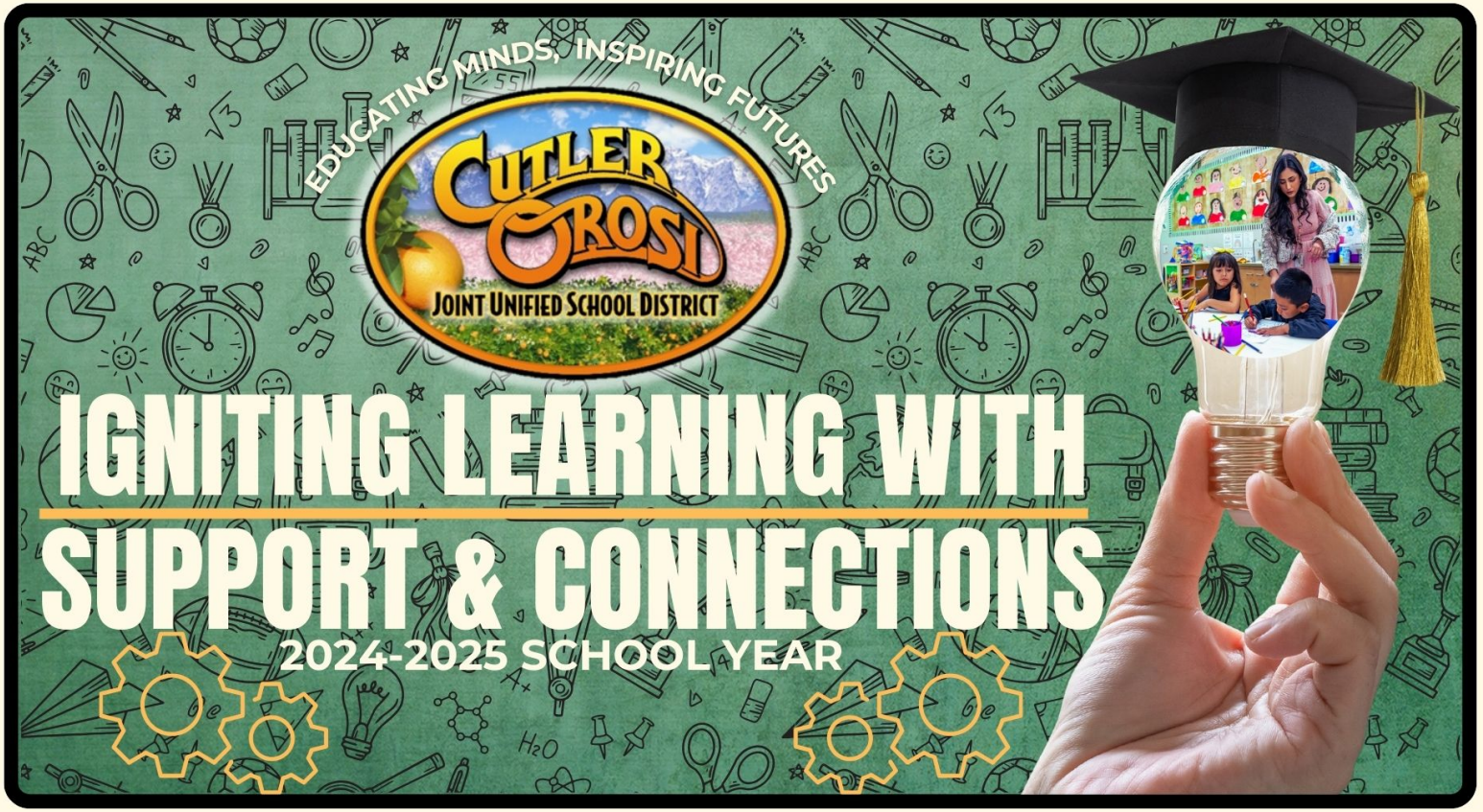


Cutler-Orosi Joint Unified School District

Instructional Expectations & Implementation Resources

2024-2025

Table of Contents

VISION:

All students will be college, career, community ready and prepared to compete in a global economy.

MISSION:

Educating Minds, Inspiring Futures.

A-B-C Goals:

Achieve academic excellence and meet the needs of all students in a safe supportive environment.

Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

Create efficient and effective systems that are innovative, accountable, and proactive.

Smart Goals:

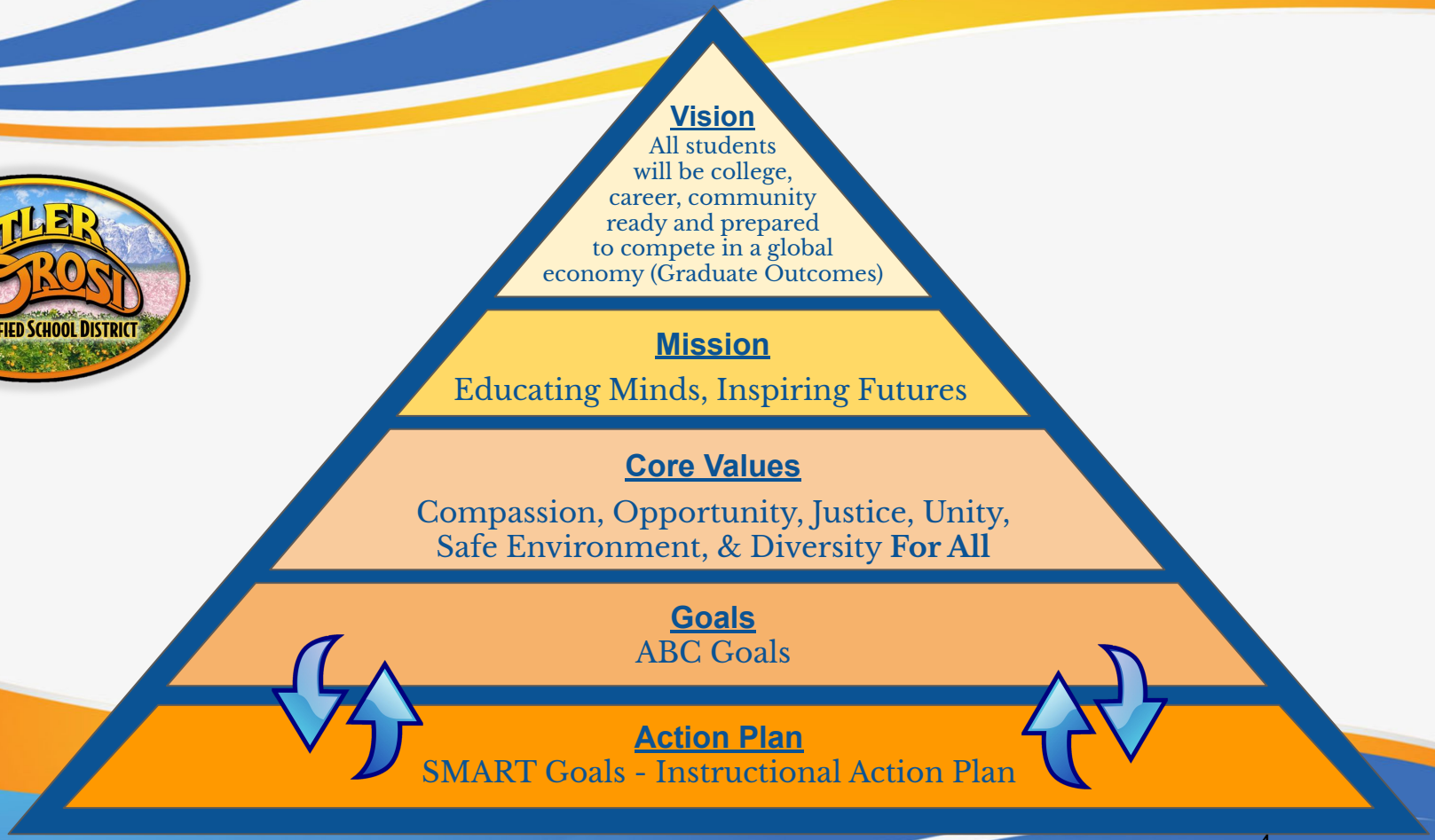
Goal 1. **80% of students will read on grade level by second grade. Grade level proficiency will be maintained or increased thereafter.**

Goal 2. **5% increase of ALL students including English Learners and Students With Disabilities will meet/exceed proficiency on CAASPP in ELA/Math.**

Goal 3. **100% of all English Learners will increase a minimum of one English Language Proficiency Indicator level annually.**

Goal 4. **All students will be powerful communicators: read, write, listen, and speak.**

Goal 5. **Collective efficacy of teams will increase.**


Vision
All students will be college, career, community ready and prepared to compete in a global economy (Graduate Outcomes)
Mission
Educating Minds, Inspiring Futures
Core Values
Compassion, Opportunity, Justice, Unity, Safe Environment, & Diversity For All
Goals
ABC Goals
Action Plan
SMART Goals - Instructional Action Plan

Graduate Outcomes

OUR STUDENTS WILL BE …

College, career, community ready and prepared to compete in a global economy

SCHOLARS

Attain proficiency in academics and multiple languages, engage in career exploration and graduate as life-long learners prepared for post-secondary options

PRODUCTIVE CITIZENS

Fulfill personal, professional, and civic responsibilities while giving back to the community

POWERFUL COMMUNICATORS

Effectively communicate ideas through speaking and writing using multiple languages and modalities, including technology

LEADERS & ETHICAL DECISION MAKERS

Demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity

CREATIVE & QUALITY PRODUCERS

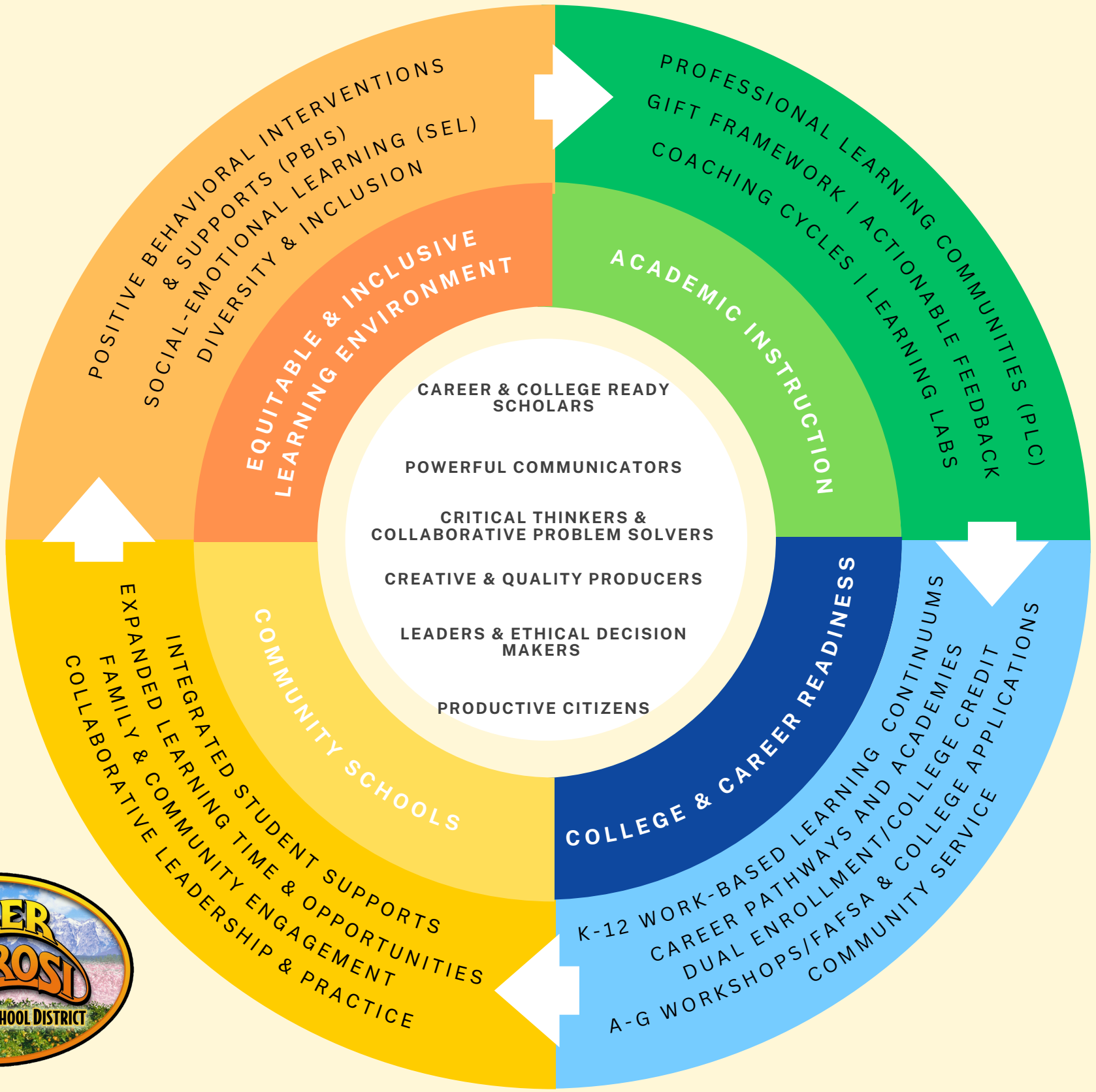
Create quality performances and products that reflect thought and originality with the highest of standards

CRITICAL THINKERS & COLLABORATIVE PROBLEM SOLVERS

Work collaboratively and apply innovative thinking to create solutions

MODEL OF EXCELLENCE

Cutler-Orosi Joint Unified School District is committed to ensuring all students graduate ready for college, career, and community success. Our approach begins with providing a robust early childhood experience. This is implemented through a rigorous curriculum designed to foster critical reading, analytical writing, clear articulation of ideas, creative thinking, and the ability to tackle novel challenges. The **Multi-Tiered Multi-Domain System of Supports** (MTMDSS), **Model of Excellence** and our commitment to delivering **Great Instruction the First Time** (GIFT) are central to achieving our goals. The **MTMDSS Model of Excellence**, inspired by Simon Sinek's Golden Circle, helps us define our what, how, and most importantly, our *why* in our education system.



EQUITABLE & INCLUSIVE LEARNING ENVIRONMENT

Key Components:

- **Positive Behavioral Interventions and Supports (PBIS):** Is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.
  - Improves social-emotional competence, academic success, and school climate.
  - Creates a positive, predictable, equitable, and safe learning environment for all students.
- **Social-Emotional Learning (SEL):** Includes evidence-based practices and SEL curriculum which support academics, attendance, behavior, mental health, and social-emotional needs of all students.
  - Manages emotions, utilizes conflict resolution, applies restorative practices, and develops positive self-esteem.
  - Acquires knowledge and social skills through education to recognize, report, and refuse bullying behaviors.
- **Diversity and Inclusion:** Provides an equitable educational experience for all students.
  - Respects cultural and individual differences.
  - Promotes inclusivity for all students by ensuring all learning materials, activities, and classroom settings are accessible.
  - Creates an environment where students feel safe to express themselves, seek help when needed, and increase daily attendance.

ACADEMIC INSTRUCTION

Key Components:

- **GIFT Framework (Great Instruction the First Time):** Establishes clear expectations for effective instruction.
- **Professional Learning Communities (PLCs):** Create a system of continuous improvement through data inquiry/analysis and collaborative action.
- **Coaching Cycle:** Assesses the effectiveness of instructional strategies to enhance student outcomes through a collaborative process.
- **Actionable Feedback:** Provides a system of continuous improvement based on observation, conversation, action, and follow-up.
- **Instructional Rounds**: Allow teams of teachers and school/district leaders to regularly monitor instructional initiatives by collecting data to identify and analyze patterns in order to refinine practices.
- **Learning Labs**: Serve as a professional learning platform for teachers to plan, observe, discuss, and refine standard-based lessons.

COMMUNITY SCHOOLS

Key Components:

- **Integrated Student Supports**: Address out-of-school learning barriers and promote mental and physical health through dedicated professionals.
- **Expanded Learning Time and Opportunities:** Enhance a variety of after-school, weekend, and summer programs to provide academic enrichment, instruction, and individualized support.
- **Active Family and Community Engagement**: Fosters strong family interactions and involvement in educational decisions, building a professional learning culture, and collective trust.
- **Collaborative Leadership & Practices**: Work closely with parents, students, teachers, principals, and community partners to create a supportive environment dedicated to the success and well-being of every student.

COLLEGE & CAREER READINESS

Key Components:

- **K-12 Work-Based Learning Continuums**: Provide student opportunities for college and career awareness, exploration, and preparation events and activities.
  - Explore college campuses, and military bases to gain insight into various programs, helping students make informed decisions about their educational and military path options.
  - Industry engagements include guest speakers, facility tours, project judging, and career readiness workshops, offering students valuable real-world perspectives and experiences.
  - Internships give students practical, hands-on knowledge and skills relevant to their future careers.
- **Career Pathways and Academies:** Provide targeted learning and skill development in various industry sectors.
- **Dual Enrollment/College Credit:** Allow students to earn high school and college credits simultaneously during and outside of the school day.
- **A-G Workshops**: Educate students on how to meet CSU and UC requirements for college admission, ensuring they are well-prepared for higher education.
- **Free Application for Federal Student Aid (FAFSA) and College Applications Workshops:** Assist students in navigating both the financial aid and college application systems.
- **Community Service**: Community service fosters civic responsibility and involvement.

COJUSD THE GIFT FRAMEWORK

The Great Instruction the First Time (GIFT) Framework describes the five core elements and nine essential components identified as critical to the teaching and learning process. The Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or their instructional teams. The framework provides us with a common language for improving teaching and learning outcomes.

Evidence of Learning

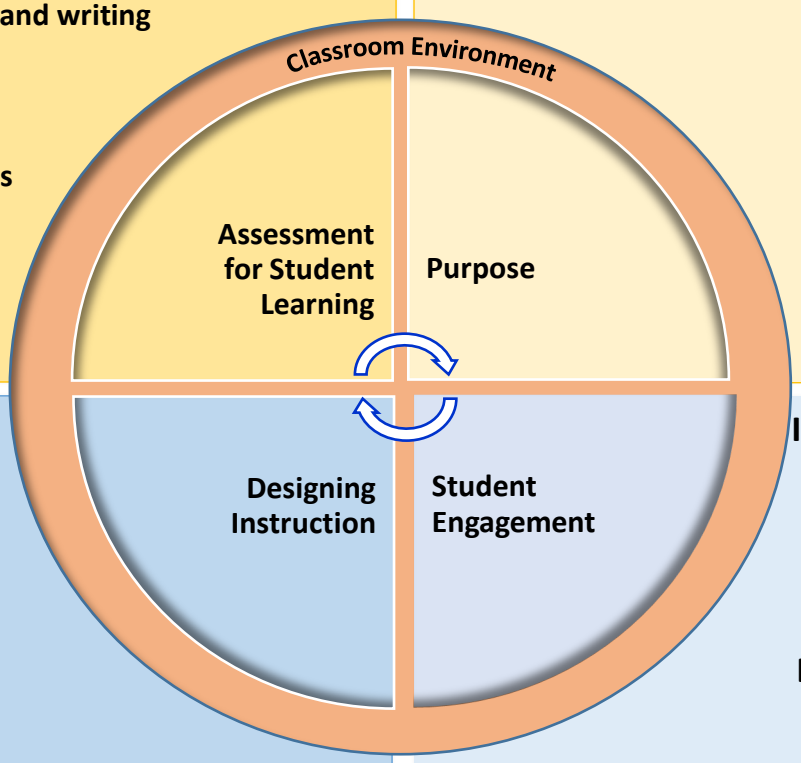
- Standards-aligned assessments
- Analysis of English Learner student talk and writing
- Descriptive feedback to feed forward
- Multiple opportunities to show proficiency
- Student self-assessments and reflections

Adjustments

- Frequent checks and modifications
- Scaffolds for English Learners and students with special needs

Learning/Language Targets and Success Criteria

- Aligned to essential standards
- Understood by students and imbedded into instruction
- Students analyze models of strong and weak work and use rubrics
- Students set goals for learning and monitor their own progress towards mastery of standards



Planning and Pedagogy

- Standards-based instruction with mastery as the goal
- Differentiation for language proficiency
- Well-crafted learning tasks
- Disciplinary literacy strategies
- Active facilitation of learning
- Technology integration

Scaffolds for Learning

- Skills needed for mastery of standards are unpacked and instruction is differentiated for all students (focus on ELs and special needs)

Intellectual Challenge

- Reading, thinking, writing, discussing, problem-solving and meaning making
- Student interaction at least 70% of the time

Engagement Strategies

- Intentional use of structures for 100% participation of all students

Academic Discourse

- Discussion-worthy tasks and prompts
- Active facilitation and feedback on academic language development

Classroom Environment

- Classroom systems and routines facilitate student responsibility, ownership and independence
- Promote inclusion as part of culture
- Classroom expectations and relationships reflect high expectations and beliefs about all students' ability to learn (growth mindset)

Key Concepts and Terms: Purpose (Effective lessons always start with a clear purpose)

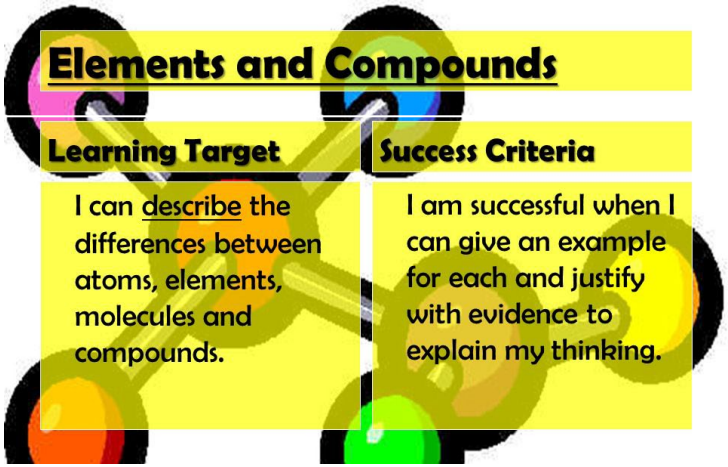
Essential Standards: Essential standards are a carefully selected subset of all standards students MUST know and be able to do by the end of the year. Essential Standards are used for Common Formative Assessments and PLCs. COJUSD used the following set of questions to determine grade level Essential Standards.

Assessments	Readiness			Leverage	Endurance
Significant Part of High Stakes Assessment	Can be Applied to *Other* Areas of Learning	Confidence and Readiness for Next Grade Level	Assess. Results Supports Emphasis	Cross-over *within* the content area	Can be Applied to Life-Life skills
✓	✓	✓		✓	✓

Learning Target: A learning target represents a chunk of learning toward the standard. It is created by breaking apart (unpacking) a standard into digestible bites of learning for the students. Study the standard and list the verbs and knowledge/concepts associated with them. When verbs are vague (i.e., "understand") substitute them with observable and measurable verbs. One standard may have multiple learning targets. The learning target answers the question: What are you learning today?

Success Criteria: What does proficient work look like? True sharing of learning targets involves getting students to comprehend what the learning target entails. Engaging students in analyzing examples of expectations for work ensures high quality work is produced. Success criteria answers the question: How do I demonstrate I have learned to the highest level?

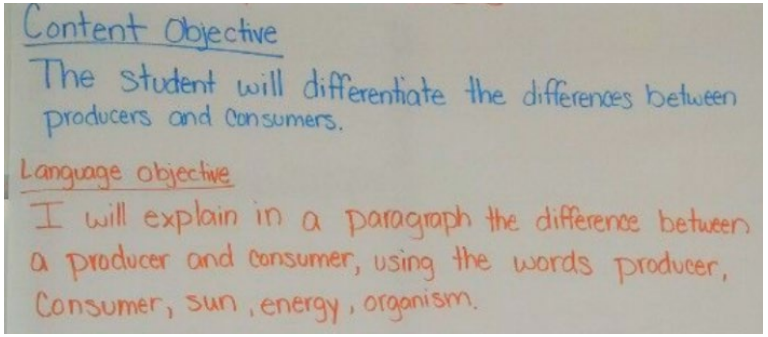
Learning Target is focused on the CONTENT standard.



Language Target: Language Targets describe the language skills (reading, writing, listening and speaking) students need to demonstrate mastery of content standards. Pinpoint what language skills students need to access content. Emphasize expressive language verbs (speaking and writing). Vary task, purpose, and audience to increase engagement.

Purpose

LanguageTarget is focused on the LANGUAGE required to master the content standard.



Writing

Strategies for Sharing Learning Targets and Criteria for Success

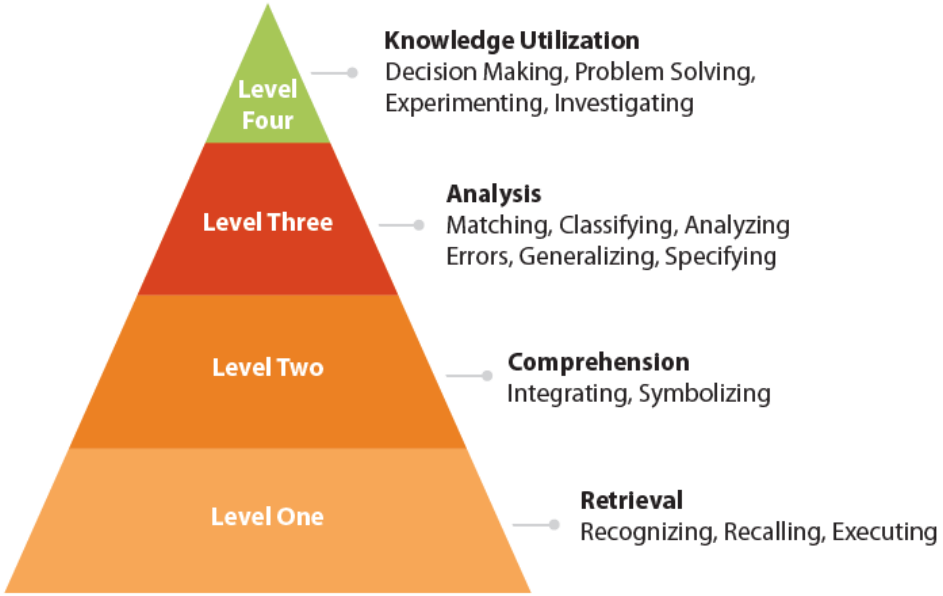
Purpose

General Strategy	Specific Tactics	Examples
Questioning	Teachers check for understanding by asking for student questions or by asking students to put learning goals in their own words.	*Kevin, can you tell me one thing about the water cycle you already know? … Jacob, can you tell me one other thing about the water cycle? … Jaden, can you put those two things together so we have a definition of the water cycle?* *Why is it important to know about the water cycle?* *What would a good report on the water cycle look like?* *Donna, what do you think of Matthew's idea about the way to do a picture of the water cycle?* *How long would the report have to be to show you really understood the whole water cycle?*
	Teachers use directed discussion or warm-up questions.	
	Students think-pair-share what they think they will be learning, why it's important, and how it relates to previous learning.	
Planning and Envisioning	Students list what they know and want to know.	*Groups working on water cycle reports plan a week of work, including library research, reading, writing, drawing, editing, and planning a presentation.* *Students use these planning charts to keep track of progress. The teacher uses these planning charts for interim assessment of student progress and for asking questions about what students learn along the way.* *The teacher asks for interim assessments as checkpoints along the way—for example, a list of sources after library day, an outline as the report is planned, a draft as the report is written, a list of students' roles for an oral presentation.*
	Students make planning charts for individual or group work.	
Using Examples	Students look at good examples and make a list of what makes them good.	*Here are the five best water cycle reports from last year. What do you notice about them?* *Can you organize these things you notice into categories?*
	Students look at a range of examples, sort them into quality levels, and write descriptions of the levels that turn into draft rubrics.	*Put these water cycle reports into three piles: Good, OK, and Not Good.* *What makes the Good ones good? How are the OK reports different from the Good ones? From the Not Good ones?*
Using Rubrics	Students use teacher-made rubrics to assess examples.	*Here are some water cycle reports from last year. Discuss with your group how you would evaluate them using this rubric, and why.*
	Students rephrase teacher-made rubrics into their own words.	*Here is the rubric we will use for your water cycle reports. How would you describe these qualities to another student?*
	Students use rubrics to assess their own work and revise.	*How do you think your water cycle report measures up on this rubric? Use a highlighter to show the descriptions in the rubric that you think describe your work. Is there anything you want to revise?*

Key Concepts and Terms: Student Engagement

Intellectual Challenge: Students must do the thinking during instruction and can only do that when the teacher designs Tasks that require higher levels of thinking: analysis and knowledge utilization. Too many lessons focus on only level one: retrieval of information. Intellectual challenge is present in a classroom when students are asked to read and analyze challenging texts, write critically, and use knowledge in problem solving, investigation, and experimentation tasks.

New Taxonomy of Educational Objectives (Marzano and Kendell)



Academic Discourse

Students are expected to be engaged in speaking about their learning and producing evidence at least 70% of the time. Long gone are days of mostly teacher talk and students passively listening or completing worksheets. Planning for academic discourse requires attention to three components:

1. **There is an engaging purpose** for conversing that (a) **connects to lesson objectives,** and (b) r**equires thinking & doing something with ideas** (e.g., create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) *(+ Agency)*
2. **There is a need to talk** (info gaps; bring unique ideas)
3. **There are clear directions** for how to converse (language use, thinking, content concepts…)

Discussion worthy tasks and prompts: In order for academic discussions to be meaningful, discussion worth prompts must be created. Below are some examples of well-crafted discussion tasks developed by Dr. Jeff Zwiers:

Student Engagement

- **History:** With your partner, decide if Lincoln was more interested in abolishing slavery or more interested in preserving the Union. Use evidence to support the claims on each side and evaluate the value of the evidence, along with any bias that might exist in the sources. Use historian language such as "This is strong evidence because…"

- **Science:** In your conversation, compare the data that you got in the lab with that of your partner. If the data are different, jointly come to possible explanations for this; if similar, explain why. Make sure your explanations are clear and use scientific language such as: We believe that differences in the data are due to…" Also come up with a final conclusion that describes what you learned—or were supposed to learn—from the lab.

- **Math:** Work with your partner to create a word problem that requires the solver to solve it using two equations. Both of you contribute ideas and then decide which would make for the most interesting problem for your classmates to solve. Make sure the problem is clear; it can contain extra information and numbers, if you want to be tricky. Make sure to set up what is happening and use consistent units.

- **ELA Expository:** Decide whether or not to raise the max number of hours per day that teenagers should use screens. Engage in a collaborative argument conversation in which you and your partner build up both sides of the issue. Use evidence and discuss the credibility of sources. Discuss and negotiate types of screen time, if necessary, for your final decision. Use evaluation language such as *outweigh, weak/strong because, credible*, etc.

- **ELA Literature:** Collaboratively decide whether or not Atticus should take a stand to defend Tom Robinson. Co-build both sides up with evidence from the text and explain how the evidence supports each side. Then decide which side weighs more and why. Use support language such as *support, evidence, because*… Also remember to use effective nonverbal communication.

Student Engagement

Conversation Observation & Analysis Tool

***TEACHER Notes** on prompt effectiveness & teacher use of supports & structures to scaffold quantity & quality*

Prompt

☐ Relevant & Engaging Purpose ☐ Need to Talk (Info gaps, BK)
☐ Clear Expectations (language to use, thinking, content)

Quantity

☐ # of turns
☐ Length of turns
☐ Equity of voice

Quality

☐ Use conversation skills to co-construct & argue ideas

__ Turns build on previous turns
__ Students pose or choose a relevant initial idea(s) that is focused on learning objective(s)
__ Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.)
__ Students support ideas (using evidence, examples, explanations)

__ *If there are two or more competing ideas (argue/decide):* students build up both ideas and
__ (a) evaluate the strength/weight of the evidence of each idea
__ (b) compare the strengths/weights and choose the "strongest/heaviest" idea
__ (c) explain and/or negotiate final decisions & conclusions

☐ Effective listening

☐ Clear speaking (+ use of language asked for in prompt)

☐ Academic thinking (+ use of thinking asked for in prompt)

☐ Academic content (+ talk about content asked for in prompt)

☐ Nonverbal communication (posture, nods, eye contact)

☐ Value one another's ideas, thinking, and feelings

***STUDENT Notes** on response to prompt, quantity & quality*

Adapted from Zwiers & Soto (2016) *Academic language mastery: Conversational discourse in context.* Corwin.
jeffzwiers.org

Key Concepts and Terms: Designing Instruction

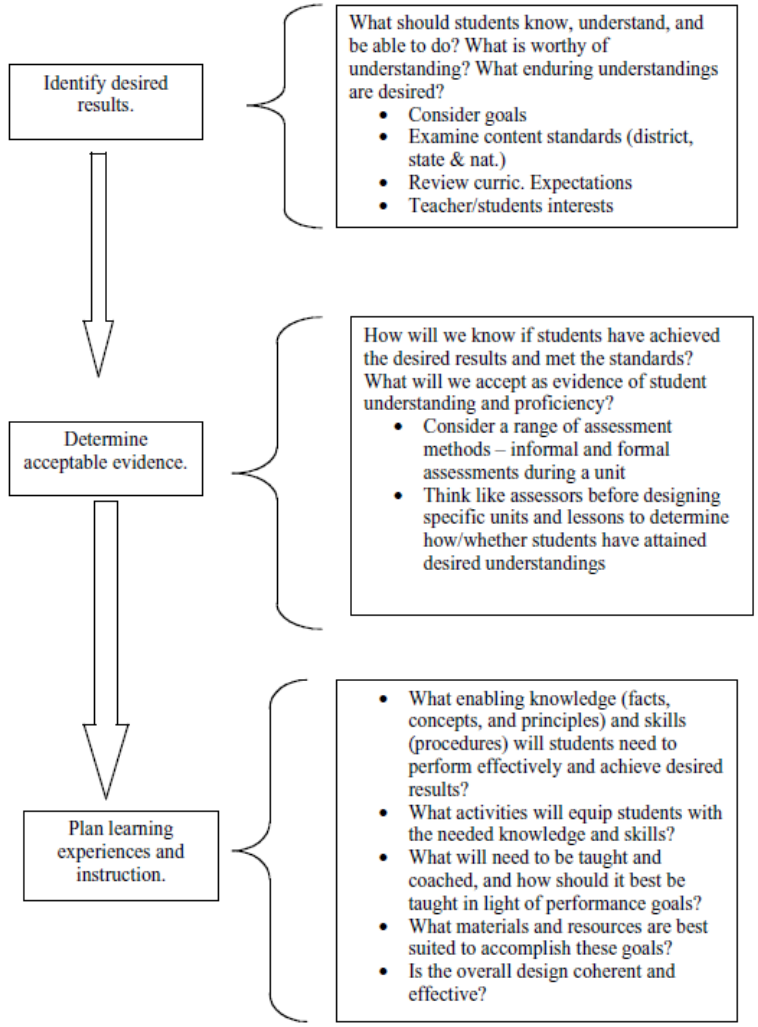
Planning: Research shows teachers clearly do make a difference. In fact, the difference in effect between a high-effect teacher and a low-effect teacher is about 0.25, which means a student in a high-impact teacher's classroom learns about a year more than his or her peers in a lower-effect teacher's classroom. The differences between higher- and lower-effect teachers primarily relate to the attitudes and expectations teachers have when they decide on the core issues of teaching – what to teach, what level of difficulty to teach at, and how rapidly to progress. It is the attitude or belief system of expert teachers that really sets them apart. (Dr. John Hattie, Visible Learning)

There are four critical parts to consider in preparing to teach a lesson:

1. Prior Achievement: The levels of students at the start (pre-testing)
2. Targeted Learning: The desired levels at the end (standards attainment)
3. Progression: The rate of progress from the start to the end (scaffolds needed, extra learning time or extension)
4. Teacher Collaboration: There is great power in teachers learning from each other and talking together about planning – discussing everything from standards and learning targets, success criteria, learning progressions, to what it means to "meet standard" in the subject. Having discussions leads to important debates about evidence of student learning, quality of teaching, student outcomes – most of the topics that lie at the heart of teaching and learning.

Start with the End in Mind

Regardless of format, every effective lesson plan should build toward the achievement of the learning target and connect to long-term instructional goals (standards). Begin with a careful analysis of the standards you are teaching in the unit. The backwards design process diagram to the right outlines the components of the process.



Adapted/formatted from *Understanding by Design* by Grant Wiggins and Jay McTighe

Disciplinary Literacy Strategies: The disciplines of mathematics, science, history, and English differ in their ways of creating, communicating, and evaluating information. Teachers must provide instruction in the multiple literacy strategies needed to meet the demands of their specific disciplines; teaching students text differences and strategies for accessing those texts, along with the writing demands (making claims and supporting with evidence) required of the discipline.
The following links provide additional information on strategies that will help students succeed in the content areas.
Resource: https://education.ucf.edu/mirc/docs/Disciplinary-literacy-strategies-in-content-area-classes2015.pdf
Mathematics: http://www.sfusdmath.org/uploads/2/4/0/9/24098802/_math_teaching_toolkit_2015-2016.pdf
Science: https://docs.google.com/a/cojusd.org/document/d/1P90JLs-GpH25TwGDVtwMkfdD6mu_LTvzwNV9sufV-x0/edit?usp=sharing

Each team of teachers will need to decide on the signature strategies that will be implemented and monitored.

Great Instruction the First Time

Lesson Plan Template

- Career & College Ready Scholars
- Powerful Communicators
- Critical Thinkers & Collaborative Problem Solvers
- Creative & Quality Producers
- Leaders & Ethical Decision Makers
- Productive Citizens

Purpose	Standard:	
	Lesson Objective:	
	Language Objective:	
	Big Question:	
	Success Criteria:	
Designing Instruction	DOK Level(s):	
	Vocabulary:	Materials:
	Access for All:	
	Anticipatory Set:	
I Do (Model)		
Designing Instruction	Model:	
We Do (Guided Instruction)		
Student Engagement	Instruction:	
	Access for All:	
	Instructional/Engagement Strategies:	
Assessment for Student Learning	CFU/Feedback:	
Do It Together (Collaboration)		
Student Engagement	Team Task:	
Assessment for Student Learning	CFU/Feedback:	
You Do (Independent)		
Student Engagement	Practice:	
Assessment for	CFU/Exit	

Student Learning	Ticket/Feedback:	
Closure (Debrief)		
Assessment for Student Learning	Next Steps (feedback/ reteach or extention):	
Lesson Reflection		
Designing Instruction	How did it go? Modifications	

Additional Resources:	
Depth of Knowledge:	DOK Levels 1) Recall & Reproduction 2) Skills & Concepts 3) Strategic Thinking/Reasoning 4) Extended Thinking
Instructional Strategies:	Scaffolds, GLAD Strategies, Sentences Frames to model language, Songs/Chats, Think/Pair/Share, Total Physical Response, ELD Toolkit
Checking for Understanding:	White boards, Exit Tickets, Random Selection, Questioning
Classroom Management:	Positive Behavioral Interventions and Support (PBIS) Cutler, Golden Valley, Palm, El Monte, Orosi High School, Lovell Classroom Walkthrough Tool

English Learner Tracking Tool TK-12

[English Learner Spreadsheet] [6-12 Individual Language Plan] [TK-5 Individual Literacy & Language Plan]

ELPAC Performance Level	Level 1: Minimally Developed	Level 2: Somewhat Developed	Level 3: Moderately Developed	Level 4: Well Developed
	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and (writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks,purposes, and audiences in a variety of social and academic contexts.

Level 1 | Level 2 Low | Level 2 High | Level 3 Low | Level 3 High | Level 4

ELD Standards Proficiency Levels	Emerging	Expanding	Bridging
	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.
Level of Support	**Substantial** Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	**Moderate** Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	**Light** Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.

Instructional Strategies	Word Phrase Level Strategies	Sentence/Clause Level Strategies	Text Level Strategies
	The Frayer Model Sentence Deconstruction	Pictorial Input Chart Sentence Patterning Sentence Unpacking	Academic Conversations: Five Core Conversation Skill (Jeff Zwiers’) Close Reading Collaborative Retell Collaborative Summarization Repeated Interactive Read Aloud Text Reconstruction Write About an Experience

Assessment for Student Learning

"DO IT RIGHT. USE IT WELL."

"***Do it right***" means to be able to gather accurate information about student achievement. This involves far more than the accuracy of the items, task, and scoring guides. It requires that we know how to establish a purpose for assessment (summative or formative), make content standards clear, select the appropriate assessment method, sample appropriately, avoid issues of bias, and track and report achievement data in the form of an end-of-term grade.

"Use it well" means to be able to use the assessment process and its results to increase, not merely measure, student achievement. It requires that we know how to design or select assessments capable of providing diagnostic information; plan time during instruction to assess formatively and act on the information; offer effective feedback to students; engage students in self-assessment, peer assessment and goal setting; and give students opportunities to track, reflect on, and share their learning progress.

Watch this video on the power of specific feedback:
Austin's butterfly: https://www.youtube.com/watch?v=hgh1MRWZjms

Seven Strategies of Assessment FOR Learning

Where am I Going?
1. Provide clear and understandable vision of the learning targets and success criteria.
2. Use examples of strong and weak work.

Where am I Now?
3. Offer regular descriptive feedback during the learning.
4. Teach students to self assess and set goals.

How Do I Close the Gap?
5. Use evidence of student learning to determine next steps.
6. Design focused instruction, followed by practice with feedback.
7. Provide students opportunities to track, reflect on, and share their learning progress.

Seven Strategies of Assessment for Learning - Jan Chappuis

Self-Assessment: Self-assessment is often overlooked but has a large impact on student learning! Have students identify strengths and weaknesses in their own work and revise accordingly. Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements. It is a tool that can promote learning if it is used while the learning is taking place. In order for self-assessment to be effective, students must be able to use their self-generated feedback to revise and improve their work before it is due for grading.

Name:_____ Period_____

October "I Can" Self-Checklist - Beginning Orchestra

I CAN: Term 1 Learning Goals	4 Mastery - I can do it and it's easy!	3 Almost there: I understand, but need more practice	2 Emerging: I have some questions and I need help	1 I don't get it and I need immediate help
I can hold my bow with a proper bow hold.				
I can perform with a straight bow stroke.				
I can hold my instrument correctly. For violins/violas - I hold my instrument by placing it on my shoulder and I hold it straight. I keep my wrist out and a little mouse hold between my thumb and hand. For cellos - I hold my instrument by placing the back button on my chest and the left peg behind my left ear. I hold the instrument with my knees. For basses - I keep my left arm extended. I balance the bass on my hip and thigh.				
I can peform with correct left hand position by keeping my arm extended and my fingers curved and hovering over the tapes.				
I can find notes of the D scale on my instrument and peform those notes with perfect intonation.				
I can label a fingering chart with correct note names.				
I can understand the basics of music notation and terminology. I can define and recognize the staff and clef and can label the notes on the lines and spaces for my instrument.				
I can recognize, label, and perform the notes on the D string.				
I can read music.				
I can count whole notes, half notes, quarter notes, and eighth notes and can label them with the correct number of beats. I can correctly write the counting for rhythms using these notes.				
I can perform a D scale with a straight bow and accurate intonation.				
I can perform lines 32-55 in my String Explorer book without difficulty.				

Answer the following questions: (Use the back of this paper if you need more space.)

How many times per week do you practice?

How long do you practice?

Is there anything you are struggling with at this time?

What can I do to help you?

How do you feel about your playing?

What is your favorite piece to play?

PLC Cycle

Critical Question 1: What do our students need to learn?

Teams have clarified what each student should know and be able to do unit by unit.

Essential standards and learning targets have been formalized. Common pacing guides have been created.

Outcomes are vertically aligned to ensure there are no gaps.

Critical Question 2: How will we know when they have learned it?

Teams have written SMART goals and action plans. Common formative assessments have been created.

Summative (end of unit) assessment have been identified or created.

Teachers have developed a common understanding of what proficient work looks like.

Collaborative teams frequently analyze student work.

TEACH- How do we teacher effectively to ensure all students are learning?

Teachers use daily formative assessments to gauge their impact on learning.

Teams engage in Lesson Study and Instructional Rounds to improve effectiveness.

Critical Question 3: How will we respond when some students do not learn?

Teachers use data to determine students who need extra time and support of learning outcomes.

RTI (Teacher Level) - Teachers continuously define the problem, analyze possible solutions, implement interventions, and evaluate outcomes.

RTI (Team Level) - Teams continuously move through the RTI process.

RTI (School Level) - The school has implemented a formal RTI process.

Critical Question 4: How will we respond when some students reach mastery early?

Teachers differentiate instruction and extend learning for students who learn quickly.

Teams have formalized a process for enriching a student's academic experience.

The school closely monitors and increases the number of students who exceed standards.

Collaboration Focused on Results

Teams have a process for communication the products and progress of their team with others.

Looking at Student Work Protocol

Assessment for Student Learning

Team:	**Name of Assessment:**

1. Reaching Consensus about Proficiency

Read the assessment prompt and/or rubric and explain:

- What are the students expected to do?
- Which standards (CCSS or content standards) or curriculum expectations are being assessed?
- What do you consider to be a proficient response on this assessment? Exactly what do students need to say or write for you to consider their work proficient?
- Did the assessment give students a good opportunity to demonstrate what they know?

2. Collect and Chart Data (by individual teacher and team totals)

Proficient Students (4 and 3)		Not Yet Proficient Students (2)	Far-from- Proficient Students (1)
_____% of class	_____% of class	_____% of class	_____% of class

4. **Analyze Strengths and Challenges:** Discuss and identify the STRENGTHS in the student work.
Discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.

Assessment for Student Learning

Strengths (concepts/skills mastered)	Challenges (concepts/skills NOT mastered)

4: Identifying Instructional Next Steps

After diagnosing what the student knows and still needs to learn, discuss as a team the learning needs for the students in each level considering the following questions:

Based on the team's diagnosis of the student's performance:

- What patterns or trends are noted for the whole class?
- What instructional strategies will be beneficial for the whole class?
- Based on the team's diagnosis of student responses at the high, basic, and low levels, what instructional strategies will students at each level benefit from?

5. SMART Goal: Set a goal for the next assessment and decide on your instructional plan

The percentage of students scoring proficient and higher on _____ will increase

from _____% to _____% administered on _____

6. Instructional Strategies : What? How? Who? When? List specific learning strategies that you and your team will commit to implement in order to increase critical thinking, reading/writing, speaking, and mastery of concepts/skills. Who will model the strategy so that everyone knows how to do it? When will it be practiced? Will you observe each other with the strategy? List any new learning that you may need and when it will take place.

Assessment for Student Learning

7. Results Indicators

- How will we know if we're really implementing the strategy we decided on?
- How will we know if it's working?
- When will we reteach and reassess students who were not proficient on this assessment?

Evidence-Based Practices Guide: Classroom Walkthrough Tool

Features for In-Person and Virtual Classroom Practices

- Schools may base their classroom data on in-person ***or*** virtual classroom features for the 2023-2024 Criteria #7 Recognition Application.
- Suggested classroom features are represented in the table below for each evidence-based practice.
- ACER Note: The level of recognition schools are applying for determines the number of observed classrooms that must demonstrate at least one feature from the evidence-based practices (See Criteria #7). Data collection tools are available at the bottom of this document.

Evidence-Based Classroom Practice	Physical Classroom Features	Virtual Classroom Adaptation
1. Physical Structure: **The physical layout of the classroom is designed to be effective for all students** Gold: Minimum of 1 feature for *3* classroom practices in 80% of observed classrooms Platinum: Minimum of 1 feature for *4* classroom practices in ALL observed classrooms.	❑ Layout of the classroom is such that it facilitates the most typical instructional activities (e.g., small group, whole group, learning centers) ❑ Furniture is arranged to allow for smooth teacher and student movement ❑ Instructional materials are neat, orderly, & ready for use ❑ Materials that support critical learning content and learning strategies are visible and accessible (e.g., word walls, steps for writing process, math formulas) ❑ Visuals that support critical content are displayed ❑ Visuals that reflect diversity of the classroom are displayed* (i.e, books, posters, games, etc. represent the diverse background of the students in the classroom)	❑ Web Call settings match instructional needs (e.g., allows for breakout rooms, sharing screen, private chat options) ❑ Teacher utilizes the features of the web call platform with adequate fluency ❑ Web Call settings match instructional needs for the student (e.g., ability to private chat the teacher) ❑ Students have access to resources to support their learning through a web platform ❑ Visuals that support critical content are easily accessible
2. Classroom Routines: **›Predictable classroom routines are developed and taught** Gold: Minimum of 1 feature for *3* classroom practices in 80% of observed classrooms Platinum: Minimum of 1 feature for *4* classroom practices in ALL observed classrooms.	❑ Evidence of predictable patterns and activities ❑ Evidence that classroom routines and procedures are taught directly (i.e., lesson plans, school schedule, school PBIS handbook) ❑ Students are given prompts and pre-corrections to successfully follow classroom routines & procedures ❑ Students are encouraged to use self-management skills ❑ Evidence of student-guided schedules and routines	❑ Evidence that classroom routines have been modified for virtual settings (e.g., logging on, working independently, how to get help) ❑ Evidence that classroom routines and procedures are taught directly (i.e., lesson plans, school schedule, school PBIS handbook) ❑ Students are recognized when they successfully follow classroom routines & procedures ❑ Students are encouraged to use self-management skills ❑ Evidence of student-guided schedules and routines
3. Expectations **Post, Define, & Teach 3-5 Positive Classroom Expectations**	❑ Classroom expectations are posted and are consistent with School-wide expectations ❑ Evidence that classroom expectations were taught ❑ Evidence of student and family input on classroom	❑ Classroom expectations are posted or referred to in various locations such as lesson plans, teacher slide deck(s), or web platform ❑ Classroom expectations are consistent with School-wide

Gold: Minimum of 1 feature for *3* classroom practices in 80% of observed classrooms Platinum: Minimum of 1 feature for *4* classroom practices in ALL observed classrooms.	expectations & routines exists in some format for the current school year (survey, class lesson plan, permanent product)*	expectations ❏ Evidence of student and family input on classroom expectations & routines exists in some format for the current school year (survey, class lesson plan, permanent product)*
4. Active Supervision & Foster Positive Relationships Gold: Minimum of 1 feature for *3* classroom practices in 80% of observed classrooms Platinum: Minimum of 1 feature for *4* classroom practices in ALL observed classrooms.	❏ Scanning: Visual and auditory sweep of the setting ❏ Moving: Continuous movement and use of proximity to students exhibiting problem behavior ❏ Interacting: Regular positive contact, use of student name ❏ Students are positively greeted when they arrive in the classroom ❏ Structured and/or unstructured opportunities for cooperative learning and practicing social, emotional, behavioral skills with peers are provided*	❏ Utilize "Greet at the door" strategy by greeting students when they login; use their name during greeting ❏ During breakout rooms, continually move from room to room (Scanning, Moving) ❏ Scanning: Monitor the chat box regularly, set up the screen so that it is possible to see all students at a glance ❏ Interacting: Regular positive contact, use of student name ❏ Structured and/or unstructured opportunities for cooperative learning and practicing social, emotional, behavioral skills with peers are provided*
5. Relevant Learning* Gold: Minimum of 1 feature for *3* classroom practices in 80% of observed classrooms Platinum: Minimum of 1 feature for *4* classroom practices in ALL observed classrooms.	❏ Use of explicit instruction to teach social, emotional, behavioral, and academic skills* ❏ Opportunities to Respond (OTRs) are varied and may include individual or small-group questioning, choral responding, and nonverbal responses ❏ Differentiates to ensure equitable benefit*	❏ Use of explicit instruction to teach social, emotional, behavioral, and academic skills* ❏ Technology tools such as chat, polling of students, web-based emoji responses, Jamboard, Flipgrid are utilized to ensure a high rate of Opportunities to Respond ❏ Opportunities to Respond (OTRs) are varied and may include individual or small-group questioning, choral responding, and nonverbal responses ❏ Differentiates to ensure equitable benefit*
6. Acknowledgement Gold: Minimum of 1 feature for *3* classroom practices in 80% of observed classrooms Platinum: Minimum of 1 feature for *4* classroom practices in ALL observed classrooms.	❏ Use of behavior specific praise (BSP) contingent upon the occurrence of expected behavior ❏ Evidence of 5:1 ratio of BSP statements ❏ Evidence of a formal acknowledgment system where students earn privileges for expected behavior	❏ Use of behavior specific praise statements during whole group virtual instruction, via private chat, personal email, or positive phone call ❏ Evidence of 5:1 ratio of BSP statements ❏ Evidence of a formal acknowledgment system where students earn privileges for expected behavior * updated 11/13/2023

*The six practices in this document are based on recommendations of positive and proactive support strategies from Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers.

This is a sample of a data collection sheet that may assist with the Classroom Walkthrough portion of Criteria #7:

Gold Application

Name of School:	Number of classrooms in the school:
ACER:	Number of classrooms needed to visit?

	Authorized CA PBIS External Reviewer (ACER) has visited at least 10% of virtual and/or in-person classrooms. Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.										
Evidence of minimum of 3 of the following:											
Physical Structure											
Classroom Routines											
Expectations											
Actively Supervise & Foster Positive Relationships											
Relevant Learning											
Acknowledgement											

This is a sample of a data collection sheet that may assist with the Classroom Walkthrough portion of Criteria #7:

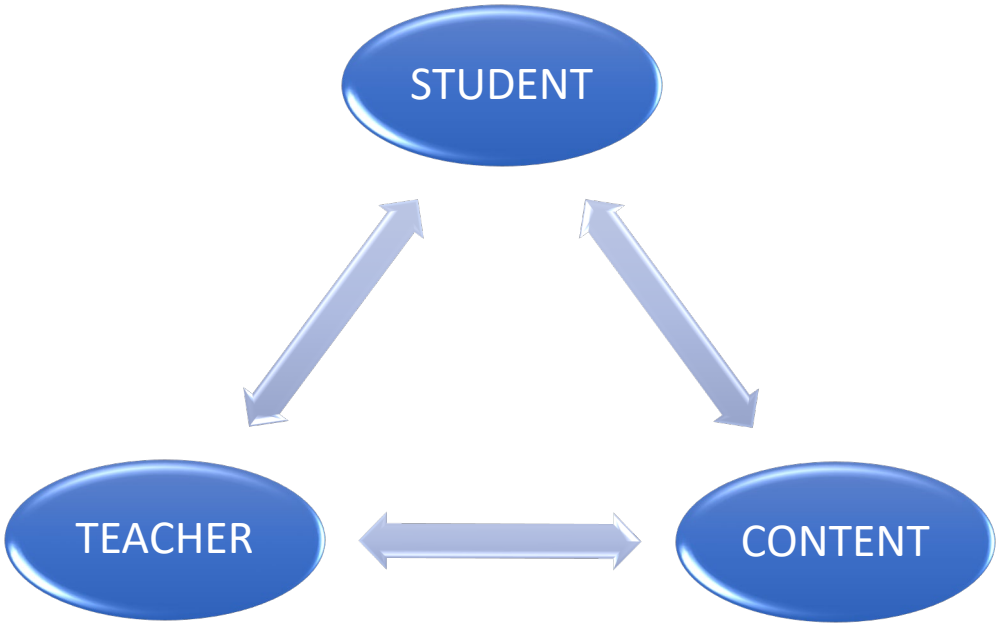
Platinum Application

Name of School:	Number of classrooms in the school:
ACER:	Number of classrooms needed to visit?

	Authorized CA PBIS External Reviewer (ACER) has visited at least 10% of virtual and/or in-person classrooms. Of those classrooms visited, ALL classes demonstrated at least 4 evidence-based classroom practices.										
Evidence of minimum of 4 of the following:											
Physical Structure											
Classroom Routines											
Expectations											
Actively Supervise & Foster Positive Relationships											
Relevant Learning											
Acknowledgement											

The instructional task at the center of the instructional core is the actual work that students are asked to do in the process of instruction – *not* what teachers *think* they are asking students to do, or what the official curriculum *says* that students are asked to do, but what they are *actually* asked to do.

THE INSTRUCTIONAL CORE



The model of the instructional core provides the basic framework for how to intervene in the instructional process so as to improve the quality and level of student learning. Seven principles guide our work with the instructional core.

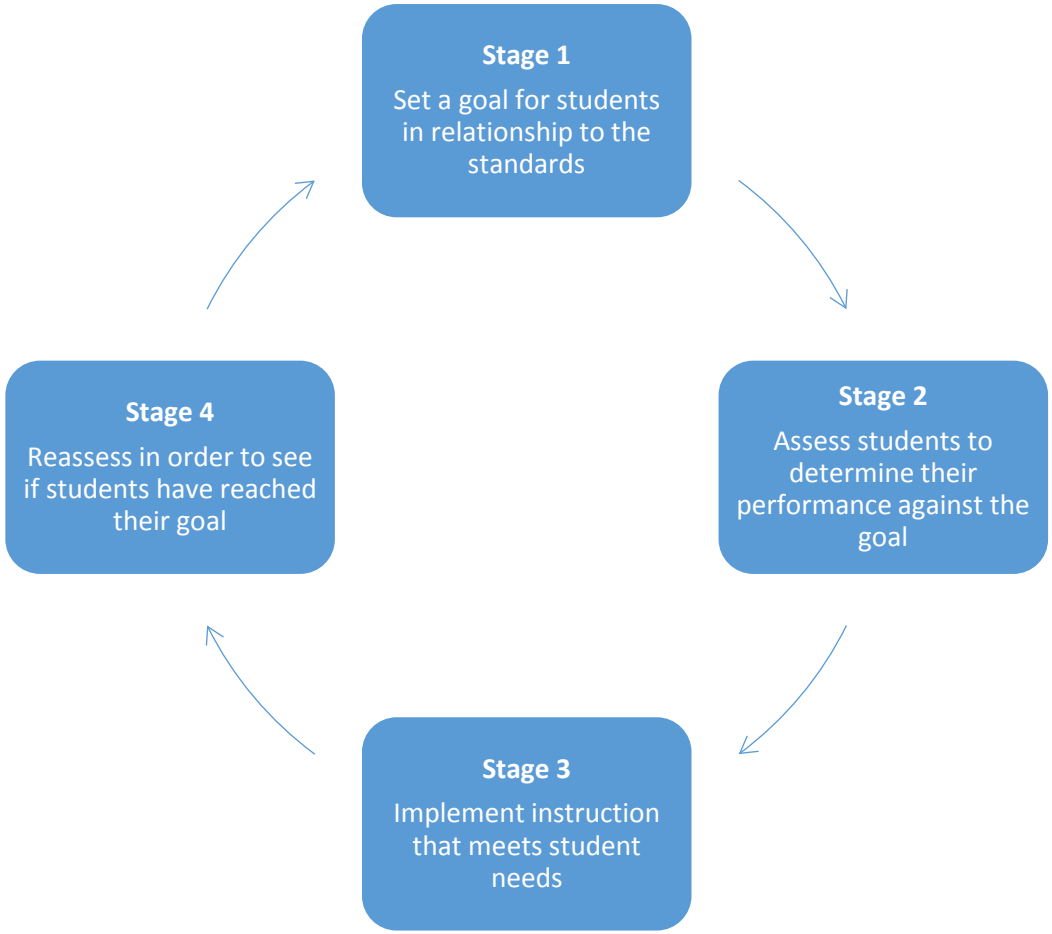
SEVEN PRINCIPLES OF THE INSTRUCTIONAL CORE

1. Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn to do the work by doing the work, *not* by telling other people to do the work, *not* by having done the work at some point in the past, and *not* by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

Instructional Coaches
Each coach is responsible for facilitating the alignment of the state content standards, instruction, and assessment in a designated content area. Additionally, coaches increase student achievement as they monitor the effect of high leverage instructional strategies for all subgroups through coaching cycles and data review.

	TK-5		
	English Language Arts	**Spanish Language Arts**	**Math/Science**
K	Sally Hernandez	Leslie Duarte	Sally Hernandez
1	Christy Rodriguez		Christy Rodriguez
2	Elizabeth Anders		Elizabeth Anders
3	Anna Elisa Jasso		Anna Elisa Jasso
4	Anavela Lopez		Anavela Lopez
5	Marylou Villagomez		Marylou Villagomez
	Intervention		
	Cutler		Miracle Gonzalez
	Golden Valley		Denise VanderWall
	Palm		Gabriela Lesso
	6		Jaclyn Barker
	7		Noemi Lopez
	8		Gladys Villa
	9-12		
	English & AVID		Kathleen Giannandrea
	Math		Marla Olson
	TK-12		
	Districtwide Curriculum & Assessment		Karina Moya

Coaching Cycle



Results-Based Coaching Tool

Teacher:		**Coach:**		
Coaching Cycle Focus:		**Dates of Coaching Cycle:**		
Standards-Based Goal What is the goal for student learning?	**Focus for Teacher Learning** What instructional practices will help students reach the goal?	**Student-Centered Coaching** What coaching practices were implemented during this coaching cycle?	**Teacher Learning** As a result of the coaching, what instructional practices are being used on a consistent basis?	**Student Learning** How did student achievement increase as a result of the coaching?
Students will… **Standard(s):** **Learning Targets:** *I can…* **Baseline Data:** _ Emerging _ Developing _ Meeting _ Exceeding _ % of students were able to demonstrate proficiency of the learning targets.	**Teacher will…**	**Coach and Teacher did…** *(Check those that apply)* ☐ Goal setting ☐ Creating learning targets ☐ Analysis of student work ☐ Co-Teaching ☐ Collecting student evidence during the class period ☐ Collaborative planning ☐ Shared learning to build knowledge of content and pedagogy	**Teacher is…**	**Students are…** **Post Assessment Data:** _ Emerging _ Developing _ Meeting _ Exceeding _ % of students were able to demonstrate proficiency of the learning targets. *Follow up for students who didn't reach the goal:*

Teacher Reflections	Coach Reflections
What worked well for you during our collaboration and coaching cycle? How has your teaching been positively impacted?	What worked well for you during our collaboration and coaching cycle?
How do you feel our collaboration positively impacted the students?	How do you feel our collaboration positively impacted the students?
What were any challenges or missed opportunities during our work together?	What were any challenges or missed opportunities during our work together?
What are some next steps in your teaching?	What are some next steps in my coaching?

Lesson Study Protocol

Educating Minds, Inspiring Futures

Choose a Topic

- What topics are persistently difficult for, or disliked by student?
- What topics do teachers find most difficult to teach?
- In what subjects are there new curricula, frameworks, or standards that teacher want to understand or master?

Data Collection Plan

- Seating chart
- Names/demographics of students
- Records of student's prior knowledge
- Checklists for student work
- Forms to record participation
- Forms to record verbatim speech and actions

Plan Preliminary Lesson

- Identify goals
- Avoid micromanaging the lesson-script key components
- Anticipate student thinking
- Try the lesson task
- Consult specialists or conduct research for possible student outcomes

Observe the Lesson

- Respect classroom environment
- Do not help students or otherwise interfere with the natural flow of the lesson
- Collect data
- Focus on the same students
- Ask clarifying questions about students after the lesson

Post Lesson Discussion

- Instructor reflects
- Background information from Lesson Study
- Presentation and discussion of data from the research lesson
- General discussion

Research and Plan Lesson

- Carefully study curriculum and any supporting materials
- Find contrasting approaches.
- Consult knowledgeable experts

"The most brilliant educational visions are just splotches of ink on a paper until a **teacher** somewhere **brings them to life** in a classroom."

U.S.

Japan

	Find or write curriculum, Try to align it with standards (local, state, national) Develop local frameworks and articulate across grade levels
	Plan lessons individually
	Plan lessons collaboratively
	Watch and discuss each other classroom lessons

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D / E
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J / K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M / N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P / Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S / T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V / W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

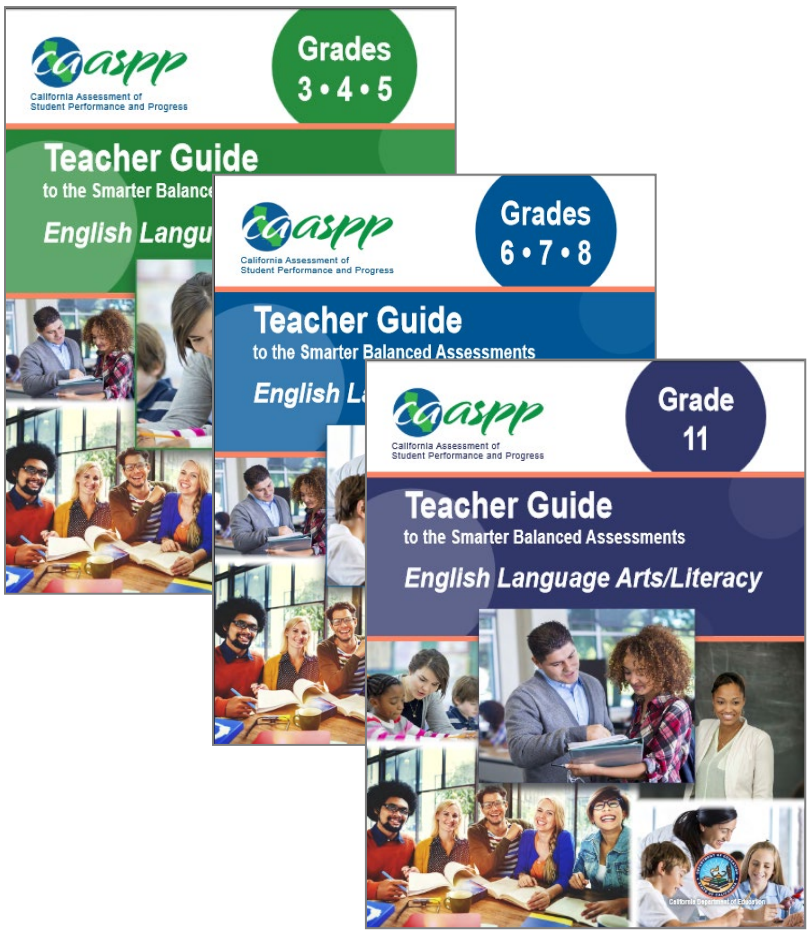
KEY

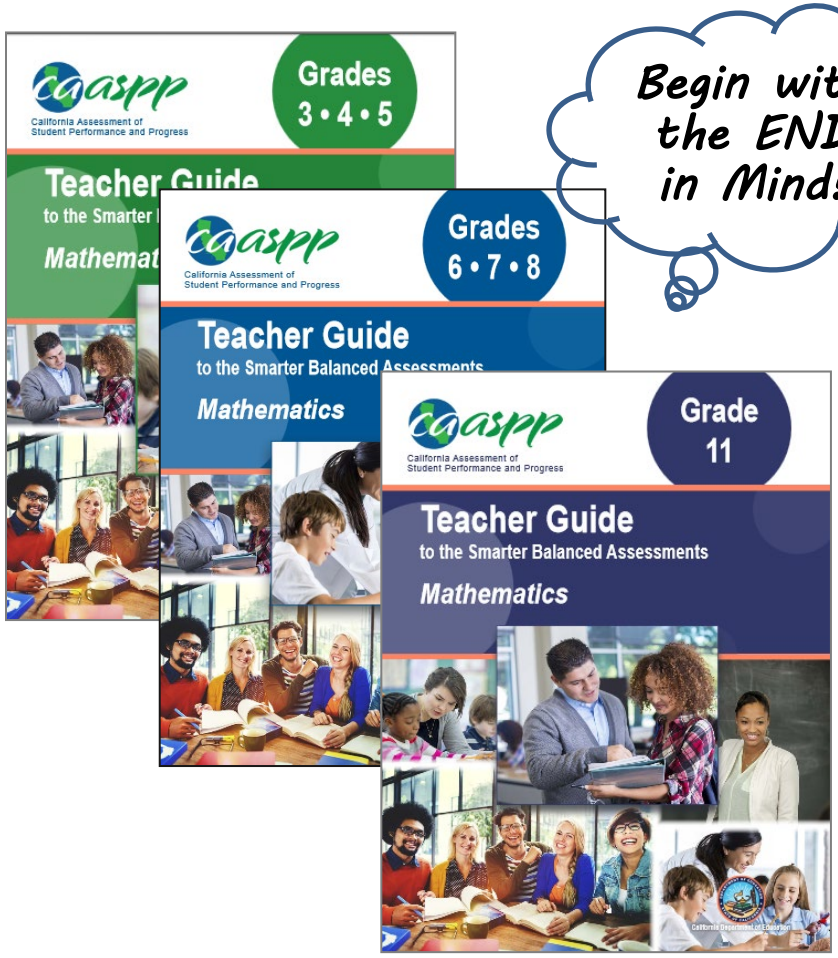
- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Smarter Balanced Essentials for Educator

The Smarter Balanced assessment system is a key part of implementing the California ELA and Math Standards and preparing all students for success in college and careers.





Read the Teacher Guides to understand the components of the system:
http://www.cde.ca.gov/ta/tg/ca/sbteacherguides.asp

SMARTER BALANCED SUMMATIVE ASSESSMENTS
for English Language Arts/Literacy and Mathematics

WHAT ARE THE SUMMATIVE ASSESSMENTS?

The Smarter Balanced Summative Assessments are part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). The summative assessments are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

WHY ARE THE SUMMATIVE ASSESSMENTS GIVEN?

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy and mathematics, as well as how much students have improved since the previous year. These assessments measure student mastery of the Common Core State Standards for ELA and mathematics and student progress toward college and career readiness.

WHO TAKES THE SUMMATIVE ASSESSMENTS?

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

HOW ARE THE SUMMATIVE ASSESSMENTS GIVEN?

The Smarter Balanced Assessments are computer-adaptive tests that adjust the difficulty of questions on the basis of the answers students give. As students answer correctly, they receive more challenging questions. Incorrect answers trigger easier questions.

This approach helps keep students engaged, shortens testing time for many students, and provides more accurate results, especially for low- or high-achieving students.

WHEN ARE THE SUMMATIVE ASSESSMENTS GIVEN?

The Smarter Balanced Summative Assessments are administered during the local educational agency's selected test window. Most schools will test between the middle of March and the middle of May.

For additional information, visit the California Department of Education Smarter Balanced Summative Assessments web page at https://www.cde.ca.gov/ta/tg/sa/index.asp.

Smarter Balanced Summative Assessments: Area (Claim) Descriptors

These categories were identified by using the distance a student's performance on the questions related to that claim is from the Level 3 "Standard Met" achievement level criterion. The claim achievement category indicates that the score on a claim is one of the following:

- If the scale score of a claim is above the "Standard Met" achievement level on the total content-area test, the achievement category for the claim is "**Above Standard**".
- If the scale score of a claim is at or near the "Standard Met" achievement level on the total content-area test, the achievement category for the claim is "**Near Standard**".
- If the scale score of a claim is below the "Standard Met" achievement level on the total content-area test, the achievement category for the claim is "**Below Standard**".

English Language Arts/Literacy Achievement Level Descriptors

Area	Above Standard	Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a **thorough** ability to read closely and analytically to understand a range of informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of **high** complexity.	The student demonstrates **some** ability to read closely and analytically to understand a range of informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of **moderate** complexity.	The student **does not yet** demonstrate an ability to read closely and analytically to understand a range informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of **moderate** complexity.
Writing Producing clear and purposeful writing	The student demonstrates a **thorough** ability to produce well-organized, developed, and supported writing (e.g., narrative, informational, explanatory, and argumentative) for different purposes and audiences.	The student demonstrates **some** ability to produce organized, developed, and supported writing (e.g. narrative, informational, explanatory, and argumentative) for different purposes and audiences.	The student **does not yet** demonstrate an ability to produce organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.
Listening Demonstrating effective communication skills	The student demonstrates a **thorough** ability to use effective listening skills for a range of purposes and audiences.	The student demonstrates **some** ability to use effective listening skills for a range of purposes and audiences.	The student **does not yet** demonstrate the ability to use effective listening skills.
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a **thorough** ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	The student demonstrates **some** ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	The student **does not yet** demonstrate the ability to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Become familiar with the
Smarter Balanced Assessment Resources: http://www.smarterbalanced.org/

Reporting Achievement Level Descriptors

English Language Arts/Literacy Achievement Level Descriptors

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grades 3–5	The student has **exceeded** the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has **met** the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has **nearly met** the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has **not met** the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Grades 6-8	The student has **exceeded** the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **met** the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **nearly met** the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **not met** the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has **exceeded** the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **met** the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after completing high school.	The student has **nearly met** the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **not met** the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

Mathematics Area Achievement Level Descriptors

Area	Above Standard	Near Standard	Below Standard
Concepts and Procedures Applying mathematical concepts and procedures	The student demonstrates a **thorough** ability to consistently explain and apply mathematical concepts and the ability to interpret and carry out mathematical procedures with ease and accuracy.	The student demonstrates **some** ability to explain and apply mathematical concepts and the ability to interpret and carry out mathematical procedures with ease and accuracy.	The student **does not yet** demonstrate the ability to explain and apply mathematical concepts or the ability to interpret and carry out mathematical procedures with ease and accuracy.
Problem Solving/Modeling and Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems	The student demonstrates a **thorough** ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a **strong** ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student demonstrates **some** ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates **some** ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student **does not yet** demonstrate the ability to solve a variety of mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student **does not yet** demonstrate the ability to analyze real-world problems, or build and use mathematical models to interpret and solve problems.
Communicating Reasoning Demonstrating ability to support mathematical conclusions	The student demonstrates a **thorough** ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.	The student demonstrates **some** ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.	The student **does not yet** demonstrate the ability to put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.

Mathematics Area Achievement Level Descriptors

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grades 3–5	The student has **exceeded** the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has **met** the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has **nearly met** the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.	The student has **not met** the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
Grades 6-8	The student has **exceeded** the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **met** the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **nearly met** the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **not met** the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has **exceeded** the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **met** the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **nearly met** the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has **not met** the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

CALIFORNIA SCIENCE TEST

WHAT IS THE CALIFORNIA SCIENCE TEST?

The California Science Test (CAST) is part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP).

The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the scientific concepts found in the Life Sciences, Earth and Space Sciences, and Physical Sciences. These standards integrate the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world.

WHY IS THE CAST GIVEN?

The purposes of the CAST are to assess student knowledge and skills in science and to foster science education at every grade level. In addition, the CAST encourages students to build the knowledge and skills needed for college and careers.

WHO TAKES THE CAST?

All students in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve) take the CAST unless a student's individualized education program (IEP) designates the California Alternate Assessment. The California Department of Education recommends testing high school students when they are enrolled in their last science course. High schools have the option to test any or all students in grades ten or eleven as long as all students have been tested by grade twelve.

HOW IS THE CAST GIVEN?

The CAST is a computer-based test that consists of stand-alone questions as well as two or three performance tasks. Performance tasks require students to solve a series of related questions. Testing should take approximately two hours to complete.

WHEN IS THE CAST GIVEN?

The CAST will be administered during the school's selected testing window. Most schools will test between the middle of March and the middle of May.

For additional information visit the California Department of Education CAST web page at https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp.

INITIAL

English Language Proficiency Assessments for California

WHAT IS THE INITIAL ELPAC?

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the *2012 California English Language Development Standards* and assesses four domains: Listening, Speaking, Reading, and Writing.

The Initial ELPAC is used to identify students as being either an English learner or fluent in English. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC is the official score.

WHY IS THE INITIAL ELPAC GIVEN?

The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.

WHO TAKES THE INITIAL ELPAC?

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their English language proficiency status.

Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their individualized education program.

HOW IS THE INITIAL ELPAC GIVEN?

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be available at https://www.elpac.org.

WHEN IS THE INITIAL ELPAC GIVEN?

The Initial ELPAC administration window is open from July 1 through June 30.

For additional information visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

SUMMATIVE

English Language Proficiency Assessments for California

WHAT IS THE SUMMATIVE ELPAC?

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the *2012 California English Language Development Standards* and assesses four domains: Listening, Speaking, Reading, and Writing.

The Summative ELPAC measures how well students are progressing with English language development in each of the four domains.

WHY IS THE SUMMATIVE ELPAC GIVEN?

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important to ensure that students continue to receive the support they need to do well in school.

WHO TAKES THE SUMMATIVE ELPAC?

The Summative ELPAC is given only to English learners in grades K–12. These students will take the assessment every year until they are reclassified as fluent English proficient.

Students with disabilities who cannot take one or more domains of the ELPAC with approved accessibility resources are eligible for a domain exemption. Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their individualized education program.

HOW IS THE SUMMATIVE ELPAC GIVEN?

The Summative ELPAC is computer-based and administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In grades K–1, all domains are administered individually. In grade 2, all domains are administered one-on-one except Writing, which is administered in small groups. A technology readiness screener may be used to determine if the Summative ELPAC should be administered individually. In grades 3–12, all domains are administered in a group, except for Speaking. Estimated testing times are available at https://www.elpac.org.

WHEN IS THE SUMMATIVE ELPAC GIVEN?

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

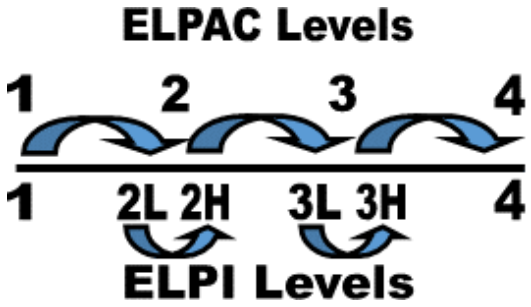
California School DASHBOARD

English Learner Progress Indicator

The English Learner Progress Indicator (ELPI) shows the percentage of current English learners making progress towards English language proficiency or maintaining the highest performance level on the end-of-year English Language Proficiency Assessments for California (ELPAC).

Using ELPAC Results to Measure Progress

English learners take the ELPAC to measure progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to demonstrate progress toward English language proficiency in the ELPI.



Calculating Current Year Data

Calculating the current year data is a two-step process.

1. **Determining Individual Student Progress**

   To show progress toward English language proficiency, English learners must increase at least one ELPI level from the previous year or maintain a level 4 from one year to the next.

Examples:

A student in 2018 scored a Level 2 High (2H). In 2019, the same student scored a Level 3 Low (3L). This student advanced one ELPI level.

A student in 2018 scored a Level 2 High (2H). In 2019, the same student scored a Level 2 High (2H). This student did *not* advance one ELPI level.

2. Determining Overall Progress towards English Proficiency

Number of EL Students Who Advanced at Least One ELPI Level Between 2018 and 2019

plus

Number of EL Students Who Maintained a Level 4

DIVIDED BY

Total Number of EL Students

Example:

A school has 434 EL students. Of these students, 180 EL students have advanced at least one ELPI level between 2018 and 2019, and 72 EL students maintained a level 4.

$$\frac{180 + 72}{434} = \frac{252}{434}$$

58.1% of EL students are making progress towards English language proficiency.

Resources for Professional Learning

Content Standards: https://www.cde.ca.gov/be/st/ss/

Frameworks: https://www.cde.ca.gov/ci/cr/cf/allfwks.asp

Smarter Balanced Digital Library: https://www.sbdigitallibrary.org/

Achieve the Core website: https://achievethecore.org/teachingthecore

COJUSD C & I Website: http://www.cojusd.org/Curriculum-Instruction-and-Professional-Learning/index.html

Check with your Instructional Coaches for links to documents that have been saved in Google Drive for your grade level or subject area.