




# Instructional Expectations

## Elementary School

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Teaching and Learning**

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## How to Use This Manual

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Welcome to the Richmond County school System. This instructional expectation guide is designed to support your work in the classroom as you unpack the standards, plan your lessons, and provide a quality instructional environment. This resource is divided into five sections:

- General Instructional Expectations
- School-wide Behavioral Expectations
- Content-Specific Instructional Expectations
- Assessment and Grading Expectations
- Instructional Resources

It is our hope that this resource will serve as a guide for both new and experienced teachers throughout the year. If you have specific questions related to the content of this guide, please reach out to your instructional specialist or school administration for further support.

We hope you have a great year with great success. Happy Learning!

Malinda Cobb, EdD  
Associate Superintendent of Academic Services

**“My fundamental task is to evaluate the effect of my teaching on students’ learning and achievement. The success and failure of my students’ learning is about what I do and don’t do. I am a change agent. Assessment is about my impact. Know thy impact.”**

*- from John Hattie’s Eight Mind Frames for Teachers*



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## Mission Statement

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Building a **globally competitive** school system that educates the **whole child** through teaching, learning, **collaboration**, and **innovation**.

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## Vision Statement

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The Richmond County School System will provide an **equitable** education for **all students** to prepare them for **life beyond the classroom**.

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## Belief Statements

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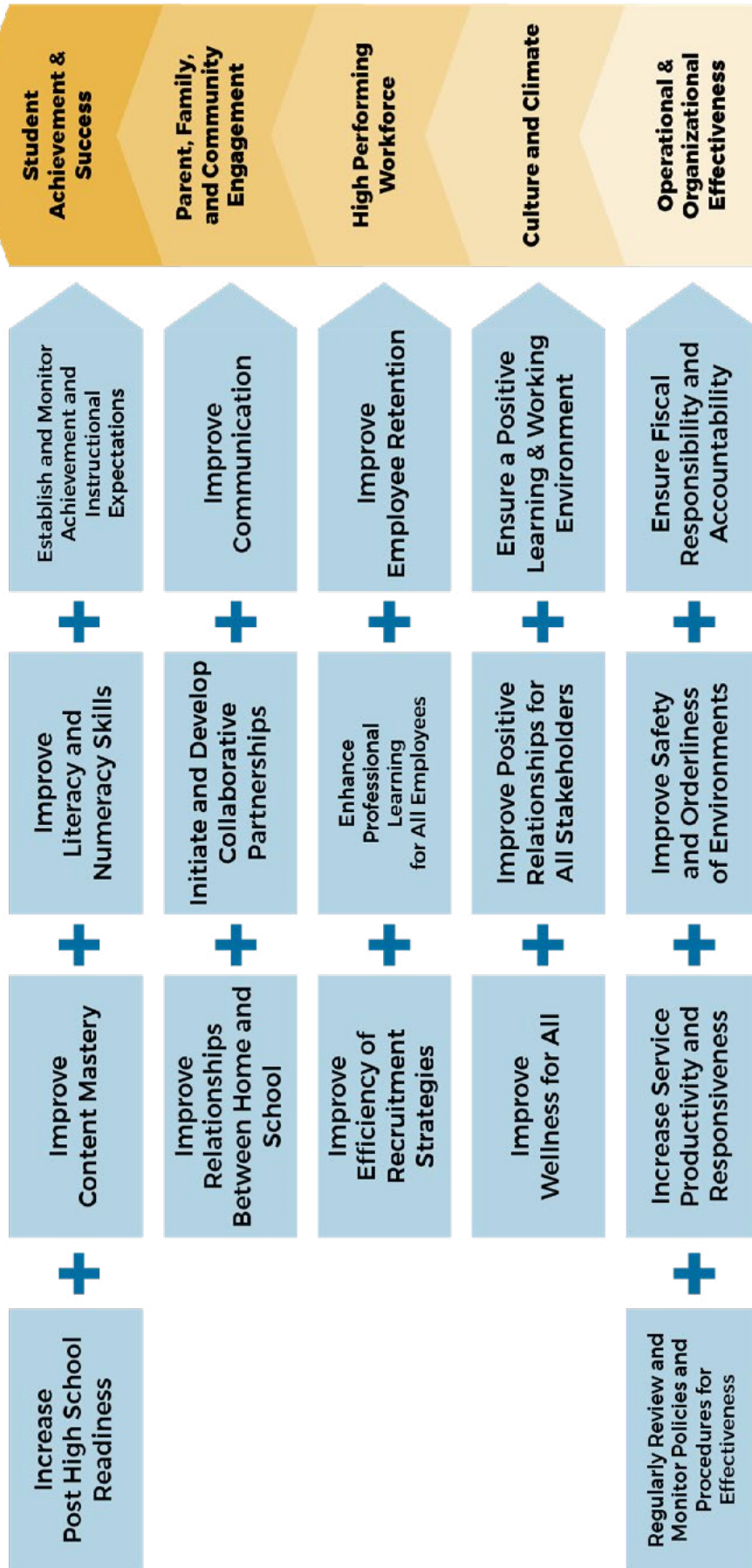
Every person can learn and has the right to a quality education.

Students thrive in a positive climate and culture where they are respected and all ideas are accepted.

Effective communication is key to understanding among people.

Excellence in education is a collaborative effort and shared responsibility of the individual, home, school, and community.

# Strategy Map: 2020-2025



# General Instructional Expectations

Elementary School

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Theory of Action  
Model of Instruction  
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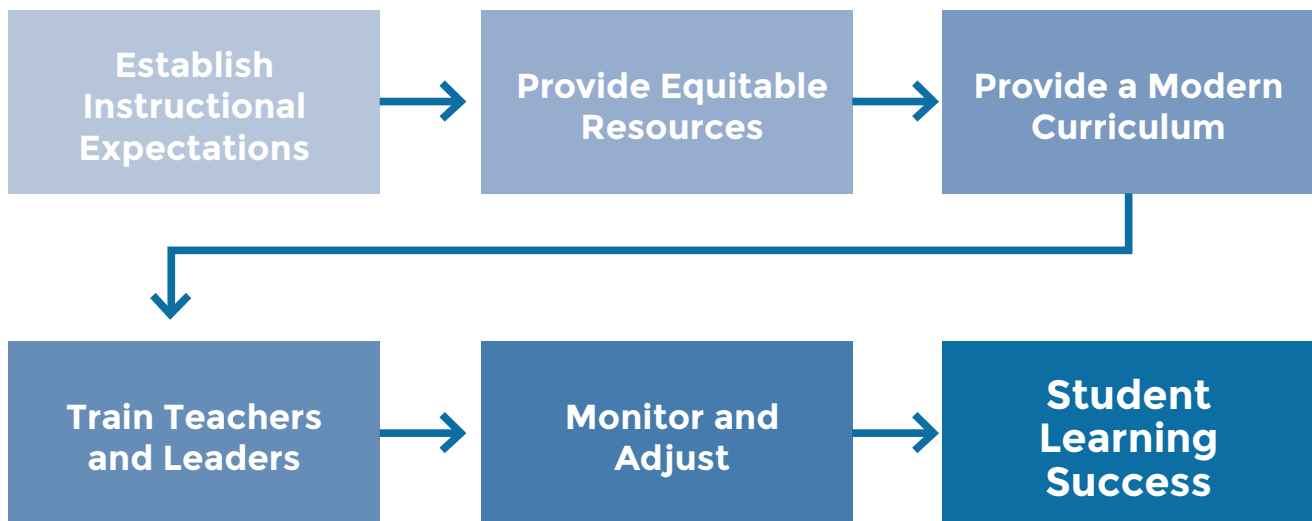




## Theory of Action

**Following the Curriculum Audit from 2018, the Academic Services division developed a Theory of Action and Model of Instruction.**

**Theory of Action:** We believe that if the school system establishes instructional expectations, provides equitable resources, provides a modern curriculum, trains our teachers and leaders, and remains willing to continually monitor and adjust our plans and action steps, student learning can improve.



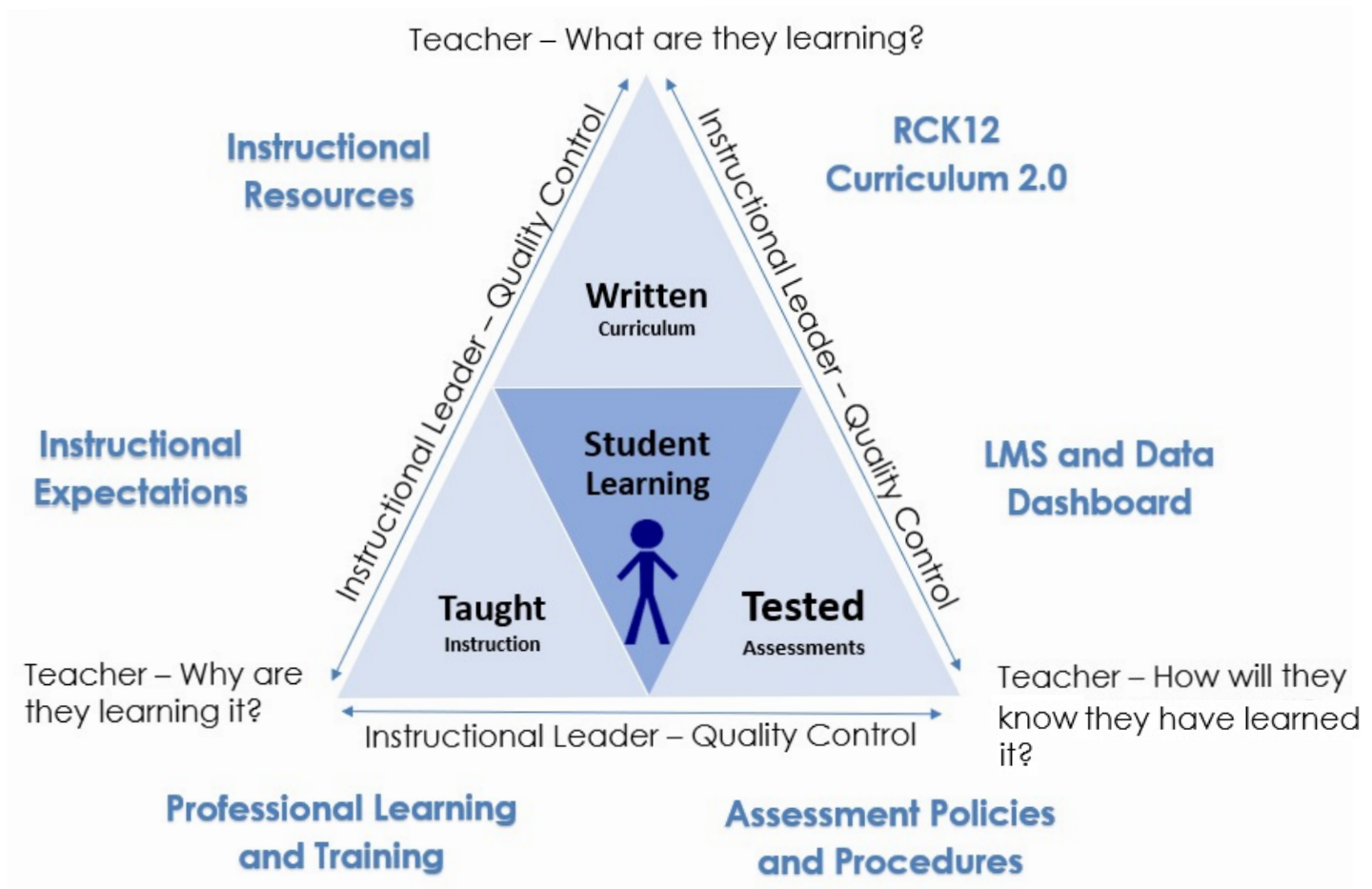
## Model of Instruction

**Model of Instruction:** The three key components of an effective educational program are the written, the taught, and the tested curriculum.

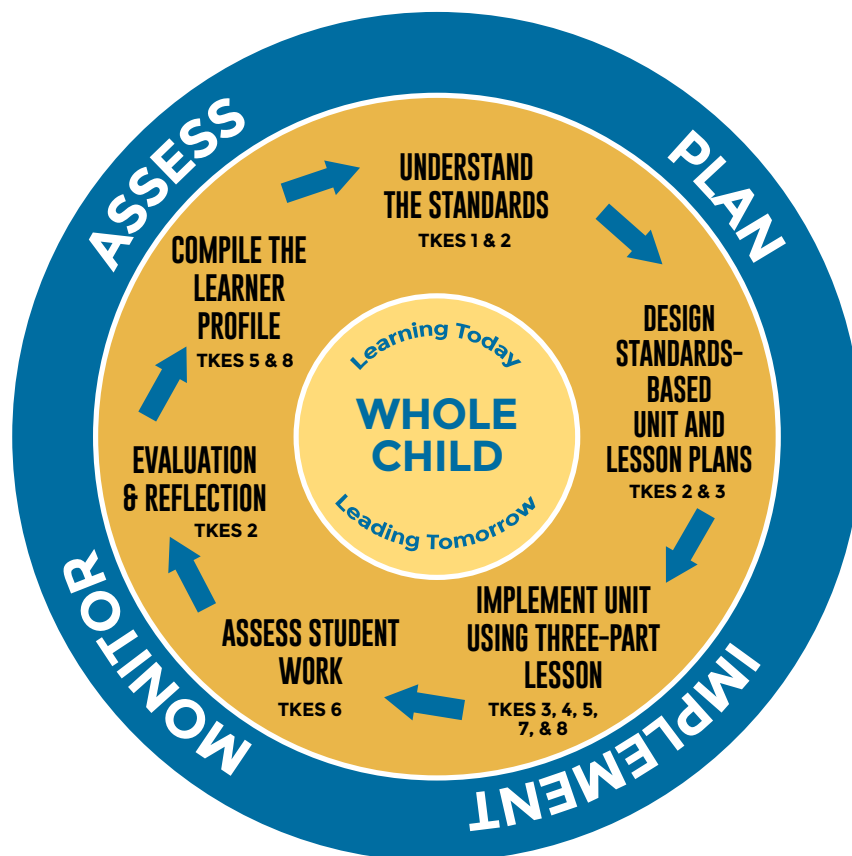
**Teacher Responsibility:** Teach and assess the written curriculum. As teachers prepare lessons, they should always be able to answer three questions: 1) What are the students learning? 2) why are they learning it? and 3) how will they know they have learned it?

**Leader Responsibility:** Monitor and support the written, taught, and tested curriculum. Administrators and Instructional specialists serve as the support and quality control of the learning and provide meaningful feedback to teachers.

**System Responsibility:** Provide equitable, relevant resources and support. The system is responsible for providing instructional resources, setting instructional expectations, developing the RCK12 Curriculum 2.0, selecting and supporting the Learning Management System (Canvas) and Data Dashboard (Mastery Connect), providing aligned professional learning and relevant training and updating the assessment policies and procedures (IHA-R).



# RCK-12 Instructional Framework



## PLAN

*Understand the Standards (TKES Standard 1 & 2)*

- Review Learning Targets and Success Criteria for each Unit
- Identify Key Vocabulary

*Compile Learner/Class Profiles (TKES Standards 6 and 8)*

- Set Learning Goals for each Student
- Adjust/Differentiate Instruction based on Quantile Data from iReady

*Design Standards-Based Units and Lessons (TKES Standards 2 and 3)*

- Review District Developed Standards-Based Units
- Review and/or Develop Pre and Post Assessments for the Unit based on the Learning Targets

## IMPLEMENT

*Implement Unit (TKES Standards 3,4, 5, 7, 8)*

- Teach Three-Part Lesson that includes the 5Es and Formative Assessment
- Provide interventions for Struggling Students
- Enrich Students Who Have Met Standards

## ASSESS

*Assess Student Work (TKES Standard 6)*

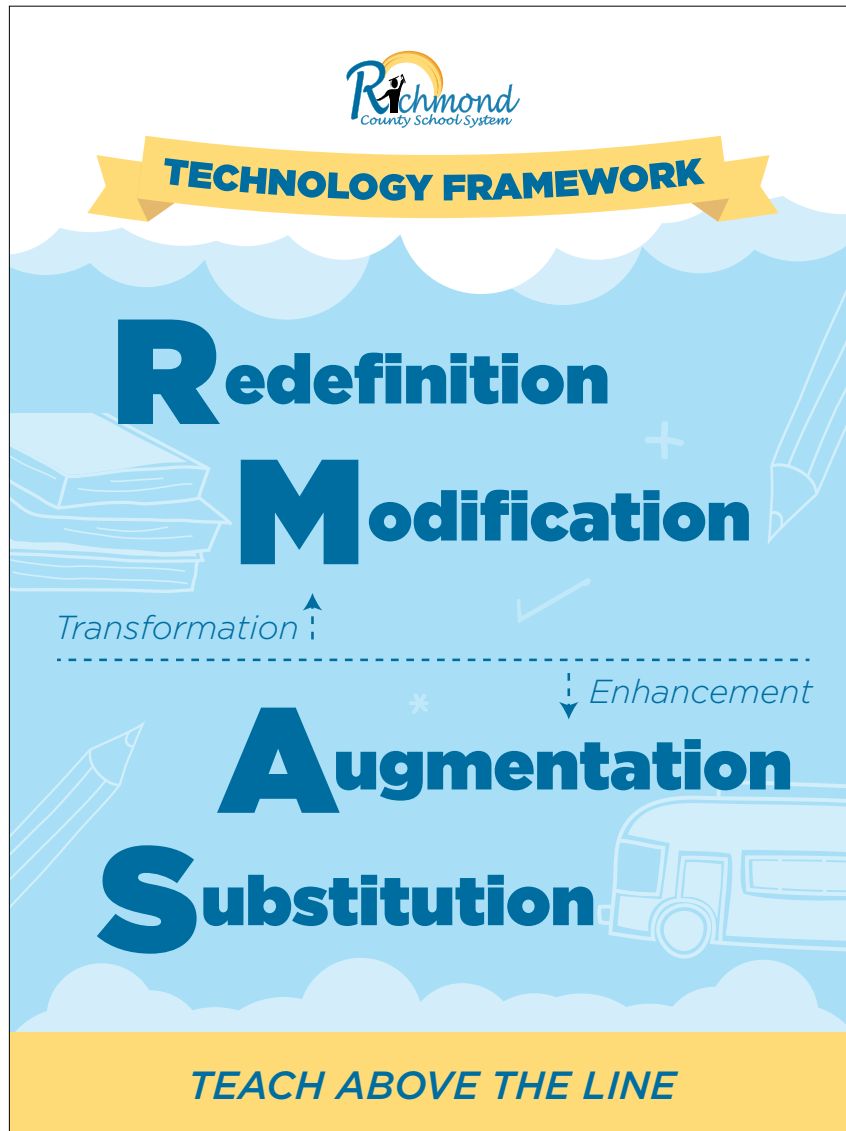
- Analyze Student Work to Identify Strengths and Gaps
- Provide Feedback

## MONITOR

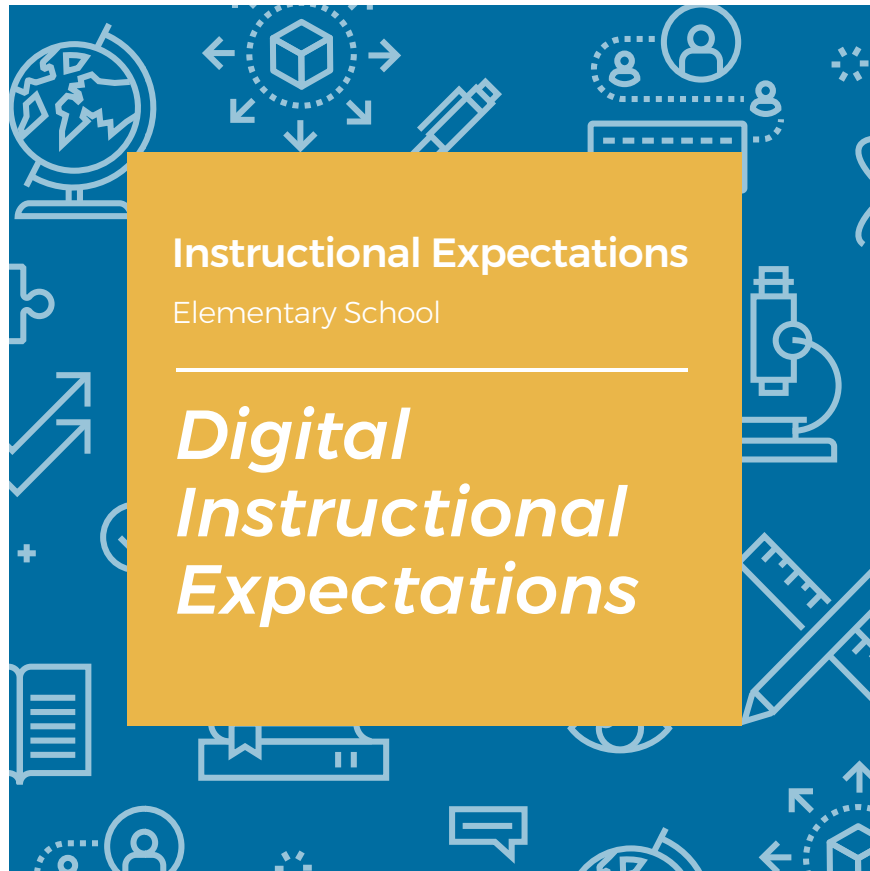
*Evaluation and Reflection (TKES Standard 2)*

- Revisit Student Goals and Make Adjustments According to Student Assessment Data
- Identify Interventions for Struggling Students
- Identify Students Who Have Met Standards and Need Enrichment

# Technology Framework



The **S.A.M.R.** model is a planning tool that supports teachers with designing technology enhanced learning activities to support student learning. This anchor chart is posted in all K-12 classrooms.



# RCSS Digital Instructional Expectations for Elementary F2F Teachers

## What is a digital learning environment?

Face to Face students will receive in-person instruction enhanced with digital learning experiences. As 21st Century learners, all RCSS students will have the opportunity to learn and demonstrate mastery of learning using a variety of digital tools and experiences.

## Synchronous vs. Asynchronous Instruction: What is the difference?

- Synchronous teaching allows the teacher(s) and students to gather in real time using a virtual online meeting tool such as Microsoft Teams to engage, review, and discuss assignments.
- Asynchronous learning allows students to learn the same material at different times and locations. The term includes online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time

The chart below provides examples of synchronous and asynchronous sessions. It is a good starting point in observing the different characteristics of synchronous and asynchronous learning.

	Synchronous Learning	Asynchronous Learning
Definition	Synchronous learning is remote learning where everyone from a given group is online at the same time using <a href="#">Canvas Conferences</a> or <a href="#">Microsoft Teams</a> within Canvas.	Asynchronous learning is remote learning where students access pre-recorded lessons or independent learning tasks at any time during the day.
What does this look like?	<p>Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.</p> <p>Providing gradual release practice (I do, we do, you do)</p> <p>Engaging students in discussions to ensure understanding of information.</p> <p>Previewing or explaining assignments or expectations of learning tasks.</p> <p>Answering student questions.</p> <p>Conducting small group instruction.</p> <p>Modeling or sharing examples of final products.</p>	<p>Viewing recorded instructional videos of lessons in a content area.</p> <p>Listening to read alouds and answering questions.</p> <p>Engaging in online discussion by reading and posting responses in Canvas.</p> <p>Reading posted literary selections and responding.</p> <p>Researching and synthesizing information.</p> <p>Completing independent learning tasks and assignments.</p> <p>Providing feedback on student-peer work.</p> <p>Presenting content in multi-media formats.</p>

## **F2F Expectations for Digital Resource Use During In-Person Instruction**

- During in-person instruction, Canvas, [See Saw](#), and other digital resources should be used to support and reinforce student learning. As we prepare our 21st Century students for life beyond the classroom, our digital resources should allow students to enhance learning using the 4 C's: Critical Thinking, Collaboration, Communication, and Creativity. For ongoing instructional tips, follow our [Instruction before Technology \(I Before T\) podcasts](#).
- Provide classroom expectations and group norms for online and digital tasks by reviewing the [RCSS Acceptable Internet Use Policy](#) and reviewing the importance of Digital Citizenship. Include [Common Sense Media](#) lessons when appropriate.
- Create a flipped classroom by providing articles, videos, discussions, etc. for students to complete prior to in-person instruction. This allows the F2F teacher the opportunity to maximize their in-person class time for direct instruction, small group instruction, peer collaboration, and individualized support sessions.
- Students may submit assignments in Canvas or other digital learning tools during in-person instruction when appropriate. Administer quizzes and tests through Canvas during class when appropriate to provide immediate feedback and customized [Mastery Paths](#) based on student responses.
- Encourage students to use FEV Tutoring 1:1 virtual tutoring services.
- Canvas, [See Saw](#), and other digital resources should NOT be used a substitute for student-teacher or student-student interaction during in-person instruction.

## **F2F Expectations for Digital Resources Use During Asynchronous Instruction (Homework)**

- As a homework hub, Canvas and [See Saw](#) can serve as an effective place to house all assignments and resources in one location.
- When creating asynchronous assignments (homework), please keep in mind your students' access to technology tools and Internet availability. Students with devices, but no Internet should be given the opportunity to download assignments for offline work. Students without access to digital tools should be given alternate resources to ensure equitable access to student learning goals and experiences. These students should NOT be penalized for not completing an online assignment.
- Whether the asynchronous assignment (homework) uses technology or not, always consider that amount and purpose of the assignment. The learning should be meaningful.
- Asynchronous assignments should be given during the in-person class period so that all students have access. It is NOT appropriate to provide time-limited assignments outside the in-person class period (ex: assigning work in Canvas at 4:00 pm and expecting it to be completed by 8:00pm that same day).
- A Note on Homework: As a rule of thumb, Elementary school students should not have more than 15-45 minutes of homework total across all content areas per night, Monday -Thursday.

## F2F Expectations for the Elementary Learn@Home Environment

### What is Learn@Home?

In the event that a student, class, or school transitions to an all remote learning environment, F2F teachers will teach their same students asynchronously and synchronously through our Learn@Home model. F2F teachers will provide their students with material to cover the length of the quarantine period. Teachers will continue to follow the curriculum map to include new content. The complete unit should be made available at one time so that students can work on the entire unit throughout the quarantine period. Ideally, elementary students will have an opportunity to receive the work before leaving for remote learning.

The due date for all assignments in the remote learning unit will be the first day of return from Learn@Home. If the L@H time is extended, schools may consider an assignment drop-off/pick-up procedure. In addition to asynchronous assignments, the elementary homeroom teacher will make himself/herself available for synchronous instruction for at least two hours a day, four days a week (ex: Monday-Thursday 9:00-11:00 and/or 1:00-3:00). Synchronous sessions can include telephone conversations or live Microsoft Teams meetings with students joining online or by phone. Students who cannot attend synchronous sessions will not be penalized. The school administration will coordinate specials and other school specific programming according to the needs of the school. A *sample* schedule is included below. **Schools who are able to provide more than two hours of support four days a week are encouraged to do so.**

Sample Schedule	F2F (M-Th)	Asynchronous Fridays
7:30-8:45	<i>Teacher Planning</i>	Homeroom and Specials Teachers provide tutoring or conferencing as needed. Students work asynchronously.
8:45-9:00	School Morning Show	
9:00-11:00	Homeroom Block	
11:00-12:00	Tutoring, if needed	
12:00-1:00	<i>Lunch</i>	
1:00-3:00	Repeat Homeroom Block	
3:00-3:15	<i>Teacher Planning</i>	

### Communication During Learn@Home

- Maintain ongoing communication with students and parents. [Use ideas from this video to learn different ways to support parents during online learning.](#)
- Be sure that students know [how to access Canvas](#) and their other instructional resources.
- Respond to students and parents within a 24-hr period. Document your form of communication following your school's protocol.
- Conduct synchronous instruction on your assigned day and time.



## **Online Environment for Learn@Home**

- Remember that your students are in a unique situation. Extending compassion over compliance will help build a positive culture in your remote class.
- Use the camera during synchronous support sessions and encourage students to do the same. Be sure to have an appropriate background. Show students how to change theirs. [How to set a background in Teams.](#)
- Teachers and students should follow the school dress code. (see Appendix A)
- If recording synchronous sessions, record selectively. Only record direct instruction that may be beneficial for students to review. Pin the screen that you wish to record and avoid recording students.
- Develop mobile-friendly assignments (tasks that can be completed using the Canvas, Microsoft Teams, and Office 365 apps). Ask yourself: Can the student complete this on a cell phone? Consider the following tips:
  - Use Modules to organize course content since students will download content by modules.
  - Do not add prerequisites to your courses if they will be used with students with limited Internet access. The download will not allow content to show up if a prerequisite is set.
  - Videos should be embedded in the content – not a link to another website.
  - Discussions cannot be accessed in an offline download. They can see the discussion topic, but cannot participate unless they have access to the Internet.
- Make sure your course content is available offline – see settings ([Canvas Offline](#)).
- Share the tips for downloading and reading offline content prior to leaving for remote learning ([Canvas Offline](#)).
- Have a plan for your students without Internet access. What are their expectations?

## **Instruction for Learn@Home**

- Provide content in Canvas so that students can access everything in one location.
- If you aren't using Canvas Conferences, link Microsoft Teams to your Canvas homepage for synchronous meetings. [Using Microsoft Teams in Canvas.](#) OR [Using Canvas Conference as a Presenter.](#)
- [View this video for grouping strategies.](#)
- Provide timely and meaningful feedback to students. Be specific and take advantage of teachable moments. Use rubrics and [Canvas grading feedback tools](#) to assist with the workload.
- Review your content Curriculum Maps within Canvas Commons and provide corresponding instruction. Directions to access Canvas Commons can be found [HERE](#).
- Be available for tutoring during the designated times and be available to answer questions throughout the workday.
- Provide students with multiple modes of demonstrating competency. Allow students to submit video, audio or written responses using Canvas tools. (See [Universal Design for Learning Strategies](#)).

## **Assessment for Learn@Home**

- Provide students with multiple forms of assessments. Assignments, discussion postings, presentations, quizzes, tests, activities, labs, and other course work can be used as a means of assessment. (See Universal Design for Learning Strategies)
- Complete required pre/post assessments, Universal Screeners and Content Mastery Assessments (CMA) according to district guidance.
- Provide a range of practice opportunities for your students.
- Use [Canvas Mastery Paths](#) to differentiate student assignments when appropriate.
- Mirror Canvas and Infinite Campus gradebook settings so that you can use the Grade Passback feature, if you choose.
- Use compassion over compliance and give grace as needed.
- REMINDER: Your Infinite Campus Gradebook is your official RCSS student grading record.

## **Student and Teacher Attendance for Learn@Home**

- F2F students working in the Learn@Home environment will be counted present based on assignment completion and student/teacher interactions during the Learn@Home period of time. Follow the RCSS Attendance Protocol as related to student absences after the remote learning period.
- Attendance should be updated in Infinite Campus at the end of the Learn@Home period.
- Follow-up with students and contact parents if the student is not completing work, participating in synchronous support sessions, or answering emails.
- Teachers should prepare a two-week unit of unpublished assignments to be used as Emergency Lessons (length of a 14-day quarantine).
- Teachers should follow school-based protocols for reporting their own absences. If scheduled to provide synchronous support that day, the teacher will notify the class and reschedule the synchronous support session another day. Substitute teachers will not be used for Learn@Home instruction.
- REMINDER: Your Infinite Campus Attendance is your official RCSS student attendance record.

## **Student Behavior for Learn@Home**

- Be positive and flexible with students.
- Monitor student behavior and make parent contact if a student misbehaves.
- Show students how to use the virtual tools to raise their hands and to agree or disagree.
- Review discussion post etiquette with your students.
- View this video to learn more about [Managing Behavior in a Virtual Environment](#).
- Follow the RCSS Online Learning Expectations. (See Appendix A)

## **Instructional Software Requests**

- Is there a particular software or instructional program that you would like to see added to the RCSS instructional resources? If so, we want to hear from you! Not sure what is available? [Click here](#) to access a list of our electronic resources. Please talk to your school's Instructional Specialist about products you would like to see added. We may

already have a tool that does the same task. For example, there is no need to integrate Remind when Canvas has the same features in Announcements.

[Click Here](#) to submit your requests for additional products (click Software Request Form).

## TIPS FOR STARTING LEARN@HOME

### Things to Do Before the First Week of Learn@Home Instruction

- Contact all students to introduce yourself if you have not already done so.
  - Be sure they understand their new learning environment.
  - Remind your students to check their technology.
  - Be sure they have their usernames and passwords.
  - Be sure students know how to download offline content [Canvas Offline](#)
  - Show your students [How to Access Canvas video](#)
  - Share parent information and student [Canvas Orientation videos](#)
  - Assist parents with the [“pairing” process](#) so they can monitor their child’s work in Canvas.
- Check your technology to ensure that it is working properly.
- Prepare your presentation space.
- Begin personalizing your course with resources, discussions, and activities, if you have not already done so. Canvas Commons is a great resource for your planning.
- Participate in professional learning opportunities offered with the RCSS Canvas Catalog.
- Please encourage students to use FEV Tutoring as they are working on their assignments and the personalized targeted FEV support that might be assigned to them.

### Things to Do During the First Week of Learn@Home Instruction

- Review the RCSS Online Learning Expectations with your students. (see Appendix A)
- Create a discussion post in Canvas to get your students engaged.
  - Allow your students to respond via text, audio or video.
  - Include discussions post etiquette.
  - Reach out to any student who does not respond before the end of the week.
- Assign the grade specific Canvas orientation module to your students, if needed. You should import this module from Canvas Commons (filter for Richmond County Schools).
- Review your content Curriculum Maps within Canvas Commons and provide corresponding instruction. Directions to access Canvas Commons can be found [HERE](#).
- Continue to personalize your course with resources, discussions and activities. Canvas Commons is a great resource for your planning.

[Access this link for more ideas on best practices for online learning.](#)

**Need Help? Contact your Instructional Specialist for Canvas support and training.**



## Best Practices and Expectations for Other Support Staff During Learn@Home Periods

### Administrators

- Communicate weekly with parents via Infinite Campus Shout Point
  - An initial message and letter should be sent to parents.
  - Ensure weekly updates are communicated to parents via school website/social media page(s), global connect, etc.
- Communicate with staff via email, Canvas, and Teams.
  - Updates, changes, etc. should be communicated to staff.
- Create a schedule for front office coverage
  - Ensure the front office is open and phones are answered during school hours each day
  - Note: Calls may be transferred to principal's phone if a schedule is not necessary.
  - Support staff may be utilized if necessary or available.
- Create a daily Admin Flex Schedule (includes principal and assistant principal)
  - Ensure at least one administrator is present on campus during school hours.
  - Complete daily administrative tasks so there is no interruption in daily operations or regular school business.
- Create a schedule to observe online and F2F teachers' synchronous sessions (F2F teachers must make their virtual sessions available).

### Counselors

- Counselors may request invitations to teachers' synchronous classes for a weekly check-in.
- Counselors should have classroom guidance lessons and resources posted, possibly to include video lessons of the counselors themselves ([see sample video](#)).
- Counselors can fulfill records requests through the online records management tool, ScribOrder and/or they may elect to come to their building to fulfill physical records requests that come via fax.
- Counselors should continue to participate in Mental Health Team and Attendance Review Team Meetings virtually (through Teams).
- Counselors can prepare Monique Burr Lessons presentations/work on future guidance lessons.
- Depending on students' technology, counselors can schedule individual Teams meetings with students with parents present.

### Instructional Specialists

- Instructional Specialists will attend weekly instructional support team meetings with Teaching and Learning on Mondays.
- Instructional Specialists will create a rotation schedule to visit virtual classes to observe teachers and provide co-teaching support, as needed or requested, on Tuesdays, Wednesdays, and Thursdays  
*\*\*(Providing intensive support to induction/waiver teachers, if needed)\*\**
- Instructional Specialists will attend collaborative planning and/or provide PL for teachers on Fridays.

## **Media Specialists**

- Update the Media Handbook
- Work on the school/media website
- Gather resources to share with teachers
- Create a summer reading list
- Develop and plan reading programs
- Clean up Destiny records
- Pull circulation data and create a plan to improve
- Create promotional flyers
- Create a wish list of books for future purchase
- Build library lessons (in Canvas if you have been trained)
- Provide office hours for teachers to check in if they have questions
- If allowed to enter the building, change displays and organize materials

## **General Education Paraprofessionals**

- Assist with attendance (ex: calling parents during sessions to get kids logged on)
- Behavior management during synchronous sessions
- Conduct small group lessons with students in breakout sessions
- Provide technology support and assist with entering technology work order tickets as needed
- Attend school/district PL related to supporting online instruction
- Communicate with parents about completing assessments or progress monitoring lessons
- Assist with grading assignments
- Assist with creating materials and resources for students without devices

## **ACE Teachers**

- Follow outlined responsibilities of general education teachers
- Schedule synchronous lessons with F2F students; record direct instruction to provide additional supports for students who are unable to participate in synchronous sessions
- Provide F2F students with asynchronous assignments on Canvas utilizing the ACE Resources
- Prepare project-based packets based on the ACE thematic units of study to support students who do not have access to technology
- Schedule AM and PM virtual office hours for students who have questions or need extra assistance
- Schedule virtual collaboration time with general education teachers who need support with instructional planning

## **ESOL Teachers**

- Follow outlined responsibilities of general education teachers
- Schedule virtual lessons with F2F students
- Provide F2F students with asynchronous assignments on Canvas or take-home packets
- Schedule virtual office hours for students who have questions or need extra assistance
- Upload EL documents into Infinite Campus

## **SPED Teachers**

- Follow outlined responsibilities of general education teachers
- Conduct IEP meetings for students on assigned caseload
- Review, update and develop (as necessary) Online Learning Plans (OLPs) for virtual students
- Monitor AR/ER end dates and schedule/send notifications for meetings a month in advance of end dates
- Contact (via telephone, email, text and/or virtually) parents of students on your caseload a minimum of two times per week, offer consultative parent training and document attempts in GO contact log
- Utilize breakout rooms in Teams to conduct small group sessions with students in deficit areas
- Organize data collection

## **Special Education Paraprofessionals**

- Support SPED teacher(s) with all assigned tasks
- Maintain regular communication with all teachers you support
- Assist with data collection
- Provide and/or guide small group and individualized instruction under the direction of a teacher in breakout rooms

## **EIP Augmented Teachers**

- Follow outlined responsibilities of general education teachers
- Collaborate with the General Education (GE) teacher to determine the best way to support students in a co-teaching model; Determine if the EIP teacher will deliver instruction by: (1) signing on during the GE's virtual session utilizing breakout rooms, (2) teach collaboratively with the GE OR (3) set up his/her own synchronous session
- Establish daily collaboration time for the EIP and GE teacher to discuss students' progress, challenges, and next steps and determine which standards/objectives will be covered
- Collaborate with the GE to prepare Instructional Work Packets AND Grab and Go Manipulative Kits to support assigned tasks in reading and math (blocks, letters, highlighters, crayons, scissors, rulers, pencils, books, PDFs of stories, sentence stems, etc.)
- Provide recordings of direct instruction lessons that may be shared with students and parents

## **Specials Teachers**

- Follow outlined responsibilities of general education teachers
- Update webpage and post relevant "extra-curricular lessons" that parents can incorporate at home
- Create and share assignments with the homeroom teachers
- Upload a video lesson each week and share with the homeroom teacher (Example: A physical education teacher may demonstrate via video or post a video of someone doing three-five exercises for students to do at home, such as burpees, jumping jacks, or lunges)
- Post a monthly newsletter that includes historical facts about the content area and

- highlights famous people associated with that content area
- Create a weekly/monthly “CHOICE” board for the students to complete (This should be school-based as each school has a different number/level of specials)

## **APPENDIX: A**

### **Online Learning Classroom Expectations for RCSS Families**

Dear RCSS students and families,

The Richmond County School System would like to provide a list of expectations for online learning classroom behavior. To ensure a positive, productive and enjoyable learning experience for all participants, it is important that all students and caregivers adhere to the typical code of conduct and dress code for in-person educational activity while participating in online learning. All students should be courteous and respectful. Students are responsible for the same expectations in online class as in person.

Please read the bullets below regarding conduct in the online learning environment. For a complete list of behavioral expectations, please consult your student handbook. [Click this link](#) to access an electronic edition of your student Code of Conduct.

### **Online Learning Classroom Expectations for Students and Parents/Guardians**

#### **Behavioral Expectations for Students**

- All school rules, regulations and conduct should be followed while in the online learning environment. All laws must also be followed.
- Students should always be respectful and courteous to authority, including teachers and administrators. They should not disrupt or distract the class and should not interfere with the teacher’s ability to instruct the class in any way.
- Students should also be respectful and courteous to other students. Inappropriate, offensive, discriminatory or threatening comments and/or disruptive behavior by any participants during Canvas/Microsoft Teams online class sessions will not be tolerated.
- Login credentials must not be shared. Sharing of login information violates other students’ and teachers’ rights to confidentiality and could allow class participation by unauthorized persons and/or lead to disruptive behaviors that detract from a productive and positive learning environment.
- Students should not misrepresent or falsify their identity. Nor should they refuse to identify themselves to their teacher.
- There should be no other onlookers that are not part of the class. Non-students should not login to a Canvas or Microsoft Teams Meeting without authorization. Students should not share classroom links. Other family members or non-students should not be visible, by webcam, during virtual class.
- While engaged in online classroom activities, students should not allow anything other than their face and their voice (at appropriate times) to be seen or heard in the Canvas or Microsoft Teams Meeting.
- It is typical online meeting courtesy to remain muted unless called upon by the teacher to speak (then the student should unmute).

- It is best for students to have a work station for online learning that is free from distractions and noises. However, muting while in online class gatherings, prevents unexpected distractions (crying baby, barking dog, music or TV) from distracting the entire class. There also should never be visual distractions visible in the background behind students.
- The best background for a virtual classroom is a solid color wall. We encourage students to use the background features in Microsoft Teams. The goal is to minimize distractions for other students. Things that would not be allowed in school should not be visible on camera such as weapons, offensive signage or artwork, alcoholic beverage bottles or other prohibited substances.
- The virtual environment should resemble the in-person environment as much as possible. Students should not have a virtual “show and tell” with toys, pets and any other item that would not be permitted in class.
- Showing pornography, exhibiting lewd behavior or making lewd comments is not permitted in the virtual classroom environment or in person. Such activity violates the code of conduct and will result in disciplinary action. Such behavior could also result in legal implications.
- Typical classroom dress code should be followed at all times and students should sit in an upright position similar to their posture in a school setting.
- Obscene, vulgar or discriminatory language is not permissible and students may not speak to students or teachers in a demeaning or derogatory manner.

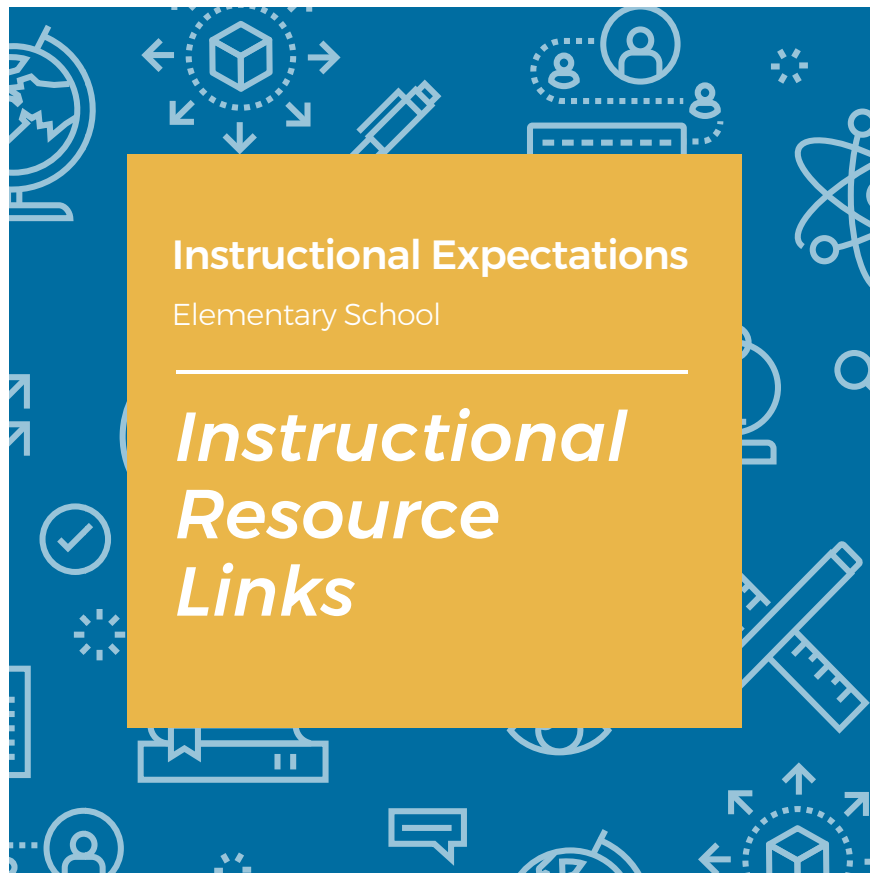
### **Privacy Guidelines for Parents/Guardians**

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during online learning, all parents/guardians are asked to follow these privacy guidelines.

- Canvas/Microsoft Teams live lessons are designed for students. To prevent disruptions to the learning environment, parents/guardians should not actively participate in the live instructional sessions, although parents/guardians may assist their child with technology and/or remain nearby.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Canvas/Microsoft Teams live virtual session and do not share on social media.
- Any confidential or personally identifiable information related to students participating in Canvas/Microsoft Teams online sessions should not be collected, discussed or shared. The Family Education Right to Privacy Act (FERPA) applies and should be followed with fidelity.
- Parents/guardians should not engage with students during Canvas/Microsoft Teams online sessions. If you need to speak with your child during a live session, first mute your child’s microphone.
- If a parent/guardian has a question, please contact your student’s teacher through email or Canvas rather than interrupting class.

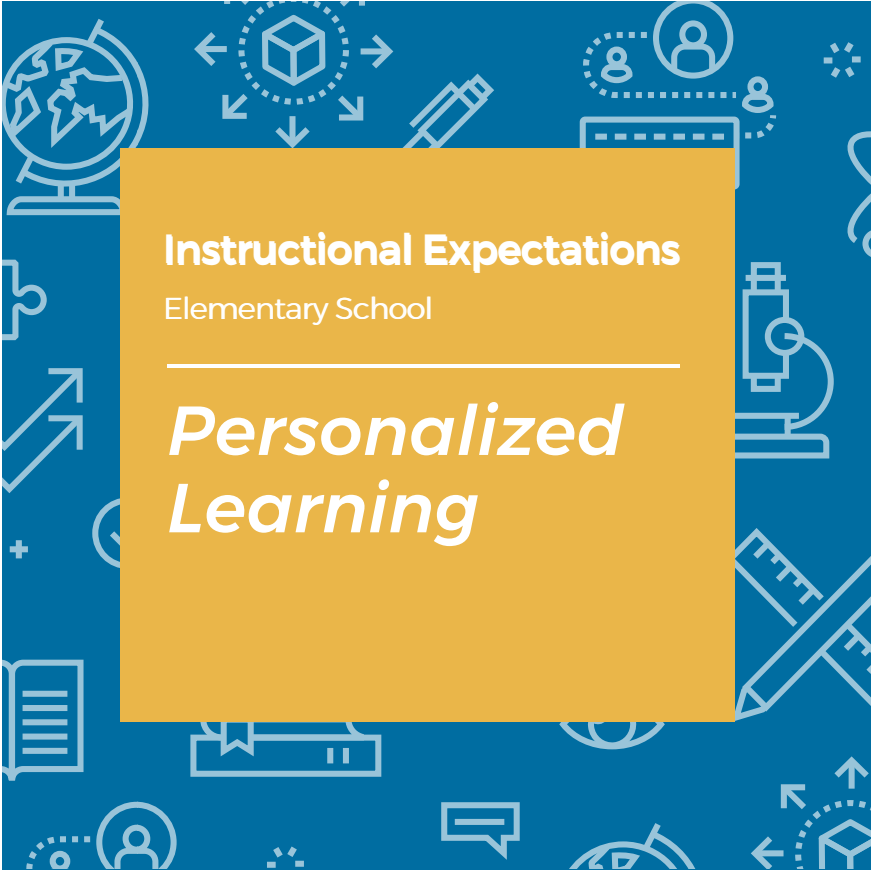
Students, parents and caregivers, we appreciate you. Thank you for your cooperation in helping us ensure a positive and protective virtual learning experience.







- |              |  |  |  |
|--------------|--|--|--|
| AnswerGarden |  |  |  |
| BOOK CREATOR |  |  |  |
| Canva        |  |  |  |
| canvas       |  |  |  |
| easel.ly     |  |  |  |
| Flocabulary  |  |  |  |
| Kahoot!      |  |  |  |
| MURAL        |  |  |  |
| nearpod      |  |  |  |
| padlet       |  |  |  |
| Pear Deck    |  |  |  |



# Personalized Learning: The Richmond County Way

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Personalized Learning provides an educational experience that caters to a students' strengths, needs, and interests.

**How can we, as educators, design personalized learning experiences that put learners at the center?**

To accomplish this, we must...

- Value student skills, interests, and abilities and channel them in academically important ways.
- Bridge academics with students' culture as a vehicle for learning.
- Create and facilitate learning experiences that are student-centered and promote student voice and choice.
- Take time to listen and individually help students scaffold and understand content and process skills.

## Key Elements of Personalized Learning



**Student Choice  
and Voice**



**Flexible  
Pacing**



**Varied  
Strategies**



**Self-  
Discovery**



**Learner & Teacher  
Partnerships**



**Meaningful  
Feedback**

# Personalized Learning



Providing an educational experience that caters to a students' strengths, needs, and interests.

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## 6 Key Elements of Personalized Learning



Student Choice  
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Pacing



Varied  
Strategies



Self-  
Discovery



Learner & Teacher  
Partnerships



Meaningful  
Feedback

## Expectations for Creating Learner Profiles

**PURPOSE:** Learner Profiles give teachers data that reflect the children they serve while simultaneously giving students the opportunity to share who they are and who they hope to become. Personalized learning is about understanding the students we serve in order to maximize continuous and purposeful learning.

### INSTRUCTIONAL PLANNING CHECKLIST



SCAN QR  
FOR RESOURCES



Review historical student data in Performance Matters to identify academic strengths, areas of growth, and habits of learning.



Create a student interest inventory (that includes learning styles) to learn more about strengths, extra-curricular activities, and interests. Administer to students during the first week of school. You may also want to create a welcome video, contact students before school starts, prepare a getting to know you activity, and ask parents to complete an inventory about their student.



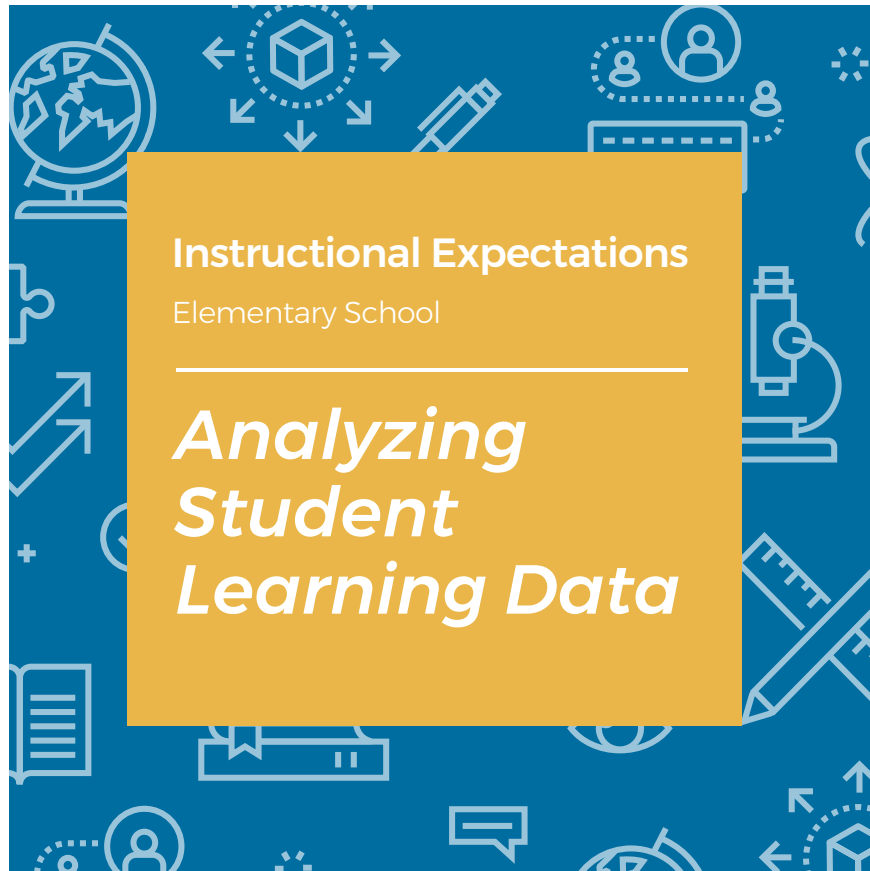
Involve students to co-create active learning goals and action steps.



Establish weekly check-ins to provide students the opportunities to reflect on how they are making progress toward their learning goals, identify area needing more attention, and consider whether they need to revise goals.



Facilitate communication about student progress on a regular basis. Schedule student led conferences to review work samples. Prepare, execute, and reflect on the information with parents/families.



## Analyzing Student Learning Data

Analyzing student learning data and effectively using it to make instructional decisions to support student growth takes teamwork, open dialog, and a deep understanding of how to use data. The following teacher action steps will help to ensure that the gathered student learning metrics are used to inform instructional decisions.



### IDENTIFY AND COLLECT ESSENTIAL DATA

This step starts during the lesson planning process and then is completed during the implementation of the lesson. Data can be gathered through formative or summative assessments, or through qualitative analysis.



### EXAMINE DATA FOR TRENDS, ISSUES, AND OPPORTUNITIES

The teacher now sorts the data according to various characteristics such as student strengths and weaknesses. It is an opportunity to gather data points from a number of methods, including, item analysis, question stem analysis, distractor analysis, qualitative data gathering, interview or survey data, written data, performance data, and project-based data.



### SUMMARIZE THE DATA

The teacher can now translate the findings into summary statements or needs statements that will inform instructional decisions. It is during this step that teachers should hold data conversations to determine the next steps.



### MAKE INSTRUCTIONAL DECISIONS BASED ON THE DATA

During this step, the teacher decides what actions they will take: i.e., reteach the lesson, pull a small group to close a gap in understanding, move on to the next topic, etc.

Keep in mind that it is the conversation with colleagues, the conversation about data, that helps to inform the instructional decision that needs to be made.

It's not about the data, it's what you decide to do with it. Be sure to have a set of questions you regularly ask when considering learning impacts related to data use:

- "What did I see?"
- "What data support or refute that observation?"
- "What's my hypothesis of why that occurred?"



# RCK12 Data Analysis Protocol (DAP)



Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Data Source: \_\_\_\_\_

## Step 1: Identify and understand the data source.

- What type of assessment are you completing this data analysis protocol? (i.e. common formative assessment, iReady diagnostic, summative assessment, content mastery assessment)
  
- Using language from the course’s curriculum map, what big ideas and/or learning targets were assessed?"
  
- What special characteristics (or “quirks”) about the assessments’ design or administration should we understand prior to analyzing the data?

## Step 2: Organize and display the data and state the facts.

*Identify factual information relevant to the data. Avoid assumptions and judgments.*

- Display the Data  
*Insert a graph or table to display overall student performance.*

- Standards Performance

Successful Standards (greater than or equal to 70%)	Mixed Results Standards (between 50% – 70%)	Unsuccessful Standards (less than or equal to 50%)

- Item Analysis

List the question number(s) that majority of the students answered correctly.	List the question number(s) that majority of the students answered incorrectly.

**Step 3: Examine trends and identify patterns**

Based on step 2, respond to the following questions:

- Note important points that “pop out”, patterns or trends that emerge, surprising or unexpected data

Major Patterns of Class Strengths	Major Patterns of Class Needs
What knowledge and skills are the most important overall class strengths?	What knowledge and skills are the most important overall class needs?

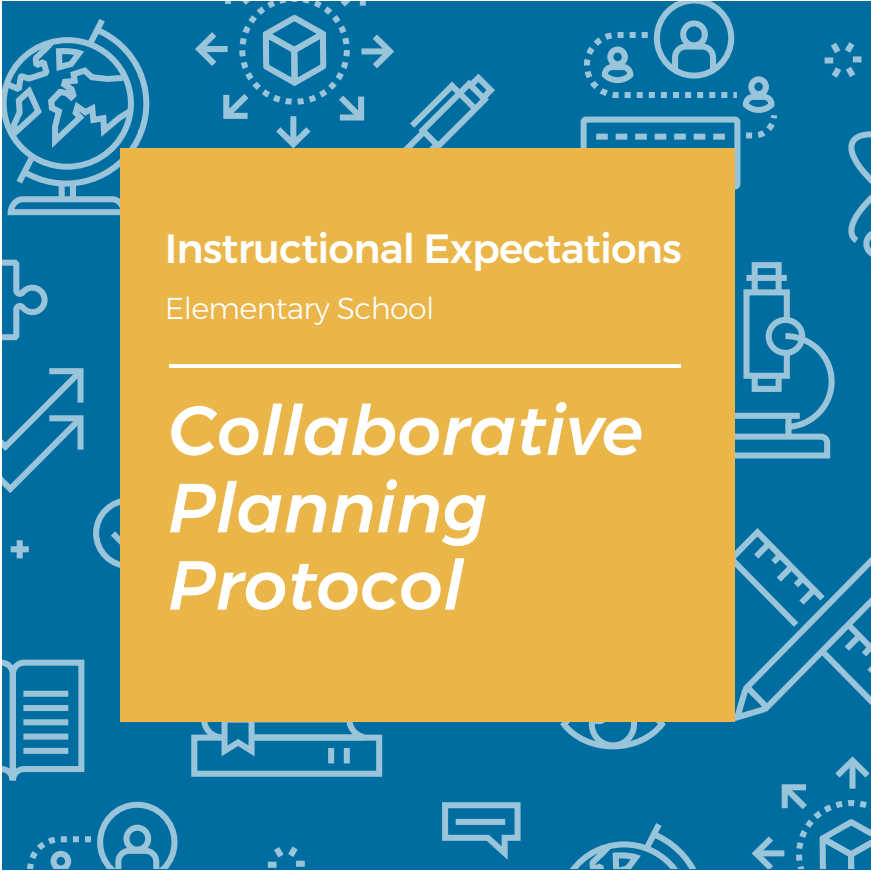
- What instructional factors might have contributed to the patterns of student performance on these assessments?
- Review the question numbers that you listed in the item analysis table in step 2, after analyzing the questions, did students struggle with content, context, or level of cognition? What evidence led you to this conclusion?

**Step 4: Plan differentiated instruction based on the data**

- What steps will you take (such as scaffolding or re-teaching using a different strategy) to address the patterns of class needs? How and when will we re-assess to determine progress?
- How will the re-teaching of these standards be incorporated into the content? When?
- What strategies and materials will you use to re-teach?
- What product/products will you collect to measure increased student mastery of the standards?
- How will your students be grouped?

<b>Students Who Excelled</b>	<b>In-Class Enrichments to Implement</b>	<b>Students Who Need Additional Assistance</b>	<b>In-Class Interventions to Implement</b>
Which students are ready for enrichment and more independent work?	<p>What in-class enrichments will you implement for these students?</p> <p>What assistance and resources will you need to implement the enrichments?</p> <p>Who will be responsible for implementing the enrichments?</p> <p>What data will you use to determine the success of the enrichments?</p>	<p>Which students will need some additional assistance to attain the targeted knowledge and skills?</p> <p>Which students will need the most additional assistance to attain the targeted knowledge and skills?</p>	<p>What in-class interventions will you implement so that these students will attain the targeted knowledge and skills?</p> <p>What assistance and resources will you need to implement the interventions?</p> <p>Who will be responsible for implementing the interventions?</p> <p>What data will you use to determine the success of the interventions?</p>





## Collaborative Planning Protocol

The [Collaborative Planning Process Guide](#) provides a framework to support schools with developing and monitoring effective collaborative planning processes. It outlines actions steps and resources to support effective collaborative planning. You may use the High Impact Practices Tool in order to create a process that positively impacts student learning and teacher practices.

### High Impact Practices Tool: Collaborative Planning Observations

**PLC Review Purpose:** To support the school in creating an effective collaborative planning process that positively impacts student learning and teacher practices.

PLC Observed: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Specific norms and protocols are evident.**

*Rubric Concept: Team Leadership and Facilitation*

- Not Evident: No evidence of leadership, protocols or norms within the group.
- Partially Evident: The process used is inconsistent and/or does not follow a specific protocol.
- Evident: Explicit norms and protocols are reviewed and used during meeting.

**2. Teachers anticipate student misconceptions (responses to instruction).**

*Rubric Concept: Reflective Teaching Practices*

- Not Evident: Teachers do not discuss or lack understanding of student learning gaps.
- Partially Evident: Teachers participate in limited discussions about teaching practices with partial connection to student learning gaps. Some evidence of anticipation of student responses to instruction.
- Evident: Teachers are reflective within their discussions about teaching practices connected to student learning gaps related to the content standards. Teachers anticipate student responses to instruction. Teachers engage in deep, collective inquiry and shared responsibility for enabling students to master standards.

**3. Teachers analyze the Georgia Standards of Excellence (GSE) to clarify what students are expected to know, understand, and do.**

*Rubric Concept: Standards Based Instructional Planning*

- Not Evident: Teachers depend solely on textbooks or performance tasks that may or may not be aligned to the GSE.
- Partially Evident: Teachers embed the GSE in the creation of curriculum documents and performance tasks.
- Evident: Teachers analyze the GSE to determine the intent of the standards and clarify what students are expected to know, understand, and do.

**4. Teachers utilize GaDOE curriculum support documents (GaDOE Frameworks, Achievement Level Descriptors, Assessment Guides, and Teacher Notes.)**

*Rubric Concept: Standards Based Instructional Planning*

- Not Evident: Teachers do not reference GaDOE curriculum support documents.
- Partially Evident: GaDOE curriculum support documents, (GeorgiaStandards.org (GSO), and/or SLDS: Teacher Resource Link (TRL) are referenced or consulted.
- Evident: Analysis of GaDOE curriculum support documents lead to the identification of teacher misconceptions, resulting in research and content knowledge development, and clarification of what students are expected to know, understand, and do.

**5. Teachers create lesson plans that include clear, standards-based learning targets and define success criteria (student work, exemplars, rubrics.)**

*Rubric Concept: Lesson Plans*

- Not Evident: Teachers may or may not talk about ideas for lesson plans. There is no evidence of alignment to the Georgia Standards of Excellence. Learning targets and/or success criteria have not been established.
- Partially Evident: Teachers create lesson plans that include learning targets but lack clearly defined success criteria.
- Evident: Teachers create lesson plans that include clear, standards-based learning targets and define success criteria (student work, exemplars, rubrics.)

**6. Teachers work together to build consensus on the selection and implementation of evidence-based strategies.**

*Rubric Concept: Lesson Plans*

- Not Evident: Teachers do not discuss instructional strategies.
- Partially Evident: Teachers discuss past success with instructional strategies, but only certain teachers agree to employ the strategies. Instructional strategies may or may not be evidenced-based or aligned to the rigor and intent of the content standards.
- Evident: Teacher discuss, demonstrate standard alignment, and build consensus on the selection and implementation of evidence-based strategies.

**7. Teachers plan for specific, daily formative assessment strategies (checking for understanding.)**

*Rubric Concept: Assessment and Evidence of Student Learning*

- Not Evident: Teachers do not discuss or plan for formative assessment.
- Partially Evident: Teachers discuss formative assessments, but do not agree on daily common strategies.
- Evident: Teachers plan for daily common formative assessments aligned to student learning targets to check for understanding and inform instruction.

**8. Teachers plan for all phases of the instructional framework (opening, modeling, guided practice, independent practice, and closing.)**

*Rubric Concept: Lesson Plans*

- Not Evident: Teachers do not discuss or create lesson plans during collaborative planning meetings. A schoolwide instructional framework may or may not be implemented.
- Partially Evident: A common lesson plan protocol and schoolwide instructional framework are evident. Although the components of a good lesson plan may be present, there is little evidence of collaboration in the development of the lesson plan (i.e., teacher's jigsaw lesson components or contents).
- Evident: Teachers collaboratively plan for all phases of the instructional framework (opening, modeling, guided practice, independent practice, and closing.)

**9. Teachers focus on analyzing what is and what is not working based on disaggregated assessment data and student work.**

*Rubric Concept: Assessment and Evidence of Student Learning*

- Not Evident: Neither assessment data nor student work are utilized to guide instructional planning.
- Partially Evident: Teachers use common formative and summative assessments to monitor student progress only.
- Evident: Teachers focus on analyzing what is and what is not working based on disaggregated assessment data and student work.

**10. Teachers use data results to develop remediation/enrichment action plans that move students toward mastery of the standard.**

*Rubric Concept: Assessment and Evidence of Student Learning*

- Not Evident: Remediation and/or enrichment action plans are not developed.
- Partially Evident: Teachers use assessment data to monitor student progress and develop remediation plans. Enrichment action plans are not developed.
- Evident: Teachers analyze assessments at the item level to develop both remediation and enrichment action plans that are consistently monitored for student mastery.





# School-Wide Behavioral Expectations

Middle School

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School-Wide Behavioral Expectations





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## School-Wide Behavior Expectations

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Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. Please refer to this resource for school-wide behavior planning. For additional resources, please visit the [Positive Behavioral Interventions and Supports page](#).

## **School-Wide Behavior Planning**

### **Sample Recommended Timeline for Implementation**

#### **August – Early September: Kick-off, Introducing School-wide Expectations**

- Teaching Expectations (modeling and reinforcing)
  - Monitoring and Interacting
- \*\*This work is continued throughout the school year\*\***

#### **September: Team Data Review**

- Review Data with Problem Solving Protocol
- Revisit areas of concern (re-teaching, continued modeling, interacting)

#### **October - Early November: Team Data Review**

- Review Data with Problem Solving Protocol
- Update Action Plan based on data review outcomes

#### **November - December: School-wide review of expectations and frequent monitoring**

**\*\* Are your stakeholders (students, teachers, parents, etc. able to communicate your school-wide)?**

#### **December: Team Data Review**

- Review Data with Problem Solving Protocol
- Revisit areas of concern (re-teaching, continued modeling, interacting)

#### **January: Re-boot (plan to revisit school-wide expectations similar to the start of the year)**

## *Planning and Implementation of a School-wide Behavior Plan*

### ***I. Things to consider when planning for your School-wide Behavior Plan with Positive Behavior Supports:***

- Administrative leadership
- Team-based implementation
- Information used for decision making
- Behavioral expectations defined
- Behavioral expectations taught
- Appropriate behavior acknowledged and rewarded
- Behavioral errors monitored and corrected
- Family and community collaboration

### **I. Essential Features of School-wide Behavior Expectations**

1. Clear behavioral expectations that are in place across all settings in a school including common areas
2. Strategies designed to reduce or eliminate the barriers to achieving goals
3. Develop a school-wide reward/recognition system aligned to targeted behavior
4. Data collection and management process
5. A decision regarding response(s) to the strategies is documented based on school-wide outcome data and consideration of implementation fidelity
6. Goals and strategies are revised or continued based on response to intervention
7. Common preparation for first days of school and additional resources

#### **1. Clear behavioral expectations are in place across all settings in a school including common areas.**

- Establish School-wide Guidelines for Success (Rituals and Routines)
- Common Area Expectations posted and clearly communicated
  - Cafeteria
  - Bus Circle
  - Hallways
  - Gym/P.E.
  - Media Center
  - Office
  - Playground, etc.
- Classroom Expectations and rules are posted and clearly communicated/taught

- Classroom Management Plan Template / Procedure Plan Template
- School-wide Matrix
- Positively stated norms/rules/expectations  
(Ex. Do not run =negatively stated VS. Walk at all times = positively stated)

**2. Strategies are designed to reduce or eliminate the barriers to achieving goals**

- Action steps describe:
  - How
  - When
  - Where
  - By whom strategies will be implemented
- Documented strategies are evidenced based and aligned to goals
- Barriers are validated through research and school data
- Define major/minor behaviors (refer to flow chart)

**3. Develop a school-wide reward/recognition system aligned to targeted behavior**

- Action steps describe:
  - How
  - When
  - Where
  - By whom
  - Frequency of Acknowledgement

**Examples of Definitions for Minor/Major behaviors**

**Minor Infractions**

**Abusive Language by/with students**

Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well-being.

**Talking at inappropriate times**

Talking at inappropriate times may look different from teacher to teacher and from setting to setting. Each teacher needs to clearly explain when it is appropriate to talk and when it is not. Some examples include: talking during a test, talking while another student or the teacher is talking, blurting out, talking during a fire drill, etc.

**Using Inappropriate Language**

The use of vulgar or irreverent (disrespectful or rude) words. Examples include sexually-related slang terms, name calling or usage of profanity towards a peer.

**Out of seat at inappropriate times**

Out of seat at inappropriate times may look different from teacher to teacher and from setting to setting. Each teacher needs to clearly explain when it is and when it is not acceptable for students to be out of their seats.

**Throwing things in class**

The act of tossing any object in the air. (It does not always have to be thrown at a person.) Examples include throwing paper or paper wads, pencils, pens, etc.

**Eating/drinking at inappropriate times**

On most occasions eating and drinking should be done only in the cafeteria. However, a teacher may grant a student this privilege on special occasions. Examples include eating and drinking in a classroom or common area.

**Not prepared for class**

Not being prepared for class can be different depending on the teacher and class. Each teacher needs to clearly explain to students what “not being prepared for class” means during the beginning of the school year. For example: not having materials needed including the agenda, not having a pencil, no book, etc.

**Disruption**

Behavior causing an interruption that disrupts or interferes with the educational process. Disruption includes sustained loud talk, yelling, or screaming, making noise with materials, horseplay, roughhousing, or play-fighting, and/or sustained out-of-seat behavior.

**Disrespect towards adults**

Disrespect may look different from teacher to teacher. For example, should a student be referred for “sucking teeth” loudly in response to a teacher’s directive? Clear definitions must be discussed and developed for school-wide consistency.

**Lying/cheating**

Student fabricates untrue stories; copies other student’s work, or plagiarizes (claims another’s work as their own).

**Off Task**

Student blatantly or passively does not follow teacher instruction for task-oriented activity.

**Minor Vandalism**

Student deliberately impairs the usefulness of the school’s property or the property of other students. Examples include students writing on desks, stealing an agenda and writing all over it, putting wrappers or other inappropriate materials in fountains, sinks, urinals, etc.

**Major Vandalism**

Student deliberately impairs the usefulness of the school’s property or the property of other students. Examples include stealing from teachers, or vandalism that causes restroom flooding, pen/marker writing on the walls/bathroom stalls, property is defaced or tagged.

**Use of Electronics/Toys**

Misusing school/teacher electronic devices –ex. Computer, Smartboard, Smart Response System (clickers), digital cameras, flip cameras, projectors, overheads, keyboards, mice, etc. Using cell phones (calling/texting/talking video or pictures) at school during school hours or having it out in sight of others or the teacher. Playing with toys unrelated to lessons as a way to distract from educational process. Clear processes must be discussed and developed for school-wide consistency.

**Tardies to Classroom**

Student arrives late to class without proper documentation. This does not include students who are late in the morning and have signed in. Student goes to the bathroom without permission in between classes and is late for the next class. Student does not directly go to next class, sauntering through the hallway talking with other late students.

Student takes too long at cubby and is late for the next class. Clear processes must be discussed and developed for school-wide consistency.

### **Horse Play**

The act of being rough with other students as if to simulate fighting or acting in a foolish manner that causes alarm to teachers and/or peers.

### **Not Following Daily Procedures**

Student knows and has practiced daily procedure and deliberately does not follow or chooses to ignore daily procedures.

### **Sleeping**

Student puts head down and sleeps in class or pretends to sleep in class, in turn, missing work or instructional time.

### **Out of Assigned Area**

Any time a student is not in the area they are assigned to be in.

### **Calling/Blurting Out**

Student talks over other students or teacher. Student calls or blurts out at inappropriate times in class against the teachers' wishes.

### **Leaving the Room Without Permission**

Student walks or runs out of class without permission. Clear processes must be discussed and developed for school-wide consistency.

### **Skipping**

Student misses an entire or majority of a class period without proper documentation and/or unknown whereabouts.

### **Non-compliance**

Failure or refusal to act in accordance with adults' commands, requests, or rules. Blatant or passive. Direct forms of non-compliance include refusal statements such as, "No," "Make me," or "You can't make me do anything!" with accompanying body language or posturing that communicates the student is not going to comply.

### **PDA (Public Displays of Affection)**

Students showing affection to other students whether it be intended or not. Hand holding even if same gender, kissing, cuddling, excessive or long hugs, etc.

## **Major Infractions**

### **Major Vandalism**

Student deliberately impairs the usefulness of the school's property or the property of other students. Examples could include vandalism that causes restroom flooding, pen/marker writing on the walls/bathroom stalls, property is defaced or tagged.

**Possession of Drug Paraphernalia, Threats of bringing or using a weapon, Verbal and/or Physical Assault on a School Employee, Physical Altercations, Sexual Harassment/Sexual Offense, Theft/ Burglary Gambling, Bullying, etc...Refer to the Code of Conduct**

## **4. Data collection and management**



- School-wide access and use of information systems
- Data correlation reinforcement of positive behaviors and targeted behaviors
- Plan identifies:
  - Type of data needed
  - Data system to access
  - Person (s) responsible for data collection and reporting
  - Data analyzed on a monthly basis

**Plan for fidelity is developed**

- Fidelity plan includes strategies to monitor:
  - Plan effectiveness
  - Fidelity of implementation (includes who, what, where, and when)

**5. How decisions are made regarding response to the strategies is documented based in school-wide outcome data and consideration of implementation fidelity.**

- Data is disaggregated and organized to reflect change over time
- Criteria for positive response to implementation was clearly quantified, documented and team reached a consensus on criteria
  - What criteria determines that the response is positive?
- For poor/questionable response, plan provided for implementation modification and continued progress monitoring with revisiting.
  - Plan will be tentative until data is actually disaggregated
- For a positive response, plan provided for continuation, fading support, and/or goal adjustment with continued progress monitoring with revisiting

**6. Goals and strategies were revised or continued based on response to intervention.**

**\*\*this will take place as your team analyzes data and makes revisions\*\***

- There is evidence that:
  - Barriers were revisited
  - Strategies were revised

**7. Preparing for First Days of school**

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management.

**I. Beginning Class**

- a. Roll call, absent, tardy (should be a school-wide definition of tardy and on- time and what it looks like. What are the consequences for being tardy)
- b. Outline exactly what students should do from the time they enter the room until the bell rings.

- c. Academic warm-up / Morning work
  - d. Distributing materials
  - e. Class Opening
  - f. Dress code (consequences should be school-wide)
  - g. Supplies needed for class to be prepared (consequences or solutions for not being prepared)
- II. Room/Shared Area
- a. Shared materials
  - b. Teacher's desk
  - c. Drinks, bathroom, pencil sharpener
  - d. Student storage / lockers / book bags
  - e. Students desks
  - f. Learning centers / stations
- III. School Locations and School-Wide Expectations
- a. Classroom
  - b. Hallway
  - c. Media Center
  - d. Lunchroom
  - e. Gym
  - f. Connections class (Art, Music, etc)
  - g. Playground
  - h. Computer lab
  - i. Bus
  - j. Bus Dismissal
- IV. Setting up Independent Work
- a. Defining "Working Alone"
  - b. Identifying problems
  - c. Identifying resources
  - d. Identifying Solutions
  - e. Scheduling
  - f. Interim Checkpoints
- V. Instructional Activities
- a. Teacher, Student contacts
  - b. Student movement in the room
  - c. Signals for student's attention
  - d. Signal's for teacher's attention
  - e. Student talk during seatwork
  - f. Activities to do when assignments are completed
  - g. Student participations
  - h. Bathroom procedures
  - i. Movement in and out of small group
  - j. Bringing materials to school
  - k. Handing back assignments
  - l. Getting back assignments
- VI. Ending Class
- a. Storing supplies, equipment
  - b. Cleaning up
  - c. Organizing class materials
  - d. Dismissing class
- VII. Interruptions
- a. Rules

- b. Talk among students
  - c. Conduct
  - d. Passing out Materials
  - e. Turning in work
  - f. Out-of-seat policies
  - g. Consequences for misbehavior
  - h. Expected group behavior
  - i. Behavior of students not in individual group
- VIII. Other Procedures
- a. Fire drills / weather drills
  - b. Lunch procedures
  - c. Student helpers
  - d. Safety Procedures
  - e. Classroom Visitors
- IX. Work Requirements
- a. Heading papers
  - b. Use of Pen or Pencil
  - c. Writing on back of paper
  - d. Neatness, Legibility
  - e. Incomplete work
  - f. Late work
  - g. Missed Work
  - h. Due Dates
  - i. Make-Up Work
  - j. Supplies
  - k. Coloring or Drawing on paper
  - l. Use of Manuscript or cursive
- X. Communicating Assignments
- a. Posting Assignments
  - b. Orally Giving Assignments
  - c. Provision for Absentees
  - d. Long Term Assignments
  - e. Term Schedule
  - f. Homework Assignments
- XI. Student Work
- a. In-class Participation
  - b. In- Class Assignments
  - c. Homework
  - d. Stages of Long-Term Assignments
- XII. Checking Assignments in Class
- a. Marking and Grading Assignments
  - b. Turning in Assignments
  - c. Students Correcting Errors
  - d. Communicating with parents
  - e. Students' record of grades
  - f. Written comments on Assignments
  - g. Returning from an Absence/ make-up work
- XIII. Grading Procedures
- a. Determining Grades
  - b. Recording Grades
  - c. Extra Credit Work

- d. Keeping papers, Grades, Assignments
- e. Grading Criteria
- XIV. Academic Feedback
  - a. Rewards and incentives
  - b. Posting student work



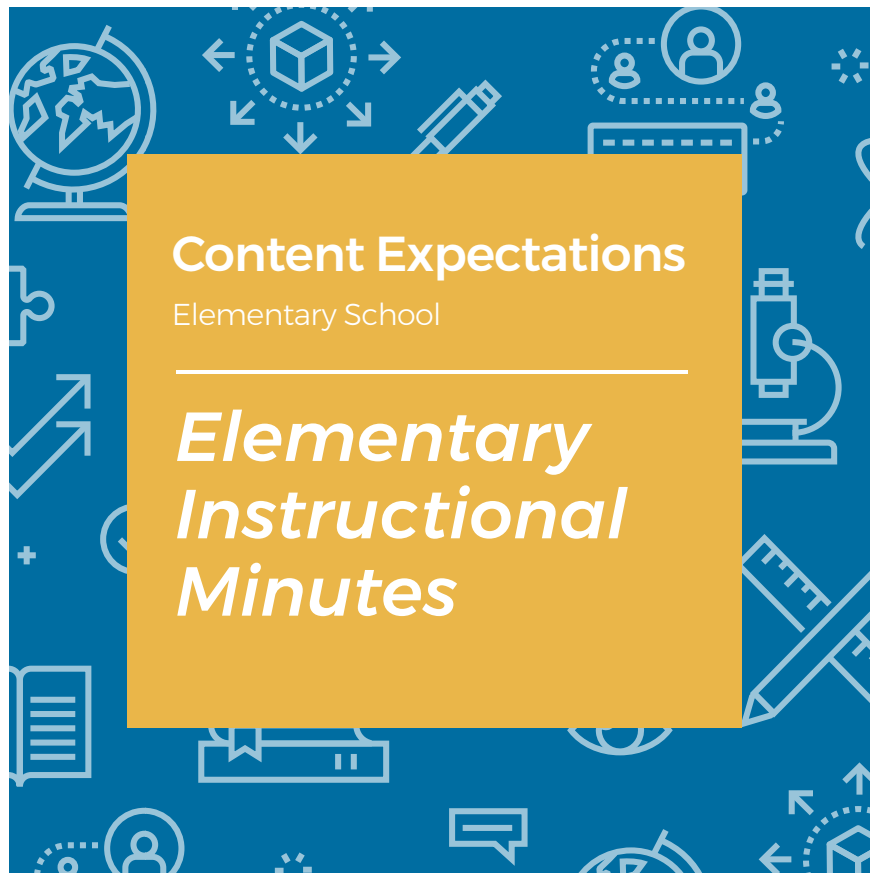
# Content-Specific Instructional Expectations

Elementary School

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Elementary Instruction Minutes  
English Language Arts  
Mathematics  
Science  
Social Studies





## Richmond County School System Instructional Elementary Minutes Expectations

It is expected that elementary administrators will use the minutes below to create instructional schedules.

Kindergarten	Minutes	First Grade	Minutes	Second Grade	Minutes
ELA/Reading and Writing Block*	160	ELA/Reading and Writing Block	160	ELA/Reading and Writing Block	160
Math Block*	100	Math Block	100	Math Block	100
SEL Instruction*	20	Science/Social Studies Block	30	Science/Social Studies Block	30
Rest	30	SEL Instruction	20	SEL Instruction	20
Lunch	30	Lunch	30	Lunch	30
Recess**	15	Recess**	15	Recess**	15
Specials	30	Specials	30	Specials	30
<b>Total Number of Minutes</b>	<b>385</b>	<b>Total Number of Minutes</b>	<b>385</b>	<b>Total Number of Minutes</b>	<b>385</b>

\*Science and social studies standards should be integrated into the Reading, Writing, Math and SEL blocks for Kindergarten.

\*\*Recess: Schools should schedule quality play time and movement as the schedule allows. If you are interested in learning more about Best Practices related to recess, here are some resources worth reviewing:

1. Responsive Classroom chapter entitled [Playground](#).
2. [Playworks.org](#)
3. [Brain Gym](#) and [Brain Breaks](#)



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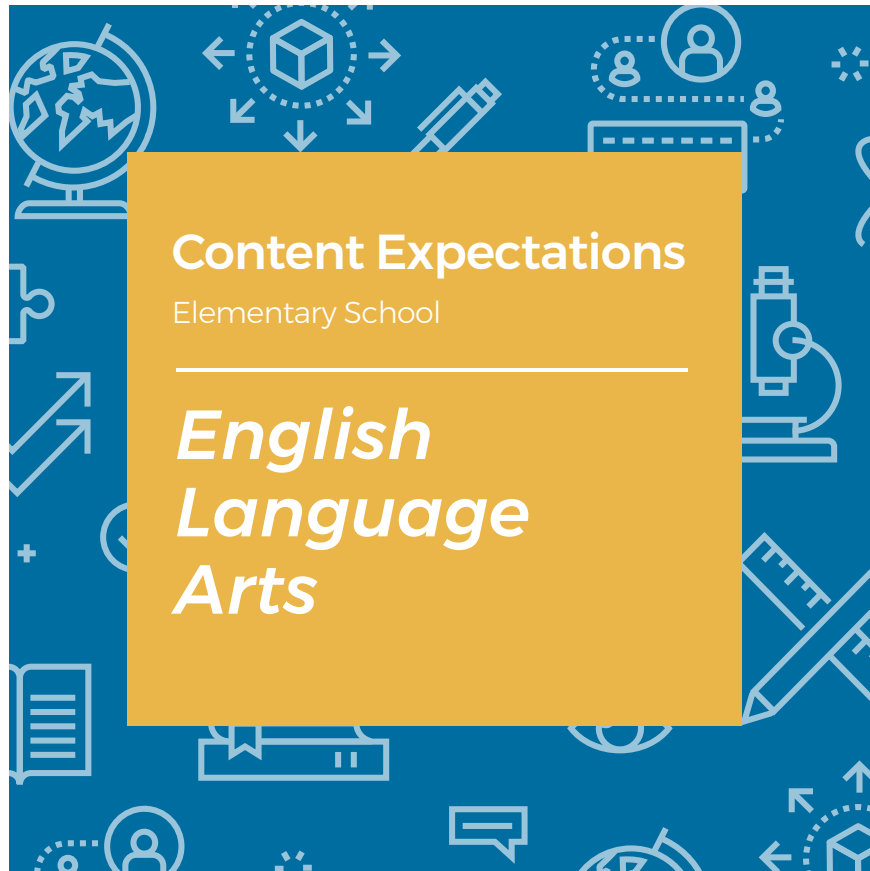
Third Grade	Minutes	Fourth Grade	Minutes	Fifth Grade	Minutes
ELA/Reading and Writing Block	160	ELA/Reading and Writing Block	90	ELA/Reading and Writing Block	90
Math Block	100	Math Block	90	Math Block	90
Science Block	20	Science Block	45	Science Block	45
Social Studies Block	20	Social Studies Block	45	Social Studies Block	45
Lunch	30	Lunch	30	Lunch	30
**Recess	15	Recess	15	Recess	15
Specials	30	Specials	30	Specials	30
SEL Instruction	20	+Personalized Learning	50	+Personalized Learning	50
<b>Total Number of Minutes</b>	<b>395</b>	<b>Total Number of Minutes</b>	<b>395</b>	<b>Total Number of Minutes</b>	<b>395</b>

+Personalized Learning: Schools should schedule 25 minutes for Math and 25 minutes for ELA daily for enrichment or intervention.

\*\*Recess: Schools should schedule quality play time and movement as the schedule allows. If you are interested in learning more about Best Practices related to recess, here are some resources worth reviewing:

1. Responsive Classroom chapter entitled [Playground](#).
2. [Playworks.org](#)
3. [Brain Gym](#) and [Brain Breaks](#)

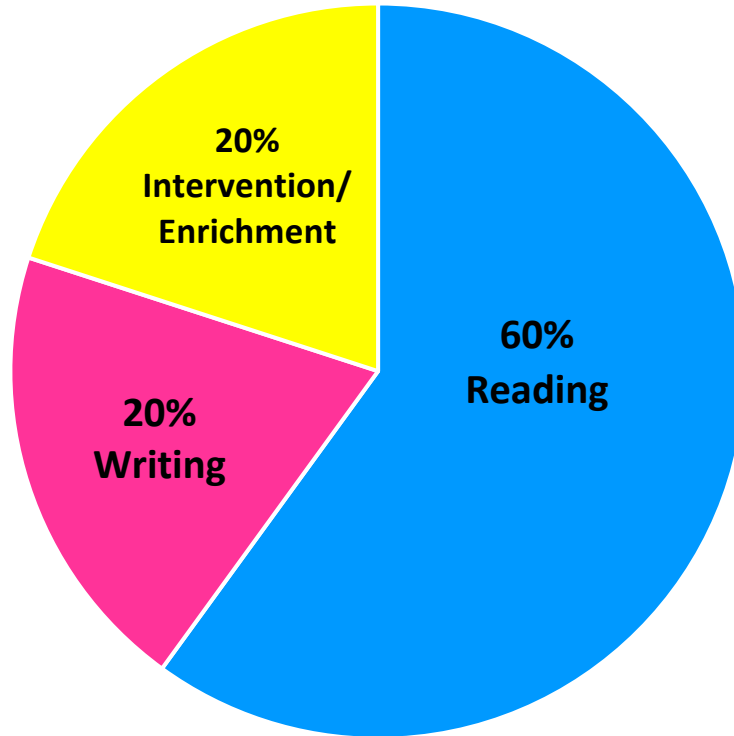




# Integrated Literacy Block Composition

## Kindergarten – 3<sup>rd</sup> Grade

The literacy block should be composed as follows: 100 minutes for reading, 30 minutes for writing and an additional 30 minutes *within* the block for intervention/enrichment. **In Kindergarten, science and social studies content is taught during the literacy block by integrating informational texts aligned with the standards. In grades 1<sup>st</sup>-3<sup>rd</sup> integration should continue to ensure adequate time to learn science and social studies skills and concepts.**



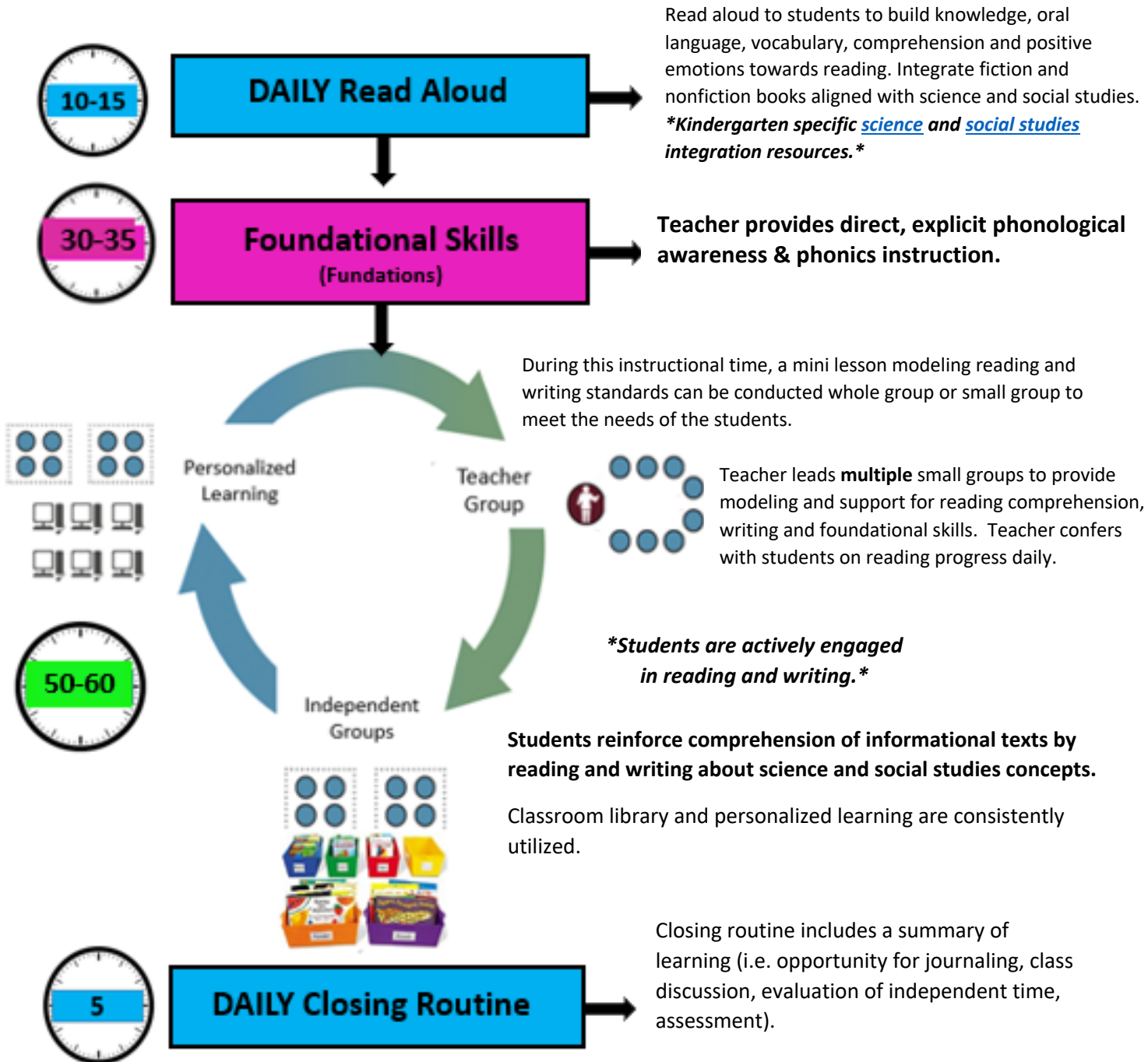
This chart is the <i>minimum</i> suggestion. Instructional minutes should be protected during the Reading Instructional Block. Students need to receive instruction in each area in order to make adequate progress. Students will need the additional intervention time if they are below grade level in reading.		
<b>Total Minutes: 160</b>		
Daily Reading Instruction: 100 minutes	Daily Writing Instruction: 30 minutes	Reading Intervention/Enrichment: 30 minutes

[Evidence- based Bibliography](#)

# ELA Integrated Literacy Block – Core Instruction

## 100 Minutes Kindergarten – 3<sup>rd</sup> Grade

This Evidence-based English Language Arts Block is for grades K-3. Reading instruction includes Read Aloud, Foundational Skills, Guided Reading, Independent Reading, Word Work and Writing about reading. Each of these components contribute to our goal of nurturing students that can read, write, speak and listen effectively.



## Reading Expectation Rubric – Core Instruction (Kindergarten – 3<sup>rd</sup> Grade)

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the reading block.

	Highly Effective	Approaching	Ineffective
<b>Daily Read Aloud</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Sets purpose</b> and reads aloud (book above grade level) and highlights vocabulary. Engages all students with the text with all DOK levels of questions or discussion to deepen understanding, interpretation, evaluation.</li> <li>• <b>Reads</b> books aligned with science and social studies standards and curriculum maps. Books are consistently read to expose students to content.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Listen</b> and respond orally to teacher’s prompting questions.</li> <li>• <b>Discuss</b> with peers to understand, interpret or evaluate the words and story.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Reads</b> aloud and asks basic recall questions of a few students.</li> <li>• <b>Reads</b> books sometimes aligned with science and social studies standards to expose students to content.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Listen</b> and respond orally to teacher’s prompting questions.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Reads</b> aloud a paragraph and then asks students to <a href="#">round robin read</a>.</li> </ul>
<b>Foundational Skills (K-3)</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Provides</b> direct explicit instruction of the Foundations phonics lesson daily.</li> <li>• <b>Engages</b> students to chorally make focus sounds, chants, blends and sing songs.</li> <li>• Provides opportunities for students to practice decoding words in books with the phonics skill and building or sorting words.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>All sing, chant, respond orally</b> to phonemic awareness and phonics prompts, songs, and patterns modeled by the teacher.</li> <li>• Demonstrate phonemic awareness by rhyming and manipulating sounds.</li> <li>• Read words in decodable books accurately by applying new phonics skill.</li> <li>• Build and sort words with letter tiles or cards.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Models</b> a phonics lesson.</li> <li>• <b>Instructs</b> students of the sounds and patterns.</li> <li>• Asks a few students to respond.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Respond orally</b> to phonemic awareness and phonics prompts, songs, and patterns.</li> <li>• Read words isolated and not in actual book or text.</li> <li>• Manipulate words or letters sometimes.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Assigns</b> a phonics worksheet without discussing or modeling skill.</li> <li>• <b>Sits at desk.</b></li> <li>• Asks students to decode/read in front of others without instruction.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Complete</b> the worksheet individually.</li> <li>• Do not have opportunities to sing, chant or rhyme out loud.</li> <li>• Do not have opportunities to read words in decodable books or manipulate words and letters.</li> </ul>

# Reading Expectation Rubric – Core Instruction (Kindergarten – 3<sup>rd</sup> Grade)

	Highly Effective	Approaching	Ineffective
<b>Reading/Writing Mini Lesson</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Models explicit reading and writing strategies and application in text worthy of students' attention.</li> <li>Facilitates discussions around <u>mentor text</u> by asking all levels of questions <u>DOK 1-4</u>, and <b>sets purpose and expectations</b> for reading and writing tasks.</li> <li>Uses <u>gradual release of responsibility</u> and <u>Think Alouds</u> for reading and writing instruction.</li> <li>Utilizes texts aligned with science and social studies concepts to model informational reading strategy.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Hold text</b> (book, article, passage) in their hands or access text electronically.</li> <li><b>Practice reading strategy</b> and interact with text closely and mindfully to answer questions by discussing, citing, analyzing, annotating, summarizing and displaying knowledge gained from interaction with text and others.</li> <li>Write in response to reading using a variety of <u>creativity</u> and <u>communication</u> tools.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Models</b> mini- lesson of a reading strategy and text may not be present.</li> <li>Reads and <b>references</b> text by asking some DOK 1-2 questions.</li> <li>Assigns students questions to answer without gradual release or thinking aloud.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Can <b>access</b> projected text.</li> <li><b>Refer</b> to text for some questions and <b>answer</b> questions to teacher when asked directly.</li> <li>Write one word or one sentence answers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Does not model the comprehension strategy and no text is present.</li> <li><b>Assigns questions</b> to students without a discussion of text meaning or interpretation. Asks DOK level 1 questions only.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Copy words from PowerPoint or correcting sentences for grammatical or spelling errors.</li> <li><b>Do not</b> have text present.</li> <li>Answer questions not based on text but only on background knowledge.</li> <li>Complain about writing in order to avoid it and do not answer questions in writing.</li> </ul>
<b>Teacher Group</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Confers with 1-2 students on reading progress daily.</li> <li><b>Meets daily with multiple groups</b>, and regroups students on the basis of systematic observation and assessment data.</li> <li>Builds <b>background knowledge</b> to provide access to text and highlights unfamiliar concepts.</li> <li><b>Observes oral reading, prompts</b> and interacts with students to teach effective reading behaviors.</li> <li>Engages students with <b>text-based discussion</b> to guide from basic recall to deeper knowledge; makes inferences, evaluations and interpretations by using text evidence.</li> </ul> <p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li><b>Read</b> instructional level text and consistently engage in before, during and after reading activities.</li> <li><b>Respond</b> to teacher prompts, cues and text-dependent questions and <b>engage</b> in discussions that make inferences, generalizations and interpretations using text evidence orally and in writing.</li> <li><b>Practice effective reading behaviors</b> and apply phonics based word solving strategies.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Inconsistently confers with students on reading progress.</li> <li><b>Meets with one group daily and establishes</b> level-based groups by screener assessment data but doesn't regroup.</li> <li><b>Introduces text by previewing the meaning</b> and directs students' attention to some text features.</li> <li>Observes reading but unsure of how to support readers by teaching reading behaviors.</li> <li>Asks <b>questions</b> to have students identify the main idea or summarize, but it <b>does not lead to analysis</b>.</li> </ul> <p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li><b>Read</b> a text and inconsistently engage in before, during and after reading activities.</li> <li><b>Respond</b> to teacher prompts, cues and text-dependent questions without any deeper discussion.</li> <li><b>Rely on memory</b> to read predictable/decodable text.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Does not confer with students on reading progress.</li> <li><b>Inconsistently, rarely or never</b> meets with students in a small group.</li> <li>Does not build background knowledge by discussing text before reading.</li> <li>Uses <u>round robin reading</u> (one student at a time).</li> <li><b>Asks</b> basic recall questions only. Does not discuss text above accurately decoding words.</li> </ul> <p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li><b>Do not have text</b>; words are read in isolation and students do not engage in reading activities.</li> <li>Do not respond to text dependent questions.</li> <li>Struggle with reading due to lack of decoding skills.</li> </ul>

# Reading Expectation Rubric – Core Instruction (Kindergarten – 3<sup>rd</sup> Grade)

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the reading block.

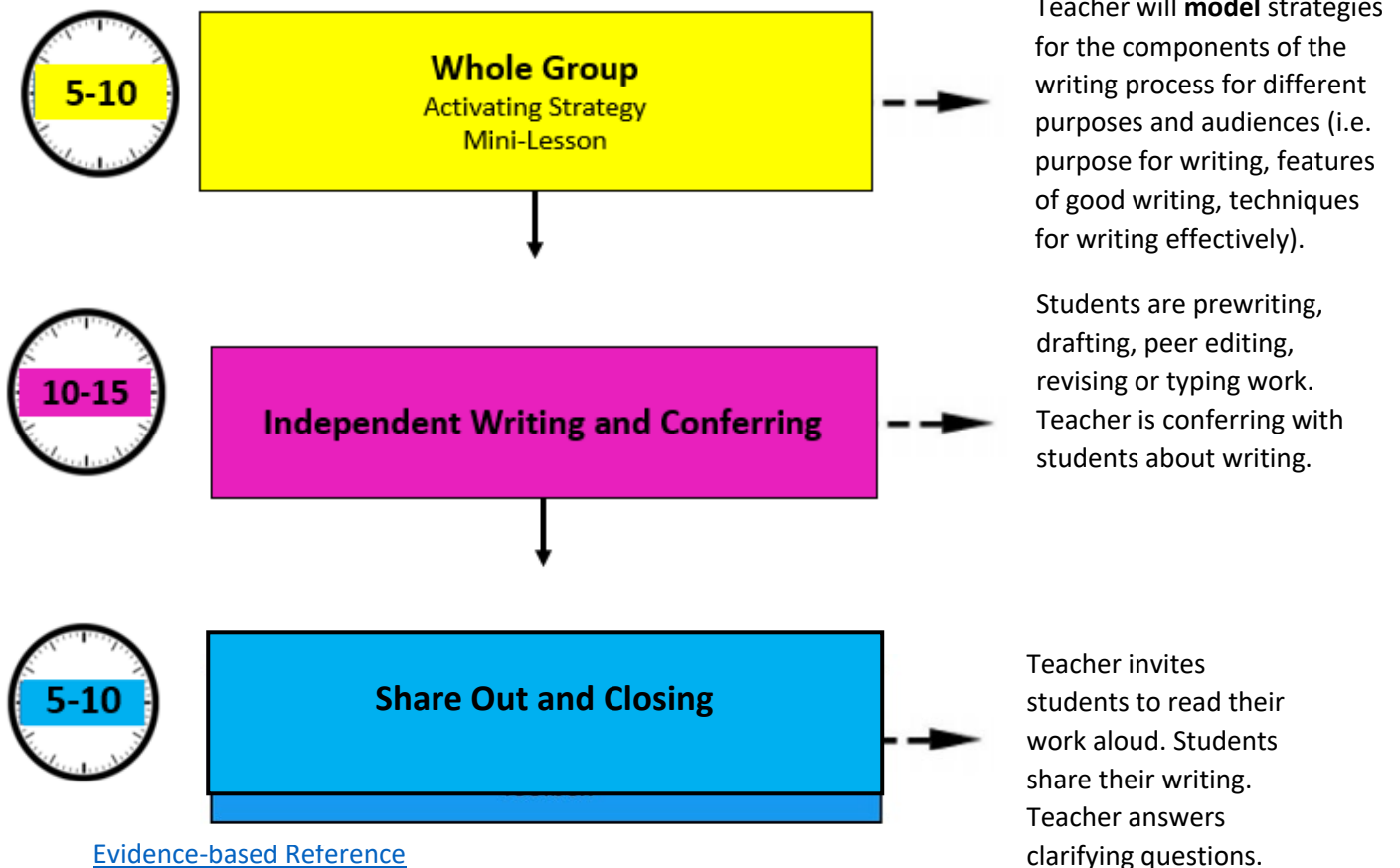
	Highly Effective	Approaching	Ineffective
<b>Independent Groups</b>	<p>Students (independently or in small groups):</p> <ul style="list-style-type: none"> <li>Read independently and complete reading log to set and reach reading goals.</li> <li>Partner read to one another and respond to the book in discussion, illustration, summary, or evaluation.</li> <li>Write in response to reading using a variety of <a href="#">creativity</a> and <a href="#">communication</a> tools.</li> <li>Practice literacy skills (<a href="#">phonemic awareness</a>, <a href="#">phonics</a>, fluency, vocabulary or comprehension) with real world applications using text.</li> <li>Use <b>One to One Technology</b> to: read/listen to ebooks/digital texts, participate in discussion boards using <a href="#">communication tools</a>, complete <a href="#">critical thinking</a> activities, use <a href="#">communication and collaboration</a> tools to compose/edit writing, use publishing tools to create, use shared documents for <a href="#">collaboration</a>, complete lessons from a <a href="#">personalized learning</a> literacy program.</li> <li>Engage in <b>content literacy</b> activities aligned with science and social studies standards and curriculum map.</li> </ul>	<p>Students (independently or in small groups):</p> <ul style="list-style-type: none"> <li>Read independently.</li> <li>Partner read to one another and have a basic discussion of text.</li> <li>Write to a prompt not linked to text or writing sentences for spelling words.</li> <li>Practice literacy skills (phonemic awareness, phonics, fluency, vocabulary or comprehension) in a game.</li> <li>Use <b>One to One Technology</b> to – play <a href="#">phonics</a> games, type writing activities, watch videos.</li> <li>Engage in content literacy activities aligned with science and social studies standards.</li> </ul>	<p>Students (independently or in small groups):</p> <ul style="list-style-type: none"> <li>Attempting to read a book at a frustrational-level independently.</li> <li>Partner read to one another and have no discussion of text.</li> <li>Write spelling and sight words or filling in words on a worksheet.</li> <li>Practice non-literacy skills (finishing math, homework or just coloring a picture with no words).</li> <li>Use <b>One to One Technology</b> to play random games.</li> </ul>
<b>Closing Routine</b>	<p>Teacher:</p> <ul style="list-style-type: none"> <li><b>Facilitates</b> the lesson summary with references to student work and reinforces the purpose of the lesson.</li> <li><b>Utilizes</b> a <a href="#">critical thinking</a> instructional tool to summarize the lesson.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Participate in the lesson summary by asking and answering questions.</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li><b>Guides</b> the lesson summary with references to student work but fails to reinforce the purpose of the lesson.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li><b>Listen</b> to the lesson summary and answer questions if asked.</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li><b>Summarizes</b> the lesson without student input or does not summarize the lesson.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Do not participate in the lesson summary.</li> </ul>



# Writing Block – Core Instruction

## 30 Minutes Kindergarten – 3<sup>rd</sup> Grade

The Writing block will give students time to learn and practice the writing process. This evidence-based method incorporates writing in all three genres with **explicit modeling** of drafting letters, words, sentences, paragraphs and essays. The writing block includes practice holding a pencil and forming letters fluently as well as word processing and typing fluently.



# ELA Writing Block Rubric – Core Instruction – Kindergarten – 3<sup>rd</sup> Grade

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the writing block.

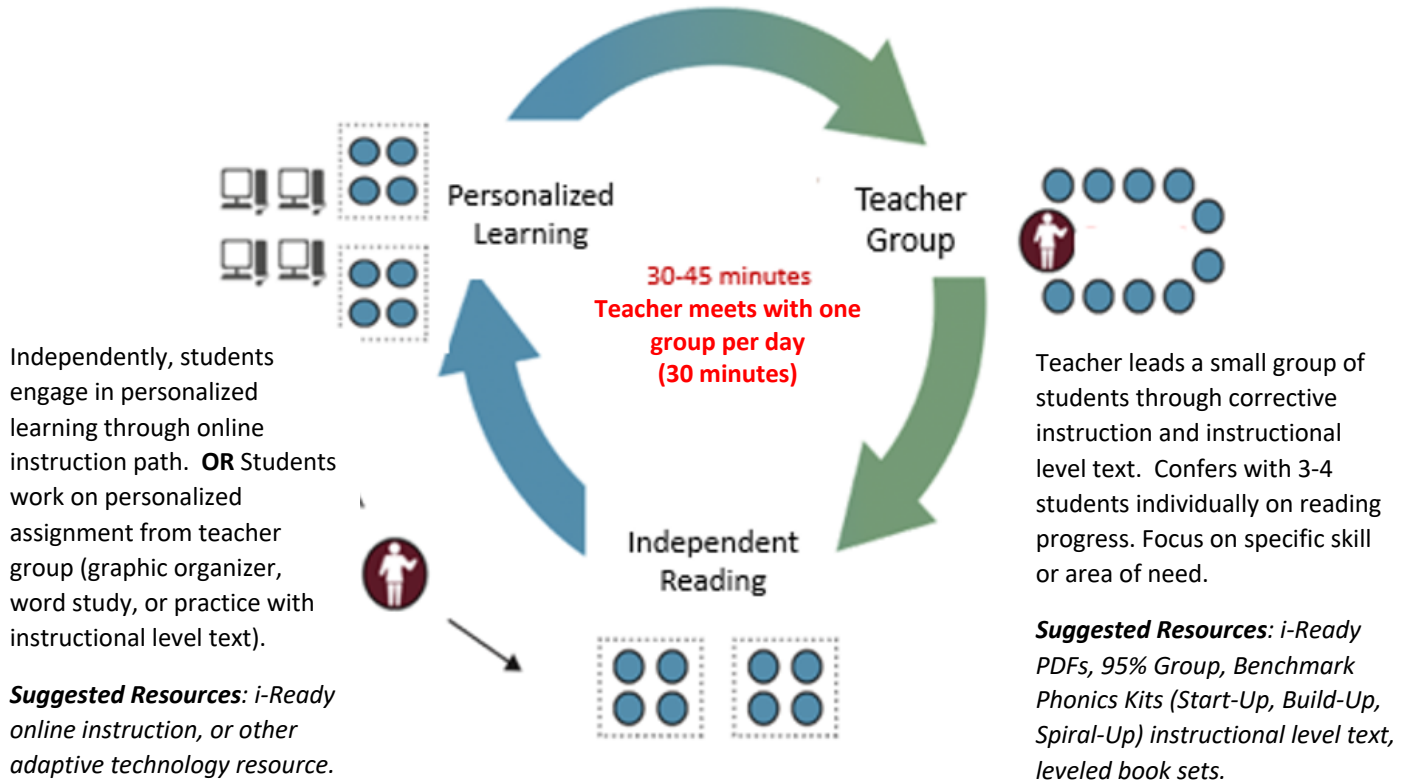
	Highly Effective	Approaching	Ineffective
<b>Whole Group</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Models writing</b> process with explicit learning target using mentor texts, exemplars, rubrics, word banks, and checklists.</li> <li>• Models writing for a <b>variety</b> of purposes.</li> <li>• Guides students to become fluent with handwriting, <b>sentence construction</b>, typing and word processing.</li> <li>• <b>Engages students</b> with Think Aloud about writing choices.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Gather on the carpet and focus attention on teacher and charts.</li> <li>• Respond orally to questions about writing.</li> <li>• Turn and talk, give suggestions about what to write.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Models writing focused on a learning target. Inconsistently uses mentor texts exemplars, rubrics, word bank, checklist.</li> <li>• Asks individual students at random about grammatical or spelling rules and some content.</li> <li>• Writes in front of students but does not explain thinking.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Listen from seats at desks.</li> <li>• Respond to questions when asked directly.</li> <li>• Have little time to discuss with peers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Assigns writing task with no modeling or examples given. Does not use mentor texts, exemplars, rubrics, word bank, checklist.</li> <li>• Focuses entirely on how to spell words and discourages inventive spelling or sound spelling.</li> <li>• Does not model assigned writing.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Listen from seats at desks.</li> <li>• Are unsure of expectation.</li> <li>• Have no time to discuss with peers.</li> </ul>
<b>Independent Writing and Confering</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Confers one on one with multiple students on writing to give feedback.</li> <li>• Circulates or conducts small group targeted writing skill lesson daily.</li> <li>• Consistently distributes age appropriate paper.</li> <li>• Creates writing experiences for students to interact with digitally.</li> <li>• Provides feedback on writing using <a href="#">collaboration</a> tools.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Work independently/ in groups to generate ideas using a variety of <a href="#">critical thinking</a> tools.</li> <li>• Prewrite by consistently using graphic organizers.</li> <li>• Draft letters, words, sentences, paragraphs.</li> <li>• Write on age appropriate paper.</li> <li>• Revise/edit-with a simple rubric for meaning and logic.</li> <li>• Utilize <a href="#">creativity and communication</a> tools to plan, compose, edit, publish, and share writing.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Confers with few students about writing.</li> <li>• Circulates to be sure students are on task.</li> <li>• Inconsistently distributes age appropriate paper.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Work independently to generate ideas.</li> <li>• Inconsistently prewrite using a graphic organizer.</li> <li>• Draft letters, sight words, sentences.</li> <li>• Write on age appropriate paper.</li> <li>• Revise/edit-with a simple rubric.</li> <li>• Publish on a separate paper or may publish writing on a device.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Confers with no students.</li> <li>• Sits at desk or sharpens pencils.</li> <li>• Does not distribute age appropriate paper.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Do not generate ideas independently.</li> <li>• Do not prewrite.</li> <li>• Struggle to draft- letters, sight words, sentences.</li> <li>• Do not write on age appropriate paper.</li> <li>• Do not revise or edit writing.</li> <li>• Do not publishing writing.</li> </ul>
<b>Share Out and Closing</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Facilitates student sharing of work.</li> <li>• Reinforces learning target and answers questions.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Students share writing in multiple formats and respond to classmates writing.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Calls on 1-2 students directly to share out.</li> <li>• Reminds students of the learning target.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Listen as selected students read their writing.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Makes no reference to learning target.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Do not share.</li> </ul>

# ELA Intervention in the Literacy Block

## Kindergarten – 3<sup>rd</sup> Grade

### 30 minutes – Tier 2 and 3

During intervention time, students have **explicit, direct instruction** in a small group setting. They are given time and opportunity to learn and practice skills and strategies to build literacy skills. Careful selection of highly motivating text is used to increase engagement and motivation.



[Evidence-based reference](#)

<b>Reading Intervention Expectation Rubric – Intervention</b>			
The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.			
	<b>Highly Effective</b>	<b>Approaching</b>	
	<b>Ineffective</b>		
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Small groups are present (personalized online learning station, independent station, and teacher station).</li> <li>Current data is available to support grouping structures.</li> <li>Students are aware of personal achievement level, set and monitor individual goals.</li> <li>Exemplars are continually available for students to reference.</li> <li>Directions and tasks are available for students to reference during their independent practice time.</li> <li>Rotation schedule is posted and referenced.</li> <li>All students engage in discussions about text; student to student, student to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Some small groups are present (personalized online learning station, independent station or teacher station).</li> <li>Out of date data is available to support grouping structures.</li> <li>Students are aware of personal achievement level but do NOT set and monitor individual goals.</li> <li>Exemplars are available, for students to reference, however they are not aligned.</li> <li>Some directions and tasks are available for students to reference during their independent practice time.</li> <li>Rotation schedule is posted but not referenced.</li> <li>Some students engage in discussions about text, but mostly teacher to student.</li> </ul>	<ul style="list-style-type: none"> <li>No small groups are present</li> <li>Data is not available to support grouping structures.</li> <li>Students are unaware of personal achievement levels.</li> <li>Exemplars are not available for students to reference.</li> <li>No directions and tasks are available for students to reference during their independent practice time.</li> <li>No rotation schedule is posted.</li> <li>No students engage in discussions about text.</li> </ul>
<b>Independent Reading And Personalized Learning Stations</b>	<p><u>Students are:</u></p> <ul style="list-style-type: none"> <li><b>Actively engaged</b> in independent reading or personalized online learning.</li> <li><b>Reading</b> books (print or digital) and <b>responding</b> to text in writing.</li> <li><b>Passing</b> online lessons with &gt;80% accuracy.</li> </ul>	<p><u>Students are:</u></p> <ul style="list-style-type: none"> <li><b>Some students are engaged</b> in independent reading or personalized online learning.</li> <li><b>Reading</b> books (print or digital).</li> <li><b>Passing</b> online lessons with 50-79% accuracy.</li> </ul>	<p><u>Students are:</u></p> <ul style="list-style-type: none"> <li><b>Not engaged</b> in independent reading or personalized learning.</li> <li>Not reading books but rather walking around, playing/distracting others.</li> <li><b>Passing</b> online lessons with less than 50% accuracy.</li> </ul>

## Reading Intervention Expectation Rubric – Intervention

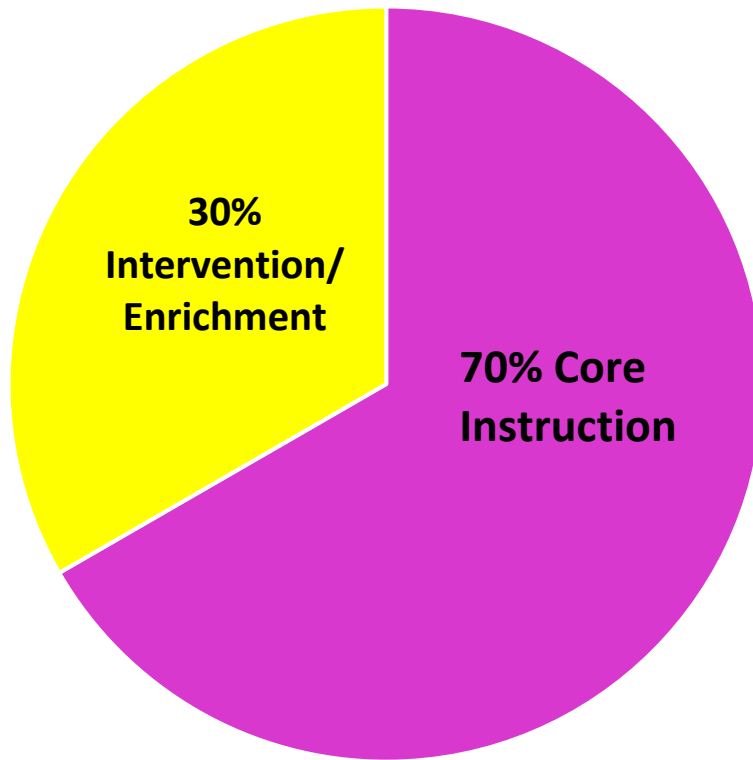
The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.

	Highly Effective	Approaching	Ineffective
<b>Intervention Teacher Station</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Confers</b> daily with 3-4 students individually on reading progress.</li> <li>• <b>Provides</b> step-by-step demonstrations and modeling of literacy concepts and how it connects to text.</li> <li>• <b>Observes all</b> students participating in oral reading.</li> <li>• <b>Interacts</b> with all students to teach, prompt, or reinforce effective reading behavior.</li> <li>• <b>Provides</b> constant feedback to all students to clarify misconceptions.</li> <li>• <b>Consistently engages</b> students with text-based discussion around focus skill/strategy.</li> <li>• <b>Consistently progress monitors</b> students.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Practice</b> focus skill/strategy by reading and writing.</li> <li>• Consistently apply the focused literacy skill in reading a text.</li> <li>• <b>Consistently monitor progress</b> and verbalize misconceptions around focus skill/strategy.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> confers with students on reading progress.</li> <li>• <b>Provides</b> some step-by-step demonstrations and modeling of literacy concepts and how it connects to text.</li> <li>• <b>Observes some</b> oral reading.</li> <li>• <b>Interacts</b> with some students to teach, prompt, or reinforce effective reading behavior.</li> <li>• <b>Provides</b> some feedback to students to clarify misconceptions.</li> <li>• <b>Inconsistently engages</b> students with text-based discussion around focus skill/strategy.</li> <li>• <b>Inconsistently progress monitors</b> students.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Listen and</b> observe focus skill/strategy but have minimal practice time.</li> <li>• Inconsistently apply the focused literacy skill in reading a text.</li> <li>• <b>Inconsistently monitor progress</b> and sometimes verbalize misconceptions around focus skill/strategy.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Does not confer with students on reading progress.</li> <li>• <b>Does not provide</b> step-by-step demonstrations and modeling of literacy or how it connects to text.</li> <li>• <b>Does not observe</b> oral reading.</li> <li>• <b>Does not interact</b> with students to teach, prompt, or reinforce effective reading behavior.</li> <li>• <b>Does not provide</b> feedback to students to clarify misconceptions.</li> <li>• <b>Does not engage</b> students with text-based discussion around focus skill/strategy.</li> <li>• <b>Does not progress monitor.</b></li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Sit passively or put their heads down while teacher talks at them.</li> <li>• <b>Do not apply</b> the focused literacy skill in reading a text.</li> <li>• <b>Do not monitor progress</b> and do not verbalize misconceptions around focus skill/strategy.</li> </ul>

## Literacy Block Composition

### 4<sup>th</sup>- 5<sup>th</sup> Grade

The literacy block should be composed as follows: approximately 90 minutes for core instruction in Reading and Writing and an *additional* 25 minutes for intervention/enrichment if needed. It takes time reading, interacting and discussing books to become literate.

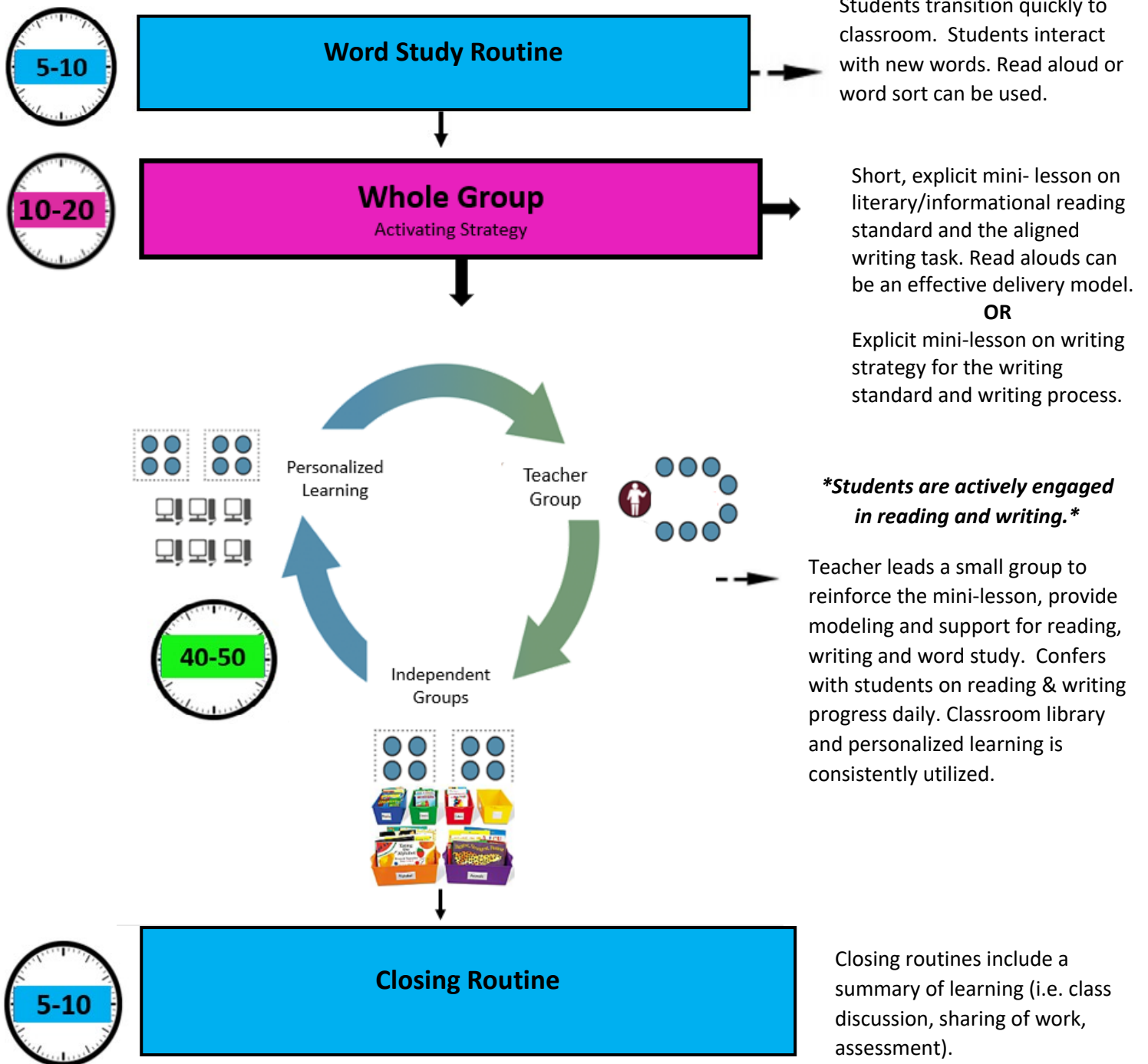


<p>This chart is the <i>minimum</i> suggestion.          Instructional minutes should be protected during the Reading Instructional Block. Students need to receive instruction in each area in order to make adequate progress. Students will need the additional intervention time if they are below grade level in reading.</p>	
<p><b>Total Minutes: 115</b></p>	
<p>Daily Reading and Writing Instruction: 90 minutes</p>	<p>Daily Reading Intervention/Enrichment: 25 minutes (led by core teacher or EIP teacher)</p> <p><i>Notated on the RCSS Standards-Based Instructional Minutes Expectations document as Personalized Learning</i></p>

# ELA Balanced Literacy Block – Core Instruction

90 Minutes 4<sup>th</sup> – 5<sup>th</sup> Grade

This evidence-based balanced literacy English Language Arts Block is for grades 4-5. The core instruction includes reading and writing strategies, guided reading, independent reading, word work, and writing. Each of these components contribute to our goal of nurturing students that can read, write, speak and listen effectively.



# English Language Arts Expectation Rubric – Core Instruction 4<sup>th</sup>-5<sup>th</sup> Grade

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the Language Arts block.

	Highly Effective	Approaching	Ineffective
<b>Word Study Routine</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Prepares and has posted</b> approximately 2-3 new Tier 2 vocabulary words or phonics rules for students to interact with upon entering the room.</li> <li>• Explains word parts and how it helps in decoding and defining words.</li> <li>• Provides explicit vocabulary instruction on word meanings and parts.</li> <li>• Reviews the words and provides student friendly definitions.</li> <li>• Exposes students to new words and word patterns.</li> <li>• Provides explicit instruction in the development and use of word study strategies (base words, prefixes/suffixes, syllabication, open and closed syllables)</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Begin promptly</b> interacting with new words and activity.</li> <li>• Confer with classmates on understanding of words.</li> <li>• <b>Use</b> words in context (related to text) and make meaning of the new words.</li> <li>• Participate in word sorting activities using <a href="#">collaboration</a> tools.</li> <li>• Use words in writing and conversation.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Prepares and has posted</b> 1 new Tier 2 vocabulary word or phonics rules for students to interact with upon entering the room.</li> <li>• May or may not explain word parts and how it helps in decoding.</li> <li>• Provides a definition from the dictionary.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Copy words from the board.</li> <li>• Look up words in the dictionary.</li> <li>• Write sentences containing the words.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Calls roll</b> or has nothing prepared for students when entering the classroom for 5-10 minutes.</li> <li>• <b>Writes a few</b> words on the board.</li> <li>• Reads words to students</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Sitting in desks not engaged.</li> <li>• Repeat words after the teacher says them.</li> <li>• Write words multiple times to practice spelling.</li> </ul>
<b>Whole Group</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Models</b> explicit reading and writing strategies and application in text worthy of students' attention.</li> <li>• Facilitates discussions around mentor text by asking all levels of questions DOK 1-4, and <b>sets purpose and expectations</b> for reading and writing tasks.</li> <li>• Uses gradual release of responsibility and Think Alouds for reading and writing instruction.</li> <li>• Utilizes a variety of <a href="#">creativity</a> and <a href="#">critical thinking</a> tools.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Hold text</b> (book, article, passage) in their hands or access text electronically.</li> <li>• <b>Practice reading strategy</b> and interact with text closely and mindfully by discussing, citing, analyzing, annotating, summarizing and displaying knowledge gained from interaction with text and others.</li> <li>• <b>Practice</b> writing strategy, writing process and <b>type essays</b>.</li> <li>• Utilize a variety of <a href="#">communication</a>, <a href="#">collaboration</a>, <a href="#">creativity</a>, <a href="#">critical thinking</a> tools to generate and share ideas.</li> <li>• Free write to all genres and write in response to text.</li> <li>• Utilize device to access content, books, and to share thoughts, ideas, and their work.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Models</b> mini- lesson of a <b>comprehension strategy</b> by listing steps of the strategy.</li> <li>• Reads and <b>references</b> text by asking some DOK 1-2 questions.</li> <li>• Inconsistently uses gradual release of responsibility and Think Alouds for reading and writing instruction.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Can <b>access</b> projected text.</li> <li>• <b>Refer</b> to text for some questions and answer questions when asked directly by teacher.</li> <li>• Write draft only without writing process and <b>rarely type essays</b>.</li> <li>• Fill in the blanks on writing worksheets.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Does not model the comprehension strategy and no text is present.</li> <li>• <b>Assigns questions</b> to students without a discussion of text meaning or interpretation.</li> <li>• Asks DOK level 1 questions only.</li> <li>• Does not use gradual release of responsibility or Think Alouds.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Do not</b> have text present.</li> <li>• Answer questions not based on text but only on background knowledge.</li> <li>• Write one or two sentences for writing assignments.</li> <li>• Copy words from PowerPoint or correcting sentences for grammatical or spelling errors.</li> </ul>



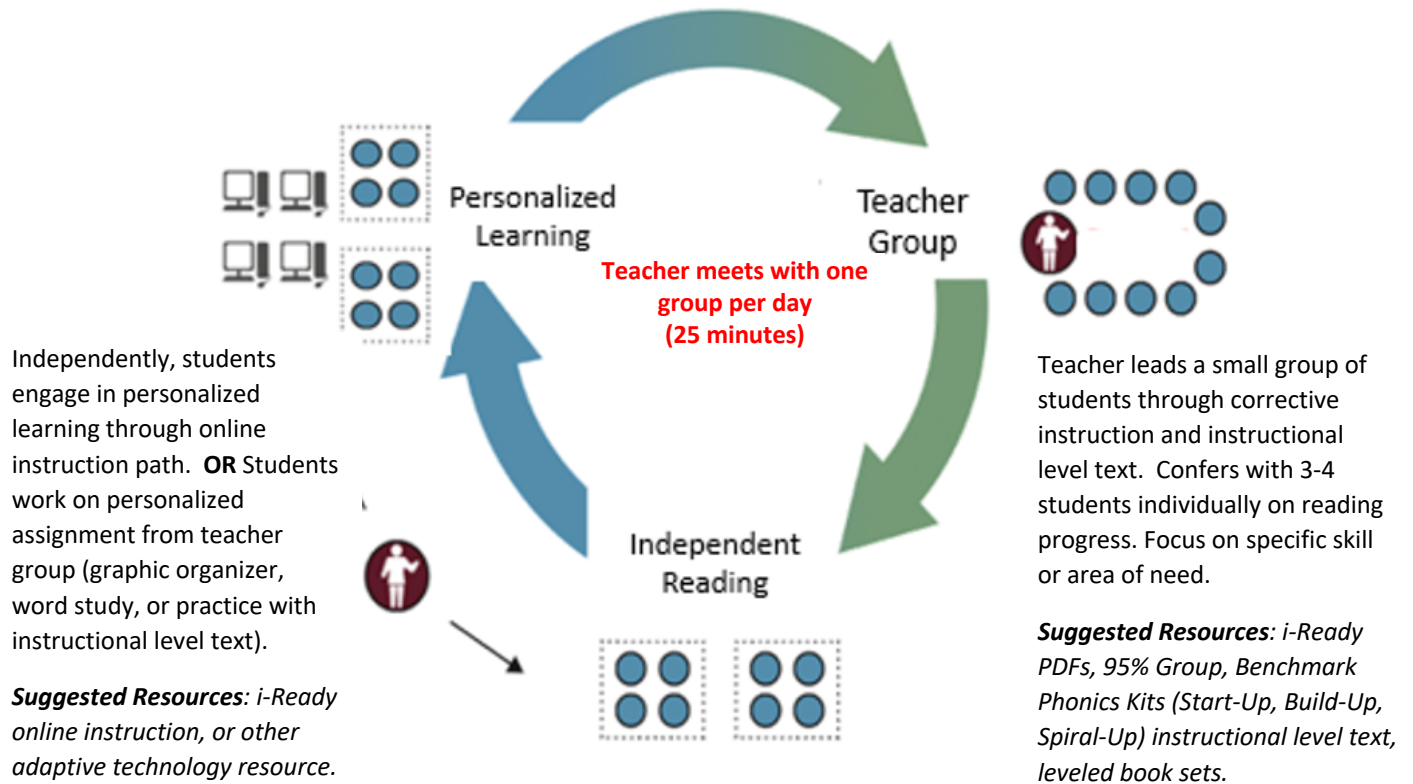
	Highly Effective	Approaching	Ineffective
<b>Teacher Group</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Meets <b>daily with multiple small groups</b>, and regroups students on systematic observation and assessment data.</li> <li>Confers with 1-2 students daily on reading progress.</li> <li>Builds <b>background knowledge</b> to provide access to text and highlight unfamiliar concepts.</li> <li>Models and <b>expects students to read and write</b> at their instructional level. Keeps track of student progress.</li> <li><b>Provides opportunities</b> for students to apply and practice modeled strategies and <b>gives feedback</b>.</li> <li>Engages students with <b>text-based discussion</b> to guide from basic recall to DOK 4 connections; make inferences, evaluations and interpretations by using text evidence.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Read and annotate</b> instructional level text.</li> <li>Practice and apply reading and writing strategies.</li> <li><b>Engage</b> in peer-to-peer, teacher-to-student, and student-to-teacher discussion that makes inferences, generalizations and interpretations of text.</li> <li>Write/type short constructed responses or essays to demonstrate understanding of text.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Meets with <b>at least one</b> small group. Grouping of students may or may not be based on data.</li> <li>Inconsistently confers with students on reading progress.</li> <li>Is not intentional about building background knowledge, but answers student questions.</li> <li>Models and <b>expects students to read and write</b> at the same level.</li> <li>Models how to answer the reading questions with minimal feedback.</li> <li>Asks <b>basic recall questions</b> and/or has students summarize text only.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Read</b> a text.</li> <li>May engage in some reading strategies.</li> <li><b>Respond</b> to teacher prompts, cues and only basic recall questions.</li> <li>Write minimal responses or essays.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Inconsistently, rarely or never</b> meets with students in a small group.</li> <li>Does not confer with students.</li> <li>Does not build background knowledge.</li> <li>Does not model or expect students to read or write.</li> <li>Asks students to read or write without modeling or opportunity to discuss meaning or interpretation.</li> <li><b>Asks</b> basic recall questions only.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Do not have a text</b>; words are read in isolation.</li> <li>Engage in <b>ineffective reading</b> activities.</li> <li>Answer questions <b>without referring to the text</b>.</li> <li>Do not write.</li> </ul>
<b>Independent Groups</b>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Read independently and annotate text or make notes of evidence to include in writing. Utilize vocabulary strategies to define unknown words.</li> <li>Partner read book/article and discuss the meaning and interpretation of text following the teacher provided task or discussion protocol.</li> <li>Work on daily writing in writing process (types essays).</li> <li>Utilize technology to conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>Engage in word work activities using grade level word analysis skills.</li> <li><b>Use One to One Technology to:</b> read/listen to ebooks/digital texts, participate in discussion boards using <a href="#">communication tools</a>, complete <a href="#">critical thinking</a> activities, use <a href="#">communication and collaboration</a> tools to compose/edit writing, use publishing tools to create, use shared documents for <a href="#">collaboration</a>, complete lessons from a personalized learning literacy program.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Read independently.</li> <li>Partner read book/article and discuss the basic meaning of text.</li> <li>Work on daily writing but mostly just drafting and editing. Rarely or never publishes or types essays.</li> <li>Utilize technology for basic recall activities.</li> <li>May or may not engage in word work activities.</li> <li>Use One to One Technology to play phonics games, type writing activities, watching videos.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Read when prompted by teacher.</li> <li>Do not engage in peer-to-peer conversations related to the text or task.</li> <li>Write only to fill in a worksheet with a sentence or two.</li> <li>Do not use technology to conduct research.</li> <li>Write spelling words/spelling sentences.</li> <li>Play random computer games.</li> </ul>

	<b>Highly Effective</b>	<b>Approaching</b>	<b>Ineffective</b>
<b>Closing Routine</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Facilitates a summary of the learning with a sharing of student work and class discussion to reinforce purpose.</li> <li>Utilizes a <a href="#">critical thinking</a> instructional tool to summarize the lesson.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Participate in the summary of the lesson by asking and answering questions and using <a href="#">collaboration tools</a>.</li> <li>Share writing using a variety of <a href="#">communication and creativity tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Guides a summary of the learning with a sharing of student work and class discussion but does not reinforce purpose.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Listen to the summary of the lesson and answer questions if asked.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>May or may not summarize the lesson without student input.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Do not participate in the summary of the lesson</li> <li>Put books and items away.</li> </ul>

## 4<sup>th</sup> – 5<sup>th</sup> Grade

### ELA Intervention in the Literacy Block 25 minutes – Tier 2 and 3

During intervention time, students have **explicit, direct instruction** in a small group setting. They are given time and opportunity to learn and practice skills and strategies to build literacy skills. Careful selection of highly motivating text is used to increase engagement and motivation.



Students are reading independent level books; responding to text in writing or in group discussions (partner or book club), are responding to the text in some authentic way (creating book review or comprehension activity).

**Suggested Resources:** *Classroom Library, Media Center, myON, reading logs, teacher provided prompts.*

[Evidence-based reference](#)

<b>Reading Intervention Expectation Rubric – Intervention</b>			
The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.			
	<b>Highly Effective</b>	<b>Approaching</b>	
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Small groups are present (personalized online learning station, independent station, and teacher station).</li> <li>• Current data is available to support grouping structures.</li> <li>• Students are aware of personal achievement level, set and monitor individual goals.</li> <li>• Exemplars are continually available for students to reference.</li> <li>• Directions and tasks are available for students to reference during their independent practice time.</li> <li>• Rotation schedule is posted and referenced.</li> <li>• All students engage in discussions about text; student to student, student to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Some small groups are present (personalized online learning station, independent station or teacher station).</li> <li>• Out of date data is available to support grouping structures.</li> <li>• Students are aware of personal achievement level but do NOT set and monitor individual goals.</li> <li>• Exemplars are available, for students to reference, however they are not aligned.</li> <li>• Some directions and tasks are available for students to reference during their independent practice time.</li> <li>• Rotation schedule is posted but not referenced.</li> <li>• Some students engage in discussions about text, but mostly teacher to student.</li> </ul>	<b>Ineffective</b>
<b>Independent Reading And Personalized Learning Stations</b>	<p><u>Students are:</u></p> <ul style="list-style-type: none"> <li>• <b>Actively engaged</b> in independent reading or personalized online learning.</li> <li>• <b>Reading</b> books and <b>responding</b> to text in writing.</li> <li>• <b>Passing</b> online lessons with <math>\geq 80\%</math> accuracy.</li> </ul>	<p><u>Students are:</u></p> <ul style="list-style-type: none"> <li>• <b>Some students are engaged</b> in independent reading or personalized online learning.</li> <li>• <b>Reading</b> books.</li> <li>• <b>Passing</b> online lessons with 50-79% accuracy.</li> </ul>	<p><u>Students are:</u></p> <ul style="list-style-type: none"> <li>• <b>Not engaged</b> in independent reading or personalized learning.</li> <li>• not reading books but rather walking around, playing/distracting others.</li> <li>• <b>Passing</b> online lessons with less than 50% accuracy.</li> </ul>

## Reading Intervention Expectation Rubric – Intervention

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.

	Highly Effective	Approaching	Ineffective
<b>Intervention Teacher Group</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Confers</b> daily with 3-4 students individually on reading progress.</li> <li>• <b>Provides</b> step-by-step demonstrations and modeling of literacy concepts and how it connects to text.</li> <li>• <b>Observes all</b> student participating in oral reading.</li> <li>• <b>Interacts</b> with all students to teach, prompt, or reinforce effective reading behavior.</li> <li>• <b>Provides</b> constant feedback to all students to clarify misconceptions.</li> <li>• <b>Consistently engages</b> students with text-based discussion around focus skill/strategy.</li> <li>• <b>Consistently progress monitors</b> students.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Practice</b> focus skill/strategy by reading and writing.</li> <li>• Consistently apply the focused literacy skill in reading a text.</li> <li>• <b>Consistently monitor progress</b> and verbalize misconceptions around focus skill/strategy.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> confers with students on reading progress.</li> <li>• <b>Provides</b> some step-by-step demonstrations and modeling of literacy concepts and how it connects to text.</li> <li>• <b>Observes some</b> oral reading.</li> <li>• <b>Interacts</b> with some students to teach, prompt, or reinforce effective reading behavior.</li> <li>• <b>Provides</b> some feedback to students to clarify misconceptions.</li> <li>• <b>Inconsistently engages</b> students with text-based discussion around focus skill/strategy.</li> <li>• <b>Inconsistently progress monitors</b> students.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Listen and</b> observe focus skill/strategy but have minimal practice time.</li> <li>• Inconsistently apply the focused literacy skill in reading a text.</li> <li>• <b>Inconsistently monitor progress</b> and sometimes verbalize misconceptions around focus skill/strategy.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Does not confer with students on reading progress.</li> <li>• <b>Does not provide</b> step-by-step demonstrations and modeling of literacy or how it connects to text.</li> <li>• <b>Does not observe</b> oral reading.</li> <li>• <b>Does not interact</b> with students to teach, prompt, or reinforce effective reading behavior.</li> <li>• <b>Does not provide</b> feedback to students to clarify misconceptions.</li> <li>• <b>Does not engage</b> students with text-based discussion around focus skill/strategy.</li> <li>• <b>Does not progress monitor.</b></li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Sit passively or put their heads down while teacher talks at them.</li> <li>• <b>Do not apply</b> the focused literacy skill in reading a text.</li> <li>• <b>Do not monitor progress</b> and do not verbalize misconceptions around focus skill/strategy.</li> </ul>



## ELA Strategies to Try

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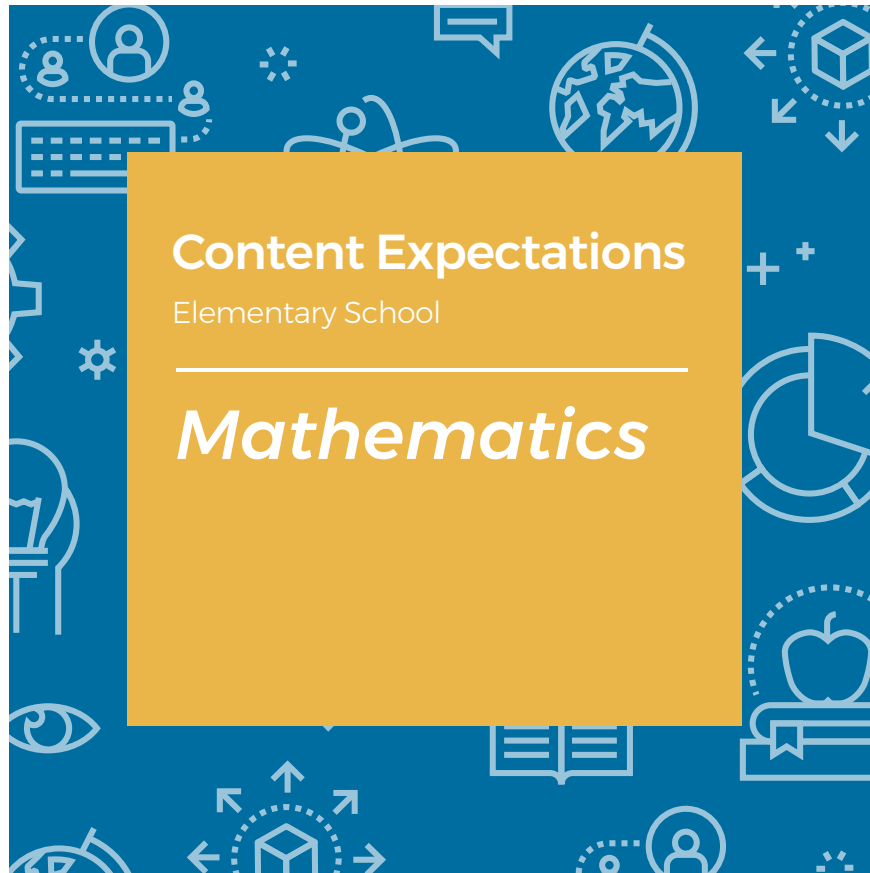
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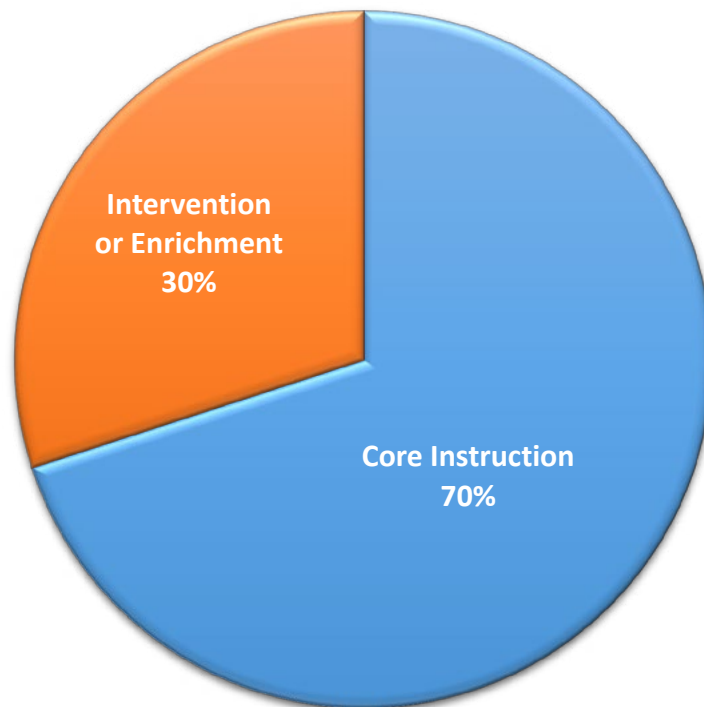
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## Mathematics Block Composition – Kindergarten – 3<sup>rd</sup> Grade

The mathematics block should be composed as follows: 70 minutes for core (grade level) mathematics instruction and 30 minutes for intervention/enrichment. The mathematics block is structured to provide *approximately* 70% core instruction (grade level) and *approximately* 30% intervention/enrichment (below/above grade level) to all students.



### Instructional Minutes

This chart is the *minimum* suggestion.

Instructional minutes may be increased based on your students' instructional needs. Instructional minutes should be protected during the Mathematics Instructional Block. Students will need [intervention](#) time if they are below grade level in mathematics.

### Total Minutes: 100

#### DAILY Core Instruction

70 minutes

#### DAILY Intervention/Enrichment

30 minutes

(led by core teacher or EIP teacher)

*Students should work on [iReady](#) intervention/enrichment. Every student should be a part of a teacher group at least once a week.*

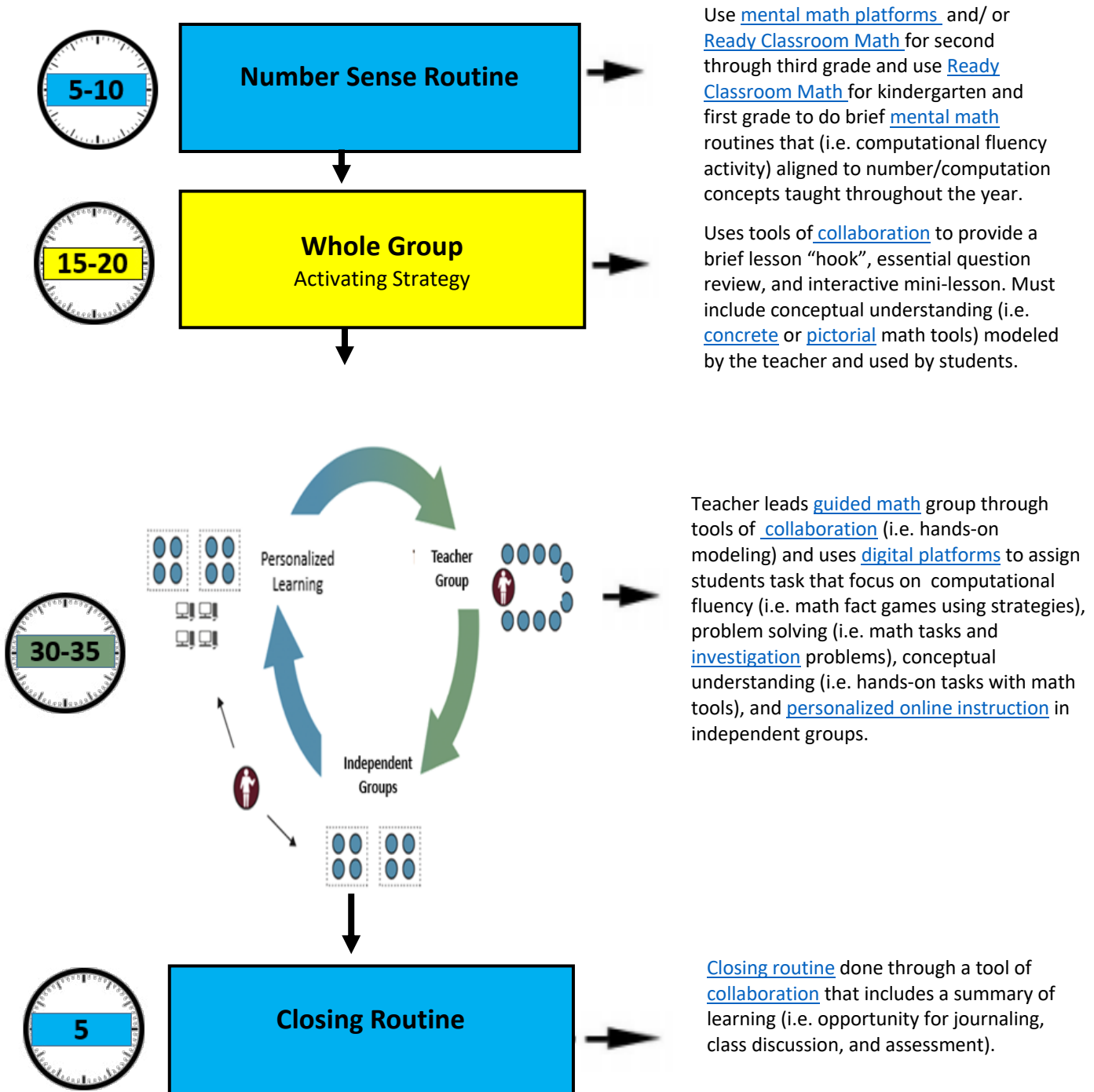
### [Evidence-Based Bibliography](#)



# Mathematics Block Expectations – Core Instruction

## 100 Minutes: Kindergarten – 3<sup>rd</sup> Grade

The research-based [Mathematics Workshop Model](#) outlines the structure of the core instructional (grade-level) components of the mathematics block. The instructional activities must align to [Balanced Numeracy](#) instructional expectations. Balanced Numeracy includes Conceptual Understanding, Computational Fluency, and Problem Solving. The tasks and/or activities for each day should be selected intentionally to support student needs and the goals of the lesson.



## Mathematics Block Expectation Rubric – Core Instruction (Kindergarten – 3rd Grade)

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.

	Highly Effective	Approaching	Ineffective
<b>Number Sense Routine</b> <b>(i.e. Number Talks, Calendar Math, etc....)</b>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Assigns whole group <b>mental math</b> activities through <b>digital websites</b> where students find an answer to a math problem “in their heads”.</li> <li><b>Facilitates</b> discussion through tools of <b>collaboration</b> and assigns combinations of <b>low-, mid- and high-level</b> questions that promote <b>critical thinking</b>, records responses, and encourages students to make meaning of the mathematics through discussion.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Share <b>aloud</b> the <b>strategies</b> they used to find the answer.</li> <li>Practice <b>explaining their thinking</b> and asking each other questions.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><b>Instructs</b> a whole group <b>mental math</b> activity through tools of <b>collaboration</b> where students are <b>guided</b> to an answer of a math problem.</li> <li><b>Guides</b> student thinking to answer questions and records guided responses on the board (teacher is doing most of the thinking).</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Share aloud the strategies they used to find the answer <b>with teacher prompting</b>.</li> <li>Practice explaining their thinking and asking each other questions <b>with prompting from the teacher</b>.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><b>Does not</b> include a <b>number sense</b> routine at the beginning of the math block.</li> <li>Encourages students to complete unfinished homework problems or other tasks during the number sense routine time.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Complete abstract worksheet exercises (i.e. Daily 5 abstract practice exercises).</li> <li>Completes homework.</li> </ul>
<b>Whole Group</b>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Uses <b>digital platforms</b> to activate prior knowledge and draws on <b>student experience</b> to engage students.</li> <li><b>Models</b> the grade-level math standard with digital forms of <b>concrete</b> or <b>pictorial</b> math tools and <b>connects to prior learning</b>.</li> <li>Talk focuses on <b>low-, mid- and high-levels</b> of mathematical thinking and questioning (i.e. DOK 1-4).</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Use math tools to develop conceptual understanding of the lesson and <b>communicates</b> mathematically how and why to use the tool.</li> <li>Engage in <b>multi-step</b> tasks that require <b>low-, mid- and high-level cognitive demands</b>, problem solving and reasoning (i.e. DOK 1-4)</li> <li>Exhibit <b>strong</b> perseverance in problem solving by <b>looking for multiple entry points/solution paths</b>.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><b>Attempts</b> to activate students’ prior knowledge by using <b>digital platforms</b> but fails to go far enough to engage students.</li> <li>Models the grade-level math standard with digital forms of <b>concrete</b> or <b>pictorial</b> math tools but <b>does not</b> connect to prior learning.</li> <li>Talk focuses on <b>low-levels</b> of mathematical thinking and questioning <b>only</b> (i.e. DOK 1 only).</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Use math tools to develop conceptual understanding of the lesson but <b>cannot communicate</b> mathematically how and why to use the tool.</li> <li>Engage in <b>one-step</b> tasks that require a <b>low-level cognitive demand</b>, problem solving and reasoning (DOK 1 only).</li> <li>Exhibit <b>some</b> perseverance in problem solving by <b>looking for one entry point/solution path</b>.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>low-level cognitive demand</b> (DOK 1 only).</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><b>Does not</b> attempt to activate students’ prior knowledge or acknowledge students’ experiences in instruction.</li> <li><b>Does not</b> include any modeling with math tools.</li> <li>Does not use math talk or questioning.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>Do not</b> use math tools.</li> <li>Engage in <b>naked number exercises</b> without conceptual understanding.</li> <li><b>Do not</b> persevere in problem solving (i.e. <i>students could not figure out how to get started on a problem, or when confronted with an obstacle they stopped working</i>).</li> <li><b>Does not</b> engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussion.</li> </ul>

# Mathematics Block Expectation Rubric – Core Instruction (Kindergarten – 3rd Grade)

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.

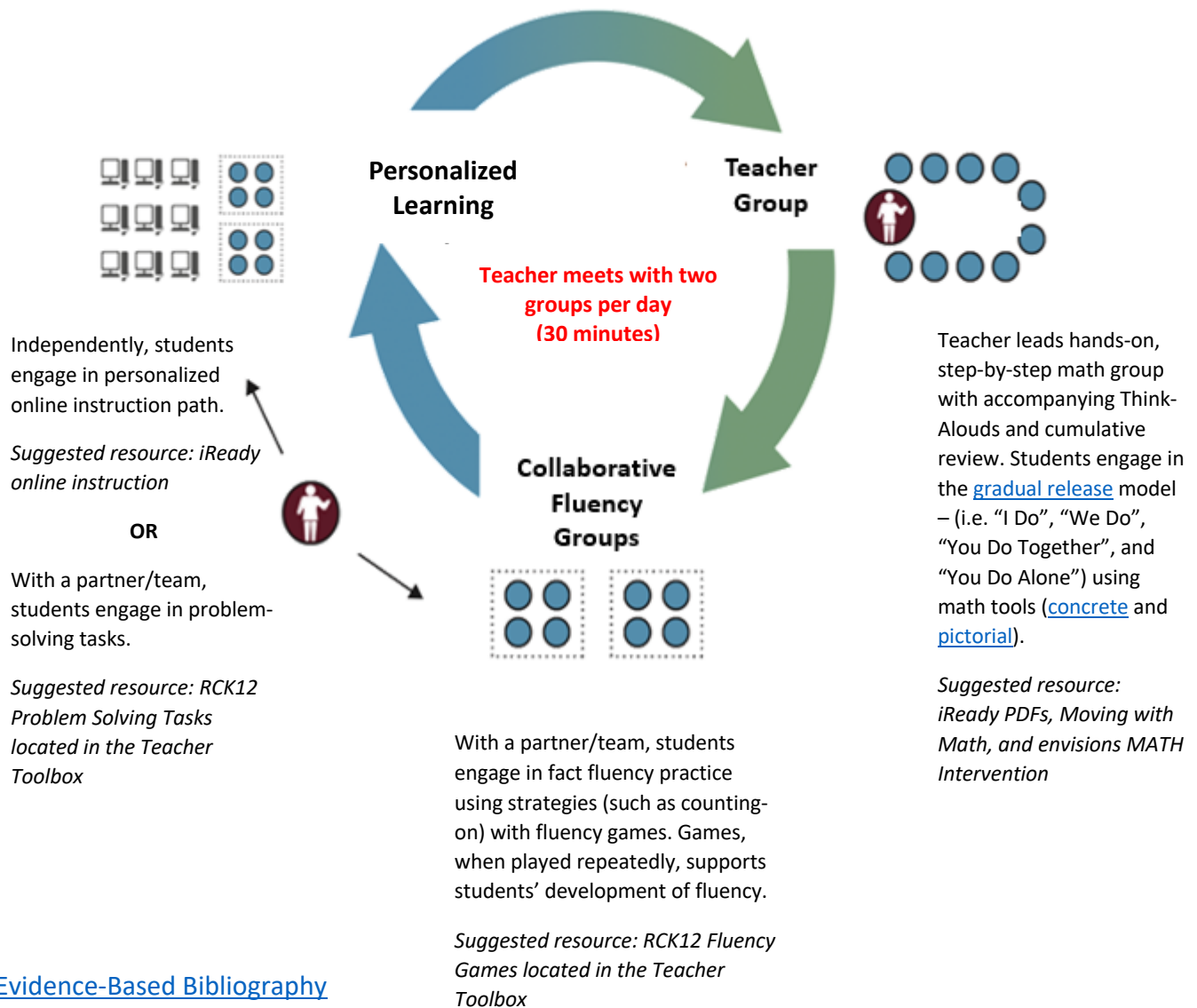
	Highly Effective	Approaching	Ineffective
<b>Teacher Group</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Meets daily with <b>multiple small groups</b> of students and regroup students based on data.</li> <li><b>Continuously</b> uses digital forms of <b>concrete</b> or <b>pictorial</b> math tools.</li> <li>Consistently instructs using <b>digital platforms</b> to model grade-level specific problems such as with teacher <b>think-alouds</b>.</li> <li>Asks <b>low-, mid- and high-level questions (DOK 1-4)</b> through tools of <b>collaboration</b> to have students talk about the mathematics, <b>leading</b> to deepen their understanding.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Meets daily with <b>one small group</b> of students and does not regroup students based on data.</li> <li><b>Sometimes</b> uses digital forms of <b>concrete</b> or <b>pictorial</b> math tools.</li> <li><b>Sometimes</b> instructs using <b>digital platforms</b> to model grade level specific problems but students are confused with the model.</li> <li>Asks <b>low-questions (DOK 1 only)</b> to have students talk about the mathematics, but it <b>does not lead to discussion</b> to deepen their understanding.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Does not</b> meet with a <b>small group</b>.</li> <li><b>Does not</b> use uses digital forms of <b>concrete</b> or <b>pictorial</b> math tools.</li> <li><b>Does not</b> include models of grade-level specific problems or teacher think-alouds.</li> <li><b>Does not</b> asks questions.</li> </ul>
<b>Independent Groups</b>	<p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li>Engage in <b>multi-step</b> tasks that require <b>low-, mid- and high-level cognitive demands</b>, problem solving and reasoning (i.e. DOK 1-4)</li> <li>Uses digital forms of <b>concrete</b> or <b>pictorial</b> math tools to make math connections among <b>multiple representations</b>.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions.</li> </ul>	<p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li>Engage in <b>one-step</b> tasks that require a <b>low-level cognitive demand</b>, problem solving and reasoning (DOK 1 only).</li> <li>Uses digital forms of <b>concrete</b> or <b>pictorial</b> math tools but does not make math connections among <b>multiple representations</b>.</li> <li>Engage in <b>low-level peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions (DOK 1 only).</li> </ul>	<p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li>Engage in <b>naked number exercises</b> without conceptual understanding.</li> <li><b>Do not</b> use <b>concrete</b> or <b>pictorial</b> math tools.</li> <li><b>Do not</b> engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions.</li> </ul>
<b>Closing Routine</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Facilitates</b> the lesson summary using tools of <b>collaboration</b> with references to student work and reinforces the purpose of the lesson.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Guides</b> the lesson summary through tools of <b>collaboration</b> with references to student work but fails to reinforce the purpose of the lesson.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Summarizes</b> the lesson without student input or does not summarize the lesson.</li> </ul>

# Mathematics Block Expectations – Intervention

## 30 minutes: Kindergarten – 3<sup>rd</sup> Grade

### Tier 2 and Tier 3

The research-based [Mathematics Workshop Model](#) outlines the structure of the intervention (below grade-level) component of the mathematics block. Students are grouped based on diagnostic and [progress monitoring](#) data. [Intervention](#) is provided to students to reduce [unfinished learning](#) (i.e. gap in learning). Daily, the teacher provides hands-on, step-by-step instruction to **at least** two different groups of students during the intervention component of the mathematics block. However, **all** students will visit the teacher-led group at least once weekly to receive step-by-step instruction for their *unfinished learning*.



# Mathematics Block Expectation Rubric – Intervention (Kindergarten – 3<sup>rd</sup> Grade)

The math rubric below is used as a fidelity check to monitor specific success criteria of the [intervention](#) component of the mathematics block.

	Highly Effective	Approaching	Ineffective
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li><a href="#">iReady</a> reports are used to form small groups (personalized online learning, fluency, and problem solving) <b>and</b> teacher group.</li> <li><b>Sufficient</b> data is available to support grouping structures (ex <a href="#">Instructional Grouping Profile</a> and <a href="#">Progress Monitoring Checks</a>).</li> <li>Students are <b>aware</b> of personal achievement level, <b>set and monitor</b> individual goals (student data notebook) and can locate progress and goals in <a href="#">iReady</a>.</li> <li>A <a href="#">collaborative</a> platform is used for students to stroll through to see <b>several</b> worked examples or are displayed in room. <del>are available for students to reference</del> (ex. <a href="#">Anchor charts</a>).</li> <li><b>Clear</b> directions, tasks, and math tools are available for students to reference during their independent practice time.</li> <li><a href="#">Rotation</a> schedule is posted and referenced.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">iReady</a> reports are used to form small groups (personalized online learning, fluency, and problem solving) <b>or</b> teacher group.</li> <li><b>Limited</b> data is available to support grouping structures (ex. <a href="#">Instructional Grouping Profile</a>).</li> <li>Students are <b>aware</b> of personal achievement level but <b>do not</b> set and monitor individual goals nor know how to locate progress and goals in <a href="#">iReady</a>.</li> <li>A <a href="#">collaborative</a> platform is used for students to stroll through to see, <b>but few</b> worked examples are available or displayed. (ex. <a href="#">Anchor charts</a>).</li> <li><b>Unclear</b> directions, tasks, and math tools are available for students to reference during their independent practice time.</li> <li><a href="#">Rotation</a> schedule is posted but not referenced.</li> </ul>	<ul style="list-style-type: none"> <li>No small groups are present.</li> <li>Data is <b>not</b> available to support grouping structures.</li> <li>Students are <b>unaware</b> of personal achievement levels.</li> <li><b>No</b> worked examples are available for students to reference (ex. <a href="#">Anchor Charts</a>).</li> <li><b>No</b> directions and tasks are available for students to reference during their independent practice time.</li> <li><b>No</b> <a href="#">rotation</a> schedule is posted.</li> </ul>
<b>Collaborative Fluency Groups/ Personalized Learning</b>	<ul style="list-style-type: none"> <li><b>Most students work</b> collaboratively in data-based groups, formed by using <a href="#">iReady</a> data, at the <b>appropriate</b> instructional level (i.e. 4<sup>th</sup> grade students may work on 3<sup>rd</sup> grade <a href="#">unfinished learning</a>).</li> <li><b>Most students actively engage</b> in one of the following groups at the <b>appropriate</b> instructional level (fluency, problem solving, or online learning).</li> <li><b>Most students use</b> digital forms of <a href="#">pictorial</a> or <a href="#">concrete</a> math tools to understand math concepts.</li> <li><b>All</b> students engage in math talk (ex. peer-to-peer).</li> <li><b>Passing</b> online lessons with <math>\geq 80\%</math> accuracy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some students work</b> collaboratively in data-based, formed by using <a href="#">iReady</a> data, groups at the <b>appropriate</b> instructional level (i.e. 4<sup>th</sup> grade students may work on 3<sup>rd</sup> grade <a href="#">unfinished learning</a>).</li> <li><b>Some students engage</b> in one of the following groups at the <b>appropriate</b> instructional level (fluency, problem solving, or online learning).</li> <li><b>Some students use</b> digital forms of <a href="#">pictorial</a> or <a href="#">concrete</a> math tools to understand math concepts.</li> <li><b>Some</b> students engage in math text talk (ex. peer-to-peer)</li> <li><b>Passing</b> online lessons with 50-79% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>do not work</b> collaboratively in data-based groups or students are assigned work at an <b>inappropriate</b> instructional level (i.e. students are unable to complete the activity).</li> <li>Students <b>do not engage</b> in one of the following groups (fluency, problem solving, or online learning).</li> <li>Students <b>do not use</b> <a href="#">pictorial</a> or <a href="#">concrete</a> math tools (i.e. base ten blocks, cubes, counters) to understand math concepts.</li> <li><b>No</b> students engage in math talk (ex. peer-to-peer).</li> <li><b>Passing</b> online lessons with less than 50% accuracy.</li> </ul>

# Mathematics Block Expectation Rubric – Intervention – Kindergarten – 3<sup>rd</sup> Grade

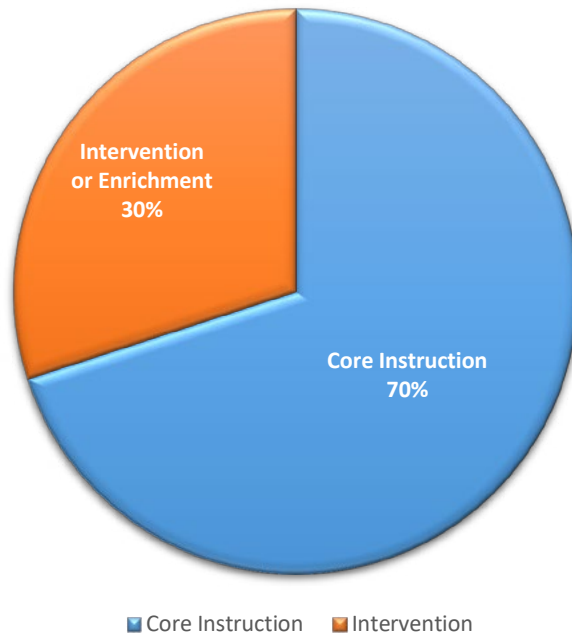
The math rubric below is used as a fidelity check to monitor specific success criteria of the [intervention](#) component of the mathematics block.

Teacher Group	Highly Effective	Approaching	Ineffective
<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Uses tools of <a href="#">collaboration</a> to provide <b>detailed</b> step-by-step demonstrations and modeling of math concepts with digital forms of math tools (<a href="#">pictorial</a> and <a href="#">concrete</a>) with accompanying Think-Alouds.</li> <li>Provides <b>explicit practice</b> (i.e. “I Do”, “We Do”, “You Do Together”, and “You Do Alone”).</li> <li>Provides <b>continuous</b> feedback to <b>all</b> students to clarify <a href="#">misconceptions</a>.</li> <li>Asks <b>multiple</b> students to explain their mathematical thinking, reasoning, and approaches.</li> <li>Provides <b>cumulative review</b> to solidify students understanding of previously reviewed math topics.</li> <li>Monitors student progress through <a href="#">/Ready</a> for <b>all</b> students (ex. <a href="#">anecdotal notes</a>, checklist) <b>of student performance</b>.</li> <li>Asks a combination of <b>low-,mid- and high-level questions (DOK 1-4)</b> to have students talk about the mathematics, <b>leading</b> to deepen their understanding.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>Practice</b> modeling focus skill/strategy with math tools (<a href="#">concrete</a> and <a href="#">pictorial</a>).</li> <li><b>All</b> students engage in math talk (ex. peer-to-peer, student-to-teacher).</li> <li><b>Monitor progress</b> and verbalize <a href="#">misconceptions</a> around focus skill/strategy (i.e. <a href="#">goal setting</a> sheets).</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>low-, mid- and high-level cognitive demand</b>.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Uses tools of <a href="#">collaboration</a> to provide <b>some</b> step-by-step demonstrations and modeling of math concepts with math tools (<a href="#">pictorial</a> and <a href="#">concrete</a>) without accompanying Think-Alouds.</li> <li>Provides <b>some</b> practice but does not allow students to practice together and independently (i.e. “I Do” and “We Do only).</li> <li>Provides feedback to <b>most</b> students to clarify <a href="#">misconceptions</a>.</li> <li>Asks <b>at least one</b> student to explain their mathematical thinking, reasoning, and approaches.</li> <li>Provides <b>review</b> of current math topics only.</li> <li>Monitors student progress through <a href="#">/Ready</a> for <b>some</b> students (ex. <a href="#">anecdotal notes</a>, checklist) of student performance.</li> <li>Asks <b>low-questions (DOK 1 only)</b> to have students talk about the mathematics, but it <b>does not lead to discussion</b> to deepen their understanding.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>Listen and observe the teacher</b> modeling focus skill/strategy with math tools (<a href="#">concrete</a> and <a href="#">pictorial</a>).</li> <li><b>Some</b> students engage in math text talk (ex. peer-to-peer, student-to-teacher).</li> <li><b>Inconsistently</b> monitor progress and verbalize <a href="#">misconceptions</a> around focus skill/strategy.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>low-level cognitive demand</b> (DOK 1 only).</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><b>Does not</b> provide step-by-step demonstrations and modeling of math concepts with math tools (<a href="#">pictorial</a> and <a href="#">concrete</a>) or accompanying Think-Alouds.</li> <li><b>Does not</b> provide practice.</li> <li><b>Does not</b> provide feedback to students to clarify <a href="#">misconceptions</a>.</li> <li><b>Does not</b> ask students to explain their mathematical thinking, reasoning, or approaches.</li> <li><b>Does not</b> provide review to further students understanding of concepts.</li> <li><b>Does not</b> monitor student progress (ex. <a href="#">anecdotal notes</a>, checklist) of student performance.</li> <li><b>Does not ask questions</b>.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>Do not</b> observe or practice modeling focus skill/strategy with math tools (<a href="#">concrete</a> and <a href="#">pictorial</a>).</li> <li><b>No</b> students engage in math talk (ex. peer-to-peer, student-to-teacher).</li> <li><b>Do not</b> monitor progress and verbalize <a href="#">misconceptions</a> around focus skill/strategy.</li> <li><b>Does not</b> engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussion.</li> </ul>	

# Mathematics Block Composition

## 4<sup>th</sup> – 5<sup>th</sup> Grade

The mathematics block should be composed as follows: 90 minutes for core (grade level) mathematics instruction and *additional* 25 minutes for intervention/enrichment if needed. The mathematics block is structured to provide *approximately* 70% core instruction (grade level) and *approximately* 30% intervention/enrichment (below/above grade level) to all students.



## Instructional Minutes

This chart is the *minimum* suggestion.

Instructional minutes may be increased based on your students' instructional needs. Instructional minutes should be protected during the Mathematics Instructional Block. Students will need [intervention](#) time if they are below grade level in mathematics.

### Total Minutes: 115

#### DAILY Core Instruction

90 minutes

#### DAILY Intervention/Enrichment

25 minutes

(led by core teacher or EIP teacher)

Notated on the [RCSS Standards-Based Instructional Minutes Expectations](#) document as *Personalized Learning*

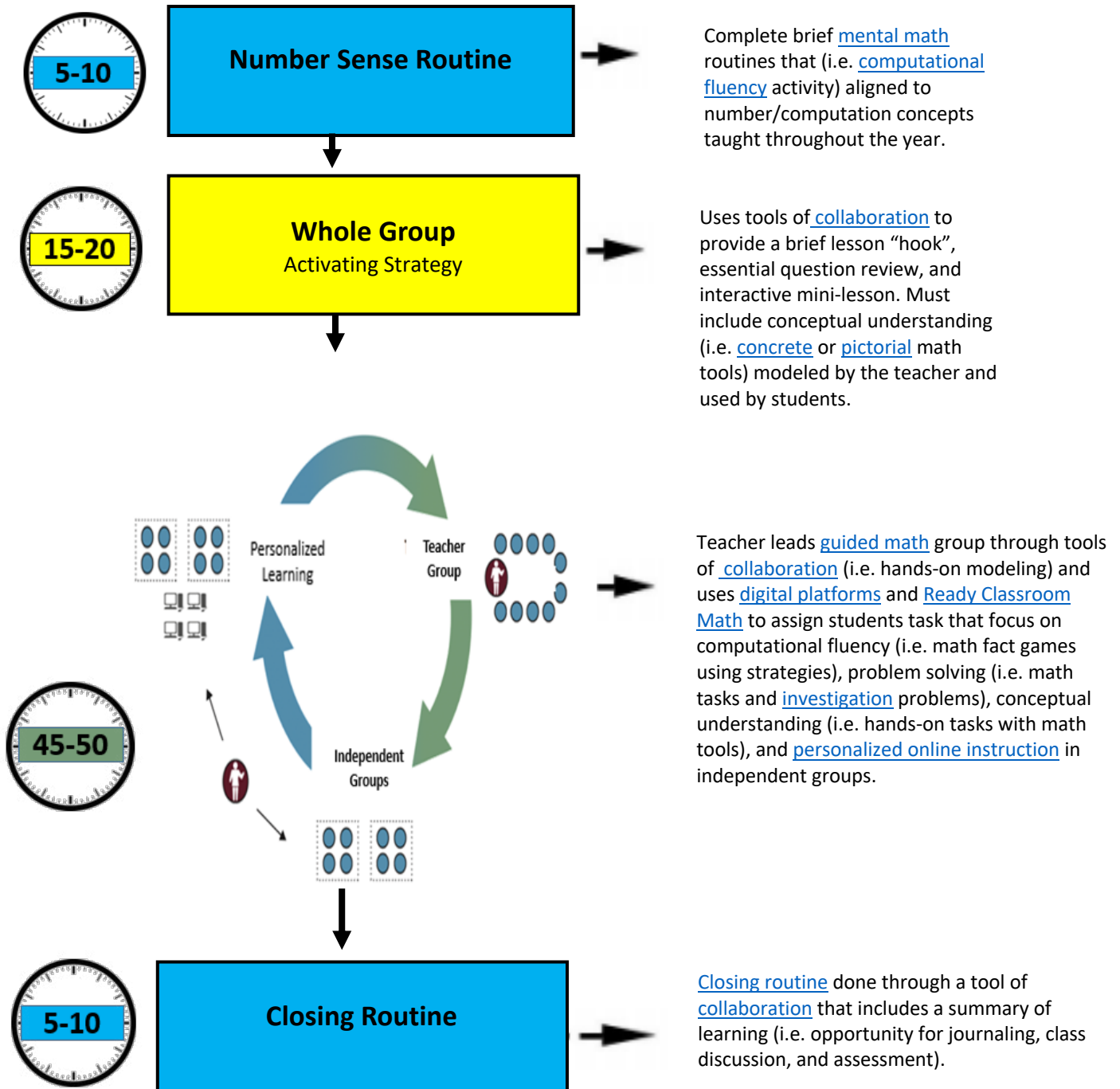
Students should work on [iReady](#) intervention/enrichment. Every student should be a part of a teacher group at least once a week.

## [Evidence-Based Bibliography](#)

# Mathematics Block Expectations – Core Instruction

## 90 Minutes: 4<sup>th</sup> – 5<sup>th</sup> Grade

The research-based [Mathematics Workshop Model](#) outlines the structure of the core instructional (grade-level) components of the mathematics block. The instructional activities must align to [Balanced Numeracy](#) instructional expectations. Balanced Numeracy includes Conceptual Understanding, Computational Fluency, and Problem Solving. The tasks and/or activities for each day should be selected intentionally to support student needs and the goals of the lesson.





## Mathematics Block Expectation Rubric – Core Instruction – 4<sup>th</sup> and 5<sup>th</sup> Grade

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.

	Highly Effective	Approaching	Ineffective
<p><b>Number Sense Routine</b> (i.e. Number Talks, Calendar Math, etc...)</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Assigns whole group <b>mental math</b> activities through <b>digital websites</b> where students find an answer to a math problem “in their heads”.</li> <li><b>Facilitates</b> discussion through tools of <b>collaboration</b> and assigns combinations of <b>low-, mid- and high-level</b> questions that promote <b>critical thinking</b>, records responses, and encourages students to make meaning of the mathematics through discussion.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Share <b>aloud</b> the <b>strategies</b> they used to find the answer.</li> <li>Practice <b>explaining their thinking</b> and asking each other questions.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Instructs</b> a whole group <b>mental math</b> activity through tools of <b>collaboration</b> where students are <b>guided</b> to an answer of a math problem.</li> <li><b>Guides</b> student thinking to answer questions and records guided responses on the board (teacher is doing most of the thinking).</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Share aloud the strategies they used to find the answer <b>with teacher prompting</b>.</li> <li>Practice explaining their thinking and asking each other questions <b>with prompting from the teacher</b>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Does not</b> include a <b>number sense</b> routine at the beginning of the math block.</li> <li>Encourages students to complete unfinished homework problems or other tasks during the number sense routine time.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Complete abstract worksheet exercises (i.e. Daily 5 abstract practice exercises).</li> <li>Completes homework.</li> </ul>
<p><b>Whole Group</b></p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Uses <b>digital platforms</b> to activate prior knowledge and draws on <b>student experience</b> to engage students.</li> <li><b>Models</b> the grade-level math standard with digital forms of <b>concrete</b> or <b>pictorial</b> math tools and <b>connects to prior learning</b>.</li> <li>Talk focuses on <b>low-, mid- and high-levels</b> of mathematical thinking and questioning (i.e. DOK 1-4).</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Use digital math tools to develop conceptual understanding of the lesson and <b>communicates</b> mathematically how and why to use the tool.</li> <li>Engage in <b>multi-step</b> tasks that require <b>low-, mid- and high-level cognitive demands</b>, problem solving and reasoning (i.e. DOK 1-4)</li> <li>Exhibit <b>strong</b> perseverance in problem solving by <b>looking for multiple entry points/solution paths</b>.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Attempts</b> to activate students’ prior knowledge by using <b>digital platforms</b> but fails to go far enough to engage students.</li> <li>Models the grade-level math standard with digital forms of <b>concrete</b> or <b>pictorial</b> math tools but <b>does not</b> connect to prior learning.</li> <li>Talk focuses on <b>low-levels</b> of mathematical thinking and questioning <b>only</b> (i.e. DOK 1 only).</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Use math tools to develop conceptual understanding of the lesson but <b>cannot communicate</b> mathematically how and why to use the tool.</li> <li>Engage in <b>one-step</b> tasks that require a <b>low-level cognitive demand</b>, problem solving and reasoning (DOK 1 only).</li> <li>Exhibit <b>some</b> perseverance in problem solving by <b>looking for one entry point/solution path</b>.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>low-level cognitive demand</b> (DOK 1 only).</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Does not</b> attempt to activate students’ prior knowledge or acknowledge students’ experiences in instruction.</li> <li><b>Does not</b> include any modeling with math tools.</li> <li>Does not use math talk or questioning.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Do not</b> use math tools.</li> <li>Engage in <b>naked number exercises</b> without conceptual understanding.</li> <li><b>Do not</b> persevere in problem solving (i.e. students could not figure out how to get started on a problem, or when confronted with an obstacle they stopped working).</li> <li><b>Does not</b> engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussion.</li> </ul>

# Mathematics Block Expectation Rubric – Core Instruction – 4<sup>th</sup> and 5<sup>th</sup> Grade

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.

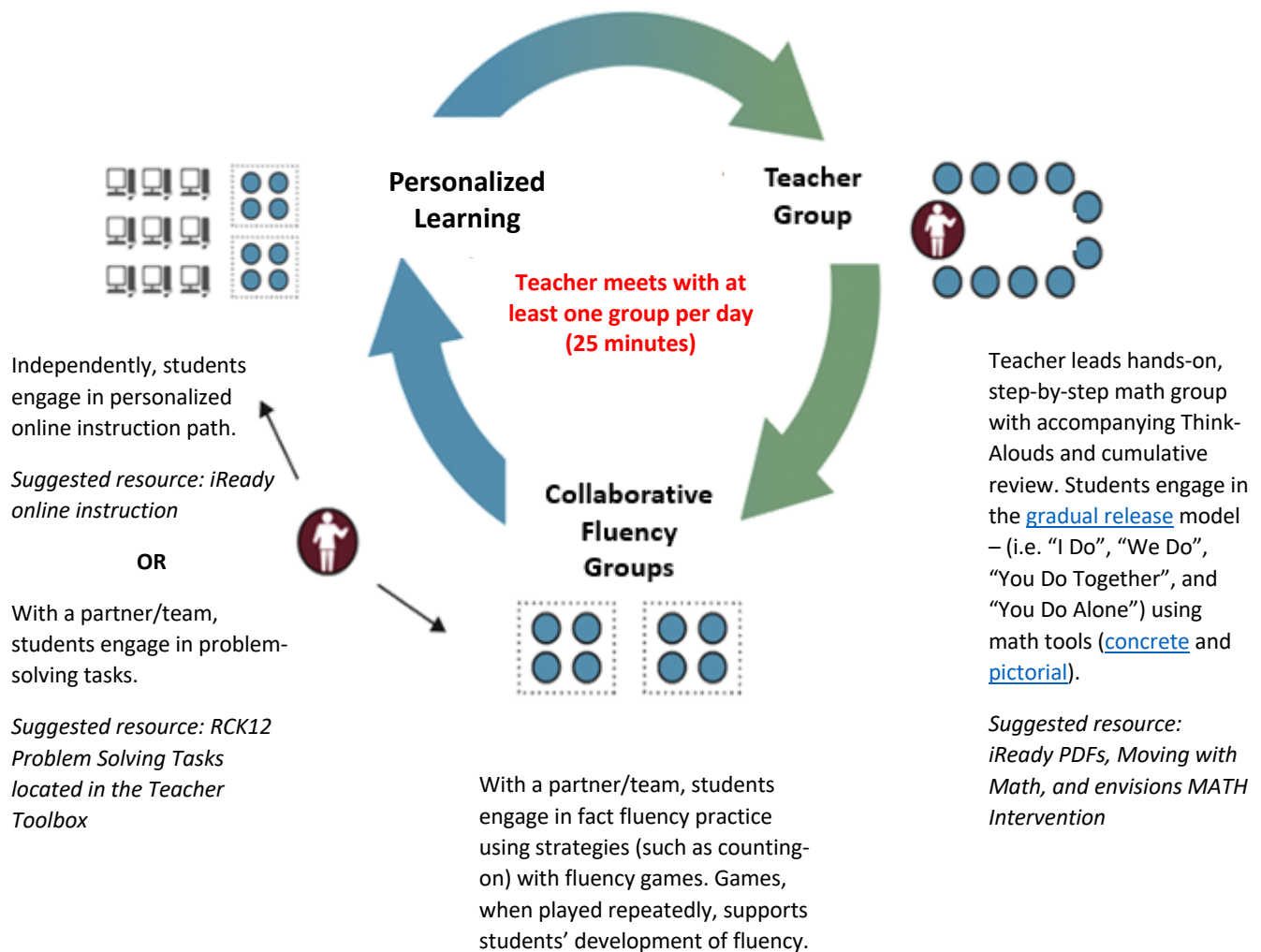
	Highly Effective	Approaching	Ineffective
<u>Teacher Group</u>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Meets daily with <b>multiple small groups</b> of students and regroups students based on data.</li> <li><b>Continuously</b> uses digital forms of <a href="#">concrete</a> or <a href="#">pictorial</a> math tools.</li> <li>Consistently instructs using <a href="#">digital platforms</a> to model grade-level specific problems such as with teacher <b>think-alouds</b>.</li> <li>Asks <b>low-, mid- and high-level questions (DOK 1-4)</b> through tools of <a href="#">collaboration</a> to have students talk about the mathematics, <b>leading</b> to deepen their understanding.</li> </ul> <p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li>Engage in <b>multi-step</b> tasks that require <b>low-, mid- and high-level cognitive demands</b>, problem solving and reasoning (i.e. DOK 1-4)</li> <li>Uses digital forms of <a href="#">concrete</a> or <a href="#">pictorial</a> math tools to make math connections among <a href="#">multiple representations</a>.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Meets daily with <b>one small group</b> of students and does not regroup students based on data.</li> <li><b>Sometimes</b> uses digital forms of <a href="#">concrete</a> or <a href="#">pictorial</a> math tools.</li> <li><b>Sometimes</b> instructs using <a href="#">digital platforms</a> to model grade level specific problems but students are confused with the model.</li> <li>Asks <b>low-questions (DOK 1 only)</b> to have students talk about the mathematics, but it <b>does not lead to discussion</b> to deepen their understanding.</li> </ul> <p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li>Engage in <b>one-step</b> tasks that require a <b>low-level cognitive demand</b>, problem solving and reasoning (DOK 1 only).</li> <li>Uses digital forms of <a href="#">concrete</a> or <a href="#">pictorial</a> math tools but does not make math connections among <a href="#">multiple representations</a>.</li> <li>Engage in <b>low-level peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions (DOK 1 only).</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Does not</b> meet with a <a href="#">small group</a>.</li> <li><b>Does not</b> use uses digital forms of <a href="#">concrete</a> or <a href="#">pictorial</a> math tools.</li> <li><b>Does not</b> include models of grade-level specific problems or teacher think-alouds.</li> <li><b>Does not</b> asks questions.</li> </ul> <p><u>Students (in teacher group):</u></p> <ul style="list-style-type: none"> <li>Engage in <b>naked number exercises</b> without conceptual understanding.</li> <li><b>Do not</b> use <a href="#">concrete</a> or <a href="#">pictorial</a> math tools.</li> <li><b>Do not</b> engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions.</li> </ul>
<u>Independent Groups</u>	<p><u>Students (independently or in small groups):</u></p> <ul style="list-style-type: none"> <li>Engage in hands-on, fluency, exploration, or <a href="#">investigation</a> tasks through <a href="#">digital platforms</a> that require <b>mid- and high-level cognitive demands</b>, problem solving, and reasoning.</li> <li>Engage in <b>peer-to-peer</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>mid- and high-level cognitive demand</b>.</li> </ul> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Facilitates</b> the lesson summary using tools of <a href="#">collaboration</a> with references to student work and reinforces the purpose of the lesson.</li> </ul> <p><u>Students:</u></p> <p>Participate in the lesson summary, <b>ask and answer</b> questions.</p>	<p><u>Students (independently or in small groups):</u></p> <ul style="list-style-type: none"> <li>Engage in hands-on, fluency, exploration, or <a href="#">investigation</a> tasks through <a href="#">digital platforms</a> that require <b>low-level cognitive demands</b>, problem solving and reasoning (DOK 1 only).</li> <li>Engage in <b>peer-to-peer</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>mid-level cognitive demand</b>.</li> </ul> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Guides</b> the lesson summary through tools of <a href="#">collaboration</a> with references to student work but fails to reinforce the purpose of the lesson.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Listen</b> to the lesson summary; <b>answer</b> questions if asked.</li> </ul>	<p><u>Students (independently or in small groups):</u></p> <ul style="list-style-type: none"> <li>Engage in <b>naked number exercises without hands-on</b> experiences, exploration, and <a href="#">investigation</a>.</li> <li><b>Do not</b> engage in <b>peer-to-peer</b> discussions related to the mathematics.</li> </ul> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Summarizes</b> the lesson without student input or does not summarize the lesson.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Do not</b> participate in the lesson summary.</li> </ul>
<u>Closing Routine</u>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Facilitates</b> the lesson summary using tools of <a href="#">collaboration</a> with references to student work and reinforces the purpose of the lesson.</li> </ul> <p><u>Students:</u></p> <p>Participate in the lesson summary, <b>ask and answer</b> questions.</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Guides</b> the lesson summary through tools of <a href="#">collaboration</a> with references to student work but fails to reinforce the purpose of the lesson.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Listen</b> to the lesson summary; <b>answer</b> questions if asked.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Summarizes</b> the lesson without student input or does not summarize the lesson.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Do not</b> participate in the lesson summary.</li> </ul>

# Mathematics Block Expectations – Intervention

## 25 minutes: 4<sup>th</sup> – 5<sup>th</sup> Grade

### Tier 2 and Tier 3

The research-based [Mathematics Workshop Model](#) outlines the structure of the intervention (below grade-level) component of the mathematics block. Students are grouped based on diagnostic and [progress monitoring](#) data. [Intervention](#) is provided to students to reduce [unfinished learning](#) (i.e. gap in learning). Daily, the teacher provides hands-on, step-by-step instruction to **at least** one different groups of students during the intervention component of the mathematics block. However, **all** students will visit the teacher-led group at least once weekly to receive step-by-step instruction for their *unfinished learning*.



### [Evidence-Based Bibliography](#)

## Mathematics Block Expectation Rubric – Intervention – 4<sup>th</sup> and 5<sup>th</sup> Grade

The math rubric below is used as a fidelity check to monitor specific success criteria of the [intervention](#) component of the mathematics block.

	Highly Effective	Approaching	Ineffective
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• <a href="#">iReady</a> reports are used to form small groups (personalized online learning, fluency, and problem solving) <b>and</b> teacher group.</li> <li>• <b>Sufficient</b> data is available to support grouping structures (ex <a href="#">Instructional Grouping Profile</a> and <a href="#">Progress Monitoring</a> Checks).</li> <li>• Students are <b>aware</b> of personal achievement level, <b>set and monitor</b> individual goals (student data notebook) and can locate progress and goals in <a href="#">iReady</a>.</li> <li>• A <a href="#">collaborative</a> platform is used for students to stroll through to see <b>several</b> worked examples or are displayed in room. <del>are available for students to reference</del> (ex. <a href="#">Anchor charts</a>).</li> <li>• <b>Clear</b> directions, tasks, and math tools are available for students to reference during their independent practice time.</li> <li>• <a href="#">Rotation</a> schedule is posted and referenced.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">iReady</a> reports are used to form small groups (personalized online learning, fluency, and problem solving) <b>or</b> teacher group.</li> <li>• <b>Limited</b> data is available to support grouping structures (ex. <a href="#">Instructional Grouping Profile</a>).</li> <li>• Students are <b>aware</b> of personal achievement level but <b>do not</b> set and monitor individual goals nor know how to locate progress and goals in <a href="#">iReady</a>.</li> <li>• A <a href="#">collaborative</a> platform is used for students to stroll through to see, but <b>few</b> worked examples are available or displayed. (ex. <a href="#">Anchor charts</a>).</li> <li>• <b>Unclear</b> directions, tasks, and math tools are available for students to reference during their independent practice time.</li> <li>• <a href="#">Rotation</a> schedule is posted but not referenced.</li> </ul>	<ul style="list-style-type: none"> <li>• No small groups are present.</li> <li>• Data is <b>not</b> available to support grouping structures.</li> <li>• Students are <b>unaware</b> of personal achievement levels.</li> <li>• No worked examples are available for students to reference (ex. <a href="#">Anchor Charts</a>).</li> <li>• <b>No</b> directions and tasks are available for students to reference during their independent practice time.</li> <li>• <b>No</b> <a href="#">rotation</a> schedule is posted.</li> </ul>
<b>Collaborative Fluency Groups/ Personalized Learning</b>	<ul style="list-style-type: none"> <li>• <b>Most students work</b> collaboratively in data-based groups, formed by using <a href="#">iReady</a> data, at the <b>appropriate</b> instructional level (i.e. 4<sup>th</sup> grade students may work on 3<sup>rd</sup> grade <a href="#">unfinished learning</a>).</li> <li>• <b>Most students actively engage</b> in one of the following groups at the <b>appropriate</b> instructional level (fluency, problem solving, or online learning).</li> <li>• <b>Most students use</b> digital forms of <a href="#">pictorial</a> or <a href="#">concrete</a> math tools to understand math concepts.</li> <li>• <b>All</b> students engage in math talk (ex. peer-to-peer).</li> <li>• <b>Passing</b> online lessons with <math>\geq 80\%</math> accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some students work</b> collaboratively in data-based, formed by using <a href="#">iReady</a> data, groups at the <b>appropriate</b> instructional level (i.e. 4<sup>th</sup> grade students may work on 3<sup>rd</sup> grade <a href="#">unfinished learning</a>).</li> <li>• <b>Some students engage</b> in one of the following groups at the <b>appropriate</b> instructional level (fluency, problem solving, or online learning).</li> <li>• <b>Some students use</b> digital forms of <a href="#">pictorial</a> or <a href="#">concrete</a> math tools to understand math concepts.</li> <li>• <b>Some</b> students engage in math text talk (ex. peer-to-peer)</li> <li>• <b>Passing</b> online lessons with 50-79% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Students <b>do not</b> work collaboratively in data-based groups <b>or</b> students are assigned work at an <b>inappropriate</b> instructional level (i.e. students are unable to complete the activity).</li> <li>• Students <b>do not engage</b> in one of the following groups (fluency, problem solving, or online learning).</li> <li>• Students <b>do not use</b> <a href="#">pictorial</a> or <a href="#">concrete</a> math tools (i.e. base ten blocks, cubes, counters) to understand math concepts.</li> <li>• <b>No</b> students engage in math talk (ex. peer-to-peer).</li> <li>• <b>Passing</b> online lessons with less than 50% accuracy.</li> </ul>

# Mathematics Block Expectation Rubric – Intervention – 4<sup>th</sup> and 5<sup>th</sup> Grade

The math rubric below is used as a fidelity check to monitor specific success criteria of the [intervention](#) component of the mathematics block.

	Highly Effective	Approaching	Ineffective
<p><b>Teacher Group</b></p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Uses tools of <a href="#">collaboration</a> to provide <b>detailed</b> step-by-step demonstrations and modeling of math concepts with digital forms of math tools (<a href="#">pictorial</a> and <a href="#">concrete</a>) with accompanying Think-Alouds.</li> <li>Provides <a href="#">explicit practice</a> (i.e. “I Do”, “We Do”, “You Do Together”, and “You Do Alone”).</li> <li>Provides <b>continuous</b> feedback to <b>all</b> students to clarify <a href="#">misconceptions</a>.</li> <li>Asks <b>multiple</b> students to explain their mathematical thinking, reasoning, and approaches.</li> <li>Provides <b>cumulative review</b> to solidify students understanding of previously reviewed math topics.</li> <li>Monitors student progress through <a href="#">iReady</a> for <b>all</b> students (ex. <a href="#">anecdotal notes</a>, checklist of <del>student performance</del>).</li> <li>Asks a combination of <b>low-, mid- and high-level questions (DOK 1-4)</b> to have students talk about the mathematics, <b>leading</b> to deepen their understanding.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Practice</b> modeling focus skill/strategy with math tools (<a href="#">concrete</a> and <a href="#">pictorial</a>).</li> <li><b>All</b> students engage in math talk (ex. peer-to-peer, student-to-teacher).</li> <li><b>Monitor progress</b> and verbalize <a href="#">misconceptions</a> around focus skill/strategy (i.e. <a href="#">goal setting</a> sheets).</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>low-, mid- and high-level <a href="#">cognitive demand</a></b>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Uses tools of <a href="#">collaboration</a> to provide <b>some</b> step-by-step demonstrations and modeling of math concepts with math tools (<a href="#">pictorial</a> and <a href="#">concrete</a>) without accompanying Think-Alouds.</li> <li>Provides <b>some</b> practice but does not allow students to practice together and independently (i.e. “I Do” and “We Do only”).</li> <li>Provides feedback to <b>most</b> students to clarify <a href="#">misconceptions</a>.</li> <li>Asks <b>at least one</b> student to explain their mathematical thinking, reasoning, and approaches.</li> <li>Provides <b>review</b> of current math topics only.</li> <li>Monitors student progress through <a href="#">iReady</a> for <b>some</b> students (ex. <a href="#">anecdotal notes</a>, checklist) of student performance.</li> <li>Asks <b>low-questions (DOK 1 only)</b> to have students talk about the mathematics, but it <b>does not lead to discussion</b> to deepen their understanding.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Listen and observe the teacher</b> modeling focus skill/strategy with math tools (<a href="#">concrete</a> and <a href="#">pictorial</a>).</li> <li><b>Some</b> students engage in math text talk (ex. peer-to-peer, student-to-teacher).</li> <li><b>Inconsistently</b> monitor progress and verbalize <a href="#">misconceptions</a> around focus skill/strategy.</li> <li>Engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussions that communicate mathematics ideas, strategies and solutions at a <b>low-level <a href="#">cognitive demand</a></b> (DOK 1 only).</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li><b>Does not</b> provide step-by-step demonstrations and modeling of math concepts with math tools (<a href="#">pictorial</a> and <a href="#">concrete</a>) or accompanying Think-Alouds.</li> <li><b>Does not</b> provide practice.</li> <li><b>Does not</b> provide feedback to students to clarify <a href="#">misconceptions</a>.</li> <li><b>Does not</b> ask students to explain their mathematical thinking, reasoning, or approaches.</li> <li><b>Does not</b> provide review to further students understanding of concepts.</li> <li><b>Does not</b> monitor student progress (ex. <a href="#">anecdotal notes</a>, checklist) of student performance.</li> <li><b>Does not</b> ask questions.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><b>Do not</b> observe or practice modeling focus skill/strategy with math tools (<a href="#">concrete</a> and <a href="#">pictorial</a>).</li> <li><b>No</b> students engage in math talk (ex. peer-to-peer, student-to-teacher).</li> <li><b>Do not</b> monitor progress and verbalize <a href="#">misconceptions</a> around focus skill/strategy.</li> <li><b>Does not</b> engage in <b>peer-to-peer, teacher-to-student, and student-to-teacher</b> discussion.</li> </ul>

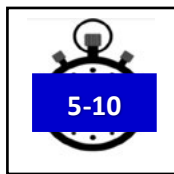




# Science/Social Studies Core Instructional Block

## 1<sup>st</sup> -2<sup>nd</sup> Grades

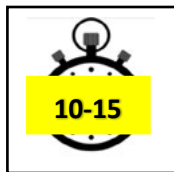
The Science/Social Studies Core Instructional block will give students time to engage in activities to build content knowledge in science and social studies. These activities will ensure students develop critical thinking skills through the content. The *minimum* suggested instructional minutes are 20 minutes. **Due to the shared instructional minutes, Science and Social Studies can be integrated into ELA Reading Block.**



### Activating Stimulus

Stimulate curiosity and set the stage for student learning

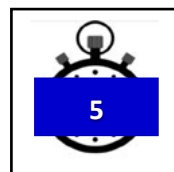
Teacher will **introduce** the content lesson with an activating stimulus (i.e. pictures, video, teacher demo, questions, etc.) by utilizing [see-think-wonder strategy](#).



### Explorations/Investigations

Inquiry Based Learning or Scientific Investigations  
Direct Instruction

Students will **explore** science and social studies concepts through [inquiry-based learning](#) or [scientific investigations](#). Teacher **provides direct instruction** on concepts.



### Making Connections

Closing routines

Teacher provides students the opportunity to **reflect** on their learning by utilizing [closing routines](#). These routines allow teacher and students to **assess** learning.



# Science Core Instruction Expectation Rubric

## 1st-2nd Grades

The Science rubric below is used as a fidelity check to monitor specific success criteria of the core instructional components.

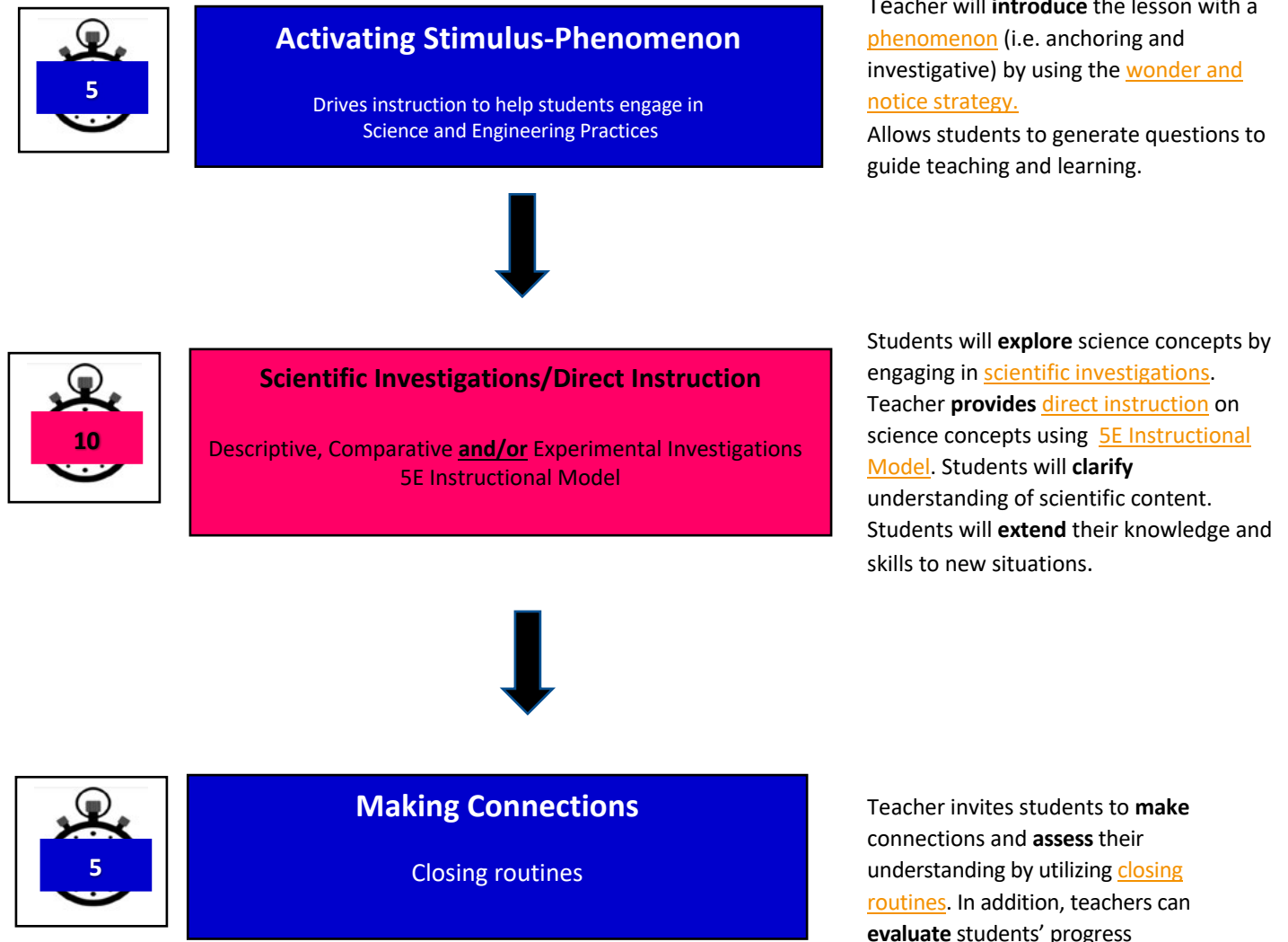
	Highly	Approaching	Ineffective
<p><b>Activating Stimulus</b> (Stimulates curiosity and sets the stage)</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Sets purpose</b> and introduce an activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Guide students</b> to express what they see-think-wonder about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Focus attention</b> on teacher.</li> <li>• Share what they see-think-wonder about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Inconsistently sets purpose and introduce activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Inconsistently</b> guide students to express what they see-think-wonder about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Attempts</b> to focus attention on teacher.</li> <li>• <b>Inconsistently</b> share what they see-think-wonder about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Assigns task without setting the purpose or introducing activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> <li>• Does not guide students to express what they see-think-wonder about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not attempt</b> to focus on teacher.</li> <li>• <b>Does not attempt</b> share what they see-think-wonder about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>
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<p style="text-align: center;"><b>Making Connections</b> (Closing Routines)</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Guide</b> students in making connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a> <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Answers</b> clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> guide students in making connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a> <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Inconsistently</b> answers clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>No attempt</b> to guide students in making connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a> <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>No attempt</b> answer clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul>
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# Science Core Instructional Block

## 3<sup>rd</sup> Grade

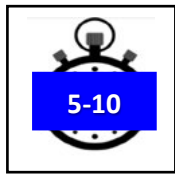
The Science Core Instructional block will give students time to become scientifically literate they must be allowed to actively engage in authentic, relevant learning experiences so that they can try to figure out how the world works. The *minimum* suggested instructional minutes are 20 minutes.



# Science Core Instructional Block

## 4<sup>th</sup> -5<sup>th</sup> Grades

The Science Core Instructional block will give students time to become scientifically literate they must be allowed to actively engage in authentic, relevant learning experiences so that they can try to figure out how the world works. The *minimum* suggested instructional minutes are 45 minutes.



5-10

### Activating Stimulus-Phenomenon

Drives instruction to help students engage in Science and Engineering Practices

Teacher will **introduce** the lesson with a phenomenon (i.e. anchoring and investigative) by using the wonder and notice strategy. Allows students to generate questions to guide teaching and learning.

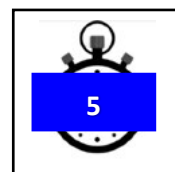


10-15

### Scientific Investigations/Direct Instruction

Descriptive, Comparative and/or Experimental Investigations  
5E Instructional Model

Students will **explore** science concepts by engaging in scientific investigations. Teacher **provides direct instruction** on science concepts using 5E Instructional Model. Students will **clarify** understanding of scientific content. Students will **extend** their knowledge and skills to new situations.



5

### Making Connections

Closing routines

Teacher invites students to **make** connections and **assess** their understanding by utilizing closing routines. In addition, teachers can **evaluate** students' progress

# Science Core Instruction Expectation Rubric

## 3<sup>rd</sup> – 5<sup>th</sup> Grades

The Science rubric below is used as a fidelity check to monitor specific success criteria of the core instructional components.

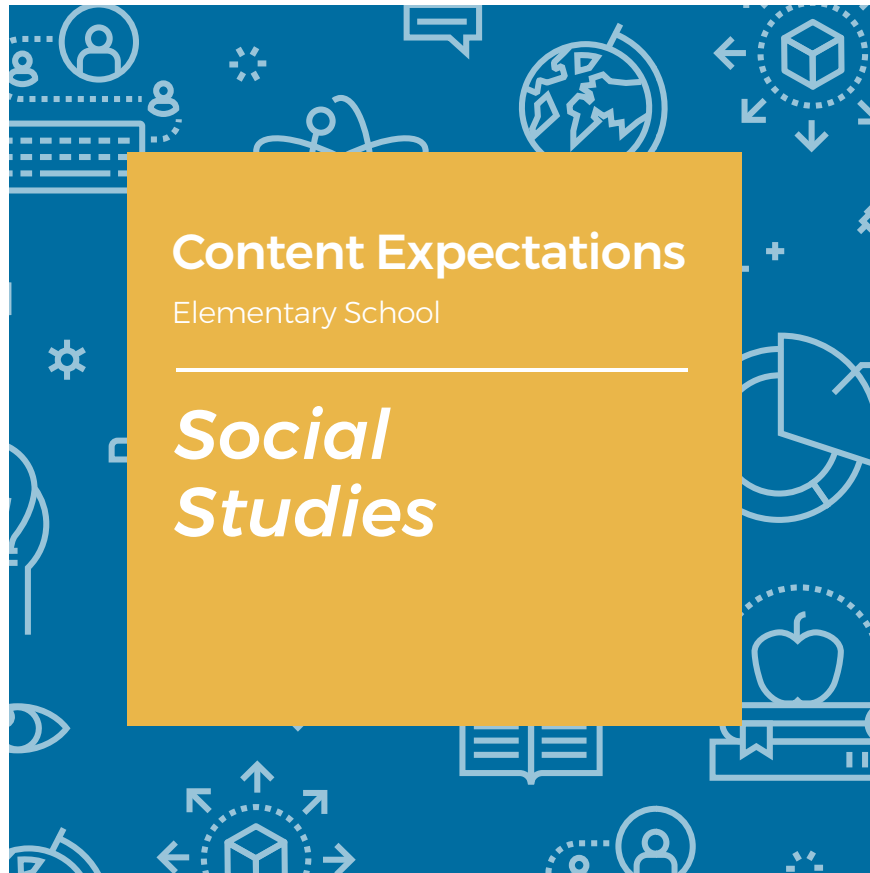
	<b>Highly Effective</b>	<b>Approaching</b>	<b>Ineffective</b>
<b>Activating Stimulus-Phenomenon</b> (Drives Instruction)	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Sets purpose</b> and introduce an activating stimulus-anchoring or investigative phenomenon using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Guide students</b> to express what they wonder and notice about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Focus attention</b> on teacher.</li> <li>• <b>Shares</b> what they wonder and notice about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> sets purpose and introduce an activating stimulus- anchoring or investigative phenomenon using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Inconsistently</b> guide students to express what they wonder and notice about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Attempts to focus</b> attention on teacher.</li> <li>• <b>Inconsistently</b> shares what they wonder and notice about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not</b> set the purpose or introduce activating stimulus- anchoring or investigative phenomenon using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Does not</b> guide students to express what they wonder and notice about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not attempt</b> to focus on teacher.</li> <li>• <b>Does not attempt</b> to share what they wonder and notice about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>
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<b>Scientific Investigations/ Direct Instruction</b> (5E Instructional Model)	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Sets purpose</b> and introduce an activating stimulus-anchoring or investigative phenomenon using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Guide students</b> to express what they wonder and notice about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Focus attention</b> on teacher.</li> <li>• <b>Shares</b> what they wonder and notice about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> sets purpose and introduce an activating stimulus- anchoring or investigative phenomenon using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Inconsistently</b> guide students to express what they wonder and notice about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Attempts to focus</b> attention on teacher.</li> <li>• <b>Inconsistently</b> shares what they wonder and notice about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not</b> set the purpose or introduce activating stimulus- anchoring or investigative phenomenon using <a href="#">Communication Instructional Tools</a>.</li> <li>• <b>Does not</b> guide students to express what they wonder and notice about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not attempt</b> to focus on teacher.</li> <li>• <b>Does not attempt</b> to share what they wonder and notice about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a> with peers.</li> </ul>

<p style="text-align: center;"><b>Making Connections</b> (Closing Routines)</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Guide</b> students in making connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a> <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to- Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Answers</b> clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Makes</b> connection using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a>: <ul style="list-style-type: none"> <li>○ To prior knowledge and new experiences (self-to-self connection or self-to-text connection)</li> <li>○ Beyond the classroom (self-to-world)</li> </ul> </li> <li>• <b>Ask</b> clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> guide students in making connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a> <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to- Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Inconsistently</b> answers clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Needs prompting</b> to make connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a>: <ul style="list-style-type: none"> <li>○ To prior knowledge and new experiences (self-to-self connection or self-to-text connection)</li> <li>○ Beyond the classroom (self-to-world)</li> </ul> </li> <li>• <b>Needs prompting</b> to ask clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>No attempt</b> to guide students in making connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a> <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to- Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>No attempt</b> answer clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>No attempt</b> to make connections using <a href="#">Communication, Collaboration and Critical Thinking Instructional Tools</a>: <ul style="list-style-type: none"> <li>○ To prior knowledge and new experiences (self-to-self connection or self-to-text connection)</li> <li>○ Beyond the classroom (self-to-world)</li> </ul> </li> <li>• <b>No attempt</b> to ask clarifying questions using <a href="#">Communication Instructional Tools</a>.</li> </ul>
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# Science/Social Studies Block Composition 1<sup>st</sup>- 2<sup>nd</sup> Grades

The Science/Social Studies Core Instructional block will give students time to engage in activities to build content knowledge in science and social studies. These activities will ensure students develop critical thinking skills through the content. The *minimum* suggested instructional minutes for Science and Social Studies are 30 minutes. **Due to the shared instructional minutes, Science and Social Studies can be integrated into ELA Reading Block.**



**Activating Stimulus**  
Stimulate curiosity and set the stage for student learning.



Teacher will **introduce** the content lesson with an **activating stimulus** (e.g. pictures, video, teacher demo, questions, etc.) by utilizing the see-think-wonder strategy.



**Explorations/Investigations**  
Inquiry Based Learning or Scientific Investigations  
Direct Instruction



Students will **explore** science and social studies concepts through inquiry-based learning or scientific investigations. Teacher **provides direct** instruction on concepts.



**Making Connections**  
Closing routine



Teacher provides students the opportunity to **reflect** on their learning by utilizing closing routines. These routines allow teacher and student to **assess** learning.

## Social Studies Expectation Rubric- Core Instruction (1<sup>st</sup> & 2<sup>nd</sup> Grade)

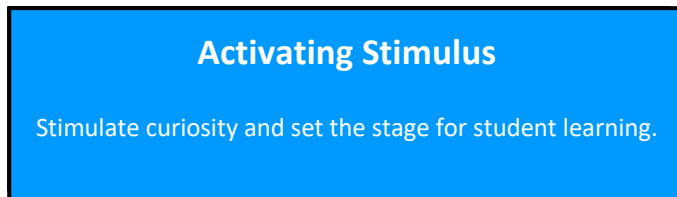
	Highly	Approaching	Ineffective
<b>Activating Stimulus</b> Stimulates Curiosity and Sets the Stage	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Sets purpose</b> and introduces an activating stimulus.</li> <li>• <b>Guides students</b> to express what they see-think-wonder about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Focus attention</b> on teacher.</li> <li>• Share what they see-think-wonder about the activating stimulus using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Inconsistently sets purpose and introduces an activating stimulus</li> <li>• Inconsistently guides to express what they see-think-wonder about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Attempt to focus attention on teacher.</li> <li>• Attempt to respond to questions when asked directly.</li> <li>• Inconsistently share with peers about what they think using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Assigns task without setting the purpose or introducing activating stimulus</li> <li>• Does not guide students to express what they see-think-wonder about the activating stimulus using <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Do not attempt to focus on teacher.</li> <li>• Make no attempt to respond when asked directly.</li> <li>• Do not attempt to share with peers using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> </ul>
<b>Exploration and Investigation</b> Inquiry Based Learning/ Scientific Investigations and Direct Instruction	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Models/Guides inquiry-based learning/scientific investigations</li> <li>• <b>Consistently</b> uses a variety of media to provide direct instruction using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> <li>• Circulates to be sure students are on task <b>and</b> checks for understanding.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> models/guides inquiry-based learning/scientific investigations</li> <li>• <b>Inconsistently</b> uses a variety of media to provide direct instruction using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> <li>• Circulates to be sure students are on task, <b>but</b> does not check for understanding.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not</b> model/guide inquiry-based learning/scientific investigations</li> <li>• <b>Does not</b> use a variety of media to provide direct instruction using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> <li>• <b>Does not</b> Circulates to be sure students are on task.</li> </ul>

	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Work independently/collaboratively</b> to carry out inquiry-based learning/scientific investigations (Teams- Breakout groups, Digital Portfolio, Video, etc.)</li> <li>• <b>Explain</b> what they observe/learned from the inquiry-based learning/scientific investigation using <a href="#">Collaboration</a>, <a href="#">Critical Thinking</a>, and <a href="#">Creativity Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Need redirection</b> to work independently/collaboratively to carry out inquiry-based learning/scientific investigations (Teams- Breakout groups, Digital Portfolio, Video, etc.)</li> <li>• <b>Need prompting</b> to explain what they observe/learned from the inquiry-based learning/scientific investigation using <a href="#">Collaboration</a>, <a href="#">Critical Thinking</a>, and <a href="#">Creativity Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Cannot</b> work independently/collaboratively to carry out inquiry-based learning/scientific investigations (Teams- Breakout groups, Digital Portfolio, Video, etc.)</li> <li>• <b>Cannot explain with prompting</b> what they observe/learned from the inquiry-based learning/scientific investigation ( using <a href="#">Collaboration</a>, <a href="#">Critical Thinking</a> and <a href="#">Creativity Instructional Tools</a>.</li> </ul>
<p><b>Making Connections</b> (Closing Routines)</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Guides</b> students in making connections. <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Answers</b> clarifying questions using a variety of <a href="#">Communication Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> guides students in making connections. <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Inconsistently</b> answers clarifying questions using a variety of <a href="#">Communication Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Makes no attempt</b> to guide students in making connections. <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Makes no attempt</b> to answer clarifying questions using a variety of <a href="#">Communication Tools</a>.</li> </ul>
	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Make</b> connections: <ul style="list-style-type: none"> <li>○ to prior knowledge and new experiences (self-to-self connections or self- to- text connections)</li> <li>○ beyond the classroom (self-world connection)</li> </ul> </li> <li>• <b>Ask</b> clarifying questions using <a href="#">Collaboration</a>, <a href="#">Critical Thinking</a>, and <a href="#">Creativity Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Need prompting</b> to make connections: <ul style="list-style-type: none"> <li>○ to prior knowledge and new experiences (self-to-self connections or self to text connections)</li> <li>○ beyond the classroom (self-world connection)</li> </ul> </li> <li>• <b>Need prompting</b> ask clarifying questions using <a href="#">Collaboration</a>, <a href="#">Critical Thinking</a>, and <a href="#">Creativity Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Make no attempt</b> to make connections: <ul style="list-style-type: none"> <li>○ to prior knowledge and new experiences (self-to-self connections or self to text connections)</li> <li>○ beyond the classroom (self-world connection)</li> </ul> </li> <li>• <b>Make no attempt</b> to ask clarifying questions using <a href="#">Collaboration</a>, <a href="#">Critical Thinking</a>, and <a href="#">Creativity Instructional Tools</a>.</li> </ul>

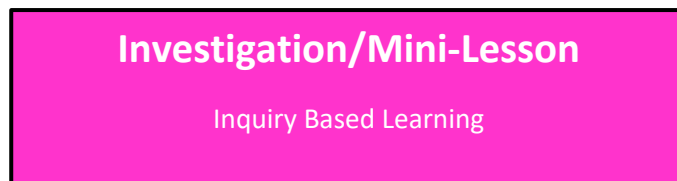
# Social Studies Instructional Block Composition

## 3<sup>rd</sup> Grade

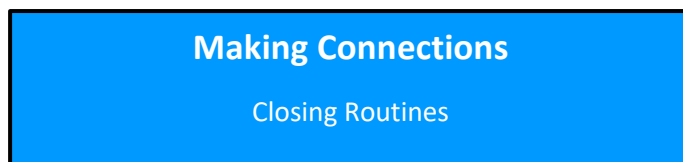
Social Studies instruction includes an Activating Stimulus, Investigations/Mini-Lesson, and Making Connections. As students build an understanding of Social Studies, they raise questions, evaluate sources, weigh evidence, and communicate conclusions. Each of these components contribute to nurturing students who are knowledgeable, effective decision makers and engaged citizens in a global interdependent world. (Georgia Council Social Studies) The *minimum* suggested instructional minutes for Social Studies are 20 minutes.



Teacher will introduce the lesson to the class using an activating stimulus (e.g. video clip, quote, picture, cartoon, etc.) along with **question starts** thinking routine to pique students' interest.



Inquiry based learning leads students to **investigate** social studies concepts while engaging in **reading, analyzing, and writing.**



Teacher provides students the opportunity to **reflect** and **process** their learning allowing both teacher and student to **assess** understanding by utilizing closing routines.

# Social Studies Core Instructional Block

## 4<sup>th</sup>- 5<sup>th</sup> Grade

Social Studies instruction includes an Activating Stimulus, Investigations/Mini-Lesson, and Making Connections. As students build an understanding of Social Studies, they raise questions, evaluate sources, weigh evidence, and communicate conclusions. Each of these components contribute to nurturing students who are knowledgeable, effective decision makers and engaged citizens in a global interdependent world. (*Georgia Council Social Studies*) The *minimum* suggested instructional minutes for Social Studies are 45 minutes.



**Activating Stimulus**  
Stimulate curiosity and set the stage for student learning.



Teacher will introduce the lesson to the class using an activating stimulus (e.g. video clip, quote, picture, cartoon, etc.) along with **question starts** thinking routine to pique students' interest.



**Investigation/Mini-Lesson**  
Inquiry Based Learning



Inquiry-based learning leads students to **investigate** social studies concepts while engaging in **reading, analyzing, and writing**.



**Making Connections**  
Closing Routines



Teacher provides students the opportunity to **reflect** and **process** their learning allowing both teacher and student to **assess** understanding by utilizing closing routines.

## Social Studies Block Rubric – Core Instruction – 3<sup>th</sup> and 5<sup>th</sup> Grades

	Highly Effective	Approaching	Ineffective
<b>Activating Stimulus</b> Whole Group	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Sets purpose</b> and introduces activating stimulus.</li> <li>• <b>Guides students</b> to express their thinking about the activating stimulus using question starts and <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Focus attention</b> on teacher.</li> <li>• Share <i>Question Starts</i> responses about the activating stimulus with peers using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> sets purpose and introduces activating stimulus.</li> <li>• <b>Inconsistently</b> guides students to express their thinking about the activating stimulus using question starts and <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Attempt</b> to focus attention on teacher.</li> <li>• <b>Inconsistently</b> share <i>Question Starts</i> responses about the activating stimulus with peers using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not</b> set the purpose or activating stimulus.</li> <li>• <b>Does not</b> guides students to express their thinking about the activating stimulus using question starts and <a href="#">Communication Instructional Tools</a>.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>May attempt</b> to focus attention on teacher.</li> <li>• <b>Inconsistently</b> share <i>Question Starts</i> responses about the activating with peers using <a href="#">Communication and Collaboration Instructional Tools</a>.</li> </ul>
<b>Investigation /Mini-Lesson</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Models and guides investigations through inquiry-based learning.</li> <li>• <b>Consistently</b> uses a variety of media to provide mini-lesson using <a href="#">Instructional Tools</a>.</li> <li>• Circulates to be sure students are on task <b>and</b> checks for understanding.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> models and guides investigations through inquiry-based learning.</li> <li>• <b>Inconsistently</b> uses a variety of media to provide a mini-lesson using <a href="#">Instructional Tools</a>.</li> <li>• Circulates to be sure students are on task <b>but</b> does not check for understanding.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Does not</b> model investigations through inquiry-based learning.</li> <li>• <b>Does not</b> use a variety of media to provide mini-lesson using <a href="#">Instructional Tools</a>.</li> <li>• Does not circulate to be sure students are on task <b>and</b> does not check for understanding.</li> </ul>

	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Work independently/collaboratively</b> to carry out inquiry-based learning (Teams- Breakout groups, Digital Portfolio, Video, etc.)</li> <li>• <b>Explain</b> what they observe/learned from the inquiry-based learning using <a href="#">Collaboration, Critical Thinking and Creativity Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Do not</b> work independently/collaboratively to carry out inquiry-based learning (Teams- Breakout groups, Digital Portfolio, Video, etc.)</li> <li>• <b>Cannot explain without prompting</b> what they observe/learned from the inquiry-based learning using <a href="#">Collaboration, Critical Thinking and Creativity Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Cannot</b> work independently/collaboratively to carry out inquiry-based learning (Teams- Breakout groups, Digital Portfolio, Video, etc.)</li> <li>• <b>Cannot explain with prompting</b> what they observe/learned from the inquiry-based learning using <a href="#">Collaboration, Critical Thinking and Creativity Instructional Tools</a>.</li> </ul>
<p><b>Making Connections</b> (Closing Routines)</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Guides</b> students in making connections. <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Answers</b> clarifying questions using <a href="#">Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> guides students in making connections. <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Inconsistently</b> answers clarifying questions using <a href="#">Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• <b>Makes no attempt</b> to guide students in making connections. <ul style="list-style-type: none"> <li>○ <b>Self-to-Self Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in your life?</li> </ul> </li> <li>○ <b>Self-to-Text Connection</b> <ul style="list-style-type: none"> <li>▪ Have you read something like this before?</li> </ul> </li> <li>○ <b>Self-to-World Connection</b> <ul style="list-style-type: none"> <li>▪ What does this remind you of in the real world?</li> </ul> </li> </ul> </li> <li>• <b>Makes no attempt</b> to answer clarifying questions using <a href="#">Collaboration Instructional Tools</a>.</li> </ul>
	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Make</b> connections: <ul style="list-style-type: none"> <li>○ to prior knowledge and new experiences (self-to-self connections or self- to- text connections)</li> <li>○ beyond the classroom (self-world connection)</li> </ul> </li> <li>• <b>Ask</b> clarifying questions using <a href="#">Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Need prompting</b> to make connections: <ul style="list-style-type: none"> <li>○ to prior knowledge and new experiences (self-to-self connections or self to text connections)</li> <li>○ beyond the classroom (self-world connection)</li> </ul> </li> <li>• <b>Need prompting</b> ask clarifying questions using <a href="#">Collaboration Instructional Tools</a>.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <b>Make no attempt</b> to make connections: <ul style="list-style-type: none"> <li>○ to prior knowledge and new experiences (self-to-self connections or self to text connections)</li> <li>○ beyond the classroom (self-world connection)</li> </ul> </li> <li>• <b>Makes no attempt</b> to ask clarifying questions using <a href="#">Collaboration Instructional Tools</a>.</li> </ul>







# Assessment and Grading Expectations

Elementary School

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IHA-R Grading Policy and Procedures



<b>Policy IHA: Grading Systems</b>	<b>Status:</b> Under Review
<b>Original Adopted Date:</b> 08/09/2002   <b>Last Revised Date:</b> 07/20/2021	

The Richmond County Board of Education will adopt a grading system in accordance with O.C.G.A. § 20-2-989.20, as now written or hereafter amended, regarding Grade Integrity and the role of the Teacher in the grading process. The Richmond County Board of Education authorizes the Teaching and Learning Department of the Richmond County School System under the authority of the Superintendent to devise such Grading System, which shall be used to report student progress toward academic standards to parents/guardians and to record this progress in each student’s educational record. This Grading System will also include District procedures for adherence to State Board Rules 160-3-1-.07, 160-4-2-.11 and 160-4-2-.13 in IHA/JBC (4) - R.

The administration is also authorized to establish differentiated quality points based upon the academic demands of specified high school courses.

<b>Regulation IHA-R: Grading Systems – Administrative Procedures</b>	<b>Status:</b> Under Review
<b>Original Adopted Date:</b> 07/21/2015   <b>Last Revised Date:</b> 07/20/2021   <b>Last Reviewed Date:</b> 07/20/2021	

**I. RATIONALE/OBJECTIVE**

The Teaching and Learning Department of the Richmond County School System (the System) is authorized to devise a grading system for reporting student progress toward academic standards to parents/guardians and for recording this progress in each student's educational record.

The grading system may include but is not limited to a grading philosophy, a framework of effective grading practices, and administrative procedures for grading and reporting student achievement.

The department is also authorized to establish differentiated quality points based upon the academic demands of specified high school courses.

**II. GRADING PHILOSOPHY**

The following tenets represent the System's core beliefs about grading.

**A. Purpose of Grading**

We believe the purpose of grading is to accurately reflect student progress and achievement toward mastery of standards, so that ...

- students have timely and meaningful feedback for continuous growth;
- teachers have useful data for planning and evaluating instruction; and
- parents have reliable information for supporting student success.

**B. Guiding Principles**

We believe ...

1. The grading system should be based on mastery of standards.
2. The grading system should be equitable.
3. The grading system should be clear and consistent.
4. The grading system should be timely and meaningful.
5. The grading system should be supportive of learning.

**III. GRADING PRACTICES**

The following practices support the System's grading philosophy and are consistent with current educational best practices.

<b>Guiding Principle 1: The Grading System should be based on Mastery of Standards</b>	
<ul style="list-style-type: none"> <li>• <i>Grades should reflect a curriculum with assessments that are aligned to standards.</i></li> <li>• <i>Grades should reflect what students know and are able to do, based <u>solely</u> on the standards.</i></li> <li>• <i>Grades should accurately reflect the students' level of content mastery.</i></li> </ul>	
<b>Best Practices</b>	<b>Practices to Avoid</b>

<ol style="list-style-type: none"> <li>1. Determining students' grades based solely on a body of evidence aligned to learning criteria, goals and standards.</li> <li>2. Ensuring all student work, formative and summative, is directly aligned to standards and learning targets.</li> <li>3. Teaching the language of the standard and the academic vocabulary supporting the standard.</li> <li>4. Providing clear and concise proficiency measures, written in student-friendly language, for students to use to guide their work.</li> <li>5. Using a variety of developmentally appropriate methods and tools to track progress on the standard, including methods for students to self-assess throughout the learning process.</li> <li>6. Separating achievement grades from behavior and work ethic grades.</li> </ol>	<ol style="list-style-type: none"> <li>1. Being vague about the standard, the learning target, and the criteria for success.</li> <li>2. Failing to monitor student progress toward standards, and failing to teach students how to monitor their own progress toward standards.</li> <li>3. Not providing standards-based feedback on assignments.</li> <li>4. Using formative assessments to calculate student grades.</li> <li>5. Relying on a single demonstration of the level of mastery.</li> <li>6. Giving extra credit or increasing a grade for just completing more work.</li> </ol>
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**Guiding Principle 2: The Grading System should be Equitable**

- *Grading should be fair and impartial.*
- *Grading practices should provide multiple opportunities and ways for students to demonstrate learning.*
- *Grades should reflect achievement based on a body of evidence.*

<b>Best Practices</b>	<b>Practices to Avoid</b>
<ol style="list-style-type: none"> <li>1. Allowing students time to fully master a standard before grading.</li> <li>2. Using multiple pieces of evidence to determine a student’s mastery of content.</li> <li>3. Providing students opportunities to show in a variety of forms what they know and can do.</li> <li>4. Giving feedback on multiple formative assessments before giving a summative assessment.</li> <li>5. Establishing reasonable due dates and timelines for assignments that will hold students accountable.</li> <li>6. Providing relearning opportunities to all students and allowing all students to be reassessed.</li> <li>7. Assigning grades based on individual achievement, not group performance.</li> <li>8. Providing accommodations and modifications as specified in IEP and 504 plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allowing only one opportunity for students to demonstrate mastery.</li> <li>2. Grading assignments that are intended for practice.</li> <li>3. Reducing grades for late assignments or reassessments.</li> <li>4. Allowing only students with low grades to be reassessed.</li> <li>5. Using assessments that are not differentiated.</li> <li>6. Basing achievement grades on student participation, attendance or behavior.</li> <li>7. Assigning a “group grade” rather than an individual academic grade.</li> <li>8. Grading on a curve.</li> </ol>



**Guiding Principle 3: The Grading System should be Clear and Consistent**

- *Grading policies and expectations should be clear to all stakeholders.*
- *Students should have clear understanding of learning standards, goals and success criteria.*
- *Grading practices and procedures should be consistent among elementary schools, among middle schools, and among high schools.*

<b>Best Practices</b>	<b>Practices to Avoid</b>
<ol style="list-style-type: none"><li>1. Communicating grading procedures and practices to students and their parents, including opportunities for relearning and reassessment.</li><li>2. Using common and consistent grading scales and weights.</li><li>3. Collaborating with grade-level and department teams to establish consistent grade books, grading processes and expectations.</li><li>4. Clearly communicating standards, learning targets and success criteria on all assignments.</li><li>5. Using rubrics, aligned to standards, to assess mastery and to communicate success criteria to students and parents.</li><li>6. Providing students with exemplars of strong and weak work prior to assessments.</li><li>7. Giving students clear and constructive feedback in a timely manner.</li><li>8. Ensuring consistency in implementing assessment and grading accommodations as stated in the student’s IEP/504 Plan.</li></ol>	<ol style="list-style-type: none"><li>9. Using grading scales, weights and procedures that are inconsistent with district or school grading practices.</li><li>10. Using rubrics that have vague or subjective criteria.</li><li>11. Using rubrics that include neatness and organization as major criteria for an achievement grade, unless such criteria is part of the standard.</li><li>12. Withholding feedback or grades from a student or their parent.</li></ol>

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<b>Best Practices</b>	<b>Practices to Avoid</b>
<ol style="list-style-type: none"> <li>1. Communicating grading procedures and practices to students and their parents, including opportunities for relearning and reassessment.</li> <li>2. Using common and consistent grading scales and weights.</li> <li>3. Collaborating with grade-level and department teams to establish consistent grade books, grading processes and expectations.</li> <li>4. Clearly communicating standards, learning targets and success criteria on all assignments.</li> <li>5. Using rubrics, aligned to standards, to assess mastery and to communicate success criteria to students and parents.</li> <li>6. Providing students with exemplars of strong and weak work prior to assessments.</li> <li>7. Giving students clear and constructive feedback in a timely manner.</li> <li>8. Ensuring consistency in implementing assessment and grading accommodations as stated in the student’s IEP/504 Plan.</li> </ol>	<ol style="list-style-type: none"> <li>9. Using grading scales, weights and procedures that are inconsistent with district or school grading practices.</li> <li>10. Using rubrics that have vague or subjective criteria.</li> <li>11. Using rubrics that include neatness and organization as major criteria for an achievement grade, unless such criteria is part of the standard.</li> <li>12. Withholding feedback or grades from a student or their parent.</li> </ol>

**Guiding Principle 4: The Grading System should be Timely and Meaningful**

- *Assignments and assessments should have a useful purpose aligned to standards and should reflect appropriate rigor and relevance.*
- *Grading should be timely and should provide students with meaningful feedback to favorably impact content mastery.*
- *Grading should provide constructive feedback to all stakeholders.*

<b>Best Practices</b>	<b>Practices to Avoid</b>
<ol style="list-style-type: none"><li>1. Ensuring formative assessments are aligned to the summative assessment and are used to guide daily/weekly instruction.</li><li>2. Using the Rigor and Relevance Framework as a tool for adding rigor and relevance to instruction and assessment.</li><li>3. Creating a clear picture of students' readiness and determining what they need next in their development.</li><li>4. Helping students to identify the skills they have mastered and to develop a growth mindset as they work toward learning goals.</li><li>5. Ensuring feedback is given often and matches the learning target and criteria for success.</li><li>6. Determining and using the most appropriate form of feedback (conversation, written, oral, whole or small group, individual).</li><li>7. Ensuring feedback is descriptive and contextualized so students can use it to continue their progression towards mastery.</li><li>8. Providing tools and opportunities for students to give peer and self-feedback.</li></ol>	<ol style="list-style-type: none"><li>1. Failing to communicate the purpose and relevance of assignments.</li><li>2. Providing students with no feedback, infrequent feedback, or vague feedback about their progress.</li><li>3. Conveying negative, judgmental, or evaluative feedback, or using a tone that demotivates students.</li><li>4. Delivering feedback in a manner that is beyond a student's comprehension or understanding.</li><li>5. Providing parents with unclear, inconsistent or infrequent information about their child's progress toward mastery of standards.</li><li>6. Summarizing multiple items into a single grade.</li></ol>

**Guiding Principle 5: The Grading System should be Supportive of Learning**

- *Assessment and grading should be instructionally aligned to guide continuous learning.*
- *Classwork and homework should be aligned to the learning target and used to check for understanding and provide feedback.*
- *Homework should be an extension of class to allow time for completion, reinforcement, and preparation for the next lesson.*

<b>Best Practices</b>	<b>Practices to Avoid</b>
<ol style="list-style-type: none"> <li>1. Ensuring all assignments have a direct alignment with the standards and are labeled accordingly.</li> <li>2. Sharing examples of strong and weak work.</li> <li>3. Giving timely, descriptive feedback that communicates where the student is in relation to the learning goal and what the student needs to do next to reach the goal.</li> <li>4. Teaching students to reflect, self-assess, and set goals.</li> <li>5. Only assigning homework that is directly aligned to the standards.</li> <li>6. Ensuring students have a clear understanding of the purpose of their homework, and are able to see a clear and direct connection between their homework, the standards, and the assessments.</li> <li>7. Differentiating homework based on student needs.</li> <li>8. Entering scores in the gradebook in the learning management system <u>after</u> students have had time to practice, receive feedback, and adjust their learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grading while the student is still practicing new learning.</li> <li>2. Grading formative assessments.</li> <li>3. Providing feedback only after an assessment has been graded.</li> <li>4. Giving feedback only in the form of a score or grade.</li> <li>5. Assigning homework that does not align with standards and support growth toward identified learning targets.</li> <li>6. Grading homework that is given for practice or to check for understanding.</li> <li>7. Using homework as a punishment or reward.</li> </ol>

## IV. ASSESSMENT

The System provides a variety of assessments which serve different purposes. See Section VII for definitions of assessment terms.

### A. Basic Types of Assessments

1. **Diagnostic Assessments** typically happen before students begin a course or lesson and are used to gauge pre-knowledge (a pre-assessment). The term may also refer to assessments used to “diagnose” readiness or specific needs so that interventions can be implemented.
2. **Formative Assessments** happen throughout a lesson and are used to measure progress and to provide feedback for growth.
3. **Common Formative Assessments** are assessments that groups of teachers (such as grade level or content area teams) design together to give collectively to their students, followed by collaboration on how best to respond to students’ performance.
4. **Summative Assessments** happen at the end of a lesson (or other end point) and are used to measure mastery of standards.
5. **Content Mastery (Benchmark) Assessments** are given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard.
6. **Universal Screening Assessments** are given periodically throughout a school year to identify students’ strengths, needs and growth opportunities.
7. **Standardized Assessments** are given periodically throughout a school year and may be used for diagnostic, formative or summative purposes.

### B. Features of Formative and Summative Assessments

Formative and summative assessments provide essential information teachers and students use day-to-day. It is important that graded assessments are those designed to reflect mastery of standards. While any assignment might merit grading, it is important that teachers grade those assignments best used to measure mastery following repeated instruction, practice activities, and feedback.

Formative Assessments	Summative Assessments
Are given <b>throughout</b> instruction (when students are learning and practicing).	Are given <b>after</b> instruction (when students have completed some or all of a unit of study).
Are designed to check for understanding and provide feedback.	Are designed to measure and evaluate mastery of standards that comprise a unit of study.
Are aligned with and given <u>prior to</u> the summative assessment.	Are aligned with and given <u>after</u> formative assessments and feedback.
Are useful as pre-assessments to identify students’ prior knowledge.	Are useful for teacher and student reflection to determine the need for reteaching, relearning and reassessment opportunities.
Are useful for informing changes in grouping, pacing and assignments.	Are useful in the same manner as formative assessments when results are used to inform and adjust instruction.
Are checked and analyzed but are <b>not graded</b> . Results are not included in the body of evidence to determine students’ final grades.	<b>Are graded</b> . Results are recorded in the official gradebook and are included in the body of evidence to determine students’ final grades.

### C. Systemwide Assessments

The following are assessments given periodically throughout the school system.

Assessments	Grade Level	Purpose
ACCESS for ELLs	K – 12 ESOL	ACCESS for ELLs is used to determine the English language proficiency levels and progress of English language learners in the domains of speaking, listening, reading, and writing. The test is given annually to all English language learners in GA.
Advanced Placement (AP)	9 - 12	AP exams are offered through The College Board. The tests are the culmination of year-long Advanced Placement courses. Students take these exams in May.
Cognitive Abilities Test (CogAT)	K - 12	A test designed to measure a student’s academic aptitude and gifted abilities. The test is made up of three sections: verbal, quantitative, and nonverbal. Two types of norms are used when tests are scored - age norms and grade norms.
Content Mastery Assessments (CMAs)	3 – 8 HS Tested Subjects	CMAs are benchmark assessments all schools give periodically as determined by the Richmond County School System. They measure progress toward mastery of standards and provide useful information at the student, class and school levels.
End-of-Pathway Assessments (EOPA)	9 - 12	EOPAs are taken by students enrolled in CTAE courses. The assessments determine students’ knowledge associated with their career pathway. They allow pathway completers to earn industry-recognized credentials.
GA Alternate Assessment (GAA)	3 – 5 6 – 8 11	A GA assessment designed to measure the degree to which students with significant cognitive disabilities have mastered alternate achievement standards in the core content areas of English language arts, mathematics, science, and social studies.
GA Kindergarten Inventory of Developing Skills (GKIDS)	K	A year-long, performance-based assessment aligned to state standards. It provides ongoing diagnostic information about students’ developing skills in ELA, math, science, social studies, personal/social development, and approaches to learning.
GA Milestones	3 - 5 6 - 8 9 - 12	State-developed assessments designed to provide information about how well students are mastering state standards in the core content areas of ELA, math, science, and social studies. It’s a key component of the state’s accountability system (the CCRPI).
iReady	K - 8	A universal screener given three times per year. Tests are designed to identify students’ strengths and needs in reading and math.
Keenville	1 - 2	A state-developed, formative assessment designed to measure the state’s adopted educational content standards and provide important skill-building activities.
NWEA MAP	9 - 12	A universal screener given three times per year. Tests are designed to identify students’ strengths and needs in reading and math.
Panorama	Pre-K - 12	A universal screener that measures the student’s skills like growth mindset, self-efficacy, social awareness, emotion regulation, and self-management.
PSAT and SAT	8 - 12	The PSAT provides students the opportunity to understand and practice the SAT. Students receive detailed reports that provide a comprehensive skills analysis for college readiness.
Work Sampling Online (WSO)	Pre-K	A formative assessment that is aligned with the Georgia Early Learning and Development Standards (GELDS).
YouScience	6 - 12	YouScience is a career assessment that focuses on students’ aptitudes and interests. Students have an opportunity to explore and identify which career paths are best suited for them.

#### D. Using Assessment Data in the Classroom

All the different types of assessments and corresponding data comprise a balanced assessment approach within our schools. All data can be used in various ways to enrich, to prevent and close gaps, and to show progress. Teachers should follow data analysis protocols and use data to inform instruction. Data should lead to some of the following decisions:

1. Determining how to group students to effectively reteach, enrich, or practice a standard.

2. Determining individual student learning goals.
3. Determining the most appropriate Response to Intervention for students.
4. Determining which standard will become the focus of Common Formative Assessment.
5. Determining high interest choices of formative assessments, projects, etc.

**V. GENERAL GUIDELINES**

The following guidelines ensure consistency in managing grading-related issues and processes.

**A. Roles and Responsibilities**

An effective grading system requires purposeful involvement of key stakeholders.

<p><b>Principal responsibilities include ...</b></p> <p>Collaborating with teachers to establish equitable grading practices and procedures.</p> <p>Ensuring that grading practices and procedures are consistently applied within their school.</p> <p>Monitoring school-wide grades for performance and integrity.</p> <p>Providing training in best practices for assessing, grading and reporting student achievement.</p> <p>Promptly responding to student, parent, and teacher requests for assistance with grading concerns.</p>	<p><b>Teacher responsibilities include ...</b></p> <p>Collaborating with other educators and participating in training about grading practices.</p> <p>Giving students and parents clear explanations of grading procedures.</p> <p>Monitoring students’ progress, providing feedback, collaborating with students to create relearning plans, and providing reassessment opportunities.</p> <p>Ensuring achievement grades are based solely on mastery of standards.</p> <p>Teaching students to monitor their grades and their progress toward learning goals.</p> <p>Updating the gradebook on a weekly basis.</p> <p>Promptly responding to student and parent requests for assistance with grading concerns.</p>
<p><b>Student responsibilities include ...</b></p> <p>Completing all assignments, graded and non-graded, on time.</p> <p>Planning ahead for completing long-term assignments.</p> <p>Checking their work for accuracy and completion.</p> <p>Maintaining academic integrity and honesty.</p> <p>Monitoring their grades and their progress toward learning goals.</p> <p>Collaborating with their teacher to establish and complete relearning plans, when appropriate.</p> <p>Promptly asking their teacher for assistance related to grading concerns.</p>	<p><b>Parent responsibilities include ...</b></p> <p>Expecting their child to complete all assignments, graded and non-graded, on time.</p> <p>Ensuring their child has an appropriate time and place for completing homework.</p> <p>Monitoring and guiding their child’s work as needed, but not doing the work for the student.</p> <p>Supporting their child in creating and completing relearning plans.</p> <p>Checking the student gradebook portal on a regular basis.</p> <p>Promptly communicating with the teacher when grading questions or concerns arise.</p>

## **B. Conduct - Impact on Grades**

Conduct is important in a school setting and important to the learning environment. Misconduct should be addressed with appropriate prescribed school and/or school system consequences in an effort to improve the behavior and to maintain a positive learning environment for all students.

Misconduct should **not** be reflected in a student's academic grade.

## **C. Academic Dishonesty**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty.

The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses.

Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as incomplete and the student required to redo the assignment or retake the assessment.

## **D. Late Work**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school.

Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student's work habits.

Graded assignments that are submitted late should be scored to accurately reflect the level of mastery of standards.

## **E. Make-up Work**

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher.

Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back to school if the assessment was first-announced during their absence.

Graded assignments should be scored to accurately reflect the level of mastery of standards.

## **F. Homework**

Teachers are not required to assign homework. However, when assigned on an as needed basis, homework can be a valuable part of the instructional process. It allows students to practice what has been taught; it lets parents see what students are learning and where they are in their level of understanding; and it gives teachers the opportunity to provide useful feedback to students.

Guidelines for homework assignments:

1. **Communication:** Teachers should communicate homework expectations and procedures to students and parents.
2. **Standards-based:** Homework should be directly aligned to classroom instruction based on clear standards and learning targets.



3. **Preparation:** Teachers should ensure that students are prepared to practice work correctly. Give clear instructions and examples as needed.
4. **Relevance:** Assignments should be meaningful for students and promote positive self-efficacy rather than frustration.
5. **Considerations:** Teachers should consider students' time, resources, and special needs when creating homework assignments and determining how feedback will be provided.
6. **Amount:** Teachers should emphasize **quality over quantity** when assigning homework, and should use professional judgement when determining the amount, the timing, and the frequency of homework.

As a general guide:

- Elementary school students should not have more than **15-45 minutes** of homework total across all content areas per night, Monday -Thursday.
  - Middle school students should not have more than **30-60 minutes** of homework total across all content areas per night, Monday - Friday.
  - High school students should not have more than **45-90 minutes** of homework total across all content areas per night, Monday - Friday.
  - Students enrolled in college-level courses (AP, IB, Dual Enrollment, etc.) should not have more than **30-60 minutes** of homework per night, per college-level course.
7. **Feedback:** Teachers should provide students feedback on written homework assignments. Students are more likely to do homework if provided specific and meaningful feedback.
  8. **Grading:** Homework for practice or preparation for instruction is intended to build skills and understanding. This type of homework does not evaluate learning and, therefore, is **not graded**. Rather, the intent of such homework is to help students learn and to prepare them for subsequent tasks that are graded.

Projects and large assignments requiring additional work time may be assigned as homework that **is graded** upon completion.

#### G. Relearn & Reassess (R&R) Procedures

Giving additional opportunities to achieve mastery is important because students do not all reach proficiency at the same time and in the same way. Relearning content or skills toward proficiency should result in a chance to be reassessed, as a student's grade should reflect the best evidence of meeting the learning target.

Schools are expected to develop and communicate R&R procedures to students and parents. Such procedures should incorporate the following guidelines:

1. Completion of a student-created **Relearning Plan** should be a component of the process. Relearning plans should include having the student:
  - analyze their errors or misconceptions on the previous summative assessment.
  - determine how to relearn the content to bring about mastery;
  - complete and turn in any missing assignments;
  - commit to date(s) and time(s) to redo the assignment or retake the assessment; and,
  - share the plan with their parent and teacher for approval.
2. Reteaching should be a component of the process. This should not be a repeat of the original lesson, but rather a mini-lesson with strategies to target the student's errors and opportunities to provide feedback.

3. **For grades K-3**, students should relearn and then be reassessed for any competency not mastered.
4. **For grades 4-12**, after any **major assessment**, students should have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students should be given a **minimum of two** opportunities to be reassessed. Students scoring **below 70** on a major assessment should be expected to complete a relearning plan unless exempted with parent approval.
5. Teachers should have discretion to determine if R&R opportunities will be given for any **minor assessment**.
6. Major assessments include unit tests and projects, but **do not** include Content Mastery Assessments and final exams. Minor assessments include graded classwork and quizzes.
7. Reassessments should be a different version from the original.
8. The reassessment score should replace the original score (the scores should not be averaged).
9. Schools should provide reasonable timelines for the R&R process. Generally, reassessments should be completed within **7** school days of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

#### **H. Accommodations and Modifications**

1. **Accommodations** are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage.

Appropriate accommodations for students with disabilities do not reduce or lower the standards or expectations for content and do not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations.

Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team. ELL (English Language Learner) teachers will follow the accommodations found in the Student Assessment Handbook and the Accessibility & Accommodations Manual.

2. **Modifications** according to the IEP or 504 Plans are alterations that change or reduce learning expectations. These modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications on statewide assessments may invalidate the results and may not be appropriate or allowed on statewide assessments.

The report card will designate modified curriculum by the assigned special education-designated course number.

## VI. GRADE RECORDING & REPORTING GUIDELINES

The following guidelines ensure consistency in grade recording and reporting procedures.

### A. Assignment of Grades

While the grading system has been developed cooperatively between the Teaching and Learning Department, the Student Services Department, and local school educators, **the final evaluation of students and the assignment of grades is the responsibility of teachers and school administrators.**

### B. Maintaining the Gradebook

Grades are used for communicating with students and parents concerning progress toward standards mastery. Clear communication allows students to track their own progress so report card grades are not a surprise. The following are guidelines for maintaining the official gradebook:

1. All teachers should maintain grades in the System's electronic gradebook (Infinite Campus).
2. The grades entered should reflect only performance toward mastery of standards.
3. The grades entered should reflect grade replacement through reassessment.
4. Only the teacher of record (or principal designee) should enter grades in the gradebook.
5. Teachers should enter grades in a timely manner, typically within 2 days of assignment collection. Larger assignments, such as projects and essays, may take longer to grade and record.
6. The grades posted in the gradebook should be the complete set from which the student's final grade will be determined.
7. Grades recorded in the gradebook are considered official documentation of students' academic performance and should be protected as a confidential student record.

### C. Grade Changes

In accordance with O.C.G.A. § 20-2-989.20, no classroom teacher shall be required, coerced, intimidated, or disciplined in order to change the grade of a student. This Rule shall not apply when a teacher has failed to comply with the grading Policies or Procedures adopted by the System or written procedures established by a school within the Richmond County School System that are applicable to the grading process unless such a Policy, Rule, or Procedure would require a student be given a grade different than the actual grade achieved. Under these circumstances a teacher may be disciplined.

Nothing in this Rule shall be construed to prevent a principal or other school administrator from discussing the grade of a student with a classroom teacher. Further, this Rule shall not be construed to prevent a central office administrator, Superintendent, or other System administrator from changing a student's grade. Any grade change made by a person other than the classroom teacher must be clearly indicated in the student's school records and must indicate the person responsible for making such grade change.

#### D. Impact of Zeros

In a typical 100-point grading scale, where 69 and below is considered failing, a zero can have a severe effect on a student's overall average. As a result, the student may lose confidence and motivation, and their final grade may not accurately communicate what they have actually learned and are able to do. It is important for teachers to recognize this limitation in the 100-point scale.

**In cases where a student's grade falls below 60**, the teacher may, at their discretion, record a 60 rather than the actual grade earned. The teacher may exercise this option when, in their professional judgment, the student's academic efforts warrant it. A zero may be recorded if a student refuses to respond to an assignment.

#### E. Grade Reporting Cycle

1. Teachers should enter grades in the Infinite Campus gradebook on a weekly basis throughout the semester. This allows students and parents to have continuous access to current student grades.
2. Each semester represents an 18-week grading period.
  - **Progress Report 1** will be issued at the end of the first 6-weeks.
  - **Progress Report 2** will be issued at the end of 12-weeks.
  - **Semester Report Card** will be issued at the end of 18-week grading period.
3. Each progress report will reflect the student's **cumulative** achievement (the result of all grades since the first day of the semester).
4. The student's final grade will reflect their cumulative achievement from the first day to the last day of the semester.
5. This process allows teachers to evaluate the student's progress toward mastery of standards based on the full body of evidence from the entire semester.

#### F. Late Enrollment

Students enrolling in the System when two weeks or less remain in the evaluation period will receive evaluation marks based on the transcript from the sending school. Parents/guardians will be notified of this procedure.

#### G. Notification of Failure

The principal will follow the established system procedures requiring parent/guardian notification prior to a student receiving a failing grade for an evaluation period. The System's guidance on RTI parent notification should be followed.

#### H. Non-Academic Grade Reporting (Work Habits and Behaviors that Support Achievement)

Teachers and parents recognize the value of helping students cultivate soft skills and dispositions that are important for college, career and life success. However, it is imperative that teachers separate behavior and work-ethic grades from academic achievement grades.

Teachers should use the following criteria and scale for reporting information on students' work habits and behaviors that support achievement:

**Elementary (Grades K – 5)**

Work Habits and Behaviors that Support Achievement				
Follows oral and written directions		Works independently		
Works cooperatively		Participates in class		
Completes class work		Completes homework		
Produces best work				
Grading Scale	4 Consistently Demonstrated	3 Frequently Demonstrated	2 Occasionally Demonstrated	1 Rarely Demonstrated

Secondary (Grades 6 – 12) Work Habits and Behaviors that Support Achievement				
<b>Self-Management</b> Demonstrates a positive mindset Exhibits patience and self-control Shows motivation, initiative and effort		<b>Collaboration</b> Actively participates in team activities Demonstrates cooperation and flexibility Resolves conflicts appropriately		
<b>Responsibility</b> Follows directions, completes assignments, and fulfills responsibilities Exhibits pride in producing quality work Shows respect toward people, property and the use of resources		<b>Critical Thinking</b> Analyzes and interprets situations, patterns, and data Demonstrates openness to new and diverse perspectives Exhibits inductive and deductive reasoning		
<b>Communication</b> Listens attentively Asks questions to clarify understanding Initiates and engages in positive and productive interaction with peers and teachers		<b>Creativity</b> Produces ideas to solve challenging tasks Displays curiosity, inventiveness and originality Uses appropriate resources to solve problems and create products		
Grading Scale	4 Consistently Demonstrated	3 Frequently Demonstrated	2 Occasionally Demonstrated	1 Rarely Demonstrated

## I. Elementary School

### 1. Academic Grade Reporting: Kindergarten – 3rd Grade

Student performance in Grades K-3 will be recorded and reported by numerical grades on a 4-point, standards-based scale.

- a. **Calculation of Final Grades** Final grades will be determined at the end of each semester based on the cumulative body of evidence for each standard. The **mode** of all assessment scores per standard will be used to identify patterns of performance over time and guide determination of final grades.

**Minimum number** of assessment scores collected per 6-week progress report = **5**

**Content Mastery Assessments** will be given at the end of each 6-week progress report periods in all Grade 3 core content areas. These assessments will be scored by standard and entered in the gradebook as an indicator of student progress toward proficiency.

b. **Academic Grading Scale**

<b>4</b>	<b>Distinguished Learner</b>	Makes applications and inferences beyond expectations
<b>3</b>	<b>Proficient Learner</b>	Meets standards consistently and independently
<b>2</b>	<b>Developing Learner</b>	Progressing toward meeting standards
<b>1</b>	<b>Beginning Learner</b>	Limited progress toward mastery of standards
<b>ND</b>	<b>Not Demonstrated</b>	Not yet demonstrated
<b>NA</b>	<b>Not Applicable</b>	Not applicable at this time

2. **Academic Grade Reporting: Grades 4 - 5**

Student performance in Grades 4-5 will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

a. **Calculation of Final Grades**

Final grades will be determined by the cumulative semester average using the following criteria:

- **Minor Grades = 60%**  
Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study.  
**Minimum number** of minor grades per 6-week progress report period = **5**
- **Major Grades = 35%**  
Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study.  
**Minimum number** of major grades per 6-week progress report period = **2**
- **Content Mastery Assessments = 5%**  
These assessments will be given at the end of each 6-week progress report period in all core content areas.

Note: In courses where CMAs are not given, the Major Grades category will be 40%.

b. **Academic Grading Scale**

<b>A</b>	Represents an average of <b>90-100</b>
<b>B</b>	Represents an average of <b>80-89</b>
<b>C</b>	Represents an average of <b>75-79</b>
<b>D</b>	Represents an average of <b>70-74</b>

<b>F</b>	Represents an average of <b>below 70</b>
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- c. In grades 4-5 a letter grade of “D” or above will indicate that the student's academic performance complies with the Georgia Board of Education Rule 160-4-2.13, Grading Systems, which establishes 70 as a minimum passing score.

### 3. Honor Roll

Students in grades 4 and 5 meeting the following criteria will be recognized as follows:

a. **All “A/B” Academic Achievement Honor Roll**

Criteria: “A” or “B” in each subject **All “A” Academic Achievement Honor Roll**

Criteria: “A” in each subject

## J. Middle School

### 1. Academic Grade Reporting

Middle school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

a. **Calculation of Final Grades**

Final grades will be determined by the cumulative semester average using the following criteria:

- **Minor Grades = 60%**  
Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study.  
**Minimum number** of minor grades per 6-week progress report period = **5**
- **Major Grades = 35%**  
Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study.  
**Minimum number** of major grades per 6-week progress report period = **2**
- **Content Mastery Assessments = 5%**  
These assessments will be given at the end of each 6-week progress report period in all core content areas.

Note: In courses where CMAs are not given, the Major Grades category will be 40%.

b. **Academic Grading Scale**

<b>A</b>	Represents an average of <b>90-100</b>
<b>B</b>	Represents an average of <b>80-89</b>
<b>C</b>	Represents an average of <b>75-79</b>
<b>D</b>	Represents an average of <b>70-74</b>
<b>F</b>	Represents an average of <b>below 70</b>

- c. All high school rules and procedures will apply to high school courses taken in middle school, including but not limited to grading, withdrawing, and scheduling.

Courses that students received credit for in Middle School, will NOT be used to calculate the high school GPA.

**2. Honor Roll**

meeting the following criteria will be recognized as follows:

- a. **All “A/B” Academic Achievement Honor Roll**

Criteria: “A” or “B” in each subject

**All “A” Academic Achievement Honor Roll**

Criteria: “A” in each subject

**K. High School**

**1. Academic Grade Reporting**

High school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

- a. **Calculation of Final Grades**

Final grades will be determined by the cumulative semester average using the following criteria:

- **Minor Grades = 40%**  
Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study.  
**Minimum number** of minor grades per 6-week progress report period = **5**
- **Major Grades = 35%**  
Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study.  
**Minimum number** of major grades per 6-week progress report period = **2**
- **Content Mastery Assessments = 5%**  
These assessments will be given at the end of each 6-week progress report period in all EOC-tested courses.  
Note: In courses where CMAs are not given, the Major Grades category will be 40%.
- **Final Exam/EOC Test Grade = 20%**

- b. **Academic Grading Scale**

<b>A</b>	Represents an average of <b>90-100</b>
<b>B</b>	Represents an average of <b>80-89</b>
<b>C</b>	Represents an average of <b>75-79</b>



<b>D</b>	Represents an average of <b>70-74</b>
<b>F</b>	Represents an average of <b>below 70</b>

## 2. Final Exams

- a. Final Exams will count for **20%** (unless otherwise established by the State or System) of the overall grade for each high school course.
- b. Courses with state-required end-of-course Georgia Milestones assessments will count this test as the only comprehensive final exam and must calculate the score as **20%** (unless otherwise established by the State or System) of the final grade.
- c. **Criteria for Exam Exemptions:**
  - Georgia Milestone Assessments and other state mandated assessments may NOT be exempt.
  - Final Exams for students enrolled in high school courses may be exempted provided students have a **90** average or above in the course.
  - Final exams for students who are successful on the End-of-Pathway Assessment for a course may be exempt. Teachers may record a final exam grade of “100”.

## 3. Honor Roll

Students meeting the following criteria will be recognized as follows:

### a. All “A/B” Academic Achievement Honor Roll

Criteria: “A” or “B” in each subject

### b. All “A” Academic Achievement Honor Roll

Criteria: “A” in each subject

## VII. GUIDELINES FOR AWARDING CREDIT, ACCEPTING TRANSFER CREDIT, & DETERMINING CLASS RANK

### A. Awarding Units of Credit

1. Students will be awarded credit only for courses that include concepts and skills based on the state adopted curriculum for grades K-12 approved by the State Board of Education (SBOE) in accordance with the provision for each program or course described in the State Board Rules(s) and State Department Guidelines.
2. The Board will award units of credits for middle school courses that are based on the state adopted curriculum for grades 9-12 and approved by the Richmond County Board of Education.
3. The Superintendent or designee is authorized to establish procedures whereby a student may earn course credit by demonstrating subject area competency without regard to the amount of instructional time the student spends in the course.
4. An eligible student may earn course credit by “testing-out”, which means scoring at the “Distinguished” level on a state End of Course Test (EOC) prior to taking the course. Students attempting to test out must have parent permission and their parent must be informed of potential costs prior to the EOC administration.

Course credit earned through testing-out will be reported in the same way as credit earned through course completion. A student’s numerical grade for a course in which the student tests out will be determined by converting the student’s EOC scale score to a prorated numerical score using

state EOC conversion scale for the subject. Student eligibility criteria for earning credit for EOC “testing-out” and information regarding grade assignment and collection of any associated fees will be included in the student handbook and/or advisement materials.

5. Military dependents will be awarded course credit in accordance with OGCA 20-17-2.

#### **B. Accepting Transfer Credit and Grades from Accredited Institutions**

1. Carnegie unit credit received from the schools accredited by a designated regional or state accrediting agency will be accepted as established by Georgia Board of Education Rules and Richmond County School System.
2. The Board will not substitute a course and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses presented for credit include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the SBOE.
3. For student transcript purposes, grades for courses taken by transferring students will be accepted as recorded on the transcript from the issuing school or program. Grades of students transferring from schools accredited by a designated regional or state accreditation agency will be recorded as numerical grades. Letter grades for high school transfers will be converted to numerical grades using either a conversion scale provided by the prior school or, if a scale is not available, using a conversion formula established by the Superintendent or designee.

#### **C. Accepting Transfer Credit from Non-Accredited, Non-Traditional Education Centers and/or Home Schools**

Transfer credit will be validated for courses taken at non-accredited schools, home study programs, and non-traditional educational centers.

##### **1. Elementary and Middle School**

Elementary and middle school students transferring from home study programs, non-accredited schools or non-traditional education centers will be placed at the appropriate grade level in a probationary placement based on the student’s records in the prior schools or programs. Final placement will be determined by performance on the System’s course assessment and satisfactory performance in the System for one grading period.

##### **2. High School**

High school students transferring from home study programs, non-accredited schools or non-traditional educational centers will have a probationary placement of no longer than three weeks in a 9th grade homeroom until the credits are validated. The student may be enrolled in appropriate level courses based on a review of the transcript until the probationary period ends. High school transfer students must take any state-mandated assessments, including applicable End of Course tests. Units of credit will be granted for courses that meet state-adopted curriculum standards for grades 9-12 as evidenced by the validation process.

The process for validating credits reported from non-accredited home study programs, non-accredited schools or non-traditional educational centers includes:

- A. Administration of EOC Assessment or system assessment for courses that have one associated; and,
  - B. For courses that have no EOC or standardized assessment associated, a review of the transferred courses must occur.
3. **Validation by the administration of End-of-Course Assessment or other Standardized Assessments**

A student must take and pass mandatory state testing course assessment, EOC or a System assessment, with a minimum of 70 grade conversion to receive credit for the course. A student enrolling from a non-accredited school will receive one test administration opportunity to demonstrate proficiency in order to earn credit for a course that requires the EOC.

If the student does not pass the EOC on that administration, the student will not receive credit for that course. If the course is required to receive a high school diploma, the student will enroll in the course and take the EOC at the completion of the course.

Upon earning a passing score on the EOC or standardized assessment, the grade shown on the transcript from the non-accredited school, non-traditional education center or from a home school will be awarded.

**4. Review of transferred courses**

Students transferring from a non-accredited school, non-traditional education center or from a home study program will provide official transcript and other documentation (course syllabus) for review of skills and concepts to determine whether transfer courses meet the state-adopted curriculum. Review of course will be conducted by the Teaching and Learning Department or Superintendent’s designee. Courses for which there is no alignment to the state-adopted curriculum will not be awarded credit.

**D. Reporting Transferred Grades and Credits from Accredited (Including Post-Secondary Institutions) and Non-Accredited Schools**

System procedures corresponding to State Rule 160-5-1-.15:

**1. Course Titles**

Transfer course titles will be changed to the appropriate Richmond County School System course titles for courses in English, mathematics, science, social studies, foreign language, health, and the specific course Personal Fitness. Transfer elective course titles will be changed to broad categorical titles, such as physical education, business education and other appropriate categories to best meet the description of the appropriate course. Titles for courses taken through the Dual Enrollment Program will be listed on the high school transcript according to the course name described in the Dual Enrollment Course Directory.

**2. Grade Conversion**

- a. Student grades will be subject to the following conversion scale if the transferring school has not assigned a numerical average.

Grade Conversion Scale								
<b>A+</b>	= 99	<b>B+</b>	= 89	<b>C+</b>	= 79	<b>D+</b>	= 74	<b>F = 65</b>
<b>A</b>	= 95	<b>B</b>	= 85	<b>C</b>	= 77	<b>D</b>	= 72	
<b>A-</b>	= 90	<b>B-</b>	= 80	<b>C-</b>	= 75	<b>D-</b>	= 70	

- b. In cases where the issuing school uses a grading scale different from Richmond County’s the numerical grade to be recorded will be derived by the following steps:
  - Converting the transferred numerical grade to a letter grade according to the issuing school's grading scale, and then,
  - Assigning a numerical grade based on the preceding conversion scale.

- c. If grades of pass or fail are received, the following procedure must be applied:
  - Fail will be recorded as "F", and no course credit will be included in the calculation of the cumulative average;
  - Pass will be recorded as "P", and course credit will be awarded however, this course will not be included in the calculation of the cumulative average.
- d. If a situation occurs where the above procedures adversely affect the academic standing of the student, a request for transcript review may be made to the school administration. If dissatisfied with the decision of the school administrator a written request may be made to the School Principal for an appeal to the Richmond County Transcript Review Committee.

A Review Committee consisting of two counselors, Director of Student Services, Director of Teaching and Learning, and the Associate Superintendent of Academic Services and the Assistant Superintendent of Student Services will make the final determination. The Review Committee will meet on a quarterly basis to review requests.

**E. Repeated Courses**

1. Once a student has received credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade.
2. A student may repeat for credit a course in which he/she has received an F. Both grades must be recorded on the cumulative record and figured in the grade point average.

**F. Grade Point Average**

A student's grade point average (GPA) is based on quality points earned while enrolled in grades 9-12. (Please See Chart Below)

Regular High School courses are based on a 4.0 scale and AP, IB and College/University Courses are based on a 5.0 scale. The Georgia Student Finance Commission has a Dual Enrollment Funding Cap of 30 Semester Hours or 45 Quarter Hours. Dual enrollment credits earned beyond those limits will be self-pay and will be calculated on the same scale as Regular Courses below, as identified by their unique GADOE/RCSS course numbers. Points are awarded for each grade earned. High School Student Transcripts include the quality point GPA and Class Rank.

<b>Quality Points</b>	
<b>Regular Courses</b>	<b>Advanced Placement (AP) International Baccalaureate (IB) and College/University courses</b>
"A" = 4 Quality Points	"A" = 5 Quality Points
"B" = 3 Quality Points	"B" = 4 Quality Points
"C" = 2 Quality Points	"C" = 3 Quality Points
"D" = 1 Quality Points	"D" = 2 Quality Points
"F" = 0 Quality Points	"F" = 0 Quality Points

**G. Class Rank**

1. An official class rank should be compiled for each grade based on the students' quality point GPA. It will be computed at the end of the year. Averages are to be carried out to three decimal places. The final averages are not rounded.

2. When two or more students have the same average, they will be given the same rank in class, but each student will be counted as though he/she were occupying a separate station in the ranking. For example: Students A, B, and C have a GPA of 3.729. The immediately preceding average is 3.750 which ranks number 8 in the class. Students A, B, and C are assigned rank number 9. Student D, with a GPA of 3.695 is assigned rank number 12.
3. After the first semester computation of average, Honor Graduates will be only seniors with a quality point cumulative GPA of 3.5 or higher. Honor Graduates will be announced on the first Friday in February each year.

#### **H. Valedictorian/Salutatorian**

The Valedictorian is the student with the highest quality point cumulative GPA in the graduating cohort's senior class. The Salutatorian is the student with the second highest quality point cumulative GPA in the graduating cohort's senior class. After the first semester computation of average, the Valedictorian and Salutatorian will be announced on the first Friday in February each year.

The Valedictorians and Salutatorians must attend their representative high school their Junior and Senior years prior to receiving this honor. If students vying for Valedictorian or Salutatorian have identical quality point GPA averages, the 100-point scale GPA will be considered.

## VIII. DEFINITIONS

### A. Assessment

Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement. (O'Connor, 2009)

A planned process in which evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. (Popham, 2011)

### B. Assessment Types

#### 1. Benchmark Assessment

Given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard. They provide teachers with information about which content standards have been mastered and which require additional instruction, identifying students' strengths and needs. ([nwea.org](http://nwea.org))

#### 2. Common Assessment

Used in a school or district to ensure that all teachers are evaluating student performance in a more consistent, reliable, and effective manner. They allow educators to compare performance results across multiple classrooms, courses, schools, and/or learning experiences. Common assessments may be "formative" or "summative." ([edglossary.org](http://edglossary.org))

#### 3. Criterion-Referenced Assessment

The use of standards, objectives, or benchmarks as reference points for determining students' achievement. (Wormeli, 2018)

Criterion-referenced tests are designed to measure student performance against a fixed set of predetermined criteria or learning standards. ([edglossary.org](http://edglossary.org))

#### 4. Diagnostic Assessment

Generally, diagnostic assessments refer to pre-assessments given to identify students' prior knowledge or readiness. The term may also refer to assessments used to "diagnose" specific challenges or needs so that interventions can be implemented. ([Center for Assessment](http://Center for Assessment))

#### 5. Formative Assessment

Frequent and ongoing ways to check students' progress toward mastery; the most useful assessment teachers can provide for students and for their own teaching decisions. (Wormeli, 2018)

#### 6. Norm-Referenced Assessment

Refers to standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam. ([edglossary.org](http://edglossary.org))

#### 7. Performance Assessment

Typically requires students to complete a complex task, such as a writing assignment, science experiment, presentation, performance, or long-term project. Performance assessments may also be called "authentic assessments," since they are considered by some educators to be more accurate and meaningful evaluations of learning than traditional tests. ([edglossary.org](http://edglossary.org))

#### 8. Portfolio Assessment

A collection of work, some teacher-selected and some student-selected, used to assess a student's growth over time; often includes student's own reflections. (Wormeli, 2018)

Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, and lab reports. Portfolios may also be digital archives that include content such as student-created videos, multimedia presentations, spreadsheets, websites, and photographs. ([edglossary.org](http://edglossary.org))

9. **Pre-Assessment**

Assessments administered before students begin a lesson, unit, course, or academic program for the purpose of determining prior knowledge or general academic readiness, and/or for establishing a baseline against which progress can be measured over time. ([edglossary.org](http://edglossary.org))

10. **Screening Assessment**

Assessments used to determine whether students may need specialized assistance or services, or whether they are ready to begin a course, grade level, or academic program. ([edglossary.org](http://edglossary.org))

11. **Summative Assessment**

Completed after the learning experiences; usually requires students to demonstrate mastery of all the essential understandings, though they can be explored over several different tasks; gradable. (Wormeli, 2018)

**C. Central Tendencies (Calculating Grades by Mean, Median, and Mode)**

1. **Mean: Averaging all scores.**

Provides for mathematically precise scoring. However, averaging grades can create a false sense of central tendency by allowing outlier scores to skew the results, thus creating an inaccurate report of student proficiency.

2. **Median: Identifying the middle score by rank.**

Provides for more stability in scoring by diminishing the impact of outlier scores. Requires converting common scores to a scale. Has the greatest impact when performance is highly variable.

3. **Mode: The most frequently occurring score.**

Provides for accurate and consistent scoring by focusing on the pattern of scores over time. Outlier scores do not skew the accuracy of reporting, but scoring is less accurate with a small sample size.

Professional judgement must be used with all three central tendencies, and always consider a body of evidence or patterns. Disaggregation of scores based on individual standards gives the most accurate reporting of where students are with levels of mastery towards the standards. There must be clear, consistent evidence over time to calculate a grade. (Nickelsen)

**D. Criteria for Success**

Qualities (and sometimes quantities) that must be present for performances, products, tasks or formative assessments so there is clarity for student mastery of the Learning Targets and standards. A tool for students that provides the criteria to be successful on the learning at hand. It guides feedback. (Nickelsen)

**E. Differentiated Instruction**

Instruction that matches the needs of students with the requirements for achievement. Differentiated instruction is characterized by using multiple, flexible approaches to learning targets for students at varying levels of readiness and with different interests and attitudes toward the targets. (Moss & Brookhart, 2012)

**F. Feedback**

Communication that tells students what they did in relation to the goal of an assignment; does not include an evaluative component. (Wormeli, 2018)

Feedback is a two-way recurring conversation between teacher and student. Teachers give feedback to students about their learning to show them where they are, but the teacher also receives feedback from students that allows the teacher to adjust instruction. (Vatterott, 2015)

Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice. (S. Brookhart, 2008)

**G. Grades/Grading**

The number or letter reported at the end of a period of time as a summary statement of student performance. (K. O'Connor, 2002)

The overall indicator of student achievement. (R.J. Marzano, 2000)

Grades must be accurate, fair, specific, and timely—the criteria for an effective grading policy. (D. Reeves, 2011)

Grades are more often than not subjective and thereby likely to be more distorted in their accuracy than teachers realize. Grades are not always accurate indicators of mastery. (Wormeli, 2006)

**H. Learning Target**

A description of what the student is going to learn by the end of today's lesson, stated in developmentally appropriate language that the student can understand. Learning target language is framed from the point of view of a student who has not yet mastered the target and includes student "look-fors" – criteria that students can use to judge how close they are to the target – stated in language that describes mastery (rather than grading or scoring). The learning target is connected to the specific performance of understanding for today's lesson. (Moss and Brookhart, 2012)

**I. Reassessment**

Giving students the opportunity to redo an assignment or retake an assessment for the purpose of demonstrating additional learning acquired through completion of an approved relearning plan. (Nickelsen)

**J. Relearning Plan**

A student-designed plan to achieve mastery of standards missed in a previous assessment. This plan consists of but does not limit itself to the student: (1) analyzing the errors or misconceptions on the summative assessment; (2) determining how to relearn the content to bring about mastery; (3) completing and turning in any missing assignments; (4) committing to date(s) and time(s) to retake or redo the assessment; and, (5) sharing the plan with their parent and teacher for approval. (Nickelsen)

**K. Rubric**

A rubric is typically an evaluation tool used to measure learning expectations against a consistent set of criteria. Rubrics are used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students. ([edglossary.org](http://edglossary.org))

A smaller-scale continuum of scores in which each score correlates to a clear descriptor of performance. (Wormeli, 2018)

**L. Standard**

A statement that describes what and/or how well students are expected to understand and perform. (O'Connor, 2009)

**M. Standards-Based Grading**

Measuring student progress relative to specific learning standards. This system of evaluation isolates the learning of content and mastery of skills from other factors, such as behavior. Refers to the practice of making sure students learn what they were taught and actually achieve the expected standards - i.e., that students meet a defined standard for proficiency. ([edglossary.org](http://edglossary.org))



# Instructional Resources

Elementary School

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F.E.V. Tutor Best Practices  
i-Ready Best Practices  
Anchor Charts  
eleot® Effective Learning Environments  
Observation Tool  
Panorama Overview  
Glossary  
Contacts







## Live 1-to-1 Online Tutoring for Richmond County Students

Richmond County Schools is pleased to partner with FEV Tutor to provide our students high-quality online tutoring personalized to each student’s unique needs and aligned to the RCSS curriculum.

RCSS chose to partner with FEV Tutor due to their track record of success. Founded by educators, FEV Tutor takes an innovative approach to deliver students the 1-on-1 support they need to grow academically.

Students work with their own professional tutor on an engaging web-based platform accessible from any computer with an internet connection. Tutoring is personalized for each student.

During each tutoring session, students work through lessons that will guide them through their own personalized tutoring plan created in collaboration by FEV Tutor and RCSS in alignment with Canvas Courses and Student Assessment Data. FEV Tutor’s high-quality student support services are successful with students here in RCSS and students from K-12 schools across Georgia and Nationally.

### ABOUT FEV TUTOR

FEV Tutor takes a collaborative approach to deliver live, virtual tutoring solutions to K-12 schools and districts. We work directly with teachers and administrators to align tutoring to our partner’s standards, curriculum, goals, and initiatives. The result is a targeted tutoring program that represents a natural extension of the student’s core classroom.



*“It was the best. She helped every step of the way. I was lucky to have her as a tutor.”*



**Dasario W**  
5th Grade Student  
Copeland Elementary School

### What tutoring looks like for your student

Tutoring for each student is shaped to meet his or her unique needs! Your student may be working with a tutor to prepare for an upcoming exam (EOG or EOC), build skills gaps, review materials from courses, or work towards a combination of these goals.

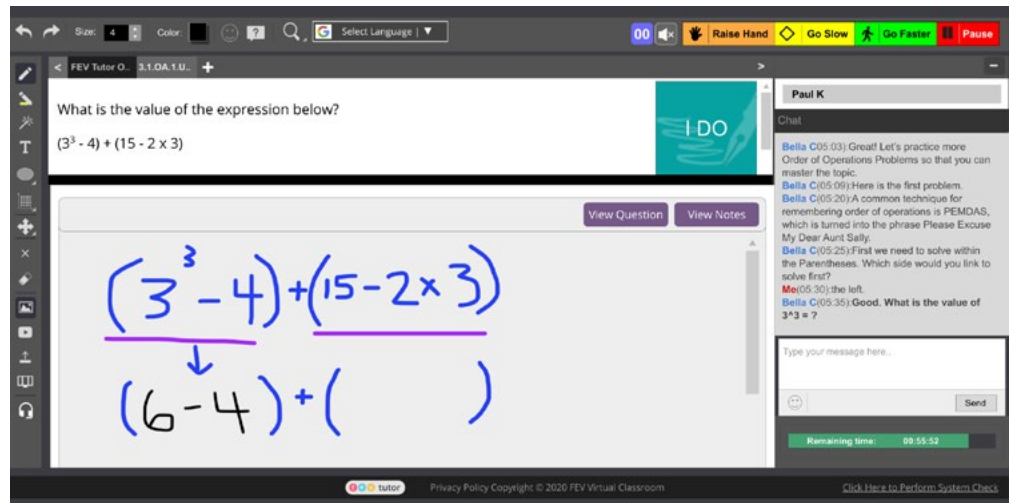
FEV Tutor’s Academic Team and RCSS Instructional Leadership have worked together extensively to equip tutors with knowledge of student courses and assignments. However, we understand that you know your students best! We also rely on the feedback of RCSS students and families to continually shape and mold the tutoring to help students where they need it most.

“

“He was very helpful, and he explained the work in a way I could understand easily, also he was very social and fun.”



**Avery B**  
9th Grade Student  
Hephzibah High School



## How to get started?

All RCSS students are already registered and set up with an account in FEV Tutor through ClassLink. Visit your ClassLink Launchpad and click on the FEV Tutor application!



Contact our 24/7 Scheduling & Support Team ([GA@fevtutor.com](mailto:GA@fevtutor.com), 855-763-2607) with your preferred days, times, and subjects to get started with your weekly tutoring schedule!









## Your Year with i-Ready



Before 1st Diagnostic Window (≤ 4 weeks)	Between Diagnostic Windows (12–18 weeks)	2nd Diagnostic Window (≤ 4 weeks)	Between Diagnostic Windows (12–18 weeks)	3rd Diagnostic Window (≤ 4 weeks)	End of Year
<p>Use this area to write in your dates:</p>					
<p>You and your students are onboarded into i-Ready Connect and account settings are selected.</p>	<p><b>Get Good Data:</b> Get organized, prepare students, and administer the Diagnostic so students start the test 2–3 weeks into the school year (4–6 weeks for kindergarten).</p> <p><b>Set Schedules</b> Create and maintain schedules that include key instructional priorities.</p> <p><b>Deliver Differentiated Instruction</b> Deliver targeted instruction to address student needs.</p> <p><b>Actively Monitor and Respond</b> Monitor Personalized Instruction and respond to student needs.</p> <p><b>Use Data to Plan Instruction</b> Review data to inform instructional decisions.</p> <p><b>Set Goals and Engage Students</b> Set clear goals with students and celebrate growth and progress.</p> <p><i>If applicable: Standards Mastery or Growth Monitoring assessments are administered.</i></p>	<p><b>Get Good Data:</b> Get organized, prepare students, and administer the second Diagnostic so students start the test at least 12 weeks after the first Diagnostic.</p>	<p><b>Set Schedules</b> Create and maintain schedules that include key instructional priorities.</p> <p><b>Deliver Differentiated Instruction</b> Deliver targeted instruction to address student needs.</p> <p><b>Actively Monitor and Respond</b> Monitor Personalized Instruction and respond to student needs.</p> <p><i>If applicable: Standards Mastery or Growth Monitoring assessments are administered.</i></p>	<p><b>Get Good Data:</b> Get organized, prepare students, and administer the third Diagnostic so students start the test at least 12 weeks after the second Diagnostic.</p>	<p>Reflect, celebrate, and plan for next year.</p>

Notes:





## Top Teacher Actions Overview

When using a sophisticated program like *i-Ready*, you may find yourself asking questions like: *Where do I start? What should I focus on? How do I integrate this program into my teaching?*

From our work with thousands of teachers, we have learned that focusing on these key actions will help you unlock *i-Ready*'s potential and help you meet each of your students' unique needs.

To download this resource, search *Top Teacher Actions* on *i-Ready Central*.



### Get Good Data

**Get organized and administer each assessment:** Prepare and motivate students, actively proctor, and manage rushing and completion.



### Actively Monitor and Respond

**Monitor Personalized Instruction and respond to student needs:** Review Lesson Time-on-Task, Percent of Lessons Passed, and Student Lesson Alerts weekly, and adjust support for students as needed.



### Set Schedules

**Create and maintain schedules that include key instructional priorities:**

Allow for 45 minutes per subject per week of Personalized Instruction, whole class and small group instruction, student engagement activities, and your own planning and monitoring.



### Deliver Differentiated Instruction

**Target instruction to students' needs:** Use *i-Ready* data to inform small groups and deliver tailored instruction using the recommended resources. Regularly check for understanding.



### Use Data to Plan Instruction

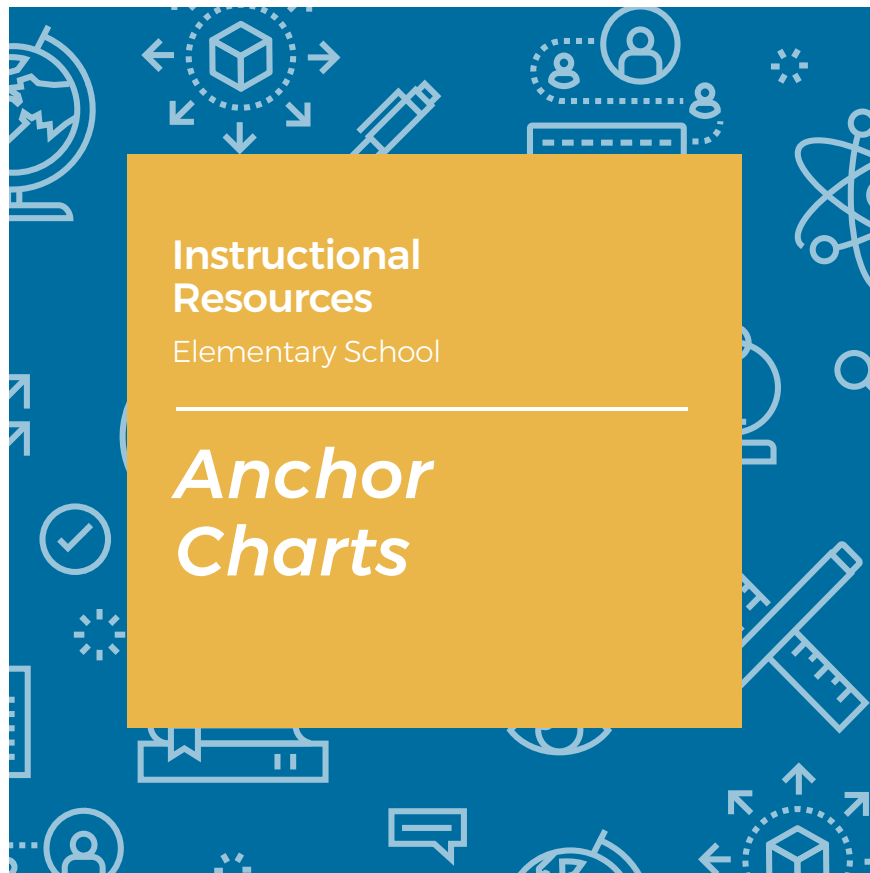
**Review Diagnostic reports to inform instructional decisions:** Focus on Diagnostic Results, Instructional Groupings, and Diagnostic Growth. Review data from interim and formative assessments to prioritize and adjust instruction.



### Set Goals and Engage Students

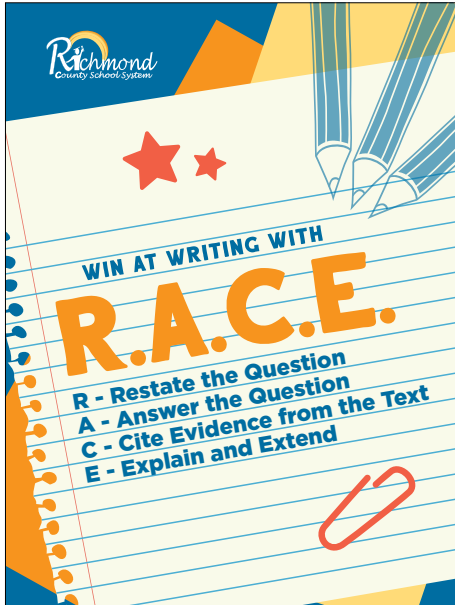
**Set clear goals with students and celebrate growth and progress:** Make goals visible to students, routinely track student progress, and have data chats with students regularly.



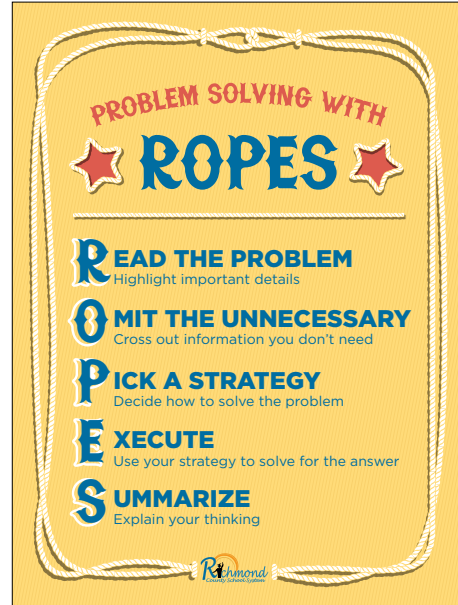


## Anchor Charts

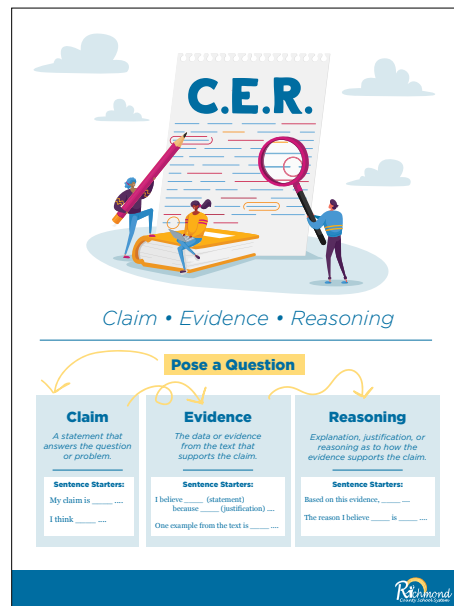
Anchor charts are used as a tool to support instruction. This tool facilitates student regulation, support independent thinking, enhances critical thinking skills, and supports cognitive development.



**R.A.C.E.** is a writing strategy for answering open ended questions. This anchor chart is posted in all K-5 classrooms.



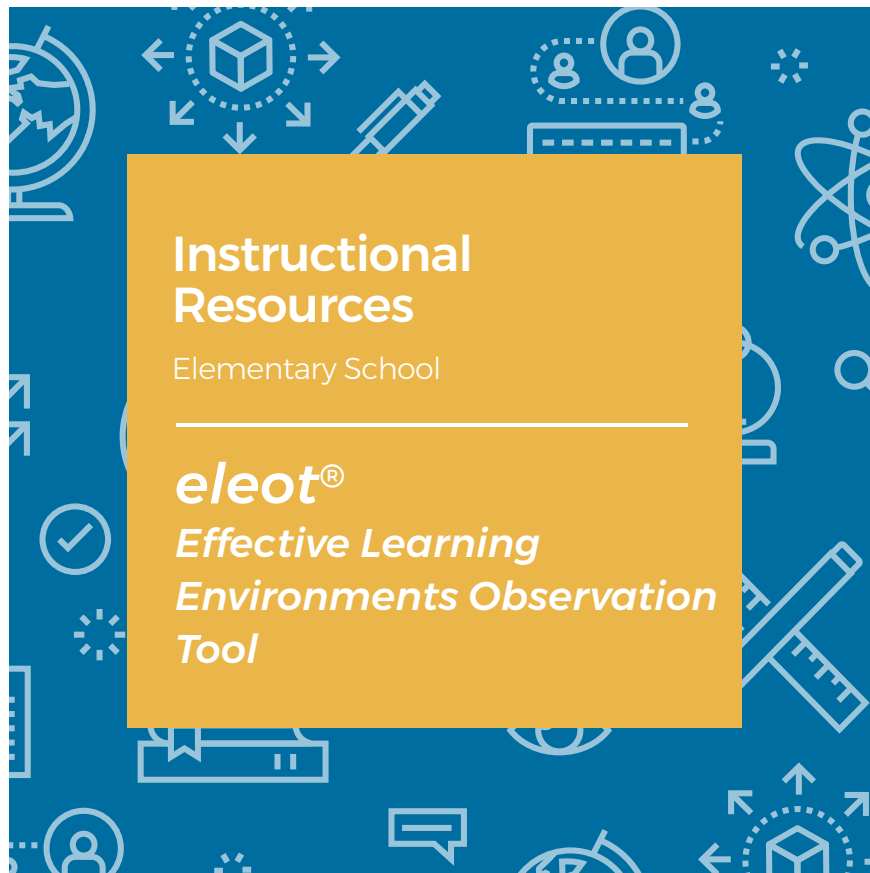
**R.O.P.E.S.** is a strategy that is used to support problem solving. This anchor chart is posted in all K-12 classrooms.



**C.E.R.** is a writing strategy that helps students analyze information and experiences in an organized, concise manner. This anchor chart is posted in all 6-12 classrooms.







# Effective Learning Environments Observation Tool<sup>®</sup> (eleot<sup>®</sup> 2.0)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Using the eProve eleot app, select the number that corresponds with your observation of each learning environment item descriptor. As needed and appropriate make inquiries with learners.

4 – Very Evident      3 – Evident      2 – Somewhat Evident      1 – Not Observed

## A. EQUITABLE LEARNING ENVIRONMENT

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
2. Learners have equal access to classroom discussions, activities, resources, technology, and support
3. Learners are treated in a fair, clear and consistent manner
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions

## B. HIGH EXPECTATIONS ENVIRONMENT

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher
2. Learners engage in activities and learning that are challenging but attainable
3. Learners demonstrate and/or are able to describe high quality work
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)
5. Learners take responsibility for and are self-directed in their learning

## C. SUPPORTIVE LEARNING ENVIRONMENT

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful
2. Learners take risks in learning (without fear of negative feedback)
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
4. Learners demonstrate a congenial and supportive relationship with their teacher



## D. ACTIVE LEARNING ENVIRONMENT

1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate
2. Learners make connections from content to real-life experiences
3. Learners are actively engaged in the learning activities
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments

## E. PROGRESS MONITORING AND FEEDBACK ENVIRONMENT

1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work
3. Learners demonstrate and/or verbalize understanding of the lesson/content
4. Learners understand and/or are able to explain how their work is assessed

## F. WELL-MANAGED LEARNING ENVIRONMENT

1. Learners speak and interact respectfully with teacher(s) and each other
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others
3. Learners transition smoothly and efficiently from one activity to another
4. Learners use class time purposefully with minimal wasted time or disruptions

## G. DIGITAL LEARNING ENVIRONMENT

1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning



# Ratings Guide

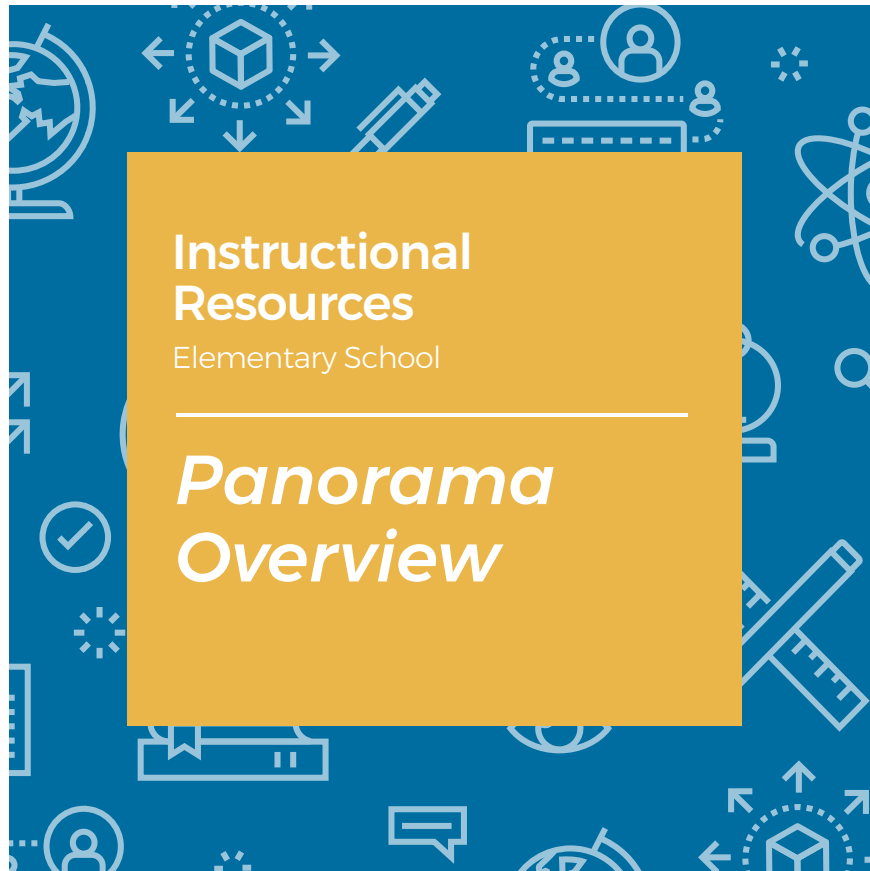
When observing in classrooms, consider the following factors as you determine the rating for each eleot item:

- Routine and Systemic
- Quality of Application
- Quantity of Students Applying Item
- Frequency of Application

The factors are listed in order of importance from greatest to least. Thus, the “routine and systemic” category carries more weight than “frequency of application.” The rubric below is intended to provide guidance and is not the simple average of the four factors. Observers should use professional knowledge and judgment in determining the final item rating based on the rubric.

Table: Ratings Guide

Factors to consider when using eleot:	Very Evident = 4	Evident = 3	Somewhat Evident = 2	Not Observed = 1
<b>Routine and Systemic</b>	Clearly understood, familiar practice and a regular part of the classroom environment	Generally understood practice but not completely routine	Singularly used practice and/or not part of the regular routine	Not observed
<b>Quality of Application</b>	Deep and more complex application of item	Moderate to some complex application of item	Superficial or simple application of item	No application of item
<b>Quantity of Students Applying Item</b>	All or most students are applying item	At least half of students are applying item	Some or only a few students are applying item	No students are applying item



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## Panorama Overview

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**What is Panorama?** Panorama is a tool to bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice all in one platform. The Panorama platform contains student and teacher surveys related to social-emotional development and learning, as well as resources for use by educators to support SEL.

### Who uses it?

Teachers in Grades PK - 2 complete perception surveys for their students.

Students in grades 3 through 12 complete the Panorama Student Competencies and Well-Being Survey.

**What is it for?** The Panorama Student Competencies and Well-Being Survey is as a universal screener to identify areas of strength and improvement. It is a social-emotional learning survey in which students respond to questions related to the following areas:

- Grit
- Growth Mindset
- Self-Management
- Social Awareness
- Supportive Relationships
- Emotion Regulation
- Self-Efficacy

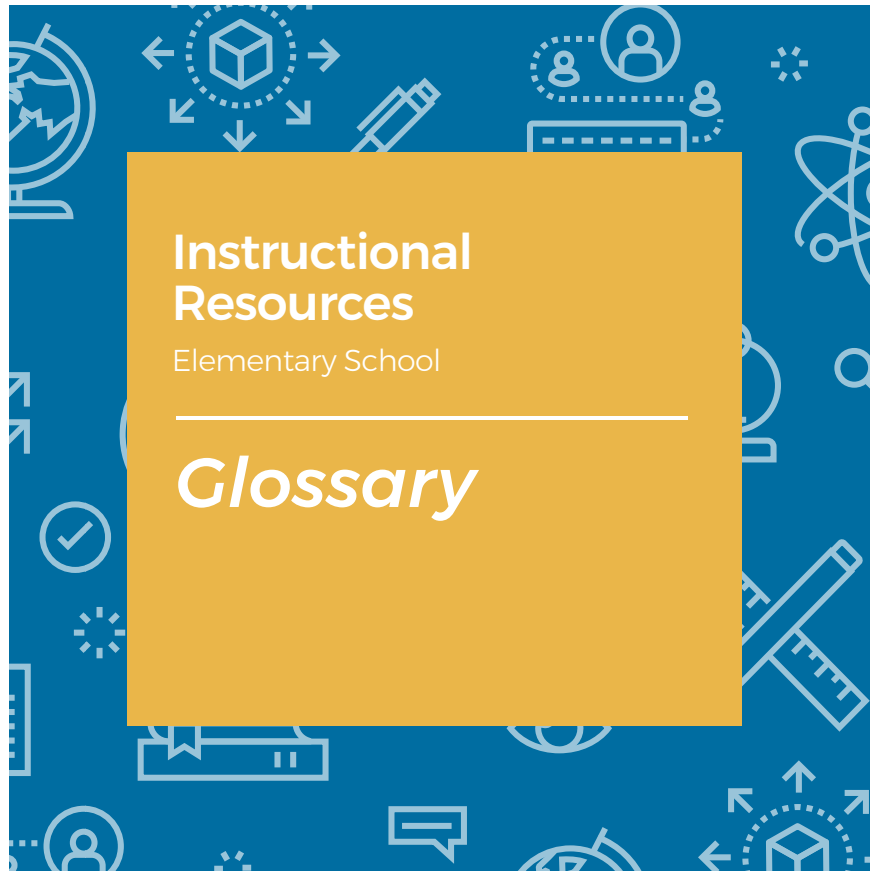
The Teacher SEL Student Surveys report teacher perceptions in the following categories:


- Grit
- Emotional Regulation
- Self-Efficacy
- Self-Management
- Social Awareness

Results from the screener will help educators, including administrators, teachers, counselors, psychologists, and social workers, to identify students at-risk for social-emotional difficulties and utilize interventions for students who need additional support.

### How can we find resources in the district?

To learn more about Panorama, contact Dr. Gina Hudson, Coordinator of Support Services at [Hudsogi@boe.richmond.k12.ga.us](mailto:Hudsogi@boe.richmond.k12.ga.us). Research and evidence-based interventions are available in the Panorama Playbook, available to all teachers. Just log in to your [Panorama Education](#) account to access the surveys and resources.





**[5E Instructional Model](#)**- Evidenced based science instructional model that include five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning.

**[Anchor Charts](#)** - a tool that is used to support instruction (i.e. “anchor” the learning for students). As you teach a lesson, you create a chart, together with your students, that captures the most important content and relevant strategies

**[Anecdotal Notes](#)** - used to record specific observations of individual student behaviors, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction.

**[Balanced Numeracy](#)** - provides opportunities for students to uncover (the why), construct (the how), and apply (the when) mathematical understandings.

**[Checklist](#)**- A list of items required, things to be done, or points to be considered, used as a reminder.

**[Closing Routines](#)**- a preplanned way to “wrap up” a lesson allowing teacher and student to check for understanding. Examples include a ticket out the door, a quick write, a short summary of the learning, explaining today’s lesson to a peer or parent, etc.

**[Cognitive Demand](#)** - depth of understanding required to answer, discuss, or explain an assessment-related item or a task.

**[Comprehension Strategies](#)**- Comprehension strategies are conscious plans – sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

**[Concrete Math Tools](#)** - Concrete is the “doing” stage. Students manipulative tangible objects to solve math problems. Examples of concrete math tools are base ten blocks, snap cubes, color counters, etc.

**[Discovery Education](#)**- provides standards-based digital content for K-12, transforming teaching and learning with digital textbooks and multimedia content.


**[Flocabulary](#)**- is a library of songs, videos and activities for K-12 online learning.

**[Gadoe Teacher Essential Toolbox](#)**- Standards based interactive lessons provided by the Georgia Department of Education for teachers to use in their classroom.

**[Goal Setting](#)** - Students are aware of personal achievement levels and are able to set and monitor goals.

**[Gradual Release Model](#)** - The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey).

**[Guided Math](#)** - Guided Math is a structure for teaching whereby a teacher supports each child’s development of mathematical proficiency at increasing levels of difficulty, within the context of a small group. It is premised on the idea that working with children in small groups, provides



powerful possibilities for reaching all children where they enter and taking them to the next level. In Guided Math groups, students engage in standards-based, rigorous, engaging meaning making learning opportunities where the teacher focuses on a particular concept, strategy or skill. Teachers facilitate this learning through hands-on, scaffolded conversations and intensive questioning.

**Guided Reading-** Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. The text is easy enough for students to read with your skillful support; it offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. You choose selections that help students expand their strategies.

**iReady-** a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.

**Inquiry Based Learning-** active learning that starts with a question or dilemma and requires students to rely on their own resources, knowledge, and understanding to solve independently or in small group, possibly with teacher support.

**Instructional Grouping Profile** - The Instructional Grouping Profile outlines instructional priorities to support teachers in interpreting the data from the Diagnostic and targeting instruction where students need it most. Students are grouped in 5 profiles in i-Ready based on these instructional priorities.

**Intervention** - Math Intervention is an extension of the regular grade level course that provides students who need additional focused instruction and support at the needed level of intensity.

**Investigation** - a situation originating in mathematics or the real world which lends itself to inquiry.


**Lesson Closure** - what the instructor does to facilitate wrap-up at the end of the lesson - it is a quick review, to remind students what it was that they have learned (or should have learned) and allows you to see where the students are to assist you in planning for the next lesson.

**Mental Math** - Mental math refers to the practice of doing calculations in your head. It is often used as a way to calculate an estimate quickly through the use of math facts that have been committed to memory, such as multiplication, division, or doubles facts. Students who practice mental math make calculations in their minds without the guidance of pencil and paperwork, calculators, or other aids.

**Mentor Texts** - Mentor texts or anchor texts are any text that can be used as an example of good writing for writers. Writers use a mentor text to inform their own writing.

**Multiple Entry Points** - Students identify multiple ways to solve a problem to determine the most efficient strategy.

**Multiple Representations** - Multiple representations are ways to symbolize, to describe and to refer to the same mathematical concepts with different representations (i.e. table, graphs, drawings, equations, and word problem).



[Nearpod](#) - engaging learning platform that encourages kids to ask questions, and participate in all activities.

[Number Sense](#) - Number sense is an emerging construct that refers to a child's fluidity and flexibility with numbers and what numbers mean as well as an ability to perform mental mathematics and to look at the world and make comparisons.

[Padlet](#) - an online notice board tool that can help digitize the classroom and more. Padlet is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board.

[Pear Deck](#) - Pear Deck is an educational technology company offering a web-based application to K-12 schools and teachers.

[Personalized Learning](#) - Tailoring learning for each student's strengths, needs and interests.

[Pictorial Math Tools](#) - Pictorial is the "seeing" stage. Here, visual representations of concrete objects are used to model problems. This stage encourages children to make a mental connection between the physical manipulative and the abstract pictures, diagrams or models that represent the objects from the problem. Building or drawing a model makes it easier for children to grasp difficult abstract concepts (for example, fractions). Simply put, it helps students visualize abstract problems and make them more accessible.

[Phonemic Awareness](#) - Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words.

[Phenomena](#) - Natural phenomena are observable events that occur in the universe. Students apply science knowledge to explain or make predictions about particular phenomena.

[Phonics](#) - Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words.

[Progress Monitoring](#) - Progress Monitoring refers to the process of frequently gathering student achievement data, analyzing the data in a timely, repeatable manner, and making sound instructional/intervention decisions based on the data.

[Question Starts](#) - a method for activating thinking. Questions may include "What are the reasons for...? How would it be different if...? What if we knew...? What would change if...?"

[Ready Classroom Mathematics](#) - is a program designed to prepare students for success on the Georgia Milestones. When combined with i Ready, the program seamlessly incorporates data to help teachers meet the learning needs of each and every student.

[Rotation Schedule](#) - The Station Rotation model allows students to rotate through stations on a fixed schedule, where there is at least one teacher station. The number of stations a student may complete in a given day is determined by the amount of time allotted for mathematics.

[Round Robin Reading](#) - Assigning each child a part to read of a text in a predictable order. Students reading one at a time and "following along" as another student reads.





**Rubric** - A rubric is a scoring guide used to evaluate performance, a product, or a project.

**Scientific Investigations** - A quest to find the answer to a question using the scientific method.

**Small Group Instruction** - Small group instruction provides students with a reduced student-teacher ratio, typically in groups of two to four students. It gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned.

**See-Think- Wonder** - A routine that stimulates curiosity and inquiry through careful observation.

**Strategies** - sensible reasons, blueprint, or process for manipulating numbers without using a standard algorithm.

**Tier 2 Vocabulary** - Tier 2 words are high-frequency words used by mature content users over a variety of content domains. More simply, they are words that are frequent enough that most native speakers would know what they mean, but usually require explicit instruction (having to look them up in a dictionary, or apply context inferencing, etc.) They lack redundancy in the language, but are not so specialized as to be jargon or unique to specific contexts. They are often spelled in ways that don't phonetically follow the simple rules of English grammar and may be challenging for emerging vocabulary learners who know how to say the word, but have difficulty trying to read them due to irregular or alternative phonetic grammar rules. Tier 2 words are words such as obvious, complex, reasoned, national, or informed.

**Think Aloud** - Think-Alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

**Unfinished Learning** - Unfinished learning refers to any prerequisite knowledge or skills that students need for future work that they don't have yet (achieve the core).

**Wonder and Notice** - A short routine used to activate student thinking at the launch of a lesson, or a stand-alone routine to encourage curiosity.





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TurnItIn	Laura West
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