

# Classroom Kickoff: Using Data to Inform Instruction

Using Curriculum Associates i-Ready Adaptive Learning System



# The Goals of the Florida State Standards

- Prepare the students for the future
- There will be new opportunities that we have yet to discover in their future
- The standards may be very different as we learned them as children, however, we need students to become:
  - ❖ Problem Solvers
  - ❖ Creative Thinkers
  - ❖ Researchers
  - ❖ Collaborative Learners

In order for them to graduate equipped with the knowledge, skills and desire to succeed



# Celebrating Success

- Former third grade students performed well on the Florida State Assessment in Reading and Math.
- Teachers are learning and implementing more strategies in order to achieve continued student success



# Transitioning from 2<sup>nd</sup> to 3<sup>rd</sup> Grade

- Depth of learning goes deeper
- New skills expected to learn
- Independency levels increase



# Third Grade Curriculum

## Reading

- \*Vocabulary
- \*Fluency
- \*Comparisons
- \*Main Idea
- \*Inferencing
- \*Point of View
- \*Text Features
- \*Text Structure
- \*Character Traits
- \*Recounting
- \*Theme
- \*Figurative Language

## Lang. Arts

- \*Narrative Essays
- \*Opinion Writing
- \*Informative/ Explanatory Writing
- \*Sentence Structure
- \*Grammar
- \*Revising and Editing



## Math

- \*Place Value
- \*Multiplication and Division
- \*Fractions
- \*Time
- \*2 Dimensional Figures
- \*Area, Perimeter, Volume, and Mass
- \*Data
- \*Add and Subtract within 1,000,000

## Science

- \*Scientific Process
- \*Matter
- \*Energy
- \*Stars & Sun
- \*Plants & Animals
- \*Life Processes
- \*Health



## Soc. Studies

- \*Government and Civic Participation
- \*Economics
- \*Map & Globes
- \*Regions of the United States
- \*Cultural and Environmental Influences





# Reading and Math Curriculum

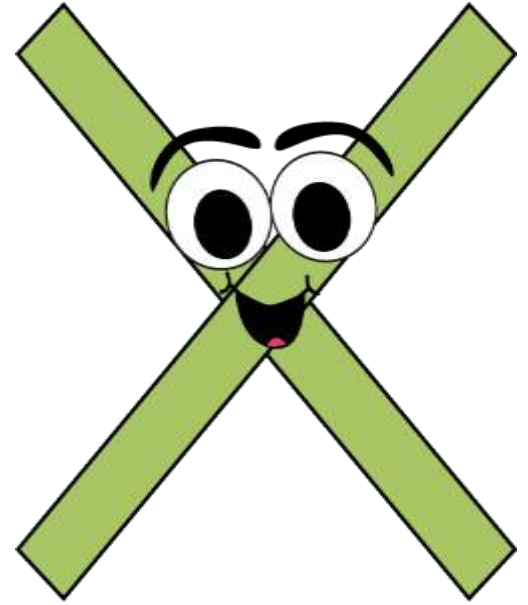


# Reading Curriculum

- 9 Informational Standards
- 8 Literature Standards
- Taught using a variety of texts: Journeys, articles, etc.
- Standards repeat throughout the entire year (spiral)



# Multiplication Fluency



- Students practice multiplication facts at home
- Ice Cream Party Incentive



# Grading

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59-50





# HONOR ROLL CEREMONY

- Students in 3<sup>rd</sup> grade have the ability to make honor roll for each quarter. Except for the 4<sup>th</sup> quarter, honor roll is celebrated with an assembly in the auditoria.
- The criteria for honor roll is that the student earn all A's and B's and have good behavior.
- Classroom behavior can prevent your child from receiving Honor Roll (even with all A's and B's).

Are you ready for your child's data?





- \*i-Ready is a three tiered adaptive instructional tool beginning with the Diagnostic Assessment administered 3 times per year. This assessment adjusts to each student based upon their responses, and presents tasks that represent the student's learning potential.
- \*An individualized lesson path is created based upon the Diagnostic. Students will encounter "productive struggle," and multiple ways to solve a problem to develop critical thinking. MORE IS NOT BETTER; 45 minutes per week is where research has shown that the most learning gains are made. This allows students to digest and internalize the concepts and learning. **Ideally, students should not be going over 60 minutes per subject per week.**
- \*Teachers utilize student reports to adjust instruction, and create small groups that target skills for remediation or, provide more challenging lessons.

**What this report tells you:** This report tells you the strengths and areas of need for each of your students in Reading, based on the Diagnostic Assessment. Use this report to give you a comprehensive look at a student's performance on the Diagnostic Assessment and to assess where you should go from here. The Reading and Math versions of this report are identical except for the subject-specific content information.

**Intended use(s):** For planning instruction/growth monitoring

**When to use it:** When first planning instruction after an administration of the Diagnostic Assessment

**1 Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment. After each administration of the Diagnostic Assessment, results will automatically appear here. Up to four administrations of the test will appear.


**2 Student's Chronological Grade Level:** This green bar shows the range of scores that would typically be seen for a student to be on grade level.

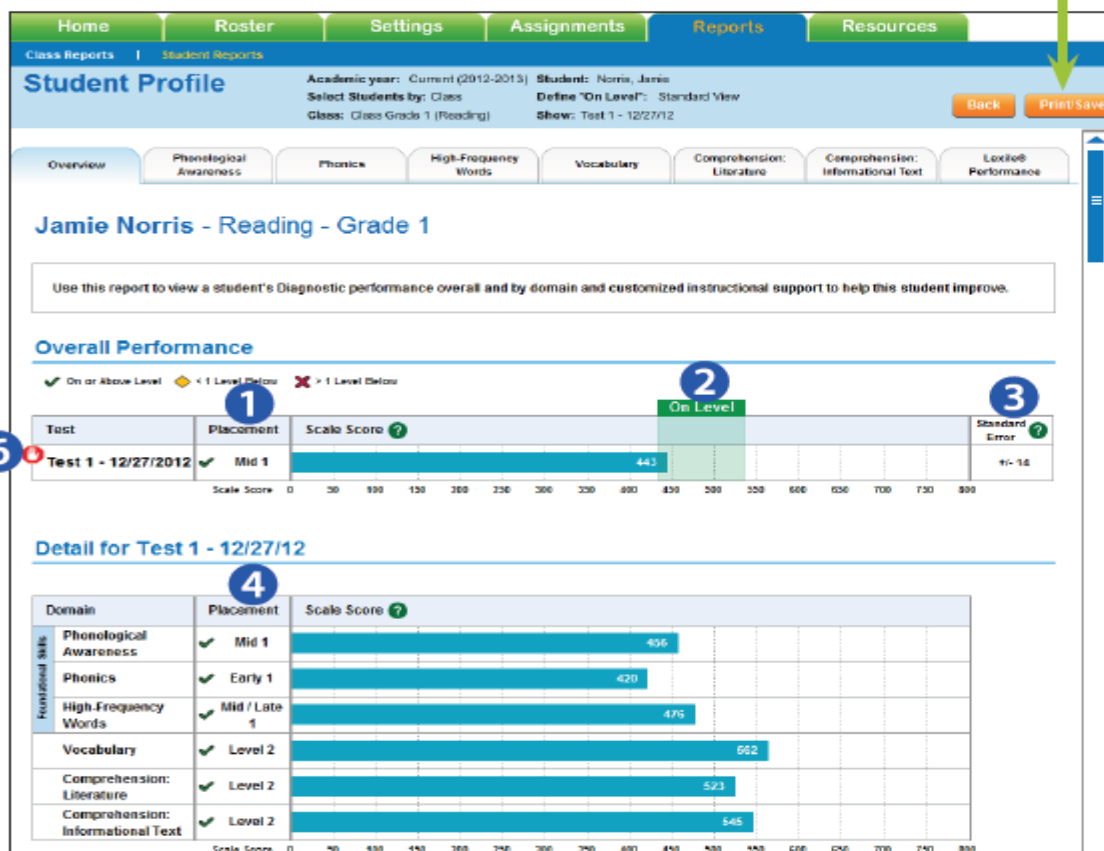
Click the "Print/Save" button to print or save a PDF version of any report.

**3 Standard Error:** All tests have some margin of error. This tells you what the margin of error is for this student's score. A smaller number indicates a higher degree of certainty that the scale score is accurate. For example,  $\pm 13$  indicates that the student's performance could be as much as 13 points higher or lower than what is reported. When the standard error is high (e.g., greater than 15), this suggests that a student may have clicked through some of the answers or rushed through the Diagnostic.

**4 Placement and Scale Score by Domain:** This shows the grade-level placement your student was placed at for each subject domain as well as the corresponding scale score.

**5 Developmental Analysis:** This section gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student since it highlights the most important areas of need.

**6 Test Duration Alert:** You may see a symbol like this  when reviewing an individual student's overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.





## Student Profile Overview Report

Academic year: Current (2017-2018)  
 Select Students by: Class  
 Class: Grade 7 Math (Math)

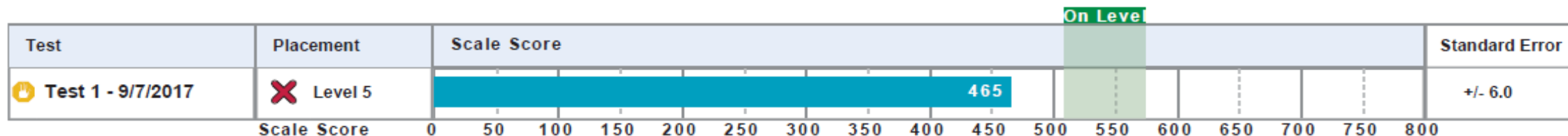
Student: Davis, Sandra  
 Define "On Level": Standard View  
 Show: Window 1 - 09/04/2017 - 09/08/2017

Batch: All Students

Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

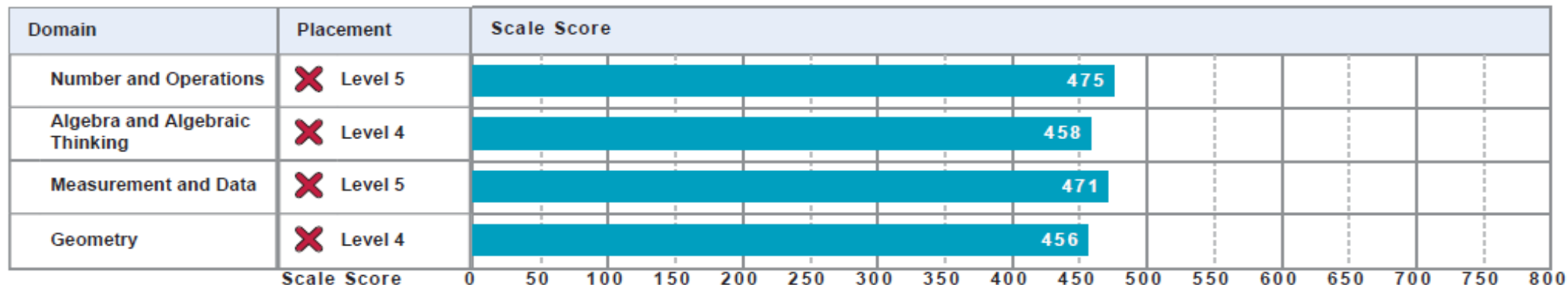
### Overall Performance

✓ On or Above Level    ♦ < 1 Level Below    ✗ > 1 Level Below



End-of-Year Goal for Current Grade Level

### Detail for Test 1 - 9/7/17





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5

### Developmental Analysis

	Placement	Developmental Analysis
Overall Math Performance	✗ Level 5	Test results indicate that Sandra would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships, computation, and problem solving skills will strengthen Sandra's math abilities across domains. This priority places Sandra in Instructional Grouping Profile 1.
Number and Operations	✗ Level 5	At levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Sandra needs to develop a deeper understanding of computation with multi-digit numbers, fractions, and decimals.
Algebra and Algebraic Thinking	✗ Level 4	At levels 3-5 this domain addresses multiplication and division concepts, including remainders, factors and multiples, as well as numeric expressions and patterns. Test results indicate that Sandra will benefit from reviewing concepts of factors, multiples, prime and composite numbers, and interpreting remainders.
Measurement and Data	✗ Level 5	At levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting and interpreting data on line plots and bar graphs. Results indicate Sandra may benefit from additional practice with customary and metric unit conversions and volume of cubes and rectangular prisms.
Geometry	✗ Level 4	At levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Test results indicate that Sandra may benefit from practice with classifying two-dimensional shapes and plotting points on a coordinate grid.

## **Domains Addressed:**

### **Reading**

Phonological Awareness

Phonics

High-Frequency Words

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

### **Mathematics**

Number and Operations

Algebra and Algebraic Thinking

Measurement and Data

Geometry



## **Provides Explicit Instruction in Math and Reading**

Skills are taught through engaging characters and real-world scenarios.

**3<sup>rd</sup> Grade's Tic-Tac-Toe**  
**Guided Activities you can do with your child at home!**

<b>Reading</b>	<b>Math</b>	<b>Writing</b>
<p style="text-align: center;"><u><b>Fast Facts:</b></u> List five interesting facts that you learned from an informational text.</p>	<p style="text-align: center;"><u><b>Multiplication Pig</b></u> Dice game: Parent vs. Kid Each side takes a turn rolling two dice. Once the dice are rolled you multiply the numbers together. You record your product on your tally sheet. Then the next player goes. The player with the most points wins the game.</p>	<p style="text-align: center;"><u><b>Superstar Sentences</b></u> Students will write complete sentences using their sight words.</p>
<p style="text-align: center;"><u><b>The Sequel</b></u> Pretend the author wrote a second book using all of the same characters, what would the book cover look like, and what would the story be about.</p>	<p style="text-align: center;"><u><b>Draw 2 cards</b></u> Using a deck of playing cards, students will draw 2 cards to make a multiplication/division fact family.</p>	<p style="text-align: center;"><u><b>Headbandz</b></u> Write the vocabulary words on index cards. Partner A picks a card to place on their head (without looking) and Partner B will use synonyms to get Partner A to say the vocabulary word on the card.</p>
<p style="text-align: center;"><u><b>The Comic Strip</b></u> Choose your favorite chapter from the book and create a comic strip showing the events in order</p>	<p style="text-align: center;"><u><b>Flash, Flash, Flash</b></u> Practice multiplication flash cards for fluency.</p>	<p style="text-align: center;"><u><b>Fixer Upper</b></u> Write an incorrect sentence and have your child make it correct.</p>

Author: \_\_\_\_\_

Title of Comic Strip: \_\_\_\_\_

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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

This story was mostly about \_\_\_\_\_

## STORY COMIC STRIP

The comic strip template consists of six rectangular panels arranged in two rows of three. The panels are connected by arrows indicating a sequence:

- Panel 1 (Top Left) connects to Panel 2 (Top Middle) via a horizontal arrow.
- Panel 2 (Top Middle) connects to Panel 3 (Top Right) via a horizontal arrow.
- Panel 3 (Top Right) connects to Panel 4 (Bottom Left) via a diagonal arrow pointing down and to the left.
- Panel 4 (Bottom Left) connects to Panel 5 (Bottom Middle) via a horizontal arrow.
- Panel 5 (Bottom Middle) connects to Panel 6 (Bottom Right) via a horizontal arrow.