
Tuttle	Tom	Gifted/Talented	Middle School Principal
Bedoian	Bill	Mathematics	Teacher
Brooks	Stephanie	Mathematics	High School Math Teacher
Emmons	Chad	Mathematics	High School Math Teacher
Felle	Andrea	Mathematics	Elementary Teacher
Funk	Amanda	Mathematics	High School Math Teacher
Gehrke	Amy	Mathematics	Mathematics Teacher HS
Grodey	Lisa	Mathematics	Middle School Math Teacher
Hicks	Mark	Mathematics	Middle School Teacher
Kirkwood	Willie	Mathematics	High School Math Teacher
Logic	Gina	Mathematics	Middle School Math Teacher
Miatech	Scott	Mathematics	Middle School Teacher
Milder	Susan	Mathematics	High School Math Teacher
Myers	Amy	Mathematics	Middle School Math Teacher
Nason	Amanda	Mathematics	Title One Math Teacher
Panka	Bonnie	Mathematics	Elementary Teacher
Piper	Ryan	Mathematics	Middle School Teacher
Saidler	Janis	Mathematics	High School Math Teacher
Zalubowski	Julia	Mathematics	Teacher

Adamisin	Christopher	Music	Teacher
Berg	Kathleen	Music	Teacher
Bieneman	Kristen	Music	Teacher
Christensen	Ellen	Music	Teacher
Clum	Doug	Music	Teacher
Hicklin	Amanda	Music	Teacher
Johnson	Doug	Music	Fine Arts Coordinator
Kayser	Alex	Music	Teacher
Shapovalov	Laura	Music	Teacher
Ellis	Lisa	Music	Teacher
Teal	Elizabeth	Music	Teacher
Berkley	Erin	Physical Education/Health	Elementary Teacher
Brenek	Briana	Physical Education/Health	Middle School Physical Education Teacher
Cushman	Justin	Physical Education/Health	Elementary Physical Education Teacher
Druker	Dana	Physical Education/Health	Middle School Physical Education Teacher
Hasler	Sheila	Physical Education/Health	High School Physical Education Teacher
Jane Carreno	Mary	Physical Education/Health	Retired Phy Ed Teacher
Kosterman	Eric	Physical Education/Health	High School Physical Education Teacher
Lacasse	Ian	Physical Education/Health	Middle School Physical Education Teacher
Langlois	Adrian	Physical Education/Health	Elementary School Physical Education Teacher
Luba	Joseph	Physical Education/Health	High School Physical Education Teacher
Niespodziani	Diane	Physical Education/Health	Elementary School Physical Education Teacher
Thompson	Christopher	Physical Education/Health	Exec Director of Curriculum and Instruction
Vasil	Kaleena	Physical Education/Health	High School Physical Education Teacher
Warg	Wendee	Physical Education/Health	High School Physical Education Teacher
Babbits	Brian	Reading/ELA	Elementary Principal
Beam	Liz	Reading/ELA	Literacy Coach
Brooks	Krista	Reading/ELA	Teacher
Cline	Mary	Reading/ELA	Middle School Principal

DeBoer	Katie	Reading/ELA	Instructional Coach
Gustin	Margaret	Reading/ELA	Teacher
Hansen	Beth	Reading/ELA	Teacher
Landry	Matt	Reading/ELA	Teacher
Lewno	Pat	Reading/ELA	ESL Coordinator
Morey	Valerie	Reading/ELA	Teacher
Morey	Kari	Reading/ELA	Teacher
Morgan	Maggie	Reading/ELA	Literacy Coach
Sadowski	Angie	Reading/ELA	Program Support
Salazar	Diane	Reading/ELA	Teacher
Stein	Claire	Reading/ELA	Project Manager
Wernicke	Lori	Reading/ELA	Teacher
Hinze	Heather	Reading/ELA	Teacher
Beguhl	Renee	Reading/ELA	Teacher
Corr	Emily	Reading/ELA	Literacy Coach
Romero	Kimberly	Reading/ELA	Dual Language Implementation Specialist
McVay	Jennifer	Reading/ELA	I/EE Coach
Feltz	Kelly	Reading/ELA	I/EE Coach
Kwapil	Susan	reading/ELA	Teacher
Accola	Paula	reading/ELA	SpEd Teacher
Olson	Gwendolyn	reading/ELA	Teacher
DaPra	Kelly	reading/ELA	Teacher
Norton	Karen	reading/ELA	Parent (pending acceptance)
Bergmann	Andrea	RTI	Program Support
Clark	Bev	RTI	Teacher
Devroy	Nikki	RTI	Teacher
Gentry	Suzanne	RTI	Psychologist
Hendrix	Katie	RTI	Teacher
Hocking	Lucy	RTI	Teacher

Johnson	Beth	RTI	Teacher
O'Donnell	Kelly	RTI	Psychologist
Sadowski	Angie	RTI	Program Support
Shaffer	Judy	RTI	Gifted/Talented Coordinator
Smith	Steve	RTI	Psychologist
Todd	Robert	RTI	Psychologist
Wilde	Laura	RTI	Psychologist
Arens	Julie	Special Education	Program Support/Diagnostician
Barry	Ann	Special Education	Special Education
Bayer	Johanna	Special Education	High School Special Education Teacher
Berry	Gwendolyn	Special Education	Principal
Beutel	Darlene	Special Education	Elementary Special Education Teacher
Bieganski	Justine	Special Education	Program Support/Diagnostician
Catlin	Eryn	Special Education	Elementary Special Education Teacher
Cervantes	Elvia	Special Education	Instructional Methods Coordinator
Chapin	Chad	Special Education	Principal
Christensen	Barbara	Special Education	Special Education
Craig	Catherine	Special Education	Elementary Special Education Teacher
DeBaker	Nicholas	Special Education	High School Sub School Principal
Decker	Jill	Special Education	Program Support/Diagnostician
Eisenman	Heather	Special Education	Elementary Special Education Teacher
Flynn	Melinda	Special Education	Elementary Special Education Teacher
George	Amanda	Special Education	High School Special Education Teacher
George	Thomas	Special Education	High School Special Education Teacher
Gross	Jennifer	Special Education	Elementary Special Education Teacher
Harris	Sarah	Special Education	Elementary Special Education Teacher
Harris	Margie	Special Education	Elementary Special Education Teacher
Hoffman	Kathleen	Special Education	Elementary Special Education Teacher
Hojnacki	Heather	Special Education	Special Education Supervisor

Hoss	Katie	Special Education	Executive Director Special Education
James	Cynthia	Special Education	Elementary Special Education Teacher
Jamieson	Christopher	Special Education	Special Education Technolgoy
King	Tangella	Special Education	Elementary School Principal
Knuth	Beth	Special Education	Elementary Special Education Teacher
Korn	Julie	Special Education	Elementary Special Education Teacher
Kroner	Rebecca	Special Education	Early Childhood Teacher
Kupper	Michelle	Special Education	Elementary Teacher
Lee	Denise	Special Education	Elementary School Special Education Teacher
Lewicki	Jaclyn	Special Education	Elementary School Special Education Teacher
Lyons	Charease	Special Education	Psychologist
Marquardt	Christine	Special Education	Elementary School Special Education Teacher
Mattice	Heather	Special Education	Elementary Special Education Teacher
McCullough	Kerrie	Special Education	Special Education Supervisor
McNamara	Jon	Special Education	High School Special Education Teacher
Miller	Jeffrey	Special Education	Elementary Principal
Miller	Joseph	Special Education	Elementary Assistant Principal
Munoz	Evelyn	Special Education	Speech Pathologist
Muth	Samantha	Special Education	Program Support/Diagnostician
Myszewski	Jessica	Special Education	Elementary Teacher
North	Robin	Special Education	Special Education Supervisor
Patino	Lori	Special Education	Special Education Supervisor
Schwartz	Amanda	Special Education	Speech Pathologist
Sieg	Kate	Special Education	Special Education Technolgoy
Stewart	Halli	Special Education	Instructional Methods Coordinator
Ticha	William	Special Education	Elementary School Assistant Principal
Torres	Amber	Special Education	Elementary Principal
Vandehey	Sharri	Special Education	Special Education Supervisor
Veltman	Jean	Special Education	Transition Coordinator

Vittone	Sandy	Special Education	Elementary Special Education Teacher
Weber	Karen	Special Education	Substitute
Widmar	Ann	Special Education	Special Education
Henderson	Randall	Technology Education	Online Mentor
Henkel	Amanda	World Languages	Teacher
Bertucci	Aurelie	World Languages	Teacher
Mota	Megan	World Languages	Teacher
Bachmann-Burgner	Tiffany	World Languages	Teacher
DuPage	Tamara	World Languages	Teacher
Griffith	Sara	World Languages	Teacher
Smith	Gregory	World Languages	Teacher
Zeien		World Languages	Teacher
Clark	Beverly	Writing	Read 180 Teacher
Cuccio	Mary	Writing	Middle School literacy teacher
Krohn	Kimberly	Writing	Middle School ESL Teacher
Linskens	Nicole	Writing	High School English Teacher
Morey	Valerie	Writing	High School English Teacher
Murphy	Teresa	Writing	Middle School English Teacher
Salazar	Diane	Writing	Title One Reading
Wallace	Dana	Writing	High School English Teacher
Decker	Janell	Writing/Mathematics	Assistant Director of Curriculum and Instruction
Ticha	Jonathan	Science	Elementary Teacher
Westphal	Seth Marie	Science	Instructional Coach
Rochleau	Anne	Science	Science Teacher
Baulkin	Holly	Science	Science Teacher
Forst	Abigail	Science	Science Teacher
Zahn	Steve	Science	Science Teacher
Treiber	Dwight	Science	Science Teacher
Mattison	William	Science	Science Teacher

Sword	Drew	Science	Science Teacher
Ruder	Stephanie	Science	Science Teacher
Gauthier	Sara	Science	Science Teacher
Rhoads	David	Science	Community Member
Peterson	Amanda	Science	Science Teacher
Venne	David	Science	Science Teacher
Tessman	Terri	Science	STEM Coordinator
Hart	Emily	Science	Science Teacher
Al-Sager	Jennifer	Science	Science Teacher
Lewno	Patricia	Science	ELL Coordinator
Emmons	Christine	Science	Science Teacher
Camara	Amy	Science	Science Teacher
Klaves	Kara	Science	Science Teacher
Cruz	Tammy	Science	Instructional Coach
Kelly	Barb	Social Studies	Teacher
Ludvigsen	Michele	Social Studies	Teacher
Heinisch	John	Social Studies	Teacher
Humphreyes	Jenny	Social Studies	Teacher
Surendonk	John	Social Studies	Teacher
Banike	Ann	Social Studies	Teacher
Gonzales	Sara	Social Studies	Teacher

COMMON CORE STATE STANDARDS WISCONSIN

Wisconsin Standards for Mathematics

From Model Academic Standards (1998) to Common Core State Standards

1

World Class Standards

Learning mathematics with understanding is a focus of the Common Core State Standards. Many of the Common Core State Standards begin with the verb "understand." Students understand a mathematical concept if they can use mathematical reasoning along with a variety of representations, explain the concept to someone else, and apply the concept to another situation. The old Wisconsin standards have less emphasis on these higher order skills.

2

Clearer Standards

Common Core State Standards are clearer than the Wisconsin Model Academic Standards (1998) and provide a specific staircase of skills that build upon one another. Wisconsin Model Academic Standards (1998) were written only for fourth, eighth and twelfth grades. This made it difficult to know what students should master at specific grade levels. For example, the old Wisconsin standards stated that students should be able to "use numbers effectively for various purposes." The student's development of mathematical operations and number sense is never specified.

3

More Specific Standards

Common Core State Standards provide grade-level priorities not found in the Wisconsin Model Academic Standards (1998). Wisconsin Model Academic Standards (1998) have only six total standards and rely instead on a handful of performance indicators that are broad, optional, and appear only at three grade levels (4, 8, and 12).

COMMON CORE STATE STANDARDS WISCONSIN

Wisconsin Model Academic Standards for Mathemtics (1998)

Number Operations & Relationships Content Standard

(same standard K-12th grade)

Use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

One (of over 20) Common Core State Standard for Mathematics: Operations and Algebraic Thinking to Algebra

Grade	*Notice how mathematics skills build on one another to college and career readiness.
K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1	Understand and apply properties of operations and the relationship between addition and subtraction.
2	Represent and solve problems involving addition and subtraction.
3	Understand properties of multiplication and the relationship between multiplication and division.
4	Use the four operations with whole numbers to solve problems.
5	Write and interpret numerical expressions.
6	Apply and extend previous understandings of arithmetic to algebraic expressions.
7	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
8	Analyze and solve linear equations and pairs of simultaneous linear equations.
HS	Understand solving equations as a process of reasoning and explain the reasoning.

Wisconsin Standards for English Language Arts

From Model Academic Standards (1998) to Common Core State Standards

1

World Class Standards

Common Core State Standards demand more from students. With Wisconsin Model Academic Standards (1998), students were expected to simply "*respond*" while reading. Common Core State Standards expect students to "*analyze*, *delineate*, *integrate*, and *interpret*" while reading.

2

Clearer Standards

Common Core State Standards are clearer than the Wisconsin Model Academic Standards (1998). Wisconsin Model Academic Standards (1998) had only *six* broad standards for what students needed to know and be able to do. This approach often led to confusion about what to teach and when. Common Core State Standards provide over *forty* standards that clearly state what it is students need to know and be able to do at each grade level.

3

More Specific Standards

Common Core State Standards are more specific than the Wisconsin Model Academic Standards (1998). Old Wisconsin Standards had identical standards for fourth graders, eighth graders, and twelfth graders while the Common Core State Standards provide *grade-level standards* that define the exact skills and understandings that students must demonstrate at each grade level.

COMMON CORE STATE STANDARDS WISCONSIN

1998 Wisconsin Model Academic Standards for ELA

Reading Content Standard

(same standard K-12th grade)

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others

One (of 26 total) READING standards from **Common Core State Standards** for ELA Reading Foundational Skills: Focus on Phonics and Word Recognition (RF 3)	
Grade	*Notice how phonics skills build on one another from kindergarten through 5th grade.
K	**Know and apply grade-level phonics and word analysis skills in decoding words.** • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1	**Know and apply grade-level phonics and word analysis skills in decoding words.** • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words.
2	**Know and apply grade-level phonics and word analysis skills in decoding words.** • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words.
3	**Know and apply grade-level phonics and word analysis skills in decoding words.** • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words.
4	**Know and apply grade-level phonics and word analysis skills in decoding words.** • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5	**Know and apply grade-level phonics and word analysis skills in decoding words.** • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

APPENDIX A – Conceptual Shifts in the Next Generation Science Standards

The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the *Framework for K–12 Science Education*, the NGSS are intended to reflect a new vision for American science education. The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

1. K-12 Science Education Should Reflect the Interconnected Nature of Science as it is Practiced and Experienced in the Real World.

> *"The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields."*[1]

The vision represented in the *Framework* is new in that students must be engaged at the nexus of the three dimensions:

1. Science and Engineering Practices,
2. Crosscutting Concepts, and
3. Disciplinary Core Ideas.

Currently, most state and district standards express these dimensions as separate entities, leading to their separation in both instruction and assessment. Given the importance of science and engineering in the 21st century, students require a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us. Student performance expectations have to include a student's ability to apply a practice to content knowledge. Performance expectations thereby focus on understanding and application as opposed to memorization of facts devoid of context. The *Framework* goes on to emphasize that:

> *"…learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage in scientific inquiry and engineering design. Thus the framework seeks to illustrate how knowledge and practice must be intertwined in designing learning experiences in K–12 science education."*[2]

[1] (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 10). Washington, DC: The National Academies Press. Retrieved from http://www.nap.edu/catalog.php?record_id=13165

[2] (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press. Retrieved from http://www.nap.edu/catalog.php?record_id=13165

2. The Next Generation Science Standards are student performance expectations – NOT curriculum. Even though within each performance expectation Science and Engineering Practices (SEP) are partnered with a particular Disciplinary Core Idea (DCI) and Crosscutting Concept (CC) in the NGSS, these intersections do not predetermine how the three are linked in curriculum, units, or lessons. Performance expectations simply clarify the expectations of what students will know and be able to do be the end of the grade or grade band. Additional work will be needed to create coherent instructional programs that help students achieve these standards.

As stated previously, past science standards at both the state and district levels have treated the three dimensions of science as separate and distinct entities leading to preferential treatment in assessment or instruction. It is essential to understand that the emphasis placed on a particular Science and Engineering Practice or Crosscutting Concept in a performance expectation is not intended to limit instruction, but to make clear the intent of the assessments.

An example of this is illustrated in two performance expectations in high school physical sciences that use the practice of modeling. Models are basically used for three reasons: 1) to represent or describe; 2) to collect data; or 3) to predict. The first use is typical in schools since models and representations are usually synonymous. However, the use of models to collect data or to predict phenomena is new, for example:

> *Construct models to explain changes in nuclear energies during the processes of fission, fusion, and radioactive decay and the nuclear interactions that determine nuclear stability.*
>
> and
>
> *Use system models (computer or drawings) to construct molecular-level explanations to predict the behavior of systems where a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.*

In the first performance expectation, models are used with nuclear processes to explain changes. A scientific explanation requires evidence to support the explanation, so students will be called upon to construct a model for the purpose of gathering evidence to explain these changes. Additionally, they will be required to use models to both explain and predict the behavior of systems in equilibrium. Again, the models will have to be used to collect data, but they will be further validated in their ability to predict the state of a system. In both cases, students will need a deep understanding of the content, as well as proficiency in the ability to construct and use models for various applications. The practice of modeling will need to be taught throughout the

year—and indeed throughout the entire K–12 experience—as opposed to during one two-week unit of instruction.

The goal of the NGSS is to be clear about which practice students are responsible for in terms of assessment, but these practices and crosscutting concepts should occur throughout each school year.

3. The Science Concepts in the NGSS Build Coherently from K–12.
The focus on a few Disciplinary Core Ideas is a key aspect of a coherent science education. The *Framework* identified a basic set of core ideas that are meant to be understood by the time a student completes high school:

> *"To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months [1]. This sense of development has been conceptualized in the idea of learning progressions [1, 25, 26]. If mastery of a core idea in a science discipline is the ultimate educational destination, then well-designed learning progressions provide a map of the routes that can be taken to reach that destination. Such progressions describe both how students' understanding of the idea matures over time and the instructional supports and experiences that are needed for them to make progress."*[3]

There are two key points that are important to understand:

- First, focus and coherence must be a priority. What this means to teachers and curriculum developers is that the same ideas or details are not covered each year. Rather, a progression of knowledge occurs from grade band to grade band that gives students the opportunity to learn more complex material, leading to an overall understanding of science by the end of high school. Historically, science education was taught as a set of disjointed and isolated facts. The *Framework* and the NGSS provide a more coherent progression aimed at overall scientific literacy with instruction focused on a smaller set of ideas and an eye on what the student should have already learned and what they will learn at the next level.

- Second, the progressions in the NGSS automatically assume that previous material has been learned by the student. Choosing to omit content at any grade level or band will impact the success of the student in understanding the core ideas and put additional responsibilities on teachers later in the process.

[3] (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 26). Washington, DC: The National Academies Press. Retrieved from http://www.nap.edu/catalog.php?record_id=13165

4. The NGSS Focus on Deeper Understanding of Content as well as Application of Content.
The *Framework* identified a smaller set of Disciplinary Core Ideas that students should know by the time they graduate from high school, and the NGSS are written to focus on the same. It is important that teachers and curriculum/assessment developers understand that the focus is on the core ideas—not necessarily the facts that are associated with them. The facts and details are important evidence, but not the sole focus of instruction. The Framework states:

> *"The core ideas also can provide an organizational structure for the acquisition of new knowledge. Understanding the core ideas and engaging in the scientific and engineering practices helps to prepare students for broader understanding, and deeper levels of scientific and engineering investigation, later on—in high school, college, and beyond. One rationale for organizing content around core ideas comes from studies comparing experts and novices in any field. Experts understand the core principles and theoretical constructs of their field, and they use them to make sense of new information or tackle novel problems. Novices, in contrast, tend to hold disconnected and even contradictory bits of knowledge as isolated facts and struggle to find a way to organize and integrate them [24]. The assumption, then, is that helping students learn the core ideas through engaging in scientific and engineering practices will enable them to become less like novices and more like experts."*[4]

5. Science and Engineering are Integrated in the NGSS, from K–12.
The idea of integrating technology and engineering into science standards is not new. Chapters on the nature of technology and the human-built world were included in *Science for All Americans* (AAAS 1989) and *Benchmarks for Science Literacy* (AAAS 1993, 2008). Standards for "Science and Technology" were included for all grade spans in the *National Science Education Standards* (NRC 1996).

Despite these early efforts, however, engineering and technology have not received the same level of attention in science curricula, assessments, or the education of new science teachers as the traditional science disciplines have. A significant difference in the *Next Generation Science Standards* (NGSS) is the integration of engineering and technology into the structure of science education. This integration is achieved by raising engineering design to the same level as scientific inquiry in classroom instruction when teaching science disciplines at all levels and by giving core ideas of engineering and technology the same status as those in other major science disciplines.

[4] (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 25). Washington, DC: The National Academies Press. Retrieved from http://www.nap.edu/catalog.php?record_id=13165

The rationale for this increased emphasis on engineering and technology rests on two positions taken in *A Framework for K–12 Science Education* (NRC 2011). One position is aspirational, the other practical.

From an aspirational standpoint, the *Framework* points out that science and engineering are needed to address major world challenges such as generating sufficient clean energy, preventing and treating diseases, maintaining supplies of food and clean water, and solving the problems of global environmental change that confront society today. These important challenges will motivate many students to continue or initiate their study of science and engineering.

From a practical standpoint, the *Framework* notes that engineering and technology provide opportunities for students to deepen their understanding of science by applying their developing scientific knowledge to the solution of practical problems. Both positions converge on the powerful idea that by integrating technology and engineering into the science curriculum, teachers can empower their students to use what they learn in their everyday lives.

6. The NGSS are designed to prepare students for college, career, and citizenship.

There is no doubt that science and science education are central to the lives of all Americans. Never before has our world been so complex and science knowledge so critical to making sense of it all. When comprehending current events, choosing and using technology, or making informed decisions about one's healthcare, understanding science is key. Science is also at the heart of the United States' ability to continue to innovate, lead, and create the jobs of the future. All students no matter what their future education and career path must have a solid K–12 science education in order to be prepared for college, careers, and citizenship.

7. The NGSS and Common Core State Standards (English Language Arts and Mathematics) are Aligned.

The timing of the release of NGSS comes as most states are implementing the Common Core State Standards (CCSS) in English Language Arts and Mathematics. This is important to science for a variety of reasons. First, there is an opportunity for science to be part of a child's comprehensive education. The NGSS are aligned with the CCSS to ensure a symbiotic pace of learning in all content areas. The three sets of standards overlap in meaningful and substantive ways and offer an opportunity to give all students equitable access to learning standards.

Some important work is already in progress regarding the implications and advantages to the CCSS and NGSS. Stanford University recently released 13 papers on a variety of issues related to language and literacy in the content areas of the CCSS and NGSS.[5]

[5] Stanford University. (2012). *Understanding language*. Retrieved from http://ell.stanford.edu/papers.

AIMSweb®

Common Core State Standards and AIMSweb®

The Common Core State Standards Initiative is an effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Like academic standards that have been used for educational accountability and No Child Left Behind (NCLB), the Common Core State Standards communicate what students are expected to know and be able to do in each grade. The Common Core State Standards are specifically designed to reflect the real-world knowledge and skills students need to succeed in higher education and their careers.

CBM assessment practices are based on over 30 years of scientific research. These standardized tests are time efficient and easy to administer, yet produce accurate charts of student growth over time. AIMSweb's CBM assesses basic, broad academic skills that are relevant to all curricula—making them compatible with any curriculum or standards, including Common Core State Standards.

How AIMSweb and the Common Core work together

AIMSweb uses brief, reliable, and valid assessments called General Outcome Measures (GOM) to assess academic competencies. GOM, which is a form of Curriculum Based Measurement (CBM), draws upon three decades of scientific research that demonstrates its versatility to provide accurate prediction of reading and math achievement and sensitivity to growth across a wide range of curricula and standards-based programs. Unlike standards-based assessments which sample skills from the curriculum, GOM assess overall performance in broad academic domains using tasks and behaviors that address fundamental competencies. These competencies are relevant to all curricula—making AIMSweb GOM suitable with any curriculum or standards, including Common Core State Standards.

Reading fluency, computational fluency and other fundamental competencies have long been recognized as essential components for academic success. The Common Core State Standards address reading and computational fluency as key skills that need to be taught across grade levels–but academic success clearly requires other competencies. In the earliest grades, it includes pre- and emerging literacy and numerical skills. In later grades, it includes comprehension, numerical reasoning, and problem solving skills. AIMSweb includes assessments that address these critical reading and math skills.

Whether you have already implemented or are working towards the Common Core, the fact that AIMSweb general outcome measures assess fundamental competencies that are relevant to all reading and math curricula and standards provides the following benefits:

- Works with any curriculum or standards, including the Common Core
- Prediction of student success on your state test whether it is state- or Common Core-specific
- Longitudinal data remains relevant and meaningful even when standards, curriculum, or state tests change
- Perfectly suited for program evaluation

Continued on next page

The following table shows how AIMSweb GOM align to the Common Core State Standards:

AIMSweb Math Measure	Common Core State Standard(s) Addressed
Test of Early Numeracy (TEN)	
Oral Counting Measure (OCM)	• Know Number Names and the Count Sequence
Quantity Discrimination Measure (QDM)	• Compare Numbers • Understand Place Value
Math Concepts and Applications (M-CAP)	• Analyze and solve linear equations and pairs of simultaneous linear equations. • Analyze proportional relationships and use them to solve real-world and mathematical numbers. • Apply and extend previous understandings of arithmetic to algebraic expressions. • Apply and extend previous understandings of numbers to the system of rational numbers. • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Compute fluently with multi-digit numbers and find common factors and multiples. • Convert like measurement units within a given measurement system. • Develop understanding of fractions as numbers. • Develop understanding of statistical variability. • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. • Extend understanding of fraction equivalence and ordering. • Generalize place value understanding for multidigit whole numbers. • Generate and analyze patterns. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Graph points on the coordinate plane to solve real-world and mathematical problems. • Investigate chance processes and develop, use, and evaluate probability models. • Know that there are numbers that are not rational, and approximate them by rational • Measure and estimate lengths in standard units. • Perform operations with multi-digit whole numbers and with decimals to hundredths. • Reason about and solve one-variable equations and inequalities. • Reason with shapes and their attributes. • Represent and interpret data. • Represent and solve problems involving addition and subtraction. • Represent and solve problems involving multiplication and division. • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Continued on next page

AIMSweb Math Measure	Common Core State Standard(s) Addressed
Math Concepts and Applications (continued)	• Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations. • Summarize and describe distributions. • Understand and apply the Pythagorean Theorem. • Understand decimal notation for fractions, and compare decimal fractions. • Understand place value. • Understand properties of multiplication and the relationship between multiplication and division. • Understand ratio concepts and use ratio reasoning to solve problems. • Understand the place value system. • Use place value understanding and properties of operations to add and subtract. • Use place value understanding and properties of operations to perform multi-digit arithmetic. • Use the four operations with whole numbers to solve problems. • Work with equal groups of objects to gain foundations for multiplication. • Work with radicals and integer exponents. • Work with time and money • Write and interpret numerical expressions
Mathematics Computation (M-COMP)	• Add and Subtract within 20 • Work with Addition and Subtraction Equations • Use Place Value Understanding and Properties of Operations to Add and Subtract • Represent and Solve Problems Involving Multiplication and Division • Understand Properties of Multiplication and the Relationship Between Multiplication and Division • Multiply and Divide within 100 • Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic • Build Fractions From Unit Fractions by Applying and Extending Previous Understandings of Operations on Whole Numbers • Compute Fluently with Multi-Digit Numbers and Find Common Factors and Multiples • Apply and Extend Previous Understandings of Multiplication and division to multiply and divide fractions. • Apply and Extend Previous Understandings of Multiplication and division to divide fractions by fractions. • Apply and extend previous understandings of numbers to the system of rational numbers. • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. • Work with radicals and interger exponents.

AIMSweb Literacy/ Language Arts Measure	Common Core State Standard(s) Addressed
Test of Early Literacy (TEL)	
Letter Naming Fluency (LNF)	• Demonstrate understanding of the organization and basic features of print
Phonemic Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF)	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Nonsense Word Fluency (NWF) and Letter Sound Fluency (LSF)	• Know and apply grade-level phonics and word analysis skills in decoding words
Reading Curriculum-Based Measurement (R-CBM)	• Read prose of appropriate complexity for grade • Read with sufficient accuracy and fluency to support comprehension • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Know and apply grade-level phonics and word analysis skills in decoding words
Written Expression Curriculum-Based Measurement (WE-CBM)	• Demonstrate command of the conventions of standard English grammar and usage when speaking or writing • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Spelling Curriculum-Based Measurement (S-CBM)	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Appendix M

Chief Academic Officer
Tuesday Updates

Nov. 1, 2016

Interruption of Instructional Time

The Board of Education reporting process includes a requirement for preventing disruptions to the academic day. Interruptions to instructional time cause a loss in momentum, need for modifications and repeat of material, and an increase in the number of students off task. To help you ensure maximum instructional time in your building, we are providing you with the following guidelines.

School Administrators Should:

- Keep a focus on the 'big picture' when deciding on activities which interrupt instruction.
- Regularly review the impact of non-curricular activities on instructional time in their building.
- Avoid disrupting instructional time for non-curricular activities such as assemblies. *Assemblies should be limited as much as possible to those with an academic purpose.*
- Keep field trips down to a reasonable number with priority given to the District sponsored field trips.
- Avoid school-wide announcements that interfere with class time. *Confine announcements to single morning events or passing time as much as possible.*
- Avoid disrupting instructional time for organizational and managerial events and activities.
- Avoid disrupting instructional time for external interruptions including unscheduled visitations by staff, students and parents.
- Plan school calendars that identify, as much as possible, activities that will impact instructional time. *Review and plan for the activities with staff.*
- Ensure activities by outside agencies are limited, to the extent possible, to specific classes or cohorts of students rather than the whole school.
- Ensure 'bell to bell' learning is taking place in all classrooms.