

iReady

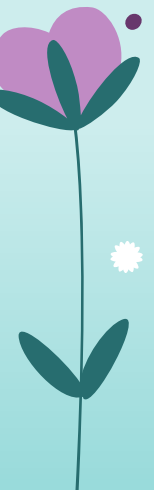
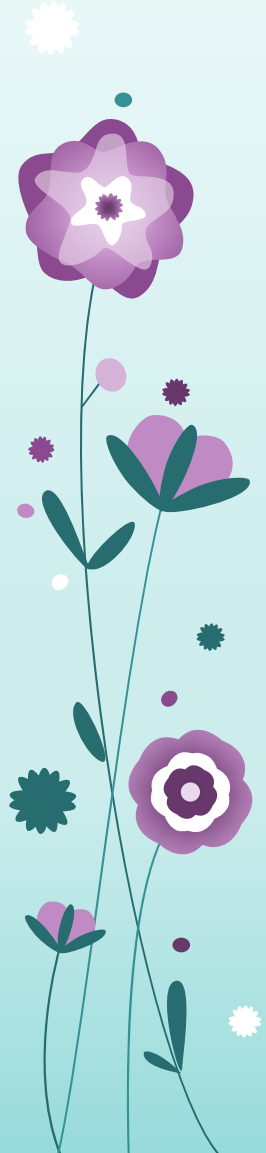
Classroom Kickoff: 2019-2020 Using Data to Inform Instruction

Using Curriculum Associates i-Ready Adaptive Learning System



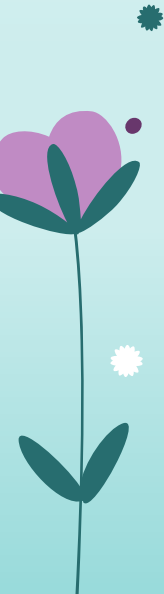
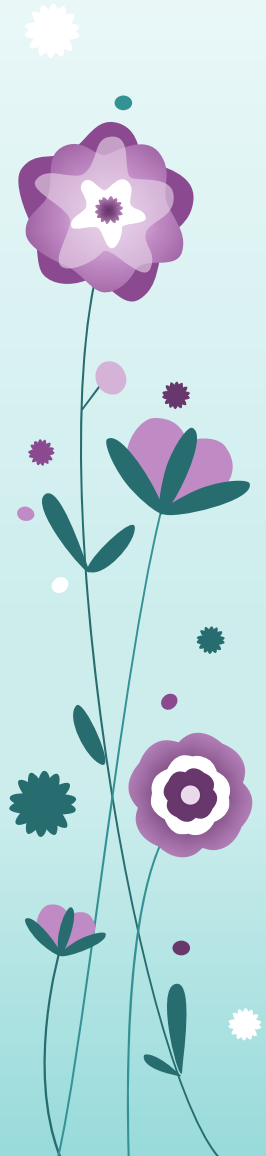
FSSA: Florida Statewide Science Assessment

- Will be in May
- Covers 6th, 7th, & 8th grade Science Standards
 - All content will be reviewed during the year.
- Multiple Choice Format



Science Fair

- Research Students
 - Due Before Thanksgiving Break
 - School Fair January
 - Helpful website
 - www.sciencebuddies.org
 - www.sciencefaircentral.com
- No human/vertebrae/ bacteria (mold)/algae



Math Resources

Pre-Algebra

iReady

User name: 562.....@stlucieschools.org

Password: 5 digit lunch number

Algebra:

www.algebration.com

Select Florida

Select Palm Pointe

User name: 562.....@stlucieschools.org

Password: 5 digit lunch number

Pre-Algebra and Algebra:

www.khanacademy.com

No user name and no password

www.ixl.com

No user name and no password

Limited to 10 problems a day

Remind

Weekly newsletters

Other reminders



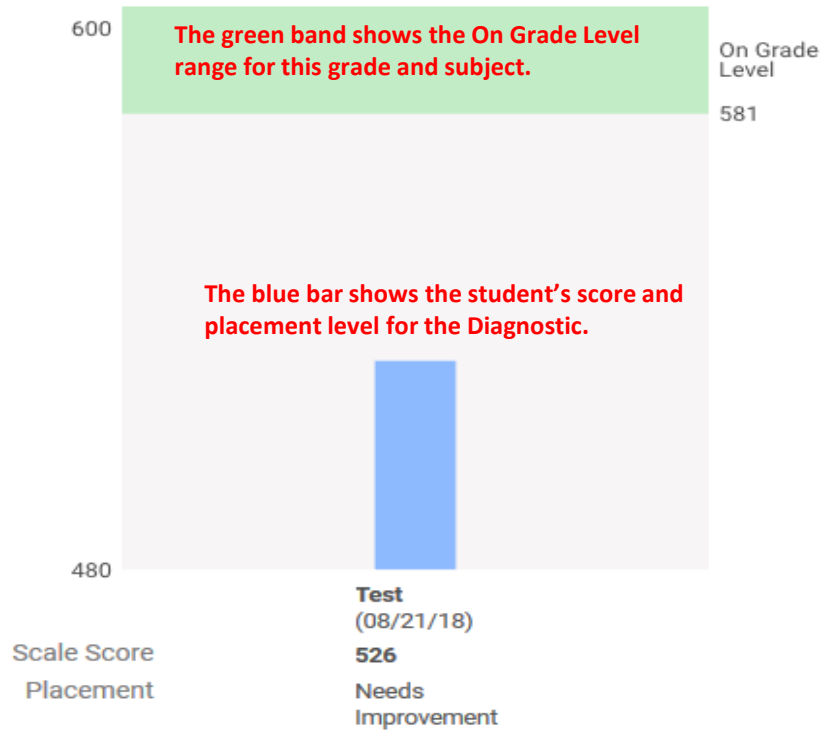
Discussing *i-Ready* Data with Your Child

- 1 My Progress:** Ask your child to click on My Progress at the bottom of the home page.
 - Consider asking general questions such as, "How is *i-Ready* going?", "What are you learning about?", or "What are you working on?"
- 2 Lesson Stats:** This section shows your child stats about their online lessons.
 - 2a Time-on-Task:** Look at the number of minutes your child has spent this week on Online Instruction. Consider asking, "Have you met your goal?"
 - 2b Lessons Passed:** Look at the total number of lessons your child has passed this school year. Consider asking, "What is your goal?" or "What are you proud of?"
- 3 Lesson Streak:** See how many lessons your child has passed in a row. Congratulate them and ask about what they are learning.
- 4 Completed Work:** Ask your child to click on Completed Work.
 - You will see lesson names and quiz scores. Consider asking, "What did you learn in ___ lesson?", "What did you enjoy?", "What did you find challenging?", or "How do these lessons relate to your learning goals?"
 - You might also see your child's last Diagnostic score. Consider asking, "What were your strengths?", "What are your areas for growth?", or "What are your goals?"
- 5 Learning Games:** If your child's school has access to Learning Games, which provide mathematics fluency and skills practice, they can click the Learning Games icon on the bottom right. Your child should play games for roughly 20 minutes per week. Ask your child, "What game are you playing?", "Why?", "What are you learning about?", or "How does this game relate to your learning goals?"



i-Ready Diagnostic For Families Report

Overall Reading Performance



| Domain | Domains are the skills within the subject. | Test (08/21/18) |
|-----------------------------------|--|---------------------|
| Overall | | Needs Improvement |
| Phonological Awareness* | | Tested Out |
| Phonics* | | Tested Out |
| High-Frequency Words* | | Tested Out |
| Vocabulary | | Approaching Grade 5 |
| Comprehension: Literature | | Needs Improvement |
| Comprehension: Informational Text | | Needs Improvement |

*Foundational Domains

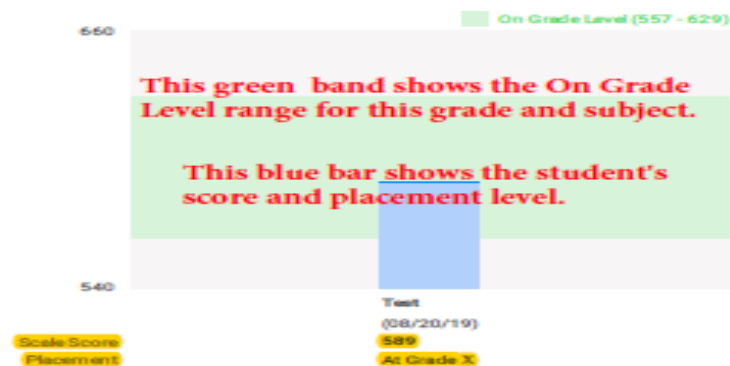
Foundational Domains are not assessed for all grade levels. Tested Out means the student did not need to take a particular subtest. Max score means that the student took the subtest and achieved a high score.

Subject Reading
Student SAMPLE
Student ID XXXXXXXXXXXX
Student Grade X

What Is i-Ready?

i-Ready is an online learning program focused on reading and math. Student has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-ready.com/FamilyCenter.

Student's Overall Reading Performance



Domains are the skills within the subject area.

| Domain | Test (08/20/19) |
|-----------------------------------|-------------------|
| Overall | At Grade X |
| Phonological Awareness* | Tested Out |
| Phonics* | Tested Out |
| High-Frequency Words* | Tested Out |
| Vocabulary | At Grade X |
| Comprehension: Literature | At Grade X |
| Comprehension: Informational Text | At Grade X |

* Foundational Domains

Understanding Key Terms

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic and Instruction*.

Placement Levels are used to guide instruction in the classroom. Placement levels are based on NIJAH's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Foundational Domains are not assessed for all grade levels. These subtests are given depending on your child's scores in other domains. "Tested Out" means that your child did not need to take a particular subtest. "Max Score" means that your child took the subtest and achieved a high score.

i-Ready Data - Considerations

- The i-Ready data =one tool to understand your child's progress
- We are looking at this data to identify next steps. What is the level and what is the rigor of my instruction?
- Help set goals and help students succeed academically

- **Independent practice with the reading domains that are taught throughout the school day**
- For maximum benefit = 45 minutes per week in both reading and math
- Students are provided time in the school day to accumulate this 45 minutes. Any additional time is helpful, but not required



- i-Ready begins with a Diagnostic Assessment so set their learning/lessons path
- This assessment adjusts to each student based upon their responses, and presents new tasks for completion
- 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
- Teachers utilize student reports to adjust instruction, and create small groups that target skills for remediation or, provide more challenging lessons
- **MORE IS NOT BETTER; COMPLETION VS. PASSING VS. EFFECTIVENESS AND LEARNING**

Domains Addressed:

Reading

Phonological Awareness

Phonics

High-Frequency Words

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, etc.

Phonics is teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system.



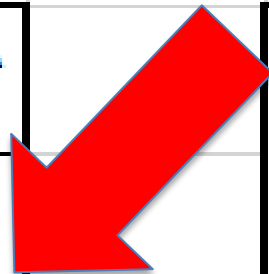
Target: Reflect upon your ELA knowledge learned.

Name:

2019-2020

ELA Data Tracking Sheet

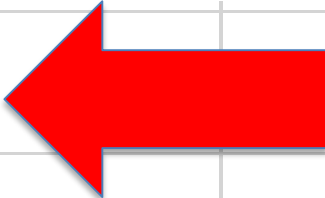

| FSA | FSA ELA Level | FSA ELA Score |
|-----------------------|---------------|---------------|
| 7th Grade Spring 2019 | | |
| 6th Grade Spring 2018 | | |

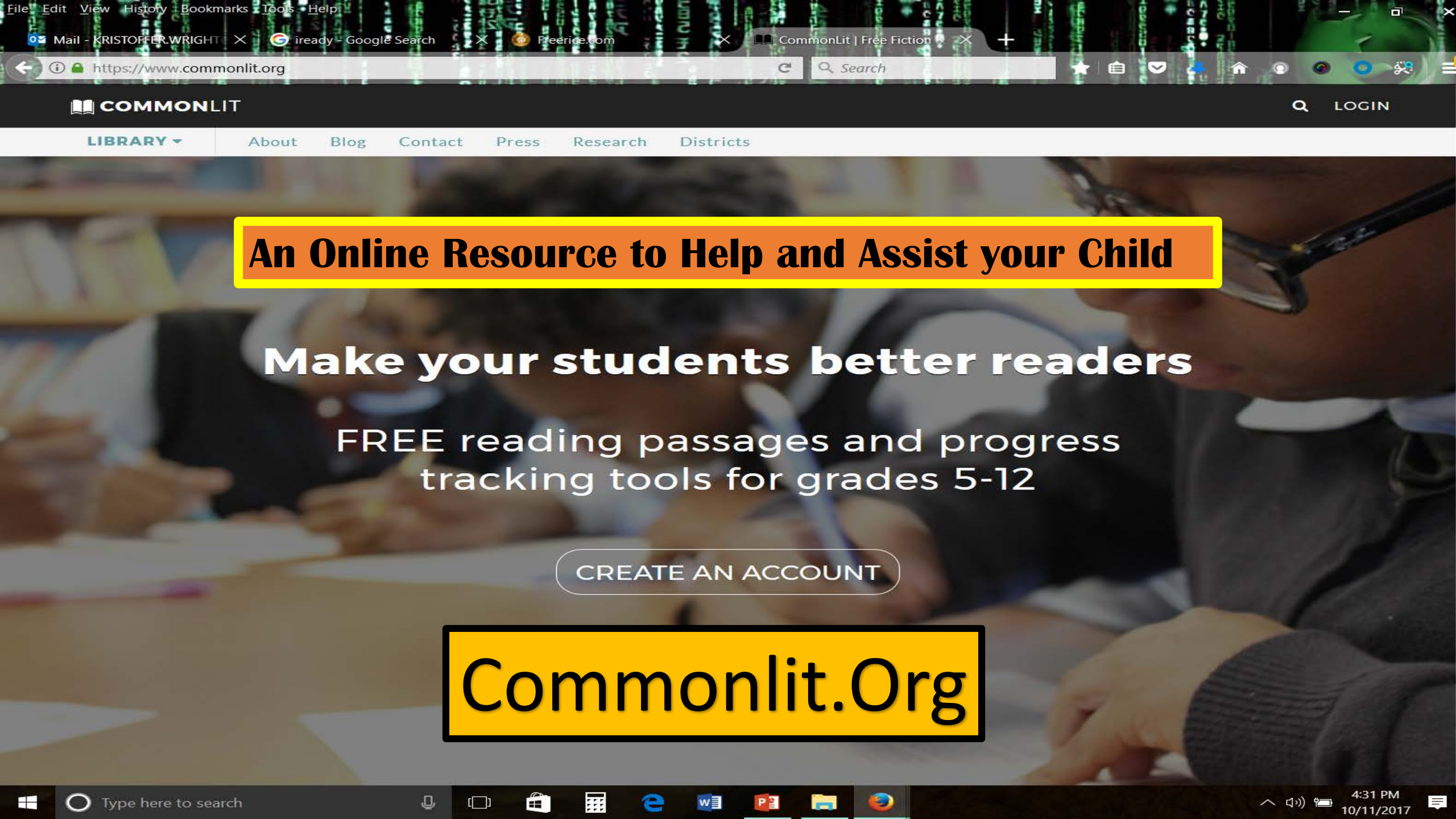


How many points are you currently from the next level?
 (You have to look at your 7th grade level and then look 1 level up for 8th grade. Last, subtract the 2 sets of numbers.)

Highlight where your current 7th grade (2019) score falls.

| Assessment | Level 1 Subcategories | | | Level 2 Subcategories | | | Level 3 | Level 4 | Level 5 | | |
|------------|-----------------------|-------------|-------------|-----------------------|---------|-------------|---------|---------|---------|--------------|---------|
| | Level 1 | Low Level 1 | Mid Level 1 | High Level 1 | Level 2 | Low Level 2 | | | | High Level 2 | |
| | FSA ELA | Grade 6 | 259-308 | 259-275 | 276-292 | 293-308 | | | | 309-325 | 309-317 |
| | Grade 7 | 267-317 | 267-283 | 284-300 | 301-317 | 318-332 | 318-325 | 326-332 | 333-345 | 346-359 | 360-397 |
| | Grade 8 | 274-321 | 274-289 | 290-305 | 306-321 | 322-336 | 322-329 | 330-336 | 337-351 | 352-365 | 366-403 |

| | | | | | | | | |
|-------------------------|----------------------------|------------|---|----------------------|-------------|-------------|---------------------|--------|
| i-Ready | ELA Score | ELA Lexile |  | | WRITING 7th | /10 | FSA 8th Grade Goal: | |
| FALL (Diagnostic) | | | | | WRITING 6th | /10 | | |
| WINTER | | |  | | WRITING 5th | /10 | | /10 |
| SPRING | | | | | | | | |
| UNIT TEST SCORES % | U1 | U2 | U3 | U4 | U5 CBT | U6 | U7 | U8 |
| WRITING | FOCUS PURPOSE ORGANIZATION | | | EVIDENCE ELABORATION | | CONVENTIONS | | TOTAL |
| Baseline Informative | | | | /4 | | /4 | | /2 /10 |
| Argumentative Nov 2019 | | | | /4 | | /4 | | /2 /10 |
| Informative Jan. 2020 | | | | /4 | | /4 | | /2 /10 |
| Argumentative Feb. 2020 | | | | /4 | | /4 | | /2 /10 |



An Online Resource to Help and Assist your Child

Make your students better readers

FREE reading passages and progress tracking tools for grades 5-12

CREATE AN ACCOUNT

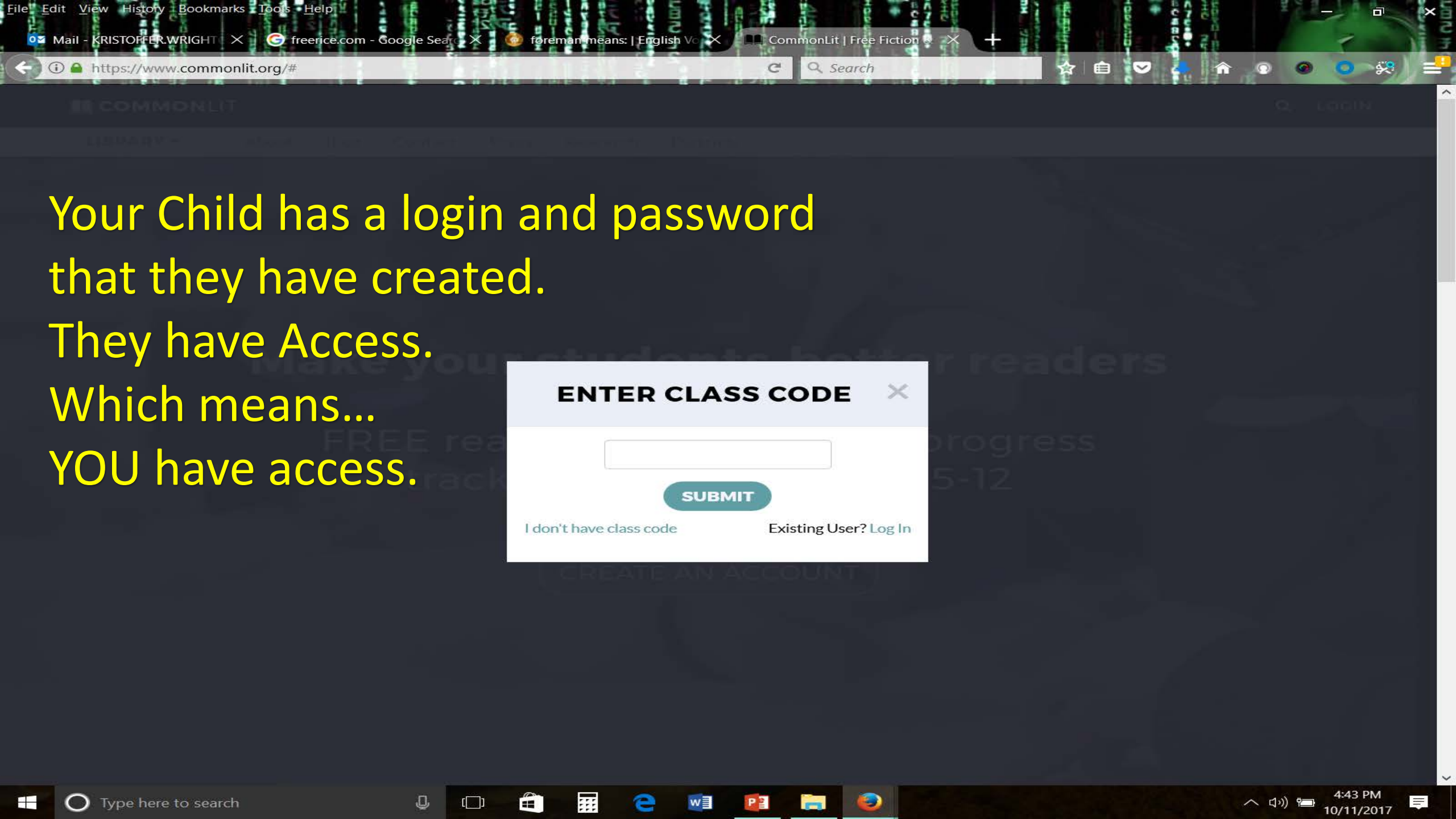
Commonlit.Org

CREATE ACCOUNT

I AM AN EDUCATOR

I AM A STUDENT

CommonLit is 100% free for teachers and students.



Your Child has a login and password
that they have created.

They have Access.

Which means...

YOU have access.

ENTER CLASS CODE ✕

SUBMIT

[I don't have class code](#) [Existing User? Log In](#)

High interest fiction and nonfiction articles/passages that have 5-6 questions per story with a short/extended response, which allows us to grade, write feedback and analyze based on the standards that students are getting correct and incorrect. **The questions align with Florida ELA standards.**

SEARCH & FILTER

ACTIVE FILTERS

Search: Online Identity

search the library

SORT BY

Most Relevant

LEXILE RANGE

min max

SUBMIT

GRADES

- 3rd-4th Grade ★ New!
- 5th-6th Grade
- 7th-8th Grade
- 9th-10th Grade
- 11th-12th Grade

THEMES



GENRES



THE LIBRARY

CommonLit is a free collection of fiction and nonfiction for 3rd-12th grade classrooms. Search and filter our collection by lexile, grade, theme, genre, literary device, or common core standard.

Displaying 1 text

ONLINE IDENTITY
CommonLit Staff

1370L
Informational Text
8th Grade

Displaying 1 text

For Example:

Library → Online Identity

ASSIGN TEXT DOWNLOAD PDF TAKE A TOUR

ONLINE IDENTITY

by CommonLit Staff • 2014

FONT SIZE A A A A

Consider the different ways we express ourselves, especially in the new age of technology. The Internet has heavily shaped our notion of identity. On the Internet, people can create a multitude of personas, some of which can be created with false information. As you read, take notes on the ways in which people express their identity on the Internet.

ONLINE IDENTITIES

[1] An online identity, sometimes called an Internet persona, is an identity established by a user to interact with others through social media such as Facebook, Twitter, blogs, or multi-player games. Although some people use their real names online, many Internet users prefer to be anonymous, identifying themselves by pseudonyms **1**. Some users can be deceptive **2** about their identity.



"Sisters" by Stephen Harlan is licensed under CC BY 2.0.

Users express online identity both explicitly and implicitly. Users express themselves explicitly through usernames, pictures, and the information about themselves that they choose to give others, such as their hometown. They can also explicitly express their identity by choosing an avatar, an icon-sized graphic image, or by creating user profiles in social media networks, such as Facebook. Implicitly, users express their identity through what they say to other users and the opinions they express. As other users interact with an established online identity, it gains a reputation, which enables them to decide whether the identity is worthy of trust.

Navigation icons: back, forward, search, etc.

QUESTIONS

Guiding Assessment Discussion

1. **PART A:** Which of the following best describes the central idea of the article? **RI.1.2**
- A. Individuals are more likely to explicitly share their true interests and personality on social media than they are in real life.
 - B. Online identities are a way for people to express how others see them and express themselves in a way they are unable or unwilling to in real life.
 - C. Individuals use online personas to positively and safely express their identities without people judging how they really look, speak, and behave.
 - D. Online identities are deceptive representations of people who are unhappy with themselves and lie about their identity so they can be accepted by other online personas.

Central Idea RI.1.2

ONLINE IDENTITY

by CommonLit Staff • 2014

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THE RELIABILITY OF ONLINE IDENTITY AND THE "MASK" EFFECT

Social networking services and online avatars have made the notion of identity far more complex, because the identities that people define in the social media are not necessarily the identities that they actually have. For example, several studies have shown that people lie about themselves in online dating profiles or in communication with potential partners.

QUESTIONS

Guiding Assessment Discussion

2. PART B: Which phrase from the text best supports the answer to Part A? **RI.1.1**


- A. "Users express themselves explicitly through usernames, pictures, and the information about themselves" (Paragraph 2)
- B. "For example, several studies have shown that people lie about themselves in online dating profiles" (Paragraph 3)
- C. "They can be treated on their merits as a person, rather than being seen as someone inferior" (Paragraph 6)
- D. "Most concerns about virtual identity revolve around the contrast between online and offline existence." (Paragraph 7)

BACK NEXT

Citing Evidence RI.1.1

Hide Names: ?

Central Idea RI.1.2
Citing Evidence RI.1.1
How do I interpret this?



| | Total Score | Q1 Part A (RI.1.2) | Q2 Part B (RI.1.1) | Q3 Part A (RI.2.4) | Q4 Part B (RI.1.1) |
|------|-------------|--------------------|--------------------|--------------------|--------------------|
| | B | B | D | D | C |
| 70% | 84% | 19% | 79% | 73% | |
| 80% | B | C | D | C | |
| 55% | B | A | D | A | |
| 80% | B | B | D | C | |
| 80% | B | A | D | C | |
| 50% | B | B | B | B ? | |
| 60% | B | A | D | D | |
| 100% | B | D | D | C | |
| 50% | B | B | A | B ? | |
| 100% | B | D | D | C | |
| 80% | B | C | D | C | |
| 65% | B | A | D | C | |
| 50% | B | C | A | C ? | |

Library → Online Identity

ASSIGN TEXT

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TAKE A TOUR

ONLINE IDENTITY

by CommonLit Staff • 2014

FONT SIZE A A A A

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ONLINE IDENTITIES

[1] An online identity, sometimes called an Internet persona, is an identity established by a user to interact with others through social media such as Facebook, Twitter, blogs, or multi-player games. Although some people use their real names online, many Internet users prefer to be anonymous, identifying themselves by pseudonyms ¹. Some users can be deceptive ² about their identity.

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THE RELIABILITY OF ONLINE IDENTITY AND THE "MASK" EFFECT

Social networking services and online avatars have made the notion of identity far more complex, because the identities



QUESTIONS

Guiding Assessment Discussion

5. How does paragraph 5 contribute to the development of the ideas in the text? Cite evidence from the text to support your answer. RI.2.5

BACK

NEXT

Help

View Text In Library

An online identity, sometimes called an Internet persona, is an identity established by a user to interact with others through social media such as Facebook, Twitter, blogs, or multi-player games. Although some people use their real names online, many Internet users prefer to be anonymous, identifying themselves by pseudonyms ¹. Some users can be deceptive ² about their identity.

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THE RELIABILITY OF ONLINE IDENTITY AND THE "MASK" EFFECT

Social networking services and online avatars have made the notion of identity far more complex, because the identities that people define in the social media are not necessarily the identities that they actually have. For example, several studies have shown that people lie about themselves in online dating profiles, or in communication with potential partners.

A person may feel that she is able to lie about her identity on the Internet because it creates a "mask" effect, where no one can see her "true self." Social theorists believe that whenever an individual interacts with others online, she portrays a mask of her identity, not her true identity. This is partly due to the fact that in some online contexts, such as Facebook, she must answer specific questions to create an online profile. Further, as she begins to interact with others, she adds more and more layers to her mask through the vocabulary she uses and the topics she writes about.

- Q3 ✓ >
- Q4 ✓ >
- Q5 ✎ >

development of the ideas in the text? Cite evidence from the text to support your answer.

EXEMPLARY RESPONSE: Answers will vary; students should discuss how paragraph 5 identifies how the masking effect fails to completely hide one's true identity. "While the online mask does not reveal the actual identity of the person, it does reveal an example of what lies behind the mask" (Paragraph 5). It explains that even an online "mask" can still expose aspects of a person's true identity. This contributes to the development of the ideas in the text because it deepens the argument about online identities and how the internet gives people the opportunity to portray themselves in ways they couldn't or wouldn't in real life.

Hide Names:

4
Paragraph 5 shows that people's online identities can reveal things about that person's identity. For example, one who chooses to completely hide behind a mask may have self-esteem issues or is very shy or scared.

4
They get to choose the mask they hide behind and get to choose how they want to be seen, they can alter their opinions and whatever they want and how they want and people will never suspect anything because they are under an alias.

Help

Library → Online Identity → Answer Key

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ANSWER KEY: TEACHER GUIDE: ONLINE IDENTITY

by CommonLit Staff • 2014

- PART A:** Which of the following best describes the central idea of the article? **RI.1.2**
 - Individuals are more likely to explicitly share their true interests and personality on social media because online identities are anonymous.
 - Online identities allow people to shape how others see them and express themselves in a way they are unable or unwilling to in real life.**
 - Individuals use online personas to positively and safely express their identities without people judging how they really look, speak, and behave.
 - Online identities are deceptive representations of people who are unhappy with themselves and lie about their identity so they can be accepted by other online personas.
- PART B:** Which phrase from the text best supports the answer to Part A? **RI.1.1**
 - "Users express themselves explicitly through usernames, pictures, and the information about themselves" (Paragraph 2)
 - "For example, several studies have shown that people lie about themselves in online dating profiles" (Paragraph 3)
 - "They can be treated on their merits as a person, rather than being seen as someone inferior due to a disability." (Paragraph 6)
 - "Most concerns about virtual identity revolve around the contrast between online and offline existence." (Paragraph 7)**
- PART A:** What does the word "stigmatization" mean as it is used in paragraph 6? **RI.2.4**
 - standards
 - portrayals
 - approval



Library → Online Identity → Parent Guide



PARENT GUIDE: ONLINE IDENTITY

by CommonLit Staff • 2014

Share this page with your students' parents or guardians to give them information on what students are doing in class.

This week in class, we're reading "Online Identity" by CommonLit Staff.

This text directly examines the way online social networking affects our concepts of identity (Are we truthful about the way we portray ourselves on the Internet? Will this change who we really are?).

As we read, we will be discussing the themes of Identity and Technology, Progress & Industry as they relate to the text. We are trying to answer these big questions:

"What are the costs and benefits of technology?" and "Can you change your identity?"

Ways to support your child:

- Ask your child about this informational text at home:
 - What was "Online Identity" about?
 - What did you learn about? About Technology, Progress & Industry?
- Watch [Is Facebook Changing Our Identity?](#) | Idea Channel | PBS Digital Studios at home with your child.



SUBMITTED ASSIGNMENTS

DOWNLOAD TO CSV

| FIRST NAME | LAST NAME | SCORE | Q1 PART A : MULTIPLE CHOICE (RL.1.2) | Q2 PART B : MULTIPLE CHOICE (RL.1.1) | Q3 : MULTIPLE CHOICE (RL.2.5) | Q4 : MULTIPLE CHOICE (RL.1.1) | Q5 : SHOR ANSWER (R |
|---|-----------|-------|--|--|----------------------------------|----------------------------------|------------------------|
| Correct Answers: | | | A | C | D | D | VIEW EXEMP |
| Hide Names: <input type="checkbox"/> Class Average: | | 98 % | 100 % | 100 % | 100 % | 89 % | 3.95 |
| If you show interest, they will be interested. | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 80 % | A | C | D | C | 4/4 | |
| | 80 % | A | C | D | A | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 95 % | A | C | D | D | 3/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |
| | 100 % | A | C | D | D | 4/4 | |

Help

U S HISTORY



KEY THINGS TO KNOW:

- ~ EVERYONE DOES HISTORY FAIR
- ~ HISTORY FAIR BOOKLETS (USB)
- ~ TWO LEVELS OF FAIR (GRADE/COMPETITION)
- ~ PROJECT DUE: DECEMBER 10TH , 2019

History Fair will help you:

- ❖ Use information to conduct historical research and inquiry
- ❖ Develop organizational skills
- ❖ Improve your writing / think critically
- ❖ Integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- ❖ Gain confidence in your public speaking ability

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National History Day 2020

***Breaking
Barriers
In History***

An American flag is shown waving on a tall, silver flagpole against a bright blue sky filled with white, fluffy clouds. The flag is positioned on the right side of the frame, with its stripes and stars clearly visible. The flagpole has a decorative eagle finial at the top.

TEACHES COLLEGE AND CAREER READINESS SKILLS:

- **In-depth study of an idea, person, or event**
- **Examine the past & connect history to the present**
- **Discover and analyze primary and secondary sources**
- **Examine an issue from different points of view**
- **Produce your own interpretation of history based on facts**

THE END