

Kenai Peninsula Borough School District

6 – 8 Grade Span Report

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District Initiatives

- Curriculum alignment
- Follow the Leader
- Intervention
- Grading Practices Analysis

District Data – Language Arts

	<u>03-04</u>	<u>04-05</u>
Whole 6 th	81%	80%
SWD 6 th	43%	44%
LEP 6 th	41%	36%
Whole 7 th	78%	82%
SWD 7 th	37%	54%
LEP 7 th	44%	58%
Whole 8 th	76%	85%
SWD 8 th	34%	50%
LEP 8 th	36%	60%

District Data - Math

	<u>03-04</u>	<u>04-05</u>
Whole 6 th	69%	72%
SWD 6 th	36%	33%
LEP 6 th	22%	33%
Whole 7 th	75%	69%
SWD 7 th	32%	35%
LEP 7 th	37%	50%
Whole 8 th	69%	72%
SWD 8 th	26%	35%
LEP 8 th	50%	53%

Using SBA Data to Plan Student Programs

2004/2005 AYP

SWD	Participation Rate			Performance on the Language Arts Reading Score				
	Number Enrolled	Number Tested	Participation Rate	Number of students Proficient in Reading	Percent Proficient in Reading	Meet AMO for Reading	Increase P by "x" to meet AYP	
XYZ Middle School								
	Sixth	11	11	100%	5	45%	No	
	Seventh	17	17	100%	5	29%	No	
	Eighth	16	15	94%	7	47%	No	
	44	43	98%	17	40%	No	X = 3 (2.6)	

2004/2005 AYP

SWD	Participation Rate			Performance on the Language Arts Writing Score				
	Number Enrolled	Number Tested	Participation Rate	Number of students Proficient in Writing	Percent Proficient in Writing	Meet AMO for Writing	Increase P by "x" to meet AYP	
XYZ Middle School								
	Sixth	11	11	100%	3	27%	No	
	Seventh	17	17	100%	4	24%	No	
	Eighth	16	15	94%	3	20%	No	
		44	43	98%	10	23%	No	X = 3.3

**ALASKA STANDARDS BASED ASSESSMENT
READING TEST BLUEPRINT**

Grade	Strand	Performance Standard	Assessable GRADE LEVEL EXPECTATION 2005–2006	Assessable GRADE LEVEL EXPECTATION Beginning 2007	Reading Distribution of Emphasis
7	Fluency	3.2 Read text aloud	NA	NA	0%
	Word Identification Skills	3.1 Read unfamiliar words	3.1.1 3.1.2 3.1.3 3.1.4	3.1.1 3.1.2 3.1.3 3.1.4	16 - 20%
	Forming a General Understanding	3.3 Restate or summarize	3.3.1 3.3.2	3.3.1 3.3.2	54 - 58%
		3.4 Assess support of main idea	3.4.1 3.4.2 3.4.3	3.4.1 3.4.2 3.4.3	
		3.5 Follow multi-step directions	3.5.1 3.5.2	3.5.2	
	Analysis of Content or Structure	3.6 Identify conventions of forms of text	3.6.1 3.6.2	3.6.1 3.6.2	24 - 28%
		3.7 Analyze story elements	3.7.1 3.7.2 3.7.3	3.7.1 3.7.2 3.7.3	
		3.8 Analyze author's purpose	3.8.2	3.8.1 3.8.2	
		3.9 Support understanding of theme	3.9.1 3.9.2	3.9.1 3.9.2	
		3.10 Compare historical/cultural influences	NA	NA	
NA = Not applicable in state assessment; locally assessed Text Types: Literature 40%, Informational 60%					

Reading Performance Standards (Grade Level Expectations) Grade 7

PSGLEs repeated with no changes across grade levels are marked with asterisks. This indicates the PSGLE assumes a variety of text and increasing complexity to indicate the growth in the PSGLE.

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The first row of each table includes a sentence that summarizes the performance standards, and the second row includes the complete performance standards. (Note that the header on each page lists the grades that are covered by each set of performance standards.)

The student comprehends literal or inferred meaning from text.		
R1.2 a. Comprehend literal meaning from text. b. Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension. E.B.1 R2.2 Infer meaning from text. E.B.1		
Grade 3	Grade 4	Grade 5
The student comprehends literal or inferred meaning from text by [3] 1.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions [3] 1.2.2 Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next), or rereading. (e.g., for clarification, confirmation, correction) (L)	The student comprehends literal or inferred meaning from text by The student comprehends literal or inferred meaning from text by [4] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions* [4] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>why is this character not telling the truth, why are bears with cubs especially dangerous</u> , what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)	The student comprehends literal or inferred meaning from text by [5] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions* [5] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction)* (L)

The number in brackets indicates the grade level.

Some PSGLEs have been identified as Local. They are for local assessment and will not be on a state assessment

Differences between grade levels are underlined.

The number indicates the Performance Standard and the Grade Level Expectation number. Thus PSGLE [5] 2.2.2 represents Performance Standard 2.2, and the second PSGLE for that performance standard for grade 5.

Reading Performance Standards (Grade Level Expectations)

- R3.1** Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. E.B.1
- R3.2** Rehearse and read texts aloud to an audience, in performances such as readers' theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. E.B.1
- R3.3** Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3
- R3.4** Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2
- R3.5** Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2

Grade 7

The student uses strategies to decode or comprehend the meaning of words in text by

[7] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)

[7] 3.1.2 Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g. déjà vu), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g. dictionaries, glossaries, thesauruses)

[7] 3.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies

[7] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous)

[7] 3.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading difficult or relevant material)* (L)

The student reads texts aloud by

[7] 3.2:1 Orally interpreting short stories, poetry, and drama to an audience (L)

[7] 3.2:2 Reading aloud short factual information (e.g., reports, articles) (L)

The student restates/summarizes and connects information by

[7] 3.3.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text*

[7] 3.3.2 Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information

[7] 3.3.3 Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)

The student demonstrates understanding of main ideas/arguments by

[7] 3.4.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[7] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*

[7] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts

[7] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)

The student follows multi-step directions by

[7] 3.5.1 Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question) (L)

[7] 3.5.2 Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step)

*Assumes a variety of text and increasing complexity

Sample IEP Goal

- Using items aligned to the 7th grade level, Sally will score 85% or higher on 2 consecutive tests on which she must restate or summarize the main idea in correct sequence.

A Place for Teachers

State of Alaska > Department of Education & Early Development > Daily K-9 Lessons

Daily K-9 Lessons

There are currently 16715 files in the database. Use the form below to select only those lessons which interest you.

Select a Subject:

Select a Grade:

Select a Mastery Packet:

For an explanation of naming conventions used in the creation of these documents see [Read Me First](#).

On March 16, 2004 the Alaska State Board of Education & Early Development changed the numbering of some Alaska Performance Standards for Reading. A table showing the previous numbers and the corresponding new numbers is available through this [link](#). Please note: the current edition of Daily Lessons uses the original (1999) numbering for Reading Performance Standards.

If you have any questions or requests please contact National Education Support Service at 888-665-9748 or visit their web site at <http://www.educsupport.com>

All files on this page are presented in either MS Word (.doc) or Adobe (.pdf) format. If you do not have Word or Adobe on your computer, free viewers are available for both document types. These viewers allow the user to view and print (but not edit) a file. The free viewers are available for download at:

- [MS Word Viewer](#)
- [Adobe Reader](#)

These lessons are available for download as compressed/zipped files using the links provided on the search results page. The links

**Reading Lessons for
Alaska State Standards**

Grade 7

**Mastery Packet 7
Review & Preview**

**Lesson 2
Marking up the Text, Higher Order
Thinking Skills**

Teacher Materials

Class chart

Student Materials

Copy of Smithsonian article: "Offerings at The Wall"

Student handout: "Think With a Partner..."

PERFORMANCE STANDARD

R3.1 Apply knowledge of word origins, structure and context clues, and root words.

R3.1.5 Self-monitoring and self-correcting while reading.

R3.2.2 Reading aloud short factual information (reports, articles).

R3.3.1 Restating and summarizing main ideas.

R.3.4.1 Identifying main ideas in various types of texts.

R3.4.2 Locating information in informative text to answer questions related to main ideas or key details.

**Phonics
Instruction**

Spelling with Latin
root words

Approximately
15 minutes

**Text Comprehension
Instruction**

Review "Marking up the
Text" and "HOTS"
reading strategies

Approximately
45 minutes

**Fluency
Instruction**

Repeated reading of
article

Approximately
10 – 15 minutes

**Vocabulary
Instruction**

N/A

SMS

and

AYP

Identification and Quantification of Deficiencies

- **Determining Target Limits (Benchmark and Tera-Nova)**
 - **Calculate Gain needed to Obtain *Safe Harbor***
 - **Calculate Gain Needed to Obtain *AYP***
 - **Identification of Target Population**
 - **Focus on Alaska Standards at grade level**
 - **Collaborate with other parties**
- (Schools/Central Office, State Sources, Internet resources and others)



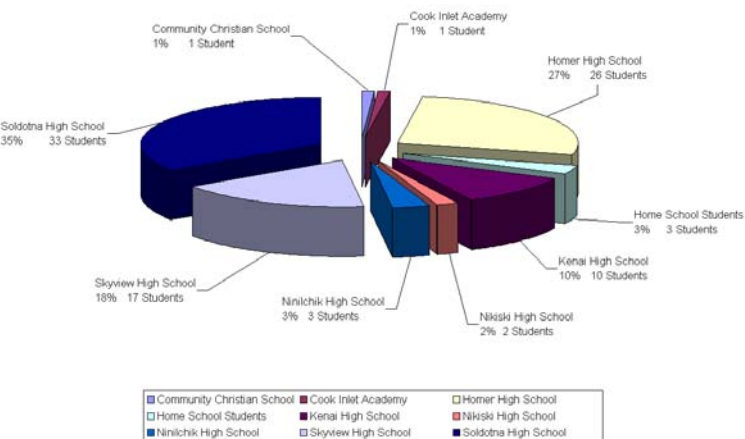
Curriculum

- **Alignment**
- **Differentiation of Curriculum**
- **Delivery**
- **Strategies of Instruction**

Monitoring

- School
- Subgroup
- Class
- Individual

Kenai Peninsula High School Student Use



Optimizing/Maximizing Accommodations



- IEP Review
- Identification of All Appropriate Accommodations
- Clarification of instructions
- Reading test questions where appropriate
- Use of Calculator
- Extended Time



Testing Strategies

- Test Scheduling
- Smaller Testing Environment
- Testing Staff
- Testing Staff Training
- Reading Questions Where Appropriate
- Practice tests
- GLE
- Benchmark
- Terra-Nova
- Test Best



Creating Testing Ownership Students/Community



- Awareness
- Understanding
- Involvement
- Communication
- Testing Reward Time



Soldotna Middle School

