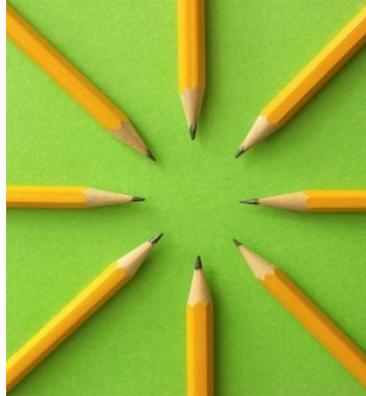


Bismarck Public Schools Curriculum

BPS Mission: "All students will have the academic, social, and personal skills to be career, college, community, and life ready."

BPS Vision: "Together, we inspire a passion for learning, discovery, and excellence."



Curriculum

What do we want students to learn?

The learning targets for BPS students can be found in the grade level PLC in Moodle for each content area. Bismarck Public Schools follows the content standards guidelines provided by the North Dakota Department of Public Instruction. Information can be found at the state website:

<https://www.nd.gov/dpi/SchoolStaff/Standards/>

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

BPS Literacy Curriculum

- Balanced Literacy components will be an integral part of literacy instruction. Modeled, shared, guided and independent reading and writing are essential for reading and writing success. Gradual release of responsibility should be used to guide and support students through this instruction.
- Bismarck Public Schools follows a reader-centered model of instruction. Literacy instruction happens throughout the school-day, both with explicit literacy instruction, and the integration of literacy into all content areas. Literacy instruction is based on the ND English Language Arts standards adopted by the state of North Dakota. *“If we want students and teachers to put forth their best efforts with energy and enthusiasm, the work must be academically and culturally relevant, authentic in its content and form, directed to an audience and purpose that matters, and doable by the learner with minimal support” – Regie Routman,*
- **Core** literacy instruction should consist of read-alouds, shared reading experiences, guided reading and independent reading, following a reader’s workshop model. Additional time should be provided for provided for students needing extra support in reaching their reading goals. Core writing instruction should consist of explicit mini-lessons on writing (both craft and conventions), and time for students to practice writing. Writing in response to text should be part of the reading workshop, along with evidence of writing in other in all curricular areas.

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- Differentiated instruction will maximize student growth and meets the needs of all students - ongoing, differentiated assessment is used to guide student instruction, flexible grouping, and interventions.
- The approved reading curriculum resources are meant to support literacy instruction, based on the needs of individual students, the class and grade level. There are no pacing guides for ELA standards. The pace of instruction should be planned by teachers and grade level teams, based on the needs of students and integration with other content areas. Teachers have a variety of approved reading and writing resources that follow a reader-centered approach, to choose from to help them best meet the needs of the students in their classroom. Benchmark Literacy, Benchmark Phonics for K-2 and Words Their Way for 3-5 are provided by the district office to schools. Approved ELA resources for core literacy instruction consist of:
 - **Whole Group Mini-lessons/Modeling**
 - *Anchor texts/passages for interactive read-alouds and shared reading*
(see Library Media Specialist for resources if needed)
 - *Benchmark Literacy Whole Group Resources*
 - *Comprehension Toolkit and Toolkit texts (Havey and Goudvis, Heineman)*
 - *Lessons from Strategies that Work (Harvey and Goudvis, StenHouse)*
 - *Lessons from Reading with Meaning (Miller, Stenhouse)*
 - *Units of Study for Reading (Calkins, Heineman)*
 - *Interactive Read-Alouds (Hoyt, Heinemann)*
 - *Focus lessons from the CAFÉ (Bouschey and Moser, Stenhouse)*
 - **Small Group Instruction (Guided Reading/Strategy Groups)**
 - *Leveled Books from school bookroom or classroom libraries*
 - *Next Steps in Guided Reading Lesson Templates (Richardson, Scholastic)*
 - *CAFÉ Strategy lessons/prompts (Bouschey and Moser, Stenhouse)*
 - *Reciprocal Teaching Resources*
 - **Phonics, Fluency and Word Study**
 - *Benchmark Literacy Phonics for K-2*
 - *Words Their Way (Bear, Invernizzi, Templeton, Johnson)*
 - *Making Words (Cunningham & Hall, Pearson)*
 - *Fountas and Pinnel Phonics Lessons (Heineman)*
 - *Zoo Phonics - Kindergarten*
 - **Writing and Grammar Instruction** (Resources are chosen and purchased by individual schools)
 - *Explorations in Non-fiction Writing (Hoyt, Heineman)*
 - *Units of Study for Writing (Calkins, Heineman)*
 - *Crafting Non-fiction (Hoyt and Boswell, Heineman)*
 - *Mastering the Mechanics (Hoyt, Therriault, Scholastic)*
 - *Conventions and Craft (Hoyt, Scholastic)*
 - **Handwriting Instruction** (Consumable resources are chosen and purchased by individual schools)
 - *Handwriting Without Tears* is the handwriting curriculum used by BPS to explicitly teach printing and cursive writing. Students should show transfer of handwriting skills in authentic writing experiences across content areas such as guided writing and independent writing.

Critical elements of balanced literacy instruction are:

These elements are interrelated and not totally learned in isolation. The purpose is to teach students what they need to learn and discern when particular students or activities warrant more or less attention.

- **Reading Aloud** is one of the most important things teachers can do with students at any grade level. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about. Teachers should read aloud to model reading strategies through think-alouds and also read aloud to students for pleasure. *“Substituting formal reading instruction for read-alouds is like showing a child how to grow flowers by providing a hoe to dig holes but neglecting to provide the seeds or to take the time to watch those seeds grow.” – Steven Layne, In Defense of Read-Aloud: Sustaining Best Practice*
- **Shared Reading** is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. *Modeling is the primary way through which teachers can demonstrate for their students how readers can interact with texts. One of the most common forms of teacher modeling of text processing is shared reading.” – Douglas Fischer, The Reading Teacher Volume 61, No. 7*
- **Guided Reading/Strategy Groups/Conferring** provides meaningful literacy experiences. It begins where the learners are, by addressing individual needs. Small group reading instruction includes rich tasks which promote deep understanding; allows us to teach reading *before* and *during* the reading process, (not only *after* the reading process); and allows us to adjust our teaching to meet the needs of all learners. Flexible reading groups, based on assessment, change based on ongoing assessment as skills or strategies are learned. *“Guided reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency.” – Irene Fountas and Gay Su Pinnell, Guided Reading- Good, First Teaching for All Children*
- **Independent Reading** - allows students the chance to practice the strategies they’ve learned through guided reading, shared reading, and teacher read-alouds. Students should have choice in what they read independently, and most books should be at the independent level. *“The research base on student-selected reading is robust and conclusive. Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read.” – Richard Allington & Rachel E Gabriel, Every Child Every Day*
- **Fluency** is the ability to read text accurately, at an appropriate pace, and with expression. Fluency is important because it provides a bridge between word recognition and comprehension. Fluency is not speed reading. Fluency is more than mere reading fast, more than reading orally, more than an instructional issue for only young readers, more than a separate area of the reading curriculum. *“Fluency instruction should be treated as both an art and a science that can be taught through authentic and engaging forms” – Timothy Rasinski, Why Reading Fluency Should Be Hot*
- **Vocabulary** encompasses all the words we must know to access our background knowledge, express ideas and communicate effectively and learn about new concepts. Vocabulary should be learned through exposure to language (incidentally) and through direct teaching of academic vocabulary words and word learning strategies that will have a high impact on all content areas. *“Instruction should focus on learning strategies to help students learn new words meaning from context, because there are simply too many words to get the job done through direct instruction” – Isabell Beck, Bringing Words to Life*
- **Comprehension** is the ultimate goal of reading success and is effectively learned through comprehensive strategy instruction, reading and responding to text both orally and in writing. Teachers should model comprehension strategies through think-alouds. *“If the purpose for reading is anything other than understanding, why read at all?” – Stephanie Harvey and Anne Goudvis, Strategies That Work*

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- **Speaking and Listening skills** are developed through many opportunities in all curricular areas to both talk and listen with teachers and peers (turn and talks) in order to gain the language skills valuable for success in reading and writing and overall academic success. *“Learning needs to float on a sea of talk so that students use language continuously rather than sit and passively listen while teachers do the talking” –Linda Hoyt, Explorations in Non-Fiction Writing*
- **Phonics, Spelling and Word Study** is an integral part of the reading/writing process. Spelling instruction should be embedded into writing instruction and be appropriate to skill/developmental level of each student; include multisensory modality instruction, have an error correction procedure and be formatively assessed. Instruction in spelling should consist of these three components: High frequency words, vocabulary and phonological awareness. Instructionally spelling must include”
 - Phonemic awareness (grades K-1) which provides the foundation to recognize and manipulate discrete sounds in words. Phonemic awareness should be taught through songs, games and language experiences. Some students may require more explicit instruction in K-1 or beyond.
 - be explicitly and directly taught, and connected to authentic reading experiences
 - be at appropriate skill/developmental level
 - include multisensory modality instruction (students should be actively manipulating and working with letters, sounds and words, **not** filling out isolated skill worksheets)
 - be formatively assessed (through quick checks for understanding of skills or through writing)

“Good reading instruction in difficult, it involves teachers asking themselves what skills their students have, what their goals are and how reading instruction can be directed toward those goals .”–Stahl, Everything You Wanted to Know About Phonics (But Were Afraid to Ask)

- **Handwriting-** although not a separate common core standard, is a communication tool that needs to be explicitly taught using differentiation. It is an important skill that helps create visual memory and recall. Formative assessment of handwriting should be integrated into writing activities across all content areas.
- **Create Spaces that Help Readers and Writers Flourish-** environments where students feel welcomed and receive visual cues on what the expectations are have shown to help students succeed. The physical space of classroom is a very important piece of literacy instruction. *“Classroom environments are organic- they grow as we do. The best of them reflect the hearts and souls of those who inhabit them, They’re never really finished. They’re never really “done”. How could they be, when every day students and teachers learn something new?” Debbie Miller, Teaching With Intension: Defining Beliefs, Aligning Practice, Taking Action, K-5*
 - Arrange workspaces with flexibility and student independence in mind
 - Build community by creating a classroom gathering place
 - Take time (first 30 days of school) to teach students procedures and allow them to build stamina
 - Select and prepare an accessible and appealing physical space for the classroom library
 - Use anchor charts to strengthen the learning **Kari Yates, Simple Starts**
- **Independent Reading and Writing-** Students should have the opportunity to read books they select themselves everyday. In order to effectively use this time, students need to be taught:
 - How to choose books they **can** read and **want** to read
 - The routines and expectations for independent reading time (what it looks like, sounds like and feels like).

During the first few weeks of schools, teachers can utilize lessons from the Benchmark Literacy “First 30 Days” Routines resource or the Daily 5. Teachers need to decide what their individual classroom routines and procedures are, and take time to explicitly model what those routines and expectations look like. Once the class has an adequate amount of stamina built up, the teacher can begin guided reading for small groups or conferring with individual students. The routines and procedures for independent writing time should be taught as well. **Boushey & Moser, The Daily 5**

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BPS Reading Workshop Structure

Effective Reading Instruction:

- Teachers must explicitly teach the components of reading, both in fiction (literature) and non-fiction (informational text).
- Involves assessment *“If you want to help children learn to read, you simply must do assessment.” –Jan Richardson, The Next Steps in Guided Reading*
- Literacy Assessment should answer the following questions:
 - How should I group my students?
 - What text should I use with each group?
 - What strategy should I teach next?
- Grouping of students should always be flexible, student should move groups as they show they have advanced in reading level and skill
- All BPS teachers in grades 1-5 will administer the Fountas and Pinnell Benchmark Assessment during the months of August-September (K will administer to students as they emerge in their reading skills).
 - Teachers will use this information to form guided or strategy groups based on reading level or strategies the students need support in
 - The benchmark assessment should reflect the student’s **accuracy and comprehension**.
 - It is up to individual teachers/grade levels/schools when/how often they will re-assess students using the F&P Benchmark Assessment
 - The independent reading level is reflected in the rubrics used to assess students on the CCSS, to score proficient on the standards students need to have proficiency at the standard at the independent reading level
 - The instruction level (the student can read the text with some support) is used to form guided reading or strategy based groups

Independent Level (Student does not need any coaching or support)
Levels A–K: Student reads at 95–100% accuracy with excellent or satisfactory comprehension.
Levels L–N: Student reads at 98–100% accuracy with excellent or satisfactory comprehension.
Instructional Level (Guided Reading Level)
Levels A–K: Student reads at 90-94% accuracy with excellent or satisfactory comprehension or 95-100% accuracy with limited comprehension.
Levels L–N: Student reads at 95–97% accuracy with excellent or satisfactory comprehension or 98–100% accuracy with limited comprehension.
Frustration Level
Levels A–K: Student reads below 90% accuracy with any score on comprehension.
Levels L–N: Student reads below 95% accuracy with any score on comprehension.

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- Reading Instruction in each classroom should use the **gradual release of responsibility**:

Approach	Grouping	Reading Level	How the text is read
Read Aloud	Whole	Above Grade Level	By the teacher
Shared Reading	Whole	On Grade Level	Student read with the teacher
Guided Reading	Small	Instructional Level	Students read text independently while the teacher coaches
Self-Selected Reading	Individual	Independent Level	Independently

- **Mini-lesson** (5-15 min): Teachers connect to past lessons, teach explicitly, and model/share reading. Students orally share and are actively engaged. The types of mini-lessons used are in response to student needs and common core expectations. The focus of mini-lessons may include: metacognition strategies, comprehension skills and strategies, fluency, phonics/decoding.
- **Guided Reading/Strategy Group Instruction/Conferring** (60 min): Teachers are coaching readers in small groups (based on reading levels or needed strategies). Teachers may also do individual reading conferences with students daily or on certain days of the week. *“To do better differentiated instruction, I know that I need to group children flexibly and purposefully and to develop a repertoire of ways to meet their needs” –Jennifer Serravallo, Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*
- “Best practices” prove that choice, time, and specific feedback are essential in becoming better writers. *“Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control” –Donalyn Miller, The Book Whisperer, Awakening the Inner Reader in Every Child*
- **Sharing/Reflection** (5-15 min): Students share what they have done and learned as a writer today in a variety of ways (individual, partners, small and large group)

“Struggling readers will never catch up until **we** provide sufficient expert and intensive reading instruction” –*Richard Allington, What Really Works in Response to Intervention*

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BPS WRITING Workshop Structure

Teachers must explicitly teach writing through modeling during a mini-lesson and provide time for students to independently write. The genres of writing expected in ND ELA standards are:

1. Narrative
2. Opinion
3. Informative/Explanatory

Components of Effective Writing Instruction:

Teach and model writing process and strategies *“The key to transforming the writing classrooms is to make our thinking visible”* –[*Kelly Boswell, Write This Way*](#)

Provide constructive feedback throughout the writing process and during writing/conferring

Purpose and audience must be determined before writing begins (Level 1, 2, or 3)

Use Workshop Model: (minutes are dependent on grade level and student learners)

- **Mini-lesson** (5-15 min): Teachers connect to past lessons, teach explicitly, and model/share writing. Students orally share and are actively engaged. Teachers provide a summary that encourages students to use the strategy in writing today and every day. The types of mini-lessons include: strategies/craft, process, and procedures. The types of mini-lessons used are in response to student needs and common core expectations.
- **Time to Write/Guided Practice** (20-30 min): Students are writing independently and/or with teacher guidance (conferring). Students will work in the various stages of the writing process; however, not all written pieces will end in publication. “Best practices” prove that choice, time, and specific feedback are essential in becoming better writers.
- **Sharing/Reflection** (5-15 min): Students share what they have done and learned as a writer today in a variety of ways (individual, partners, small and large group)

“Just as each book, well read, makes children better readers, each conference, well taught, makes us better teachers. Our children deserve our bravest selves.”
[*Lucy Calkins, The Art of Teaching Reading*](#)

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MATH:

Our district goal in teaching mathematics is to help all students understand concepts and use them powerfully. In order for students to develop true understanding of mathematical concepts and procedures, they must come to see and believe that mathematics makes sense, that it is understandable and useful to them. When this happens, students become more confident in their own use of mathematics. Teachers and students need to recognize that mathematical thinking is a part of everyone's mental ability, and providing opportunities for all students to engage in thinking deeply about math is critical.

Research in cognitive psychology over the past twenty-five years has consistently shown that understanding increases the ability to learn, remember, and use mathematics (Bransford, Brown, and Cocking 2000). When students learn with understanding, they are able to use their new knowledge flexibly, making connections to new situations.

Teaching for conceptual understanding means helping students build connections and see relationships among ideas. Teachers can provide experiences for students in which they actively engage in these key processes:

- making connections among concepts
- creating representations and using models
- using reasoning to justify solutions
- communicating ideas and thinking about others' ideas
- using multiple strategies for problem solving

Bismarck Public Schools adopted *Investigations in Number, Data, and Space* because it is a focused and coherent curriculum which was intentionally designed to promote a deep understanding of mathematics. In addition to the nine mathematics unit manuals that provide rich inquiry-based learning experiences for students, teachers have a Common Core Supplement to the second edition of *Investigations*, an Implementation Guide, Differentiation Guide, and resource cd-roms for masters and interactive activities. *Investigations in Number, Data, and Space* is an excellent resource to meet the Mathematical Practice Standards and the ND Common Core State Standards in Mathematics. Additional support for teachers and parents can be found on the *Investigations* website - <https://investigations.terc.edu/curric-gl/> .

All teachers in grades **K-5 are expected to implement the units in *Investigations 3*** using the pacing guide, provided for them and available in their grade level Moodle, to help manage a coherent scope and sequence of skills and concepts. This suggested pacing was recommended based on teacher input for each grade level.

When a teacher is faced with difficult instructional challenges, a district instruction coach and math staff developer are available for collaboration. District instructional coaches can also help identify approved research-based supplemental materials and interventions when necessary.

Core math instruction will consist of a minimum 60 minute block with additional time provided for calendar routines and ten minute math lessons as recommended within the curriculum components. Students who need additional support beyond core instruction may require an intervention and or additional minutes of instruction. Supplemental programs and materials such as FasttMath and Fraction Nation are used as supports and should not replace core instruction.

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SOCIAL STUDIES:

Bismarck Public Schools realizes that history and geography are catalysts to learning for many students. Engaging topics about the world they live in can intrigue students to want to learn about these topics and therefore, help the student become a better reader and writer. Library Media Specialists are available to help teachers provide appropriate materials and skills sets to students. **Social Studies standards are an integral foundation to projects students engage in during a Project Based Learning experience.**

The BPS adopted curriculum resource for grades K-3 is Social Studies by Harcourt Brace, 2000. Teachers will also be able to access leveled readers from school bookrooms or classroom libraries for student research/inquiry based topics in the Social Studies Curriculum. Teachers may also chose to use resources such as Scholastic News/Time for Kids for social studies projects/inquiry.

The BPS adopted curriculum resource for grades 4 and 5 is Social Studies Alive by TCI. *Social Studies Alive* is a theory and research-based program that infuses language arts into social studies. The lessons are based on five well-established theories: Understanding by Design, Wiggins and McTighe; Nonlinguistic Representation, Marzano; Multiple Intelligences, Gardner; Cooperative Interaction, E. Cohen; and Spiral Curriculum, Bruner.

On Moodle in your grade level PLC under Social Studies Resources (Prioritized standards, rubrics and possible assessments) Each grade level also has a Geography Toolkit. It has activities and resources to help you teach geography.

SCIENCE:

SCIENCE:

Science is an engaging subject where students learn more about their environment and the world in which they live. Inquiry plays a strong role in instruction and in learning scientific ideas. Bismarck Public Schools science standards are aligned with the Next Generation of Science Standards (available on the ND DPI website). Teachers have Foss Science Kits available to use at their grade level to help support the teaching and learning of the NGSS. Each school has designated kits that can be checked out through Facilities and Transportation to be used during the school year. Not all targeted benchmarks are met by using the Foss Kits alone, so teachers are charged with providing additional lessons to complete the science curriulum. Many science standards can and should be integrated with reading at each grade level K-5 and are also an integral part of projects that students engage in.

From the teachers' perspective it's to ensure that students have rich, varied, and numerous daily experiences with the scientific processes of observing, communicating, and comparing those things that are the REAL STUFF of the students' world.

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Kindergarten Science Kits (NGSS Scope and Sequence)

- Earth and Life Science (formerly Animals Two by Two)
- Physical Science (formerly Fabric)

First Grade Science Kits (NGSS Scope and Sequence)

- Sound and Light
- Plants and Animals

Second Grade Science Kits (NGSS Scope and Sequence)

- Solids and Liquids
- Pebbles, Sand, and Silt
- Insects and Plants

Third Grade Science Kits (NGSS Scope and Sequence)

- Motion and Matter
- Water and Climate
- Structures of Life

Fourth Grade Science Kits (NGSS Scope and Sequence and additional)

- Energy
- Landforms
- Environments (Life Science)
- DSM-3 Food Chains and Webs (supportive materials for 4th & 5th)
- Measurement
- Solar Energy

Fifth Grade Science Kits (NGSS Scope and Sequence plus additional resources)

- Mixtures and Solutions
- Earth and Sun
- Variables (supportive materials)

Teachers are asked to mark on Foss Kit inventory sheet what is needed to replenish the kit prior to the return of the kit to F & T. This process helps to restock the kit so it is ready for the next teacher at your school who will need to use it. If something is needed while you have the kit, email Tom Gerding:

thomas_gerding@bismarckschools.org

Live animals are delivered on Friday. You must let Tom know by Wednesday at the latest for a Friday delivery.

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Only materials needed for Foss Kits can be purchased by the District. Be sure grade level learning targets are met before supplemental topics of teacher choice are added to the curriculum. Supplies for these topics are purchased by the teacher with classroom or building funds and not by the science coordinator or Mr. Gerding.

With the release of the Next Generation Science Standards, BPS and the Department of Public Instruction will be studying these suggested standards as adoption of these is considered.

<http://www.nextgenscience.org/next-generation-science-standards>

- **Mystery Science** is an approved supplemental science resource. The decision to purchase and use this online resource is up to the individual school.

HEALTH:

BPS will be revisiting health targets for K-5 students. Our adopted resource is *Health & Wellness*, Macmillan and McGraw Hill, 2005. When this resource was purchased, it was purchased with the implementation plan that two teachers share one set of materials. Therefore with the increased number of sections at each grade level, there is a shortage of teacher and student materials. The district is asking staff to be flexible in sharing materials between classrooms and between schools until more materials become available. A district committee will study and recommend a solution.

MUSIC:

Elementary students receive 90 minutes of music instruction each week. Sixty minutes of instruction are provided by a general music teacher and thirty minutes of music instruction are provided by the classroom teacher.

ART:

Elementary students receive 45 minutes of art instruction from their classroom teacher each week. Mr. Oban and the teachers on the Art Committee have been sharing art lessons with teachers as they are developed.

PHYSICAL EDUCATION:

Elementary students are provided 90 minutes of physical education. All requirements are met by a physical education teacher and/or supervised recess time.

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Instruction

What do we do to help students learn?

Teachers are responsible for effective instruction. This is the Art of Teaching. This is why teachers are teachers. This is what fires up the learning in the classrooms. This is where the teacher provides the emotional “hook” that anchors the learning for the student. There is much research about best practice and effective strategies, like Marzano’s work which includes generating and testing hypotheses, nonlinguistic representation, and similarities and differences, for teachers to use. When teachers look at data and find themselves with questions or concerns about instructional strategies, BPS principals, content specialists, Levels of Service Teachers, and instructional and MTSS coaches are available to collaborate and provide support.

What do we do when students have trouble learning?

Either Title I Reading or District Reading is available in all Bismarck Elementary Schools. For the 16-17 school year, targeted Title I services are available at Grimsrud, Roosevelt, Miller and Northridge, Myhre, Will-Moore, Moses and Pioneer.

District Reading is available at Centennial, Lincoln, Highland Acres, Liberty, Murphy, Prairie Rose, Solheim, and Sunrise. In these schools the following criteria are used to determine if a student qualifies for support from these reading programs.

Kindergarten

- One AIMSweb measurement
- Two trigger assessments from district standards-based assessment

First Grade

- Fountas and Pinnell Benchmark Assessment Instructional Reading Level (BOY, MOY and EOY)
- One AIMSweb Measurement (MOY and EOY)
 - No AIMSweb assessment for BOY
- One trigger from district standards-based assessment (MOY and EOY)
 - BOY will have two trigger assessments

Second-Fifth Grade

- Two AIMSweb measurements
- The students score on the MAP assessment

The supplemental reading program student selection procedures provide the basic format by which students are prioritized based on greatest need. Assessments will include those provided by Bismarck Public Schools for all students across the district. All students are part of the eligible pool and are considered a part of the student selection process. Students will be ranked by greatest need receiving the most points. This information will be generated at the building level using a district generated data file.

MTSS teams assemble to formulate next steps to assist students in reaching learning targets in the core content areas. Programing decisions are made based on data, prior instructional strategies, and

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intervention programs available. Teachers and specialists monitor the progress of these students frequently to ensure acceptable growth is being made. Problem solving teams may be formed when students show they have significant needs that require more than standard interventions and/or when the MTSS interventions haven't been able to close the gap between the learner and their peers. These problem solving teams will continue to look at the individual child and closely examine and support necessary adjustments to instruction.

What do we do when students already know it?

Levels of Service is available in each elementary school for qualified students who have met the learning targets for their grade level. Each student's needs are evaluated. Having met criteria, these students are given additional instruction by LoS teachers to further their understanding by going deeper with concepts or skills or by scaffolding to the next level of skill.

Assessment

How will we know if students learn it?

SUMMATIVE ASSESSMENTS for your grade level:

- District Standards-based Progress Report Summative Assessments in the content areas of ELA and Math at **EOY** (These assessments may be shown at conference time, but are never sent home to parents.)

FORMATIVE ASSESSMENTS for your grade level:

- AIMSweb which is a benchmarking (BOY, EOY, and MOY) and progress monitoring tool
- Fountas & Pinnell Benchmark Assessment for purpose of finding individual reading levels based on accuracy, fluency and comprehension.
- Informal Running Record- is a tool that helps teachers to identify patterns in student reading behaviors. These patterns allow a teacher to see the strategies a student uses to make meaning of individual words and texts as a whole. Teachers can use any leveled book and take notes on accuracy, self-monitoring, fluency and comprehension.
- District Standards-based Progress Report Summative Assessments in the content areas of ELA and Math at BOY and MOY (These assessments may be shown at conference time, but are never sent home to parents.)
- Classroom formative assessments and building-based common (grade level teachers meet to create assessments and then discuss assessment results and plan next steps in instruction) formative assessments which check progress toward District Summative Assessments. (These assessments are to be sent home to parents.)

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- Reflective **feedback** is a form of grading and can be extremely valuable because it helps a student understand what is being done well and what needs to be improved.
 - Informal reflective **feedback** is “information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning”. [Valerie Shute, 2008]
 - **Feedback** to students regarding how well a task is going, the process they are using to complete the task, or how well they are managing their own behavior is often effective, but feedback that simply involves statements like “You’re doing a good job” has little influence on student achievement.” [Hattie and Timperley, 2007]
 - Feedback must be accurate, specific, fair, and timely. This practice has a better chance of enhancing student achievement than assigning a letter grade. (For more information see *Elements of Grading, A Guide to Effective Practice*, by Douglas Reeves, 2011)
 - Research shows that after the grade has been assigned, the learner isn’t interested in anything more than that grade. Reflective feedback is good practice.
 - Graded and Ungraded Formative Assessments continue to check how close the student is to proficiency on the learning target should be done every two to three weeks.
 - Research shows that students have greater academic gains as the number of formative assessments increase. Students have been given more opportunities to learn the targets because teacher instruction is always geared to where they are with their learning.
 - Unobtrusive or embedded formative assessments do not interrupt the flow of instruction. Students may not be aware they are being assessed during an unobtrusive assessment.
 - These are most easily applied to content that is procedural or that which involves learning a skill, strategy or process.
 - The teacher is provided information about the student’s current status, but the student is unaware the information is being obtained.
 - There is importance in the frequency of formative assessments. Marzano sites the findings of Banger-Drowns, Kulik, and Kulik (1991) findings that show the strong effect of giving 15 ungraded and/or graded assessments over 15 weeks which resulted in an average of 24.5 percentile-point gains. [Marzano, Robert; *Classroom Assessment & Grading that Work*; 2006, p.10.]
- The Bismarck Public School District is requires teachers give students formative assessments on the learning targets that are on the District Standards-based Progress Report. Scores need to be frequently entered into Power Grade on **all** the learning targets that appear on the District Standards-based Progress Report when instruction and maintenance are occurring.
 - This will ensure students were given more than one opportunity to show proficiency before the score was placed on the District Standards-based Progress Report.
 - BPS is confident that data will confirm student achievement will increase as well. Teacher reflection on assessment results will lead to changes in instructional strategies which are necessary for student growth.
 - **Trigger** assessments are used as Universal Screeners and therefore given to all students three times a year (BOY, MOY,EOY). They represent the most important grade level standards for students in the area of ELA and Math at that time in the school year. Triggers are used to identify if learners need more support during instruction and while learning the standards.

Bismarck Public Schools Curriculum

RUBRICS and GRADING

- BPS rubric scores range from 0.5 to 4.0 (when appropriate)
 - 4 means the student has been able to meet the criteria for more rigorous application of the learning target or has achieved learning that has not been taught. In either instance the student consistently exceeded the grade level learning target.
 - 3 means the student has met the standard and is proficient at the learning target.
 - 2 means the student is approaching proficiency and has learned simpler content that builds to meet the standard
 - 1 means the student is ready to learn with the help of the teacher
 - 0.5 means the student was unable to show understanding of the concept that would have given the score of a 1. This is also a trigger that an intervention plan may be considered.
 - 1.5, 2.5, and 3.5 shows the student has met the criteria for the level of a 1, 2, or 3 but has not completely met the criteria for a 2, 3, or 4.
 - Sources used were *Formative Assessments and Standards-Based Grading* by Robert J. Marzano, Marzano Research Laboratory, 2010; and *Balanced Assessment from Formative to Summative* by Kay Burke, Solution Tree Press, 2010.
- Be mindful that it is **independent** practice that should be assessed and not guided practice. If it is guided practice, then one is basically scoring how well the teacher did and not the student. When looking at one's grade book, fewer scores will be present now but all scores should be consistently using the same rubric for that target. This helps both teacher and student know the status of understanding he/she has of the learning target.