



# Fast Tracking Systems for Personalized Competency-Based Learning

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- Kindergarten and First Grade Teacher
- Title 1 Reading Teacher
- Assistant Principal (Primary Building)
- Principal (K-8)
- Federal Program Coordinator
- Special Education Director
- Superintendent (K-8)



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- 1st/2nd grade teacher
- Instructional Coach
- K-12 District Coach
- K-5 Administrator
- K-12 DESE **PLC** Consultant
- K-12 DESE **ELA** Trainer
- K-12 Educational Consultant



# Goals

## Ensuring a Guaranteed and Viable Curriculum

- **Share Phases of PCBE**
- **Review District-Wide Systems and Processes for PCBE**
- **Review Building Leadership Moves**

Add PCBE definition from MO



## PATHWAY TO CURRICULUM CLARITY

# There is a clear Pathway

### PHASE 1



#### IGNITE & ALIGN

Establish foundational systems and mindsets. Coordinate curriculum efforts to rigorous content standards across grade levels.

- K-12 Curriculum Management Tool
  - Digital Tool, Training, and Feedback Support
- Digital or Hardcopy Missouri Assessment and Teaching Tool

### PHASE 2



#### EVALUATE & ACCELERATE

Assess and develop grade level common assessments aligned to Missouri Learning Standards. Connect and coach towards professional learning.

- K-12 Core Content Assessment Development Training
- K-12 Core Content Vertical Progressions
- 4 Core Grade Level MATTs
- Admin Walkthrough Support

### PHASE 3



#### DIAGNOSE & DIFFERENTIATE

Evaluate gaps in student learning utilizing vertical progressions and proficiency scales. Implement practices and tracking tools to stimulate above average growth.

- SPED INSIGHT Tool
- RSP Fast Tracking Tool
- Missouri Early Learning MATT Tool
- K-12 Vertical Progressions
- 4 Core Grade Level MATTs

### PHASE 4



#### OPTIMIZE & PERSONALIZE

Maximize student growth through research based teaching practices. Provide sustainable individualized learning based on competencies.

- Comprehensive Guide to Competency Based Education
- Disposition Proficiency Scales
- Universal Design for Learning
  - Training and Lesson Development Tool

# Why Curriculum?

- 2021-2022, **80% of MAP and EOC** assessments will cover the **Priority Standards**
- By 2024, **80-90% of MAP/EOC** assessments will cover **Priority Standards**
- Districts must be MSIP 6 Ready



“Whether you think you can or think you can’t, you are right.”

-Henry Ford-

## Collective Efficacy *Through* Instructional Focused Conversations





# What are typical curriculum barriers?



# The Barriers

## STUCK IN THE WHAT

### Revising Curriculum

PLCs are more meetings than learning

Revising/Creating Assessments

Resources that Don't Align with the Standards

Lack of tightly aligned Missouri instructional tools

### Time



Organization of curriculum

### Clarity of the Standards

Motivation

Learning Loss

Quality of the Work

Vertical Alignment

Ownership



# Leadership Moves to Barriers

Systems for consistency-templates

Pathways to efficiency-alignment, audit

Sustainability of systems-Turnover and change



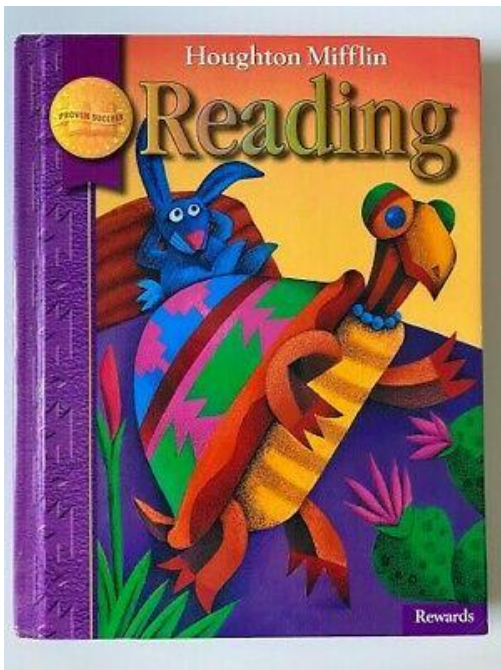
# System and Process Steps

1. Create Clear Curriculum Management System
2. Pace Priority and Supporting Standards
3. Create Assessments Around Priority Standards
4. Use Proficiency Scales and Student Scales to Improve Tier 1 Instruction an Scaffold



# 1. Create clear, organized systems

## Solutions



Unit 1: We are Readers	Unit 2: Rhyming/Poetry	Unit 3: Readers Comprehend What They Read and Can Retell	Unit 4: Asking and Answering Questions	Unit 5: Compare and Contrast	Unit 6: Read Informational Text
Launching	Literature	Literature			
6 weeks Aug-mid Sept	6 weeks Mid Sept-Oct	7 weeks Nov-Dec	6 weeks Jan-mid Feb	7 weeks Mid Feb-mid April	7 weeks Mid April-May
1st - 4th Quarter	1st Qtr-2nd Qtr	2nd Quarter	3rd Quarter	3rd Qtr-4th Qtr	4th Quarter
Assessments					
I Can Statements					
I can apply effective listening skills and strategies. K.SL.2.A.a					
I can read high frequency words. K.RF.3.A.b					
I can blend letter sounds to decode simple words. K.RF.2.A.b					
I can listen and read for understanding. K.RF.4.A					
I can participate in conversations about what I'm learning with a partner. (K.SL.1.A.b)	I can produce rhymes in response to spoken words. (K.RF.2.A.b)	I can tell you what happened in the beginning, middle and end of the story. (K.R.1.A.e)	I can ask questions about the books I have heard. (K.R.1.A.b)	I can identify similarities and differences between two texts on the same topic. (K.R.3.C.b)	I can identify topic and key details in a text. (K.R.3.C.c)
I can identify upper and lower case letters. (K.RF.1.A.a)		I can identify characters, setting and events in a story. (K.R.2.A.a)	I can retell a story heard aloud. (K.SL.3.A.c)	I can compare and contrast adventures of characters in familiar stories. (K.R.2.A.f)	I can identify topic and key details in a text from a text read aloud. (K.R.3.A.a)
		I can retell important facts from a familiar story. (K.R.1.A.c)	I can read independently. (K.R.1.D)	I can read independently. (K.R.1.D)	I can read independently. (K.R.1.D)
Priority Standards	Priority Standards	Priority Standards	Priority Standards	Priority Standards	Priority Standards
K.SL.2.A.a Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening according to classroom expectations					
K.RF.2.a.b Develop phonics in the reading process by reading high-frequency words. (see ESGI)					
K.RF.4.A. I can listen to reading for purpose and understanding.		K.RF.4.A. I can listen to reading for purpose and understanding.		K.RF.4.A. I can read with purpose and understanding.	
K.RF.1.A.a Develop print awareness in the reading process by: a. identifying all upper- and lowercase letters		K.RF.2.A.b Understand how English is written and read.: Producing rhymes in response to spoken words (e.g., What rhymes with cat?) (see EGI)		K.RF.3.A.c Develop phonics in the reading process by blending letter sounds to decode simple words.	
K.RF.1.A.a Develop print awareness in the reading process by: a. identifying all upper- and lowercase letters		K.R.1.A.e Develop and apply skills to the reading process: recognizing beginning, middle, and end.		K.R.1.D Read independently for sustained periods of time by engaged with text as developmentally appropriate.	
K.RF.1.A.a Develop print awareness in the reading process by: a. identifying all upper- and lowercase letters		K.R.1.D Read independently for sustained periods of time by engaged with text as developmentally appropriate.		K.R.1.D Read independently for sustained periods of time by engaged with text as developmentally appropriate.	

Unit 1: We are Readers	Unit 2: Rhyming/Poetry	Unit 3: Readers Comprehend What They Read and Can Retell	Unit 4: Asking and Answering Questions	Unit 5: Compare and Contrast	Unit 6: Read Informational Text
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<b>Assessments</b>					
<b>I Can Statements</b>					
I can apply effective listening skills and strategies. <b>K.SL.2.A.a</b>					
I can read high frequency words. <b>K.RF.3.A.b</b>					
I can blend letter sounds to decode simple words. <b>K.RF.2.A.b</b>					
I can listen and read for understanding. <b>K.RF.4.A</b>					
I can participate in conversations about what I'm learning with a partner. (K.SL.1.A.b)	I can produce rhymes in response to spoken words. (K.RF.2.A.b)	I can tell you what happened in the beginning, middle and end of the story. (K.R.1.A.e)	I can ask questions about the books I have heard. (K.R.1.A.b)	I can identify similarities and differences between two texts on the same topic (K.R.3.C.b)	I can identify topic and key details in a text (K.R.3.C.c)
I can identify upper and lower case letters. (K.RF.1.A.a)		I can identify characters, setting and events in a story. (K.R.2.A.a)	I can retell a story heard aloud. (K.SL.3.A.c)	I can compare and contrast adventures of characters in familiar stories. (K.R.2.A.f)	I can identify topic and key details in a text from a text read aloud (K.R.3.A.a)
		I can retell important facts from a familiar story. (K.R.1.A.c)	I can read independently. (K.R.1.D)	I can read independently. (K.R.1.D)	I can read independently. (K.R.1.D)
<b>Priority Standards</b>	<b>Priority Standards</b>		<b>Priority Standards</b>	<b>Priority Standards</b>	
<b>K.SL.2.A.a</b> Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening according to classroom expectations					
<b>K.RF.2.A.b</b> Develop phonics in the reading process by reading high-frequency words. (see ESGI)					
<b>K.RF.4.A</b> I can listen to reading for purpose and understanding.		<b>K.RF.4.A</b> I can listen to reading for purpose and understanding.		<b>K.RF.4.A</b> I can read with purpose and understanding.	
				<b>K.RF.3.A.c</b> Develop phonics in the reading process by blending letter sounds to decode simple words.	
<b>K.RF.1.A.a</b> Develop print awareness in the reading process by: a. identifying all upper- and lowercase letters	<b>K.RF.2.A.b</b> Understand how English is written and read.: Producing rhymes in response to spoken words (e.g., What rhymes with cat?) (see EGI)	<b>K.R.1.A.e</b> Develop and apply skills to the reading process: recognizing beginning, middle, and end.	<b>K.R.1.D</b> Read independently for sustained periods of time by engaging with text as developmentally appropriate.	<b>K.R.1.D</b> Read independently for sustained periods of time by engagin with text as developmentally appropriate.	<b>K.R.1.D</b> Read independently for sustained periods of time by engagin with text as developmentally appropriate.



# 2. Pace Priority Standards

## Solutions

I Can Statements			
I can speak and collaborate by retelling information and asking questions after hearing stories. (K.SL.3.A.c)			
I can identify characters, setting and events in a story. (K.R.2.A.a)	I can tell you what happened in the beginning, middle and end of the story. (K.R.1.A.e)	I can retell a story heard aloud. (K.SL.3.A.c)	I can identify similarities and differences between two texts on the same topic (K.R.3.C.b)
Priority Standards	Priority Standards	Priority Standards	Priority Standards
Conventions of language when presenting individually or with a group by: confirming comprehension by retelling information and asking ap			
<b>K.R.1.A.b</b> Develop and apply skills to the reading process: Asking and responding to questions about texts read aloud.	<b>K.R.1.A.c</b> With assistance develop and demonstrate reading skills in response to read-alouds by: retelling main ideas of important facts from a read aloud or familiar story.	<b>K.R.1.A.c</b> With assistance develop and demonstrate reading skills in response to read-alouds by: retelling main ideas of important facts from a read aloud or familiar story.	<b>K.R.1.D</b> Read independently for sustained periods of time by engagin with text as developmentally appropriate.
Supporting Standards	Supporting Standards	Supporting Standards	Supporting Standards
<b>K.R.1.A.a</b> With assistance develop and demonstrate reading skills in response to read-alouds by predicting what might happen next in a text based on the cover, title, and illustrations.	<b>K.R.1.A.d</b> With assistance develop and demonstrate reading skills in response to read-alouds by connecting the information and events of a text to experiences.	<b>K.R.1.C.b</b> With assistance determine the connection to text to text	<b>K.R.2.A.f</b> Develop and apply skills and stragies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.: Compare and contrast adventures of characters in familiar stories.
<b>K.R.1.C.a</b> With assistance determine the connection between: text to self	<b>K.R.2.A.b</b> Develop and apply skills and stragies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times:Retell a main event from a story read aloud familiar stories	<b>K.R.2.A.g</b> With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text.	<b>K.R.2.C.a</b> Wlth assistance, read, infer and draw conclusions to identify characters in a puppet play or performance by actors

Copy of Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

# 3. Link All Resources

## Solutions

MLS	Item Specifications	Priority Standards	MO LEAP Blocks	MAP/EOC Assessments	
<b>Role &amp; Origins of Govt</b>	<b>US Constitution</b>	<b>Federalism</b>	<b>Legislative Branch</b>	<b>Executive Branch</b>	<b>Judicial Branch</b>
8/13-8/31	9/3-9/14	9/17-9/28	10/1-10/19	10/22-11/9	11/12-12/7
			<a href="#">3 Branches quizzes</a>	<a href="#">3 Branches quizzes</a>	<a href="#">3 Branches quizzes</a>
					<a href="#">Constitution #1</a>
					<a href="#">Constitution #2</a>
					<a href="#">US Constiution</a>
<b>I Can...</b>	<b>I Can...</b>	<b>I Can...</b>	<b>I Can....</b>	<b>I Can....</b>	<b>I Can....</b>
I can explain connections between	I can create and use tools to analyze	I can distinguish the powers and	I can analyze laws, policies,	I can analyze laws,	I can analyze laws,
	I can analyze the relationship	I can use a government lens, to			
		I can examine the origins and			
<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>
Explain connections between histo	Create and use tools to analyze a	Distinguish the powers and	Analyze laws, policies, and	Analyze laws, policies,	Analyze laws, policies,
	Analyze the relationship between of	Using a government lens,			
		Examine the origins and impact			
<b>Supporting Standards</b>		<b>Supporting Standards</b>		<b>Support</b>	
Analyze the Declaration of	Trace the evolution of government in	Trace the changing power	Trace the significant	Trace the significant	Trace the significant
Compare and contrast the	Evaluate the extent to which decisions	Explain the powers and	Analyze changing ideals	Explain a citizen's legal	Analyze changing
Analyze how the codification of	Explain how the central debates of	Apply the concepts of due	Analyze the changing	Analyze the changing	Analyze the changing



## Social Studies-Grade 8-US History to 1877

Unit 1: How to History	Unit 2: Our Colonial Heritage Beginnings to 1773	Unit 3: Revolution and Building A New Nation 1773-1799	Unit 4: The Nation Expands 1800-1845	Unit 5: Tensions Rise 1845-1860	Unit 6: The Nation Breaks Apart 1861-1877
	<a href="#">HMH Modules 1-3</a>	<a href="#">HMH Modules 4-8</a>	<a href="#">HMH Modules 9-12</a>	<a href="#">HMH Modules 13-16</a>	<a href="#">HMH Modules 17-19</a>
<a href="#">MO Block-Pre-columbian settlements</a>	<a href="#">MO Block-colonial settlements</a>	<a href="#">MO Block-Confederation to Constitution</a>	<a href="#">MO Block-Going west</a>	<a href="#">Mo Block-King Cotton</a>	<a href="#">MO Block-Civil War</a>
<a href="https://sheg.stanford.edu/history-lessons">https://sheg.stanford.edu/history-lessons</a>	<a href="#">MO Block-Iroquois Confederacy</a>	<a href="#">MO Block-Constitutional Convention</a>	<a href="#">MO Block Indian Removal</a>		
	<a href="#">MO Block-ready to rumble</a>		<a href="#">MO Block-War of 1812</a>		
<b>3 weeks</b>	<b>6 weeks</b>	<b>6 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>
<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>
I can create and use tools to analyze a chronological sequence of related events in American history.	I can explain connections between historical context and peoples' perspectives at the time in American history.	I can analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem.	I can create and use tools to analyze a chronological sequence of related events in American history.	I can analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem.	Explain connections between historical context and peoples' perspectives at the time in American history.  6-8.AH.1.CC.B
I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870.	I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870.	I can explain how the physical and human characteristics of regions in the Americas prior to c. 1870 connect to changing identity and culture.	Using an inquiry lens, I can develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.	I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870.	I can create and use tools to analyze a chronological sequence of related events in American history.

A	B	C	D	E	F	G
<b>MLS</b>	<b>Item Specifications</b>	<b>Priority Standards</b>	<b>MO LEAP Blocks</b>	<b>MAP/EOC Assessments</b>		
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>	<b>Module 5:</b>	<b>Module 6:</b>	<b>Module 7:</b>
<a href="#">Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10</a>	<a href="#">Place Value and Problem Solving with Units of Measure</a>	<a href="#">Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10</a>	<a href="#">Multiplication and Area</a>	<a href="#">Fractions as Numbers on the Number Line</a>	<a href="#">Collecting and Displaying Data</a>	<a href="#">Geometry and Measurement Word Problems</a>
<b>Approx. 25 Days</b>	<b>Approx. 25 Days</b>	<b>Approx. 25 Days</b>	<b>Approx. 20 Days</b>	<b>Approx. 35 Days</b>	<b>Approx. 10 Days</b>	<b>Approx. 40 Days</b>
<i>Use EM Consolidation/Omit List</i>						
<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>	<b>Priority Standards</b>
I can interpret products of whole numbers. (3.RA.A.1)	I can solve problems involving the measurement of length, liquid volume, and weight of objects. (3.GM.B.7)	I can describe my thinking about multiplication and division in words or drawings. (3.RA.A.3)	I can find rectangular arrangements that can be formed for a given area. (3.GM.C.13)	I can understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts. (3.NF.A.1)		I can understand shape attributes (3.GM.A.1)
I can interpret quotients of whole numbers. (3.RA.A.2)		I can demonstrate knowledge of all products of two one-digit numbers. (3.RA.C.7)	I can decompose a rectangle into smaller rectangles to find the area of the original rectangle. (3.GM.C.14)	I can describe the numerator as representing the number of pieces being considered. (3.NF.A.2.a)		I can distinguish rhombuses and rectangles as examples of quadrilaterals and draw examples.

# Lonedell's Leadership Moves with this work...

- Respect for teacher's time
  - Tools to expedite the work
  - Support for "Singletons"
  - Teachers who write multiple curriculums
- Resolving processes
  - Sometimes it's ok to expedite the pathway/process



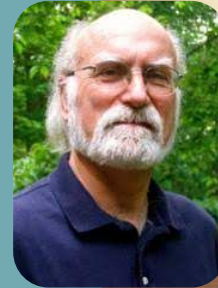
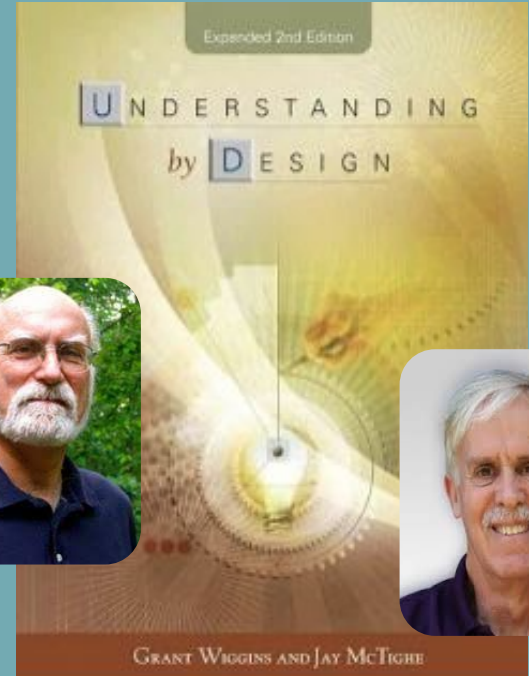
# Power of Backward Design

It is essential to understand the level of proficiency prior to determining what type of curriculum or instruction teachers should provide...

**ASSESSMENT comes first!** We want to calibrate our understanding of what the state says proficiency is.



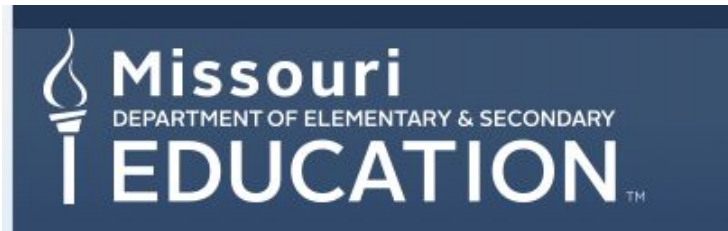
**Our goal is to help teachers clarify what the state says proficiency is.** There is currently a large gap between how we currently assess and what the state says is proficiency.



# DESE Documents

## State Documents to Leverage Creating State-Aligned Assessments

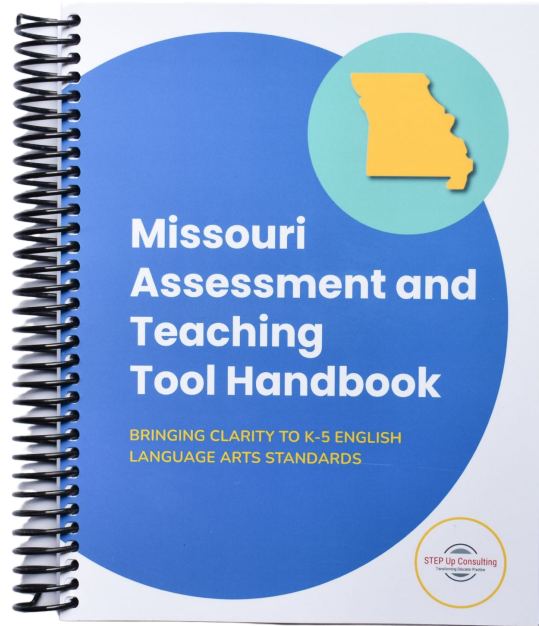
- **Item Specifications-** unwrapped standards that also indicate how test questions are assessed and in some cases asked on the EOC assessment
- **MO LEAP Blocks:-**State aligned instruction and assessment tools
- **MAP Released Items:** Former MAP/EOC Assessments





# English Language Arts

## Missouri Assessment and Teaching Tools



## K-12 Vertical Standards Learning Progression

### R.1.A Drawing Conclusions/Supporting with Textual Evidence Fiction and Nonfiction

Standards below in **bold** are DESE recommended priority standards  
Standards in *italics* are STEP Up Consulting recommended priority standards

#### Essential Vocabulary

**Inference:** An assumption based on available information.

**Conclusion:** An assumption developed as the next logical step for given information.

**Citing Textual Evidence:** To quote, paraphrase or summarize and/or make brief reference to information in a text/source material in support of thinking, ideas, support or answers; when forming answers student should provide attribution or make reference to the text/source that supporting evidence was found (does not refer to formal parenthetical documentation).

**Central Message or Lesson/Moral/Lesson/Theme:** Main point or essence of the text; central message becomes theme in the upper grades.

**Key Details:** May include-characters, setting, problem or conflict, plot or text structure, solution or resolution, point of view, theme.

**Reading-Strand:** Develop and apply skills to the reading process: Concept: Comprehension

#### Kindergarten

Develop and demonstrate reading skills in response to reading text and read alouds by:

- R.1.A.a Predicting what might happen next in a text based on the cover, title, and illustrations
- **R.1.A.b Asking and responding to questions about texts read aloud**
- R.1.A.d Connecting the information and events of a text to experiences

#### First

Develop and demonstrate reading skills in response to reading text and read alouds by:

- R.1.A.a Predicting what will happen next using prior knowledge
- R.1.A.b Asking and responding to relevant questions
- **R.1.A.c Seeking clarification and locating facts and details about stories**

#### Second

Develop and demonstrate reading skills in response to text by:

- R.1.A.a Using text features to make and confirm predictions, explain why not confirmed
- R.1.A.b Asking and responding to relevant questions
- **R.1.A.c Seeking clarification and using information facts and details about texts and supporting answers with evidence from the text**

#### Third

Develop and demonstrate reading skills in response to text by:

- R.1.A.a Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
- **R.1.A.b Drawing conclusions and support with textual evidence**

#### Fourth

Develop and demonstrate reading skills in response to text by:

- **R.1.A.a Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from text**
- **R.1.A.b Drawing conclusions by providing textual evidence of what the text says explicitly**

#### Fifth

Develop and demonstrate reading skills in response to text by:

- **R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**
- **R.1.A.b Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text**

#### Sixth

Comprehend and interpret texts - Approaching Texts as a Reader

- **RL/RI.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**

#### Seventh

Comprehend and interpret texts - Approaching Texts as a Reader

- **RL/RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**

#### Eighth

Comprehend and interpret texts - Approaching Texts as a Reader

- **RL/RI.1.A. Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text**

#### Ninth/Tenth

Comprehend and interpret texts - Approaching Texts as a Reader

- **RL/RI.1.A. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**

#### Eleventh/Twelfth

Comprehend and interpret texts - Approaching Texts as a Reader

- **RL/RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly from the text, including where the text leaves matters uncertain**

## Grade 4: R.1.A.a/b

### Drawing Conclusions and Providing Textual Evidence Fiction/Nonfiction

#### Prioritized Standards

*R.1.A.a/b Develop and demonstrate reading skills in response to text by: Drawing conclusions by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text and drawing conclusions by providing textual evidence of what the text says explicitly. (Connects to MATT R.3.A.a/c)*

Scale	Assessment Question									
<p><b>Scale 4.0:</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>Draw multiple conclusions from complex text with explicit and implicit evidence.</li> <li>Reference implicit and explicit textual evidence.</li> <li>Provide textual evidence for each conclusion.</li> </ul>	<p>Questions mirror those of the level 3.0 but are performed independently on complex/above grade level text.</p> <ul style="list-style-type: none"> <li>Part A: Which statement best describes why James left the football team?</li> <li>Part B: Which detail from the passage best supports the answer to Part A?</li> <li>Highlight the word/phrase from the passage that helps the reader infer how _____ is feeling about _____.</li> </ul>									
<p>12. King John and the man who lives halfway up the hill are very different. For each character, choose the word that <b>best</b> describes the character. Then, choose the passage detail that <b>best</b> supports the word. Write your answers for each character in the chart.</p> <table border="1"> <thead> <tr> <th>Characters</th> <th>Words that Describe the Character</th> <th>Supporting Passage Detail</th> </tr> </thead> <tbody> <tr> <td>King John</td> <td></td> <td></td> </tr> <tr> <td>Man who lives halfway up the hill</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Answer Bank:</b>  <b>Words:</b> caring, embarrassed, proud, selfish  <b>Passage Details:</b> Interested in getting more gold, wants a large and beautiful bell</p>		Characters	Words that Describe the Character	Supporting Passage Detail	King John			Man who lives halfway up the hill		
Characters	Words that Describe the Character	Supporting Passage Detail								
King John										
Man who lives halfway up the hill										
<p><b>Scale 3.0:</b> <b>The student will:</b></p> <ul style="list-style-type: none"> <li>Draw two or more conclusions from an on grade level text containing explicit textual evidence.</li> <li>Reference explicit textual evidence.</li> <li>Provide textual evidence for each conclusion.</li> </ul>	<p><b>Item Types: Selected Response, Multiple Choice, Constructed Response, and Item-Enhancement</b></p> <ul style="list-style-type: none"> <li>Which idea is supported by evidence?</li> <li>Which sentence best supports the idea that _____?</li> <li>Provide evidence in the text that _____.</li> <li>What inspired (the character) to (action)?</li> </ul>									

## Assessment Question

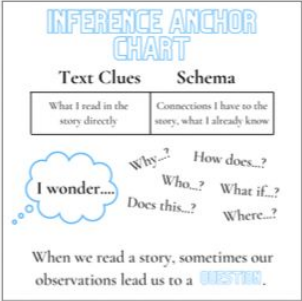

Questions mirror those of the level 3.0 but are performed independently on complex/above grade level text.

- Part A: Which statement best describes why James left the football team?
- Part B: Which detail from the passage best supports the answer to Part A?
- Highlight the word/phrase from the passage that helps the reader infer how \_\_\_\_\_ is feeling about \_\_\_\_\_.





Scale	Assessment Questions
	<ul style="list-style-type: none"> <li>Read the sentences from the passage. What can be concluded from the details in the sentences?</li> <li>Choose two sentences that support the idea that _____.</li> </ul> <p>MAP Practice Form -Student, Session 1: # 3 Session 2: 1, 7 ,8, 10 11 <a href="https://bit.ly/3LgOQTo">https://bit.ly/3LgOQTo</a> MAP Practice Form Scoring guide <a href="https://bit.ly/3ouHWQL">https://bit.ly/3ouHWQL</a></p>
<p>1. Which detail from the passage <b>best</b> supports the idea that <b>The Wizard of Oz</b> is one of Annie's favorite stories?</p> <p>A. I've read the book and watched the movie several times. B. However, the idea of portraying the Cowardly Lion made me think I would like to be a part of the cast. C. I love the lion more than any other character. D. I thought about how much fun it would be to wear the lion costume.</p> <p>2. Circle the sentence from the passage that explains why Fox suggests Lion and Bear should have a contest. -Fox felt her stomach rumble as she eyed the delicious prize, but clearly, Lion and Bear would not share. -The two powerful animals ruled the forest and were never challenged by other creatures. -Carefully, Fox listened as Lion and Bear continued to argue. Suddenly, a lively glimmer sparked in her eyes.</p>	
<p><b>Score 2.0:</b> <b>The student will:</b> <b>Recognize or recall specific vocabulary such as:</b> annotate, schema, asking questions, text features, textual evidence, identify, reference, explicit (right there) key details/evidence, inference, draw conclusion</p> <p><b>Perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to use personal schema and asking questions when evaluating a picture, passage, or situation to make a judgment/draw a conclusion.</li> <li>Analyze text features to help locate and analyze information.</li> <li>Identify <b>explicit</b> evidence/key details in a picture or an on or below grade level text.</li> <li>Make an inference based on explicit information.</li> <li>Draw a conclusion based on an inference.</li> <li>Reference explicit textual evidence in the text to support inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Annotate your reading passage indicating when you have made connections to key details based on your schema.</li> <li>Annotate a text with relevant questions you have as you read. Write at least two questions.</li> <li>In this story Sue could be considered proud. Which of the following two key details support this claim?</li> <li>The text states. "Jessica yelled at her mother, pushed down her little brother and ran out of the door." Highlight two key details that help you know how Jessica is feeling.</li> <li>What conclusion can you draw from the details you highlighted?</li> <li>Look at the picture provided. What do you think might happen to the little girl leaning over the pond? (in the background you see a football heading toward her).</li> </ul>

Scale	Assessment Questions
	<ul style="list-style-type: none"> <li>Understand that inferences are put together to draw a conclusion (inference + inference + inference = drawing a conclusion).</li> <li>Understand an inference is made by using background knowledge or schema + information from the text = an inference.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Use Graphic Organizers - <a href="https://bit.ly/3oz33BA">https://bit.ly/3oz33BA</a> to demonstrate understanding of inferences by providing inferences.</li> </ul> <div style="text-align: center;">  </div>
	<ul style="list-style-type: none"> <li>Which of the below answers describe Charlie in the story?</li> <li>Use the graph to determine how many hats Lucy got from her mom.</li> <li><i>Read the following:</i> Leroy loved baseball. When he was young he would wear a baseball hat every day and even keep a batting glove in his pocket. The day his mom told him she signed him up to play baseball was one of his best days. He could not stop smiling. What evidence from the passage helps you know why Leroy is smiling?</li> <li>Use a class anchor chart to support drawing conclusions about the text.</li> </ul>
	<p>3. Evaluate Source 2, and use your knowledge of social studies to answer the question.</p> <p>What is significant about the location of Missouri's capital city?</p> <p>A. It is located on a major highway. B. It is located near Missouri's largest city. C. It is located near where two rivers meet. D. It is in the northernmost part of the state.</p>
<p><b>Scale 1.0</b> With help, the student can perform 2.0 and 3.0.</p>	

# How Lonedell uses MATTs for Assessment and Instruction

Time is everything/support

Reflecting on assessment practices,  
consistency and most importantly CLARITY





## MATT Implementation Observation Form

Date:

Educator:

Subject/Grade:

Priority Standard	Academic Language	Instruction
<p>Taught Standard is a:</p> <ul style="list-style-type: none"> <li>Missouri Priority Standard (EG 3.1)</li> <li>Supporting Standard (EG 3.1)</li> <li>Corresponding student "I can" statement is displayed.</li> <li>Student "I can" statement is articulated by the students. (EG 7.3)</li> </ul> <p>NOTES:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>Content/academic specific language is posted.</li> <li>Content/academic specific language is used by the teacher.</li> <li>Content/academic specific language is used correctly by the students. (EG 1.1)</li> <li>Tier 2 academic language is used when appropriate for scaffolding and reteaching by the teacher.</li> <li>Tier 2 academic language is used correctly by the students.</li> </ul> <p>NOTES:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Mode of Instruction (check all that apply)</b></p> <ul style="list-style-type: none"> <li>Whole group</li> <li>Small group</li> <li>Conferring</li> <li>Guided practice/modeling</li> <li>Anchor Chart creation</li> <li>Assessments given</li> <li>Checks for understanding/formative</li> </ul> <p><b>Critical Thinking (EG 4.1)</b></p> <ul style="list-style-type: none"> <li>Proficient level questions are utilized.</li> <li>Basic level questions are used for reteaching.</li> <li>Evidence of Collaborative Conversations</li> </ul> <p><b>Student Practice on grade level (3.0)</b></p> <ul style="list-style-type: none"> <li>Note Taking</li> <li>Journal prompt</li> <li>Worksheet/assignments</li> <li>Graphic Organizer</li> <li>Digital</li> </ul> <p><b>Evidence of Differentiation at student's instructional level (EG 2.4, 3.3)</b></p> <ul style="list-style-type: none"> <li>Tiered instruction</li> <li>Tiered assignments</li> <li>Tiered questioning</li> <li>Intentional grouping</li> </ul> <p>NOTES:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Continue:</b></p>		
<p><b>Suggested Feedback:</b></p>		

**HOW DO  
WE HELP  
MISSOURI  
SCHOOLS?**



**TEACHER  
RECRUITMENT  
& RETENTION**



**COMPETENCY  
BASED  
LEARNING**



**MSIP 6  
COMPLIANCE**



**MLS  
ALIGNMENT**



**PERSONALIZED  
LEARNING**



**LEARNING  
LOSS**

**CREATED  
BY MISSOURIANS  
FOR  
MISSOURIANS**

**STEP  
UP**

# Debrief and Questions:

# In Conclusion



## **Clarity** of Standards Builds **Confidence**

Teacher clarity is both a method and a mindset, and it has an effect size of 0.84 (Hattie, 2022).

**Thank you!**

Shauna Stephanchick

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**Join the  
conversation**

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## Missouri Instructional Leaders Network

Connecting Leaders of Instruction to Improve Instruction

<https://kc-educator-network.mn.co>

