Richmond County School System

Instructional Expectations

Middle School

Department of Teaching and Learning

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How to Use This Manual

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*

Mission Statement

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

Vision Statement

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

Belief Statements

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.

RICHMOND COUNTY SCHOOL SYSTEM

Strategy Map: 2020-2025

General Instructional Expectations

Middle School

Theory of Action
Model of Instruction
RCK12 Instructional Framework
Technology Framework
Digital Instructional Expectations
Instructional Resource Links
Personalized Learning:
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Learner Profiles
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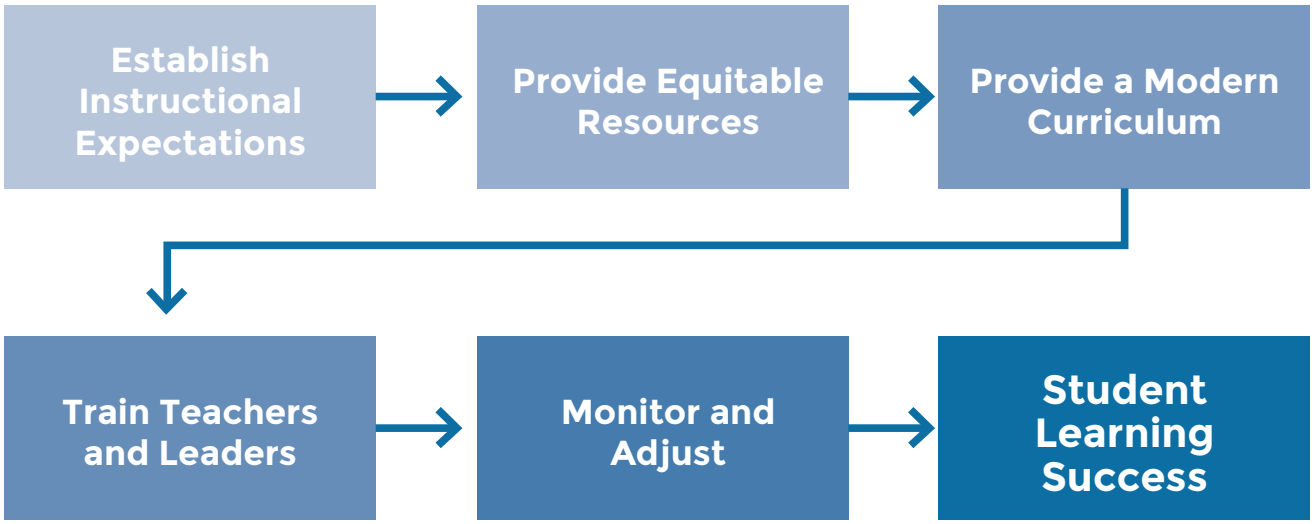
Theory of Action

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.



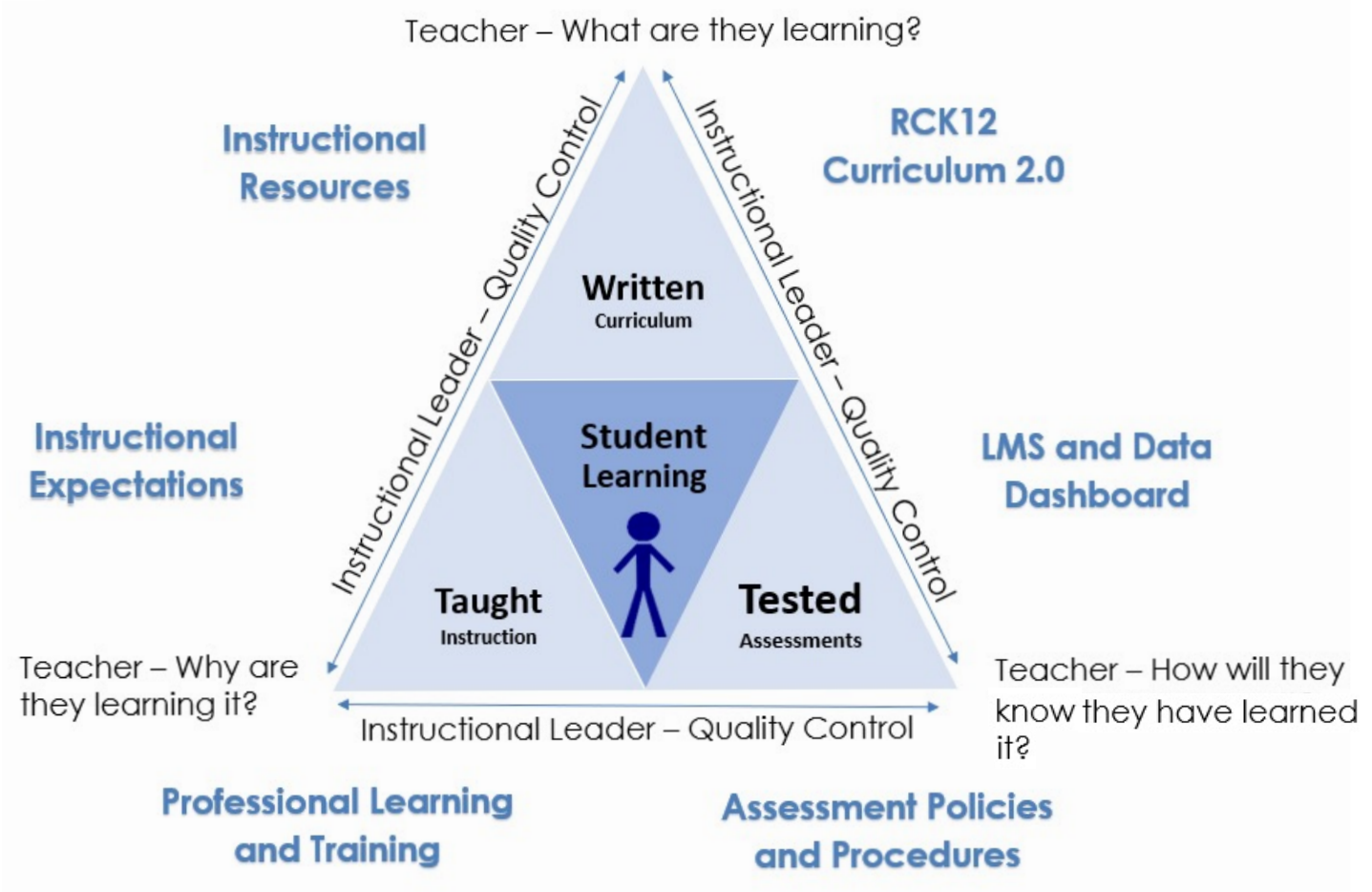
Model of Instruction

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

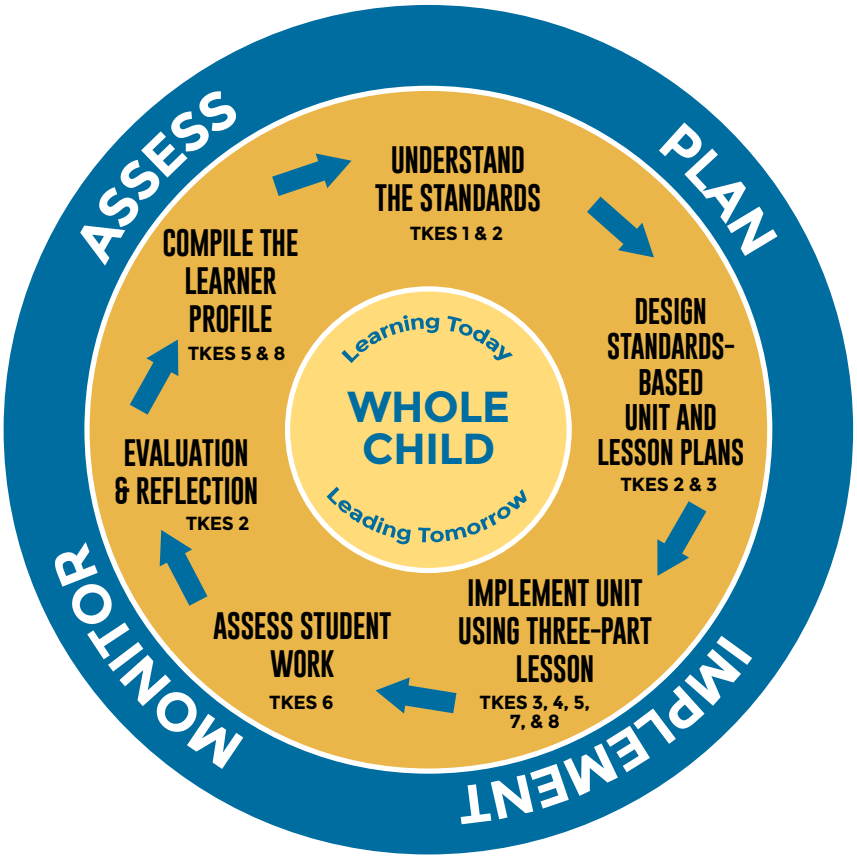
Teacher Responsibility: Teach and assess the written curriculum. As teachers prepare lessons, they should always be able to answer three questions: 1) What are the students learning? 2) why are they learning it? and 3) how will they know they have learned it?

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)

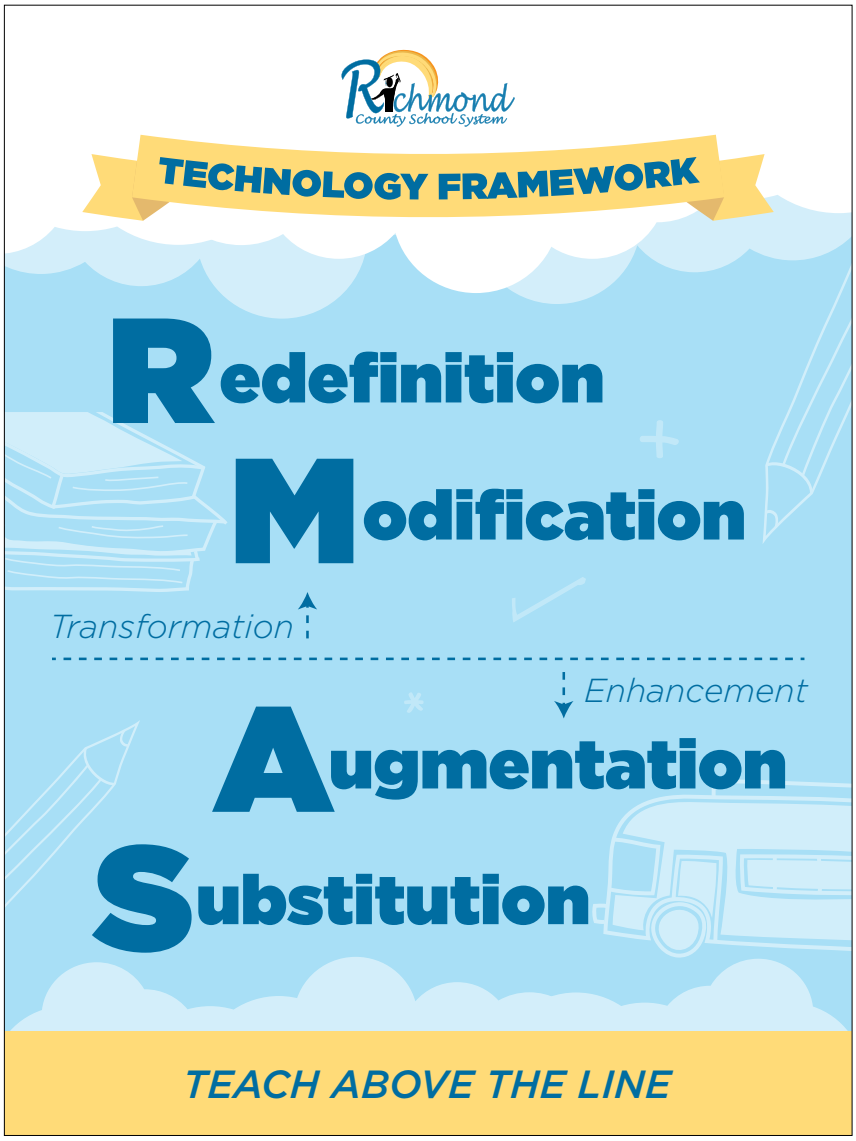
- **Analyze Student Work to Identify Strengths and Gaps**
- **Provide Feedback**

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.


Instructional Expectations
Middle School
Digital Instructional Expectations

F2F Expectations for the Middle School Learn@Home Environment

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 Canvas Conferences or Microsoft Teams 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?	Checking in with students regarding their social emotional wellness, building community, and establishing personal connections. Providing gradual release practice (I do, we do, you do) Engaging students in discussions to ensure understanding of information. Previewing or explaining assignments or expectations of learning tasks. Answering student questions. Conducting small group instruction. Modeling or sharing examples of final products.	Viewing recorded instructional videos of lessons in a content area. Listening to read alouds and answering questions. Engaging in online discussion by reading and posting responses in Canvas. Reading posted literary selections and responding. Researching and synthesizing information. Completing independent learning tasks and assignments. Providing feedback on student-peer work. Presenting content in multi-media formats.

Learn@Home Considerations

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. The due date for all Learn@Home assignments will be the first day of return from Learn@Home. If the time is extended, schools may consider an assignment drop-off/pick-up procedure. In addition to asynchronous assignments, the teacher will make himself/herself available for synchronous support.

Learn@Home Scheduling Considerations

The F2F students in a Learn@Home model will receive whole-class synchronous support for each class period from Monday – Thursday. Although these sessions are not required, students may join them via computer with a webcam and mic (recommended) or they may call in and participate via phone. Synchronous support sessions are designed to supplement or support the asynchronous instruction that the students will receive while they are in the Learn@Home model. On Fridays, students will work asynchronously and teachers will provide tutoring or conduct parent conferences as needed.

Each school will develop a Learn@Home schedule. Some schools have decided to supplement the virtual work with packets. If this is the case in your school, please establish your pick-up and drop-off procedures. Synchronous support is an optional student support session for the teacher to provide real time support. Students who cannot attend synchronous support sessions will not be penalized. The school administration will coordinate and schedule F2F synchronous support times for Learn@Home. Sessions will be recorded for parents and students to review at a later time and date. These recorded sessions will be available in Canvas or Microsoft Teams. A sample schedule is included below.

Sample Learn@Home Schedule

Sample Schedule	Synchronous Sessions (Mon – Thurs)	Asynchronous Fridays
9:00 – 11:30	AM Sessions *Core content and connections	Students work asynchronously. Tutoring and parent conferences conducted, if needed.
11:30 – 12:30	Lunch	
12:30-3:00	PM Sessions *Core content and connections	
3:00-4:00	Tutoring/Teacher planning	

Expectations for Administrators

- Share the Learn@Home Schedule on the school's webpage and approved social media sites. Send a copy of your schedule to your Cluster Superintendent.
- Ensure time is allotted for virtual parent conferences as requested.
- Principals will ensure that teachers are following the curriculum maps.
- Ensure that teachers are providing synchronous support from Mon – Thurs for each class period.
- Ensure that teachers offer virtual tutoring and office hours for their students, if needed.
- Communicate with students and parents through Announcements in Canvas or other communication tools.
- Share parent training resources so that parents will know how to access information and assist their students.
- Share your lunch pickup schedule on your webpage and social media sites.
- Remind students and parents that all school parking lots have Wi-Fi access if needed.
- If a school is in a Learn@Home model on a Friday, principals may conduct professional learning sessions for part of the day. Instructional Specialists will have no assigned meetings from the district and will support the instructional needs of teachers.

F2F Expectations for Digital Resource Use During In-Person Instruction

- During in-person instruction, Canvas 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.
- Canvas 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 can serve as an effective place to house all assignments and resources in one location.
- When creating asynchronous assignments, 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 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, middle school students should not have more than 30-60 minutes of homework total across all content areas per night, Monday - Friday.
- Encourage students to use FEV Tutor for homework assistance assignments and the personalized targeted FEV support that might be assigned to them.

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)
- When 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.
- Follow the RCSS Curriculum Map and teach the curriculum.
- 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. Follow the RCSS Gradebook Training Series shared this fall.
- 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

- Remember that your students are in a unique situation. Extending compassion over compliance will help build a positive culture in your Learn@Home class.
- Make sure students understand assignments and expectations for the Learn@Home days.
- Consider adding a coversheet to packets so students will have guidance on completing their assignments (Sample Coversheet)
- 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.
- Utilize Canvas to house all assignments and resources for easy access. If needed, allow students to download content for offline work (Canvas Offline). If written assignments

are being assigned, ensure that students have the required information before beginning Learn@Home.

- Be sure students have their usernames and passwords.
- Show your students How to Access Canvas video.
- Share parent information and student Canvas Orientation videos.
- Keep students' access to technology tools and Internet availability in mind when planning.
- Remind students that all school parking lots have Wi-Fi access if needed.
- Provide students with consumables to support asynchronous and synchronous instruction.
- Please encourage students to use FEV Tutoring as they are working on their assignments and the personalized tutoring assigned based on i-Ready diagnostic tests.

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 support and training.

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.

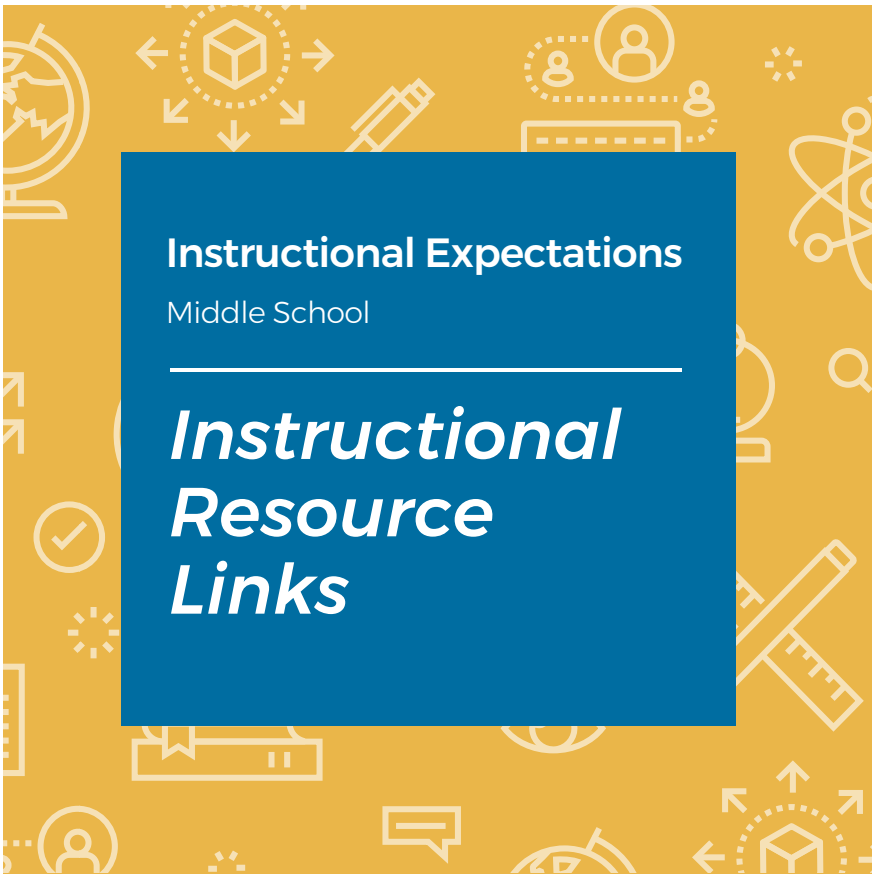
- The virtual environment should resemble the in-person environment as much as possible. Students should not have a virtual "show and tell" with toys, pets and any other item that would not be permitted in class.
- Showing pornography, exhibiting lewd behavior or making lewd comments is not permitted 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.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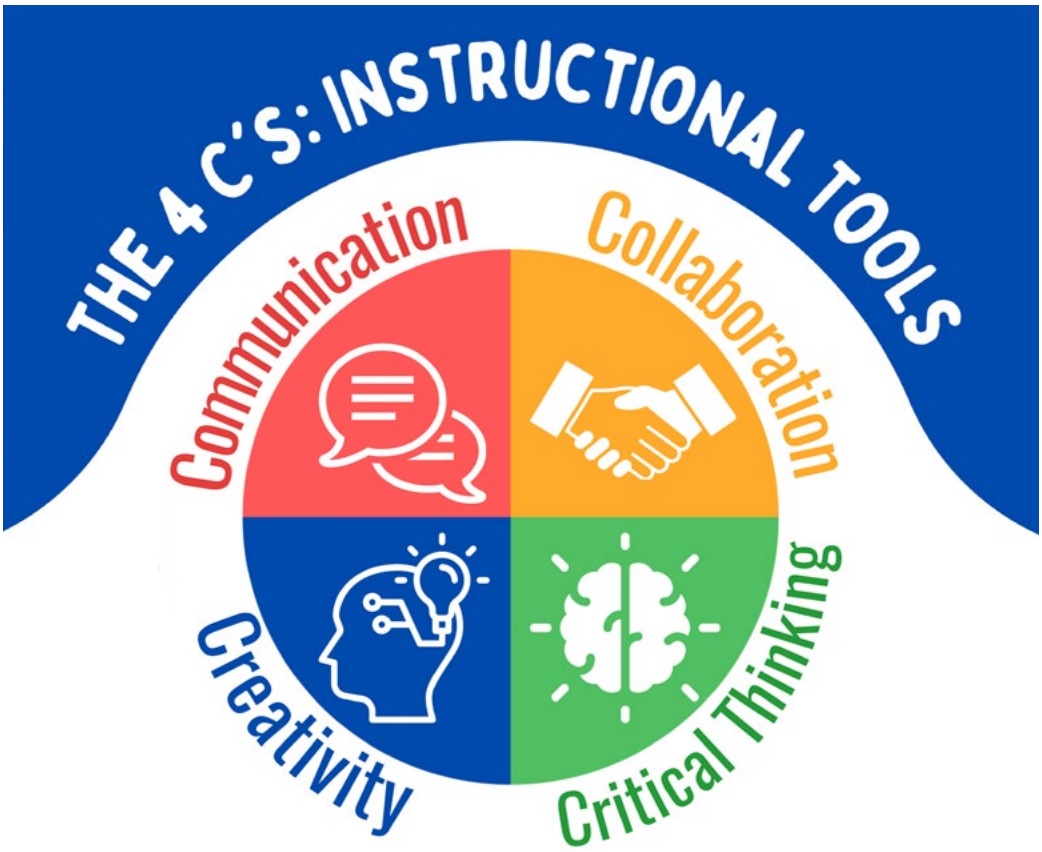
Instructional Resource Links



AnswerGarden
BOOK CREATOR
Canva
canvas
easelly
Flocabulary
Kahoot!
MURAL
nearpod
padlet
Pear Deck
pearltrees
POWTOON
Prezi
SAFARI MONTAGE
Screencastify
Seesaw
SKETCH.IO
storybird
StoryboardThat
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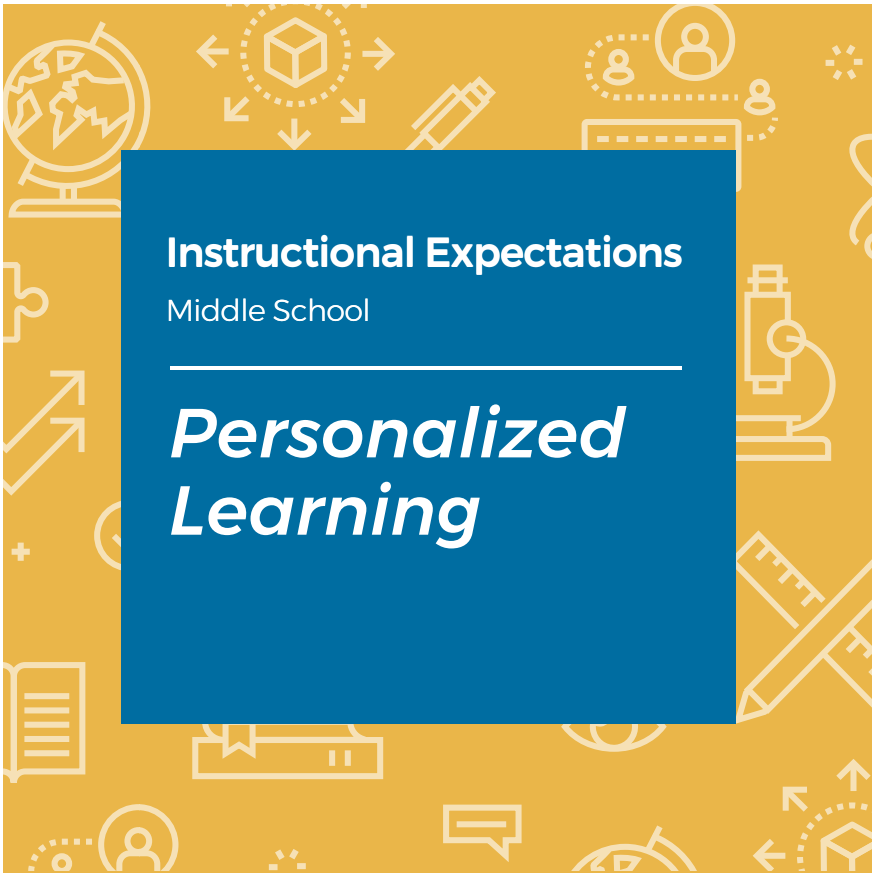
Instructional Expectations
Middle School
Personalized Learning

Personalized Learning: The Richmond County Way

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

Richmond County School System

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 and Voice
- Flexible Pacing
- Varied Strategies
- Self-Discovery
- Learner & Teacher Partnerships
- Meaningful Feedback

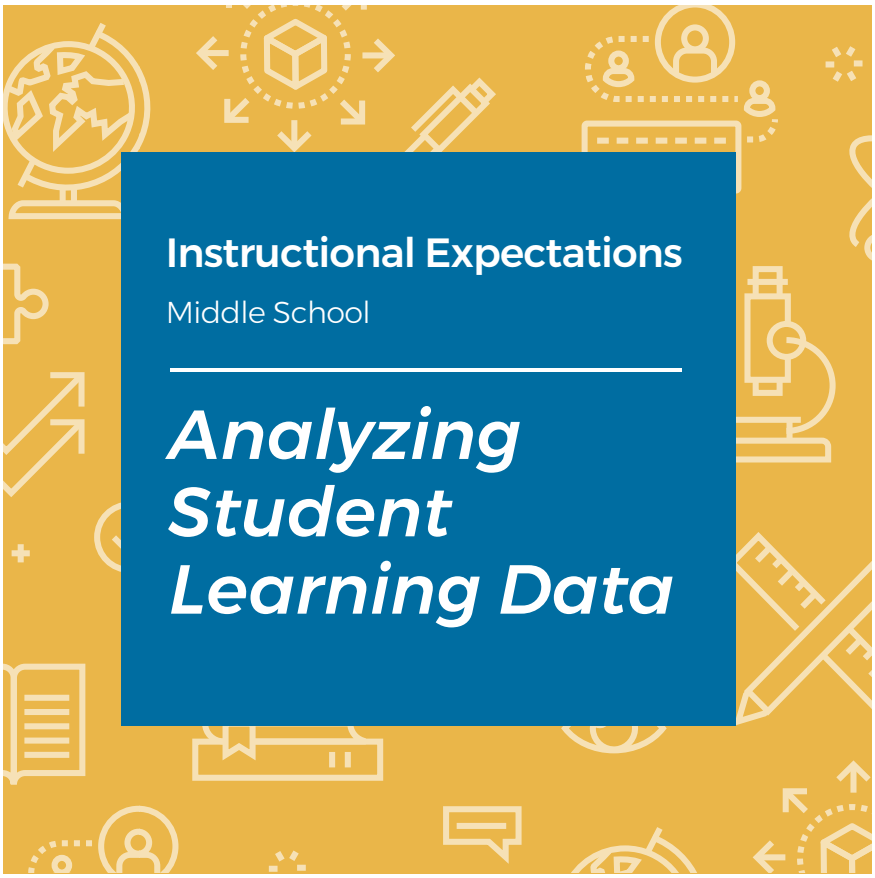
Expectations for Creating Learner Profiles

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.


Instructional Expectations
Middle School
Analyzing Student Learning Data

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, theconversation about data, that helps to inform the instructionaldecision that needs to be made.

It's not about the data, it's what you decide to do with it. Be sure tohave a set of questions you regularly ask when consideringlearning 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?

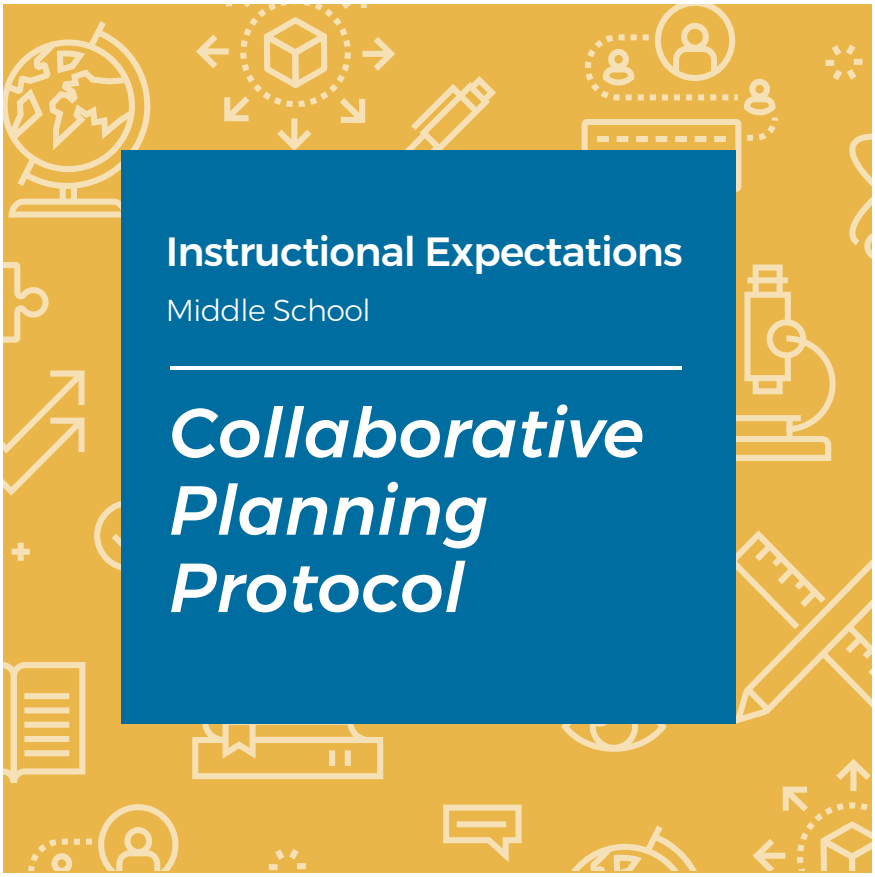
- How will your students be grouped?

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

Step 5: Next Steps

- When will you review the data again to determine the success of the enrichments, interventions, and instructional changes?

- Based on reflection on the past instruction/re-teaching and the current levels of student performance, as shown by the data, how will you improve future instruction to increase the learning of all students.


Instructional Expectations
Middle School
Collaborative Planning Protocol

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.)

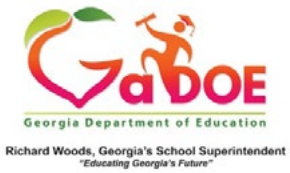
6. **Teachers work together to build consensus on the selection and implementation of evidence-based strategies.**
   Rubric Concept: Lesson Plans
   - ☐ Not Evident: Teachers do not discuss instructional strategies.
   - ☐ Partially Evident: Teachers discuss past success with instructional strategies, 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

School-Wide Behavioral Expectations

School-Wide Behavior Expectations

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

<u>Sample</u> 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

Middle School

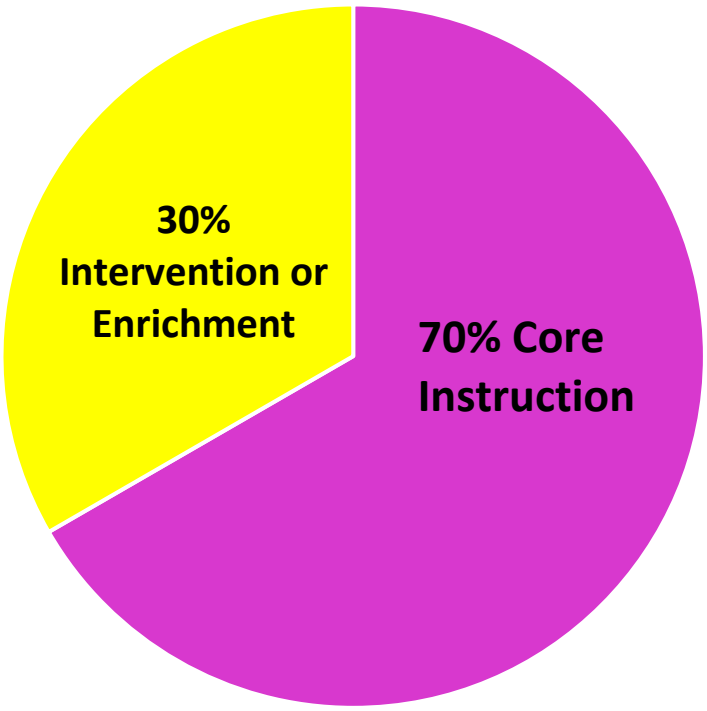
English Language Arts
Mathematics
Science
Social Studies


Content Expectations
Middle School
English Language Arts

Literacy Block Composition
Middle School

The literacy block should be composed as follows: 55 minutes for Reading and Writing and an *additional* 30 minutes for intervention if needed. It takes time reading, interacting and discussing books to become literate.

If middle school students are *below grade level in reading*, additional time with reading instruction can be provided through a REP model. Additional content area text exposure can be coordinated with the science and social studies teachers through teaming.



This chart is the *minimum* 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 reading below grade level should receive daily reading intervention.	
Total Minutes: 85	
Daily Reading and Writing Instruction: 55 minutes	Daily Reading Intervention: 30 minutes *During school-wide intervention time OR REP*

Evidence-based Research

English Language Arts- Core Instruction

Middle School

This evidence-based balanced literacy English Language Arts Block is for grades 6-8th. The core instruction includes vocabulary instruction, reading comprehension strategies, and explicit writing strategies for the writing process.

Word Study Routine

Students transition quickly to classroom and interact with new words. Read aloud, student friendly definitions, or word sort can be used.

Whole Group
Activating Strategy

Direct, explicit instruction on reading comprehension strategy **or** writing strategy for each component of the writing process. Exemplars, complex text and integration of reading and writing are consistently utilized.

Students are actively engaged in reading and writing.

Teacher facilitates a needs-based group to provide modeling and support of the reading or writing strategy **OR** confers with individual students on goals. Students are typing essays and a classroom library is utilized.

Closing Routine

Closing routines include a summary of learning (i.e. class discussion, sharing of work, assessment).

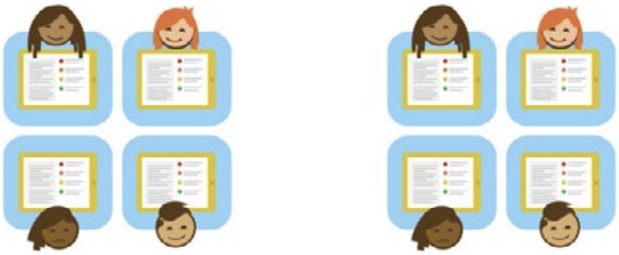
Types of Grouping for Middle School Students in ELA

In a secondary classroom, effective teachers use a variety of grouping formats to meet individual student needs.

1. **Collaborative Pairs** (Quiet Discussion)
   In pairs, students should engage in text-based discussions.

2. **Coastline** (Silent, 1:1 Technology Use/Blended Learning)
   All 1:1 technology access happens on the Coastline. Students literally lineup on the walls of the classroom, facing the wall so that the teacher can see their screen from anywhere in the room.

3. **Island** (Quiet Discussion)
   On the Island, students pull their desk or table together to engage in a collaborative discussion. Their discussion could stem from posed questions or a close reading of a text. Another option for the Island is to have students work on hands-on, fluency, exploration, multi-step, or investigation tasks.



4. **Peninsula** (Teacher Instruction, Medium Volume, Discussion)
   The teacher is the base of the Peninsula, as this final station is for a small group or direct instruction. From his or her position, the teacher should be able to see and monitor the rest of the classroom during this instructional time.

English Language Arts Expectation Rubric – Core Instruction Middle School

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

	Highly Effective	Approaching	Ineffective
Word Study Routine	Teacher: • **Prepares and has posted** approximately 2-3 new Tier 2 vocabulary words or phonics rules for students to interact with upon entering the room. • Explains word parts and how it helps in decoding and defining words. • Provides explicit vocabulary instruction on word meanings and parts. • Reviews the words and provides student friendly definitions. • Exposes students to new words and word patterns. • Provides explicit instruction in the development and use of word study strategies (base words, prefixes/suffixes, syllabication, open and closed syllables)	Teacher: • **Prepares and has posted** 1 new Tier 2 vocabulary word or phonics rules for students to interact with upon entering the room. • May or may not explain word parts and how it helps in decoding. • Provides a definition from the dictionary.	Teacher: • **Calls roll** or has nothing prepared for students when entering the classroom for 5-10 minutes. • **Writes a few** words on the board. • Reads words to students
	Students: • **Begin promptly** interacting with new words and activity. • Confer with classmates on understanding of words. • **Use** words in context (related to text) and make meaning of the new words. • Participate in word sorting activities. • Use words in writing and conversation.	Students: • Copy words from the board. • Look up words in the dictionary. • Write sentences containing the words.	Students: • Sitting in desks not engaged**.** • Repeat words after the teacher says them. • Write words multiple times to practice spelling.
Whole Group	Teacher: • Models explicit **writing strategies** for each part of the writing process. • Uses a variety of written exemplars to highlight the key features of text. • Uses **direct and explicit instruction**, with carefully selected text, for reading strategies. • **Models** how to use the strategy with a **Think Aloud**, guided practice and feedback. • **Builds knowledge** by providing opportunities for extended discussion of text meaning and interpretation through all DOK levels of questioning.	Teacher: • **Models** one writing strategy for one part of the writing process. • Shows students an exemplar but does not highlight the key features of the text. • Uses **texts** for reading strategies. • Models how to use the strategy. • Sometimes leads discussion of text meaning and interpretation through questioning.	Teacher: • Does not model the writing strategy. • Does not use exemplars. • Sometimes texts are **not present** for the strategy lesson. • Never models the strategy. • Assigns text questions with no student discussion of meaning.
	Students: • Discuss the vocabulary word meaning and image with peers or in a game. • Make use of writing strategy, mentor texts, anchor papers, rubrics, and checklists to engage in writing process and **type essays.** • **Annotate key features in the exemplar text** in their hands or electronically. • **Practice reading strategy** and interact with text by discussing, citing, analyzing, annotating, summarizing and/or displaying knowledge gained from interaction with text and others. • Free write to all genres and write in response to text.	Students: • Discuss the vocabulary definition. • Practice a writing strategy on a draft, but not full writing process, **and rarely types essays.** • Read an exemplar text. • Practice using a reading strategy by summarizing or answering questions from the text or teacher. • Write to the three tested genres and in response to text.	Students: • **Do not** discuss words. • Attempt to write with no strategy or guidance on the process. • Rarely see an exemplar text. • Follow along to a PowerPoint explaining a strategy. • Sometimes write to one genre but complain to avoid it.

English Language Arts Expectation Rubric – Core Instruction Middle School

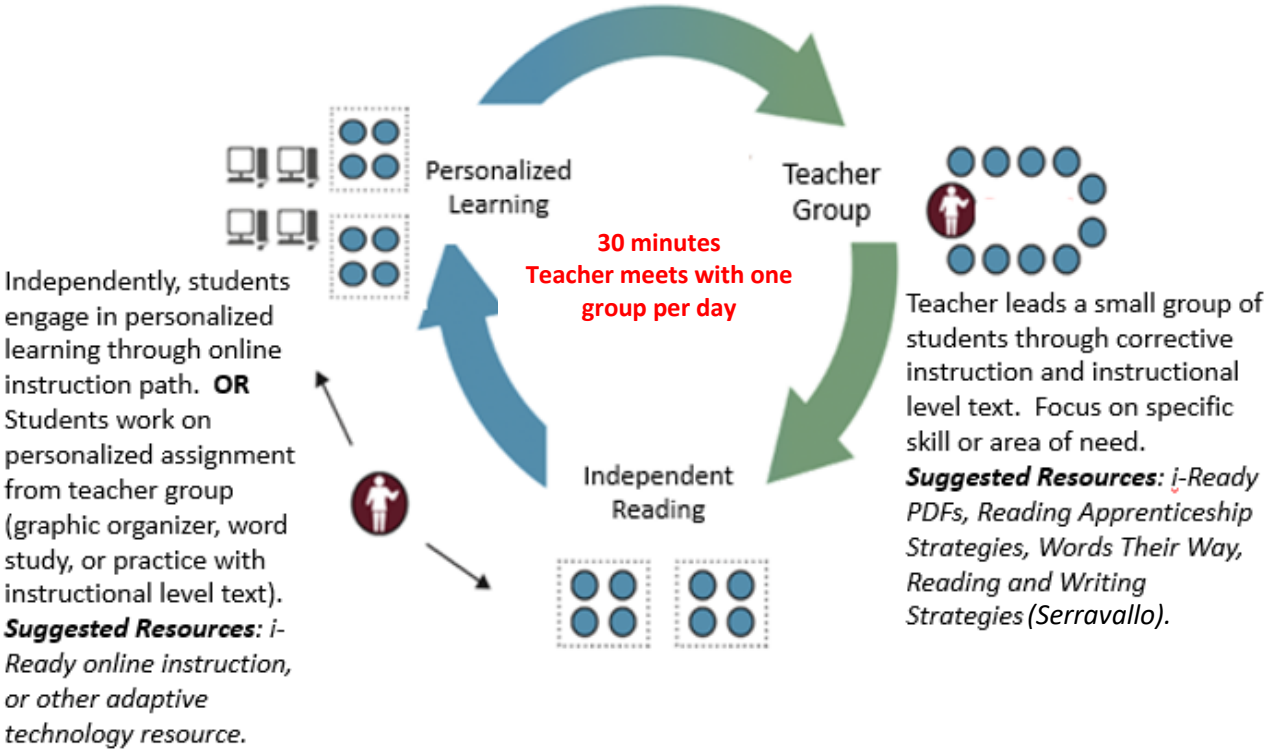
The ELA rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the Language Arts Course.

	Highly Effective	Approaching	Ineffective
Teacher Group	Teacher: • **Meets daily with one needs-based small group or confers with individual students** to provide support in reading and writing. • **Determines students' needs** and regroups students on the basis of systematic observation and assessment data. Keeps track of student progress. • Scaffolds reading and writing by use of modeling, discussion, repeated readings, advance organizers, DOK 1-4 questions and goal setting around mentor text in gradual release model. • **Provides opportunities** for students to apply and practice modeled strategies and **gives corrective feedback verbally or electronically**.	Teacher: • Meets with a few students individually to give feedback. Selection of students may or may not be based on data. • Determines students' needs based on assessment data, and sometimes groups students. **Keeps track of progress** through screener data only. • Scaffolds reading and writing by use of modeling and asking questions around mentor text. • Sometimes provides opportunity to apply and practice strategies and gives feedback.	Teacher: • **Inconsistently, rarely or never** meets with students in a small group or individually. Often does not know what students need based on **inconsistent use** of data. • Asks students to read or write **without modeling** or opportunity to discuss meaning or interpretation. • Does not provide opportunities for practice nor feedback.
	Students (in teacher group): • **Read** and annotate instructional level text (tangible and digital books). • Practice and apply reading and writing strategies. • **Engage** in peer-to-peer, teacher-to-student, and student-to-teacher discussion that makes inferences, generalizations and interpretations of text • Write short constructed responses or essays to demonstrate understanding of text (on paper or digitally).	Students (in teacher group): • **Read** a text (tangible and digital books). • May engage in some reading strategies. • **Respond** to teacher prompts, cues and questions. • May or may not write the responses or essay.	Students (in teacher group): • Do not use a text; read words in isolation. • Do not engage in reading strategies. • Answers questions **without referring to the text.** • **Do not write**.
Independent Groups	Students (independently or in small groups): • Read independently (tangible and digital books) and annotate text or make notes of evidence to include in writing. • Partner read book/article and discuss the meaning and interpretation of text following the teacher provided task or discussion protocol. • Utilize technology to research/gather multiple information sources, conduct short research projects that use several sources and to build knowledge through investigation of a topic. • **Use One to One Technology to:** read/listen to ebooks/digital texts, participate in discussion boards using communication tools, complete critical thinking activities, use communication and collaboration tools to compose/edit writing, use publishing tools to create, use shared documents for collaboration, complete lessons from a personalized learning literacy program.	Students: • Read independently (tangible and digital books). • Partner read book/article and discuss the basic meaning of text. • Work on daily writing in some of the writing process but rarely type essays. • Utilize technology for one research activity or basic recall activities. • Utilize device to type final writing assignment.	Students: • Read when prompted by teacher. • Do not engage in peer-to-peer conversations related to the text or task. • Write only short constructed responses or fill in a worksheet with a sentence or two. • Do not use technology or just play games on device.
Closing Routine	Teacher: • Facilitates a summary of the learning with a sharing of student work and class discussion to reinforce purpose. • **Utilizes** a critical thinking instructional tool to summarize the lesson.	Teacher: • Guides a summary of the learning with a sharing of student work and class discussion but does not reinforce purpose.	Teacher: • May or may not summarize the lesson without student input.
	Students: • Participate in the summary of the lesson by asking and answering questions and using collaboration tools. • Share writing using a variety of communication and creativity tools.	Students: • Listen to the summary of the lesson, and answer questions/ share writing if asked.	Students: • Do not participate in the summary of the lesson.

ELA Block Intervention
30 minutes – Middle School

Tier 2 and Tier 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 with peers. Careful selection or student 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, reading logs, teacher provided prompts, graphic organizers.*

Evidence-based reference

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.

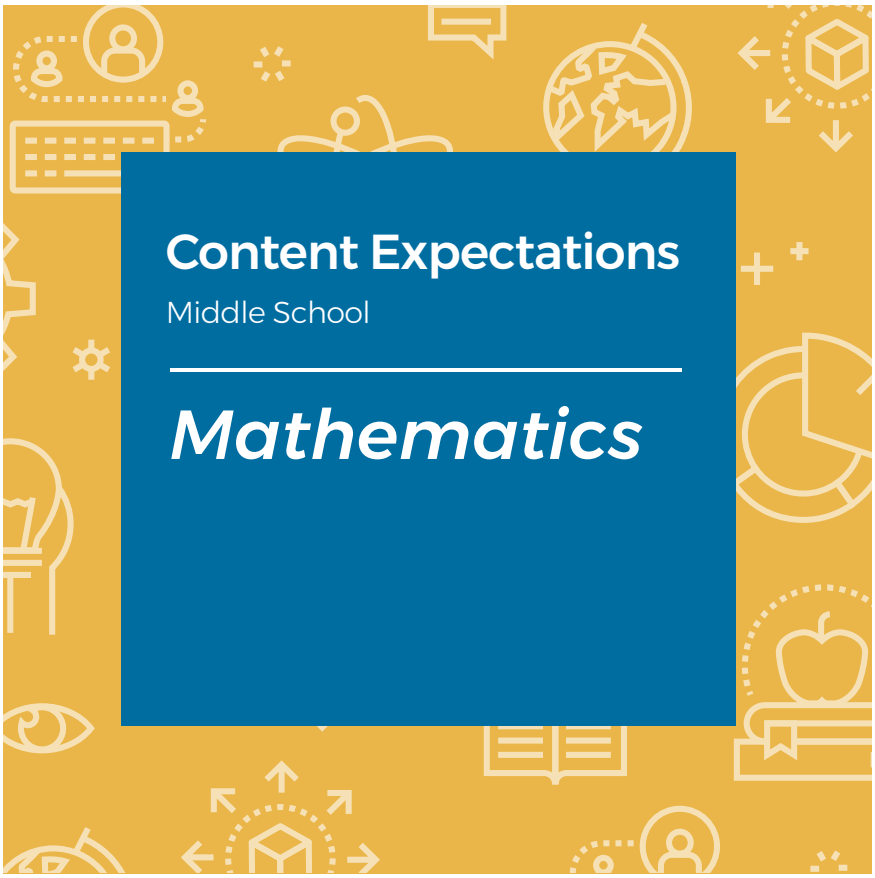
	Highly Effective	Approaching	Ineffective
Learning Environment	• Small groups are present (personalized online learning station, independent station, and teacher station). • Current data is available to support grouping structures. • Students are aware of personal achievement level, set and monitor individual goals. • Exemplars are continually available for students to reference. • Directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted and referenced. • All students engage in discussions about text; student to student, student to teacher.	• Some small groups are present (personalized online learning station, independent station or teacher station). • Out of date data is available to support grouping structures. • Students are aware of personal achievement level but do NOT set and monitor individual goals. • Exemplars are available for students to reference, however they are not aligned. • Some directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted but not referenced. • Some students engage in discussions about text, but mostly teacher to student.	• No small groups are present • Data is not available to support grouping structures. • Students are unaware of personal achievement levels. • Exemplars are not available for students to reference. • No directions and tasks are available for students to reference during their independent practice time. • No rotation schedule is posted. • No students engage in discussions about text.
Independent Reading And Personalized Learning Stations	Students are: • **Actively engaged** in independent reading or personalized online learning. • **Reading** books/texts (print or digital) and **responding** to text in writing. • **Passing** online lessons with >80% accuracy.	Students are: • **Some students are engaged** in independent reading or personalized online learning. • **Reading** books/texts (print or digital) but rarely **responding** to text orally or in writing. • **Passing** online lessons with 50-79% accuracy.	Students are: • **Not engaged** in independent reading or personalized learning. • Students are not reading books but rather walking around, playing/distracting others. • **Passing** online lessons with less than 50% accuracy.

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.

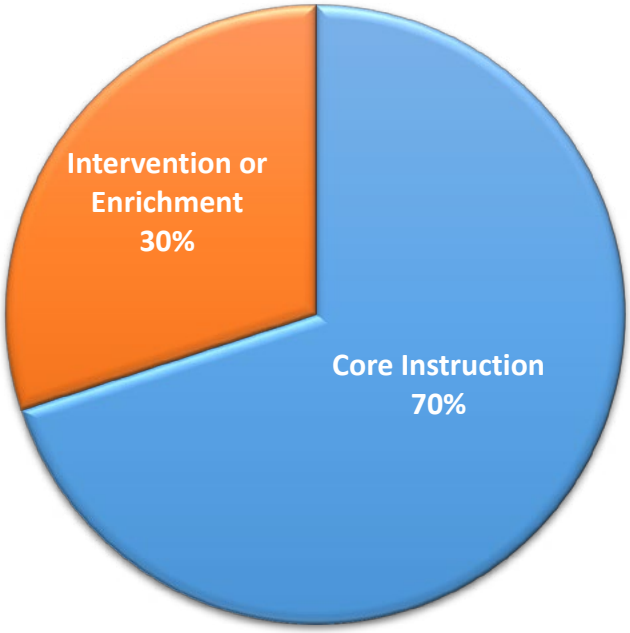
	Highly Effective	Approaching	Ineffective
Intervention Teacher Station	Teacher: • **Provides** step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes all** students participating in oral reading. • **Interacts** with all students to teach, prompt, or reinforce effective reading behavior. • **Provides** constant feedback to all students to clarify misconceptions. • **Consistently engages** students with text-based discussion around focus skill/strategy. • **Consistently progress monitors** students.	Teacher: • **Provides** some step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes some** oral reading. • **Interacts** with some students to teach, prompt, or reinforce effective reading behavior. • **Provides** some feedback to students to clarify misconceptions. • **Inconsistently engages** students with text-based discussion around focus skill/strategy. • **Inconsistently progress monitors** students.	Teacher: • **Does not provide** step-by-step demonstrations and modeling of literacy or how it connects to text. • **Does not observe** oral reading. • **Does not interact** with students to teach, prompt, or reinforce effective reading behavior. • **Does not provide** feedback to students to clarify misconceptions. • **Does not engage** students with text-based discussion around focus skill/strategy. • **Does not progress monitor.**
	Students: • **Practice** focus skill/strategy by reading and writing. • Consistently apply the focused literacy skill in reading a text. • **Consistently monitor progress** and verbalize misconceptions around focus skill/strategy.	Students: • **Listen and** observe focus skill/strategy but have minimal practice time. • Inconsistently apply the focused literacy skill in reading a text. • **Inconsistently monitor progress** and sometimes verbalize misconceptions around focus skill/strategy.	Students: • Sit passively or put head down while teacher talks at them. • **Do not apply** the focused literacy skill in reading a text. • **Do not monitor progress** and do not verbalize misconceptions around focus skill/strategy.

ELA Strategies to Try


Content Expectations
Middle School
Mathematics

Mathematics Block Composition – Middle School

The mathematics block should be composed as follows: 55 minutes for core (grade level) mathematics instruction an *additional* 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: 85	
Daily Core Instruction: 55 minutes	**Daily Intervention/Enrichment:** 30 minutes *During school-wide intervention time OR REP 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
Middle School

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.

Complete brief mental math routines that (i.e. computational fluency activity) aligned to number/computation concepts taught throughout the year.

Uses tools of collaboration to provide a brief lesson "hook", essential question review, and interactive mini-lesson. Must include conceptual understanding (i.e. concrete or pictorial math tools) modeled by the teacher and used by students.

Teacher leads guided math group through tools of collaboration (i.e. hands-on modeling) and uses digital platforms to assign students task that focus on computational fluency (i.e. math fact games using strategies), problem solving (i.e. math tasks and investigation problems), conceptual understanding (i.e. hands-on tasks with math tools), and personalized online instruction in independent groups.

Closing routine done through a tool of collaboration that includes a summary of learning (i.e. opportunity for journaling, class discussion, and assessment).

Types of grouping for Middle School students

In a secondary classroom, effective teachers use a variety of grouping formats to meet individual student needs.

1. **Collaborative Pairs** (Quiet Discussion)
   In pairs, students should engage in discussion that communicates mathematical ideas, strategies and solutions while working on hands-on, fluency, exploration, multi-step, or investigation tasks.

2. **Coastline** (Silent, 1:1 Technology Use/Blended Learning)
   All 1:1 technology access happens on the Coastline. Students literally lineup on the walls of the classroom, facing the wall so that the teacher can see their screen from anywhere in the room.

3. **Island** (Quiet Discussion)
   On the Island, students pull their desk or table together to engage in a collaborative discussion. Their discussion could stem from posed questions or working with math tools within their given class. Another option for the Island is to have students work on hands-on, fluency, exploration, multi-step, or investigation tasks. Regardless of what the students are doing though, there is no technology.

4. **Peninsula** (Teacher Instruction, Medium Volume, Discussion)
   The teacher is the base of the Peninsula, as this final station is for a guided math (i.e. hands-on modeling) lesson. The only technology use in on the Peninsula is a teacher device, like a forward-facing laptop or SmartBoard. From his or her position, the teacher should be able to see and monitor the rest of the classroom during this instructional time.

Mathematics Block Expectation Rubric – Core Instruction – Middle School

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
Number Sense Routine (i.e. Number Talks)	Teacher: • Assigns whole group mental math activities through digital websites where students find an answer to a math problem "in their heads". • **Facilitates** discussion through tools of collaboration and assigns combinations of **low-, mid- and high-level** questions that promote critical thinking, records responses, and encourages students to make meaning of the mathematics through discussion.	Teacher: • **Instructs** a whole group mental math activity through tools of collaboration where students are **guided** to an answer of a math problem. • **Guides** student thinking to answer questions and records guided responses on the board (teacher is doing most of the thinking).	Teacher: • **Does not** include a number sense routine at the beginning of the math block. • Encourages students to complete unfinished homework problems or other tasks during the number sense routine time.
	Students: • Share **aloud** the **strategies** they used to find the answer. • Practice **explaining their thinking** and asking each other questions.	Students: • Share aloud the strategies they used to find the answer **with teacher prompting**. • Practice explaining their thinking and asking each other questions **with prompting from the teacher**.	Students: • Complete abstract worksheet exercises (i.e. Daily 5 abstract practice exercises). • Completes homework.
Whole Group	Teacher: • Uses digital platforms to activate prior knowledge and draws on **student experience** to engage students. • **Models** the grade-level math standard with digital forms of concrete or pictorial math tools and **connects to prior learning**. • Talk focuses on **low-, mid- and high-levels** of mathematical thinking and questioning (i.e. DOK 1-4).	Teacher: • **Attempts** to activate students' prior knowledge by using digital platforms but fails to go far enough to engage students. • Models the grade-level math standard with digital forms of concrete or pictorial math tools but **does not** connect to prior learning. • Talk focuses on **low-levels** of mathematical thinking and questioning **only** (i.e. DOK 1 only).	Teacher: • **Does not** attempt to activate students' prior knowledge or acknowledge students' experiences in instruction. • **Does not** include any modeling with math tools. • Does not use math talk or questioning.
	Students: • Use digital math tools to develop conceptual understanding of the lesson and **communicates** mathematically how and why to use the tool. • Engage in **multi-step** tasks that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Exhibit **strong** perseverance in problem solving by *looking for multiple entry points/solution paths.* • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.	Students: • Use math tools to develop conceptual understanding of the lesson but **cannot communicate** mathematically how and why to use the tool. • Engage in **one-step** tasks that require a **low-level** cognitive demand, problem solving and reasoning (DOK 1 only). • Exhibit **some** perseverance in problem solving by *looking for one entry point/solution path.* • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-level cognitive** demand (DOK 1 only).	Students: • **Do not** use math tools. • Engage in **naked number exercises** without conceptual understanding. • **Do not** persevere in problem solving (i.e. s*tudents could not figure out how to get started on a problem, or when confronted with an obstacle they stopped working).* • **Does not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussion.

Mathematics Block Expectation Rubric – Core Instruction – Middle School

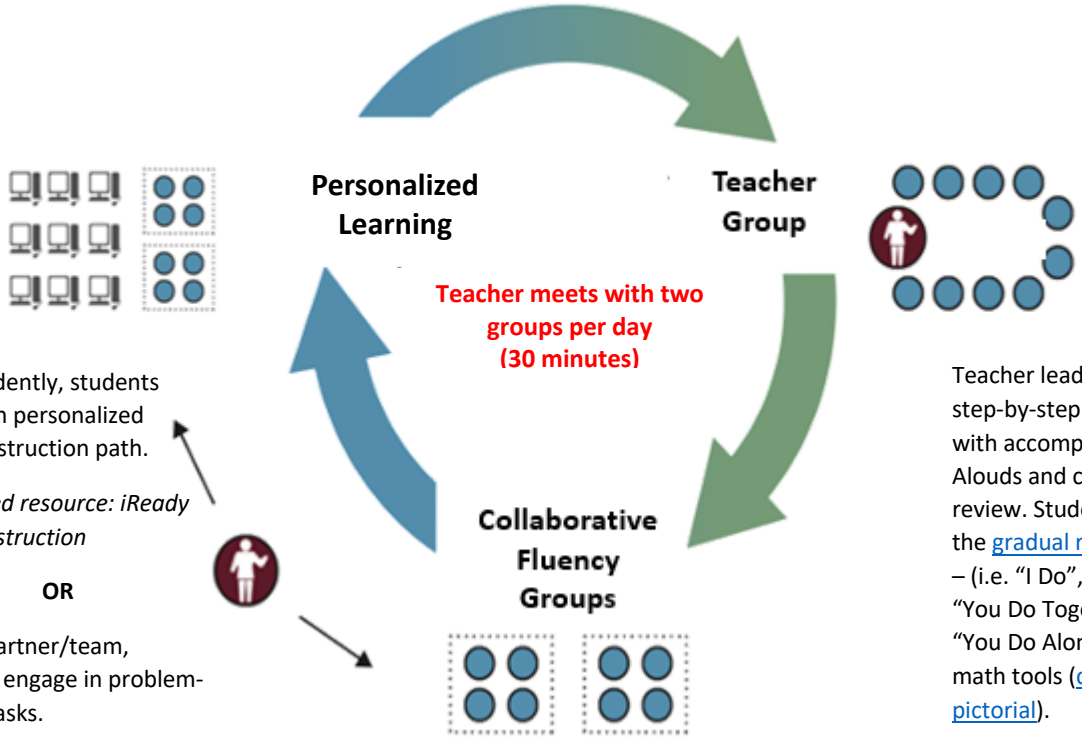
The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.

	Highly Effective	Approaching	Ineffective
Teacher Group	Teacher: • Meets daily with **multiple** small groups of students and regroups students based on data. • **Continuously** uses digital forms of concrete or pictorial math tools. • Consistently instructs using digital platforms to **model** grade-level specific problems such as with teacher **think-alouds**. • Asks **low-,mid- and high-level questions (DOK 1-4)** through tools of collaboration to have students talk about the mathematics, **leading** to deepen their understanding .	Teacher: • Meets daily with **one** small group of students and does not regroup students based on data. • **Sometimes** uses digital forms of concrete or pictorial math tools. • **Sometimes** instructs using digital platforms to model grade level specific problems but students are confused with the model. • Asks **low-questions** (**DOK 1 only)** to have students talk about the mathematics, but it **does not lead to discussion** to deepen their understanding.	Teacher: • **Does not** meet with a small group**.** • **Does not** use uses digital forms of concrete or pictorial math tools. • **Does not** include models of grade-level specific problems or teacher think-alouds. • **Does not asks questions.**
	Students (in teacher group): • Engage in **multi-step** tasks that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Uses digital forms of concrete or pictorial math tools to make math connections among multiple representations. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.	Students (in teacher group): • Engage in **one-step** tasks that require a **low-level** cognitive demand, problem solving and reasoning (DOK 1 only). • Uses digital forms of concrete or pictorial math tools but does not make math connections among multiple representations. • Engage in **low-level peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions (DOK 1 only).	Students (in teacher group): • Engage in **naked number exercises** without conceptual understanding. • **Do not** use concrete or pictorial math tools. • **Do not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions.
Independent Groups	Students (independently or in small groups): • Engage in hands-on, fluency, exploration, or investigation tasks through digital platforms that require **mid- and high-level** cognitive demands, problem solving, and reasoning. • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a and **mid- and high-level cognitive** demand.	Students (independently or in small groups): • Engage in hands-on, fluency, exploration, or investigation tasks through digital platforms that require **low- level** cognitive demands, problem solving and reasoning (DOK 1 only). • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a **mid-level cognitive** demand.	Students (independently or in small groups): • Engage in **naked number exercises without** hands-on experiences, exploration, and investigation. • **Do not** engage in **peer-to-peer** discussions related to the mathematics.
Closing Routine	Teacher: • **Facilitates** the lesson summary using tools of collaboration with references to student work and reinforces the purpose of the lesson.	Teacher: • **Guides** the lesson summary through tools of collaboration with references to student work but fails to reinforce the purpose of the lesson.	Teacher: • **Summarizes** the lesson without student input or does not summarize the lesson.
	Students: • Participate in the lesson summary, **ask and answer** questions.	Students: • **Listen** to the lesson summary; **answer** questions if asked.	Students: • Do not participate in the lesson summary.

Mathematics Block Expectations – Intervention
30 minutes – Middle School

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*.



Independently, students engage in personalized online instruction path.

Suggested resource: iReady online instruction

OR

With a partner/team, students engage in problem-solving tasks.

Suggested resource: RCK12 Problem Solving Tasks located in the Teacher Toolbox

Teacher leads hands-on, step-by-step math group with accompanying Think-Alouds and cumulative review. Students engage in the gradual release model – (i.e. "I Do", "We Do", "You Do Together", and "You Do Alone") using math tools (concrete and pictorial).

Suggested resource: iReady PDFs, GoMath Intervention

With a partner/team, students engage in fact fluency practice using strategies (such as counting-on) with fluency games. Games, when played repeatedly, supports students' development of fluency.

Evidence-Based Bibliography

Mathematics Block Expectation Rubric – Intervention – Middle School

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
Learning Environment	• *iReady* reports are used to form small groups (personalized online learning, fluency, and problem solving) **and** teacher group. • **Sufficient** data is available to support grouping structures (ex Instructional Grouping Profile and Progress Monitoring Checks). • Students are **aware** of personal achievement level, **set and monitor** individual goals (student data notebook) and can locate progress and goals in *iReady*. • A collaborative platform is used for students to stroll through to see **several** worked examples or are displayed in room. ~~are available for students to reference~~ (ex. Anchor charts). • **Clear** directions, tasks, and math tools are available for students to reference during their independent practice time. • Rotation schedule is posted and referenced.	• *iReady* reports are used to form small groups (personalized online learning, fluency, and problem solving) **or** teacher group. • **Limited** data is available to support grouping structures (ex. Instructional Grouping Profile). • Students are **aware** of personal achievement level but **do not** set and monitor individual goals nor know how to locate progress and goals in *iReady*. • A collaborative platform is used for students to stroll through to see**, but few** worked examples are available or displayed. (ex. Anchor charts). • **Unclear** directions, tasks, and math tools are available for students to reference during their independent practice time. • Rotation schedule is posted but not referenced.	• **No** small groups are present. • Data is **not** available to support grouping structures. • Students are **unaware** of personal achievement levels. • **No** worked examples are available for students to reference (ex. Anchor Charts). • **No** directions and tasks are available for students to reference during their independent practice time. • **No** rotation schedule is posted.
Collaborative Fluency Groups/ Personalized Learning	• **Most students work** collaboratively in data-based groups, formed by using *iReady* data, at the **appropriate** instructional level (i.e. 4th grade students may work on 3rd grade unfinished learning). • **Most students actively engage** in one of the following groups at the **appropriate** instructional level (fluency, problem solving, or online learning). • **Most students use** digital forms of pictorial or concrete math tools to understand math concepts. • **All** students engage in math talk (ex. peer-to-peer). • **Passing** online lessons with ≥80% accuracy.	• **Some students work** collaboratively in data-based, formed by using *iReady* data, groups at the **appropriate** instructional level (i.e. 4th grade students may work on 3rd grade unfinished learning). • **Some students engage** in one of the following groups at the **appropriate** instructional level (fluency, problem solving, or online learning). • **Some students use** digital forms of pictorial or concrete math tools to understand math concepts. • **Some** students engage in math text talk (ex. peer-to-peer • **Passing** online lessons with 50-79% accuracy.	• Students **do not** work collaboratively in data-based groups **or** students are assigned work at an **inappropriate** instructional level (i.e. students are unable to complete the activity). • Students **do not engage** in one of the following groups (fluency, problem solving, or online learning). • Students **do not use** pictorial or concrete math tools (i.e. base ten blocks, cubes, counters) to understand math concepts. • **No** students engage in math talk (ex. peer-to-peer). • **Passing** online lessons with less than 50% accuracy.

Mathematics Block Expectation Rubric – Intervention – Middle School

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
Teacher Group	Teacher: • Uses tools of collaboration to provide **detailed** step-by-step demonstrations and modeling of math concepts with digital forms of math tools (pictorial and concrete) with accompanying Think-Alouds. • Provides **explicit practice** (i.e. "I Do", "We Do", "You Do Together", and "You Do Alone"). • Provides **continuous** feedback to **all** students to clarify misconceptions. • Asks **multiple** students to explain their mathematical thinking, reasoning, and approaches. • Provides **cumulative review** to solidify students understanding of previously reviewed math topics. • Monitors student progress through *iReady* for **all** students (ex. anecdotal notes, checklist) ~~of student performance.~~ • Asks a combination of **low-,mid- and high-level questions (DOK 1-4)** to have students talk about the mathematics, **leading** to deepen their understanding .	Teacher: • Uses tools of collaboration to provide **some** step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) without accompanying Think-Alouds. • Provide**s some** practice but does not allow students to practice together and independently (i.e. "I Do" and "We Do only). • Provides feedback to **most** students to clarify misconceptions. • Asks **at least one** student to explain their mathematical thinking, reasoning, and approaches. • Provides **review** of current math topics only. • Monitors student progress through *iReady* for **some** students (ex. anecdotal notes, checklist) of student performance. • Asks **low-questions** (**DOK 1 only)** to have students talk about the mathematics, but it **does not lead to discussion** to deepen their understanding.	Teacher: • **Does not** provide step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) or accompanying Think-Alouds. • **Does not** provide practice. • **Does not** provide feedback to students to clarify misconceptions. • **Does not** ask students to explain their mathematical thinking, reasoning, or approaches. • **Does not** provide review to further students understanding of concepts. • **Does not** monitor student progress (ex. anecdotal notes, checklist) of student performance. • **Does not asks questions.**
	Students: • **Practice** modeling focus skill/strategy with math tools (concrete and pictorial). • **All** students engage in math talk (ex. peer-to-peer, student-to-teacher). • **Monitor progress** and verbalize misconceptions around focus skill/strategy (i.e. goal setting sheets). • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-, mid- and high-level cognitive** demand.	Students: • **Listen and observe the teacher** modeling focus skill/strategy with math tools (concrete and pictorial). • **Some** students engage in math text talk (ex. peer-to-peer, student-to-teacher). • **Inconsistently** monitor progress and verbalize misconceptions around focus skill/strategy. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-level cognitive** demand (DOK 1 only).	Students: • **Do not** observe or practice modeling focus skill/strategy with math tools (concrete and pictorial). • **No** students engage in math talk (ex. peer-to-peer, student-to-teacher). • **Do not** monitor progress and verbalize misconceptions around focus skill/strategy. • **Does not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussion.

Mathematics Block Expectation Rubric – Virtual Core Instruction – Middle School

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

	Asynchronous Interaction *What does it look like?* *What tools can I use?*	**Synchronous Interaction** *What does it look like?* *What tools can I use?*
Number Sense Routine (i.e. Number Talks, Calendar Math, etc…)	Teacher: • **Assigns** a whole group digital mental math activity through mental math platforms where students find an answer to a math problem "in their head." • **Assigns** students a combination of **low-, mid- and high-level** questions, monitors responses, and assigns time for students to make meaning of the mathematics through discussion.	Teacher: • **Facilitates** a whole group mental math activity through digital platforms of mental math platforms where students find an answer to a math problem "in their heads." • Uses a timer for each question and encourages students to answer the question through collaborative platforms or the chat box. • **Facilitates** by asking students a combination of **low-, mid- and high-level** questions, monitor student responses through the chat box, collaborative platforms, and encourages students to make meaning of the mathematics through discussion.
	Students: • Create a video with Canvas studio sharing **aloud** the **strategies** they used to find the answers.	Students: • Share **aloud** the **strategies** they used to find the answer. • Practice **explaining their thinking** and asking each other questions.
Whole Group	Teacher: • Not applicable for asynchronous instruction	Teacher: • Uses digital platforms to activate prior knowledge that draws on student experiences to engage students. • **Models** the grade-level math standards found on digital platforms while engaging students through collaboration and uses digital forms of concrete or pictorial math tools and **connects to prior learning**. • Talk focuses on **low-, mid- and high-levels** of mathematical thinking and questioning (i.e. DOK 1-4).
	Student: • Not applicable for asynchronous instruction	Students: • Use digital math tools to develop conceptual understanding of the lesson and **communicates** mathematically how and why to use the tool. • Engage in **multi-step** tasks that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Exhibit **strong** perseverance in problem solving by *looking for multiple entry points/solution paths.* • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.

Mathematics Block Expectation Rubric – Virtual Core Instruction – Middle School

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

	Asynchronous Interaction *What does it look like? What tools can I use?*	**Synchronous Interaction** *What does it look like? What tools can I use?*
Teacher Group	Teacher: • Plans **weekly meetings** through **teams** with **multiple** small groups of students and regroups students based on data. • **Continuously** uses **digital forms** of concrete or pictorial math tools. • Instructs through collaborative platforms and uses digital platforms to **model** grade-level specific problems with teacher **think-alouds**. • Asks **low-,mid- and high-level questions (DOK 1-4)** to have students talk about the mathematics, **leading** to deepen their understanding .	Teacher: • Plans **daily meetings** through **teams** with **multiple** small groups of students and regroups students based on data. • **Continuously** uses **digital forms** of concrete or pictorial math tools. • Instructs through collaborative platforms and uses digital platforms to **model** grade-level specific problems with teacher **think-alouds**. • Asks **low-,mid- and high-level questions (DOK 1-4)** to have students talk about the mathematics, **leading** to deepen their understanding .
	Students (in teacher group): • Engage in **multi-step** tasks through digital platforms, that require **low-, mid- and high-level** cognitive demands, problem solving, and reasoning (i.e. DOK 1-4). • Use **digital forms** of concrete or pictorial math tools to make math connections among multiple representations. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.	Students (in teacher group): • Engage in **multi-step** tasks through collaborative platforms that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Use **digital forms** of concrete or pictorial math tools to make math connections among multiple representations. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.
Independent Groups	Teacher: • **Uses instructional videos to model** the grade-level math standard with concrete or pictorial math tools and **connects to prior learning**. • Assigns students questions in Canvas that are **low-, mid- and high-levels** to promote mathematical thinking and questioning (i.e. DOK 1-4). Students (independently or in small groups): • Engage in exploration or investigation tasks through digital platforms such as Ready Math or Canvas that require **mid- and high-level** cognitive demands, problem solving and reasoning. • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a and **mid- and high-level cognitive** demand.	Teacher: • **Assigns** students to breakout rooms through teams Students (independently or in small groups): • Engage in hands-on, fluency, exploration, or investigation tasks through collaborative platforms that require **mid- and high-level** cognitive demands, problem solving and reasoning. • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a and **mid- and high-level cognitive** demand.
Closing Routine	Teacher: • Teacher creates discussion post or summary activity in Canvas for students to write a summary of the lesson. • **Facilitates** the lesson summary with references to student work and reinforces the purpose of the lesson.	Teacher: • Teacher creates discussion question or summary activity in a collaborative platform to have students to respond to. • **Facilitates** the lesson summary through a collaborative platform with references to student work and reinforces the purpose of the lesson.
	Students: • Participate in the lesson summary, **ask and answer** questions or response or ask questions from peer's post.	Students: • **Listen** to the lesson summary; **answer** questions if asked. • **Post** answers to a collaborative platform share response

Mathematics Strategies to Try


Content Expectations
Middle School
Science

Science Core Instructional Block

Middle Grades

Science Core Instructional Block balances science content with crosscutting concepts and science and engineering practices. Through obtaining, evaluating and communicating information, students are actively engaged in a range of relevant sense-making learning experiences that foster collaboration, creativity, and critical thinking. The *minimum* suggested instructional minutes is 55 minutes.

5-10

Activating Stimulus-Phenomenon

Anchoring and Investigative Phenomenon

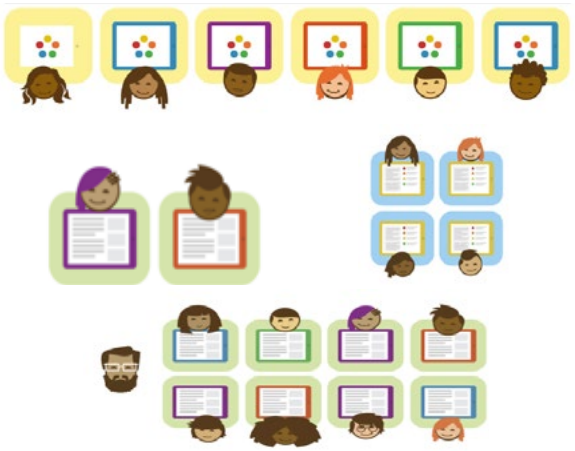
Teacher will **introduce** the lesson with a phenomenon (i.e. anchoring and investigative) by using the wonder and notice strategy.
Allows students to generate questions to guide teaching and learning.

40-45

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.



Teacher provides students collaborative opportunities to connect their previous experiences. Students will **clarify** understanding of scientific content. Students will **extend** their knowledge and skills to new situations.

5

Making Connections

Closing routines

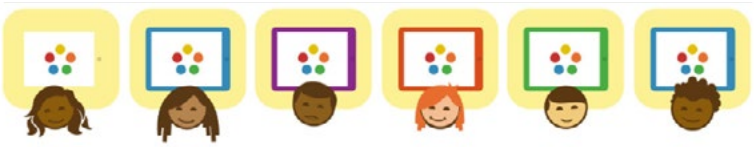
Teacher invites students to **make** connections and **assess** their understanding by utilizing closing routines. In addition, teachers can **evaluate** students' progress.

Types of grouping for Middle School students

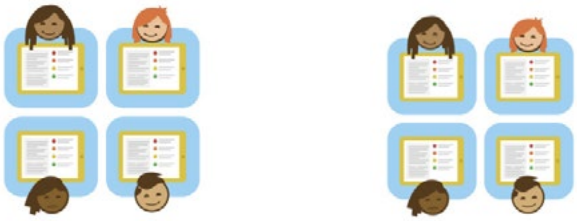
In a secondary classroom, effective teachers use a variety of grouping formats to meet individual student needs.

1. **Collaborative Pairs** (Quiet Discussion)
   In pairs, students should engage in discussion that communicates science ideas, strategies and solutions while working on scientific investigations.

2. **Coastline** (Silent, 1:1 Technology Use/Blended Learning)
   All 1:1 technology access happens on the Coastline. Students literally lineup on the walls of the classroom, facing the wall so that the teacher can see their screen from anywhere in the room.



3. **Island** (Quiet Discussion)
   On the Island, students pull their desk or table together to engage in a collaborative science discussion. Their science discussion could stem from posed questions or scientific investigations. Another option for the Island is to have students work on scientific investigations. Regardless of what the students are doing, there is no technology.



4. **Peninsula** (Teacher Instruction, Medium Volume, Discussion)
   The teacher is the base of the Peninsula, as this final station is for teacher demonstration, small group or direct instruction. The only technology use in on the Peninsula is a teacher device, like a forward facing laptop or SmartBoard. From his or her position, the teacher should be able to see and monitor the rest of the classroom during this instructional time.

Science Core Instruction Expectation Rubric

Middle Grades

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

	Highly Effective	Approaching	Ineffective
Activating Stimulus-Phenomenon (Drives Instruction)	Teacher: • **Sets purpose** and introduce an activating stimulus-anchoring or investigative phenomenon using Communication Instructional Tools. • **Guide students** to express what they wonder and notice about the activating stimulus using Communication Instructional Tools.	Teacher: • **Inconsistently** sets purpose and introduce an activating stimulus- anchoring or investigative phenomenon using Communication Instructional Tools. • **Inconsistently** guide students to express what they wonder and notice about the activating stimulus using Communication Instructional Tools.	Teacher: • **Does not** set the purpose **or** introduce activating stimulus- anchoring or investigative phenomenon using Communication Instructional Tools. • **Does not** guide students to express what they wonder and notice about the activating stimulus using Communication Instructional Tools.
	Students: • **Focus attention** on teacher. • **Shares** what they wonder and notice about the activating stimulus using Communication and Collaboration Instructional Tools with peers.	Students: • **Attempts to focus** attention on teacher. • **Inconsistently shares** what they wonder and notice about the activating stimulus Communication and Collaboration Instructional Tools with peers.	Students: • **Does not attempt** to focus on teacher. • **Does not attempt** shares what they wonder and notice about the activating stimulus Communication and Collaboration Instructional Tools with peers.
Scientific Investigations/ Direct Instruction (5E Instructional Model)	Teacher: • Models/guides scientific investigations using Communication, Collaboration and Critical Thinking Instructional Tools. • **Consistently** uses a variety of media to provide direct instruction using Communication, Collaboration, Critical Thinking Instructional Tools. • Circulates to be sure students are on task **and** checks for understanding.	Teacher: • **Limited** modeling/guiding of scientific investigations using Communication, Collaboration and Critical Thinking Instructional Tools. • **Inconsistently** uses a variety of media to provide direct instruction using Communication, Collaboration and Critical Thinking Instructional Tools. • Circulates to be sure students are on task **but** does not check for understanding.	Teacher: • **No** modeling/guiding of scientific investigations using Communication, Collaboration and Critical Thinking Instructional Tools.. • **Does not** uses a variety of media to provide direct instruction using Communication, Collaboration and Critical Thinking Instructional Tools. • Does not circulate to be sure students are on task **and** does not check for understanding.
	Students: • **Works independently/collaboratively** to carry out inquiry based learning/scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools. • **Explains** what they observed/learned from the inquiry based learning/ scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools.	Students: • **Needs redirection** to work independently/collaboratively to carry out inquiry based learning/scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools. • **Needs prompting** to explain what they observed/learned from the inquiry based learning/ scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools.	Students: • **Cannot** work independently/collaboratively to carry out inquiry based learning/scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools. • **Cannot explain with prompting** what they observed/learned from the inquiry based learning/ scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools.

Science Core Instruction Expectation Rubric

Middle Grades

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

	Highly Effective	Approaching	Ineffective
Activating Stimulus-Phenomenon (Drives Instruction)	Teacher: • **Sets purpose** and introduce an activating stimulus-anchoring or investigative phenomenon using Communication Instructional Tools. • **Guide students** to express what they wonder and notice about the activating stimulus using Communication Instructional Tools.	Teacher: • **Inconsistently** sets purpose and introduce an activating stimulus- anchoring or investigative phenomenon using Communication Instructional Tools. • **Inconsistently** guide students to express what they wonder and notice about the activating stimulus using Communication Instructional Tools.	Teacher: • **Does not** set the purpose **or** introduce activating stimulus- anchoring or investigative phenomenon using Communication Instructional Tools. • **Does not** guide students to express what they wonder and notice about the activating stimulus using Communication Instructional Tools.
	Students: • **Focus attention** on teacher. • **Shares** what they wonder and notice about the activating stimulus using Communication and Collaboration Instructional Tools with peers.	Students: • **Attempts to focus** attention on teacher. • **Inconsistently shares** what they wonder and notice about the activating stimulus Communication and Collaboration Instructional Tools with peers.	Students: • **Does not attempt** to focus on teacher. • **Does not attempt** shares what they wonder and notice about the activating stimulus Communication and Collaboration Instructional Tools with peers.
Scientific Investigations/ Direct Instruction (5E Instructional Model)	Teacher: • Models/guides scientific investigations using Communication, Collaboration and Critical Thinking Instructional Tools. • **Consistently** uses a variety of media to provide direct instruction using Communication, Collaboration, Critical Thinking Instructional Tools. • Circulates to be sure students are on task **and** checks for understanding.	Teacher: • **Limited** modeling/guiding of scientific investigations using Communication, Collaboration and Critical Thinking Instructional Tools. • **Inconsistently** uses a variety of media to provide direct instruction using Communication, Collaboration and Critical Thinking Instructional Tools. • Circulates to be sure students are on task **but** does not check for understanding.	Teacher: • **No** modeling/guiding of scientific investigations using Communication, Collaboration and Critical Thinking Instructional Tools.. • **Does not** uses a variety of media to provide direct instruction using Communication, Collaboration and Critical Thinking Instructional Tools. • Does not circulate to be sure students are on task **and** does not check for understanding.
	Students: • **Works independently/collaboratively** to carry out inquiry based learning/scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools. • **Explains** what they observed/learned from the inquiry based learning/ scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools.	Students: • **Needs redirection** to work independently/collaboratively to carry out inquiry based learning/scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools. • **Needs prompting** to explain what they observed/learned from the inquiry based learning/ scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools.	Students: • **Cannot** work independently/collaboratively to carry out inquiry based learning/scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools. • **Cannot explain with prompting** what they observed/learned from the inquiry based learning/ scientific investigations using Communication, Collaboration, Critical Thinking and Creativity Instructional Tools.

Making Connections (Closing Routines)	Teacher:
	• **Guide** students in making connections using Communication, Collaboration and Critical Thinking Instructional Tools
	  ○ **Self-to-Self Connection**
	  ▪ What does this remind you of in your life?
	  ○ **Self-to-Text Connection**
	  ▪ Have you read something like this before?
	  ○ **Self-to-World Connection**
	  ▪ What does this remind you of in the real world?
	• **Answers** clarifying questions using Communication Instructional Tools.
		Teacher:
		• **Inconsistently** guide students in making connections using Communication, Collaboration and Critical Thinking Instructional Tools
		  ○ **Self-to-Self Connection**
		  ▪ What does this remind you of in your life?
		  ○ **Self-to- Text Connection**
		  ▪ Have you read something like this before?
		  ○ **Self-to-World Connection**
		  ▪ What does this remind you of in the real world?
		• **Inconsistently** answers clarifying questions using Communication Instructional Tools.
			Teacher:
			• **No attempt** to guide students in making connections using Communication, Collaboration and Critical Thinking Instructional Tools
			  ○ **Self-to-Self Connection**
			  ▪ What does this remind you of in your life?
			  ○ **Self-to- Text Connection**
			  ▪ Have you read something like this before?
			  ○ **Self-to-World Connection**
			  ▪ What does this remind you of in the real world?
			• **No attempt** answer clarifying questions using Communication Instructional Tools.

	Students:
	• **Makes** connection using Communication, Collaboration and Critical Thinking Instructional Tools:
	  ○ To prior knowledge and new experiences (self-to-self connection or self-to-text connection)
	  ○ Life beyond the classroom (self-to-world)
	• **Ask** clarifying questions using Communication Instructional Tools.
		Students:
		• **Needs prompting** to make connections using Communication, Collaboration and Critical Thinking Instructional Tools:
		• :
		  ○ To prior knowledge and new experiences (self-to-self connection or self-to-text connection)
		  ○ Life beyond the classroom (self-to-world)
		• **Needs prompting** to ask clarifying questions using Communication Instructional Tools.
			Students:
			• **No attempt** to make connections using Communication, Collaboration and Critical Thinking Instructional Tools:
			• :
			  ○ To prior knowledge and new experiences (self-to-self connection or self-to-text connection)
			  ○ Life beyond the classroom (self-to-world)
			• **No attempt** to ask clarifying questions using Communication Instructional Tools.

Science Virtual Core Instructional Block

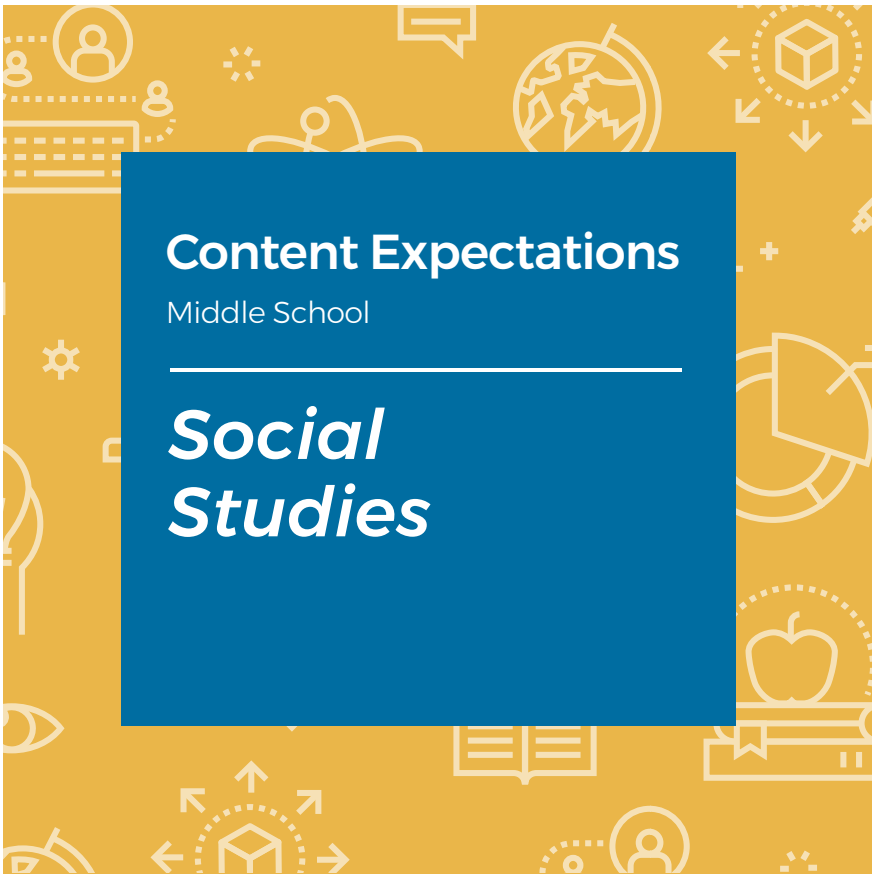
Middle School

Science Virtual Core Instructional Block balances science content with crosscutting concepts and science and engineering practices. Through obtaining, evaluating and communicating information, students are actively engaged in a range of sense-making learning experiences that foster collaboration, creativity, and critical thinking.

Science Core Instructional Block Components	 **Asynchronous Interaction** *Students working alone, without their teacher*	 **Synchronous Interaction** *Student and teachers sharing the learning*
	The District's primary tool for asynchronous learning is **CANVAS**. Students will be required daily to log into **CANVAS** and progress through modules at their own pace. Teachers will use **modules** to organize content in **CANVAS**.	The District's primary tools for synchronous interactions are **CANVAS** and **TEAMS**. Students interact directly with the teacher at a specified time on **TEAMS**.
Activating Stimulus-Phenomenon (Drives Instruction)	Teacher: • Embed in each module both anchoring phenomenon and investigative phenomena. Phenomena could be accompanied with teacher generated probing question(s). • Phenomena can be presented as a Teacher Demonstration (recorded), Simulation, Recording (Flipgrid), Discussion Post or Video. Students: • Answer probing question(s) or generate questions using Discussion Post, Padlet, or Canvas Studio.	Teacher: • Begin each lesson with either an anchoring phenomenon or investigative phenomenon. • Show a video or demonstrate the phenomenon in action followed by guided discourse. Depending on the phenomenon, a simulation can be used. Students: • Brainstorm ideas/questions as a whole group using chat, polling, or other communication tools. Students can work in smaller groups using breakout rooms.
Scientific Investigations/ Direct Instruction (5E Instructional Model)	Teacher: • Embed scientific investigations in each module as virtual labs (i.e. digital instructional resources: McGraw-Hill) or simulations (i.e. Phet Simulations, Gizmos, etc.). ★ ○ It is important during module development that students engage in at least one **scientific investigation before direct instruction**. ○ Allows students to begin *thinking* and *constructing* their own ideas about the science concept. ○ Great entry point for students to reflect on their experience with the scientific investigation by engaging in a Discussion Post: ▪ What actually happened? ▪ What did you expect to happen? ▪ Have your initial ideas been challenged or confirmed? • Embed activities, assignments and task in each module that allow the students to engage with the science content such as: ○ **Informal Checks**-check for student understanding ▪ Stand Alone or Embedded in recorded lectures ▪ Canvas Quizzes, Quizizz, Quizlet, Polls, etc. ○ **Discussion Post**- students apply what they learn, transfer learning to new situation and reflect on science concept ▪ Discussion Post w/ rubric ▪ Allow response to peers' discussion post (virtual science discourse) ▪ Pose a question, Aha wall, Visual prompt w/ question, Ted Talks, You Tube videos, etc. ○ **Instructional and Interactive Presentations** ▪ Content is chunked ▪ Recorded lectures with embedded video quizzes and polls to check for understanding	**Reminders:** **During this component it is important to connect the synchronous with the asynchronous.** Teacher: • Teacher can conduct mini-lectures by following the "10-2 Rule". This will allow for chunking of content to limit cognitive overload. • Teacher can conduct scientific demonstrations. • Teacher creates breakout rooms in shared virtual spaces (i.e. Teams) to support student learning based upon real-time progress. Students: • Students participate in teacher created breakout rooms shared virtual spaces (i.e. Teams) or work individually to show evidence of learning that can be shared by student or teacher to others in the class.

	• Provide students with virtual skeletal outlines to support their learning and them track the science concepts. ▪ Narrated PowerPoint, Nearpod, Teams, etc. o **Scientific Investigations** ▪ Virtual labs, simulations, teacher demonstrations, etc. o **Readings**-assign students reading from textbook and articles ▪ Article critiques w/ rubric ▪ Writing prompts (deepen learning from reading) o **Instructional Activities** ▪ Concept mapping, Data Analysis, Webquest, Scavenger Hunt, Audio Recordings (including Podcasting) Procedural Demonstrations, etc. o **Culminating Task** <u>Students:</u> ▪ Will progress through the module completing all activities, assignments and task at their own pace. o Must be mindful of deadlines.	
Making Connections (Closing Routines)	<u>Teacher:</u> ▪ Teacher will utilize closing routines or generate a question to guide students in making connections (i.e. Discussion Post, Unit Reflection, etc.) <u>Students:</u> ▪ Students make connections by: o Completing a closing routine o Creating reflection videos (i.e. Canvas Studios, Flipgrid, etc.) or participate in discussion post	<u>Teacher:</u> ▪ Teacher will utilize closing routines or generate a question to guide students in making connections. <u>Students:</u> ▪ Students make connections by: o Responding in chat boxes, polls, non-verbal cues (e.g. reaction buttons or on camera), or verbal feedback intermittently at key points throughout the lesson.

Science Strategies to Try


Content Expectations
Middle School
Social Studies

Social Studies Core Instructional Block
Middle School

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 in middle school are 55 minutes.

Activating Stimulus

Stimulate curiosity and set the stage for student learning.

Teacher will introduce the lesson to the class using an activating stimulus (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**.

During **group work** the teacher coaches or models throughout this portion of lesson. Students have the opportunity to work together to examine sources, exploring questions and solve problems.

Making Connections

Closing Routines

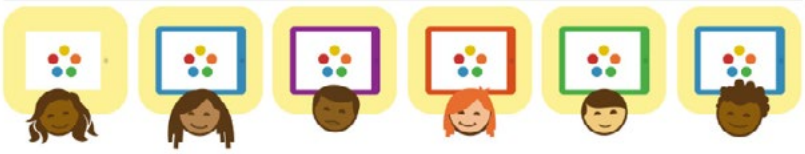
Teacher provides students the opportunity to **reflect** and **process** their learning, allowing both teacher and student to **assess** understanding by utilizing **closing routines**.

Types of grouping for Middle School students

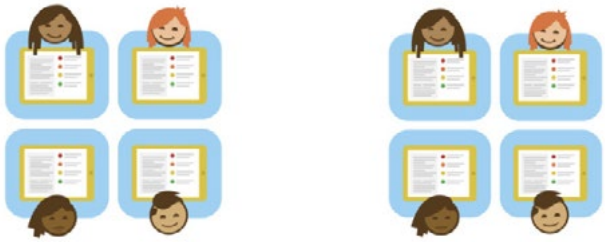
In a secondary classroom, effective teachers use a variety of grouping formats to meet individual student needs.

1. **Collaborative Pairs** (Quiet Discussion)
   In pairs, students should engage in discussion that communicates social studies ideas, strategies and solutions while working on investigation tasks.

2. **Coastline** (Silent, 1:1 Technology Use/Blended Learning)
   All 1:1 technology access happens on the Coastline. Students literally lineup on the walls of the classroom, facing the wall so that the teacher can see their screen from anywhere in the room.



3. **Island** (Quiet Discussion)
   On the Island, students pull their desks or tables together to engage in a collaborative discussion. Their discussion could stem from posed questions or working with documents or texts. Another option for the Island is to have students work on investigation tasks. Regardless of what the students are doing, there is no technology.



4. **Peninsula** (Teacher Instruction, Medium Volume, Discussion)
   The teacher is the base of the Peninsula, as this final station is for modeling or a guided lesson. The only technology use on the Peninsula is a teacher device, like a forward-facing laptop or SmartBoard. From his or her position, the teacher should be able to see and monitor the rest of the classroom during this instructional time.

Social Studies Block Rubric – Core Instruction – Middle School

	Highly Effective	Approaching	Ineffective
Activating Stimulus Whole Group	Teacher: • **Sets purpose** and introduces activating stimulus. • **Guides students** to express their thinking about the activating stimulus using question starts using Communication Instructional Tools.	Teacher: • **Inconsistently** sets purpose and introduces activating stimulus. • **Inconsistently** guides students to express their thinking about the activating stimulus using question starts using Communication Instructional Tools.	Teacher: • **Does not** set the purpose or activating stimulus. • **Does not** guides students to express their thinking about the activating stimulus using question starts using Communication Instructional Tools.
	Students: • **Focus attention** on teacher. • Share *Question Starts* responses about the activating stimulus using Communication and Collaboration Instructional Tools.	Students: • **Attempt to focus** attention on teacher. • **Inconsistently** share *Question Starts* responses about the activating stimulus with peers using Communication and Collaboration Instructional Tools. •	Students: • **Attempt to focus** attention on teacher. • **Inconsistently** share *Question Starts* responses about the activating stimulus with peers using Communication and Collaboration Instructional Tools.
Investigation /Mini-Lesson	Teacher: • Models and guides investigations through inquiry-based learning. • **Consistently** uses a variety of media to provide mini-lesson using Instructional Tools). • Circulates to be sure students are on task **and** checks for understanding**.**	Teacher: • **Inconsistently** models and guides investigations through inquiry-based learning. • **Inconsistently** uses a variety of media to provide a mini-lesson using Instructional Tools). • Circulates to be sure students are on task **but** does not check for understanding**.**	Teacher: • **Does not** model or guide investigations through inquiry-based learning. • **Does not** use a variety of media to provide mini-lesson using Instructional Tools). • Does not circulate to be sure students are on task **and** does not check for understanding**.**
	Students: • **Work independently/collaboratively** to carry out inquiry-based learning (Teams- Breakout groups, Digital Portfolio, Video, etc.) • **Explain** what they observe/learned from the inquiry-based, learning using Collaboration, Critical Thinking and Creativity Instructional Tools).	Students: • **Do not** work independently/collaboratively to carry out inquiry-based learning (Teams-Breakout groups, Digital Portfolio, Video, etc.) • **Cannot explain without prompting** what they observe/learned from the inquiry-based learning using Collaboration, Critical Thinking and Creativity Instructional Tools).	Students: • **Cannot** work independently/collaboratively to carry out inquiry-based learning (Teams- Breakout groups, Digital Portfolio, Video, etc.) • **Cannot explain with prompting** what they observe/learned from the inquiry-based learning using Collaboration, Critical Thinking and Creativity Instructional Tools).

Making Connections (Closing Routines)	Teacher:
	• **Guides** students in making connections.
	  ○ **Self-to-Self Connection**
	  ▪ What does this remind you of in your life?
	  ○ **Self-to-Text Connection**
	  ▪ Have you read something like this before?
	  ○ **Self-to-World Connection**
	  ▪ What does this remind you of in the real world?
	• **Answers** clarifying questions using Collaboration Instructional Tools.
		Teacher:
		• **Inconsistently** guides students in making connections.
		  ○ **Self-to-Self Connection**
		  ▪ What does this remind you of in your life?
		  ○ **Self-to-Text Connection**
		  ▪ Have you read something like this before?
		  ○ **Self-to-World Connection**
		  ▪ What does this remind you of in the real world?
		• **Inconsistently** answers clarifying questions using Collaboration Instructional Tools.
			Teacher:
			• **Makes no attempt** to guide students in making connections.
			  ○ **Self-to-Self Connection**
			  ▪ What does this remind you of in your life?
			  ○ **Self-to-Text Connection**
			  ▪ Have you read something like this before?
			  ○ **Self-to-World Connection**
			  ▪ What does this remind you of in the real world?
			• **Makes no attempt** to answer clarifying questions using Collaboration Instructional Tools.

	Students:
	• **Make** connections:
	  ○ to prior knowledge and new experiences (self-to-self connections or self- to- text connections)
	  ○ beyond the classroom (self-world connection)
	• **Ask** clarifying questions using Collaboration Instructional Tools.
		Students:
		• **Need prompting** to make connections:
		  ○ to prior knowledge and new experiences (self -to-self connections or self to text connections)
		  ○ beyond the classroom (self-world connection)
		• **Need prompting** ask clarifying questions Collaboration Instructional Tools.
			Students:
			• **Make no attempt** to make connections:
			  ○ to prior knowledge and new experiences (self-to-self connections or self to text connections)
			  ○ beyond the classroom (self-world connection)
			• **Makes no attempt** to ask clarifying questions Collaboration Instructional Tools.

Social Studies Virtual Learning Block

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)*

Social Studies Instructional Block	**Asynchronous** ❖ Read and Take Notes ❖ Watch Video-Based Instruction ❖ Listen to Podcast ❖ Explore Teacher- curated Resources ❖ Engage in Online Discussions ❖ Research + Explore ❖ Reflect + Document Learning	**Synchronous** ❖ Build community + Relationships ❖ Lead Interactive Modeling Sessions ❖ Differentiate in Small Groups Personalize Instruction + Provide 1:1 Coaching ❖ Guide Practice +Application ❖ Facilitate Real-time Conversation ❖ Foster Collaboration Among students
Activating Stimulus Stimulate curiosity and set the stage for student learning.	Teacher: • Introduces Activating Stimulus in Canvas module (recoded video, assign Discussion Post) • Guides students to express their thinking about the activating stimulus using *question starts* with peers (Discussion Posts and responds to posts, Padlet) Students: • Share *Question Starts* responses about the activating stimulus (answers Discussion Post and poses questions for peers, records response (Flipgrid, Canvas Studio)	Teacher: • Introduces Activating Stimulus during whole group or in Canvas module. • Guides students to express their thinking about the activating stimulus using *question starts* (Discussion Posts, Polls, Padlet) Students: • Share *Question Starts* responses about the activating stimulus (Discussion Post, Padlet, Polls, Chat)
Investigation/ Mini-Lesson Inquiry Based Learning	Teacher: • Records mini-lesson on content and models or provides directions for investigation activity. • Provide resources needed to engage in investigation activity. Students: • Watch video or recorded content • Access resources in Canvas module and engage in investigation activity: examining documents, exploring questions, and problem solving.	Teacher: • Lead brief mini-lesson on content and model or provide directions through a variety of media for investigation activity. • Create breakout room (Teams) for students to work collaboratively or individually. • Monitor (Teams) groups to support student learning and give guidance. Students: • Participate in (Teams) breakout rooms to work collaboratively or individually during investigation activity to examine documents, explore questions, and problem solve.

Making Connections Closing Routines	Teacher: • Provides a closing activity to check for student understanding and create an opportunity for students to reflect on learning (Exit Tickets, Chat Box, Polls, etc.) Students: • Document connections by completing the closing activity (participating in a virtual discussion board -Padlet, Discussion Post-Canvas or create a video of connections- Canvas Studio, Flipgrid)	Teacher: • Provides a closing activity to check for student understanding and create an opportunity for students to reflect on learning (Exit Tickets, Chat Box, Polls, etc.) Students: • Share by completing the closing activity (participating in a virtual discussion board -Padlet, Discussion Post-Canvas or create a video of connections- Canvas Studio, Flipgrid)

Social Studies Strategies to Try

Assessment and Grading Expectations

Middle School

IHA-R Grading Policy and Procedures

Policy IHA: Grading Systems	**Status:** Under Review
Original Adopted Date: 08/09/2002 | **Last Revised Date:** 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.

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

Guiding Principle 1: The Grading System should be based on Mastery of Standards	
• *Grades should reflect a curriculum with assessments that are aligned to standards.* • *Grades should reflect what students know and are able to do, based <u>solely</u> on the standards.* • *Grades should accurately reflect the students' level of content mastery.*	
Best Practices	**Practices to Avoid**

1. Determining students' grades based solely on a body of evidence aligned to learning criteria, goals and standards. 2. Ensuring all student work, formative and summative, is directly aligned to standards and learning targets. 3. Teaching the language of the standard and the academic vocabulary supporting the standard. 4. Providing clear and concise proficiency measures, written in student-friendly language, for students to use to guide their work. 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. 6. Separating achievement grades from behavior and work ethic grades.	1. Being vague about the standard, the learning target, and the criteria for success. 2. Failing to monitor student progress toward standards, and failing to teach students how to monitor their own progress toward standards. 3. Not providing standards-based feedback on assignments. 4. Using formative assessments to calculate student grades. 5. Relying on a single demonstration of the level of mastery. 6. Giving extra credit or increasing a grade for just completing more work.

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.*	
Best Practices	**Practices to Avoid**
1. Allowing students time to fully master a standard before grading. 2. Using multiple pieces of evidence to determine a student's mastery of content. 3. Providing students opportunities to show in a variety of forms what they know and can do. 4. Giving feedback on multiple formative assessments before giving a summative assessment. 5. Establishing reasonable due dates and timelines for assignments that will hold students accountable. 6. Providing relearning opportunities to all students and allowing all students to be reassessed. 7. Assigning grades based on individual achievement, not group performance. 8. Providing accommodations and modifications as specified in IEP and 504 plans.	1. Allowing only one opportunity for students to demonstrate mastery. 2. Grading assignments that are intended for practice. 3. Reducing grades for late assignments or reassessments. 4. Allowing only students with low grades to be reassessed. 5. Using assessments that are not differentiated. 6. Basing achievement grades on student participation, attendance or behavior. 7. Assigning a "group grade" rather than an individual academic grade. 8. Grading on a curve.

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.*	
Best Practices	**Practices to Avoid**
1. Communicating grading procedures and practices to students and their parents, including opportunities for relearning and reassessment. 2. Using common and consistent grading scales and weights. 3. Collaborating with grade-level and department teams to establish consistent grade books, grading processes and expectations. 4. Clearly communicating standards, learning targets and success criteria on all assignments. 5. Using rubrics, aligned to standards, to assess mastery and to communicate success criteria to students and parents. 6. Providing students with exemplars of strong and weak work prior to assessments. 7. Giving students clear and constructive feedback in a timely manner. 8. Ensuring consistency in implementing assessment and grading accommodations as stated in the student's IEP/504 Plan.	9. Using grading scales, weights and procedures that are inconsistent with district or school grading practices. 10. Using rubrics that have vague or subjective criteria. 11. Using rubrics that include neatness and organization as major criteria for an achievement grade, unless such criteria is part of the standard. 12. Withholding feedback or grades from a student or their parent.

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.*	
Best Practices	**Practices to Avoid**
1. Ensuring formative assessments are aligned to the summative assessment and are used to guide daily/weekly instruction. 2. Using the Rigor and Relevance Framework as a tool for adding rigor and relevance to instruction and assessment. 3. Creating a clear picture of students' readiness and determining what they need next in their development. 4. Helping students to identify the skills they have mastered and to develop a growth mindset as they work toward learning goals. 5. Ensuring feedback is given often and matches the learning target and criteria for success. 6. Determining and using the most appropriate form of feedback (conversation, written, oral, whole or small group, individual). 7. Ensuring feedback is descriptive and contextualized so students can use it to continue their progression towards mastery. 8. Providing tools and opportunities for students to give peer and self-feedback.	1. Failing to communicate the purpose and relevance of assignments. 2. Providing students with no feedback, infrequent feedback, or vague feedback about their progress. 3. Conveying negative, judgmental, or evaluative feedback, or using a tone that demotivates students. 4. Delivering feedback in a manner that is beyond a student's comprehension or understanding. 5. Providing parents with unclear, inconsistent or infrequent information about their child's progress toward mastery of standards. 6. Summarizing multiple items into a single grade.

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.*	
Best Practices	**Practices to Avoid**
1. Ensuring all assignments have a direct alignment with the standards and are labeled accordingly. 2. Sharing examples of strong and weak work. 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. 4. Teaching students to reflect, self-assess, and set goals. 5. Only assigning homework that is directly aligned to the standards. 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. 7. Differentiating homework based on student needs. 8. Entering scores in the gradebook in the learning management system after students have had time to practice, receive feedback, and adjust their learning.	1. Grading while the student is still practicing new learning. 2. Grading formative assessments. 3. Providing feedback only after an assessment has been graded. 4. Giving feedback only in the form of a score or grade. 5. Assigning homework that does not align with standards and support growth toward identified learning targets. 6. Grading homework that is given for practice or to check for understanding. 7. Using homework as a punishment or reward.

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 **throughout** instruction (when students are learning and practicing).	Are given **after** 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 prior to the summative assessment.	Are aligned with and given after 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 **not graded**. Results are not included in the body of evidence to determine students' final grades.	**Are graded**. 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.
Keenvile	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.

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

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	
Self-Management Demonstrates a positive mindset Exhibits patience and self-control Shows motivation, initiative and effort	**Collaboration** Actively participates in team activities Demonstrates cooperation and flexibility Resolves conflicts appropriately
Responsibility Follows directions, completes assignments, and fulfills responsibilities Exhibits pride in producing quality work Shows respect toward people, property and the use of resources	**Critical Thinking** Analyzes and interprets situations, patterns, and data Demonstrates openness to new and diverse perspectives Exhibits inductive and deductive reasoning
Communication Listens attentively Asks questions to clarify understanding Initiates and engages in positive and productive interaction with peers and teachers	**Creativity** 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**

4	**Distinguished Learner**	Makes applications and inferences beyond expectations
3	**Proficient Learner**	Meets standards consistently and independently
2	**Developing Learner**	Progressing toward meeting standards
1	**Beginning Learner**	Limited progress toward mastery of standards
ND	**Not Demonstrated**	Not yet demonstrated
NA	**Not Applicable**	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**

A	Represents an average of **90-100**
B	Represents an average of **80-89**
C	Represents an average of **75-79**
D	Represents an average of **70-74**

F	Represents an average of **below 70**

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**

A	Represents an average of **90-100**
B	Represents an average of **80-89**
C	Represents an average of **75-79**
D	Represents an average of **70-74**
F	Represents an average of **below 70**

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**

A	Represents an average of **90-100**
B	Represents an average of **80-89**
C	Represents an average of **75-79**

D	Represents an average of **70-74**
F	Represents an average of **below 70**

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								
A+	= 99	**B+**	= 89	**C+**	= 79	**D+**	= 74	**F** = 65
A	= 95	**B**	= 85	**C**	= 77	**D**	= 72	
A-	= 90	**B-**	= 80	**C-**	= 75	**D-**	= 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.

Quality Points	
Regular Courses	**Advanced Placement (AP) International Baccalaureate (IB) and College/University courses**
“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)

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)

3. **Criterion-Referenced Assessment**
   The use of standards, objectives, or benchmarks as reference points for determining students' achievement. (Wormeli, 2018)

   Criterion-referenced tests ae designed to measure student performance against a fixed set of predetermined criteria or learning standards. (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)

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)

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)

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)

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)

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)

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)

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)

Instructional Resources

Middle School

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


Instructional
Resources
Middle School
F.E.V. Tutor
Best Practices

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.

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.

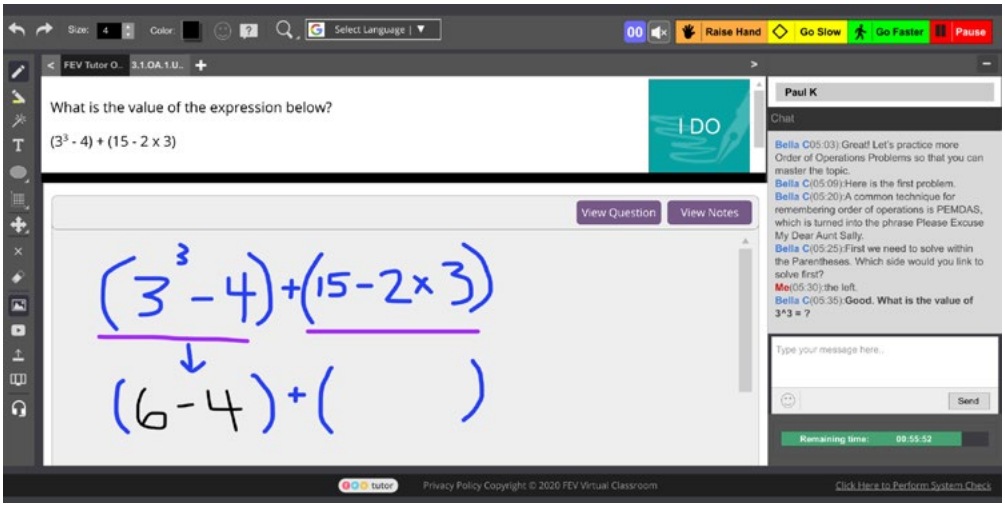
FEV Tutor's Academic Team and RCSS Instructional Leadership have worked together extensively to equip tutors with knowledge of student courses and assignments. However, we understand that you know your students best! We also rely on the feedback of RCSS students and families to continually shape and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

"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

“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!

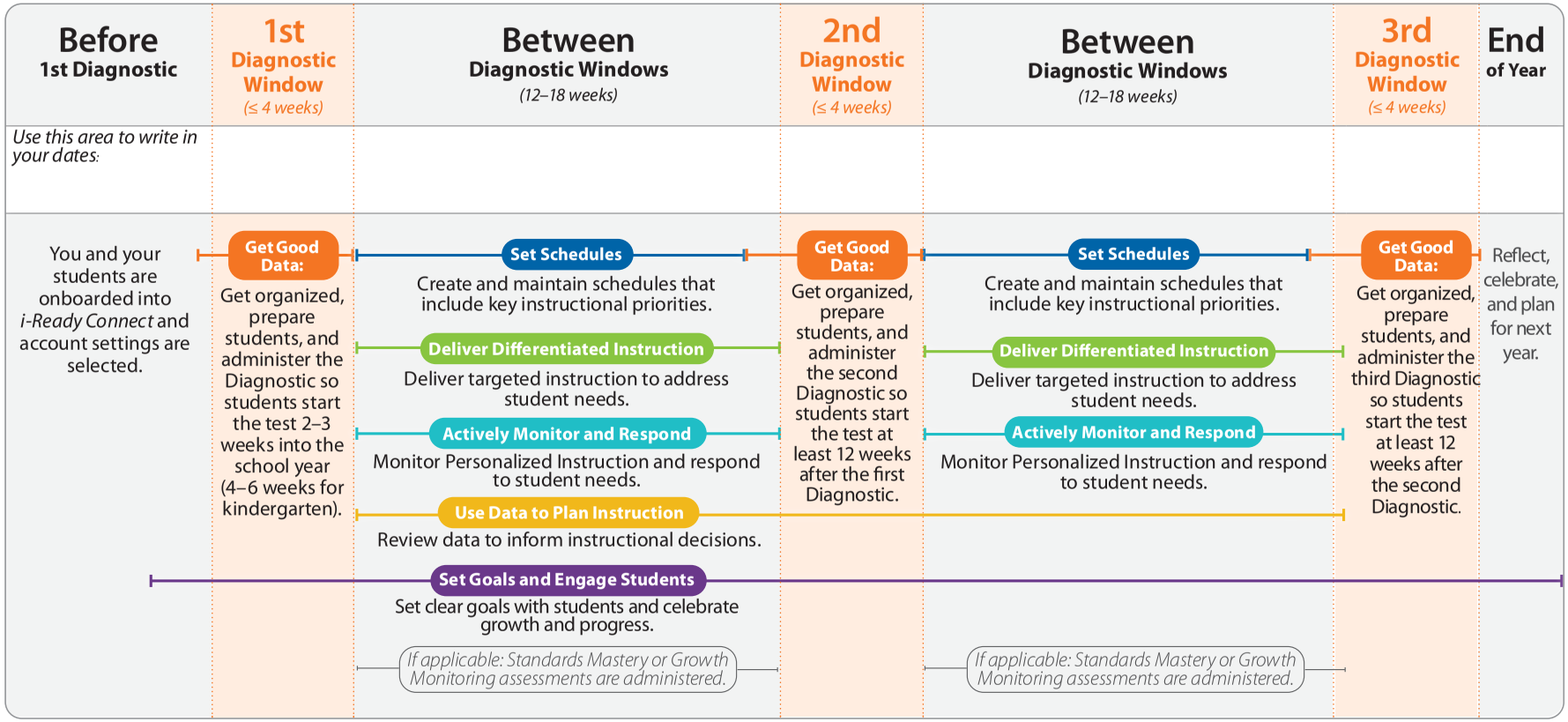
Contact our 24/7 Scheduling & Support Team (GA@fevtutor.com, 855-763-2607) with your preferred days, times, and subjects to get started with your weekly tutoring schedule!


Instructional
Resources
Middle School
i-Ready
Best Practices

i-Ready

Your Year with *i-Ready*

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



Notes:

i-Ready

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

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.

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

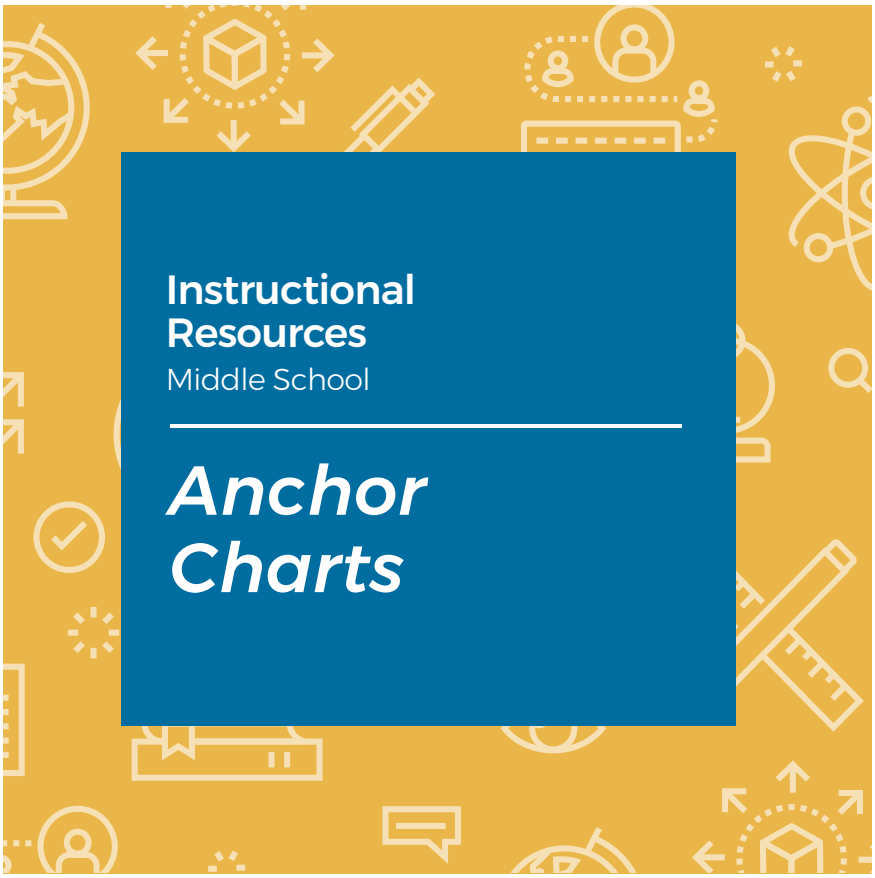
Target instruction to students' needs: Use *i-Ready* data to inform small groups and deliver tailored instruction using the recommended resources. Regularly check for understanding.

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.

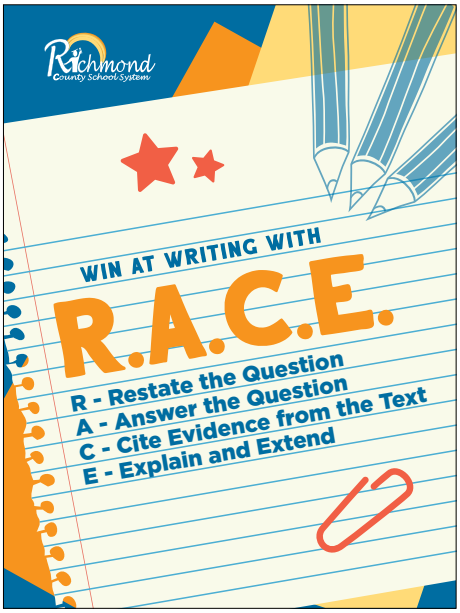
Set Goals and Engage Students

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.

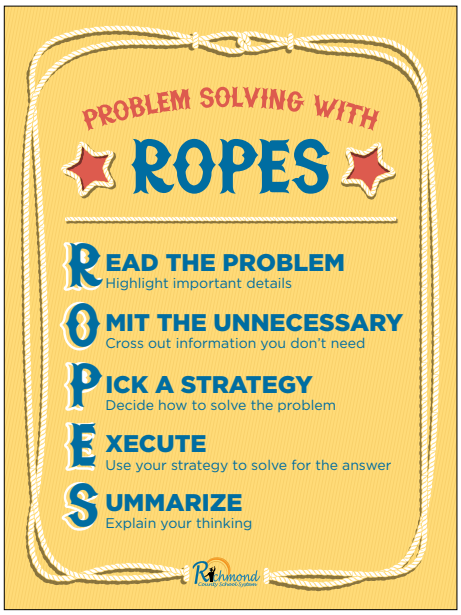

Instructional
Resources
Middle School
Anchor
Charts

Anchor Charts

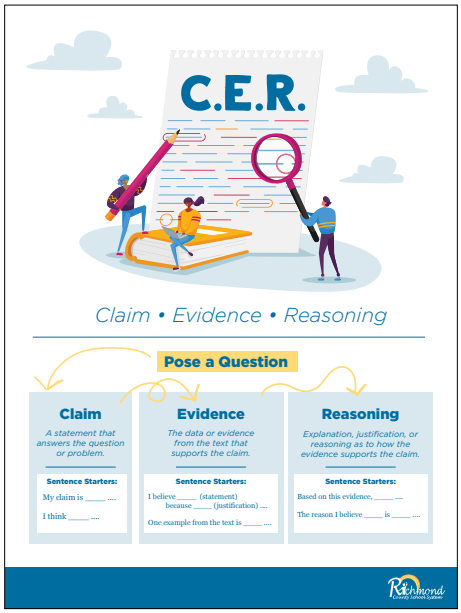
Anchor charts are used as a tool to support instruction. This tool facilitates student regulation, support independent thinking, enhances critical thinking skills, and supports cognitive development.



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

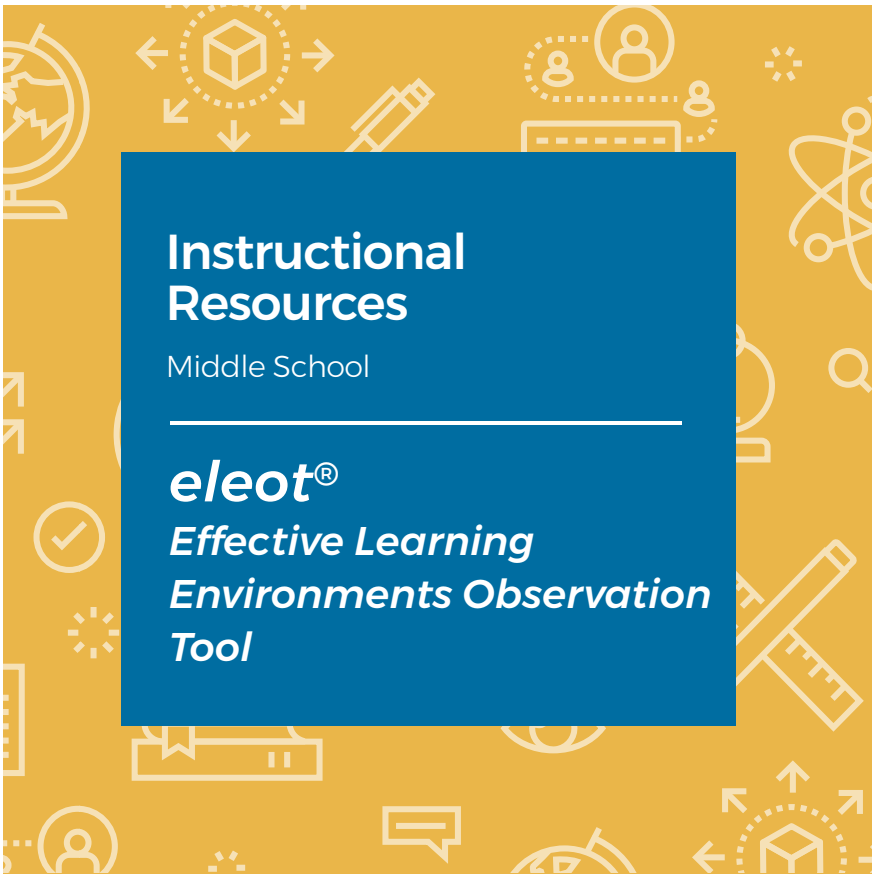


R.O.P.E.S. is a strategy that is used to support problem solving. This anchor chart is posted in all K-12 classrooms.



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.

Notes


Instructional Resources
Middle School
eleot®
Effective Learning Environments Observation Tool

Effective Learning Environments Observation Tool® (eleot® 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

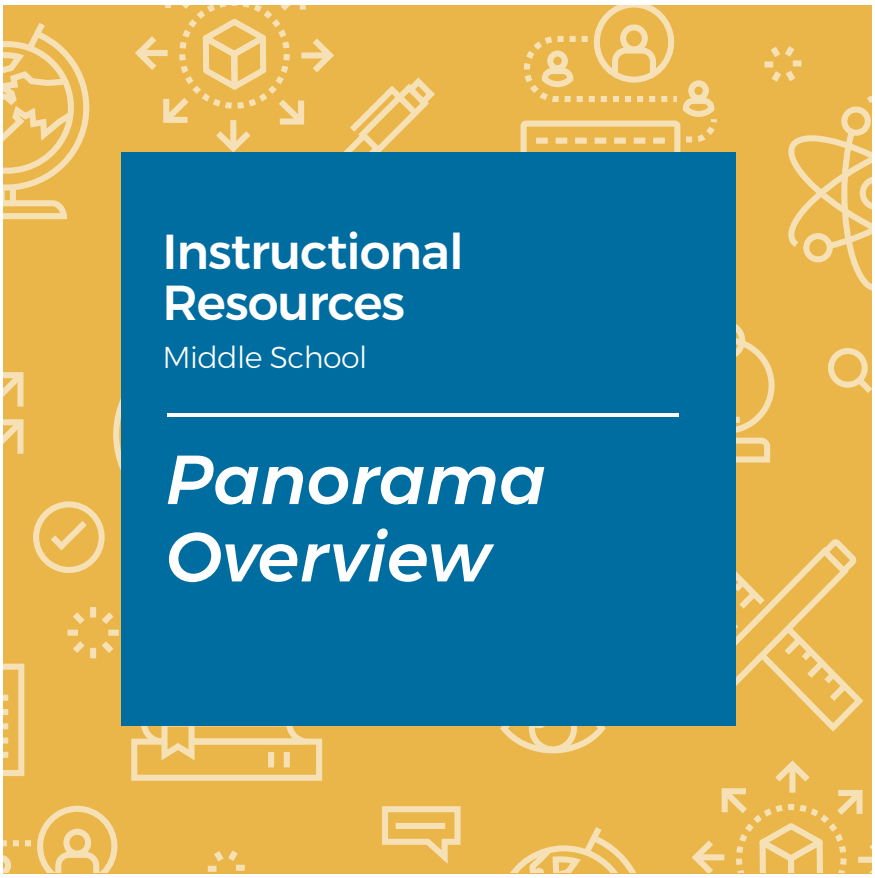
When observing in classrooms, consider the following factors as you determine the rating for each eleot item:

- 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
Routine and Systemic	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
Quality of Application	Deep and more complex application of item	Moderate to some complex application of item	Superficial or simple application of item	No application of item
Quantity of Students Applying Item	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


Instructional Resources
Middle School
Panorama Overview

Panorama Overview

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:

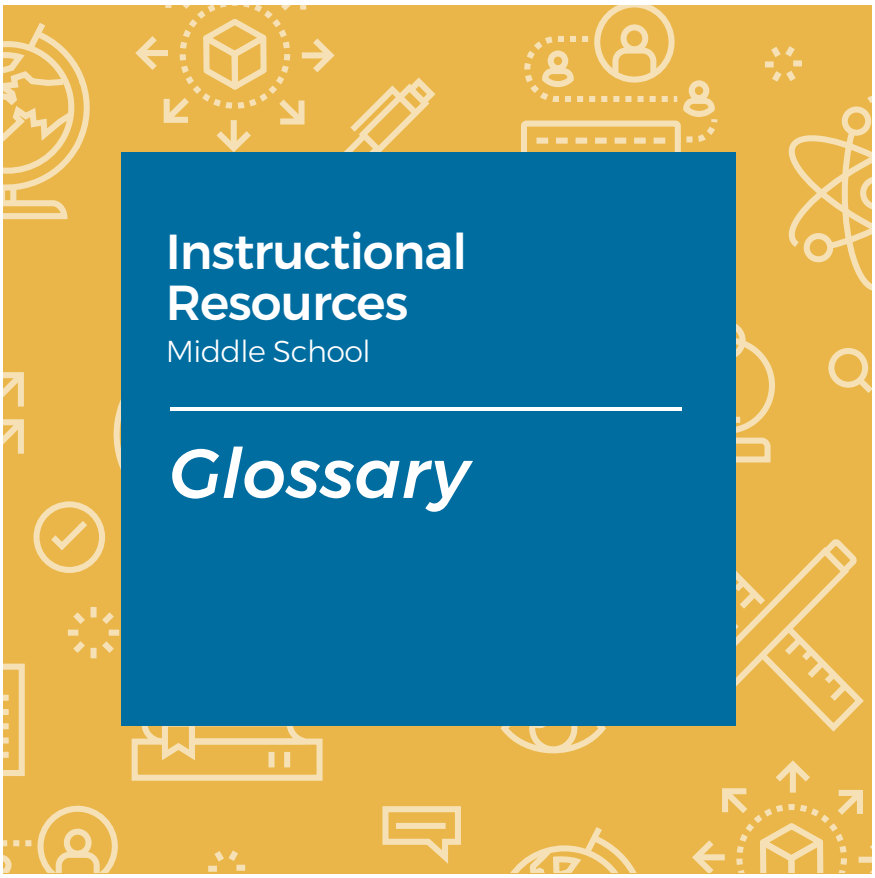
- Grit
- Growth Mindset
- Self-Management
- Social Awareness
- Supportive Relationships
- Emotion Regulation
- Self-Efficacy

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. 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.


Instructional
Resources
Middle School
Glossary

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.

Annotate- to make notes on the texts for building comprehension.

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.

Anchor Papers - Examples of student work at different levels of performance that, along with rubrics, guide formative and summative assessment.

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 – framework that provides opportunities for students to uncover (the why), construct (the how), and apply (the when) mathematical understandings.

Breakout Room - a small meeting room or a separate part of an internet meeting where a small group can discuss a particular issue before returning to the main meeting.

Checklists - 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 algebra tiles, geoboards, color counters, etc.

Delta Math - a math instructional tool that helps teachers to supplement the course in the following ways mix and match problem-sets, control rigor, vary due dates, and, with PLUS, create tests and problems of their own.

Discovery Education- provides standards-based digital content for K-12, transforming teaching and learning with digital textbooks and multimedia content.

Discussion Protocol - An agreed upon set of guidelines for reading and discussing text to ensure equal participation and accountability by those involved.

DOK Levels - Depth of Knowledge is a way to measure the rigor of questions or tasks from basic recall to complex creation.

Exemplars - An example of student work at different achievement levels.

Explicit Practice – Explicit Instructional Practices focus on systemically implemented behavioral practices to teach mathematical concepts.

Flocabuary - 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.

Gizmos - Gizmos are interactive math and science simulations for grades 3-12.

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.

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.

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

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 it 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.
Making Connections - requires students to understand the new content and show how this "new learning" connects to past learning, prior experiences, or other situations they already understand.

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.

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

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.

Ready Math - Helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits.

Reading Strategies - Routines and procedures that readers use to help them make sense of texts. These strategies include but are not limited to summarizing, asking and answering questions, paraphrasing, finding the main idea.

Reflex Math - is an adaptive program that helps students to build math fact fluency.

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.

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.

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.

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 difficult 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.

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.

Word Study – Students engaged in explicit instruction of words (i.e. sounds, letters, word parts, Greek/Latin roots, vocabulary and spelling).

Writing Process - A series of steps that writers take to compose text. Components include planning, goal setting, drafting, evaluating, revising, editing and publishing. They can occur at any point and student move flexibly through these components.

Writing Strategies - A series of actions (mental, physical, or both) that writers undertake to achieve their goals. Tools that help students generate content and carry out components of the writing process. Some examples are but not limited to:

- STOP- Suspend judgement and brainstorm ideas for and against topic, Take a side, Organize ideas, Plan more as you write.
- 3-2-1- Write 3 things you learned,2 things you would like to know more about and 1 question you still have on the topic.
- Color Coding- use different colors to summarize, cite evidence and explain evidence.
- COPS- Capital, Overall, Punctuation, Spelling
- POW TIDE- Plan, Organize, Write, Topic, Important evidence, Detailed explanation, Ending
- RACES- Restate the question, Answer the question, cite evidence, Explain and Summary


Instructional
Resources
Middle School
Contacts

Contacts

AREA	CONTACT
Advanced Placement Program	Charlie Tudor
AVID	Charlie Tudor
Benchmark Literacy – Online	Keysa Bing-Mitchell
Business Plus	Cindy Hoops
Content Mastery Assessments (CMAs)	Kinesha Ponder
CANVAS Login	Laura West
CANVAS – Curriculum Concerns	Kinesha Ponder
CAPIT – Curriculum Resources	Josephine Lane
CAPIT – Login	Keysa Bing-Mitchell
Cengage	Peter Bradley
Clairmont Press	Peter Bradley
Classlink	Submit Work Order to IT
Course Request and Course Proposals	Yvette Foster
Dual Enrollment	Charlie Tudor
Edgenuity	Terrika Oliver
EIP	Josephine Lane
ELA Curriculum	Rhonda Mathis
ESOL	Jessica Castro-White
Field Trips (School Based)	Cluster Superintendent
Field Trips (District Supported)	Panella Myrick
Fine Arts	Lynwood Holmes
First in Math	Owen Fletcher
Follett (Destiny)	Jason Stark
Fundations	Melanie Thornton
Global Compliance Network (GCN)	Cindy Hoops
Gifted	Charlie Tudor
Governor's Honors Program	Kinesha Ponder
Health and PE	Stephanie Ross
Houghton Mifflin Harcourt (HMH)	Peter Bradley
IB Program	Charlie Tudor
Imagine Math	Owen Fletcher
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AREA	CONTACT
iReady Login Issue	Keysa Bing-Mitchell
L4GA Grant	Cheri Odgen
Launchpad – Login Issue	Submit Work Order to IT
Math Curriculum	Priscilla Alexander
McGraw Hill	Peter Bradley
Media Specialists	Laura West
Mentor Teachers	Glenda Collingsworth
MyOn	Jason Stark
New Teacher Orientation/Support	Glenda Collingsworth
National Hills Learning Center Facility	Cindy Hoops
Pearson Login	Peter Bradley
Performance Matters	Terrika Oliver
PreK	Melanie Lumpkin
Professional Learning	Glenda Collingsworth
Reading Plus – Curriculum Resources	Josephine Lane
Reading Plus – Login	Keysa Bing-Mitchell
Revision Assistant	Laura West
Rosetta Stone	Jessica Castro-White
Science Curriculum	Lezettra Saunders
Social Studies Curriculum	Sydney Prescott
Standards Based Report Cards	Josephine Lane
Studies Weekly	Peter Bradley
Teaching and Learning Stipends/Pay-roll/Substitutes	Cee Cee Williams
Textbook Requests	Laura West
TurnItIn	Laura West
USA Test Prep	Owen Fletcher
World Language Curriculum	Lynwood Holmes
General Instructional Technology Sup-port	Terrika Oliver

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Sally Myles	Sheena Williams

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Math	Priscilla Alexander
Science	Lezettra Saunders
Social Studies	Sydney Prescott
Early Learning	Josephine Lane
Instructional Technology and Media	Laura West

Notes