

Thank you for feedback and questions on the survey. Please see the information below to help address your concerns regarding curriculum, assessment, and supporting students as we move into the next phases.

[Click here to access all 5th grade standards.](#)

To access prioritized standards, [click here](#), and then select Learning Maps on the left of the page. From here, you can select the subject, and you will find the maps under the Elementary Learning Maps link.

Assessments and Grading

How will students know when an assignment is a formative and when it is a summative?

All grades being entered are not equal. Although the summative category in Infinite Campus is 100%, there are different weights applied to different types of assessments. Things like quizzes and classwork are given a weight of 1, while tests, projects, culminating unit activities are given a weight of 2. This makes the breakdown 67% for culminating and unit end assessments, and 33% for classwork, quizzes, “along the way”. Teachers will communicate types of assignments with students, so they understand when it is a summative.

How will students be assessed?

Students are assessed throughout units to determine their progress on mastering standards. These assessments are formative in nature including observations, class assignments, and quizzes. Students are assessed at the end of a unit of study, or at the end of the focus on a certain standard. Standards are incorporated into units. When students have a summative assessment, teachers will give them at least a one-week notice that a summative is scheduled. In F2F instruction, this typically is in the form of a study guide to help them review to prepare. In Remote learning, teachers have been working with students in small groups to prepare them for summative assessments as well.

How often do Social Studies Assessments Occur?

Similar to all content areas, the length of units will vary. Some units have more standards, prioritized standards, and thus, more lessons. Social Studies will

operate the same as other content areas with teachers letting students know when they have a summative/test approaching.

How will subject levels for middle school be determined? Grades rather than standardized testing?

Each year, students take a Diagnostic Placement Assessment at set times during the year. In the past, these occur in December, and then again in the spring. Typically, the results of the DPA along with standardized test scores, class performance, and grade averages all inform our decision of recommending for a level change. We will still be looking at placement tests along with grades and class performance even in the absence of standardized testing scores.

Subject Specific

Social Studies and Science

Currently, teachers are integrating Science and Social Studies into reading with a dedicated block on Fridays for just Social Studies. A dedicated Science block will begin on Fridays as well, starting on 9/18. Students have already started learning about our first unit, electricity, with Mrs. Stiers in their STEM special. Teachers may assign asynchronous lessons in these areas throughout the week. The data from these assignments gives us direction on who to invite to small groups to review any gaps in learning. Teachers may add extra groups, and students should check their calendar for groups in these areas. As always, if it shows up on their calendar, we are expecting to see them in the lesson with us.

How will students be working on phonics and grammar? Will this be through Words Their Way?

We will not be using Words Their Way for word work and phonics. Students will be working on phonics and word work both adaptively and for teacher assigned targeted skills. We are using a new tool called Freckle for Word Study. This program helps us to identify areas of weakness in word attack/phonics and offers a learning path to address those needs. In addition, teachers will use Freckle along with class lessons to assign word study skills that align with the fifth grade ELA (English Language Arts) curriculum. This includes Greek and Latin roots, prefixes, and suffixes, which support vocabulary development at the fifth-grade level and beyond.

How do we know our child's book club level?

Initial book clubs were based on the last Benchmark Assessment System administration. (BAS). You will hear this referred to as a student's BAS level.

We are happy to share the last recorded instructional level with you as this can help you make informed decisions on choosing books at home, or from the library. Typically, students read within a band, not just one book level. Students have an instructional level and an independent level. Book clubs are aimed at being a level below the instructional level. Instructional level is where your child will have more questions, text may be a bit tougher for them, and the work of small groups helps them acquire the skills to turn an instructional level into an independent level over time. Last recorded levels were in December prior to school closing, so most students are may be at a level above the last recorded level. The next BAS administration would have started in late March-early April.

Are specials truly optional or is there some minimum level of work / participation required?

Specials are required during remote learning. For each specials class, students will be expected to either:

1)Attend and actively participate during the live lessons. PLEASE NOTE: in order to measure accountability, Specials teachers will complete random participation checks.

OR

2)Complete and turn in the assignment found in Microsoft Teams.

Digital Learning & F2F Instruction

How will you be supporting students that are learning digitally when students are doing face to face learning in the school building? How will Phase 3 (and 4) work? If only a few students are in class on a specific day, what are the other kids doing on the days of the week they are not in person?

Without our daily schedule complete, it is hard to give an exact picture of exactly what this will look like. We can share that we will be holding live sessions for virtual students while students are in the class. Once we have our schedule, we can give more details on what exactly that will look like in the class and for those learning virtually. Students will continue routines and the use of Teams. They will

still use their calendar to know when to be in live lessons. We will be keeping all things Teams consistent with assignments, announcements, meetings, etc.

Administration will be sharing the schedule with all parents when it is finalized.

What are the expectations for I-Ready?

Students should aim to work in i-Ready for 120 minutes per week.

Reading=60 minutes/week

Math= 60 minutes/week

If a student is in TAG or ESOL, they may choose to do this throughout the week when not in small groups. All other students should be working on this during WIN time, or at another point in the day if there is a schedule conflict. Students will be encouraged to write down their plan for when they will be working on this.

Extra Support

When will WIN time start for students not in TAG?

Students who are in EIP (Early Intervention Program) have started meeting with Mrs. Ferrar and students who are in ESOL (English to Speakers of Other Languages) have been meeting with Mrs. Mulder for WIN time. Now that the i-Ready diagnostic is complete, teachers will be creating support groups that will meet throughout the week during WIN time. Students who are tiered for intervention will meet in groups four or five times per week. Students who are not tiered for intervention but have an area of need based on diagnostic data and class performance will attend WIN time sessions according to their Microsoft Teams calendars. If a student does not have a calendar invite for a WIN group from 12:30-1:00 on any given day, he/she should work in i-Ready on adaptive lessons. Your child's teacher will let them know if they should be focused on reading or math on certain days.

Does my child have to have specific questions to go to a help session? What is the format?

When a teacher has time where he/she is not with small groups, there may be specific help sessions on the calendar. If it is open to all, it appears on everyone's calendar as an open help session. If a teacher is inviting a student to a specific help session, the invite is put only on that child's calendar in Teams.