

# 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

 **Second Grade - Essential Standards and Learning Targets at a Glance**

Essential Standard	Quarter 1 Targets	Quarter 2 Targets	Quarter 3 Targets	Quarter 4 Targets
<b>Reading (Foundational)</b>				
<i>Knows and applies grade-level reading foundational skills (phonemic awareness, decoding, and oral reading fluency)</i>				
<b>RF.2.2B Deletes phonemes in the initial, medial and final positions in spoken words including blends.</b>	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.
<b>RF.2.3E Decodes words that follow the six syllable types: closed, open, VCe, Vowel Teams, R-Controlled Vowel</b>	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)	<i>Continue working on mastery of previous learning targets for this standard</i>
<b>RF.2.3F Decodes regularly spelled two-syllable words with long vowels. Decodes regularly spelled two syllable words using syllable division patterns.</b>	Decodes two syllable: Closed/Closed Open/Closed -Cle VCe	Decodes two syllable: Vowel Teams R-Controlled	Decodes two syllable: Diphthongs Variant Vowels	<i>Continue working on mastery of previous learning targets for this standard</i>
<b>RF.2.4 Reads grade level text with sufficient accuracy and fluency to support comprehension.</b>	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 with 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.



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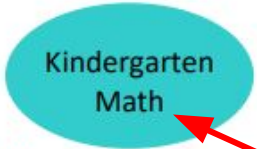
Each standard will have different parts that are taught through the school year.

Some standards take longer to master.

May 2020



# 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

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Number Names</b>	(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?"

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<ul style="list-style-type: none"><li>-Story (fiction, B/M/E, character, setting, problem/solution)</li><li>-Key Detail (sequence of events, important)</li><li>-Central Message (lesson learned)</li></ul>	<ul style="list-style-type: none"><li>-Retell</li><li>-Demonstrates Understanding - tell about it, draw it, act it out, write about it, make connections, etc.</li></ul>

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# 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



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How do we  
use the data  
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# How Teachers Use MAP Data



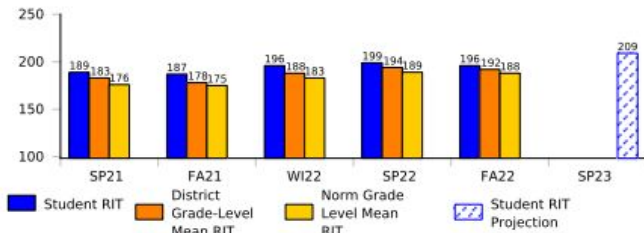
## Student Progress Report



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

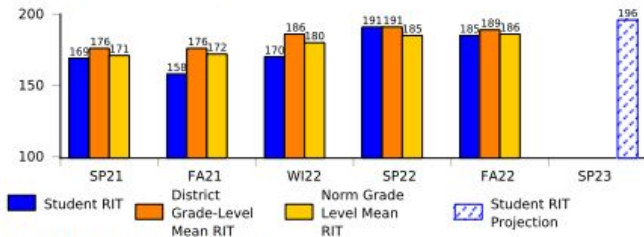


Term/Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA22	3	193-196-199			64-72-80
SP22	2	196-199-202	12	13	70-77-83
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SP21	1	186-189-192	22	16	76-83-88
WI21	1	170-173-176			52-62-72
FA20	1	164-167-170			64-73-81
WI20	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  
Measurement and Data: HiAvg  
Number and Operations: HiAvg  
Geometry: HiAvg

### Language Arts: Reading



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



# How Teachers Use MAP Data



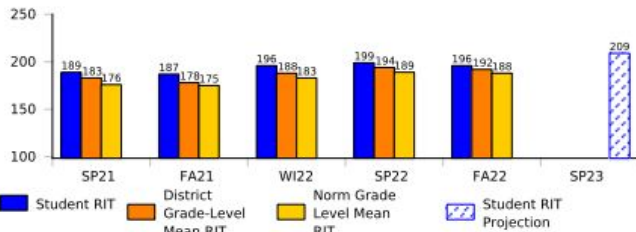
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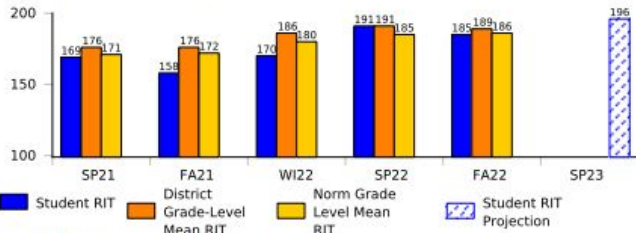


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### MAP RIT Goals for ACT Aspire/ACT Readiness--Reading

Grade	Fall		Winter		Spring	
	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

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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

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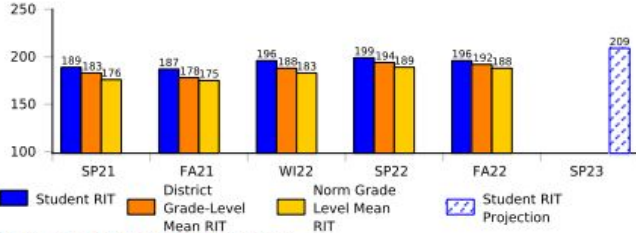
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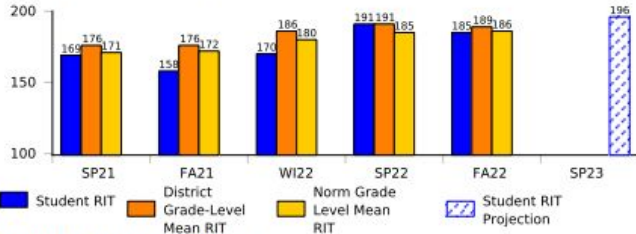


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**RIT Score** - helps us follow the students growth

**Growth Percentile** - compared to other students; equal or exceeded

[Link](#)

# How Teachers Use MAP Data



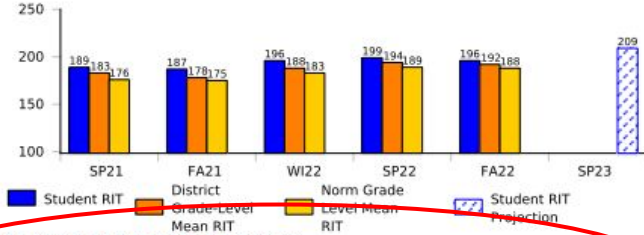
## Student Progress Report



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

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

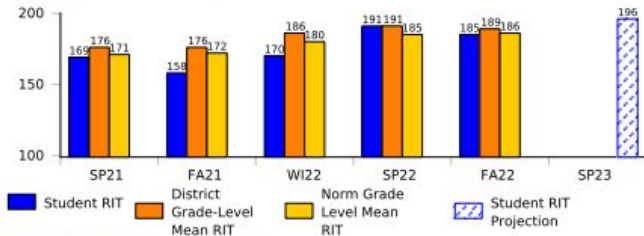
### Math: Math K-12



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  
 Measurement and Data: HI Avg  
 Number and Operations: HI Avg  
 Geometry: HI Avg

### 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  
 Vocabulary Acquisition: HI Avg  
 Lexile® Range: 300L-450L  
 Informational Text: Avg

# 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



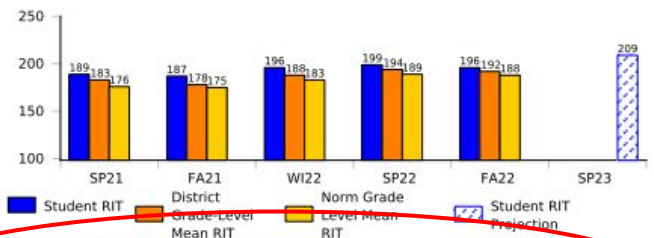
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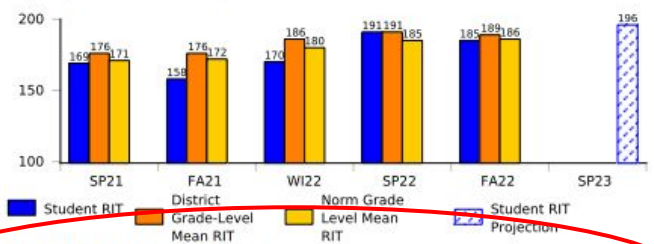
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# Examples of Data and Planning Instruction

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
a/b Letter Naming/Sounds	1 Closed VC/CVC	2 Open CV	3 CVCVC/CVC	4 CVCe	5 Digraphs	6 Vowel Teams	7 r-controlled	8 2-Syll Closed/Closed	9 c-le	10 2-Syll Open/Closed	11 Diphthongs/Variant Vowels	Review all Syllable Types	Review 2-Syllable Words	12 2-Syll Open/Open	13 2-Syll CVCe	14 2-Syll r-Controlled	15 2-Syll Vowel Team	16 2-Syll Variant Vowel	17 Multisyllabic Nonsense Words
red Mastery																			

STUDENT: Ally Anderson DATE: 12/1/21

ASSIGN: 4 TEST: 4 POST TEST: 5

VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC	VCVC
1. hgg	2. hgg	3. hgg	4. hgg	5. hgg	6. hgg	7. hgg	8. hgg	9. hgg	10. hgg	11. hgg	12. hgg	13. hgg	14. hgg	15. hgg	16. hgg	17. hgg	18. hgg	19. hgg	20. hgg	21. hgg

PHONIC WORDS: LAYERS 1/2/3/4 A SCORING

**NZ Numeracy Assessment - Stage Three**

Appendix C - 48 counters 2 index cards

Directions: Begin with Skill Number 3.1 and proceed through 3.12 using the materials listed above and the script in the chart below. Indicate in the columns to the right whether or not the student was able to demonstrate the skill. For students not able to demonstrate a specific skill, create an "Intervention Prescription" by selecting activities from the "NZ Numeracy Project Activities List". Give the assessment in its entirety (Skill # 3.1 - 3.12) in order to obtain a baseline or data point score to monitor the student's progress.

Student Name: Ally Anderson Teacher: Ally Anderson Date: 12/1/21 Tier: 3

Skill #	Skill Description	Demonstrated	
		YES	NO
3.1	BL. Say: Start counting from 0. Stop at 50.		
	DP1. Say: Start counting from 0. Stop at 50.		
	DP2. Say: Start counting from 0. Stop at 50.		
	DP3. Say: Start counting from 0. Stop at 50.		
3.2	BL. Say: Start counting from 22. Stop at 47.		
	DP1. Say: Start counting from 22. Stop at 47.		
	DP2. Say: Start counting from 23. Stop at 54.		
	DP3. Say: Start counting from 26. Stop at 38.		
	DP4. Say: Start counting from 12. Stop at 34.		
	BL. Say: Count backwards from 50. Stop at 0.		
	DP1. Say: Count backwards from 50. Stop at 0.		
	DP2. Say: Count backwards from 50. Stop at 0.		
3.3	BL. Show the student the numeral cards 22, 39, and 46 (Appendix C) one at a time. Ask: What number is this?		
	DP1. Show the student the numeral cards 18, 43, and 49 (Appendix C) one at a time. Ask: What number is this?		
	DP2. Show the student the numeral cards 14, 35, and 42 (Appendix C) one at a time. Ask: What number is this?		
	DP3. Show the student the numeral cards 20, 32, and 44 (Appendix C) one at a time. Ask: What number is this?		

## 4-Day Reading Lesson Plans

M-Tu 9:40-10

Students: Ally Anderson

Week of: 12/1/21 Focus: Phonics Unit #: 1

DAY ONE		
<b>Phonological Awareness (2-3 min)</b>	<b>Phonics Fluency (4-5 min)</b>	<b>Decodable Reading (7 min)</b>
<b>Warm-up</b> (do 2 activities if the group is split): <input type="checkbox"/> <u>Y H I</u> <input type="checkbox"/> <u>K</u>	<b>Introduce Feature:</b> <u>CV</u> <b>Review:</b> <u>blends</u> <b>3-Part Drill:</b> <u>Flash cards</u> <input type="checkbox"/> Visual (Students say sounds) <input type="checkbox"/> Auditory/Kinesthetic (Sand Trays) <input type="checkbox"/> Blending Board	<b>Before Reading:</b> <input type="checkbox"/> Discuss the story, focus on phonics concept, discuss how to overcome possible challenges by focusing on the structure of the word. <b>During Reading:</b> <input type="checkbox"/> Students read independently, take notes of reading behavior, provide immediate feedback, address any decoding errors. <u>Reminder: To stop at each</u> <b>After Reading:</b> <input type="checkbox"/> Address any decoding errors focusing on the structure of the word, T&S read section of the text chorally to build accuracy and automaticity (especially where there were errors). <input type="checkbox"/> If no errors, move on to repeated reading & comprehension. <b>Language Comprehension</b> (if needed based on data): <input type="checkbox"/> Oral Language Activity <u>Practice Speechie</u> <input type="checkbox"/> Vocabulary Activity.
<b>Manipulates</b> (utilize when students are struggling): <input type="checkbox"/> Word Awareness - Unifix Cubes <input type="checkbox"/> Syllables - Blocks <input type="checkbox"/> Onset/Rime - Triangle and Square <input checked="" type="checkbox"/> Segment/Blend - Counters	<b>Automaticity Drill</b> (When Needed) <input checked="" type="checkbox"/> <u>blends</u> <b>Fluency Work</b> <input type="checkbox"/> Onsets, Rimes, Decodable Words, High Frequency Words <input type="checkbox"/> Phrases & Sentences	<b>DAY TWO</b> <b>Warm-up</b> (do 2 activities if the group is split): <input type="checkbox"/> <u>Y H I</u> <input type="checkbox"/> <u>K</u>
<b>Manipulates</b> (utilize when students are struggling): <input type="checkbox"/> Word Awareness - Unifix Cubes <input type="checkbox"/> Syllables - Blocks <input type="checkbox"/> Onset/Rime - Triangle and Square <input checked="" type="checkbox"/> Segment/Blend - Counters	<b>Introduce Feature:</b> <u>CV</u> <b>Review:</b> <u>blends</u> <b>3-Part Drill:</b> <u>Flash cards</u> <input type="checkbox"/> Visual (Students say sounds) <input type="checkbox"/> Auditory/Kinesthetic (Sand Trays) <input type="checkbox"/> Blending Board	<b>Second Reading</b> - Students use repeated reading procedures to reread the text. <input type="checkbox"/> Echo <u>Nolan/Muxi rd slower</u> <input type="checkbox"/> Buddy Read <u>Evelyn</u> <b>Meaning of the Story</b> - S&T discuss the meaning of the story. Select a focus: <input type="checkbox"/> Retelling <input type="checkbox"/> Story Elements <input type="checkbox"/> Sequencing <input type="checkbox"/> Main Idea/Details <b>Writing</b> - Choose a detail or event you would like the students to write about based on the story. <input type="checkbox"/> Writing Prompt: <input type="checkbox"/> Write a Sentence with the Feature: <u>Iran and Bret got a card.</u> <b>Language Comprehension</b> (if needed based on data): <input type="checkbox"/> Oral Language Activity <u>Practice Speechie</u> <input type="checkbox"/> Vocabulary Activity.
<b>IRI/SEAS</b> (be sure to highlight areas focusing on student needs) Students: <u>Reflection - Abby - switching b d Nolan - short vowels</u>		

<b>9:30-10:00</b> Math Rotations / Problem Solving <u>Spiral</u> <u>Fractions Spiral</u>	<b>Group 1 - Task Cards (D cards, )</b> [ ]	<b>Group 2 - Task Cards (D cards, )</b> [ ]	<b>Group 1 - Task Cards (D cards, )</b> [ ]	<b>Group 2 - Task Cards (D cards, )</b> [ ]	<b>Progress Monitoring / Multiplication Interviews</b> [ ]
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# Examples of Planning Instruction

<p><b>11:00-12:10</b> Intervention (Math/Reading) -Literacy Flowchart -Lit Data Crosswalk -Math Flowchart</p> <p><b>Resources by Syllable Type</b></p> <p><b>QPA Progress Monitoring Tool</b></p>	<p><b>Decoding/Narrative Text</b> -Noah, Helen, Zach, Pa Caden</p> <p><b>Vocabulary Strategies</b> -Mason, Homer H Dorian</p>	<p><b>Inferencing/Evidence</b> -Elliot, Holden, Remi, Caden</p> <p><b>Inferencing/Evidence</b> -Heath, Neiva, Gavin, Je Akshara, Leighton</p>	<p><b>Decoding/Narrative Text</b> -Noah, Helen, Zach, Pa Caden</p> <p><b>Vocabulary Strategies</b> -Mason, Homer H Dorian</p>	<p><b>Inferencing/Evidence</b> -E Cla</p> <p><b>Inferencing/Evidence</b> -Heath, Neiva, Gavin, Je Akshara, Leighton</p>	<p><b>Progress Monitor</b></p>
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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 10:00
<b>Mon</b>	<p><b>Group 3:</b> Context Clues • Day 1 (Graphic Organizer) <u>Why Daylight</u> <u>Changes</u>- Level S -vocab activity -read/questions</p>	<p><b>Mixed Grouping:</b> Math Re-teach <u>Add/Subtract Mixed Fractions</u> -group: Exit Ticket info</p>	<p><b>Mixed Grouping: (OPTIONAL)</b> Math <u>Patterns</u> <b>SELF SIGN-UP</b></p>	<p><b>Group 5:</b> DECODING and using Context Clues -unfamiliar words -meaning -decoding <u>The Shore</u></p>	<p><b>Group 1:</b> Cold <u>The Sho</u> One-or -running</p>
<b>Tues</b>	<p><b>Group 3:</b> Context Clues • Day 2 (Graphic Organizer) <u>Why Daylight</u> <u>Changes</u>- Level S -review -complete GO</p>	<p><b>Mixed Grouping: (OPTIONAL)</b> <u>Patterns</u> <b>SELF SIGN-UP</b></p>	<p><b>Group 5:</b> DECODING and using Context Clues -unfamiliar words -meaning -decoding <u>The Shore</u></p>	<p><b>Group 1:</b> Conte • Day 1 Organ <u>Why Da</u> <u>Chang</u> -vocab -read/c</p>	
<b>Wed</b>	<p><b>Group 3:</b> Context Clues • Day 1 (Open Response) <u>Baking a Cake</u>- Level S -vocab activity -read/question</p>	<p><b>Group 2:</b> Context Clues • Day 1 (Graphic Organizer) <u>Why Daylight</u> <u>Changes</u>- Level S -vocab activity -read/question</p>	<p><b>Group 4:</b> Context Clues • Day 1 (Graphic Organizer) <u>Why Daylight</u> <u>Changes</u>- Level S -vocab activity -read/question</p>	<p><b>Group 1:</b> Close COMP <u>The Sho</u> -close r -post-it 5 W's</p>	
<b>Thur</b>	<p><b>Group 1:</b> Context Clues • Day 2 (Graphic Organizer) <u>Why Daylight</u></p>	<p><b>Group 4:</b> Context Clues • Day 2 (Graphic Organizer) <u>Why Daylight</u></p>	<p><b>Mixed Grouping: (OPTIONAL)</b> Math <u>Multiplying</u></p>	<p><b>Group 1:</b> 5W Pa COMP <u>The Sho</u></p>	

## LITERACY SMALL GROUPS

GROUP: LETTER NAMES DATE: JANUARY 10<sup>TH</sup>-14<sup>TH</sup>

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]			

# 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 Level

**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.

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

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

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

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