Coffee with the Principal

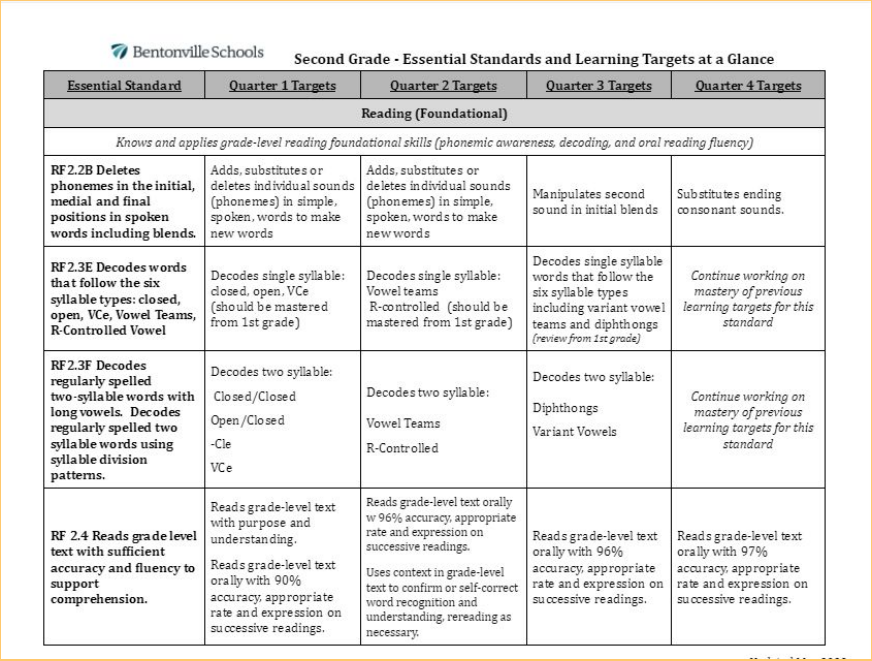
Parent Workshop

- What are students learning?
- How we teach the standards?
- What assessments are given based on the standards?
- How does the teacher use the data to guide instruction?

What Students Will Be Learning

District Website: Menu > Parents > Curriculum>Elementary (K-4) - Link

- State of Arkansas State Standards
- Curriculum and Standards - Year at a Glance



Bentonville Schools

Second Grade - Essential Standards and Learning Targets at a Glance

Essential Standard	Quarter 1 Targets	Quarter 2 Targets	Quarter 3 Targets	Quarter 4 Targets
Reading (Foundational)				
Knows and applies grade-level reading foundational skills (phonemic awareness, decoding, and oral reading fluency)				
RF 2.2B Deletes phonemes in the initial, medial and final positions in spoken words including blends.	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Manipulates second sound in initial blends	Substitutes ending consonant sounds.
RF 2.3E Decodes words that follow the six syllable types: closed, open, VCe, Vowel Teams, R-Controlled Vowel	Decodes single syllable: closed, open, VCe (should be mastered from 1st grade)	Decodes single syllable: Vowel teams R-controlled (should be mastered from 1st grade)	Decodes single syllable words that follow the six syllable types including variant vowel teams and diphthongs *(review from 1st grade)*	*Continue working on mastery of previous learning targets for this standard*
RF 2.3F Decodes regularly spelled two-syllable words with long vowels. Decodes regularly spelled two syllable words using syllable division patterns.	Decodes two syllable: Closed/Closed Open/Closed -Cle VCe	Decodes two syllable: Vowel Teams R-Controlled	Decodes two syllable: Diphthongs Variant Vowels	*Continue working on mastery of previous learning targets for this standard*
RF 2.4 Reads grade level text with sufficient accuracy and fluency to support comprehension.	Reads grade-level text with purpose and understanding. Reads grade-level text orally with 90% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally w 96% accuracy, appropriate rate and expression on successive readings. Uses context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads grade-level text orally with 96% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally with 97% accuracy, appropriate rate and expression on successive readings.

Bentonville Schools

Second Grade - Essential Standards and Learning Targets at a Glance

Essential Standard	Quarter 1 Targets	Quarter 2 Targets	Quarter 3 Targets	Quarter 4 Targets
Reading (Foundational)				
Knows and applies grade-level reading foundational skills (phonemic awareness, decoding, and oral reading fluency)				
RF 2.2B Deletes phonemes in the initial, medial and final positions in spoken words including blends.	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Manipulates second sound in initial blends	Substitutes ending consonant sounds.
RF 2.3E Decodes words that follow the six syllable types: closed, open, VCe, Vowel Teams, R-Controlled Vowel	Decodes single syllable: closed, open, VCe (should be mastered from 1st grade)	Decodes single syllable: Vowel teams R-controlled (should be mastered from 1st grade)	Decodes single syllable words that follow the six syllable types including variant vowel teams and diphthongs *(review from 1st grade)*	*Continue working on mastery of previous learning targets for this standard*
RF 2.3F Decodes regularly spelled two-syllable words with long vowels. Decodes regularly spelled two syllable words using syllable division patterns.	Decodes two syllable: Closed/Closed Open/Closed -Cle VCe	Decodes two syllable: Vowel Teams R-Controlled	Decodes two syllable: Diphthongs Variant Vowels	*Continue working on mastery of previous learning targets for this standard*
RF 2.4 Reads grade level text with sufficient accuracy and fluency to support comprehension.	Reads grade-level text with purpose and understanding. Reads grade-level text orally with 90% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally w 96% accuracy, appropriate rate and expression on successive readings. Uses context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads grade-level text orally with 96% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally with 97% accuracy, appropriate rate and expression on successive readings.

Bentonville Schools

Second Grade - Essential Standards and Learning Targets at a Glance

Essential Standard	Quarter 1 Targets	Quarter 2 Targets	Quarter 3 Targets	Quarter 4 Targets
Reading (Foundational)				
Knows and applies grade-level reading foundational skills (phonemic awareness, decoding, and oral reading fluency)				
RF 2.2B Deletes phonemes in the initial, medial and final positions in spoken words including blends.	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Manipulates second sound in initial blends	Substitutes ending consonant sounds.
RF 2.3E Decodes words that follow the six syllable types: closed, open, VCe, Vowel Teams, R-Controlled Vowel	Decodes single syllable: closed, open, VCe (should be mastered from 1st grade)	Decodes single syllable: Vowel teams R-controlled (should be mastered from 1st grade)	Decodes single syllable words that follow the six syllable types including variant vowel teams and diphthongs *(review from 1st grade)*	*Continue working on mastery of previous learning targets for this standard*
RF 2.3F Decodes regularly spelled two-syllable words with long vowels. Decodes regularly spelled two syllable words using syllable division patterns.	Decodes two syllable: Closed/Closed Open/Closed -Cle VCe	Decodes two syllable: Vowel Teams R-Controlled	Decodes two syllable: Diphthongs Variant Vowels	*Continue working on mastery of previous learning targets for this standard*
RF 2.4 Reads grade level text with sufficient accuracy and fluency to support comprehension.	Reads grade-level text with purpose and understanding. Reads grade-level text orally with 90% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally w 96% accuracy, appropriate rate and expression on successive readings. Uses context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads grade-level text orally with 96% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally with 97% accuracy, appropriate rate and expression on successive readings.

Bentonville Schools

Second Grade - Essential Standards and Learning Targets at a Glance

Essential Standard	Quarter 1 Targets	Quarter 2 Targets	Quarter 3 Targets	Quarter 4 Targets
Reading (Foundational)				
Knows and applies grade-level reading foundational skills (phonemic awareness, decoding, and oral reading fluency)				
RF 2.2B Deletes phonemes in the initial, medial and final positions in spoken words including blends.	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Manipulates second sound in initial blends	Substitutes ending consonant sounds.
RF 2.3E Decodes words that follow the six syllable types: closed, open, VCe, Vowel Teams, R-Controlled Vowel	Decodes single syllable: closed, open, VCe (should be mastered from 1st grade)	Decodes single syllable: Vowel teams R-controlled (should be mastered from 1st grade)	Decodes single syllable words that follow the six syllable types including variant vowel teams and diphthongs *(review from 1st grade)*	*Continue working on mastery of previous learning targets for this standard*
RF 2.3F Decodes regularly spelled two-syllable words with long vowels. Decodes regularly spelled two syllable words using syllable division patterns.	Decodes two syllable: Closed/Closed Open/Closed -Cle VCe	Decodes two syllable: Vowel Teams R-Controlled	Decodes two syllable: Diphthongs Variant Vowels	*Continue working on mastery of previous learning targets for this standard*
RF 2.4 Reads grade level text with sufficient accuracy and fluency to support comprehension.	Reads grade-level text with purpose and understanding. Reads grade-level text orally with 90% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally w 96% accuracy, appropriate rate and expression on successive readings. Uses context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads grade-level text orally with 96% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally with 97% accuracy, appropriate rate and expression on successive readings.

Bentonville Schools

Second Grade - Essential Standards and Learning Targets at a Glance

Essential Standard	Quarter 1 Targets	Quarter 2 Targets	Quarter 3 Targets	Quarter 4 Targets
Reading (Foundational)				
Knows and applies grade-level reading foundational skills (phonemic awareness, decoding, and oral reading fluency)				
RF 2.2B Deletes phonemes in the initial, medial and final positions in spoken words including blends.	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Manipulates second sound in initial blends	Substitutes ending consonant sounds.
RF 2.3E Decodes words that follow the six syllable types: closed, open, VCe, Vowel Teams, R-Controlled Vowel	Decodes single syllable: closed, open, VCe (should be mastered from 1st grade)	Decodes single syllable: Vowel teams R-controlled (should be mastered from 1st grade)	Decodes single syllable words that follow the six syllable types including variant vowel teams and diphthongs *(review from 1st grade)*	*Continue working on mastery of previous learning targets for this standard*
RF 2.3F Decodes regularly spelled two-syllable words with long vowels. Decodes regularly spelled two syllable words using syllable division patterns.	Decodes two syllable: Closed/Closed Open/Closed -Cle VCe	Decodes two syllable: Vowel Teams R-Controlled	Decodes two syllable: Diphthongs Variant Vowels	*Continue working on mastery of previous learning targets for this standard*
RF 2.4 Reads grade level text with sufficient accuracy and fluency to support comprehension.	Reads grade-level text with purpose and understanding. Reads grade-level text orally with 90% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally w 96% accuracy, appropriate rate and expression on successive readings. Uses context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads grade-level text orally with 96% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally with 97% accuracy, appropriate rate and expression on successive readings.

Bentonville Schools

Second Grade - Essential Standards and Learning Targets at a Glance

Essential Standard	Quarter 1 Targets	Quarter 2 Targets	Quarter 3 Targets	Quarter 4 Targets
Reading (Foundational)				
Knows and applies grade-level reading foundational skills (phonemic awareness, decoding, and oral reading fluency)				
RF 2.2B Deletes phonemes in the initial, medial and final positions in spoken words including blends	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Adds, substitutes or deletes individual sounds (phonemes) in simple, spoken, words to make new words	Manipulates second sound in initial blends	Substitutes ending consonant sounds.
RF 2.3E Decodes words that follow the six syllable types: closed, open, VCe, Vowel Teams, R-Controlled Vowel	Decodes single syllable: closed, open, VCe (should be mastered from 1st grade)	Decodes single syllable: Vowel teams R-controlled (should be mastered from 1st grade)	Decodes single syllable words that follow the six syllable types including variant vowel teams and diphthongs *(review from 1st grade)*	*Continue working on mastery of previous learning targets for this standard*
RF 2.3F Decodes regularly spelled two-syllable words with long vowels. Decodes regularly spelled two syllable words using syllable division patterns.	Decodes two syllable: Closed/Closed Open/Closed -Cle VCe	Decodes two syllable: Vowel Teams R-Controlled	Decodes two syllable: Diphthongs Variant Vowels	*Continue working on mastery of previous learning targets for this standard*
RF 2.4 Reads grade level text with sufficient accuracy and fluency to support comprehension.	Reads grade-level text with purpose and understanding. Reads grade-level text orally with 90% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally w 96% accuracy, appropriate rate and expression on successive readings. Uses context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads grade-level text orally with 96% accuracy, appropriate rate and expression on successive readings.	Reads grade-level text orally with 97% accuracy, appropriate rate and expression on successive readings.

Each standard will have different parts that are taught through the school year.

Some standards take longer to master.

May 2020

Bentonville Schools

Year at a Glance

*Learning targets for essential standards are highlighted in yellow
*Red denotes the quarter in which a skill is expected to be taken to mastery
*Green denotes supporting standards which should be addressed in connection with other standards as much as possible

Kindergarten Math

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Number Names	**(K.CC.A.1)** Count to 100 by 1's **Learning Target 1**	**(K.CC.A.1)** Count to 100 by 1's **Learning Target 1**		
		(K.CC.A.1) Count to 100 by tens **Learning Target 2**	**(K.CC.A.1)** Count to 100 by tens **Learning Target 2**	
			(K.CC.A.1) Count to 100 by fives **Learning Target 3**	**(K.CC.A.1)** Count to 100 by fives **Learning Target 3**
		(K.CC.A.2) Count forward, by ones, from any given number up to 100 and (K.Bville) stop at a given number **Learning Target 1**	**(K.CC.A.2)** Count forward, by ones, from any given number up to 100 and (K.Bville) stop at a given number **Learning Target 1**	**(K.CC.A.2)** Count forward, by ones, from any given number up to 100 and (K.Bville) stop at a given number **Learning Target 1**
	(K.CC.A.3) Read numerals up to 10 **Learning Target 1**	**(K.CC.A.3)** Read numerals up to 10 **Learning Target 1**	**(K.CC.A.3)** Read numerals up to 20 **Learning Target 1**	
	(K.CC.A.3) Write numerals from zero	**(K.CC.A.3)** Write numerals from zero	**(K.CC.A.3)** Write numerals from zero	

What does it mean to "teach the standards?"

What does it mean to "teach the standards?"

1. What do we want them to learn?
2. How will we know they have learned it?

What does it mean to "teach the standards?"

1. What do we want them to learn?
2. How will we know they have learned it?

RL1.2 Retells stories, including key details and demonstrates understanding of their central message or lesson.

RL1.2 Retells stories, including key details and demonstrates understanding of their central message or lesson.

What (Academic Vocabulary)	How (Verbs / Actions)
-Story (fiction, B/M/E, character, setting, problem/solution) -Key Detail (sequence of events, important) -Central Message (lesson learned)	-Retell -Demonstrates Understanding - tell about it, draw it, act it out, write about it, make connections, etc.

RL1.2 Retells stories, including key details and demonstrates understanding of their central message or lesson.

What (Academic Vocabulary)	How (Verbs / Actions)
-Story (fiction, B/M/E, character, setting, problem/solution) -Key Detail (sequence of events, important) -Central Message (lesson learned)	-Retell -Demonstrates Understanding - tell about it, draw it, act it out, write about it, make connections, etc.

1. What do we want them to learn?
2. How will we know they have learned it?

What Assessments are Given Based on the Standards

District Website: Menu > Parents > Curriculum>Elementary>Curriculum>Literacy or Math (K-4)

01

Quick Phonics Assessment PAST

Measures decoding accurately and automatically

quarterly

02

Common Assessments and Quick Checks

Literacy & Math

Developed based on essential standards taught in the classroom

03

MAP Assessment

Reading & Math

K-2 State Mandated Testing

3&4 is optional

3X a year

What Assessments are Given Based on the Standards

District Website: Menu > Parents > Curriculum>Elementary>Curriculum>Literacy or Math (K-4)

01

MAP Assessment

Reading & Math
K-2 State Mandated Testing
3&4 is optional
3X a year

02

Quick Phonics Assessment PAST

Measures decoding accurately and automatically
quarterly

03

Common Assessments and Quick Checks

Literacy & Math
Developed based on essential standards taught in the classroom

How do we use the data to guide our instruction?

How Teachers Use MAP Data

map GROWTH

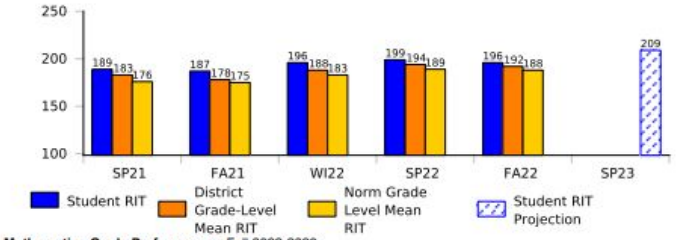
Student Progress Report

[redacted]

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall to Spring

District: BENTONVILLE SCHOOL DISTRICT
School: Willowbrook Elementary School
Term Rostered: Fall 2022-2023

Math: Math K-12

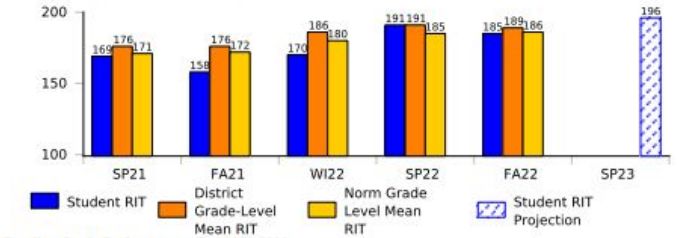


Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	193-**196**-199			64-**72**-80
SP22	2	196-**199**-202	12	13	70-**77**-83
WI22	2	193-**196**-199			78-**84**-89
FA21	2	184-**187**-190			76-**82**-87
SP21	1	186-**189**-192	22	16	76-**83**-88
WI21	1	170-**173**-176			52-**62**-72
FA20	1	164-**167**-170			64-**73**-81
WI20	K	157-**160**-163			78-**85**-90
FA19	K	144-**147**-150			67-**76**-83

Mathematics Goals Performance - Fall 2022-2023

Operations and Algebraic Thinking	High	Number and Operations	HiAvg
Measurement and Data	HiAvg	Geometry	HiAvg

Language Arts: Reading



Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	182-**185**-188			40-**47**-55
SP22	2	188-**191**-194	33	14	56-**64**-72
WI22	2	167-**170**-174			18-**25**-33
FA21	2	155-**158**-161			12-**17**-23
SP21	1	166-**169**-172	5	16	35-**43**-52
WI21	1	165-**168**-171			50-**60**-69
FA20	1	161-**164**-167			66-**76**-83
WI20	K	155-**158**-161			82-**88**-93
FA19	K	143-**146**-149			73-**81**-87

Reading Goals Performance - Fall 2022-2023

Literature	LoAvg	Informational Text	Avg
Vocabulary Acquisition	HiAvg		
Lexile® Range	300L-450L		

How Teachers Use MAP Data

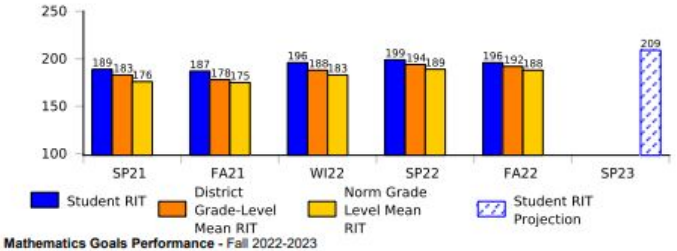
Student Progress Report

[redacted]

District: BENTONVILLE SCHOOL DISTRICT
School: Willowbrook Elementary School
Term Rostered: Fall 2022-2023

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall to Spring

Math: Math K-12

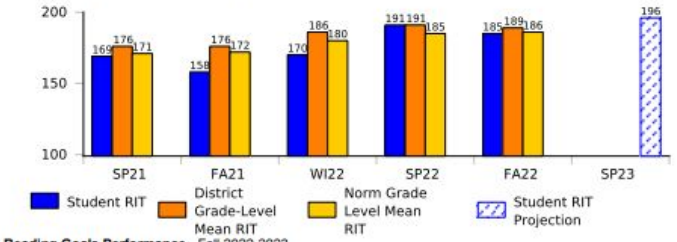


Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	193-**196**-199			64-**72**-80
SP22	2	196-**199**-202	12	13	70-**77**-83
WI22	2	193-**196**-199			78-**84**-89
FA21	2	184-**187**-190			76-**82**-87
SP21	1	186-**189**-192	22	16	76-**83**-88
WI21	1	170-**173**-176			52-**62**-72
FA20	1	164-**167**-170			64-**73**-81
WI20	K	157-**160**-163			78-**85**-90
FA19	K	144-**147**-150			67-**76**-83

Mathematics Goals Performance - Fall 2022-2023

Operations and Algebraic Thinking	High	Number and Operations	HiAvg
Measurement and Data	HiAvg	Geometry	HiAvg

Language Arts: Reading



Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	182-**185**-188			40-**47**-55
SP22	2	188-**191**-194	33	14	56-**64**-72
WI22	2	167-**170**-174			18-**25**-33
FA21	2	155-**158**-161			12-**17**-23
SP21	1	166-**169**-172	5	16	35-**43**-52
WI21	1	165-**168**-171			50-**60**-69
FA20	1	161-**164**-167			66-**76**-83
WI20	K	155-**158**-161			82-**88**-93
FA19	K	143-**146**-149			73-**81**-87

Reading Goals Performance - Fall 2022-2023

Literature	LoAvg	Informational Text	Avg
Vocabulary Acquisition	HiAvg		
Lexile® Range	300L-450L		

MAP RIT Goals for ACT Aspire/ACT Readiness--Reading

	Fall		Winter		Spring	
Grade	RIT	%tile	RIT	%tile	RIT	%tile
K*	143	69	152	69	159	69
1*	162	69	172	69	178	69
2*	181	71	190	71	194	71
3	194	67	201	67	204	66
4	201	60	207	61	209	60
5	211	65	215	64	217	65
6	215	62	219	63	220	61
7	222	68	224	67	225	66
8	223	62	225	61	226	60
9	227	66	228	66	229	66
10	232	72	233	71	234	72

MAP RIT Goals for ACT Aspire/ACT Readiness--Math

	Fall		Winter		Spring	
Grade	RIT	%tile	RIT	%tile	RIT	%tile
K*	138	46	149	46	156	46
1*	159	47	169	47	175	47
2*	174	46	183	46	188	46
3	187	46	195	46	200	47
4	200	51	207	53	211	51
5	210	52	216	53	220	53
6	214	48	219	49	222	48
7	222	54	226	54	229	55
8	230	61	233	60	235	59
9	241	77	243	76	244	75
10	248	83	250	82	251	81

How Teachers Use MAP Data

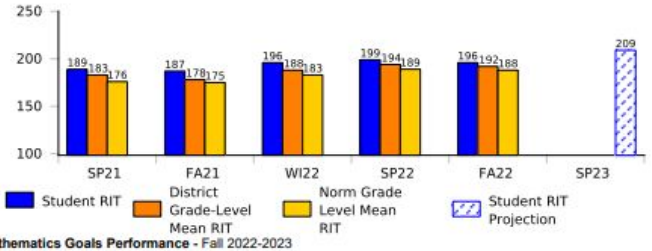
Student Progress Report

[redacted]

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall to Spring

District: BENTONVILLE SCHOOL DISTRICT
School: Willowbrook Elementary School
Term Rostered: Fall 2022-2023

Math: Math K-12

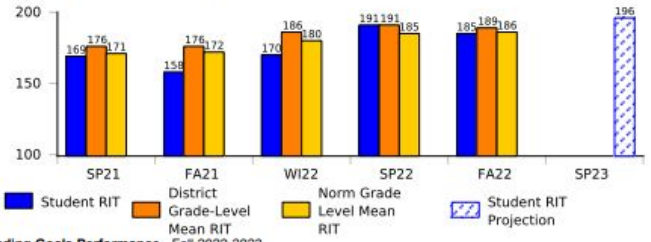


Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	193-**196**-199			64-**72**-80
SP22	2	196-**199**-202	12	13	70-**77**-83
WI22	2	193-**196**-199			78-**84**-89
FA21	2	184-**187**-190			76-**82**-87
SP21	1	186-**189**-192	22	16	76-**83**-88
WI21	1	170-**173**-176			52-**62**-72
FA20	1	164-**167**-170			64-**73**-81
WI20	K	157-**160**-163			78-**85**-90
FA19	K	144-**147**-150			67-**76**-83

Mathematics Goals Performance - Fall 2022-2023

Operations and Algebraic Thinking	High	Number and Operations	HiAvg
Measurement and Data	HiAvg	Geometry	HiAvg

Language Arts: Reading



Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	182-**185**-188			40-**47**-55
SP22	2	188-**191**-194	33	14	56-**64**-72
WI22	2	167-**170**-174			18-**25**-33
FA21	2	155-**158**-161			12-**17**-23
SP21	1	166-**169**-172	5	16	35-**43**-52
WI21	1	165-**168**-171			50-**60**-69
FA20	1	161-**164**-167			66-**76**-83
WI20	K	155-**158**-161			82-**88**-93
FA19	K	143-**146**-149			73-**81**-87

Reading Goals Performance - Fall 2022-2023

Literature	LoAvg	Informational Text	Avg
Vocabulary Acquisition	HiAvg		
Lexile® Range	300L-450L		

MAP RIT Goals for ACT Aspire/ACT Readiness--Reading

	Fall		Winter		Spring	
Grade	RIT	%tile	RIT	%tile	RIT	%tile
K*	143	69	152	69	159	69
1*	162	69	172	69	178	69
2*	181	71	190	71	194	71
3	194	67	201	67	204	66
4	201	60	207	61	209	60
5	211	65	215	64	217	65
6	215	62	219	63	220	61
7	222	68	224	67	225	66
8	223	62	225	61	226	60
9	227	66	228	66	229	66
10	232	72	233	71	234	72

MAP RIT Goals for ACT Aspire/ACT Readiness--Math

	Fall		Winter		Spring	
Grade	RIT	%tile	RIT	%tile	RIT	%tile
K*	138	46	149	46	156	46
1*	159	47	169	47	175	47
2*	174	46	183	46	188	46
3	187	46	195	46	200	47
4	200	51	207	53	211	51
5	210	52	216	53	220	53
6	214	48	219	49	222	48
7	222	54	226	54	229	55
8	230	61	233	60	235	59
9	241	77	243	76	244	75
10	248	83	250	82	251	81

RIT Score - helps us follow the students growth

Growth Percentile - compared to other students; equal or exceeded

Link

How Teachers Use MAP Data

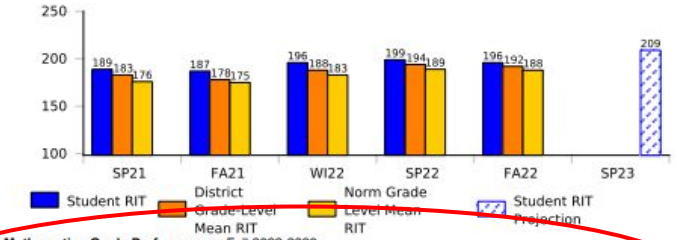
Student Progress Report

[redacted]

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall to Spring

District: BENTONVILLE SCHOOL DISTRICT
School: Willowbrook Elementary School
Term Rostered: Fall 2022-2023

Math: Math K-12

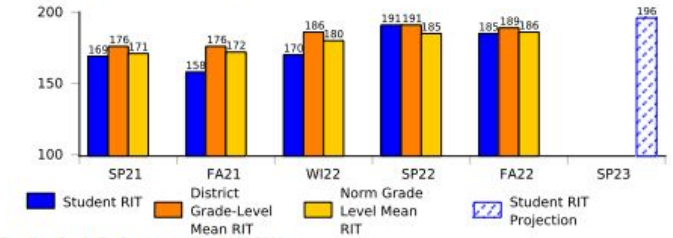


Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	193-**196**-199			64-**72**-80
SP22	2	196-**199**-202	12	13	70-**77**-83
WI22	2	193-**196**-199			78-**84**-89
FA21	2	184-**187**-190			76-**82**-87
SP21	1	186-**189**-192	22	16	76-**83**-88
WI21	1	170-**173**-176			52-**62**-72
FA20	1	164-**167**-170			64-**73**-81
WI20	K	157-**160**-163			78-**85**-90
FA19	K	144-**147**-150			67-**76**-83

Mathematics Goals Performance - Fall 2022-2023

Operations and Algebraic Thinking	High	Number and Operations	HiAvg
Measurement and Data	HiAvg	Geometry	HiAvg

Language Arts: Reading



Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	182-**185**-188			40-**47**-55
SP22	2	188-**191**-194	33	14	56-**64**-72
WI22	2	167-**170**-174			18-**25**-33
FA21	2	155-**158**-161			12-**17**-23
SP21	1	166-**169**-172	5	16	35-**43**-52
WI21	1	165-**168**-171			50-**60**-69
FA20	1	161-**164**-167			66-**76**-83
WI20	K	155-**158**-161			82-**88**-93
FA19	K	143-**146**-149			73-**81**-87

Reading Goals Performance - Fall 2022-2023

Literature	LoAvg	Informational Text	Avg
Vocabulary Acquisition	HiAvg		
Lexile® Range	300L-450L		

Performance Goals

Grade Band	Current Lexile Band	"Stretch" * Lexile Band
K-1	N/A	N/A
2-3	450L–725L	420L–820L
4-5	645L–845L	740L–1010L
6-8	860L–1010L	925L–1185L
9-10	960L–1115L	1050L–1335L
11-CCR	1070L–1220L	1185L–1385L

How Teachers Use MAP Data

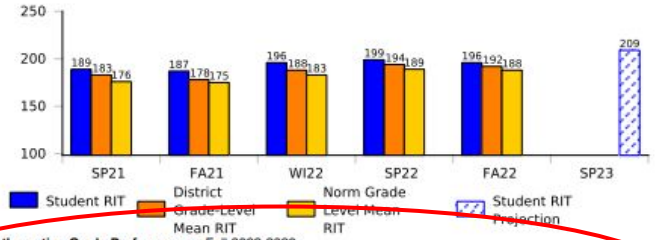
Student Progress Report

[redacted]

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall to Spring

District: BENTONVILLE SCHOOL DISTRICT
School: Willowbrook Elementary School
Term Rostered: Fall 2022-2023

Math: Math K-12

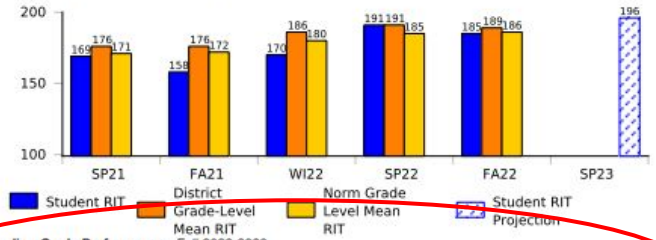


Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	193-**196**-199			64-**72**-80
SP22	2	196-**199**-202	12	13	70-**77**-83
WI22	2	193-**196**-199			78-**84**-89
FA21	2	184-**187**-190			76-**82**-87
SP21	1	186-**189**-192	22	16	76-**83**-88
WI21	1	170-**173**-176			52-**62**-72
FA20	1	164-**167**-170			64-**73**-81
WI20	K	157-**160**-163			78-**85**-90
FA19	K	144-**147**-150			67-**76**-83

Mathematics Goals Performance - Fall 2022-2023

Operations and Algebraic Thinking	High	Number and Operations	HiAvg
Measurement and Data	HiAvg	Geometry	HiAvg

Language Arts: Reading



Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	182-**185**-188			40-**47**-55
SP22	2	188-**191**-194	33	14	56-**64**-72
WI22	2	167-**170**-174			18-**25**-33
FA21	2	155-**158**-161			12-**17**-23
SP21	1	166-**169**-172	5	16	35-**43**-52
WI21	1	165-**168**-171			50-**60**-69
FA20	1	161-**164**-167			66-**76**-83
WI20	K	155-**158**-161			82-**88**-93
FA19	K	143-**146**-149			73-**81**-87

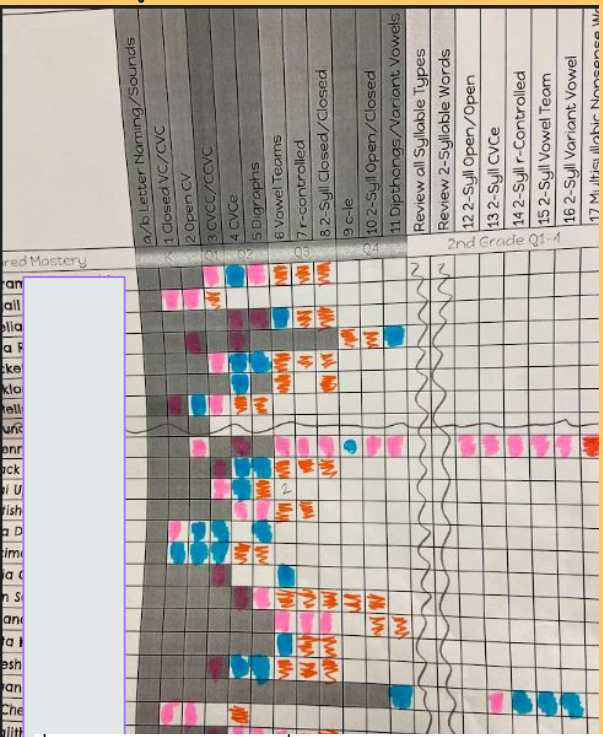
Reading Goals Performance - Fall 2022-2023

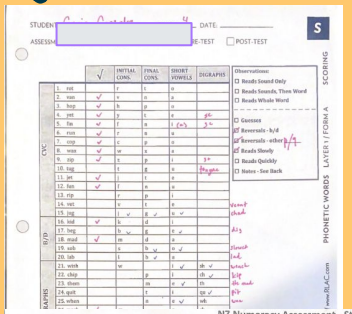
Literature	LoAvg	Informational Text	Avg
Vocabulary Acquisition	HiAvg		
Lexile® Range	300L-450L		

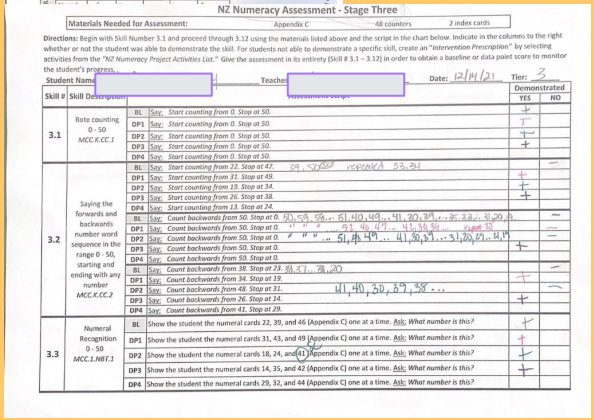
Performance Goals

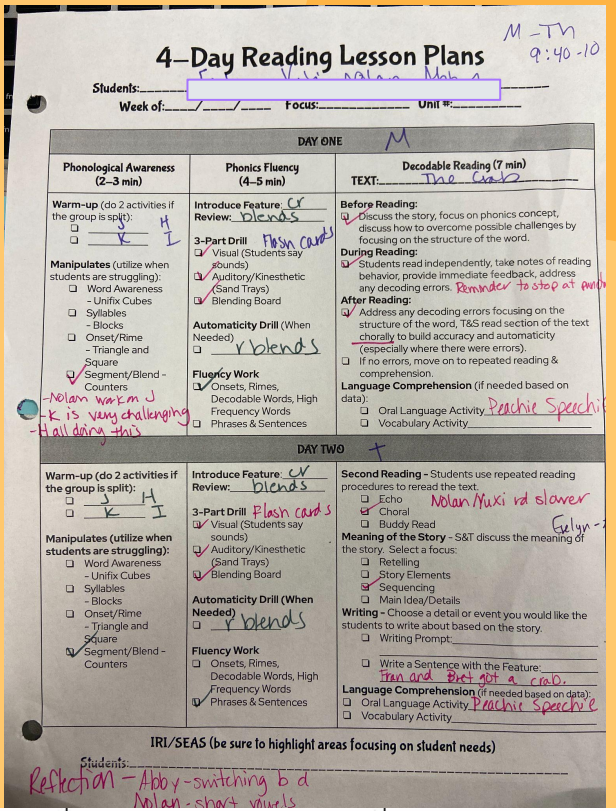
Grade Band	Current Lexile Band	"Stretch" * Lexile Band
K-1	N/A	N/A
2-3	450L–725L	420L–820L
4-5	645L–845L	740L–1010L
6-8	860L–1010L	925L–1185L
9-10	960L–1115L	1050L–1335L
11-CCR	1070L–1220L	1185L–1385L

Examples of Data and Planning Instruction









9:30-10:00 Math Rotations / Problem Solving Spiral Fractions Spiral	Group 1 - Task Cards (D cards,)	Group 2 - Task Cards (D cards,)	Group 1 - Task Cards (D cards,)	Group 2 - Task Cards (D cards,)	Progress Monitoring / Multiplication Interviews

Examples of Planning Instruction

11:00-12:10 Intervention (Math/Reading) -Literacy Flowchart -Lit. Data Crosswalk -Math Flowchart Resources by Syllable Type QPA Progress Monitoring Tool	**Decoding/Narrative Text** –Noah, Halyn, Zach, Pa[redacted] Caden **Vocabulary Strategies** –Mason, Harper, H[redacted] Deepthi	**Inferencing/Evidence** –Elliot, Holden, Remi, C[redacted] **Inferencing/Evidence** –Hasith, Naiya, Gavin, Je[redacted] Akshara, Leighton	**Decoding/Narrative Text** –Noah, Halyn, Zach, P[redacted] Caden **Vocabulary Strategies** –Mason, Harper, [redacted] Deepthi	**Inferencing/Evidence** –E[redacted]mi, Cla[redacted]vi **Inferencing/Evidence** –Hasith, Naiya, Gavin, Je[redacted] Akshara, Leighton	**Progress Monitor**

LITERACY SMALL GROUPS

GROUP: LETTER NAMES DATE: JANUARY 10TH-14TH

LESSON FOCUS	NEXT TIME
PHONEMIC AWARENESS- IDENTIFY AND DELETE BEGINNING SOUNDS. KILPATRICK PG. 152 BLENDING BOARD 3 PART DRILL FLUENCY SHEETS- UNIT 9	PHONEMIC AWARENESS- IDENTIFY FINAL SOUNDS. KILPATRICK PG. 152 BLENDING BOARD 3 PART DRILL FLUENCY SHEETS- UNIT 10

NAMES	DAY 1- NOTES	DAY 2- NOTES	DAY 3- NOTES
[redacted]			

weekly lesson plans

Feb 7-Feb 11	Rotation 1 8:00-8:20	Rotation 2 8:20-8:40	Rotation 3 8:40-9:00	Rot 10:0
Mon	**Group 3:** Context Clues • Day 1(Graphic Organizer) *Why Daylight Changes- Level S* -vocab activity -read/questions	**Mixed Grouping:** Math Re-teach *Add/Subtract Mixed Fractions* -group: Exit Ticket info	**Mixed Grouping: (OPTIONAL)** Math *Patterns* SELF SIGN-UP	**Group** Cold *The Sho* One-on -running
Tues	**Group 3:** Context Clues • Day 2 (Graphic Organizer) *Why Daylight Changes- Level S* -review -complete GO	**Mixed Grouping: (OPTIONAL)** *Patterns* SELF SIGN-UP	**Group 5:** DECODING and using Context Clues -unfamiliar words -meaning -decoding *The Shore*	**Group** Conte • Day 1 Organ *Why Da Chang* -vocab -read/
Wed	**Group 3:** Context Clues • Day 1(Open Response) *Baking a Cake- Level S* -vocab activity -read/question	**Group 2:** Context Clues • Day 1(Graphic Organizer) *Why Daylight Changes- Level S* -vocab activity -read/question	**Group 4:** Context Clues • Day 1(Graphic Organizer) *Why Daylight Changes- Level S* -vocab activity -read/question	**Group** Close COMP *The Sho* -close -post-it 5 W's
Thur	**Group 1:** Context Clues • Day 2 (Graphic Organizer)	**Group 4:** Context Clues • Day 2 (Graphic Organizer)	**Mixed Grouping: (OPTIONAL)** Math *Multiplying*	**Group** 5W Pa COMP

Grading and Student Evidence

Traditional Report Card

Class	Q1
Mathematics	95% = A

Standards-based Report Card

Class/Standards	Q1
Mathematics	3
I can define a number sentence	2
I can solve number sentences that have brackets	2
I can solve number sentences that have braces	3
I can create number patterns using two rules	3
I can estimate the answers of number sentences	2
I can find the sum of two 2-digit numbers	3
I can find the difference of two 2-digit numbers	2
I can find the product of two 2-digit numbers	2
I can find the quotient of two 2-digit numbers	3

Grading and Student Evidence

Bentonville Schools K-6 Grading Scales

3 Meets mastery

Got It: Student's work shows understanding and application of the standard independently.

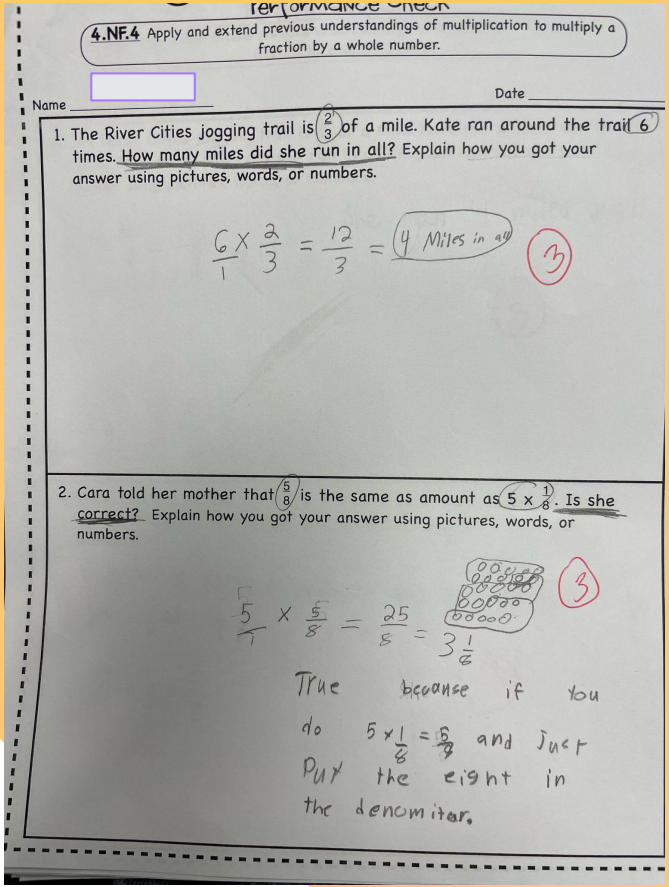
2 Progressing but not yet consistent

Almost There: Student's work shows partial understanding and/or application of the standard.

1 Not yet mastered

Not There Yet: Student's work shows minimal to no understanding of the standard.

Grading and Student Evidence



Performance Check

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Name _____ Date _____

1. The River Cities jogging trail is $\frac{2}{3}$ of a mile. Kate ran around the trail 6 times. How many miles did she run in all? Explain how you got your answer using pictures, words, or numbers.

$\frac{6}{1} \times \frac{2}{3} = \frac{12}{3} =$ 4 Miles in all

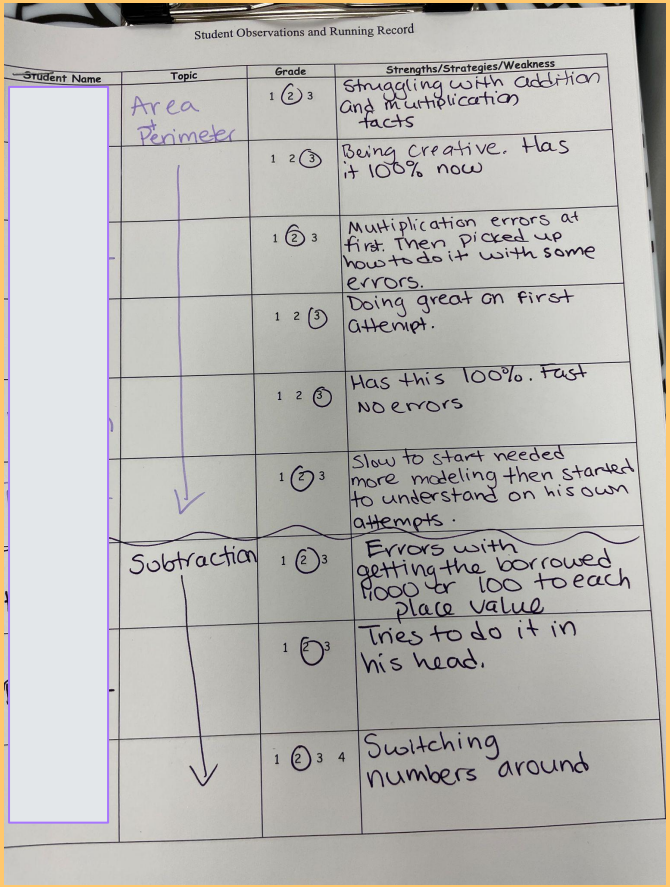
3

2. Cara told her mother that $\frac{5}{8}$ is the same amount as $5 \times \frac{1}{8}$. Is she correct? Explain how you got your answer using pictures, words, or numbers.

$\frac{5}{1} \times \frac{5}{8} = \frac{25}{8} = 3\frac{1}{8}$

3

True because if you do $5 \times \frac{1}{8} = \frac{5}{8}$ and just put the eight in the denominator.



Student Observations and Running Record

Student Name	Topic	Grade	Strengths/Strategies/Weakness
	Area + Perimeter	1 (2) 3	Struggling with addition and multiplication facts
		1 2 (3)	Being creative. Has it 100% now
		1 (2) 3	Multiplication errors at first. Then picked up how to do it with some errors.
		1 2 (3)	Doing great on first attempt.
		1 2 (3)	Has this 100%. Fast NO errors
		1 (2) 3	Slow to start needed more modeling then started to understand on his own attempts.
	Subtraction	1 (2) 3	Errors with getting the borrowed 1000 or 100 to each place value
		1 (2) 3	Tries to do it in his head.
		1 (2) 3 4	Switching numbers around