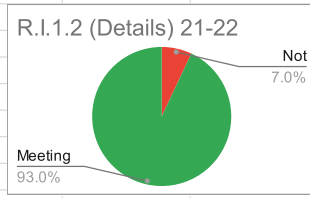
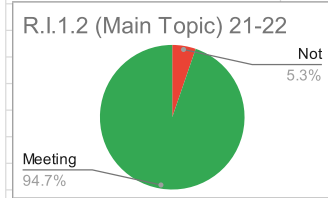
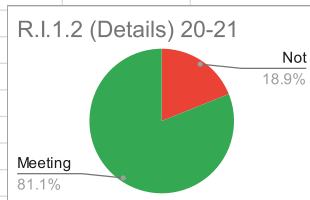
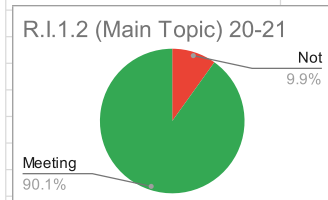
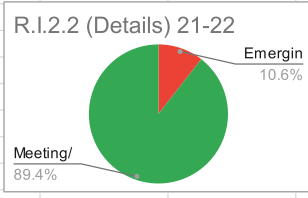
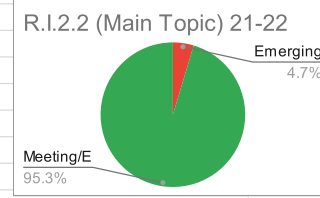
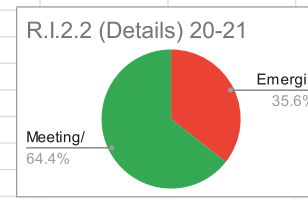
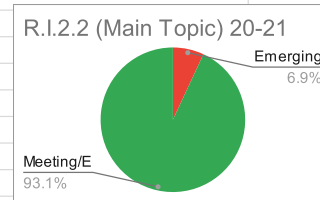


First Grade Data



Second Grade Data



In choosing our essential standards we thought deeply about the criteria of a power standard (rigor, leverage, and endurance). We talked about what rigor, leverage and endurance meant for our current grade levels and the grade levels beyond our own. We decided that many of our standards (ones that are not finite or constrained) should be vertically aligned to ensure that students get the deep exposure, and practice necessary to be career and college ready by the time they leave our schools. Many of these standards are similar to one another, so our work has been around unpacking each standard to determine the exact learning outcomes we expect at each grade level and looking at the subtle nuances between the different grade level expectations. This kind of deep dive into the standards has informed all aspects of our work including the kind of CFAs we use and has helped to define the expectations we have for our students. It has led to rich conversations about instructional practices both whole group and small group for those who need re-teaching, intervention or extension. This approach and tight process has not only had a positive influence in individual grade levels, but has also carried over into subsequent grade levels as well.

Over the course of the last few years we have not only tweaked our CFAs but we have worked to define our scoring categories based on the kinds of responses we have received from students. In the example provided, we looked for trends in students' work and generated some possible responses to help us calibrate our scoring. We then used the data (specific student responses) to talk about our instruction--sharing instructional ideas and best practices and identifying students who needed more and then thinking about what that next level might look like. The graphs below/attached are examples of how targeted and purposeful conversations around prerequisites, criteria for mastery, and student misconceptions and errors have positively impacted instruction in a grade level and have allowed for greater success and carry-over into the next grade.

During the 2020-2021 school year 90.1% of first grade students were proficient in identifying the main topic of a short informational text (R.I.1.2), while just 81% of those students were deemed proficient in identifying the key details to support the main topic. During the 2021-2022 school year that same cohort of students (now second graders) were assessed on the second grade equivalent of that standard (R.I.2.2) and 95% were proficient in identifying the main idea and 89.4% were proficient in identifying the key details of the text. This growth speaks to the work we have done as a district around vertical alignment and to the work we have done within grade level teams around our instructional practices and the ways in

[Scoring and Calibrating process as mentioned above.](#)