

*School District 105
Curriculum Handbook
2017-2018 School Year*

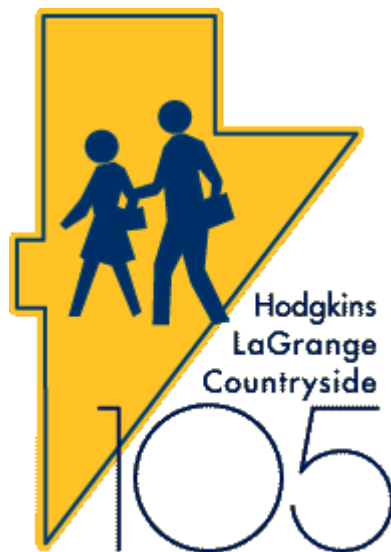


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Introduction

This curriculum guide is designed to provide parents with an overview of the LaGrange School District 105 curriculum. The educational program reflects the district's philosophy of education as outlined in our Statement of Mission. This handbook is organized by program areas and provides current information about philosophy, district-adopted instructional materials, and instructional focus. Regularly updated curriculum information about goals and specific grade level learning targets, student evaluation/assessment, parent resources, and the curriculum renewal cycle is available on the district curriculum website at www.d105.net. Still, the best sources of information about our instructional program are our teachers who will provide detailed expectations about classroom learning goals and student assessment through newsletters, conferences, and classroom websites.

Statement of Mission

District 105 empowers students to pursue their interests, talents and dreams. We strive to be a high performing school district that celebrates the importance of each individual student. We believe the diversity of our communities contributes to our students being successful in our world. Students learn in different ways and at different rates as they become self-sufficient in their learning. We believe education is a shared responsibility of the student, family, school and community. An engaging, innovative, technological learning environment is critical to the learning success for all students and data with clear information accelerate both teaching and learning. All students will attend school in a safe, supportive and healthy learning environment. District 105 will enhance learning partnerships by connecting schools, families and communities.

Curriculum Renewal

Each curricular area is reviewed on a five-eight year cycle. This renewal process includes the development/revision of specific grade level learning targets and the alignment of these targets with Common Core State Standards (CCSS) for learning; selection and creation of curriculum-based assessment instruments, analysis of student performance data from Measures of Academic Progress (MAP), PARCC, and locally developed assessments; research of best practices, evaluation and selection of instructional materials; and consideration of parent and student feedback. This handbook provides general information about any recent renewal efforts.

English-Language Arts

English-Language Arts Philosophy

Language Arts includes reading, writing, speaking, listening, and the study of literature. A language rich environment combines these skills while promoting a child's appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child's developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.

English-Language Arts Program

LaGrange School District 105 is committed to a goal of improved literacy for all students. Over the last several years, teachers in District 105 have been aligning all literacy instruction to the English-Language Arts Common Core Standards. Teachers have created well-defined ELA unit plans that provide for the connections among reading (literature and informational), language, writing, spelling/word study, speaking, and listening. There is also a strong focus at the K-2nd grade level around phonics and phonemic awareness. District 105 teachers employ the balanced literacy model for instruction. The balanced literacy model uses a gradual release of responsibility from teacher to student through modeling, shared learning experience, guided learning experience, and independent practice.

Reading

Kindergarten through Sixth Grade – *StoryTown* reading series published by Houghton Mifflin Harcourt was adopted in the 2011-2012 school year. These resources are used in conjunction with robust English-Language Arts Common Core Standards aligned units of instruction. Standards-based pre and post assessments measure student progress toward grade level mastery of the Common Core ELA standards. Throughout the school year, benchmark reading assessments provide ongoing data to define student reading level development. This data drives instructional support in small, individualized guided reading groups. Guided reading groups allow for grade level reading skills and strategies to be introduced through appropriate text levels. To support development of critical Common Core foundation reading skills, our kindergarten teachers also implement the Jolly Phonics and Michael Heggerty Phonemic Awareness programs. Additionally, 1st grade integrates the Michael Heggerty Phonemic Awareness program into their grade level units of instruction. Both programs focus on systematic and explicit instruction in the areas of phonics and phonemic awareness. ***Teachers also utilize additional print and online resources along with guided reading books and novel studies to teach the skills necessary for students to master the rigorous English-Language Arts CCSS.***

Seventh Grade and Eighth Grade – Novel sets and genre studies are used in conjunction with robust English-Language Arts Common Core Standards aligned units of instruction. Standards-based pre and post assessments measure student progress toward grade level mastery of the Common Core ELA standards. The Read 180 intervention is used to support student most struggling in reading. In addition, to promote independent reading, all students participate in an online reading log found at www.studentreadin.net. Students, staff and parents can easily track the amount of words they read in a school year. The program tracks which books are the highest rated, most popular, and which classes have read the most. Individual online student "bookshelves" are created to help keep track of what is being read. Every participant's goal is 1,000,000 words. ***Teachers also utilize additional print and online resources along with guided reading books and novel studies to teach the skills necessary for students to master the new rigorous English-Language Arts CCSS.***

Writing

Kindergarten through eighth grade – The CCSS writing standards focus instruction around key genres of writing: Narrative, Expository/informational, Opinion/Argumentative. Teachers utilize the Six Traits of Writing approach to support teaching students the necessary skills to master the rigorous Writing Common Core Standards. The *Six Traits of Writing* approach emphasizes that organization, word choice, conventions, sentence fluency, voice, and ideas are the six critical elements to quality writing. Teachers also utilize additional print and online resources to support each writing unit of instruction.

English-Language Arts Curriculum Renewal

Beginning in the 2013-14 school year, Kindergarten through eighth grade began full implementation of the more rigorous Common Core State Standards in the area of English Language Arts. These Common Core State Standards guide all classroom instruction and assessment practices. The Common Core State Standards (CCSS) are available at www.corestandards.org

In general, ELA curriculum is reviewed on a five-eight year cycle from last adoption. This renewal process includes the development/revision of specific grade level learning targets and the alignment of these targets with Common Core State Standards (CCSS) for learning; selection and creation of curriculum-based assessment instruments, analysis of student performance data from Measures of Academic Progress (MAP), PARCC, and locally developed assessments; research of best practices, evaluation and selection of instructional materials; and consideration of parent and student feedback. This handbook provides general information about recent renewal efforts. Beginning in the 2018-19 school year, the district will be examining potential Writing instruction resources aligned to the CCSS writing standards.

Reading and Language Assessment

MAP (Measures of Academic Progress) Reading assessment is administered in the winter and spring to support differentiated instruction. Results from MAP assessments are presented to the school board as part of the regular updates on student achievement. Benchmark reading assessments are also administered three times a year in kindergarten through sixth grade. This data drives instructional reading groups throughout the school year. Locally created grade level unit pre and post assessments are given in each ELA unit of instruction. This data supports differentiated instruction and student goal setting around grade level standards mastery.

Mathematics

Mathematics Philosophy

Mathematics is an integrated, balanced program strong in the acquisition of basic computational skills and the development of mathematical reasoning. Students should develop the ability to solve problems and reason logically while working with various media and gaining mathematical competency. The mathematics curriculum is viewed as a continuum of introducing, developing, and extending skills. The program is structured yet flexible enough to meet each student's needs.

Mathematics Program

The goal of the LaGrange School District 105 mathematics program is to develop mathematical power for all students. Over the several years, teachers in District 105 have been aligning all mathematics instruction to the Math Common Core State Standards. Teachers have created well-defined Math unit plans that provide focused instruction on students' knowledge and skill development in the areas of computational fluency, reasoning, communication, and problem solving.

Kindergarten through Eighth – For Kindergarten through fifth grade, *My Math*, published by McGraw-Hill, was adopted in the 2016-17 school year. Glencoe Math, also published by McGraw-Hill, was brought in during the same year for sixth through eighth grade. These resources are used in conjunction with robust grade-level Mathematics Common Core Standards aligned units of instruction. Locally created standards-based pre and post assessments measure student progress toward grade level mastery of the Common Core Math standards. ***Teachers also utilize additional print and online resources to teach the skills necessary for students to master the rigorous Math CCSS.***

Year-long Math units of instruction for all grade, Kindergarten-8th grade, can be found on the district website at www.d105.net.

Mathematics Curriculum Renewal

Beginning in the 2013-14 school year, Kindergarten through eighth grade began full implementation of the more rigorous Common Core State Standards in the area of Mathematics. These Common Core State Standards guide all classroom instruction and assessment practices. The Common Core State Standards (CCSS) are available at www.corestandards.org.

Math curriculum will be reviewed on a five-eight year cycle from last adoption. This renewal process includes the development/revision of specific grade level learning targets and the alignment of these targets with Common Core State Standards (CCSS) for learning; selection and creation of curriculum-based assessment instruments, analysis of student performance data from Measures of Academic Progress (MAP), PARCC, and locally developed assessments; research of best practices, evaluation and selection of instructional materials; and consideration of parent and student feedback. This handbook provides general information about recent renewal efforts.

Mathematics Assessment

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Science

Science Philosophy

The primary responsibility of science education is to develop scientifically literate citizens who are able to use science in their everyday lives. Students will be provided opportunities to develop the skills, knowledge, and commitment to make sound decisions about problems of their own and of society and to deal with the future and its unknown challenges. The science program strives to have each child as an active participant - encouraging curiosity, inquiry, investigation, critical thinking, and decision-making.

Science Program

The science program focuses on the life, earth, physical, and space and technology sciences. Use of technology is integrated throughout all units of study. The students are immersed in strong content area reading as well as learn to solve problems using a hands-on learning approach. District 105 is currently transitioning to the NGSS (Next Generation Science Standards). Science instruction, through the lens of NGSS, focuses on three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard – or performance expectation – and each dimension works with the other two to help student build a cohesive understanding of science over time.

Kindergarten through sixth grade students use the Scott Foresman science program. Content is taught through the use of the *Scott Foresman – See Learning in a Whole New Light* series. Strong content area reading is accompanied by engaging hands-on activities. The program is designed to revisit essential topic areas throughout the elementary science education experience. This “spiral” approach to curriculum design allows for maximum content understanding in the K-6 years. The following units are completed at each grade level:

Kindergarten:

Earth Science – Land, Water, and Air; Weather and seasons

Space and Technology – Day and Night; How Things Work

Life Sciences – Needs of Plants & Animals; Growing & Changing; Plants & Animals all Around

First Grade:

Earth Science – Land, Water & Air; Weather

Physical Science – Observing Matter; Movement & Sound; Learning about Energy

Life Sciences – Living & Nonliving; Habitats; How plants and Animals Live; Life Cycles; Food chains

Second Grade:

Earth Science – Land, Water & Air; Weather & Seasons; Fossils and Dinosaurs

Physical Science – Properties of Matter; Energy; Force & Motion

Life Sciences – All About Plants and Animals; How Plants & Animals Live Together; How Living Things Grow & Change

Third Grade:

Earth and Space Science – Weather; Rocks & Soil; The Solar System;

Physical Science – Matter & Properties; Changes in Matter; Forces and Motion; Energy

Life Science – Life Cycles, Ecosystems, Adaption, Heredity

Fourth Grade:

Earth Science – Water cycle & Weather; Hurricanes & Tornadoes; Mineral & Rocks; Changes to Earth’s Surface; Using Natural Resources

Physical Science – Properties of Matter; Heat; Electricity/Magnetism; Sound/Light; Objects in Motion; Simple Machines

Life Sciences – Classifying Plants & Animals; Energy from the Plants; Ecosystems; Changes in Ecosystems; Systems of the Human Body

Fifth Grade:

Physical Science – Matters of Properties; Changes in Matter; Forces in Motion; Changing Forms of Energy; Electricity

Space and Technology – Stars & Galaxies; Earth & Space; Technology in Our Lives

Life Sciences – Classifying Organisms; Cells to Systems; Human Body Systems; Plants; Interactions in Ecosystems, Changes in Ecosystems

Sixth Grade:

Earth Science – Plate Tectonics; Rocks & Minerals; Reshaping Earth’s Surface; Earth’s Resources; Climate & Weather

Space and Technology – Earth, Sun & Moon; The Universe; Impacts of Technology, Mars

Seventh and eighth graders use the *McDougal Littell Science Program*. The seventh grade units/modules are *Cells and Heredity, Earth’s Surface, The Changing Earth,* and *The Earth’s Atmosphere*. The eighth grade units/modules are *Chemical Interactions, Motion and Forces, Ecology,* and *Space Science*.

For all grade levels, *Teachers also utilize additional print and online resources to teach the skills necessary for students to master the rigorous Math CCSS.*

Science Curriculum Renewal Process

Kindergarten through eighth grade teachers are in the process of aligning current science units of instruction to the Next Generation Science Standards (NGSS). New units of instruction aligned to these standards are being explored.

Health

Health Philosophy

The District 105 health program enhances the capacity of students' minds and bodies. Extensive research connects the ability to learn with good health. Healthy minds and bodies are basic to academic success and, in later life, enhance the ability to contribute to a productive work environment. The benefits of comprehensive health education include promoting a healthy generation of students who are able to achieve their highest potential.

Health Program

Health goals are covered through the science and physical education programming in District 105. In addition, **fifth through eighth grade students** attend a 90 minute instructional program given by Robert Crown Center. The 5th and 6th grade focuses on reproductive health with 7th grade and 8th grade focusing on social emotional learning teen sexual health. All **eighth grade** students participate in a 7-week health class focusing on healthy body and mind including instruction around conflict resolution, establishing healthy relationships, financial and consumer health, managing stress, and drug awareness.

Health Curriculum Renewal

Physical Education and Health goals as well as the 5th-8th grade Family Life goals are posted on the district website at www.d105.net.

Physical Education

Physical Education Philosophy

Physical education reflects the purpose and aims of the general education program by recognizing the capacity and needs of an individual and offering the students the opportunity for optimum development of physical, social and emotional growth through appropriate physical education activities. The physical education program is designed to offer natural activities suitable for child-like development to meet the changing conditions of our times.

Physical Education Program

First and second graders have twenty minutes per day of physical education while **students in grades three through six** take physical education class for thirty minutes each day. **Seventh and eighth graders** have a daily forty-two minute physical education period. At the elementary and middle school levels, fitness progress is monitored and students set goals through the use of *Fitness Gram*. Finally, at the middle school level, Financial Literacy course is included in health education.

Physical Education and Health goals as well as the 5th-8th grade Family Life goals are posted on the district website at www.d105.net.

Social Studies

Social Studies Philosophy

At its heart, social studies involves an exploration in the process of civilization and of humanity's relationship to the physical world. Its successful outcome helps prepare students to assume a constructive role in modern society and to contribute toward the betterment of its condition. We believe these ends are best pursued by the application of a social studies curriculum which, from the outset, emphasizes the acquisition of accurate information and basic skills and which builds toward successful experiences in clear thinking, problem solving and self-direction.

Social Studies Program

Kindergarten through seventh grade students use the social studies series from *Teacher Curriculum Institute – History Alive!* The social studies themes are as follows:

Kindergarten – *Social Studies Alive – Me and My World*

First grade – *Social Studies Alive – My School and Family*

Second grade – *Social Studies Alive – My Community*

Third grade – *Social Studies Alive – Our Community and Beyond*

Fourth grade – *Social Studies Alive – Regions of Our Country*

Fifth grade – *History Alive – America's Past*

Sixth grade – *History Alive – The Ancient World* with an emphasis on early civilizations.

Seventh grade – *Geography Alive!* An emphasis is placed on world cultures and geography.

Eighth grade – United States history with the use of the *United States History* text published by *Holt, Rinehart, and Winston*.

Curriculum Renewal

A comprehensive review of the kindergarten through fifth grade social studies curriculum took place during the 2007-2008 school year. A comprehensive review of the sixth, seventh, and eighth grade social studies curriculum took place during the 2006-2007 school year. Kindergarten through eighth grade teachers have developed grade level social studies standards that are aligned these with Illinois State Learning Standards. These standards guide classroom instruction and assessment practices. Current units of instruction will be reviewed to determine level of alignment with the newly released Illinois Social Studies Standards.

Foreign Language

Foreign Language Philosophy

The District 105 foreign language program provides students with the powerful key to communication through the study of other languages and cultures. The foreign language program is designed to provide language experiences in both French and Spanish. The basics of speaking, writing, listening, and reading are studied along with the various cultures associated with the two languages.

Foreign Language Program

All seventh graders take twelve weeks of French and twelve weeks of Spanish using the adopted *Avancemos* and *Bien Dit!* texts. All eighth graders study French or Spanish for a full year. The majority of the eighth grade students are placed (based on their preference) in a French or Spanish class designed for middle school students with an emphasis on listening, speaking, reading, and writing in the target language and cultural study. The eighth grade French program continues with the *Bien Dit!* text introduced in the seventh grade. Eighth grade Spanish students continue with the *Avancemos* Spanish text.

Selected eighth grade students take a high school French I or Spanish I course. Texts used are *En Español* and *Discovering French*. These classes have been carefully articulated so that the text, examinations, and instructional pacing align closely with the high school program. Students are awarded high school credit for their eighth grade foreign language participation if they successfully maintain a C average in the 8th grade program and freshman year French II or Spanish II class.

Information Literacy and Technology

While the population of our community is diverse, our learning needs are universal. It is our shared vision of District 105 to develop a comprehensive system of education that will prepare our district and community members for the future. We will:

- enhance student learning and promote student scholarship through technological resources.
- incorporate challenging educational experiences into established curricular areas using technology, researched-based instructional activities, and sound learning methods.
- provide members of school, home, and community with access to and assistance with available technology and related learning resources.
- create a forum that provides access to District information, learning resources and community resources for our school and community.

Program

Through cooperative effort by both the classroom teacher, the library media specialists, and library learning center assistants, the library learning center provides learning experiences that are an extension of the regular classroom curriculum. Activities are specifically designed to reinforce basic skills, remediate specific needs, and provide enrichment in areas of strength, in a flexible and individualized learning environment. The Library Media Specialists at each building in our district work closely with classroom teachers to plan for ongoing student use of technology and information literacy in the context of grade level instructional units.

Curriculum Renewal

District 105 Information Literacy/Technology goals can be found on the district 105 website www.d105.net

Art

Art Philosophy

Art education in District 105 seeks to provide opportunities and guidance for students in fulfillment of their creative powers. The art classroom provides a place where students can express artistic talent and develop creative thinking skills. Through exposure to a variety of materials and active involvement in the arts, the child will develop a sense of practicality and sensitivity to his/her environment.

Art Program

The LaGrange School District art program provides a comprehensive visual arts program. Lessons are planned sequentially, building on previous art concepts and skills.

First through sixth grade students attend class with an art teacher for forty-five minutes per week. **Seventh and eighth grade students** take art for one quint each year as part of their exploratory rotation.

Music

Music Philosophy

The music program is designed to assist children in developing the aesthetic sensitivity necessary to enjoy music in all of its forms and at many levels of consciousness. Since the acquisition of musical knowledge and skill can enhance the aesthetic appreciation, musical activities will be provided which will lead to the development of such sensibilities. Throughout the program, students gain from the exposure to music from various cultures and genres.

Music Program

First through sixth grade students attend class with a general music teacher for forty-five minutes per week. The adopted text for primary elementary students is *Musicplay* by Themes and Variation, Alberta, Canada. The adopted text for the intermediate elementary music program is Macmillan/McGraw-Hill *Spotlight On Music*.

Seventh and eighth grade students take one quint of general music each year as part of their exploratory rotation. Students learn how to read and write music and perform basic rhythms while improving their music vocabulary. The adopted text for the middle school music program is McGraw-Hill/Glencoe *Music – Its Role and Importance in Our Lives*.

Exploratory Programming – Middle School

Exploratory Programming Philosophy

District 105 values the “whole child” focused on 21st century skills. The programming offered is designed to increase levels of engagement, provide a collaborative learning environment, and allow our students more choices to explore personal interests. The 21st century learning skills include:

Solution Fluency

- Whole-brain thinking-creativity and problem-solving skills applied in real time

Information Fluency

- Access raw information from the most appropriate high and low-tech sources
- Ability to critically evaluate data that is found by users
- Determining bias, assessing accuracy, etc.

Collaboration Fluency

- Work effectively together with others in person and global virtual partners

Creativity Fluency

- Artistic proficiency adds meaning through design, art, and storytelling
- Visual creative skills and using imagination to create stories, creative solutions

Media Fluency

- Interpreting the real message, how is the chosen media used to shape thinking, and evaluate the efficacy of the message
- Create and publish original digital products
- Communicating with sound, video, and imagery

Exploratory Program Options

Performing Arts – choices include:

- Drama
- Guitar
- Keyboard
- Percussion

Visual Arts – choice include:

- Ceramics
- Digital Photography
- Drawing
- Graphic Design

STEM (Science Technology Engineering Mathematics) – choices include:

- Architectural Engineering
- Computer Aided Design
- Engineering
- Transportation

Culinary Arts

- Basics of Cooking and Nutrition
- International Foods and Nutrition
- US Regional Foods and Nutrition

Study Skills – focus on critical study skills for success at Gurrie Middle School and beyond

Health Class – focus on healthy body and mind

Band

Band Philosophy

The band program provides an opportunity for all district students to learn how to play a musical instrument in the brass, woodwind, or percussion families. The only requirement for the program that begins in fourth grade is the desire to play an instrument.

Band Program

- **Beginning Band:** Beginners receive one class lesson during the school day and participate in two group rehearsals after school each week. This band gives three performances per year.
- **Intermediate Band:** Intermediate band members receive one class lesson during the school day and participate in two group rehearsals before school each week. This band gives three performances per year.
- **Concert Band:** Concert band members participate in one class lesson during school and attend three rehearsals before school each week. This group performs frequently throughout the year and participates in workshops and contests.
- **Jazz Band:** Jazz band members meet for group rehearsal two times per week and perform in three concerts during the year.

Orchestra

Orchestra Philosophy

The orchestra program provides an opportunity for all district students to learn to play a string instrument: violin, viola, cello, or string bass. The only requirement for the program that begins in third grade is the desire to play an instrument.

Orchestra Program

- **Beginning Orchestra:** Beginners receive one thirty-minute group lesson per week during the school day and attend two full beginning orchestra rehearsals per week after school. The beginning orchestra gives three performances per year.
- **Intermediate Orchestra:** Each week intermediate students receive one thirty-minute group lesson during the school day and attend two full rehearsals after school. The intermediate orchestra gives three performances per year.
- **Concert Orchestra:** Concert students participate in one thirty-minute group lesson during school and attend three full rehearsals after school each week. This group performs frequently throughout the year and participates in workshops and contests.

Choir

Choir Philosophy

The chorus program provides an opportunity for all sixth, seventh and eighth graders to sing in a choir. The program is open to all students who are not afraid to entertain in front of an audience and enjoy singing, meeting new people, and belonging to a cohesive group.

Choir Program

This **sixth, seventh, and eighth** grade program rehearses two mornings each week and after school on occasion. This group performs frequently throughout the year in concerts, community events, and festivals.

Evaluation/Assessment

Partnership for Assessment of College and Career Readiness (PARCC)

The PARCC test is administered across the state of Illinois each spring. This assessment replaced the ISAT. The PARCC standardized test measures student achievement in English Language Arts (ELA) and Mathematics based on learning standards contained in the Common Core State Standards (CCSS) for grades 3-8. The testing will take place in the spring and all 3rd-8th grade students will take both the math and ELA assessments.

Measures of Academic Progress (MAP)

Students in 1st through 8th grade take the MAP test in the winter and spring. Students are assessed in reading and math. This computerized test provides frequent data for parents and teachers as to student growth. Analysis of MAP assessments guide classroom instruction to better meet individual student needs.

Unit-Based Assessments

In kindergarten through 8th grade, every unit of instruction in Literacy and Math includes a pre-test to determine all students' level of mastery around critical ELA and Math Common Core State Standards. Instructional groupings are driven by analysis of these pre-test results. Differentiated instruction including interventions and enrichment/acceleration support is planned according to individual learning needs. At the completion of each unit, a post-test is given to determine a final level of mastery around the Common Core State Standards addressed in each unit. These results inform teachers as to what students have learned, what learning still needs to occur. This information, subsequently, drives future instruction around student needs. As needed for progress monitoring, some students will be assessed individually in reading fluency, reading comprehension, and math computation. All unit based assessments as well as any progress monitoring results will be shared with students and parents.

Progress Monitoring – Reading Benchmark Assessments

In kindergarten through 6th grade, students are given short benchmark reading assessments three times a year to assess reading fluency and comprehension growth. The results from these benchmark assessments, along with MAP data, unit assessment data, and classroom observations, are used to make instructional decisions to best support individual student needs (i.e. text levels to read, small group instruction focus, etc.).