FACSIMILE TRANSMITTAL

To:
18772279838
From:

Subject:
RSU 38 Option 3
Message:
Diana,
Attached is RSU 38's Extension for the Proficiency Based diploma. Please let me know that you have received the document.
Donna

School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. **Indicate the submitting date.**

__August 18, 2014, 5 pm ___September 17, 2014, 5 pm ___October 18, 2014, 5 pm

__X_ January 27, 2015, 8am

Superintendents Region

2. **Indicate the superintendent region in which your SAU is a member.**

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	X
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** RSU #38
4. **High School(s):** Maranacook Community High School
5. **Name and title of person completing the extension request:** Donna H. Wolfrom
6. **Superintendent's name, address, phone number and email:**
   Donna H. Wolfrom
   RSU #38
   45 Millard Harrison Dr.
   Readfield, ME 04355
   Donna_wolfrom@maranacook.org

Evidence of Preparedness

7. **Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

We feel confident we can reliably document student growth and proficiency in all 8 content areas and the Guiding Principles by July 2020. Using the Marzano teaching standards for the PEPG work, teachers K-12 in all content areas are required to develop lessons, units, and assessments based on Maine standards. The Administrative team studied Rigorous Curriculum Design (Ainsworth) and together with the district math and literacy coaches led grade level (K-8) teachers and departments (9-12) through the process of unpacking standards, to gain a thorough understanding of the outcomes expected of students and how to achieve them. Curriculum maps and pacing guides have been developed to drive and ensure instruction. Teachers are required to develop and post daily learning targets for the standards-based work of the day and then informally assess students during the lesson using a formative scale. This work in

preparation for the new teacher evaluation system is providing leverage for standards-based curriculum and assessments.

Work to Date

During 2013-14, standards-based instructional units in mathematics and reading for K-5 (which had been piloted the previous year) were refined and elaborated in a common format. Common assessments and rubrics for each unit were developed and calibrated. Writing units based on Lucy Calkins' Units of Study were piloted in grades K-5 and common writing assessments were analyzed. Scoring was calibrated at least three times for each grade level.

Standards-based curriculum work was initiated at the 6-12 level in '13-14 as well, with a focus on grades 8 and 9, and ELA and Mathematics as priorities. Collaborative teams of teachers of mathematics for Grade 6, 7, & 8 were formed by the Principal and granted release time for half-day meetings (facilitated by the Math Coach, Curriculum Coordinator, and Principal) throughout the year to study the standards and design units & common assessments. This year as units are updated and revised based on common assessment data, the process is much more efficient. Standards-based instruction and assessment based on proficiency is becoming the norm. A Grade 6-8 team of Literacy teachers was also organized by the Principal and granted release time for half-day professional meetings (facilitated by the Literacy Coach, Curriculum Coordinator and Principal) throughout the second semester of 13-14 to learn more about the standards and standards-based instruction, in particular the reading/writing workshop model. This year middle level teams are piloting an informational unit from the Lucy Calkins Units of Study, and will be using a continuation of standards-based rubrics refined by K-5 teachers for evaluating students' writing. They also are implementing common units for reading, some of which were piloted last year.

At the high school, in 13-14 information was shared and questions about transitioning to a proficiency-based system were addressed during leadership team meetings,

department meetings, and professional development days. The Curriculum Coordinator and Coaches facilitated communication about assessment data, instructional needs of incoming students, and course planning vertically between the middle and high school. Teachers across the curriculum have participated in identifying a common set of graduation standards (priority standards) for ELA.

Teachers at 9-12 are also choosing priority standards in other content areas and updating curriculum guides and instruction in preparation for a proficiency-based system. For example the World Language faculty in grades 6-12 have been meeting together and chose to use the APPL assessment to verify proficiency and evaluate the impact of standards-based curriculum. A Science Curriculum Committee, K-12 was convened last summer to learn about the Next Generation Science standards, review current curriculum, and make recommendations about how to implement the standards effectively, K-12. They are currently seeking feedback on their proposed curriculum guides and recommendations and will be piloting selected new units and common assessments next year. The report includes a timeline for piloting common units and assessments for a proficiency-based system to ensure all assessments have been piloted for a year *prior to* formal use for documenting proficiency for a diploma by the 2020 deadline. (See *Science K-12 Curriculum Committee Report 1/15*)

Webinars and collaborative sessions were also held throughout last year to determine what student information system would best meet the district's needs. Eventually JumpRope was selected as a management system for assessment and reporting functions. The Teacher Leadership Teams from all schools met in January and May to review proposals and offer suggestions as the proficiency system took shape (see attached *Guidelines for RSU #38 Curriculum Work, 1/14* & *Proficiency-based Grading Proposal, 5/14*).

Impact on Students

Students are becoming familiar with the standards and the expectations regarding those standards. Students are realizing the rigor of the standards and practices in Mathematics and ELA. With the increased rigor of the standards a system of support has been implemented at every grade level (K-12). Students are beginning to recognize these systems and have come to realize that the supports are in place to help them meet those standards. With the implemented standards-based curriculum at K-8 and piloting of standards-based curriculum in ELA and Math at Gr. 9 and Habits of Work (aligned with Guiding Principles) for grades 9-12, students are assuming a new level of responsibility for their learning.

Parents are important partners in the transition to a standards-based system. Information has been shared to date in the following ways:

- parent sessions on the Common Core standards
- "data" on math and reading proficiency in school newsletters
- website updates
- "evidence of standards" in gr. 6-8 Portfolios
- public workshops during Board meetings

Last spring the principal of the high school started a proficiency-based diploma parent committee to discuss concerns, questions, and learn what the implications will be for their students. For example, parents wanted to know what differentiating in the classroom would look like and how colleges would view a PBE transcript. At a subsequent meeting guidance staff shared information they obtained from colleges.

The administrative team will be participating in a workshop next month with Judy Enright of the Western Maine Educational Collaborative on how to involving the broader community and parents in a proficiency-based system.

Overall Implementation Plan

8. **Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Overall plan is aligned with the SAU shared vision focus areas**
- **Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.**
- **Evidence included clearly supports the benchmarks**

We feel confident we can reliably document student growth and proficiency in the eight content areas and the standards of the Guiding Principles by the Fall of 2020. The Proficiency-based diploma system is not an isolated initiative, it is being developed within the context of the RSU #38 Strategic Plan (as described below).

Building Capacity

Building capacity for a standards-based system requires extensive professional development and time to pilot and refine elements of the system. The process started in 2012-13 with development and implementation of an RSU #38 Strategic Plan *(see attached RSU 38 Strategic Plan)*, under the leadership of a new Superintendent of Schools, Donna Wolfrom. She worked closely with a Literacy Coach and Math Coach to initiate book studies, workshops, and collaborative monthly K-5 grade level meetings focused on standards-based instruction. In 2013-14 a new Director of Instruction, Assessment & Curriculum was hired to join the team and a standards-based curriculum development process was formalized and adopted. Goal #1 and Goal #2 in the Strategic Plan relate directly to the development of a proficiency-based system, so the focus of all staff development and curriculum work for the year involved best practices for developing and implementing a dynamic, standards-based system.

Goal #1 Implementation of district standards based learning system that provides for personalized learning opportunities and promotes individual student progress.

Goal #2 RSU #38 will develop and implement consistent, rigorous curriculum resulting in high levels of student performance.

Development of the RSU #38 Proficiency-based System

In 2013-14 the Administrative Team did a book study on Rigorous Curriculum Design (Ainsworth, 2010). The standards-based curriculum development process for the district *(see attached RSU 38 Curriculum Instruction & Assessment Design)* was developed based heavily on Ainsworth's model. Selections from the text and supporting sources were shared with teachers in multiple contexts, and standards-based curriculum development was the major initiative of the school year. Components of the proficiency-based system include:

Curriculum guides – specifying priority standards *(Sample Writing Curriculum Guide, Gr. 3-5)*

Standards-based common units –specifying essential questions, big ideas, standards, outcomes, instructional strategies and resources, and essential vocabulary (*Gr. 6-8 Informational Reading Unit)*

Standards-based common assessments – standards-based performance tasks or assessments are administered under specified conditions to measure student proficiency *(Gr. 6, 7 & 8 Information Reading Pre & Post Assessments)*

Standards-based common rubrics - progressions of learning used to rate student performance on a standard on a 4 point scale from Does not Meet (no evidence of the concept 1) to Exceeds (evidence of the standard at the next grade level) *(Information Reading Gr. 6,7,&8 Scoring Guides and Steps for Developing a Standards-based Rubric)*

Calibrated scoring and analysis of common assessment results – teachers of the same grade level or course meet to align scoring, analyze assessment results, and

determine what adjustments are needed in instruction, the assessment, or the rubric. *(Exit Slip for Analyzing Assessment Results)*

Use of consistent rating scale (K-12) & mastery determination (trending "power law" and "decaying average") Assessments are also aligned vertically and a consistent system of tracking and reporting will be implemented to monitor students' proficiency on standards from K-12. A JumpRope district license has been purchased to track students' progress on the standards.

We are phasing in standards-based instructional and assessment practices at all grade levels to meet district goals #1 (differentiated instruction) and #2 (rigorous curriculum). We have been providing professional development in Common Core standards in Mathematics and English Language Arts for two years to build capacity for teaching and assessing the standards. The next content area in which common units and assessments will be piloted K-12 is Science, starting next year. We will phase in proficiency monitoring and reporting to parents in other content areas as indicated on the Curriculum Development Chart.

Year	K-5	6-8	9-12
14-15	ELA Reading ELA Writing MATH All Units	ELA Reading ELA Writing MATH All Units	ELA Reading –Gr 9 ELA Writing- Gr 9 ELA Research –Gr 9 MATH Algebra World Lang 1- Mid Course HOW (Habits of Work)
15-16	ELA Reading ELA Writing MATH All Units Science 1 Unit HOW (Habits of Work)	ELA Reading ELA Writing MATH All Units Science 1 Units World Lang I– Mid Course	ELA Reading –Gr 9 ELA Writing-Gr 9 ELA Research – Gr 9 MATH Algebra Earth Sys: 2 Units Bio: 1 Unit Physics: 1 Unit Social Studies – Gr 9 World Lang I & 2- Mid Course HOW (Habits of Work)
16-17	ELA Reading ELA Writing MATH All Units Science 2 Units Soc. Studies 1 Unit Art	ELA Reading ELA Writing MATH All Units Science 2 Units Social Studies 1 Unit World Lang I– Mid Course; 1 Unit HOW (Habits of Work)	ELA Reading –Gr 9, 10 ELA Writing-Gr 9,10 ELA Research – Gr 9,10 MATH Algebra MATH Geometry Earth Sys: 5 Units Bio: 2 Units Physics: 2 Units Social Studies – Gr 9 World Lang 1,2,3- Mid Course Art I
17-18	ELA Reading ELA Writing MATH All Units Science 3 Units Soc. Studies 2 Units Art & Music	ELA Reading ELA Writing MATH All Units Science 3 Units Soc. Studies 2 Units World Lang I- Mid Course; 2 Units Art & Music	ELA Reading –Gr 9, 10 ELA Writing-Gr 9,10 ELA Research – Gr 9,10 MATH Algebra MATH Geometry MATH Algebra II Social Studies- Gr 9, 10 Earth Sys: 8 Units Bio: 3 Units Physics: 3 Units World Lang 1,2,3,4- Mid Course Art I & Electives Guiding Principles (including HOW)

18-19	ELA Reading ELA Writing MATH All Units Science 3 Units Soc. Studies 3 Units Art & Music PE	ELA Reading ELA Writing MATH All Units Science 3 Units Soc. Studies 3 Units World Lang Level 1 3 Units Art & Music PE Health Career & Ed	ELA Reading –Gr 9, 10 ELA Writing-Gr 9,10 ELA Research – Gr 9,10 MATH Algebra MATH Geometry MATH Algebra II Social Studies- Gr 9, 10 Earth Sys: All Units Bio: 5 Units Physics: 4 Units World Lang 2 – 4 Units Art & Music Guiding Principles (including HOW)
	ELA Reading ELA Writing MATH All Units Science 3 Units Soc. Studies 3 Units Art & Music PE Health Career & Ed	ELA Reading ELA Writing MATH All Units Science 3 Units Soc. Studies 3 Units World Lang- Level 1 All Units Art & Music PE Health Career & Ed	ELA Reading –Gr 9, 10,11 ELA Writing-Gr 9,10,11 ELA Research – Gr 9,10,11 MATH Algebra MATH Geometry Algebra II Earth Sys: All Units Biology: All units Physics: All 6 units Pilot 4th year Science options World Lang 1& 2 All Units Career & Ed Art & Music Guiding Principles (including HOW)

The highest level in our system is *Reviewed*, meaning that the materials for that instructional cycle (curriculum guide, unit map, common assessments and rubrics have all been piloted and the resulting student work collaboratively reviewed). This reflects our collective philosophy that curriculum in the 21st century is dynamic. As we teach writers in kindergarten, *When you think you're done, you've only just begun* (Lucy Calkins, 2012). It's been an important lesson for all of us. We earnestly work to complete curriculum documents only to discover when collaboratively analyzing student assessment results, that perhaps there's a better way to sequence/cluster the standards into units, or additional instructional resources to add, or that an assessment question doesn't directly measure the standard as well as we thought. The resulting

conversations about student learning are invigorating for teachers, and set us on a path of continuous improvement. This is our goal and the same kind of growth model we aspire to for students in a proficiency based system.

RSU #38 administrators have strategically designed a proficiency based system that provides professional development, in-depth understanding of standards and instructional strategies, and supports for teachers, students, and parents. This extension will allow us time to fully pilot a sound standards-based system in ELA and Mathematics in grades K-8 while we continue to work on the development of the system in grades 9-12 and in other content areas and the guiding principles.

9. **Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit**
- **Clear description of practices for regular monitoring of student progress**
- **Clear description of equity of opportunity for support in any content area and Guiding Principle**

System of Supports for Student Learning at Middle Level

We have an alternative education team for 7th and 8th grade students who have demonstrated a need for a different way to learn and be assessed. We are in the process of beginning to develop alternative instructional methods and assessments for this population of students to be able to show proficiency.

Maranacook Middle School has a RTI Interventionist for math and reading. We have a process in place for identifying students who require these services and review their assessments every six weeks to evaluate their progress. Based on those results, they may move in and out of the RTI intervention. We have a RTI coordinator who tracks all of the data.

Each team offers a 45 minute daily tutorial time for students to work with teachers. All teachers are available during this time to assist students who are struggling with meeting standards. All students are in their own team teachers' rooms where they may seek assistance. A Unified Arts person is assigned to each team so that teams can offer small group tutorials for students who need more individualized attention. Other teachers may request to see students or students may request to see any teachers during this time.

We offer a small group setting for homework help after school two times per week. Teachers, parents or students can request that a student attend. There is an Ed Tech 3 there to oversee and assist students with their work.

We have recently been awarded the GEAR UP grant to support disadvantaged students. This grant is designed to assist students in grades 7-12 in becoming college ready. We are just starting this grant and foresee it helping students who may not otherwise have support in order to meet standards and graduate from high school.

System of Supports at High School:

At Maranacook Community High School we have worked very hard over the past year to support students as they work towards proficiency. We have approached the move towards proficiency as a district and one of the best examples of this is a new schedule for the high school/middle school campus for 14-15, which includes common meeting times. Teachers at the high school have common planning time and can meet with their counterparts at the middle school during that time as well. Additionally, this has allowed students at the middle school to access services at the high school and vice versa. Currently there are 11 middle school students who attend a foreign language or math class at the high school. Additionally one high school student accesses a math program at the middle school and one of the high school foreign language teachers, teaches one class at the middle school. This arrangement facilitates communication, course alignment, and consistent expectations for proficiency, 6-12.

This year the high school implemented a flexible time built into the middle of the day called focus time. During focus time we use a web based application called EdYOUsched. This application allows teachers to tag students to come see them during focus time to provide academic support.

Plans to Expand the System at High School:

Interventionists: We have included a Math Interventionist and a Literacy Interventionist in the budget for next year (15-16) to work with any student who requires a Tier 3 level intervention. We anticipate that screening will allow support for students who are two standard deviations below the average for SBAC testing, or below the 21% ile on NWEA's. The Interventionists will each teach companion classes to support students who are also in a Math or English core class. For the winter 2014 NWEA scores, 12% of the 9th grade and 13% of the 10th grade placed below the 21%ile in math. For the winter 2014 Reading scores 15% of the 9th graders and 16% of the 10th graders scored below the 21%ile.

Compass Learning: We are also budgeting to use programs such as Compass Learning to provide specific lesson plans for students in need of the most targeted intervention. Compass Learning is aligned with the Common Core so the lessons will help our students meet skills they have not grasped. Compass Learning will be run by our RTI coordinator. Advisors and teachers will having access to students' progress as well.

SBAC Digital Library: Our teachers will also be taking advantage of the SBAC Digital Library and some of the modules provided in it to help come up with more supports for students missing gaps in some of the standards we expect our students to have by the time they graduate.

E-Backpack: We are successfully piloting the use of E-Backpack across content areas for the 2014-15 school year. This program allows for students to have all of their homework for each class available to them anywhere they have access to the Internet. It also allows parents to more easily see not only what was assigned for homework, but also print it. Additionally, the program allows students to submit their completed assignments right on the website. The teacher in Art I has students create proficiency based journal entries in EBac and World Language teachers have had students create video clips to document speaking and listening proficiency. Lastly, teachers can embed online supports to help students better understand concepts taught in class.

Proficiency-Based Diploma Transition Funds

10. **Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:**
    - **Policy:** none
    - **Practice and Community Engagement:**

    Members of the RSU #38 staff and administrative team researched several available data collection systems that could be used to track student progress towards meeting state standards. We initially determined that Mastery Connect provided the best system for our needs. In Summer 2014 thirty teachers received training. The entire amount, $11,050.20, of the proficiency funds was dedicated toward securing a district license for this system, which required an additional commitment of $2,949.80 from the general fund to secure.

    After a data management and reporting system, our second priority was to work intensively with high school staff to complete grade nine curriculum units, common assessments, and common rubrics. Approximately 80% of this year's anticipated allocation (10,434.85) was expended to fund proficiency-based collaborative curriculum work during the summer of 2014.

    One-year Carry Over: none

11. **Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.**

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**

By the end of first trimester of Fall 2014 it became apparent that Mastery Connect was not going to be able to deliver on some essential elements of our contract (i.e. calculating proficiency based on PowerLaw). Fortunately, it was a mutual agreement to sever the tie and Mastery Connect refunded us $8,550. This allowed us to change to a contract with JumpRope, the runner up choice. JumpRope gave us a discounted cost for the first year as we came online mid year.

JumpRope training for the coaching team happened in mid Dec. 2014 and for staff in grades 5, 8, and 9 in January, 2015. Those grade levels will be piloting the system in ELA and Math for the remainder of the year. Through JumpRope teachers will enter students' scores on priority standards and indicators, and will be able to access progress reports, proficiency reports, and a proficiency transcript by the end of high school. In addition the system includes a portal through which parents will be able to access a report that will provide information on their student's progress towards meeting the standards.

Second-year Balance: $5,032.

It's anticipated that the remaining funds will be used to continue that work in noncontractual days during or following the 2014-15 school year. (See *Proficiency-based Diploma Transition Grant* chart below and attached *Contract with Jump Rope*.)

PROFICIENCY BASED DIPLOMA TRANSITION GRANT

Revenue - 2013-2014 Grant	11,050.20
Expenditure - MasteryConnect Subscription	(11,050.20)
Balance - 6/30/14	-
Revenue - 2014-2015 Grant	11,416.65
Refund - Mastery Connect 12/2/14	8,550.20
Jump Rope Subscription	(4,500.00)
Expenditure - Additional Days Paid	(10,434.85)
Balance - 01/21/15	5,032.00

Option 3 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1.This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles; and
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

Superintendent of Schools — Date: 1/26/15

Chair of School Board — Date: 1/29/15

RSU #38 Maranacook Area Schools

Recommendations for Science Curriculum, K-12

Science Curriculum Committee, K-12

January 7, 2015

Committee Members:

Nancy Harriman, Curriculum Coordinator, K-12

Katie Conway, Gr. 2 Teacher, RES

Rebecca Henry, Gr. 5 Teacher, RES

Jamie Kravetz, Gr. 3 Teacher, WES

Robin Terrell, Gr. K Teacher, MES

Sherri Pelletier, Gr. 6-8 Science Teacher, MMS

MaryEllen Tracy, Gr. 6-8 Science Teacher, MMS

Jean Roesner, Biology Teacher, MCHS

Robin Westcott, Physics Teacher, MCHS

Pat Godin, Gifted & Talented Teacher, K-12, MVES

The members of this K-12 Committee are all dedicated teachers of science who are committed to developing a rigorous, engaging science curriculum for RSU #38 students. They approached this task in a most professional way, generously modeling lessons that exemplify the new standards, enthusiastically sharing their experiences with students, candidly and respectfully sharing their concerns and questions, and optimistically devoting their personal time and energy to developing the recommendations of the committee.

I thank them sincerely for the extensive time and effort they have put into this K-12 endeavor.

Nancy Harriman, Curriculum Coordinator

Committee Facilitator

PURPOSE: The K-12 Science Committee was charged with developing a standards-based vertically aligned curriculum.

The Committee met about six times between June 2014 and January 2015 (often for 3-5 hours at a time) to review current science curriculum, learn about the Next Generation Science Standards, and formulate recommendations for a "consistent rigorous K-12 science curriculum" for our district.

> **Goal #2 of the RSU #38 Strategic Plan:**
> RSU #38 will develop and implement consistent, rigorous curriculum resulting in high levels of student performance.

RECOMMENDATIONS:

1) Base RSU #38 Science Curriculum on the Next Generation Science Standards.

The Committee agreed that our curriculum should be based on the Next Generation Science Standards rather than the 2007 Maine Learning Results for Science which were used previously. Why? The Next Gen standards are current (2012), were developed by experts, and have been benchmarked at an international level. The goal of the Next Generation Science Standards (NGSS) is to transform how learning occurs. How?

Teachers will shift from teacher-as-teller to teacher-as-facilitator. Curriculum content will shift from a predominant focus on lower-order thinking to more complex thinking – Rather than memorizing science facts and vocabulary definitions, students will be required to hypothesize, investigate, analyze, and make inferences about science. "The Next Generation Science Standards require students to **engage in doing science by modeling, analyzing, and designing.**" (Marshall, Jeff, Educational Leadership, ASCD, Vol 72, No. 4, Dec. 2014/Jan. 2015, p. 21).

The framework is organized to support this instructional shift by identifying:

Disciplinary Core Ideas – the "big ideas" within domains (*physical science, life science, earth and space science,* and *engineering and technology*) and topic areas that we expect students to understand with increasing complexity as they progress through the grades

Crosscutting Concepts – concepts that apply across domains in science and other subjects are made explicit to help students make connections

Practices – behaviors that scientists and engineers use in their investigations and work *(the Next Gen science practices complement & overlap with the Common Core math and literacy practices)*

Content Standards – statements of what students are expected to know and be able to do in each domain of science

The Next Gen standards emphasize methods for solving everyday problems using processes from engineering, tools for scientific inquiry, and technology. The purpose of this is *to strengthen the science education provided to K-12 students by making the connections between engineering, technology, and applications of science explicit (p. 204)*

2) Develop a standing K-12 Science Committee to vertically coordinate science education, including:

- Development, implementation & review of RSU #38 Science Curriculum
- Professional development for colleagues
- Sharing of resources
- Analysis of student work and achievement in science, K-12
- Innovative projects, partnerships & practices in science education

3) Develop, pilot, and implement a standards-based science curriculum that includes:

- 3 common science units & assessments* per grade level for K-5
- 2 common assessments* *per year* for 6-8 (6 total for gradespan?)
- 4 common science units & assessments* per course *(currently Earth Systems Science, Biology, and Physics)* for 9-12
- Units will include inquiry-based "real life" science investigations balanced with direct instruction in core concepts, vocabulary, and applications

*common assessments of science standards for determining proficiency

4) Recommended topics for units per level/course:

In grades K-5, thematic science units will integrate priority standards from one or more disciplinary core ideas. When appropriate they will be coordinated with math, writing, and reading units on curriculum maps (i.e Writing Lab Reports, Measurement Concepts in Math). Whether all schools would teach the same units at a grade level at the same time is to be determined.

In grades 6-8, thematic units developed by each Team through the Beane process would integrate priority standards from one or more disciplinary core ideas. The units would be delivered through interdisciplinary "Core" classes that typically would be coordinated with math, writing or reading units. Each Team determines the unique thematic focus of Core classes based on student interests and standards not yet addressed, and thus the sequence of units will vary by Team.

In grades 9-12, after much debate, the MCHS Science Dept. is recommending the current science course sequence continue (Earth Systems Science, Biology, and Physics) with updated Next Gen Science Standards-based content. The attached curriculum guides are the first draft of possible units to address priority standards in those courses.

However, additional changes may be required to meet the full intent of the Proficiency Law (see #6 below).

Draft Curriculum Guides for K, 1, 2, 3, 4, 5; 6-8; and 9-12: Earth Systems Science, Biology, and Physics are provided in **APPENDIX A**. The Guides show the **priority standards** to be addressed and **student outcomes** for each unit. In addition, the K-5 guides show examples of how disciplinary core ideas and practices from the NGSS standards would be interwoven into units.

5) Provide resources to support professional development, instructional resources, and curriculum work time as the RSU #38 Science Curriculum is phased in over the next few years.

Year	K-5	6-8	9-12
14-15	**Draft** 1 unit & assessment per grade	Draft 1 common assessment for 6-8	Identify **priority standards** for 9-12 **Earth Sys**: Draft & **pilot 2 units & common assessments** **Biology:** Draft 1 unit & common assessment **Physics:** Draft 2 units & common assessments
15-16	**Pilot** and then revise 1 unit & assessment per grade	**Pilot** and then revise 2 common assessments for 6-8	**Earth Sys**: Implement 2 revised units and common assessments and Pilot 3 more **Bio**: Pilot 1 unit & common assessment **Physics:** Pilot 2 units & common assessments
16-17	**Implement 1 revised** unit & **pilot a 2nd unit** per grade	**Implement 2 revised & pilot 2 more assessments** for 6-8	**Earth Sys**: Implement 5 revised units & common assessments & pilot 3 more **Bio**: Implement 1 revised unit & common assessment & pilot 2 more **Physics**: Implement 2 revised units common assessment & pilot a 3rd
17-18	**Implement 2 revised** units & **pilot a 3rd unit** per grade	**Implement 4 revised & pilot 2 more assessments**	**Earth Sys: Implement 8 revised units & common assessments** **Bio**: Implement 3 units & common assessments & pilot 2 more **Physics**: Implement 3 revised units & pilot a 4th
18-19	**Implement 3 revised units & common assessments per grade**	**Implement 6 revised common assessments in 6-8**	**Earth Sys**: Implement 6 revised units & common assessments **Bio: Implement 5 revised units & common assessments** **Physics**: Implement 4 units & pilot 2 more
19-20			**Physics: Implement 6 revised units & common assessments** **Pilot 4th year Science options**

As science units are implemented, additional instructional materials will likely be required, such as lab equipment, scientific tools, and leveled up to date science reading materials. It is recommended that buildings inventory science materials on hand to see what is usable, what could be shifted to another grade level, and what may be outdated. A district wide conversation is recommended to discuss the allocation of funds to obtain instructional materials that are essential for the implementation of science units.

Professional development for all teachers who teach science will be crucial. Concepts in science and technology are complex and continuously evolving. Opportunities to participate in or observe inquiry-based lessons for the disciplinary core ideas to be taught are essential, in order to effectively structure and facilitate similar types of activities. These can take place through workshops and peer observations.

6) Continue administrative support for collaboration among science teachers, K-12. For the past two years, administration has been supportive in providing time, opportunities, and resources for teachers to engage in professional conversations around science practices, content, and pedagogy. This collaboration between elementary and high school teachers has resulted in improving test scores, increased teacher confidence, and access to national professional development. Members of the RSU #38 collaborative (our K-12 teachers) have participated in book studies, joint lesson planning and co-teaching, and presented to the National Science Teachers' Association's National Conference.

7) Evaluate recommendations for changes in graduation requirements for science.

> Maine Revised Statutes 20-A §4722-A:
> …criteria for awarding a diploma beginning after January 1, 2018…
> A. Demonstrate that the student is engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling…

Starting with this year's Freshman class (class of '18) students should *be engaged in science and technology education* in each year of high school. Students are expected to take the three currently required courses: Earth Systems Science, Biology, and Physics. Acceptable options for science and technology educational experiences in any subsequent years would include: science or technology courses, internships that incorporate applied science or technology, CATC programs that incorporate applied science or technology, or college courses in science or technology.

Data on which options students in the class of '18 and '19 access in grades 11-12 together with pilot data from proficiency-based common assessments could then be used to evaluate further needed changes in graduation requirements. It's possible that it will be necessary to add a required course (i.e. chemistry). However, we want to preserve choice and access to advanced courses in science for students who have met the standards by the end of 11th grade or sooner.

> …criteria for awarding diplomas beginning after beginning after July 1, 2020…
> B. Demonstrate proficiency in meeting state standards in all remaining six content areas of the system of learning results established under section 6209…

All science curriculum units for the three required high school courses should have been developed, piloted, and revised as needed prior to making a determination whether each student in the class of 2021 has met proficiency requirements for graduation. It should be our goal to develop alternate pathways, as needed, based on pilot data from earlier classes.

References

Committee on Conceptual Framework for the New K-12 Science Education Standards; National Research Council. (2012). **A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.** National Academies Press.

Marshall, J. **Educational Leadership, 72** (4), Dec. 2014/Jan. 2015.ASCD, , p. 21.

APPENDIX A: Draft Curriculum Guides

K, 1, 2, 3, 4, 5

6-8

9-12: Earth Systems Science (Semester I & II)

Biology

Physics

Unit	LS=Life Science PS=Physical Science ESS=Earth & Space Sci. ETS=Engineering/Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
Plants, Animals, People (Molecules & Organisms) -Fall Unit -Seasons -Homes -Farm Animals -Rainforest -Winter Animals	LS ESS	**LS**: Organization for Matter and Energy Flow in Organisms **ESS**: Human Impact on Earth's Systems **ESS**: Weather and Climate **ESS**: Biogeology	Patterns Cause and Effect Systems and System Models		**K.LS1.1** **K.ESS3.1** **K.ESS3.3** **K.ESS2.2**	I can describe living things. I can describe what living things need to survive. I can describe how humans help or hurt plants and animals. I can give examples of how plants, animals, and people change.
Weather -Water Cycle -Recycling	ESS	**ESS**: Human Impact on Earth's Systems **ESS**: Weather and Climate Biogeology	Patterns Cause and Effect Systems and Models		**K.ESS2.1** **K.ESS3.2**	I can talk about weather using descriptive words. I can give examples of how weather affects plants, animals, and people.
Forces, Motion, Energy -Temperature -Earth/Sun -Space	PS	**PS**: Forces and Motion **PS**: Types of Interactions **PS**: Relationship Between Energy and Forces **ETS**: Defining Engineering Problems **PS**: Conservation & Transfer of Energy	Cause and Effect Structures and Functions		**K.PS2.1** **K.PS2.2** **K.PS3.1** **K.PS3.2** **K2.ETS1.2**	I can show the difference between push and pull. I can experiment with different objects, using force and motion. I can compare the sun and levels of temperature, such as hot, cold, warm, and cool. I can create a way to protect from the heat of the sun. I can draw or model a way to protect from the heat of the sun.

Unit	LS=Life Science PS=Physical Science ESS=Earth & Space Sci. ETS=Engineering/Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
Plants, Animals, People (Structure, Function, Information Processing) -Plants -Bones -Human Body -Animals -Life Cycles	LS	**LS**: Structure and Function **LS**: Growth and development of organisms **LS**: Information Processing **LS**: Inheritance of Traits **LS**: Variation of Traits	Patterns Structure and Function		**1-LS1-1** **1-LS1-2** **1-LS3-1**	I can demonstrate how plants and animals protect themselves, using parts they have. I can show how I could use features animals have to solve a problem I might have. I can talk about how plant and animal parents help their offspring survive. I can use observations to prove that plant and animal offspring are similar to their parents.
Space	ESS	**ESS**: The Universe and Its Stars **ESS**: Earth and the Solar System	Patterns		**1.ESS1.1** **1.ESS1.2**	I can notice patterns with sun, moon, and stars. I can use seasonal patterns in my world, in relation to the amount of daylight.
Waves: Light and Sound	PS	**PS**: Wave properties **PS**: Electro-magnetic radiation **ESS**: Information Technology and instrumentation	Cause and Effect Structures and Functions		**1.PS4.1** **1.PS4.2** **1.PS4.3** **1.PS4.4**	I can experiment with vibrations and sound. I can use observations to prove that some objects can only be seen when illuminated. I can experiment with different objects or materials in the path of a beam of light. I can design something that uses sound or light waves to communicate across a distance.

RSU # 38 CURRICULUM GUIDE **SCIENCE** **Grade K-2** Proposed Units: **GRADE 2** 1/10/15

Unit	LS=Life Science PS=Physical Science ESS=Earth & Space Sci. ETS=Engineering/Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
Plants, Animals, People (Ecosystems)	LS	**LS**: Interdependent Relationships in Ecosystems **LS**: Biodiversity and Humans **LS**: Developing Possible Solutions	Cause and Effect Structure and Function		**2.LS4.1** **2.LS2.1** **2.LS2.2**	I can observe plants and animals. I can compare life in different habitats. I can plan and conduct an investigation to prove plants need sun and water to grow. I can make a model to show how an animal disperses seeds or pollinates plants.
Earth's Systems (Processes that shape the Earth)	ESS	**ESS**: The History of Planet Earth **ESS**: Earth Materials and Systems **ESS**: Plate Tectonics and Large-Scale System Interactions **ESS**: The Roles of Water in Earth's Surface Processes **ETS**: Optimizing the Design Solution	Patterns Stability and Change		**2.ESS1.1** **2.ESS2.1** **2.ESS2.2** **2.ESS2.3**	I can use information from different sources. I can use evidence to prove that Earth events can occur quickly or slowly (earthquake vs. erosion). I can compare actions to slow or prevent wind or water from changing the shape of the land. I can create a model that shows shapes and kinds of land and bodies of water in an area. I can identify where water can be found on earth. *(solid and liquid water)*
Matter (Structures & Functions of Matter)	PS	**PS**: Structures and Properties of Matter **ETS**: Chemical Reactions	Cause and Effect Structures and Functions		**2.PS1.1** **2.PS1.2** **2.PS1.3** **2.PS1.4**	I can plan/conduct an investigation to classify materials based on their properties. I can use the results of my investigation to determine which materials have properties best suited for an intended purpose. I can make an evidence-based claim about how an object made of small pieces can be

					K2.ETS.1.2	taken apart and made into a new object. I can use evidence to construct an argument that some changes made by heating and cooling can be reversed and some cannot.

RSU # 38 CURRICULUM GUIDE **SCIENCE Proposed Units: Grade 3** 1/9/15

"The primary role of the teacher is a 'researcher' whose job is to understand the thinking of each child." -Reggio Emilia

Unit	LS=Life Science PS=Physical Science ESS=Earth&Space Sci ETS=Engineering/Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
I. Organisms Past & Present A Journey Through Time with Organisms	LS	LS: Growth and development of organisms LS: Social interactions and group behavior LS: Inheritance of traits LS: Variation of traits LS: Ecosystems, Dynamics, functioning, and resilience Evidence of common ancestry and diversity Natural selection Adaptation Biodiversity and humans	Patterns Cause and effect scale, proportion, and quantity Systems and system models	S4. Analyzing and interpreting data. S6. Constructing explanations from science. S7. Engaging in argument from evidence. S8. Obtaining, evaluating, and communicating information.	3.LS1.1 3.LS2.1 3.LS3.1 3.LS3.2 3.LS3.2 3-LS4-1 3-LS4-2 3-LS4-4	Analyze information from a fossil to provide details about the environment it lived in. Analyze information from fossils to provide details about organisms that lived long ago. Interpret data to provide evidence that some traits in a species are the same while other traits are different. Explain why some traits within a species are different. Provide evidence to support an argument on the pros and cons of diversity within a species. Use evidence to support the effects on species when the environment changes. Use evidence to explain why some animals survive while others do not.
Unit 2: You Push, I Pull	PS ETS	**PS**: Forces and motion **ETS**: Types of interactions	Patterns Cause and effect	S1. Ask questions & define problems	3-PS2-1 3-PS2-	Analyze data to explain the effects of balanced and unbalanced forces on the motion of an object. Determine cause and effect relationships of

Unit	LS=Life Science PS=Physical Science ESS=Earth&Space Sci ETS=Engineering/Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
Unit 2: You Push, I Pull (cont.)		ETS: Define and delimit engineering problems ETS: Develop possible solutions ETS: Optimize the design solution	Influence of engineering, technology, and science on society and the natural world	S2. Developing using models. S3. Plan and carry out investigations S4. Analyze and interpret data S6. Construct explanations from science S7. Engage in argument from evidence S8. Obtain, evaluate, and communicate information	**3-PS2-3** **3-PS2-4** **3-5ETS1-1** **3-5-ETS1-3**	electric or magnetic interactions between two objects not in contact with each other. Define a simple design problem. Apply scientific ideas about magnets to solving an identified simple design problem. Plan and carry out fair tests to identify aspects of a model or prototype that can be improved. Analyze collected data to provide evidence that patterns can be used to predict future motion.
Unit 3: Climate is Climate: Weather you like it or not!		Weather and climate Natural hazards	Patterns Cause and effect Science is a human endeavor Influence of engineering, technology, and science on society and the	S1. Ask questions and define problems S2. Develop and use models S3. Plan and carry out investigations S4. Analyze and interpret data S6. Construct	3-ESS2-1 3-ESS2-2 3-ESS3-1 35 ETS1-2	Research to collect information to describe climates in different regions of the world. Analyze and organize data in tables and graphs to present data that describes typical weather conditions expected during a particular season. Create a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Generate and compare mutiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the

Unit	LS=Life Science PS=Physical Science ESS=Earth&Space Sci ETS=Engineering/Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
			natural world	explanations from science S7. Engage in argument from evidence S8. Obtain, evaluate, and communicate information		problem.

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Unit	LS=Life Science PS=Physical Science ESS=Earth&Space Science ETS=Engineering /Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
I. Go with the Flow: Pump UP your Energy	PS ESS ETS	Definitions of Energy Conservation of energy and energy transfer Relationship between energy and forces Energy and chemical process and everyday life Natural resources Wave properties Information technologies and instrumentation Natural hazards Designing solutions to engineering problems Defining engineering problems Optimizing the design solution	Energy and Matter Patterns Cause and Effect Interdependence of science, engineering and technology Influence of engineering, technology, and science on society and the natural world Science is a human endeavor Scientific knowledge assumes an order and consistency in natural systems	S1. Ask questions & define problems S2. Develop and use models S3. Plan and carry out investigations S4. Analyze and interpret data S6. Construct explanations from science S7. Engage in argument from evidence S8. Obtain, evaluate, and communicate information.	4-PS3-1 4-PS3-2 4-PS3-3 4-PS3-4 4-PS4-1 4-PS4- 2 4-PS4-3 4-ESS3-1 3-5ETS1-1 3-5ETS1- 3	Use evidence to construct an explanation relating the speed o an object to the energy of that object Make observations to provide evidence that energy can be transferred by sound, light, heat and electric currents Ask questions and predict outcomes about the changes in energy that occur when objects collide Apply scientific ideas to design, test, and refine a device that converts energy from one form to another Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen Generate and compare multiple solutions that use patterns to transfer information Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or, cost. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

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Unit	LS=Life Science PS=Physical Science ESS=Earth&Space Science ETS=Engineering Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
Unit 2: Ins and Outs of Plants and Animals	LS ETS	Defining and delimiting engineering problems Developing possible solutions Optimizing the design solution Natural hazards Structure and function Information processing	Systems and system models Influence of science, technology and society on the natural world Cause and effect	S1. Ask questions & define problems S2. Develop and use models S3. Plan and carry out investigations S4. Analyze and interpret data S6. Constructing explanations from science. S7. Engaging in argument from evidence. S8. Obtaining, evaluating, and communicating information.	4-LS1 4LS1-2 3-5ETS1-2 4-ESS3-2	Construct and argument that plants and animals have interna and external structures that function to support survival, growth, behavior, and reproduction Use a model to describe that animals receive different types c information through their senses, process the information in their brain, and respond to the information in different ways. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
Unit 3: The Changing Earthscape	ES ETS	History of planet earth Earth Materials and systems Plate techtonics and large scale systems interactions Biogeology	Patterns Cause and Effect Influence of science, technology and society on the natural world	S1. Asking questions and define problems S2. Developing and using models S3. Plan and carry out investigations S4. Analyze and	4-ESS1-1 **4-ESS2-1** **4-ESS2-2**	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landscape over time. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Analyze and interpret data from maps to describe patterns of Earth's features.

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Unit 3: The Changing Earthscape **(Continued)**		Natural Hazards Designing solutions to engineering problems	Scientific knowledge assumes an order and consistency in natural systems	interpret data S6. Constructing explanations from science. S7. Engage in argument from evidence S8. Obtain, evaluate, and communicate information.	**4-ESS3-2** **3-5-ETS1-2**	Generate and compare multiple solutions to reduce the impac of natural Earth processes on humans. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit	LS=Life Science PS=Physical Sci. ESS=Earth&Space ETS=Engineering/ Tech (integrated)	Disciplinary Core Idea	Crosscutting Concept	Practice	Content Standard	Outcomes
Space Systems	PS ESS	**PS:** The Universe and its Stars **ESS:** Earth and the Solar System Types of Interactions	Patterns Scale, Proportion, and Quantity Cause and Effect	Analyzing and Interpreting Data Engaging in Argument from Evidence	**5.ESS1.A** **5.ESS1.B** **5.PS2.B**	Explain that the sun is a star and stars range greatly in distance from the sun Create a graphic showing a daily pattern of the orbit of the earth Explain how the orbit of Earth around the sun, the moon around the Earth, and the rotation of the Earth cause patterns in shadows, days and seasons Explain that gravitational force of Earth pulls an object toward the planet's center
Earth Systems	ETS ESS	**ETS:** Human Impacts on Earth Systems **ESS:** Earth Materials and Systems **ESS:** The Roles of Water in Earth's Surface Process **ETS:** Defining & Delimiting Engineering Problems **ETS:** Developing Possible Solutions	Systems and System Models Influence of Science, Engineering, and Technology on Society and the Natural World	Obtaining, Evaluating, and Communicating Information Developing and Using Models Asking Questions and Defining Problems Constructing Explanations & Designing Solutions	**5.ESS2-1** **5.ESS3-1** **5.ESS2-2** **5.ETS1-1** **5.ETS1-2**	Explain how two of Earth's systems interact with each other Develop a solution and argument for how a community can protect the Earth's resources and environment Graph water distribution across the Earth
Structure and Properties of Matter & Energy	PS LS ETS	**PS:** Structure and Properties of Matter **PS:** Chemical Reactions	Cause and Effect Systems and System Models Energy and Matter	Developing and Using Models Planning and Carrying out Investigations	**ETS1-1** **ETS1-2** **ETS1-3**	Conduct an investigation producing a chemical reaction Measure and graph quantities during an investigation to show how the total weight of matter is conserved

Structure and Properties of Matter & Energy (Continued)		**LS**: Interdependent Relationships in Ecosystems **LS**: Cycles of Matter and Energy Transfer in Ecosystems **LS**: Energy in Chemical Processes and Everyday Life **LS**: Organization of Matter and Energy Flow in Organisms **ETS**: Optimizing the Design Solution **ETS**: Engaging in Argument from Evidence	Scale, Proportion, and Quantity	Using Mathematics & Computational Thinking	**PS1-1** **PS1-2** **PS1-3** **PS1-4** **PS3-1** **LS1-1** **LS2-1**	Develop a model showing that matter is made of particles too small to be seen Create a flow chart (or other model) to show that living organisms get their energy from the sun Support an argument that plants get the materials they need for growth chiefly from air and water Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment *** While there are no explicit outcomes for **cells** it is assumed that the teacher will still cover cells because this concept is on the MEA and does not appear in the NGSS until grades 6-8.*

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The Middle School uses the James Beane Curriculum Integration Process to engage students in their learning by allowing them to choose the overarching theme for each trimester. The units below are themes that are frequently chosen. The standards associated with these themes are those that often go with these units. The standards are chosen by the teacher developing the unit, based upon what needs to be covered by the students in a class. Not all of these standards will be necessarily addressed in the given unit. Standards may be covered in addition to those listed below. These standards are often from other disciplines (Math, Social Studies, English Language Arts).

The curriculum guide excerpt below provides an example for *one sample unit*. On the next page are more examples of thematic units that are selected often and the standards which are a "good fit" with the theme.

Domains: LS=Life Science PS=Physical Science ESS=Earth&Space Science ETS=Engineering/Tech (integrated)

Unit	Do-main	Core Idea	Cross-cutting Concept	Practice	Stand-ard	Outcome
Cooking **CSI**	**PS**	*Structure & Properties of Matter* *Chemical Reactions* *Energy & Chemical Processes* *Growth & Development of Organisms* *Inheritance of Traits* *Variation of Traits*	Cause and Effect Patterns Scale, Proportion, and Quantity Energy and Matter Structure and Function Systems and System Models	Developing and Using Models Planning and Carrying out Investigations Analyzing and Interpreting Data Constructing Explanations and Designing Solutions Obtaining, Evaluating and Communicating Information	PS1 PS3 LS1C LS3	I can explain that substances are made from different types of atoms, which combine with one another and range in size. I can explain that each pure substance has characteristic physical and chemical properties that can be used to identify it. I can explain that gases and liquids are made of molecules or atoms that are moving relative to each other. I can explain that solids may be formed from molecules, or they may be extended structures with repeating subunits (crystals). I can explain that the changes of state that occur with variations in temperature or pressure can be described and predicted using models. I can explain how substances react chemically in characteristic ways. I can define heat and give examples of

Unit	Do-main	Core Idea	Cross-cutting Concept	Practice	Stand-ard	Outcome
Cooking CSI (cont.)						the transfer of thermal energy from one object to another. I can show in a model the relationship between the temperature of a system and the elements in the system. I can explain that motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. I can explain that a system of objects may also contain stored (potential) energy, depending on their relative positions. I can explain that temperature is a measure of the average kinetic energy of particles of matter. I can explain that the amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. I can explain that energy is spontaneously transferred out of hotter regions or objects and into colder ones. I can explain that when two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

Gr. 6-8 Sample Theme & Standard Connections for SCIENCE Core Units

Theme	***Possible Standards Addressed***	***Other Possible Content Area Standards***
Cooking	MSPS1A &B, ETS1	CCSS.M.6NS, MLRSS.C, CCSS.M.6RP, CCSS.M.8G, MLRSS.D, MLRSS.E
Food/Farm to Table	MSPS1A &B, ESS2, ESS3, LS2, ETS1	MLRSS.B, MLRSS.A2, MLRSS.C, MLRSS.D, MLRSS.E
Chocolate	MSPS1A &B, ESS2, ESS3, LS2, ETS1	CCSS.M.6NS, MLRSS.B, CCSS.M.6RP, MLRSS.A2, MLRSS.C, MLRSS.D, MLRSS.E
CSI	MSPS1A &B, ETS1	MLRSS.A2, MLRSS.B,
Human Body	LS1, LS2, LS3, LS4,LS8, MSPS1A &B,	MLRSS.A1, MLRSS.A2, MLRSS.B3, MLRSS.C1c, CCSS.ELA.Literature.7.1, CCSS.M.6.SP
Amusement Parks	MSPS2, ETS1	CCSS.M.RP.A.3d, CCSS.M.RP.A.3b,
Transportation	MSPS2, MSPS3, ETS1,	CCSS.M.RP.A.3d, CCSS.M.RP.A.3b, CCSS.M.EE.A.2c, CCSS.ELA-LRST.6-8.3, CCSS.SP.2.8
Roller Coasters/Skate Parks	MSPS2, ETS1	CCSS.M.RP.A.3d, CCSS.M.RP.A.3b, CCSS.M.EE.A.2c, CCSS.ELA-LRST.6-8.3, CCSS.SP.2.8
Inventions	MSPS2, MSPS3, ETS1	CCSS.M.RP.A.3d, CCSS.M.RP.A.3b, CCSS.M.EE.A.2c, CCSS.ELA-LRST.6-8.3, CCSS.SP.2.8, MLRSS.C, MLRSS.E
Toys/Games	MSPS2, MSPS3, ETS1	MLRSS.C, MLRSS.E, CCSS.M.6SP
Energy	MSPS2, MSPS3,MSPS4, ETS1, LS2, ESS1, ESS2, ESS3, MS-ETS1-2, MS-ETS1-3	MLRSS.A2, MLRSS.C, MLRSS.B, MLRSS.D, MLRSS.E
Technology	MSPS2, ETS1	MLRSS.A2, MLRSS.B, MLRSS.C, MLRSS.D, MLRSS.E
War	MSPS2, ETS1	CCSS.M.RP.A.3d, MLRSS.B, CCSS.M.RP.A.3b, MLRSS.C, MLRSS.D, MLRSS.E

Future	MSPS2, ETS1, ESS1, ESS2, ESS3	MLRSS.A2, MLRSS.B,
Music/Sound/Photography/Light	MSPS3, MSPS4, ETS1	CCSS.ELA-Literacy.SL.2, CCSS.ELA-Literacy.SL.4, CCSS.ELA-Literacy.SL.5, CCSS.ELA-Literacy.RI.4, CCSS.M.7.RP, CCSS.M.6EE, CCSS.M.7G, CCSS.M.6SP
Space	MSPS2, MSPS3, ETS1, MSPS4, ESS1	CCSS.M.7.RP, CCSS.M.6EE, CCSS.M.7G, CCSS.M.6SP
Universe	MSPS2, MSPS3, ETS1, MSPS4, ESS1	CCSS.M.7.RP, CCSS.M.6EE, CCSS.M.7G, CCSS.M.6SP
Earth	LS2, LS4, ESS1, ESS2, ESS3, ETS1	MLRSS.B
Oceans	LS1, LS2, LS3, LS4, ESS1, ESS2, ESS3,	MLRSS.B
Animals/Plants/Biodiveristy	LS1, LS2, LS3, LS4, ESS2, ESS3, ETS1, ETS 2, ETS3	MLRSS.B, MLRD2, CCSS.M.6RP.CCSS.M.7G1,CCSS.M.6EE, CCSS.ELA.Literature.7.1
Reasons for the Seasons	LS2, ESS1, ESS2, ESS3, LS3A, LS3B, LS4, ETS1	MLRSS.A2, MLRSS.D,
Genetics	LS3A, LS3B, LS4, ETS1	CCSS.M.7SP, CCSS.M.6SP

RSU # 38 CURRICULUM GUIDE Grade 9 SCIENCE: Earth Systems Science Semester 1

Unit	Priority Standard	Outcomes	Unit	Priority Standard	Outcomes
I. Earth Science Toolkit and History (6 weeks How do people reconstruct and date events in Earth's planetary history?	ETS1-1 WHST.1E	Analyze a situation regarding criteria and constraints for engineered solutions that account for societal needs and wants. **Write arguments** to support claims in an analysis of substantive topics using valid reasoning AND relevant and sufficient evidence	III. Winds, Oceans, and Climate 5 weeks) What regulates weather and climate?	ESS2-4 ESS3-1 ESS2-2 ESS2-5 R.10	Explain a model of energy transfer within the atmosphere Distinguish how ocean currents transport thermal energy and changes in those currents can lead to changes in climate Provide an example of energy redistribution using the metaphor of "Earth's energy budget" Read and comprehend complex literary and informational texts independently and proficiently.
	EST1-1 WHST.1D, 1B, 1C, WHST.4, L.1, L.2	Apply practices of engineering by following a process of designing and testing a product **Write arguments** to support claims in an analysis of a science topic using valid reasoning AND relevant and sufficient evidence AND maintaining an objective style appropriate to discipline and audience, including appropriate use of conventions.	(include carbon cycle)	ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
	ESS1-6 2-7	Create a timeline to construct a record of earth's formation and early history.			
	PS1-8	Interpret radiometric data from a graph And explain it's use in dating materials.			
	ESS2-4	Interpret a model to describe how changes in the earth's orbit create predictable, natural patterns of change in the earth's climate over very long periods of time			

	ESS 2-7 SL.4	Infer from data an argument about the simultaneous coevolution of Earth's systems and life on Earth. Present information, findings and supporting evidence clearly, concisely, and logically.			
II. Plate Tectonics (4-5 weeks) Why do the continents move, and what causes earthquakes and volcanoes?	**ESS2-1**	Explain how data (i.e. geophysical and geological) provides evidence of past changes in earth's crust.	**IV. Natural Resources (4-5 weeks)**		
	WHST.1	Identify patterns in data about (rock ages, volcanism, earthquakes and topography) identifying them as evidence for the dynamic nature of the geosphere. Write arguments to support claims in analysis of substantive topics using valid reasoning AND relevant and sufficient evidence.			
	ESS2-2 W.3	Relate how changes in the geosphere can lead to changes in other earth systems and earth habitability. Write narratives to develop real or imagined experiences or events using effective techniques details and structure			
	ESS 2-3 R.1	Identify layers of the earth based on scientific evidence from seismic, magnetic and historical changes in the earth's surface. Read closely to determine what the text says explicitly AND draw logical conclusions from it.		**ESS 3-1**	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
		Explain the role of density and gravity as it applies to the movement of materials in the geosphere and the time frame in which this works.		**ESS 3-5**	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

	ESS 2-3 R.1	Identify layers of the earth based on scientific evidence from seismic, magnetic and historical changes in the earth's surface. Read closely to determine what the text says explicitly AND draw logical conclusions from it.		ESS 3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
		Explain the role of density and gravity as it applies to the movement of materials in the geosphere and the time frame in which this works.		ESS 3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		Model the cycling of matter, based on thermal convection due to energy flow		ESS 3-6	Use a computational representation to illustrate the relationships among Earth

Unit	Priority Standard	Outcomes	Unit	Priority Standard	Outcomes
V. Matter	PS.1-1	Predict subatomic particles for elements using information in the Periodic table	VIII. Chemical Reactions	PS.1-7	Apply the law of Conservation of Matter to calculate the mass of various components of a chemical reaction
	W.2	Maintain a formal and objective style appropriate to discipline and audience in writing, including accurate use of conven-tions *(i.e. grammar, usage, spelling)*			Apply the law of Conservation of Matter to balance chemical equations
VI. Periodic Table	PS.1-2	Based on an element's place in the periodic table determine if an element is a metal, nonmetal or metalloid and infer how it relates to the element's structure and reactivity.		PS.1-4	Interpret and create potential energy diagrams for exothermic and endothermic reactions.
		Construct Lewis dot structures and use them to predict the number of times and element will bond and whether it will lose or gain electrons		PS.1-5	Explain using the Kinetic Molecular Collision Theory why different factors such as temperature and concentration affect the rate of a reaction
VII. Bonding	PS.1-2	Develop Lewis dot models to predict synthesis reactions that involve ionic bonding and explain the outcomes		W.2	Develop a topic with well-chosen, relevant,sufficient facts and details (i.e., definitions, quotations, examples) appropriate to audience; Use precise language and domain specific vocabulary to clarify relationships among ideas
		Develop Lewis dot models to predict synthesis reactions that involve covalent bonding and explain the outcomes			
		Predict and explain what type of bond will exist within a compound *(ionic, polarcova-lent, and nonpolar covalent)* and how that affects bulk properties *(i.e. melting points, solubility, conductivity)*	IX. Nuclear	PS.1-8	Predict the daughter elements of alpha and beta decay by writing symbolic model statements
	PS.1-3	Plan and conduct an investigation to infer the strength of forces (intermolecular attractions) between particles			
	W.2	Develop a topic with well-chosen, relevant,sufficient facts and details (i.e., definitions, quotations, examples) appropriate to audience. Use precise language and domain specific vocabulary to clarify relationships among ideas			

Unit	Priority Standard	Student Outcomes
Interdependent Relationships in Ecosystems	**HS-LS2-2.**	**HS-LS2-2.** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
	HS-LS2-4.	**HS-LS2-4.** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
	HS-LS2-5.	**HS-LS2-5.** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
	HS-LS2-7.	**HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
	RST.1	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Natural Selection and Evolution	**HS-LS4-1**	**HS-LS4-2.** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
	HS-LS4-4	**HS-LS4-4.** Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
	RST.4	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings.
	RST.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning AND the relevance and sufficiency of the evidence.
	WHST.1	Write arguments to support claims in an analysis of substantive topics using valid reasoning AND relevant and sufficient evidence.

Structure and Function	HS-LS1-1 RST.10	**HS-LS1-1.** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems **of specialized cells.** Read and comprehend complex literary and informational text (at the high end of the Gr. 9-10 range) independently and proficiently.
Matter and Energy in Organisms and Ecosystems	HS-LS1-5 HS-LS1-7 HS-LS2-4 HS-LS2-5	**HS-LS1-5.** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. **HS-LS1-7.** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. **HS-LS2-4.** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. **HS-LS2-5.** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
Inheritance and Variation of Traits	HS-LS1-4	**HS-LS1-4.** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

Unit	Priority Standard	Outcomes	Unit	Priority Standard	Outcomes
I. Linear Motion	PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on an object, its mass, and its acceleration	III. Energy	PS3-1	Use conceptual constructs to demonstrate that energy can flow in or out of a system of objects, but the total energy is still conserved
					Use a mathematical model to calculate the change in energy of one object in a system when the change in energy of another object or the energy inflows and outflows of the system are known
				PS3-2	Develop a model that illustrates that the total energy of a large-scale object is the combination of kinetic and potential energy. Use that model to make predictions of the distribution of energy in a physical system
II. Momentum and Impulse	PS2-2	Use mathematics to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	IV. Circular motion and Gravitation	PS2-4	Use mathematical representations of Newton's Law of Universal Gravitation to describe and predict the gravitational forces between objects.
	PS2-3	Use the impulse-momentum equation in conjunction with scientific and engineering principles to evaluate ways of minimizing the forces between two or more objects during an interaction between those objects.		ESS1-4	Use mathematical or conceptual representations to predict the motion of orbiting objects in the solar system.

V. Waves	PS4-1	Use the mathematical relationship among the frequency, wavelength, and speed of waves traveling in various media to evaluate evidence and make predictions about wave behavior.	VI. Electricity & Magnetism	PS2-4	Use mathematical representations of Coulomb's Law to describe and predict the electrostatic force between objects
	PS4-4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		PS2-5	Conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current
	PS4-3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.		PS3-5	Use the model of electric and magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Science Curriculum K-12 Feedback Form

Name: _____
School: _____

Grade Span (circle one): K-5 6-8 9-12

What do you like about science?

What opportunities do you see to integrate your interests/background knowledge within the proposed curriculum (topics/units) ?

How familiar are you with the Next Gen Science Standards?

1	2	3	4
I've heard they exist	I could teach them with help	I could plan lessons for them on my own	I could offer a quickshop for others

What would help you make the transition from MLR based science instruction to the Next Gen-based curriculum?

What questions do you have?

What other suggestions do you have?

We value your feedback! Please return this to a Science Committee member or Nancy Harriman by Weds. Feb. 25. THANK YOU!

PROFICIENCY-BASED GRADING

5/14/14

PRESENT: Donna Wolfrom, Jan Kolenda, Diane McGregor, Nancy Harriman, Barbara Bourgoine, Sarah Caban

RECOMMENDATIONS:

4 PT SCALE:

4 Exceeds the standard -Evidence of standard at next level

3 Meets standard - Demonstrates standard independently

2 Partially meets - Approaching the standard

OR For Scoring - *Meets with Assistance (i.e. cues from teacher)*

1 Does not Meet - Attempts task, some evidence relevant to standard

0 No attempt

FOR 1st YEAR:

READING, WRITING & MATH Only

PROFICIENCY GRADEBOOKS organized by STANDARDS

- **(OUTCOMES can be entered as SUBSTANDARDS)**
- Enter scores by standard for **Common Assessments only**
- Multiple measures for each standard *(would have to choose 2 other interim measures like tasks or exit slips in Unit Plans)*
- Unit Assessment would be most heavily "weighted"

UNIT PLANS, ASSESSMENTS, & "FORMAT" for each Grade Level's Proficiency Gradebook would be set up at district level

Teachers would enter scores

ALL 9th graders

ALL TEACHERS K-9 for READING, WRITING, & MATH Common Assessment Scores?

LOW STAKES... Decide in Fall when/If to share Proficiency scores with Parents ?

Research-based Guidelines for RSU 38 CURRICULUM WORK

Guidelines for RUBRICS

Rubric- a guide listing specific criteria for grading or scoring academic papers, projects, or tests

- **Criteria derived from a priority standard** *(standard stated on rubric)*
- **Descriptive** (*explain desired features of work*)
  Not evaluative (*good, poor...not even close*) Brookhart (2013)
- **Based on a progression of learning** *(sequence of learning targets)*
  Clear description of **what is required to move to next level**
- **Analytic - each standard or outcome rated separately**; provides Formative data about what is mastered and what requires more instruction
- **General** – description of work gives characteristics that apply to a whole family of tasks (i.e. persuasive writing, problem-solving,)
  Not task specific, can use the same rubric with many tasks

Guidelines for Common ASSESSMENTS

Assess performances to demonstrate standards

All students in a course/grade level take the same common assessment

Performance on each priority standard scored separately (may be one part of an analytic rubric that includes multiple related standards, i.e. End of Unit Assessment)

Clear scoring criteria – written scoring guides /rubrics

Data entry based on standards

Math suggested proportion of items (Achieve the Core site):
Procedural: 20%
Word problems: 20% K-5 25% 6-8 30% 9-12
Items address full intent of standard for THAT grade level
All 8 mathematical practices are represented (i.e. modeling, critiquing other's responses, communicating reasoning...)
Format does not cue students to use a certain solution process *(unless you are assessing students' proficiency in a specific process – like area model)*

Proficiency-based Grading System
Multiple opportunities to demonstrate priority standards that are recorded
(i.e. 3 scores on common assessments + 1 score from teacher for formative assessments/assignments?)
Focus is on growth toward meeting course/grade standards

Most recent, summative assessments carry most weight

Students are informed continually of their progress & what is required to meet

MCMS & MMS Joint Leadership Team Meeting 1/9/14

WHERE ARE WE GOING? – Donna
PROFICIENCY BASED DIPLOMA – Curriculum Tools are designed to prepare us for that...

Teacher Evaluation – state says that 25% of teacher evaluation can be based on student achievement
Decisions we're going to have to make about what student assessment data should be included for teacher evaluation
Assessment/Instruction Cycle – show process diagram PRE- POST

WORK THAT HAS BEEN DONE – Nancy
Priority Standards
(World Lang. – ACTFL); ELA Reading (6-8); Math (6-8 by grade level);

Curriculum Guide - STDS shown on Scope & Sequence chart

Unit Map – How will STDS be taught? Resources for teachers

Common Assessment w/ Rubric – How will STDS be assessed?

Samples: Gr. 5 Math Curric. Guide, Unit Map, Common Assess & Rubric
Gr. 4 Literacy & SS unit
Gr. 6-8 Informational Reading Assess. & Rubric

& NEEDS TO BE DONE –
ELA Standards for SS, Sci + = Identify core strategies by March so can start teaching them ...
9th Grade common assessments –
Math, Eng, Sci, SS, HE/PE, Arts, For. Lang.
& Guiding Principles

REGIONAL SCHOOL UNIT #38

MARANACOOK AREA SCHOOLS

STRATEGIC PLAN

2012 – 2017

Mission Statement

"A caring school community dedicated to excellence"

Vision Statement

Maranacook Schools will be safe, dynamic learning communities where people of all ages will think, aspire, and participate as responsible citizens in an ever-changing global society.

Guiding Principles

WE BELIEVE:

- **Teachers, staff members, parents, and students are life-long learners with a dedication to excellence and an expectation of high achievement for all**
- **All learners need a safe, respectful, positive environment to achieve**
- **Students need an evidence based, rigorous curriculum that**
  - **focuses on state standards**
  - **promotes engagement**
  - **provides a challenging range of courses, experiences, and extra-curricular activities**
  - **recognizes the needs, interests, and abilities of all learners**
  - **blends the changing needs of society with the needs of individual learners**
  - **integrates technological advances and collaboration**
- **Parents and community members are a vital part of our schools**
- **The assessment process measures growth and improves the achievement of all learners**
- **The supervision and evaluation process encourages and supports staff growth and development with individualized, comprehensive professional development**

Approved by RSU #38 Board of Directors: December 5, 2012

RSU #38 Board of Directors

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Readfield & Wayne Elementary Schools

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Maranacook Community High School

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Barbara Bourgoine, Literacy Specialist

Sarah Caban, Math Specialist

Janet Kolenda, Technology Director

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Adult & Community Education

RSU #38

"A caring school community dedicated to excellence"

In April 2010 over 70 community members met as a Futures Search Committee to discuss the strengths and opportunities in RSU #38 as well as the challenges that the district faced. As a result of the work of this committee, a new Vision was developed and adopted in June, 2010. From September 2010 through March 2011 a committee met to develop long-term and short-term goals based on the newly adopted Vision. The goals were adopted by the RSU #38 School Board in April 2011.

In August 2012 a combined group of School Board members and RSU #38 administrators met to revisit the 2011 Vision and Goals. As a result of this meeting the Capstone Statement, adopted in 2000, "a caring school community dedicated to excellence" was instituted as the RSU #38 Mission Statement, the Vision was revised, and a set of Guiding Principles was developed. The present RSU #38 School Board and administrators supported the work of the 2010 committee and agreed to continue to work toward the goals created by that Futures Search Committee.

The 2012-2013 RSU #38 administrators analyzed various data, identified baseline data, and developed both short-term and long-range measurable outcomes in support of the four goals identified by the Futures Search Committee. These measureable outcomes are described in the following pages.

RSU #38 is "a caring school community dedicated to excellence". Although there are challenges to overcome, we are dedicated to meeting our goals and ensuring increased achievement for all learners. The Vision, Mission, Goals, and Outcomes documents will be used to drive the work of RSU #38 and will serve as the compass we use to navigate those challenges that face our district.

Goal #1: Success for Every Student

RSU #38 will develop and support rigorous, innovative educational programs that motivate, challenge and engage students in order to promote increased achievement for all learners.

Increased learning opportunities for all will be provided, based on needs, interests and abilities. Students will take an active role in their learning and monitor their progress towards meeting standards. Teachers will be provided with professional development opportunities in order to effectively address the needs of students with varying learning styles and abilities.

The following outcomes and data points are aligned with the state standards:

Outcomes

Program	2012-2013	2013-2014	2016-2017
Increase number of AP courses offered.	4 at MCHS: 20 at Virtual High School	5 at MCHS	6 at MCHS
Increase % of students taking AP courses.	56 students 13.8%	15%	20%
Implementation of district standards based learning system that provides for personalized learning opportunities and promotes individual student progress.	Addition of position of Director of Curriculum, Assessment, and Instruction Completion of K-5 pilot on standards based Georgia Math units. Development of at least 3 K-5 teachers standards based ELA units per grade level 6-8 teachers identify standards addressed in units.	Students and teachers are able to articulate standards they are working on. Development / implementation of at least 3 standards based units per grade/class (Gr. 6-12) All K-5 ELA/Math units are based on standards. (K-5)	Students assume ownership/ responsibility for meeting standards. Teachers act as coaches. Full implementation of standards-based curriculum and reporting system. Personalized learning opportunities are embedded in the curriculum.
Provide opportunities that may lead to post secondary success.	MELMAC grant College visits for grade 10 and 11. One dual enrollment class (French) is offered with KVCC. Students have option to enroll in college courses. Students participate in PSAT and SAT exams.	Increased number of classes/programs that also provide dual enrollment (college-level) and/or certification to at least 2. Develop a standards based mentoring	Increased number of classes/programs that also provide dual enrollment (college-level) and/or certification to at least 4. Increased % of students taking SATs

		and internship program.	twice Students can meet standards through mentoring and/or internship programs.
	Winter 2012: 31% of students involved in extra-curricular activities/athletics: Middle school: 34% High School: 31%	55% of students involved in extra-curricular activities/athletics at the high school and middle school.	100% of students will be involved in an extra-curricular or athletic experience at the middle school and at the high school.
Core programs will meet the needs of all students	Alternative ed. programs address the needs of some students.	District-wide approach to educational experiences that meet the needs of all learners is being explored and developed.	Full implementation of district-wide approach to educational experiences that meet the needs of all learners. Priorities will focus resources on success for all students.
	Some teachers have been trained in differentiation.	The development of a professional development plan that will inform the practice of all teachers in meeting the needs of students with various learning styles and abilities.	All teachers will be trained in learning strategies/ differentiation in order to address the needs of students with varying abilities and learning styles.

Goal #2: Rigorous Instructional Program

RSU #38 will develop and implement consistent, rigorous curriculum resulting in high levels of student performance.

All students will increase their academic performance and will be prepared for career, post-secondary education and life pathways. The Maine learning standards will be implemented to ensure consistent and rigorous expectations for all students. Teachers will deliver instruction using evidence based professional practice that motivates and challenges all students and will be supported by on-going professional development. Use of universal screening tools and curriculum-based assessments will ensure continuous progress towards meeting standards. Timely support will be provided for students not meeting grade level expectations.

Outcomes:

Increased percentage of students Proficient on Maine Assessment

Grade	Baseline 2010-2011	2013/2014	2016/2017
Grade 5 Reading	66%	71%	76%
Grade 5 Math	42%	47%	52%
Grade 7 Reading	59%	83.5%	88%
Grade 7 Math	50%	72%	76%
Grade 11 Reading	40%	50%	60%
Grade 11 Math	45%	55%	65%

Increased percentage of students meeting grade level benchmarks in (Developmental Reading Assessment) DRA

K-2	Baseline Fall 2012	May 2014	May 2017
Grades K	NA	94%	96%
Grades 1	92.6%	94%	96%
Grade 2	68%	80%	87%
Grade 3	74.4%	80%	87%
Grade 4	62.3%	75%	85%
Grade 5	79.7%	85%	93%

Increased percentage of *Disadvantaged* students who are Proficient and Proficient with Distinction on Maine assessment

Grade	Baseline 2010-2011	2013-2014	2016-2017
Elementary Reading	63%	66%	69%
Elementary Math	45%	51%	57%
Middle School Reading	52%	56%	60%
Middle School Math	49%	55%	61%
High School Reading	33%	42%	52%
High School Math	33%	42%	52%

Increased percentage of *Students with Disabilities* who are Proficient and Proficient with Distinction on Maine assessment

Grade	Baseline 2010-2011	2013-2014	2016-2017
Elementary Reading	42%	47%	53%
Elementary Math	29%	33%	38%
Middle School Reading	14%	16%	18%
Middle School Math	14%	16%	18%
High School Reading	25%	31%	40%
High School Math	38%	47%	57%

Increased high school graduation rate

	Baseline 2010-2011	2013-2014	2016-2017
High School Graduation Rate	76%	83%	90%

Increased percentage of students completing Algebra 2 by the end of grade 12.

	Baseline 2010-2011	2013-2014	2016-2017
% of students completing Algebra 2 by the end of grade 12	73%	79%	85%

Development and implementation of a clear and consistent curriculum along with a strong instructional program that will promote student achievement.

Expectation	2013-2014	2016-2017
Curriculum	Math and ELA are aligned with Common Core Standards	All curriculum aligned with Maine Standards
Instruction/Assessment	All content areas implementing Common Core Reading and Writing standards. Common Core Math and ELA standards are assessed. K-5 Implementation of K-5 Writing curricula. Writing prompts developed, administered, scored.	All curriculum areas are accountable for assessing Common Core Reading and Writing standards. Common Core Math and ELA standards are assessed K-12.
	All content areas focus instructional units on content standards.	All content areas assess students on content standards.
Professional Development	Aligned with Common Core and Maine standards. Begin to differentiate professional development to meet teacher needs. Merge PD with teacher evaluation system	 Focused on individual teacher needs. Fully integrated with teacher evaluation system.

Increased performance in alternative pathways to high school and post secondary experiences.

Data Source: Adult Education	Baseline 2010-2011	2013-2014	2016-2017
Accuplacer Reading	68.8	72	75
Accuplacer Math	51.7	62	65
Accuplacer Sentence Skills	51.9	65	72
Accuplacer Algebra	39.5	50	63
CASAS (Comprehensive Adult Student Assessment System) Level C Reading	239	242	246
CASAS (Comprehensive Adult Student Assessment System) Level C Math	224	235	244
Increase the number of "stop outs" (students who left school and have been out for an extended time) who receive their GED or high school diploma.	4	6	8

Development of system of support services for general education students not meeting grade level benchmarks.

RTI (Response to Intervention)	K-2 RTI Math Reading Recovery (grade 1) Title 1/RTI Literacy K-8 RTI Math 6-8 RTI system partially developed	Develop comprehensive K-12 RTI system for academics and behavior for students not meeting grade level benchmarks.	RTI Implementation of comprehensive RTI system for K-12 academics and behavior for all students not meeting grade level benchmarks.

Goal #3: Schools as Welcoming Community Centers

RSU #38 will establish our schools as welcoming centers of our communities, reaching out to all community members and any group or organization that may support the RSU in our efforts to be a caring school community dedicated to excellence.

The following outcomes are aligned with RSU #38's Mission and Vision Statements and Guiding Principles in order to promote our schools and facilities as community centers. RSU #38 is committed to opening additional avenues of communication with our communities, to expanding volunteer/mentoring opportunities, to offering more parent education opportunities, and to expanding programs for 3 and 4 year olds.

Outcomes

Program	2012-2013	2013-2014	2016-2017
Effective communications between school and community	Implementing use of social media to receive and give information from/to district. Community survey.	Chalkboard re-established. Website revised.	Strong in and outgoing communication with the community.
Established system for accepting and training volunteers.	Baseline number of volunteers established: Volunteer application process revised.	District-wide volunteer application process implemented. District-wide volunteer orientation process developed. District-wide K-12 volunteer handbook developed. Increase number of volunteers.	Increase in number of volunteers. Volunteer orientation process implemented.
Development of community mentoring opportunities	Identify community mentors. Begin to develop system for mentoring system implementation.	Pilot community mentoring system. Community mentoring system developed.	System matching community mentors with students fully implemented.
Education opportunities for 3 and 4 year olds	Playgroups at Readfield and Mt. Vernon. PreK available for students.	Explore and develop plan for district-wide 3-year old program. PreK available in hometown schools for all interested students.	Targeted 3 year old program developed. Publicize 3 year old programs. (Community and school newsletters)
Effective parent education	Common Core information program January 30, 2013.	Incorporate parent education into planned parent activities: open houses, conferences, student performances, website resources.	Increase number of parent education opportunities.

Expansion of the scope of and community participation in Adult Education	Adult Education program in place.	Exploration of -possible adult education course expansion by meeting with community groups. Adult education classes offered at alternate times (Ex: daytime)	Increase # of participants involved in RSU #38 Adult Education program.

Goal #4: Accountability for all

RSU #38 will establish a system of clear accountability that ensures that all goals are met.

All members of the school community are responsible for upholding the Mission and Vision statements of RSU #38. RSU #38 uses an evaluation system for teachers and administrators to ensure that the Guiding Principles are fulfilled. Board members share in the accountability process through their policy and budget decisions. Participation by community members is a vital part of our schools and their work supports the accountability process. The identified outcomes further support the framework in place so that RSU #38's goal of accountability can be achieved.

Outcomes:

Program	2013-2014	2016-2017
Development, implementation and adoption of teacher evaluation system.	Pilot teacher evaluation system in place.	Full implementation of teacher evaluation system.
Development, implementation and adoption of administrative evaluation system.	Pilot administrator evaluation system in place.	Full implementation of administrator evaluation system.
Implementation of a system for the evaluation of Academic Goals.	Review of data Report to School Board	Review of data Report to School Board.
Implementation of a system of Board Accountability.	Budget developed based on Mission/Vision/ Guiding Principles. Audit of budget decisions/What worked? What didn't?	Audit of policy and budget decisions based on Mission/Vision/Guiding Principles.
Implementation of a system of Community Accountability. Catalog of available community volunteers in existence.	Audit of Community Involvement Opportunities Revision and update of catalog of available community volunteers Increase PTOs/Parent organizations awareness of Mission/Vision/Guiding Principles. Audit of community participation.	Increased opportunities for community involvement Implementation of catalog use to match mentors with students. PTO/Parent organization work supports Mission/Vision/Guiding Principles. Increased numbers of community members participating in school/district events.
Student Accountability	Design State of the School Event	Implementation of State of the School Event.

RSU #38 STRATEGIC PLAN 2012 – 2017				
Goal 1: Success for Every Student				
Outcomes	**Action Steps**	**Timeline**	**Person Responsible**	**Evidence**
1, 2. Increase number of Advanced Placement (AP) courses offered and the % of students enrolled.	Collect data on the current AP courses offered.	2013-14	HS Guidance	Collection of data
	Audit enrollment in state sponsored AP4All and other available resources, including cost (Virtual High School, nearby programs, Tandberg video conferencing offerings, UMO).	2013-14	HS Guidance, Administration	Audit report
	Survey students to determine interest in AP courses.	2013-14	HS Guidance	Survey data
	Review survey data and create a list of interests.	2013-14	HS Guidance, Leadership Team, Administration	List of courses
	Develop and implement a plan to increase the number of AP courses based on interest, need, and cost for the school board.	2013-14	HS Guidance, Leadership Team, Administration	School Board approved plan Marketing plan for students and parents
	Teachers participate in statewide and College Board training on AP courses.	6/13 AP English 2013-16	Administration, Teachers	Number of teachers participating, number of students identified
	Use AP Potential data to identify possible candidates for AP classes.	2013-14	HS Guidance	Increased percentage of students taking AP courses.

3. Implementation of district standards based learning system that provides for personalized learning opportunities and promotes individual student progress.	Development of standards-based system:	2013-14	A-Team, Guidance, Teachers, School Board	Collection of data Minutes of the committee
	District leaders attend WMEC sessions on customized learning.	2012-14	District leaders	Minutes/Materials from meetings
	K-5 teachers complete pilot using standards-based Georgia math units.	**2012-13**	**Math Coach, Principals, Teachers, Committee**	**Pacing Guide/Assessment data**
	Power standards are identified	2013-14	Curriculum Dir., Coaches, Teachers	Power standards documents
	Common unit template is developed	2013-14	Curriculum Dir., Coaches, Teachers	Unit Template
	K-5 teachers develop common assessments based on standards in grade level meetings & review student work and assessment data.	2013-14	Curriculum Dir., Coaches, Teachers	Assessments, student data
	K-5 teachers develop units in all content areas based on standards.	2013-15	Curriculum Dir., Coaches, Teachers	Standards-based unit curriculum document
	6-12 develop units/common assessments based on Maine standards	2013-15	Curriculum Dir., Coaches, Teachers	Standard based unit curriculum document
	A system for recording student proficiency is explored	2013-14	A-Team, Teachers	Notes on meetings
	The system for recording student proficiency is adopted.	2014-15	A-Team	Documented system

	Personalized learning opportunities: Establish a K-12 committee to examine the history and effectiveness of personalized learning opportunities in RSU #38 and determine alignment with standards.	2013-14	Guidance, A-Team	List of committee members, agendas, minutes from meetings
	Determine baseline data of current personalized learning opportunities K-12 that have the potential of meeting standards.	2013-14	Guidance, A-Team	List of opportunities
	Create a proposal process for acceptance of personal learning opportunities/plans.	2014-15	Committee	Proposal process
	Determine how credit will be awarded based on Standards.	2014-15	Committee	Document explaining how credit will be awarded.
	Create and implement a marketing plan.	2015-16	Communications Committee	Marketing plan for families
4. Provide opportunities that may lead to post secondary success.	Establish a K-12 committee to explore current research on mentoring and internship programs.	2013-14	A-Team, Guidance	Data collected Committee documents and minutes
	Collect data on current mentoring and internship opportunities.	2013-14	Committee, Guidance	Catalog of available mentorship opportunities
	Create and conduct a survey to determine mentorship/internship possibilities in the community (use current community business dir.)	2013-14	Committee, Guidance	Survey data

	Site visits to learn about what other districts and post secondary institutions offer for personalized learning opportunities. (See Goal 3)	2014-15	Committee, Guidance	Reflection form
	Increase the number of students taking the SAT more than once: Investigate grant resources (that could be used to increase number of seniors taking the SAT).	2013-14	HS Principal HS Guidance	List of Grant opportunities/resources
	Create student and parent information packets to promote the benefits of taking the SAT multiple times.	2013-14	HS Principal, Teachers, Guidance	Student and parent informational packet.
	Analyze the data to identify who is not taking the SAT more than once	2013-14	HS Principal Teachers/ Advisors, Guidance	Student data results
	Establish opportunities for more students in high school to attend post-secondary institutions.	2014-15	HS Principal, HS Guidance	List of enrolled high school students attending post-secondary institutions
	Adopt a board policy on post-secondary enrollment options.	2013	Superintendent, RSU Board	Adopted Policy
	Increased participation in extra-curricular activities (6-12): Create an awareness of extra-curricular activities through publicity drives, etc.	2013-14	Principals, Advisors	Materials used to publicize activities

	Create a document of enrolled students participating in extra-curricular activities.	2013-14	Principals, Advisors	Document
	Identify students not participating through advisory and encourage participation.	2013-14	Principals, Advisors	List of students not participating and documented contact times.
5. Core programs will meet the needs of all students.	Analyze assessment data and grades to determine if students are performing successfully.	2013-17 (yearly)	Superintendent, Curriculum Dir., all Principals, Coaches, Teachers	Data walls Assessment reports Grade analysis reports
	Create a professional development plan that will inform the practice of all teachers in meeting the needs of students with various learning styles and abilities.	2014-15	Curriculum Dir., all Principals, Coaches, Teachers	Documented plan
	Provide professional development on formative assessment and how it informs instruction.	2014-17	Principals, Teachers	List of professional development opportunities
	Create a teacher accountability system for using formative assessment.	2015-16	Superintendent, Curriculum Dir., A-Team	Observation of teachers, teacher portfolios, formative assessments administered to students
	Create a Response To Intervention System (See Goal 2, #9)	2013-14		The documented RTI process document

RSU #38 STRATEGIC PLAN 2012 - 2017				
Goal: #2 Rigorous Instructional Program				
Outcomes	**Action Steps**	**Timeline**	**Person Responsible**	**Evidence**
1. Increase percentage of students meeting and exceeding the standard on standardized assessments.	Analyze school-level data (NECAP, NWEA) after each administration period.	twice a year	Principals, Teachers, Coaches	Minutes of meetings
	Identify school-level goals.	**2013**	**Principals, Teachers**	**School-level goal document.**
	Develop school action plans to address the results of the data analysis and to reach goals.	**2013**	**Principals, Teachers**	**Action steps section of school goal document**
	Monitor progress of goals twice a year	2013-17	Principals, Teachers	Maine Assessment/NWEA progress analysis
2. Increase percentage of students meeting grade level benchmarks in (Developmental Reading Assessment) DRA	Schedule calibration sessions prior to each administration	every year	Literacy Specialists/Coach	Schedule of sessions
	Analyze school-level data after each assessment period	every year	Principals, Teachers, Literacy Specialists/Coach	Minutes/Results of meetings trajectory of % of students meeting benchmarks
	Identify school-level goals. Develop plans for meeting goals. Embed time during the year for monitoring progress toward school goals.	every year	Principals/Teachers	School-level goal document.

	Develop RTI plans for students not meeting benchmarks	on-going	Teachers, RTI committees	RTI plans, notes from meetings
3. Increase percentage of disadvantaged students who are Proficient and Proficient with Distinction on Maine Assessment.	Analyze school-level data.	every year	Principals, Teachers	School-level goal document.
	Identify students and develop individual plans.	every year	Principals, Teachers, Coaches	List of students not Proficient Documented individual plans.
	Identify school-level goals and action plans.	every year	Principals, Teachers, Leadership Teams	Goals, plans, improved Maine Assessment results for disadvantaged student group
	Develop a timeline for monitoring plans.	2013	Principals, Curriculum Dir.	Timeline, minutes from meetings
4. Increase percentage of Students with Disabilities who are Proficient and Proficient with Distinction on Maine Assessment.	Analyze school-level data.	every year	Special Ed. Dir., Principals, Teachers	School-level goal document.
	Identify students and develop individual plans.	every year	Principals, Teachers, Coaches	List of students not Proficient Documented individual plans
	Identify school-level goals and action plans.	every year	Teachers, Principals	Plans/Goals
	Develop a timeline to monitor results.	2013	School Leadership Teams	Timeline, minutes from monitoring meetings, increased Maine Assessment results.
5. Increase high school graduation rate.	Explore credit recovery opportunities.	2013-14	Principals, Teachers, Guidance	Graduation rate
	Extend support to teachers at Phoenix House to assist students in their	2013-14	Guidance, Principal Phoenix House	Documentation of efforts

	completion of high school programming. Explore multiple pathways to a Maranacook diploma (See Goal #1)	 2014-15	staff Principal, School Board, Superintendent	 School Board Minutes Multiple Pathways policies or documents
6. Increase percentage of students completing Algebra 2 by the end of grade 12.	Create a plan for implementing Common Core Math Standards for grades 6-12. Develop 8th grade Algebra Curriculum based on Common Core Standards Develop Math pathways guide Analyze school-level data for student enrollment in math courses	2013-15 2013-14 2015-16 2013-17	Middle School and High School Principals, Curriculum Dir., Teachers, Leadership Teams Curriculum Dir., Math Coach, Math Teachers Curriculum Dir., Math Coach, Teachers Guidance, HS Principal, Curriculum Dir.	Common Core vertical alignment document Enrollment data for math courses. Common Core curriculum documents. Algebra I curricula and assessments. Math Pathways guide Data analysis document
7. Development and implementation of a clear and consistent curriculum along with a strong instructional program that will promote student achievement.	Identify curriculum needs throughout the district. Develop a timeline for working on content areas. Identify power standards for content areas	2013-14 2013-14 2013-14	Curriculum Dir., Math and Literacy Coaches Curriculum Dir., Teachers, Math and Literacy Coaches Curriculum Dir., Teachers, Math and	Identified needs list Timeline Power standards document

			Literacy Coaches	
	Identify common format for curriculum documents	2013-14	Curriculum Dir., Teachers, Math and Literacy Coaches	Curriculum documents/templates
	Provide professional development around Common Core implementation, curricular needs and instructional practices.	2014-17	Coaches, Curriculum Dir., Teachers	Agendas, minutes from meetings, list of professional dev. activities
	Analyze district-level assessment data.	Yearly 2014-17	Curriculum Dir., Coaches, Teachers	Reports from analysis Identified next steps
8. Increase opportunities in alternative pathways to high school diploma and post secondary experiences.	Analyze current opportunities.	2013-14	Adult Ed. Dir., Guidance, HS Principal	Report of current opportunities
	Analyze student data to target specific academic strengths and weaknesses of individual students.	2013-17	Guidance, Instructional Teams	Analysis report
	Develop system for assessing student proficiency in meeting standards (See Goat #1).	2013-14	Guidance, Learning Leaders, Instructional Teams	Identified plans for demonstrating proficiency
	Develop plan for alternative pathways to meeting standards.	2013-15	Guidance, Learning Leaders, Instructional Teams	Individualized Plans
	Increase dual enrollment opportunities (See Goal #1)	2013-14	Guidance, HS Principal	Document outlining dual enrollment options

9. Provide support services for general education students not meeting grade-level benchmarks.	Development of a comprehensive RTI system including progress monitoring, development of RTI plans for literacy, math and behavior.	2013-14	Curriculum Dir., A-Team, Coaches, Leadership Teams	District-wide RTI plan and documents
	Create a Response To Intervention (RTI) review team.	2013-14	Teacher Leaders, Coaches, Curriculum Dir.	List of review team members, minutes from meetings
	Provide professional development to staff around Response to Intervention, and core instruction as a critical component of Tier 1 interventions.	2013-15	Curriculum Dir., Coaches, Specialists, Principals	Agendas from Professional development time around RTI.
	Create a teacher accountability system for implementation of the RTI process.	2015	Superintendent, Curriculum Dir., RTI Team	Documented system

RSU #38 STRATEGIC PLAN 2012 - 2017				
Goal: 3 Schools as Welcoming Community Centers **RSU#38 will establish our schools as welcoming centers of our communities, reaching out to all community members and any group or organization that may support the RSU in our efforts to be a caring school community dedicated to excellence.**				
Outcomes	**Action Steps**	**Timeline**	**Person Responsible**	**Evidence**
1. Improved communication between school and community.	**Use social media to receive and give information from/to district.**	**2012-17**	**Technology Director**	**Data collected from the use of the social media resources.**
	Conduct a community survey regarding communication.	**2012-13**	**Technology Director**	**Survey Results**
	Explore creating an electronic version of the Chalkboard	**2012-13**	**Superintendent, Communications Committee**	**Minutes from Communications Committee**
	Keep the District Website current	**on-going**	**Tech. Team Technology Director**	**Updated Website and monitor data regarding use of the district website**
2. A volunteer system that produces an increased number of trained volunteers	Establish a baseline number of volunteers.	2013-14	Superintendent, Principals	Number of volunteers before and after the plan's implementation.
	Revise and implement the volunteer application process.	**2012-13**	**Principals, Superintendent**	**Updated Volunteer Application**

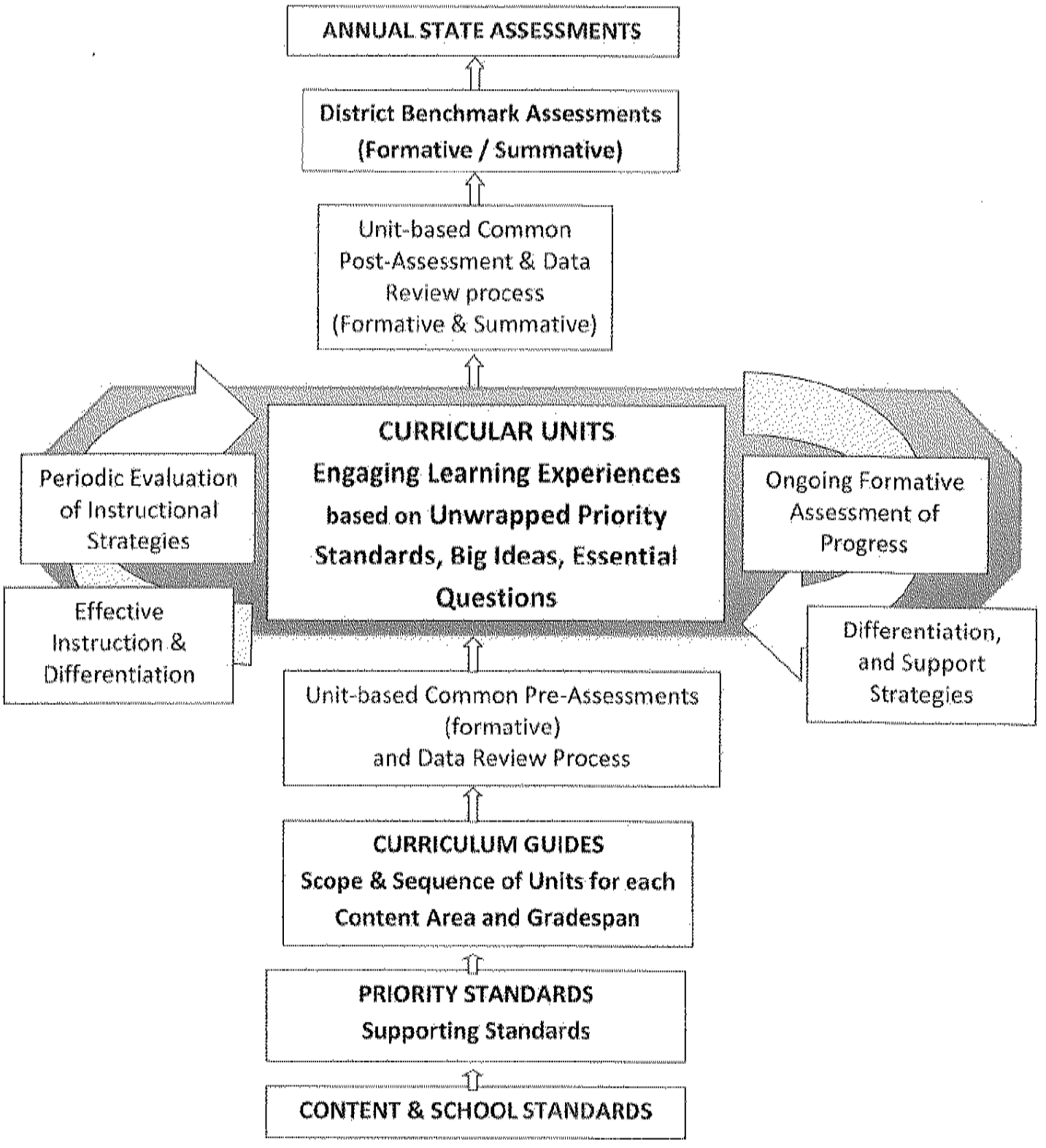
	Create and disseminate a volunteer handbook.	**2012-13**	**A-Team**	**Completed Handbook**
	Explore the creation of a district-wide volunteer orientation process (video focusing on volunteer orientation).	2013-14	Teachers, Principals, Human Resources Dir.	Outcomes of exploration process
3. Fully implemented system matching community mentors with students.	Establish a Community Mentor Committee	2013-14	A-Team and Committee	Committee established documented purpose, minutes from meetings
	Identify community mentors	2013-14	A-Team, Guidance, Nurses, Teachers	List of community mentors
	Develop and implement community mentoring system.	2013-14	A-Team, Guidance, Nurses, Teachers	Completed Mentor System and annual update of community mentor list
4. Provide quality educational and social opportunities for all ages.	**Establish/support play groups in all schools and/or communities**	**2012-13**	**Principals, Teachers**	**Documented play groups and their schedules.**
	Invite senior citizens within our communities to participate in school events.	2012-13	Principals, Teachers	Invitations, Guest sign-ins
	Identify areas of interest in adult education by visiting community groups.	2012-13	Adult Ed. Dir.	Calendar of visits
	Expand adult education program to meet community needs.	2013-14	Adult Ed. Dir.	Adult education brochures, enrollment figures

RSU #38 STRATEGIC PLAN 2012 - 2017				
Goal 4: Accountability for all				
Outcomes	**Action Steps**	**Timeline**	**Person Responsible**	**Evidence**
1. Full implementation of research-based teacher evaluation system by 2016-17	**Create district wide evaluation committee**	**2012-13**	**Superintendent**	**Minutes from meetings**
	Identify purpose of evaluation	**2012-13**	**Committee**	**Purpose statement**
	Review current research	**2012-13**	**Committee**	**Minutes from meetings**
	Select evaluation standards	**2012-13**	**Committee**	**Identified Marzano standards**
	Educate teachers/administrators about the standards	2013-14	A-Team	Exit Slips
	Develop components of the system	2013-14	Committee	Teacher evaluation document
	Develop a process and timeline for implementing the system.	2014-15	Committee	Timeline/flow chart
	Pilot the model	2014-15	Teachers, Administrators	Feedback data about the pilot
	Request School Board approval of evaluation system	2016-17	Superintendent, Board Policy Committee	Policy

2. Full implementation of research-based Administrative evaluation system by 2016-17	Create district wide Administrative Evaluation Committee	2013-14	Superintendent, School Board, Teachers	Minutes from discussions of completed readings
	Identify purpose of evaluation	2013-14	Committee	Purpose statement
	Review current research	2013-14	Committee	Collection of research
	Select evaluation standards	2013-14	Committee	Standards document
	Develop the process of the system	2014-15	Committee	Written process
	Pilot the model	2014-15	Administrators	Notes on pilot
	Request School Board approval of preferred model	2015-16	School Board	Evaluation Tool
	Implement the model	2016-17	Administrators	Implementation schedule
3. A system for evaluating student performance will be in place.	Review school goals and related assessment data two times per year.	2013-17	A-Team, Teachers, Curriculum Dir.	Performance review process and report
	Report to School Board	2013-14	Superintendent, Principals	Minutes of Report
	Develop system for determining individual student proficiency	2013-15	Administrators, Curriculum Dir.	Documented system, School Board report
4. Full implementation of an accountability system for the School Board	Mission document is used to develop the budget	2013-14	School Board	Policies and budget based on Mission Document, School Board Minutes
	Audit of budget decisions is based	2013-14	A-Team, School	Budget

	on the Mission Document		Board	
5. Community Accountability	Gather data on attendance at events by families and community members.	2013-14	A-Team	Attendance/info document, data results
	Improve communication with community members (seniors and citizens with and without students in the schools)	2013-14	School Board, Communications Committee	Communications with community members
	Create/Support/Participation in mentorships/internships	2014-15	HS Principal, Guidance, Adult Ed. Dir.	List of mentors/community partnerships
6. Student Accountability	Students take ownership for demonstrating their own learning.	2016-17	Students, Teachers	Student led conferences
	Students participate in celebration events highlighting their achievements.	2016-17	A-Team	State of the District Event, Humanities night, concerts, etc.
	Student participation in school leadership opportunities.	2013-14	Principals, (Student Councils, Senate, Civil Rights Team, etc.)	Documented list of participation in leadership opportunities

RSU #38 CURRICULUM, INSTRUCTION & ASSESSMENT DESIGN



Adapted from Ainsworth: Rigorous Curriculum Design Alignment Diagram, 2010

GRADE 3			GRADE 4			GRADE 5		
Unit	**Standards**		**Unit**	**Standards**		**Unit**	**Standards**	
I. **Crafting True Stories**	**W.3.3**	Write a narrative to develop real events using effective technique, descriptive detail, and clear event sequences	I. **The Arc of Story: Writing Realistic Fiction**	**W4.3**	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	I. **Narrative Craft**	**W5.3**	Write a narrative with a well elaborated event and details to describe actions, thoughts, and feelings.
	W3.4	With guidance and support from adults, produce writing in which the development and organization (structure) are appropriate to task and purpose.		**W4.4**	Produce clear and coherent writing in which the development and organization (structure) are appropriate to task, purpose and audience		**W5.5**	With guidance from adults, focus on topic and respond to questions and feedback to strengthen writing by revising and editing.
	W3.5	With guidance from adults and peers, respond to questions and suggestions to strengthen writing.		**W4.5**	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		**W5.6**	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, and interact or collaborate with others. Keyboarding: 2 pages in a sitting
II. **Inform-**	**W3.2**	Write informative or explanatory texts to	II. **Boxes and**	**W4.1**	Write opinion pieces on topics or texts,	II. **The Lens of**	**W5.2**	Write informative texts to examine a topic and

ational Writing		*examine a topic and convey ideas and information clearly*	**Bullets**		*supporting a point of view with reasons and information*	**History: Research Reports**		*convey ideas and information clearly*
	W3.6	*With guidance and support from adults, use technology to*		**W4.4**	*Produce clear and coherent writing in which the development*		**W5.7**	*Conduct short research projects and use several sources to investigate*
	W3.8	*Recall information from experiences and gather inform-ation from print and digital sources, take*		W4.8	*Recall information from experiences or gather information from print and digital sources, take*		**W.5.8**	*Gather relevant information from experiences or print and digital sources;*
	W3.10	*Write routinely over short and longer timeframes for a range of discipline specific tasks, purposes, and audiences*		**W4.10**	*Write routinely over extended timeframes (research, reflect, revise) for a range of discipline specific tasks, purposes and audiences·*		**W5.10**	*Write routinely over extended timeframes (research, reflect, revise) for a range of discipline specific tasks, purposes and audiences·*
	GRADE 3			**GRADE 4**			**GRADE 5**	
III.	**Standards**			**Standards**			**Standards**	

Chang-ing the World	**W.3.1** **W.3.5** **W.3.7**	*Write opinion pieces on topics supporting a point of view with reasons* *With guidance & support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing* *Conduct short research projects that build*	**UNIT III. Bring-ing History to Life**	**W4.2** **W4.6** **W4.7**	*Write informative/explanatory texts to examine a topic and convey ideas* *With some guidance and support from adults, use technology, including the Internet, to produce and publish writing and interact and collaborate with others·* *(Keyboard 1 page in a*	**UNIT III. Shaping Texts: From Essay & Narra-tive to Memoir**	**W5.1** **W5.5** **W5.6**	*Write an opinion piece on texts, supporting a point with reasons and informat* *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach*
IV. Once Upon a Time	**W3.3**	*Write a narrative to develop imagined events using effective*	**IV. The Literary Essay: Writing about Fiction**	**W4.1**	*Write opinion pieces on topics or texts, supporting a point of view with*	**IV. The Research-based Argument Essay**	**W5.1**	*Write an opinion piece on topics or texts, supporting a*
	W3.4	*With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose·*		**W4.4**	*Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience*		**W.5.4**	*Produce clear and coherent writing in which the development*
							W.5.9	*Draw evidence from literar informational texts to sup analysis, reflection, and re*
	W3.5	*With guidance & support from peers and adults, develop and*		**W4.9**	*Draw evidence from literary or informational texts to support analysis,*			
	W.3.10	*Write routinely over short and longer timeframes for a range*		**W4.10**	*Write routinely over extended timeframes (research, reflect, revise)*		**W5.10**	*Write routinely over extended timeframes (research, reflect,*

		of discipline specific tasks, purposes, and audiences			*for a range of discipline specific tasks, purposes and audiences.*			*revise) for a range of discipline specific tasks, purposes and audiences.*

Updated 3.18.14

Notes:

RSU #38 Priority Standards are listed in bold print

Common core standards are listed for units in which they are areas of emphasis. Actually, standards .4,.5,.9 and .10 are addressed throughout the year and the research standards .7 and .8 are reinforced during other units in literacy, science, and social studies.

Currently grades K-5 are using the Lucy Calkins Units of Study writing program. RSU #38 has adapted the rubrics from this program to use across the curriculum for Narrative, Informational, and Persuasive (Opinion/Argument) types of writing projects. The rubrics are based on learning progressions aligned with the Common Core Writing Standards for Grades K-8.

Details about the program and standards alignment are available at http://www.unitsofstudy.com/writing-grade-by-grade/

http://www.heinemann.com/shared/onlineresources/E04717/CCSS_Correlation.pdf **(standards alignment charts)**

RSU 38 ELA READING CURRICULUM (TRIMESTER 2):
DRAFT DOCUMENT (11.17.14) Grades 6-7-8

Essential Questions	**Big Ideas**	**Common Core Standards** P=Priority S=Supporting	**Content Outcomes** Knowledge and/or skills the students should be able to demonstrate	**Activities Resources Tasks**	**Assessments Rubrics Scoring Guides**	**Vocabulary**
What are characteristics of expository text? How do I help myself understand a text that teaches? How do I use text to answer an inferential question?	Expository text is qualitatively different from narrative in its tone, style, structure and features. Specific strategies can be used independently by readers to aid comprehension of expository text. Writers expect readers to draw inferences from the text in order to ask and answer questions.	RI.6.10, RI.7.10, RI.8.10 (P) RI6.2, RI.7.2, RI8.2 (P) RI.6.4, RI.7.4, RI.8.4 (P) RI6.2, RI.7.2, RI8.2 (P) RI6.1, RI.7.1, RI8.1 (P)	Middle school students will be able to independently read and understand grade-appropriate informational text to build strong content knowledge. Performance of these standards is demonstrated through: *objectively summarizing general and content-specific informational text, *explaining word choices, *analyze the development of central ideas, and *citing textual evidence to support these ideas.	**Student Learning Strategies:** Coding Text Says Does Means Words Across Contexts Anticipation Guide Compare and Contrast **See folder on Googledocs** **Articles for Students:** http://www.newsela.com **Information for Teachers:** Reading Expository Text Teaching Expository Text Teaching Expository Text through Inquiry Writing and Analyzing Informational Text by Jeff Wilhelm	**Pre Assessment:** The student reads a short informational text, writes a summary and answers a constructed response question citing evidence from the text to support a point. **Post Assessment:** The student reads an informational article; answers multiple choice questions and locates evidence in the text.	textual evidence analysis central ideas conveyed literal figurative connotative analogies allusions expository text

Assessment ()

CONDITIONS:

CRITERIA:

Assessment Scoring Scale

4=

3=

2=

1=

0 = The student is unable to provide a response

Name_____Date_____Team_____Period_____

Excerpt from FDR and the Great Depression by Russell Freedman

(1) While Roosevelt waited to take office, the depression grew worse by the day. Four months would pass between his election in November and his **inauguration** the following March. During that gloomy winter, the country was gripped by uncertainty and fear.

(2) Across the land, factories lay idle and farmers burned crops they could not sell. As much as a third of the nation's work force was unemployed. No one knew exactly how many people were out of work.

(3) Uneasy about the future, bank **depositors** stood in long lines, waiting to withdraw their savings. Since a bank uses most of the money it takes in to make loans, many **institutions** did not have enough cash on hand to meet the massive demand for withdrawals. Thousands of banks failed, taking the savings of small depositors with them.

(4) By inauguration day- March 4, 1933- every state in the Union had ordered its remaining banks to close. The stock and grain markets had shut down. The U.S. Treasury did not have enough **currency** to meet the government payroll. The economy of the world's richest country was at a standstill, waiting to hear what the new president intended to do.

1. On a separate sheet of paper, write an objective summary of this passage. Then answer the questions.

2. Find and highlight or underline **three sentences** in the excerpt that give examples of how bank savings withdrawals affected the United States.

3. Which **two phrases** in the text best help the reader determine the meaning of "institutions?"

A. "Uneasy about the future"
B. "massive demand"
C. "Since a bank uses most of the money it takes in to make loans"
D. "stood in long lines"
E. "did not have enough cash on hand"
F. "The U.S. Treasury did not have enough currency"

4. On a separate sheet of paper, infer and explain how Americans might have felt in 1933 about farmers burning the crops they could not sell. Use evidence from the text to support your answer.

Scoring Guide for "FDR and the Great Depression" by Russell Freedman

Standard	Question	3 points	2 points	1 point
RI.1	2	3 correct sentences	2 correct sentences	1 correct sentence
RI.2	1 (Summary)	See below	See below	See below
RI.2	4	See below	See below	See below
RI.4	3	C and E	C or E	

Question 1 (Summary) (RI.2)

A **three point** response provides a correct description of the depression in the four months prior to Roosevelt taking office. Correct descriptions should include many of the following ideas:

- (who) people waiting to see what new president would do
- (what) the gloomy mood of the country; people uncertain and fearful
- (where) in the US
- (when) between the election and inauguration, November to March 1933
- (why) huge unemployment across the county; bank depositors tried to withdraw money; banks didn't have enough cash; government ran out of cash; banks failed or closed; people lost their savings

A **two point** response provides some of the above ideas, but a part is left out that would have made it a cohesive whole. The student would need some support to reach a "3".

A **one point** response provides one or two ideas on the above list, but the student would need support to reach a "2".

A **zero point** response provides an incorrect summary AND/OR lacks any of the ideas stated above.

Question 2 (Any three of the following sentences are acceptable.) (RI.1)

- "Thousands of banks failed, taking the savings of small depositors with them."
- "By inauguration day- March 4, 933- every state in the Union had ordered its remaining banks to close. "
- "The U.S. Treasury did not have enough **currency** to meet the government payroll."
- "Since a bank uses most of the money it takes in to make loans, many **institutions** did not have enough cash on hand to meet the massive demand for withdrawals."
- "The stock and grain markets had shut down. "

Question 3 (See scoring guide)

Question 4 (Answers will vary.) (RI.2)

A **three point** response provides a correct inference about how Americans are feeling and acting, AND an explanation about why, AND evidence from the text.

A **two point** response provides a correct inference about how Americans are feeling and acting, AND somewhat of an explanation about why, AND/OR some evidence from the text. The student would need some support to reach a "3".

A **one point** response provides a literal conclusion about how Americans are feeling and acting, OR a correct inference with little to no explanation or textual support. The student would need support to reach a "2".

A **zero point** response is one that is unclear, confusing or missing.

Standard	Question	Meets	Partially Meets	Does Not Meet
RI.1 /3	2	3	2	1
RI.2 /6	1, 4	5	4	<4
RI.4 /3	3	3	2	1

Sample Class Scoring Chart

Student Name	RI.1	RI.2	RI.4	
Johnny B. Goode	PM	PM	M	

Jim Murphy – Excerpt from *The Great Fire*

Created by Student Achievement Partners (Adapted)

GRADE LEVEL: 6

GENRE: Informational

SUBJECT(S): English Language Arts

LENGTH: pages

ASSESSMENT:

This Grade 6 Mini-Assessment is based on an excerpt from *The Great Fire* by Jim Murphy. This text is worthy of students' time to read and also meets the expectations for text complexity at Grade 6. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as this one.

Questions aligned to the CCSS should be worthy of students' time to answer and therefore do not focus on minor points of the texts. Several standards may be addressed within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are 7 questions that address the Reading Standards below. We encourage educators to give students the time that they need to read closely and write to sources. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as is necessary.

COMMON CORE STATE STANDARDS ADDRESSED:

RI.6.1; RI.6.2; RI.6.4

Table of Contents

NAME: _____

DATE: _____

PERIOD: _____

Excerpt from *The Great Fire* by Jim Murphy

The Great Fire of Chicago is considered the largest disaster of the 1800s. It is rumored to have started in the barn of Patrick and Catherine O'Leary.

(1) A shed attached to the barn was already engulfed by flames. It contained two tons of coal for the winter and a large supply of kindling wood. Fire ran along the dry grass and leaves, and took hold of a neighbor's fence. The heat from the burning barn, shed, and fence was so hot that the O'Learys' house, forty feet away, began to smolder. Neighbors rushed from their homes, many carrying buckets or pots of water. The sound of music and merrymaking stopped abruptly, replaced by the shout of "FIRE!" It would be a warning cry heard thousands of times during the next thirty-one hours.

(2) Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be "fireproof") looked solid, but were actually jerrybuilt[1] affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin.

(3) The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally. Because both Patrick and Catherine O'Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of

[1] Built cheaply or poorly constructed

businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.

(4) Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

(5) The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together. Chicago had been built largely on soggy marshland that flooded every time it rained. As the years passed and the town developed, a quick solution to the water and mud problem was needed. The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet. On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 acres of the city in a highly combustible knot.

(6) Fires were common in all cities back then, and Chicago was no exception. In 1863 there had been 186 reported fires in Chicago; the number had risen to 515 by 1868. Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms. The next year saw even more fires spring up, mainly because the summer had been unusually dry. Between July and October only a few scattered showers had taken place and these did not produce much water at all. Trees drooped in the unrelenting summer sun; grass and leaves dried out. By October, as many as six fires were breaking out every day. On Saturday the seventh, the night before the Great Fire, a blaze destroyed four blocks and took over sixteen hours to control. What made Sunday the eighth different and particularly dangerous was the steady wind blowing in from the southwest.

(7) It was this gusting, swirling wind that drove the flames from the O'Learys' barn into neighboring yards. To the east, a fence and shed of James Dalton's went up in flames; to the west, a barn smoldered for a few minutes, then flared up into a thousand yellow-orange fingers.

Questions for Students

1. **Reread this sentence from paragraph 5 of the passage:**

   The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet.

   Which two phrases in the sentence best help the reader determine the meaning of the word "elevate"?

   A. "The answer was"
   B. "to make the roads and sidewalks"
   C. "out of wood"
   D. "above the waterline"
   E. "in some places"
   F. "by several feet"

2. **According to the passage, how did the location of the businesses affect the Great Fire?**

   A. The location of the businesses was one reason "the situation was worst in the middle-class and poorer districts."
   B. The location of the businesses provided some of "the links between richer and poorer sections" of the city.
   C. The location of the businesses meant that the "wealthier districts were by no means free of fire hazards."
   D. The location of the businesses helped bind "the 23,000 acres of the city in a highly combustible knot."

3. **This question has two parts. Answer Part A and then answer Part B.**

Part A: Which statement below best summarizes the central idea of this passage?

A. The Great Fire of Chicago was one of the most damaging fires in American history.

B. The Great Fire of Chicago quickly got out of control in some neighborhoods but not others.

C. Chicago firefighters could not put out the fire even though many people tried to help.

D. Chicago provided almost perfect conditions for a widespread and damaging fire.

Part B: Which sentence from the passage provides the best support for the correct answer in Part A?

A. "Neighbors rushed from their homes, many carrying buckets or pots of water."

B. "Chicago in 1871 was a city ready to burn."

C. "The situation was worst in the middle-class and poorer districts."

D. "Fires were common in all cities back then, and Chicago was no exception."

4. In the chart below, the left-hand column contains a list of details from the passage. The right-hand column is headed "Reasons Chicago Burned in October 1871 Instead of Later." Find two details that show why Chicago burned when it did, and copy each detail into one of the empty boxes.

Details from *The Great Fire*
Neighbors rushed from their homes, many carrying buckets or pots of water.
The sound of music and merrymaking stopped abruptly, replaced by the shout of "FIRE!" It would be a warning cry heard thousands of times during the next thirty-one hours.
Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally.
Chicago had been built largely on soggy marshland that flooded every time it rained.
On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 acres of the city in a highly combustible knot.
Between July and October only a few scattered showers had taken place and these did not produce much water at all.
On Saturday the seventh, the night before the Great Fire, a blaze destroyed four blocks and took over sixteen hours to control.
What made Sunday the eighth different and particularly dangerous was the steady wind blowing in from the southwest.

Reasons Chicago Burned in October 1871 Instead of Later
Detail 1:
Detail 2:

5. **This question has two parts. Answer Part A and then answer Part B.**

Part A: Based on *The Great Fire,* which statement is true about conditions in Chicago in 1870-1871?

A. Land for building homes was abundant in Chicago.

B. Firefighters in Chicago were inexperienced.

C. The growth of Chicago was being carefully planned.

D. A fire was likely to occur almost every day in Chicago.

Part B: Which sentence from the passage provides the best support for the correct answer in Part A?

A. "Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally."

B. "As the years passed and the town developed, a quick solution to the water and mud problem was needed."

C. "Records for 1870 indicate that fire-fighting companies responded to nearly 600 alarms."

D. "On Saturday the seventh, the night before the Great Fire, a blaze destroyed four blocks and took over sixteen hours to control."

6. List three phrases of textual evidence from paragraph 2 that best help the reader determine the meaning of the word "ornately".

A._____

_____

B._____

_____

C._____

_____

Information for Teachers: Quantitative and Qualitative Analyses for the Text(s)

Regular practice with complex texts is necessary to prepare students for college and career readiness. This text has been placed at grade 6 for the purpose of this exemplar. This section of the exemplar provides an explanation of the process that was used to place the text at grade 6, illustrating why this text meets the expectations for text complexity in Reading Standard 10. Appendix A of the Common Core State Standards and the Supplement to Appendix A: *New Research on Text Complexity* lay out a research-based process for selecting complex texts. According to Appendix A of the CCSS, the first step in selecting grade-level appropriate texts is to place a text within a grade-band according to a quantitative text complexity score.

The quantitative data for The Great Fire is below:

The Great Fire	Quantitative Measure #1	Quantitative Measure #2
	Flesch-Kinkaid: 9.0	Lexile: 1000L

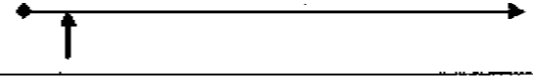
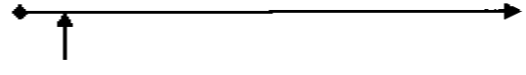
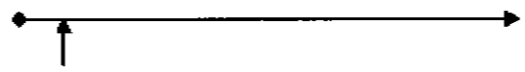
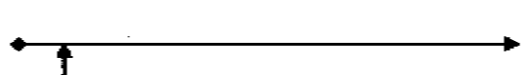
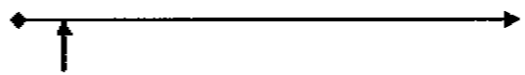
After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.coresetandards.org/resources) and determine the **grade band** of the text:

Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from Flesch-Kinkaid and the Lexile measure were converted to grade bands.

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures[7]

Common Core Band	ATOS	Degrees of Reading Power	Flesch-Kincaid	Reading Maturity	Stenner Measure
2nd – 3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Qualitative Analysis for *The Great Fire*

Category	Notes and comments on text, support for placement in this band	Where to place within the band?
		Early 6-mid 6 | Mid 6-early 7 | Early 7-mid 7 | Mid 7 to early 8 | Mid-8 to end 8 | NOT suited to band
Structure (story structure or form of piece or sentence demands if notable)	The structure of the text is mostly cause and effect, showing the main reasons the Great Fire started in Chicago when it did. The relationship between the main idea and supporting details is clear.	
Language Clarity and Conventions (including vocabulary load)	The vocabulary used in the text is accessible to the average sixth grader and appropriate for grade level. The few words that may be challenging for this audience are surrounded by strong context clues that will enable students to understand the unfamiliar terms. The sentence structure varies from simple to complex but are of average length and can be dissected easily if needed.	
Knowledge Demands (life, content, cultural/literary)	The passage is self-contained, meaning that no outside knowledge is required. Students may or may not know the location of Chicago, but a lack of knowledge of that fact will not impact understanding. Also, no prior knowledge of the Great Fire is needed, as the text describes it fully. Students will need to infer that wood burns easily, but there is context in the text to support that inference.	
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	The purpose is singular -- to explain the reasons the Great Fire started.	
Overall placement Grade 6	**Justification:** The text, as indicated by both quantitative and qualitative data, should be assigned to Grade 6, most appropriately administered in the early part of the school year. While sufficiently complex and of high quality, the text does not place unreasonable demands on the student, as the vocabulary level, syntax, and knowledge demands help with accessibility.	

Correct Answer(s) and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1	D, F	RI.6.4, RI.6.1	Option A: Although "The answer was" introduces the ideas in the sentence, it does not provide context for "elevate." Option B: Although the phrase "to make the roads and sidewalks" provides information about what was elevated, it does not serve as context for "elevate." Option C: Although the fact that the roads and sidewalks were built "out of wood" is important to the central idea of the passage, it does not provide context for "elevate." Option D: This is a correct answer: "Above the waterline" helps the reader determine what "elevate" means. Option E. Although the phrase, "in some places" introduces some additional helpful context, it does not give context for the meaning of "elevate." Option F: This is a correct answer. "By several feet" extends the concept of "above the waterline" and thus provides context for the meaning of "elevate."
2	A	RI.6.1	Option A: This is the correct answer. The fact that the businesses were located in the middle class and poorer districts made conditions worse there, most likely because they offered sources of fuel for the fire. Option B: Although the poorer and richer districts were linked by the fact that their buildings were made of wood, the passage is clear that the businesses were located in the middle class and poorer districts rather than the richer ones. Option C: Although there were fire hazards in the richer districts, they consisted mainly of large and small wooden buildings, stables, and trees, not businesses. Option D: Although the businesses were located in the middle class and poorer districts, that fact did not cause the city to be bound by a "highly combustible knot" of wooden sidewalks and roads.

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
3 Part A	D	RI.6.2, RI.6.1	Option A: Although students may be strongly drawn to this option because it sounds as if it is what the passage might be about, there is no information in the text comparing the Great Fire to other fires in U.S. history. Option B: There is no textual evidence for this statement as the central idea of the passage; in fact, much of the text is devoted to showing how all neighborhoods were at risk of fire. Option C: Although the opening paragraphs suggest that many people tried to put out the fire, the idea that firefighters could not put out the fire even with help is not the central idea of the passage. Option D. This is the correct answer, and the author summarizes this idea early in the passage.
3 Part B	B		Option A: This option links to option C in Part A but does not support the correct response to Part A, which is D. Option B: This is the correct answer, supporting the statement of the central idea in option D in Part A. Option C: This option links to option B in Part A but does not support the correct response. Option D: This option links to option D in Part A but represents a misreading of the passage about the relationship between Chicago and other cities.

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
4	Between July and October only a few scattered showers had taken place and these did not produce much water at all. What made Sunday the eighth different and particularly dangerous was the steady wind blowing in from the southwest.	RI.6.2, RI.6.1	Option A: Although neighbors tried to put out the fire this does not provide a reason for the fire occurring in October 1871 instead of earlier or later. Option B: Although the statement about warning cries indicates the pervasive nature of the fire, it does not support the reason for the fire occurring in October 1871. Option C: Although the large numbers of wooden buildings in the middle class and poorer districts were one reason the city was likely to burn down, this fact does not tell why the fire occurred when it did. Option D: Although the soggy marshland ultimately contributed to the fire because it caused so many miles of wooden roads and sidewalks to be built, this fact does not explain why the fire occurred when it did. Option E: Although the knot of wooden roads and sidewalks contributed to the fact that Chicago was ready to burn, it does not account for the fact that the fire started in October 1871. Option F: This is a correct answer. The weather conditions in the fall of 1871 explain why the fire occurred in October 1871 and not earlier or later. Option G: Although there was a significant fire the night before the Great Fire started, that fact does not explain why the great fire occurred the next day. Option H: This is a correct answer. The fact that the wind was blowing steadily helped turn a small fire into a big one and provides one reason the fire started when it did.

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
5 Part A	D	RI.6.2, RI.6.1	Option A: The passage does not support the inference that land was abundant; in fact, there are indications that lots were small and buildings close together, suggesting that land was scarce. Option B: Although it is clear that the fire got out of control, there is no textual evidence supporting the inference that firefighters lacked experience. On the contrary, the large numbers of fires would suggest that firefighters had vast experience. Option C: There is no textual evidence for planning in the growth of the city; there is a slight suggestion that there was less planning than desirable, given the businesses interspersed with the residences. Option D: This is the correct answer. The evidence in the text makes clear that the trend was for more and more fires to occur, with an average of more than one fire a day by 1870.
5 Part B	C		Option A: The fact that wooden buildings were packed closely together links to options A and C in Part A, but it does not support the correct response, that fires were becoming more and more common. Option B: The need for a solution to the water and mud problem links to option C in Part A, but it does not support the correct response. Option C: This is the correct answer. The fact that there were so many fires in 1870 indicates that it was likely that there was, on average, more than one fire per day. Option D: The fact that there was a serious but controlled fire on the night before the Great Fire started links to option B in Part A, but it does not support the correct response.

Question Number	Correct Answer(s)	Standards	Rationale for Answer Options
6	*A. "fancy exterior decorations on just about every building"* *B. "painted to look like stone or marble"* *C. "covered with cleverly painted copper or tin"*	RI.6.4	A. This phrase refers to the building decorations alluded to earlier with the term "ornately decorated." B. This phrase further describes the exterior decorations, giving context to the meaning of "ornately". C. This phrase further describes the exterior decorations, giving context to the meaning of "ornately".

3 points= Lists all 3 of these pieces of evidence
2 points= Lists 2 of these pieces of evidence
1 point= Lists 1 of these pieces of evidence

Additional Resources for Assessment and CCSS Implementation

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts: http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on http://www.achievethecore.org/steal-these-tools/close-reading-exemplars
- See the Basal Alignment Project for examples of text-dependent questions: http://www.achievethecore.org/basal-alignment-project

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts: http://www.corestandards.org/assets/Appendix_B.pdf

This mini-assessment can be used as an independent activity or as part of a follow-up to the accompanying sample lesson found on the following link:

http://www.achievethecore.org/page/522/the-great-fire-by-jim-murphy-with-mini-assessment

Lester David- *Race to the Klondike*

GRADE LEVEL: 7
GENRE: Informational
SUBJECT(S): English Language Arts
LENGTH: pages

ASSESSMENT:

This Grade 7 Mini-Assessment is based on a short article called Race to the Klondike. This text meets the expectations for text complexity at Grade 7. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as this one.

Questions aligned to the CCSS should be worthy of student's time to answer and therefore do not focus on minor points of the texts. Several standards may be addressed within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are 7 questions that address the reading standards below. We encourage educators to give students the time they need to read closely and write to sources. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time if necessary for individual students.

COMMON CORE STATE STANDARDS ADDRESSED:

RI.7.1; RI7.2; RI7.4

NAME:_____DATE:_____PERIOD:_____

Race to the Klondike by Lester David

(1) Robert Henderson had searched for it all his life, all over the world. Now, in 1896, he could hardly believe what he saw shining in the bottom of his miner's pan. Gold! Henderson scrambled back to the nearest settlement in the remote Klondike region of northwest Canada and staked a claim. He called the site Gold Bottom.

The Great Rush Begins

(2) Henderson may have been the first to find gold. But soon, George Washington Carmack made a strike at nearby Rabbit Creek and found enough gold to make him wealthy. The discoveries triggered history's greatest gold rush. People caught gold fever, then joined what became known as the "great stampede." There probably would never be another like it.

Lure of Quick Riches

(3) The stunning news of gold flashed across the United States and Canada. Men left their homes and families, lured northward by dreams of quick riches. Never mind that the journey was dangerous, as was the Klondike itself. Gold seekers jammed ships from around the world. Thousands made the grueling trip around Cape Horn at the tip of South America and sailed up to the Gulf of Alaska.

(4) An endless line of stampeders trudged over Alaska's Chilkoot Pass and the somewhat easier White Pass. From Skagway and Dyea, in southeastern Alaska, they struggled inland more than 30 miles, then had to build boats that would take them to the goldfields near Dawson, more than 500 miles away. Today, a historic park and hiking trail mark the location of Chilkoot Pass.

World's Roughest Place

(5) Skagway was dubbed "the roughest place in the world" by Canadian North West Mounted Police. Thieves, pickpockets, gamblers and swindlers packed the town. Within days of the first gold find, the area was in chaos. Towns sprung up. In six months, 500 new houses were built in Dawson, the Klondike's capital. Food and supplies became scarce, and prices shot sky high.

(6) Sled dogs cost $350 each and soon were unavailable. Miners were lucky to buy tired old horses. A breakfast of ham and eggs cost $10, enough in those days to buy a fine dinner for eight back East.

Battling the Numbing Cold

(7) With the risk of starvation increasing, Mounted Police ordered that every man headed for the trails must have a year's supply of provisions. This meant each had to carry hundreds of pounds of food and gear.

(8) A gold-seeker who lacked a horse or sled would haul about 65 pounds of supplies, set it down and go back for the rest. Then he'd have to dig out his first load from under the drifting snow. He'd eventually walk more than 2,500 miles to get his gear over the Chilkoot Pass. Sometimes, the temperature plunged to 50 below, but the prospectors forged ahead. They huddled in caves during blizzards.

They Struck It Rich

(9) Plenty of folks found pay dirt. Louis Rhodes, a quiet, soft-spoken miner, recovered enough gold in just one year to enable him to live in luxury for the rest of his long life. Charley Anderson did even better. A clever swindler convinced him to pay $800 for a claim he said would be worth a fortune. Actually, it was considered to be a total dud. In a few months, though, Charley discovered his "worthless" claim was worth millions.

(10) Then there was Alex McDonald, who took pity on a starving miner and traded a sack of flour for a claim neither thought was worth a cent. McDonald bought up several more claims like these and wound up with a bonanza of $20 million.

(11) Historians estimate that more than 100,000 men, as well as a large number of women, set out to find Klondike gold. Between 30,000 and 40,000 eventually got there.

(12) Just two months after the first strikes, about 5 million in gold was recovered. But by 1899, three years after it started, the great stampede was over. All the streams had been claimed. People began leaving. Twenty years later, hastily built buildings were empty and crumbling, and machinery was rusting in the streets and canyons. All that remains today is the memory of the last great rush for the elusive yellow metal.

A HEAVY LOAD

A gold prospector had to be well armed before heading into the Klondike. Harsh winters and scarce supplies made extra provisions valuable. Some miners carried up to 2,500 pounds of goods over the rugged trails. A typical year's supply of goods a Klondike miner might have carried:

Food	Equipment	Clothing
Bacon, 100 to 200 lbs.	Stove	1 heavy mackinaw coat
Flour, 400 lbs.	Miner's pan	3 suits heavy underwear
Dried fruits, 75 to 100 lbs.	Granite buckets	2 pairs heavy mackinaw trousers
Cornmeal, 50 lbs.	Tin cups and plates	
Rice, 20 to 40 lbs.	Knifes, forks and spoons	12 pairs heavy wool socks
Coffee, 10 to 25 lbs.	Coffee pot	6 pairs heavy wool mittens
Tea, 5 to 10 lbs.	Picks	2 heavy overshirts
Sugar, 25 to 100 lbs.	Handles	2 pairs rubber boots
Beans, 100 lbs.	Saws	2 pairs heavy shoes
Condensed milk, 1 case	Chisels	6 heavy blankets
Salt, 10 to 15 lbs.	Hatchet	2 rubber blankets
Pepper, 1 lb.	Shovels	4 towels
Rolled oats, 25 to 50 lbs.	Drawknife	2 pairs overalls
Potatoes, 25 to 100 lbs.	Compass	1 suit of oil clothing
Butter, 25 cans	Frying pan	Assorted summer clothing
Evaporated meats	Matches	
Evaporated vegetables	Medicines	

Questions for Students Grade 7 Informational Text Name_____

1. Which of the following statements is NOT supported in the article?

A. Why the great stampede ended.

B. Why Skagway was considered the roughest place in the world.

C. Why there probably will never be another gold rush like this one.

D. Why stampeders had to be well armed before heading into the Klondike region.

2. In which two paragraphs does the author provide the best information to help explain why large numbers of people were willing to endure the hardships of this dangerous journey?

A. Paragraphs 3 and 4

B. Paragraphs 3 and 12

C. Paragraphs 10 and 11

D. Paragraphs 3 and 9

3. In Paragraph 9, which phrase best helps the reader understand what the word "swindler" means?

A. "a total dud"

B. "worth a fortune"

C. "worth millions"

D. "convinced him to pay $800"

6. The following question has two parts. Answer Part A and then answer Part B.

6. PART A: **Which two statements** best express the central ideas of the passage?

A. The discovery of gold changed the Klondike region because it caused a stampede.

B. Stampeders who mined gold in the Klondike got rich.

C. Travel through the Klondike was dangerous because there were many mountains.

D. Gold seekers faced difficult conditions because of the remote location and harsh climate.

6. PART B: Using the central ideas you identified in Question 5, Part A, explain how the author developed these ideas over the course of the text.

Question Annotations and Correct Answer and Distractor Rationales

Question Number 1
Standards RI.7.2
Correct Answer C
Rationales for Answer Options

A. In paragraph 12, the article explains why the great stampede ended.

B. In paragraph 5, the article explains why Skagway was thought to be the roughest place in the world.

C. This is the correct answer. Although the author claims in paragraph 2, "There probably will never be another like it.", he does not provide evidence to support this statement.

D. The section entitled "A Heavy Load" describes why the prospectors needed to be well supplied.

Question Number 2
Standards RI.7.1
Correct Answer D
Rationales for Answer Options

A. Although paragraph 3 explains the lure of quick riches, paragraph 4 does not address why people endured the hardships.

B. Although paragraph 3 explains the lure of quick riches, paragraph 12 describes why people stopped going.

C. Paragraphs 10 and 11 describe the accidental wealth of one miner and the numbers of gold seekers, but not the reasons why so many went in the first place.

D. This is the correct answer. Paragraphs 3 and 9 both describe the effects of striking gold and sudden wealth.

Question Number 3
Standards RI.7.4
Correct Answer A
Rationales for Answer Options

A. This is the correct answer. "Swindler" means a "crook" or someone who commits fraud. The property purchased was considered to be "a total dud."

B. Although the swindler promised a claim that was "worth a fortune," the phrase itself does not indicate any fraud was committed.

C. Although the claim turned out to be "worth millions", this does not help explain the meaning of "swindler."

D. "A clever swindler *convinced him to pay $800*" suggests a fraudulent or illegal activity, although the phrase itself does not confirm any fraud was committed.

Question Number 4
Standards RI.7.4
Correct Answer B
Rationales for Answer Options

A. Although "pay dirt" refers to a discovery, this definition does not include the concept of a mined ore that yields reward or profit.

B. This is the correct answer. It contains the value associated with the mined material.

C. Although "pay dirt" refers to the mining of precious metal, this definition does not indicate reward or profit.

D. This distractor links to a literal interpretation of the term "pay dirt."

Question Number 5
Standards RI.7.1
Correct Answers
Rationales for Answer Options

Correct Response-Two sentences that best support the author's claim about the risk of starvation.

- P. 5 "Food and supplies became scarce, and prices shot sky high."
- P. 6 "A breakfast of ham and eggs cost $10, enough in those days to buy a fine dinner for eight back East."

Partial Credit-One of the above OR
The following sentences could also show evidence, but are weaker connections.

- P. 4 "From Skagway and Dyea, in southeastern Alaska, they struggled inland more than 30 miles, then had to build boats that would take them to the goldfields near Dawson, more than 500 miles away."
- P. 5 "Thieves, pickpockets, gamblers and swindlers packed the town."

The following sentences show that the student confused "effect of starvation" with "cause" of starvation.

- P. 7 "...Mounted Police ordered that every man headed for the trails must have a year's supply of provisions."
- P. 7 "This meant that each had to carry a hundred pounds of gear."

Question Number 6 Part A
Standards RI.7.2
Correct Answers A and D
Rationales for Answer Options

A. This is a correct response. A central idea of the passage is that the discovery of gold caused a stampede that quickly populated the area.

B. Although the article cites examples of folks getting rich, it also pinpoints difficulties encountered in pursuing the gold, and the brevity of the goldrush. While the article quotes the numbers of people who "set out to find Klondike gold", and the amount of gold "wrested from the region", it never makes the claim that all who sought the gold found it.

C. Although this statement is true, the article also cites difficulty in navigating the area due to its remoteness in the Canadian northwest, as well as the presence of rivers.

D. This is a correct response. A central idea of the passage is travel to the gold fields was difficult due to remoteness of the location.

Question Number 6 Part B
Standards RI.7.2 AND RI.7.1 (score for each standard)
Correct Answers

RI.7.1	3 points	2 points	1 point
	• Chooses relevant details and examples from the text • Provides at least 3 pieces of textual evidence from across the text • Minor errors in citing text may be present	• Provides at least 2 supporting details from the text • Minor errors in citing text may be present	• Provides only 1 supporting detail from the text • Numerous errors in citing text
RI.7.2	• Uses central ideas A and D in 5A • Draws inferences from the text • Explains how the central ideas are related to details and examples that support them • Observes how details and examples work together to uphold the central idea	• Uses either A or D in 5A as one central idea • Draws inferences from the text • Loosely explains how the central idea is connected to details or examples	• Incorrect central idea • Provides literal interpretation

Grade 8 Informational Mini-Assessment

"The Long Night of Little Boats" excerpt

This grade 8 mini-assessment is based on an excerpt from "The Long Night of Little Boats" by Basil Heatter. This text is considered to be worthy of students' time to read and also meets the expectations for text complexity at grade 8. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as this one. Because the topic of the text is historic, the mini-assessment will measure both Reading Standards for Informational Text as well as Reading Standards for Literacy in History/Social Studies.

Questions aligned to the CCSS should be worthy of students' time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are six selected-response questions and two paper/pencil equivalent of technology enhanced items that address the Reading Standards listed below.

We encourage educators to give students the time that they need to read closely. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

The questions align to the following standards:

RI.8.1; RI.8.2; RI8.4

Contents

[redacted]

Grade 8 Mini-Assessment – "The Long Night of Little Boats" excerpt

Today you will read a passage about how British citizens helped rescue British troops during World War II. You will then answer several questions based on the text. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back and change your answer to Part A if you want to.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the passage and answer the questions. I encourage you to write notes in the margin as you read the passage.

The Long Night of the Little Boats

By Basil Heatter, 1970

The following excerpt details events that took place one night in 1940, in the early years of World War II. The British army was trapped at Dunkirk, France, surrounded by Germans and preparing for a battle they had little hope of winning. Then the night took a surprising turn, as ordinary English civilians took part in a plan to rescue thousands of soldiers.

1. They poured out of the rivers and harbors and down toward the coast. Some were frowsy and hung with old automobile tires for fenders, others white and gleaming with polished chromium and flying yacht pennants. There were fishing boats, shrimp catchers, ancient car ferries that had never known the touch of salt water. Some had been built before the Boer War[1]. There were Thames fire floats, Belgian drifters, and lifeboats from sunken ships. There were bright blue French fishing boats and stumpy little Dutch schouts. There were paddle steamers and tugs pushing barges, and flatboats with ancient kerosene engines. Large and small, wide and narrow, fast and slow, they moved in a motley flood down to the shore. Some had registered with the navy and were under navy command. Others had simply come by themselves, tubby little crafts used for Sunday picnics on the Thames and laid up for years, somehow gotten underway by elderly gentlemen who had left their armchairs and rocking chairs. Down they came, clogging the estuaries[2], going off to war.

[1] The First Boer War was fought from 1880-1881; the Second Boer War was from 1899-1902.
[2] An estuary is where a river meets the sea

2 There were bankers and dentists, taxi drivers and yachtsmen, old longshoremen and very young boys, engineers, fishermen, and civil servants. There were fresh- faced young Sea Scouts and old men with white hair blowing in the wind. Some were poor, with not even a raincoat to protect them from weather, and others were owners of great estates. A few had machine guns, some had rifles and old fowling pieces, but most had nothing but their own brave hearts.

3 Off they went at sundown, more than a thousand boats in all. It was a miracle that so many had been able to assemble at one place at one time, and even more miraculous that crews had been found for them. But now came the best part of the miracle. The sea, as if obedient to suggestion, lay down flat. Ordinarily the English Channel is one of the roughest places in the world – no place at all for a small boat – but suddenly the wind died and the seas subsided, and the little boats went out into a calm night.

4 By the hundreds they poured forth. Coming up behind them, bent on missions of their own, were the warships, destroyers, cruisers, and gunboats, racketing full tilt across toward the coast of France. The moon was not yet up, and in the blackness – for no one dared show a light – the destroyers could not see the little boats, and the little boats could not see the warships until the great gleaming bow waves moving at forty knots were right on top of them. But somehow, for the most part, they avoided each other, and the strange armada moved on.

5 The wash thrown out by the big ships was a serious matter for the little boats, and they rocked helplessly in the wake of the warships. It was like being on a black highway with fast-moving traffic and no lights showing. A few were rammed and some were swamped, but still they moved on. Behind them, invisible in the blackness, was England. Ahead, glowing faintly from burning oil tanks and flaming artillery, lay the coast of France. On one of the little boats, the man at the wheel put his arm around the shoulders of his twelve-year-old son and hugged him in silent encouragement. On another boat, a girl dressed in man's clothes, having thought to fool the inspection officers by sticking an empty pipe in her mouth, now took the pipe out again and stuck it between her teeth to keep them from chattering.

6 Suddenly out of the night came dozens of aircraft flares dropped by the German bombers, looking like orange blossoms overhead. They lit up a nightmarish scene: wrecked and burning ships everywhere, thousands of British soldiers standing waist deep in the water holding their weapons over their heads, hundreds of thousands more in snakelike lines on the beaches. Through it all, scuttling like water bugs, moved the little boats coming to the rescue.

7 As the flares sputtered overhead, the planes came in to the attack. The primary targets were not the little boats but the larger ships – the destroyers and transports – but the people on the little boats fought back all the same, firing rifles and rackety old Lewis guns as the dive-bombers screamed down. Exploding bombs and fiery tracers added their light to the unearthly scene. Through it all, the little boats continued to move in to the beach and began taking aboard the soldiers.

8 Those who were there will never forget the long lines of men wearily staggering across the beach from the dunes to the shallows, falling into the little boats, while others, caught where they stood, died among the bombs and bullets.

9 The amazing thing was the lack of panic. There was no mad scramble for boats. The men moved slowly forward, neck deep in the water, with their officers guiding them. As the front ranks were dragged aboard the boats, the rear ranks moved up, first ankle deep and then knee deep and finally shoulder deep until at last it was their turn to be pulled up over the side.

10 The little boats listed under loads they had never been designed for. Boats that had never carried more than a dozen people at a time were now carrying sixty or seventy. Somehow they backed off the beach, remained afloat, and ferried their loads out to the larger ships waiting offshore and then returned to the beach for more men.

11 As the German gunners on the coast and the German pilots overhead saw their prey escaping, they renewed their efforts. The rain of bombs, shells, and bullets grew ever greater until the little boats seemed to be moving through a sea of flame. The strip of beach, from Bergues on the left to Nieuwpoort on the right, was growing smaller under the barrage, and even the gallant rear guard was now being pressed down onto the beaches. The Germans were closing in for the kill. The little boats still went about their business, moving steadily through the water.

12 As the situation became even more desperate, the big ships moved in right alongside the little ones, some grounding on the sand and hoping somehow to get off again despite the falling tide. Ropes, ladders, and cargo nets were heaved over the sides to make it possible for the bedraggled men to clamber aboard. Those who were wounded or too weak to climb were picked up by the little boats. Hands slippery with blood and oil clutched at other hands. Strangers embraced as they struggled to haul each other to safety. Now the fight was not only against the Germans but against time as well. The minutes and hours were racing by. Soon the gray light of dawn would be touching the eastern sky, and when it grew light, the German guns and planes could pick off the survivors at their leisure. Every minute counted now; the little boats redoubled their already desperate efforts.

13 Orders were shouted but went unheard in that infernal din. The gun batteries shelled without stopping. To the whistle of the shells were added the scream of falling bombs and the roaring of engines, the bursting of antiaircraft shells, machine-gun fire, the explosions of burning ships, the screaming of the dive-bombers.

14 But all this time, as if in contrast to humanity's frenzy, nature had remained calm. All through the spring night, the wind had not risen and the sea had remained flat. That in itself was a factor in the saving of countless lives, for if one of the usual spring gales had come whirling through the Channel, rescue would have been far more difficult, if not impossible.

15 All through the long hours, the work went on. The old men and boys who piloted the boats were sagging with exhaustion. There was an endless repetition in what they were doing: pull the men aboard, make the wounded as comfortable as possible, take them out to the larger ships, then return for more. No matter how many times they made the trip, there were still more men, apparently endless files of weary, stumbling, silent men moving down across the beaches into the water, waiting for rescue.

16 Sometimes the little boats ran out of gas. And sometimes the engine of a boat that had been laid up for years in a boatyard or quiet backwater simply broke down and quit. When that happened, small individual miracles were performed by grease-stained, sweating, cursing old gentlemen who whacked away in the dark with pliers and screwdrivers at the stubborn metal until some obstruction gave and the asthmatic engines ground back into life.

17 Meanwhile, invisible in the night sky, another battle was taking place. R.A.F.[3] Spitfires were hurling themselves at 400 miles an hour into the massed ranks of Nazi bombers, scattering them all over the Channel. The fighters flew until they were down to their last pints of fuel and then hurriedly landed, filled their tanks and guns, and took off again. Flitting back and forth, silent as bats and deadly as hawks, they fought their own strange war at great cost to themselves and at an even greater cost to the enemy. It was thanks to them that the Germans were never able to mount a fully sustained air attack on all the motley craft beneath.

18 At last the ranks of men on the beach grew thinner. The flood that had once seemed endless was reduced to a trickle. Already the sky was growing light, and soon the little boats would have to scuttle away. None abandoned their position. Steadily they went on with the work. Although every minute lost might mean another life lost, the men on the beach did not panic. Slowly, steadily, silently, responding only to the orders of their officers, the long lines shuffled forward and out into the water toward the helping hands that waited for them on the little boats.

When the operation of the little boats was planned, the hope was to rescue about 30,000 men. What the little boats actually did was take 335,000 men off the beach who then could continue the war against Germany.

[3] R.A.F. stands for Royal Air Force, the aerial warfare service branch of the British Armed Forces.

QUESTIONS:

1. **In paragraph 3, how does the author's use of the word "miracle" impact the tone of the text?**

   A. It foreshadows the minimal casualties suffered in the battle.
   B. It implies there are factual inaccuracies that have been reported.
   C. It suggests the odds were high that the rescue operation could have failed.
   D. It introduces the idea that other similar operations were not as successful.

2. **What is the effect of the descriptive language in paragraphs 1 and 2?**

   A. to demonstrate how the crisis unified all aspects of British society
   B. to illustrate how the English were affected by the war
   C. to explain why so many resources were needed
   D. to summarize the specific aid required by the British army

3. **The following question has two parts. Answer Part A and then answer Part B.**

   Part A: What was the main purpose for using the small boats in the rescue operation?

   A. The small boats were piloted by regular citizens and therefore allowed the British soldiers to do their job of fighting the German army.
   B. The small boats were harder to see at night and thus could more easily avoid the German attacks from the ground and the air.
   C. The small boats, as a group, could hold a greater number of soldiers than the bigger boats belonging to the British navy.
   D. The small boats could get close to the beach and transfer the soldiers to the bigger boats that had to stay in deep water.

   Part B: Which <u>two</u> quotations from paragraphs 10–12 best support the answer to Part A?

   A. "Boats that had never carried more than a dozen people at a time were now carrying sixty or seventy."
   B. "Somehow they backed off the beach, remained afloat, and ferried their loads out to the larger ships waiting offshore and then returned to the beach for more men."
   C. "The rain of bombs, shells, and bullets grew ever greater until the little boats seemed to be moving through a sea of flame."
   D. "The strip of beach, from Bergues on the left to Nieuwpoort on the right, was growing smaller under the barrage, and even the gallant rear guard was now being pressed down onto the beaches."
   E. "The little boats still went about their business, moving steadily through the water."
   F. "As the situation became even more desperate, the big ships moved in right alongside the little ones, some grounding on the sand and hoping somehow to get off again despite the falling tide."

4. **The following question has two parts. Answer Part A and then answer Part B.**

Part A: Which statement below <u>best</u> summarizes the central idea of this excerpt?

A. Military boats and civilian ships struggled to navigate during a nighttime rescue mission.
B. Civilian sacrifice and good fortune played important roles in a daring rescue of British troops.
C. The sailors of the little boats were part of the largest rescue operation during World War II.
D. Each group of rescuers had different motivations for saving the British troops.

Part B: Which sentence from the excerpt provides the <u>best</u> support for the correct answer in Part A?

A. "Down they came, clogging the estuaries, going off to war."
B. "Coming up behind them, bent on missions of their own, were the warships, destroyers, cruisers, and gunboats, racketing full tilt across toward the coast of France."
C. "It was a miracle that so many had been able to assemble at one place at one time, and even more miraculous that crews had been found for them."
D. "It was like being on a black highway with fast-moving traffic and no lights showing."

5. **In paragraph 2, the author writes about the English civilians, " A few machine guns, some had rifles and old fowling pieces, but most had nothing, but their own brave hearts." Circle three sentences throughout the text that provide evidence to support the claim that the rescuers in the small boats were brave.**

6. **Read paragraph 13. Use the context of the paragraph to choose the best definition for the word "din."**

   A. a sound
   B. a loud, unpleasant, and prolonged noise
   C. a hullaballoo
   D. a slosh or slop

7. **List two context clues from paragraph 13 to support your choice of the best definition for "din." Explain how the two clues helped you define "din."**

Clue 1

Clue 2

Explain

8. From the three examples below, choose the sequence of events from the text (A, B or C) that best develops the central idea.

A. "There were bankers and dentists, taxi drivers, and yachtsmen, old longshoremen and very young boys, engineers, fishermen, and civil servants."

"The sea, as if obedient to suggestions, lay down flat."

"But all this time, as if in contrast to humanity's frenzy, nature had remained calm."

"When that happened, small individual miracles were performed by grease-stained, sweating, cursing old gentlemen who whacked away in the dark with pliers and screwdrivers at the stubborn metal until some obstruction gave and the asthmatic engines ground back to life."

B. "There were bankers and dentists, taxi drivers, and yachtsmen, old longshoremen and very young boys, engineers, fishermen, and civil servants."

"As the flares sputtered overhead, the planes came in to attack."

"But all this time, as if in contrast to humanity's frenzy, nature had remained calm."

"Already the sky was growing light, and soon the little boats would have to scuttle away."

C. "There were bankers and dentists, taxi drivers, and yachtsmen, old longshoremen and very young boys, engineers, fishermen, and civil servants."

"Off they went at sundown, more than a thousand boats in all."

"It was like being on a black highway with fast-moving traffic and no lights showing."

"The fighters flew until they were down to their last pints of fuel and then hurriedly landed, filled their tanks and guns, and took off again."

Information for Teachers: Quantitative and Qualitative Analysis of the Text

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The text for this mini-assessment has been placed at grade 8, and the process used to determine this grade level placement is described below. "Appendix A of the Common Core" and the "Supplement to Appendix A: New Research on Text Complexity" lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a **grade band** based on at least one[4] quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a **grade level** based on a qualitative analysis.

[redacted]	Quantitative Measure #1	Quantitative Measure #2
	RMM: 8.1	ATOS: 8.2

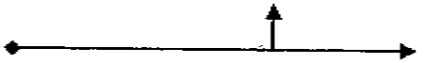
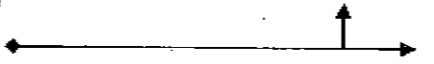
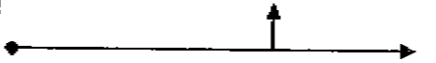
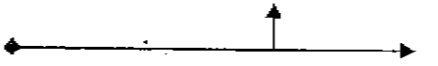
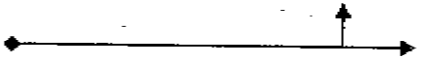
After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.corestandards.org/resources) and determine the **grade band** of the text. Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from the Reading Maturity and the ATOS measures were converted to grade bands.

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2nd – 3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.85 – 2.48
4th – 5th	4.97 – 7.09	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.56
9th – 10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.90 – 14.50

[4] For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

To find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Qualitative Analysis	**"The Long Night of Little Boats" excerpt**	**Where to place within the band?**
		Too low for grade band | early to mid-6 | mid 6 to early 7 | mid 7 to early 8 | mid to end 8 | Too high for grade band
Structure (both story structure or form of piece)	The structure of the excerpt is largely chronological, so it is likely to be accessible to middle school students. The connection of main ideas is relatively explicit, as the narrative moves through the departure of the "strange armada" from England to the dangerous rescue of the troops. Although events in the text are generally chronological, students must also realize that several events happen simultaneously (the soldiers are stranded while the boats organize and travel; the air raids occur while the ships are ferrying soldiers; the dawn approaches as the battle is waged).	
Language Clarity and Conventions	The text contains many complex sentences (see, for example, paragraphs 2 and 11), as well as figurative language (*poured forth, like being on a black highway, the rain of bombs*). There are also some domain-specific, or Tier 3, words, mostly relating to ships and the military, which students may be unfamiliar with (*armored divisions, ferries, schouts*). However, there is sufficient context to determine the meaning of the figurative language and the Tier 3 vocabulary.	
Knowledge Demands (life, content, cultural/literary)	To understand the text, it would be helpful for students to have a basic understanding of military operations and ship terminology. Also, prior knowledge of World War II would be beneficial. But even without that knowledge, the information needed to answer the questions lies within the four corners of the text.	
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	The main purpose of the text is implied, but readily accessible (see paragraphs 8 and 18): The British citizens were involved in a daring and important rescue mission.	
Overall placement: **Grade 8**	**This text is complex in regard to text structure, vocabulary, and knowledge demands. This mini-assessment may be most appropriate for advanced 8th graders early in the year, all 8th graders later in the year, or even 9th graders in their first semester.**	

[redacted]

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1	C	RI.8.4, RI.8.1	A. Although the author mentions casualties suffered in the rescue elsewhere in the passage, paragraph 3 focuses on the factors that would contribute to the success of the rescue. B. The author uses "miracle" to positively describe the rescue, not to imply there may be inaccuracies in the reported information. C. This is the correct answer. "Miracle" is used to describe the unlikely and fortunate combination of factors that led to the success of the mission. D. Although the conditions on this particular night had to combine perfectly for the operation to be a success, there is no evidence or implication about the success of other similar operations.
2	A	RH.6-8.5, RH.6-8.1	A. This is the correct answer. The variety of boats and rescuers illustrates how the rescue rallied people behind a common cause. B. Although the rescuers were English, these paragraphs focus on only one day, rather than how the British were affected over the entire war. C. Although many boats and people were involved in the rescue, these paragraphs identify the variety of resources rather than the number of resources required. D. These paragraphs identify the kinds of boats and people available to the British army rather than what the army specifically needed.
3 Part A	D	RI.8.3, RI.8.1	A. Regular citizens piloted the small boats because many boats were needed to rescue the British soldiers from the shallow water and narrow beach, not because the soldiers were busy fighting. B. Although darkness inhibited German pilots from seeing the small boats, it was the agility of the boats, rather than their inconspicuousness that was important. C. There is no evidence to suggest that the capacity of the small boats was, in total, larger than the British naval ships. D. This is the correct answer. The small size and weight of the boats allowed them to get closer to the stranded soldiers.

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
3 Part B	B, F		A. This statement explains how many soldiers the small boats carried rather than the reason they could get to the soldiers. B. This is a correct answer. This statement explains how the small boats transferred soldiers directly from the land to the naval ships that were in deeper water. C. This statement explains the dangers the little boats faced rather than their purpose in the rescue. D. This sentence explains the result of the German attack, not the role of the small boats. E. Although this statement focuses on the little boats, it explains their actions rather than the fact that they were better able to access the beach. F. This is a correct answer. The sentence explains the dangers associated with the large ships getting too close to the beach, demonstrating the need for the little boats.
4 Part A	B	RI.8.2, RI.8.1	A. Although this detail is explained in paragraph 5, it focuses on one challenge of the rescue rather than how and why the mission succeeded (the central idea of the text.) B. This is the correct answer. The combination of ordinary citizens and extraordinary circumstances led to the successful rescue of British troops. C. Although the number of soldiers to rescue seemed endless, there is no textual evidence to support the assertion that the rescue was the largest in WWII. D. Although the British Navy and R.A.F. were described as "bent on missions of their own" and fighting "their own strange war," that mission and war were part of the goal to rescue the British Army.
4 Part B	C		A. This statement focuses on the number of civilian vessels used for the mission rather than the unlikely circumstances that led to the successful rescue. B. This statement focuses on the British Navy rather than citizens and circumstances that led to a successful mission. C. This is the correct answer. This statement addresses the unlikely elements that came together to rescue the British troops. D. This statement focuses on one challenge the rescuers faced, rather than the numerous difficulties and positive results of their mission.

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
5		RI.8.1	Circle three pieces of evidence throughout the text that support the claim that the rescuers in the small boats were brave. Answers will vary, but need to show the risk endeavored by the small boat rescuers. For example, *(P. 3) Ordinarily the English Channel is one of the roughest places in the world- no place at all for a small boat...* *(P. 4) The moon was not up yet, and in the blackness- for no-one dared show a light- the destroyers could not see the little boats, and the little boats could not see the warships until the great gleaming bow waves moving at forty knots were right on top of them.* *(P. 5) The wash thrown out by the big ships was a serious matter for the little boats, and they rocked helplessly in the wake of the warships.* *(P. 5) It was like being on a black highway with fast-moving traffic and no lights showing.* *(P. 5) A few were rammed and some were swamped, but still they moved on.*
6	B	RI.8.4	"Din" refers to loud, continuous noise, a confused uproar.
7		RI.8.4	Two context clues from paragraph 13 to support the best definition of "din." *Gun batteries shelled without stopping* *Whistle of the shells* *Scream of falling bombs* *Roaring of engines* *Bursting of antiaircraft shells* *Machine-gun fire* *Explosion of burning ships* *Screaming of dive-bombers* Explain how the two clues helped you define "din." Answers will vary, but should mention the allusions to loud, unpleasant noise.
8	A	RI.8.2	The sequence of events in (A) best develops the idea that the combination of ordinary citizens and extraordinary circumstances led to the successful rescue of the British ships. Although not as strong a sequence, some credit may be awarded for (C).

[redacted]

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts: http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on http://www.achievethecore.org/steal-these-tools/close-reading-exemplars
- See the Basal Alignment Project for examples of text-dependent questions: http://www.achievethecore.org/basal-alignment-project

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts: http://www.corestandards.org/assets/Appendix_B.pdf

SEPT. GRADE LEVEL MEETINGS EXIT SLIP

I can use pre-assessment data to plan differentiated instruction

Grade Level_____

MATH
Standard : _____ SUGGESTIONS:

What are the big ideas for this standard?	Patterns that you observe in the data for your classes. (Objective Observations)	Implications for instruction	Changes to Assessment	Changes to Rubric	Changes to Unit Map

What professional learning was of most value to you today?

What would have improved your learning experience today?

What are your professional development needs as we go forward?

JumpRope

	JumpRope Inc.	Created Date	12/1/2014
Company Address	PO Box 1616 New York, NY 10113	Expiration Date	12/26/2014
		Quote Number	00001389
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Quantity	Product Code	Product	Sales Price	Total Price
500.00	JR1411	JumpRope Gradebook - Pilot	$6.00	$3,000.00
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Subtotal	$4,500.00
Discount	0.00%
Total Price	$4,500.00