

The background features a vibrant summer theme. The top half is a deep blue sky with lighter blue, wavy patterns representing clouds or water. The bottom half is a sandy orange ground with white, wavy patterns representing waves or sand dunes. Scattered throughout the sand are small orange circles and starfish. The text 'HAPPY Summer' is positioned in the upper right, with 'HAPPY' in a bold, white, sans-serif font and 'Summer' in a white, cursive script font. Both have a slight drop shadow.

HAPPY
Summer

Curriculum & Technology Meeting
June 5, 2023

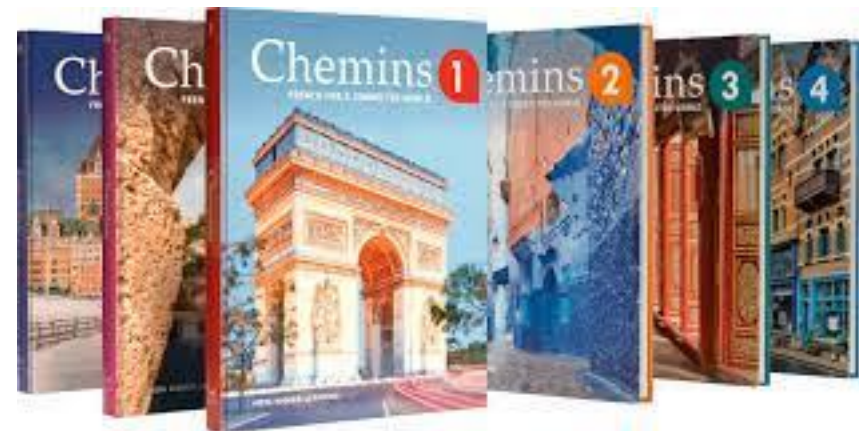


Welcome & Updates

Jennifer Farthing, Director of Curriculum & Technology

Chemins Textbook and Supersite PRIME Adoption French 1, 2, 3, & 4

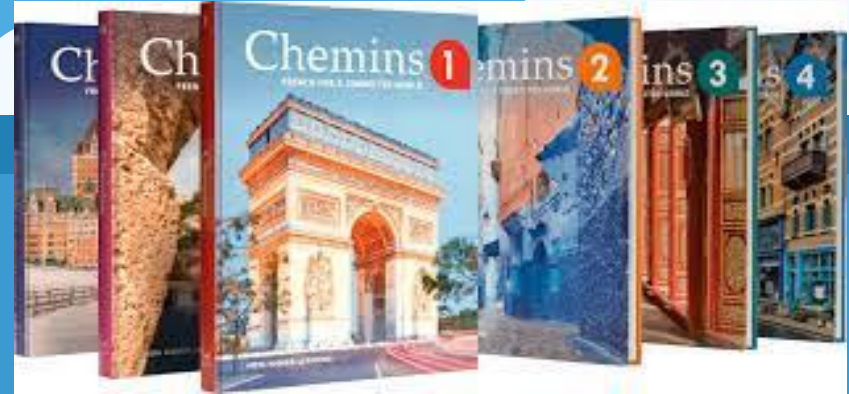
Tricia Dimit, French Teacher



Selection Process

- I researched and consulted with other French teachers and discovered 5 French Textbooks to research.
- I evaluated and compared two series, considering the: integration of World Language Standards, mapping, technology integration, authentic materials, cultural resources, Can-do statements, IPAs (Integrated Performance Assessment), and more.
- After analyzing the 2 series, I selected Chemins.

Chemins Textbook



- Students will have access to a class set of books and online access to the textbook and practice workbook that is Chromebook compatible.
- Chemins mapping has logical organization and scaffolding that will help build proficiency in the language and communication skills.
 - Six themes per level.
 - Each theme is cohesive and relevant to real-world situations.
 - Each theme integrates vocabulary and language structures and related cultural topics.
 - The focus is on communication and advancing proficiency.

Online Features & Technology: Chemins PRIME

- Chromebook compatible
- Intuitive dashboard for teachers and students that includes gradebook and calendar with links to assigned activities
- Includes a wealth of customizable activities. These formative assessments provide opportunities for meaningful practice and reinforcement outside of the classroom that can provide immediate feedback to students.
- Provides voice recording capabilities to allow speaking practice beyond the classroom and authentic listening/viewing resources and activities to build listening comprehension skills.
- Offers opportunities for differentiation
- Provides new authentic cultural news articles and videos monthly
- Supersite's tech support offers professional development and updates to improve their site, tools, and features

Integration of World Language Standards

Every lesson is directly linked to the World Language Standards

Interpretive Communication: Cultural and literary reading selections develop reading skills in the context of the lessons' theme. Scaffolded listening activities and videos, including ones from native speakers, provide students the opportunity to understand, interpret meaning, and analyze what they hear, developing their listening comprehension skills.

Interpersonal Communication: Communicative activities that target the development of students' speaking skills in real life situations, advancing them from directed practice to more open ended activities. Students will be able to negotiate meaning to have spontaneous, unrehearsed conversations in the target language.

Presentational Communication: Presentational writing and speaking activities designed to help students develop their writing and speaking skills in the context of the lesson theme. Students will present information to inform, explain or persuade on a variety of topics, both in written and oral form.

Cultures: Every chapter explores a different francophone cultural topic as well as presents a variety of cultural topics related to each theme. Includes a variety of cultural readings, videos, and authentic resources.

IPAs and Can-Do Statements

- Can-Do statements are integrated into every unit of Chemins. These are a tool for students to self-assess their own progress as they continually advance proficiency in all three modes of communication and cultures. Can-do statements are linked to the ACTFL proficiency levels and performance descriptors for novice-low through advanced-low learners.
- IPAs (Integrated Performance Assessments), proficiency based summative assessments, are included in every chapter in an editable format. Students complete a listening, reading, and speaking activity to demonstrate their proficiency in the context of each theme.

Biology

for the AP Course

AP Biology

THS

Shannon
Thomas



Student Needs

Extra help with science practice skills

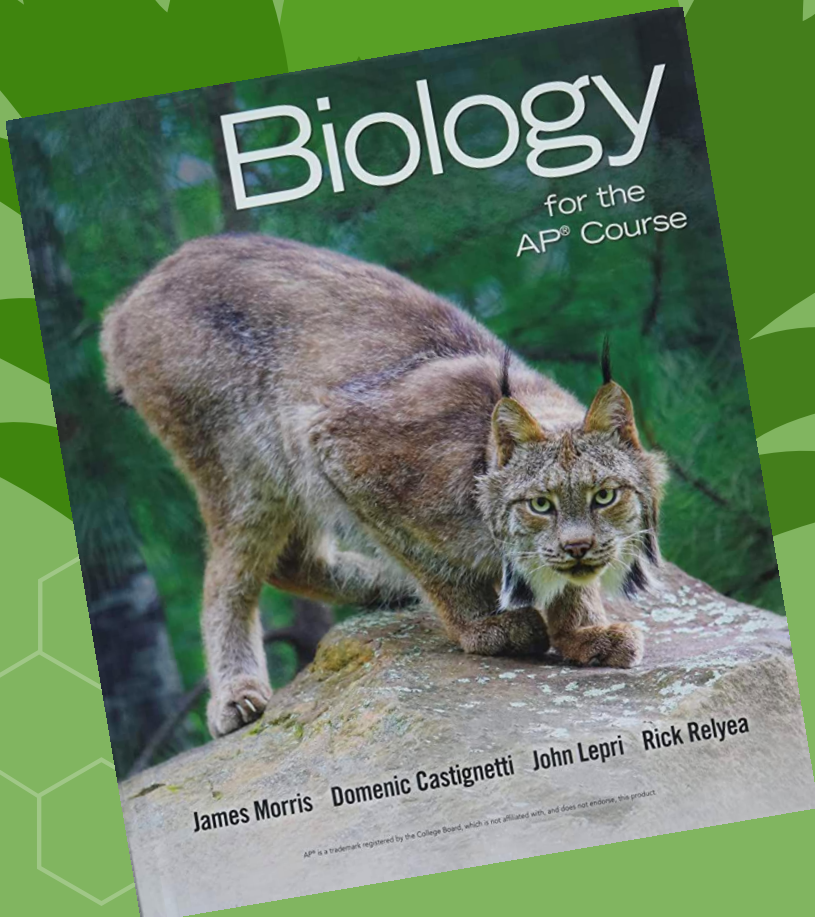
tutorials and practice boxes that teach and review all the necessary mathematical and statistical tools, as well as graph reading skills.

Sheer volume of material can be overwhelming

specific AP® exam tips to help students focus on what they need to know for the exam.

AP® Biology practice questions throughout the year

AP® practice questions that match the exam in format and scope, and a full practice exam at the end of the book.



Extra help with science practice skills

ANALYZING STATISTICS AND DATA

PREP FOR THE AP® EXAM

Percent Change

In biology, percentages are frequently used to describe and analyze data. For example, a researcher might use percentages to describe the concentration of a solution, or to compare the numbers of each gender in a group.

Percentages describe “parts per hundred” or “parts of a whole.” For example, imagine you have 10 trees in your yard and 4 of them are maple trees. You could say that $\frac{4}{10}$ or 0.4 of the trees in your yard are maple trees. However, you can also calculate the number of maple trees per 100 trees, or the percentage of maple trees. To find the percentage of maple trees, you multiply 0.4 by 100:

$$0.4 \times 100 = 40\%$$

In other cases, scientists might be interested in calculating percent change. This is useful to compare an initial value to a final value, which allows you to see how much something has increased or decreased. Use the following formula to calculate percent change:

$$\% \text{ change} = \frac{\text{final value} - \text{initial value}}{\text{initial value}} \times 100$$

If the final value is larger than the initial value, the percent change is a positive number, representing an increase between the values you are comparing. If the final value is smaller than the initial value, the percent change is a negative number, signifying a decrease between the values you are comparing.

Your Turn

The emerald ash borer is an invasive species that has destroyed ash tree populations in North America. Before the insect arrived, one forest contained 300 ash trees. A number of years after the ash borer was introduced to the area, only 60 ash trees remained. By what percent did the ash tree population decrease?

PRACTICE THE SKILL

Let’s look at an example of how percent change might be used. James Kirkham Ramsbottom discovered a way to eliminate parasites from daffodil bulbs by immersing them in hot water. Before he found an effective soaking time of 2 to 4 hours, he immersed 50 bulbs for 30 minutes and 50 bulbs for 1 hour. At the end of 30 minutes, 10 of the daffodil bulbs were free of parasites. After 1 hour, 25 of the bulbs were free of parasites. What was the percent change in the number of healthy, parasite-free bulbs as the immersion time increased?

To start, we must find the two values we need to calculate percent change. After 30 minutes, 10 of the 50 bulbs were free of parasites. The initial value is 10 bulbs. At the end of 1 hour, 25 bulbs were free of parasites. So, the final value is 25 bulbs. Now we can plug these values into our formula:

$$\% \text{ Change} = \frac{25 - 10}{10} \times 100$$

$$\% \text{ Change} = \frac{15}{10} \times 100$$

$$\% \text{ Change} = 1.5 \times 100$$

$$\% \text{ Change} = 150\%$$

There was a 150% increase in parasite-free bulbs as Ramsbottom changed the immersion time from 30 minutes to 1 hour.

Practicing Science 0.1

PREP FOR THE AP® EXAM

Using observation and experimentation to investigate a horticultural problem

Background Scientific inquiry is often called upon to address problems that arise in society and industry. In 1916, British horticulturalists were concerned with a disease that killed daffodils. Daffodils grow from bulbs, which are large underground stems that store energy and are seen in many plants, such as daffodils, tulips, and onions. However, the disease caused leaves to wither, bulbs to become discolored, and eventually death of the plant. The demise of the plants represented a substantial loss of commercial production and income to the horticultural industry. While some suspected a fungus caused the plant deaths, no one was able to determine the source of the problem.

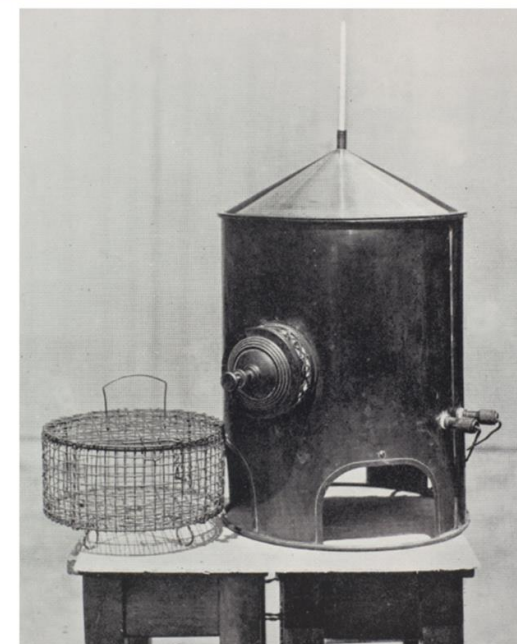
The British Royal Horticultural Society took up the cause and assigned the problem to James Kirkham Ramsbottom. At the time he was a top student at the Royal Horticultural Society’s garden in Wisley, a community near London.

Observation and Hypothesis Ramsbottom began by making observations. He examined hundreds of diseased bulbs, preparing microscopic slides and studying them closely. While he did see fungi, Ramsbottom observed that all of the diseased bulbs contained a parasitic worm, *Tylenchus devastratix*. Ramsbottom hypothesized that the worm was the cause of the disease afflicting the plants and predicted that if he could devise a way to kill the worm without killing the bulbs, the disease would be eliminated.

Experimentation Ramsbottom launched a series of experiments where he examined a number of agents that might selectively kill the worm while keeping the plant alive. He tried chemical treatments, spraying the plants and dousing them. He experimented with both gas and formaldehyde. He settled on the use of heat. Ramsbottom immersed the bulbs for different amounts of time in hot water. The photograph shows the removable wire basket and copper boiler that permitted Ramsbottom to heat the daffodil bulbs for different periods of time. He determined that soaking them in 110°F (43°C) water for 2 to 4 hours left the bulbs intact while the parasite was eliminated. Untreated, infected daffodil bulbs failed to grow, died, and did not produce flowers. The heat-treated daffodil bulbs grew normally and produced the sought-after plant and flower. Today, the Ramsbottom heat treatment is still used in virtually the same manner as he developed it.

SOURCE

Flower Preservation, 1916. *The Scientist*, 2:64. Photo: RHS Lindley Collections



AP® PRACTICE QUESTION

James Kirkham Ramsbottom used the process of scientific inquiry to figure out what was causing the death of daffodils. Organize the description of his experiment by identifying the following:

1. The scientific (testable) question
2. The hypothesis
3. The independent variable
4. The dependent variable
5. The experimental group
6. The control group

Student Needs

Extra help with science practice skills

tutorials and practice boxes that teach and review all the necessary mathematical and statistical tools, as well as graph reading skills.

Sheer volume of material can be overwhelming

specific AP® exam tips to help students focus on what they need to know for the exam.

AP® Biology practice questions throughout the year

AP® practice questions that match the exam in format and scope, and a full practice exam at the end of the book.



Sheer volume of material can be overwhelming

heart rate by giving several groups different amounts of coffee. In this case, there are several groups of which receives the variable of caffeine. You should include more than one control group. One group gets nothing to drink and the other a cup of water. In these cases, the control groups do not receive the variable of caffeine. By providing a cup of water, we control the variable of drinking. Both of these control groups are called **negative control groups** because we expect that we will see no effect. We could also include a **positive control group**. This is a group that receives the treatment or variable with a known result. In this case, you could give a medicine that is known to increase heart rate to be sure that heart rate increases as expected. If the results of the experiments do not support a hypothesis, the researcher modifies or rejects the hypothesis. If the results of the experiments support a hypothesis,

the experiment demonstrates some of the features we have been discussing. “Practicing Science 0.1: Using observation and experimentation to examine a horticultural problem” shows how a young scientist used the process of scientific inquiry to determine the cause of death in daffodils, like the ones shown in **FIGURE 0.7**, and to create an effective treatment. This study also gives us a chance to review how to use percentages when evaluating data, described in “Analyzing Statistics and Data: Percent Change” on page 10.

PREP FOR THE AP[®] EXAM

AP[®] EXAM TIP

You should know how to design a controlled experiment with a clear and precise hypothesis. The design should include experimental and control groups, and independent and dependent variables.

Student Needs

Extra help with science practice skills

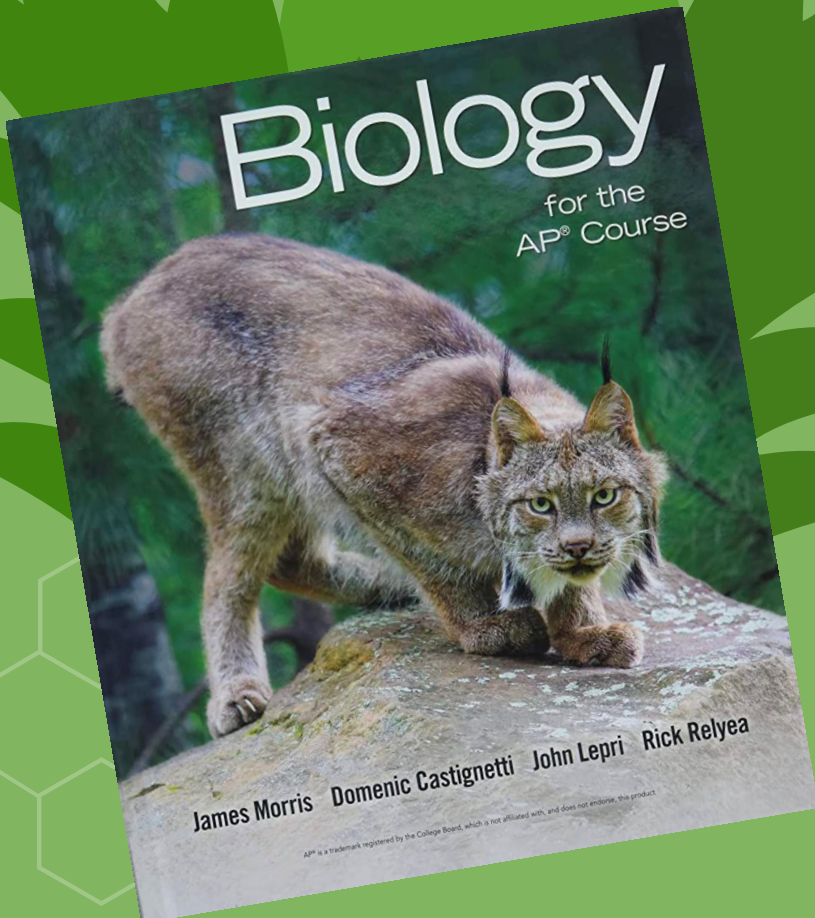
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AP® Biology practice questions throughout the year

✓ Concept Check

5. **Describe** how a scientist turns an observation into a hypothesis and investigates that hypothesis.
6. **Describe** the differences between an experimental (test) group and a control group, and why it is important for an experiment to include both types of groups.
7. **Identify** the differences among a guess, hypothesis, and theory.

4. The table below shows differences in mass among males in four different species of frogs at two different life stages. A metamorph is a young individual that has nearly completed the change from tadpole to frog. Metamorphs have four legs and still have a tail. A fully grown adult frog has no tail.

	Metamorph mass (g)	Adult mass (g)
Green frog	1.1	20.2
Leopard frog	0.98	18.9
Wood frog	0.82	7.9
Gray tree frog	0.57	7.1

Which species has the largest percent change in mass from metamorph to adult?

- (A) Green frog
- (B) Leopard frog
- (C) Wood frog
- (D) Gray tree frog

Teacher Needs

Correlate textbook with the structure of the course

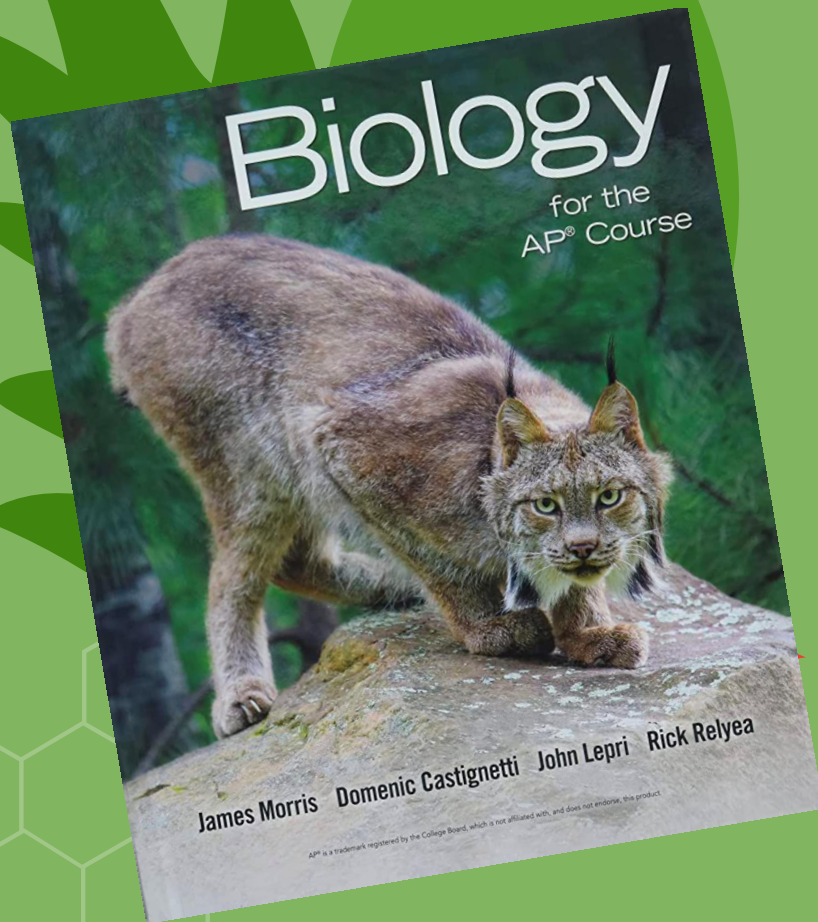
aligned units and the topics within them to match the AP® Biology curriculum framework.

Pacing over the year is an issue for every teacher

units into modules that contain just enough material for one or two class periods.

AP® Biology practice questions throughout the year

AP® practice questions that match the exam in format and scope, and a full practice exam at the end of the book.



Correlate textbook with the structure of the course

2020 CF Topic Number	2020 Course Framework Topic Title	<i>Biology for the AP® Course 1e</i> Unit/Module
Unit 1: Chemistry of Life (Weight: 8-11%)		
1.1	Structure of Water and Hydrogen Bonding	Unit 1, Module 2 ¹
1.2	Elements of Life	Unit 1, Module 1, Tutorial 1
1.3	Introduction to Biological Macromolecules	Unit 1, Modules 3-5
1.4	Properties of Biological Macromolecules	Unit 1, Modules 3-5
1.5	Structure and Function of Biological Macromolecules	Unit 1, Modules 3-5
1.6	Nucleic Acids	Unit 1, Module 5
Unit 2: Cell Structure and Function (Weight: 10–13%)		
2.1	Cell Structure: Subcellular Components	Unit 2, Module 7 ²
2.2	Cell Structure and Function	Unit 2, Module 6
2.3	Cell Size	Unit 2, Module 8
2.4	Plasma Membranes	Unit 2, Module 9
2.5	Membrane Permeability	Unit 2, Module 9
2.6	Membrane Transport	Unit 2, Module 10
2.7	Facilitated Diffusion	Unit 2, Module 10
2.8	Tonicity and Osmoregulation	Unit 2, Module 11
2.9	Mechanics of Transport	Unit 2, Module 10 ³
2.10	Cell Compartmentalization	Unit 2, Module 7 ²
2.11	Origins of Cell Compartmentalization	Unit 2, Module 12



Teacher Needs

Correlate textbook with the structure of the course

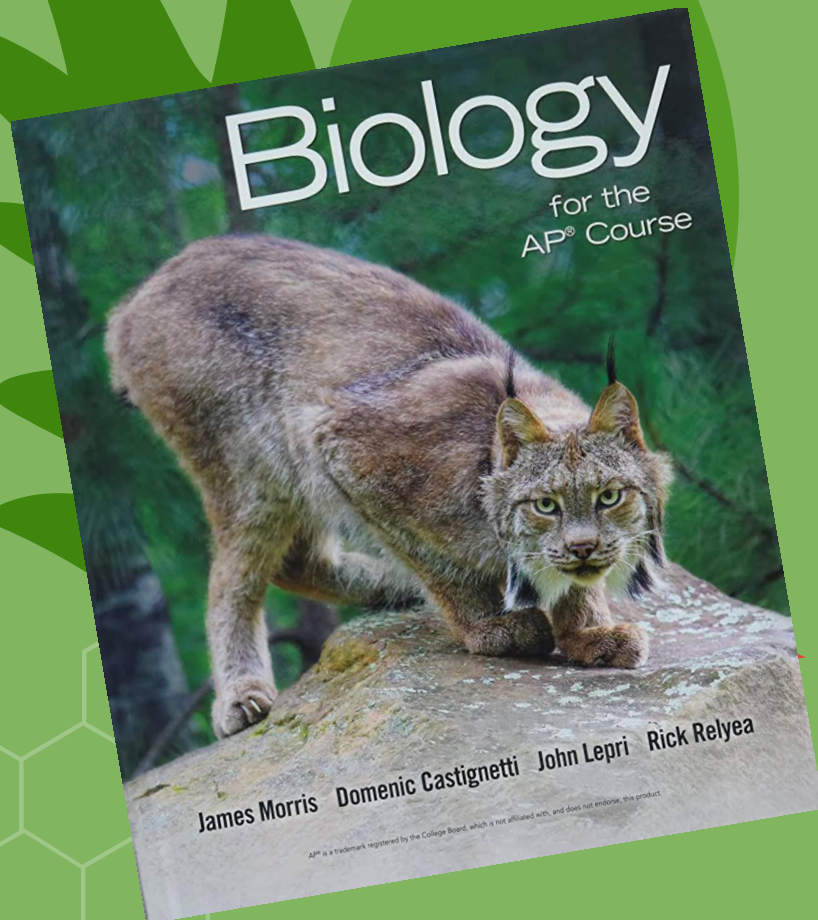
aligned units and the topics within them to match the AP® Biology curriculum framework.

Pacing over the year is an issue for every teacher

units into modules that contain just enough material for one or two class periods.

AP® Biology practice questions throughout the year

AP® practice questions that match the exam in format and scope, and a full practice exam at the end of the book.



Pacing over the year is an issue for every teacher

Module 5

Nucleic Acids

- LEARNING GOALS**
- ▶ **LG 5.1** Nucleotides are the building blocks of nucleic acids.
 - ▶ **LG 5.2** Phosphodiester bonds join nucleotides to form nucleic acids.
 - ▶ **LG 5.3** Cellular DNA takes the form of a double helix.
 - ▶ **LG 5.4** DNA and RNA have similarities and differences.

In the last few modules, we introduced three of the four organic molecules—carbohydrates, lipids, and proteins. length. Some of the information in DNA encodes proteins that provide structure and do much of the work of the cell.

We have
molecular
discussed
long, li
various
dimens

5.1 Nucleotides are the building blocks of nucleic acids

Just as proteins are polymers made up of amino acids and carbohydrates are built from simple sugars, nucleic acids such as DNA and RNA are polymers of nucleotides. In this section, we will examine the structure of nucleotides, the building blocks of nucleic acids.

Nucleotides consist of three basic components: a *base*, a 5-carbon sugar, and a phosphate group. These three components are shown in **FIGURE 5.1**. Each component plays an important role in the overall structure of DNA. Let's consider each one in turn.

The first component is a **nitrogenous base**, which is a cyclic molecule that contains nitrogen, carbon, hydrogen,

and oxygen. In DNA, there are four different bases, which are shown in **FIGURE 5.2**. Two of the bases are double-ring structures known as **purines**; these are the bases

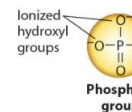


FIGURE 5.1 DNA nu

Nucleotides consist of a phosphate group. This fi carbon atoms in the ring intersection where two li

Module 5 Summary

PREP FOR THE AP® EXAM

REVISIT THE BIG IDEAS

INFORMATION STORAGE AND TRANSMISSION: Describe the properties of nucleotides and nucleic acids that allow them to store genetic information and to pass it accurately from cell to cell and parent to offspring.

LG 5.1 Nucleotides are the building blocks of nucleic acids.

- Nucleotides assemble to form nucleic acids, which store and transmit genetic information. [Page 78](#)
- Nucleotides are composed of a nitrogen-containing base, a 5-carbon sugar, and a phosphate group. [Page 78](#)
- The four bases of DNA are adenine (A), guanine (G), cytosine (C), and thymine (T). [Page 79](#)
- Adenine and guanine are purines, which are bases with a double-ring structure. [Page 79](#)
- Cytosine and thymine are pyrimidines, which are bases with a single-ring structure. [Page 79](#)
- Nucleotides in DNA incorporate the sugar deoxyribose. [Page 79](#)

Teacher Needs

Correlate textbook with the structure of the course

aligned units and the topics within them to match the AP[®] Biology curriculum framework.

Pacing over the year is an issue for every teacher

units into modules that contain just enough material for one or two class periods.

AP[®] Biology practice questions throughout the year

AP[®] practice questions and online resources for supports



AP® Biology practice and support



In the last unit, we focused on the structure and function of cells. Cells come in many different shapes and sizes, but they are all able to harness energy from the environment. This unit focuses on what energy is and how cells use it to carry out their functions.

As we discussed in [Unit 1](#), energy is the ability to do work. Cells need energy to do all kinds of work. They grow and divide. They move, change shape, pump ions in and out, and transport vesicles. They also synthesize macromolecules such as nucleic acids, proteins, carbohydrates, and lipids. These activities are all considered work, and they all require energy. Cells are also highly organized, with cell membranes and genetic material interacting as a system in a precise manner so that a cell can carry out its functions. Maintaining this high level of organization also requires a sustained input of energy.

The screenshot shows a navigation menu with the following items: Active Reading Guide - Teacher Version, Active Reading Guide - Student Version, Additional FRQs, Animations, Answers to All Questions, Biology Extras, Correlation Guide, Handouts, Illustrative Example, Lecture Slides, PD Videos, and Teacher's Edition Sample Chapter. Below the menu, the page is titled "Unit 1 Resources" and lists the following sections:

- Active Reading Guide - Teacher Version**
 - [Module 0 Active Reading Guide - Teacher Version](#)
 - [Module 1 Active Reading Guide - Teacher Version](#)

[back to top](#)
- Active Reading Guide - Student Version**
 - [Module 0 Active Reading Guide - Student Version](#)
 - [Module 1 Active Reading Guide - Student Version](#)

[back to top](#)
- Additional FRQs [Additional FRQs will be available in the full course.]**
 - [Unit 1 Additional FRQs](#)

Analyzing Statistics and Data Videos

Flashcards - English

Flashcards - Spanish

Unit 1 Resources

Analyzing Statistics and Data Videos

- [Analyzing Statistics and Data Percent Change](#)
- [Analyzing Statistics and Data Averages](#)
- [Analyzing Statistics and Data Standard Deviation and Error Bars](#)

Flashcards - English

- [Module 0 Flashcards - English](#)
- [Module 1 Flashcards - English](#)
- [Module 5 Flashcards - English](#)

Flashcards - Spanish

- [Module 0 Flashcards - Spanish](#)
- [Module 1 Flashcards - Spanish](#)
- [Module 5 Flashcards - Spanish](#)

**Links/Connects to
Google
Classroom!!**



Thank you!

Do you have any questions?

Credits.

Presentation Template: [SlidesMania](#)

Images: [Unsplash](#)

Fonts used in this presentation: Baloo 2 and **Denk One**



Chinese 3

Jennifer Farthing
Director of Curriculum & Technology

Chinese 3

eAchieve Academy





Structured Literacy Update

Jennifer Farthing
Director of Curriculum & Technology

A vibrant tropical beach scene with a blue sky, white clouds, blue waves, and a sandy beach. Two palm trees are on the right side. The text 'mCLASS' is written in large, white, rounded letters across the top, and 'Amplify' is written in a smaller, white, cursive font below it.

mCLASS

Amplify

The DIBELS measures include six individual tests that focus on the big ideas and critical skills of beginning reading.

Big Ideas	What is it? Why is it important?	DIBELS Measures	Grades Assessed					
			K	1	2	3	4-6	7-8
Phonemic Awareness	Phonemic awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	First Sound Fluency (FSF) or Initial Sound Fluency (ISF)	√					
		Phoneme Segmentation Fluency (PSF)	√	√				
Phonics	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF)	√	√	√	√		
		Word Reading Fluency (WRF)	√	√	√	√		
Reading Fluency	Reading fluency refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF)		√	√	√	√	√
		Word Reading Fluency (WRF)	√	√	√	√		
Vocabulary	Vocabulary refers to your child's knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read.							
Reading Comprehension	Reading comprehension refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	Maze Daze			√	√	√	√

Test of Related Early Literacy Skills

	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children.	Letter Naming Fluency (LNF)	√	√				
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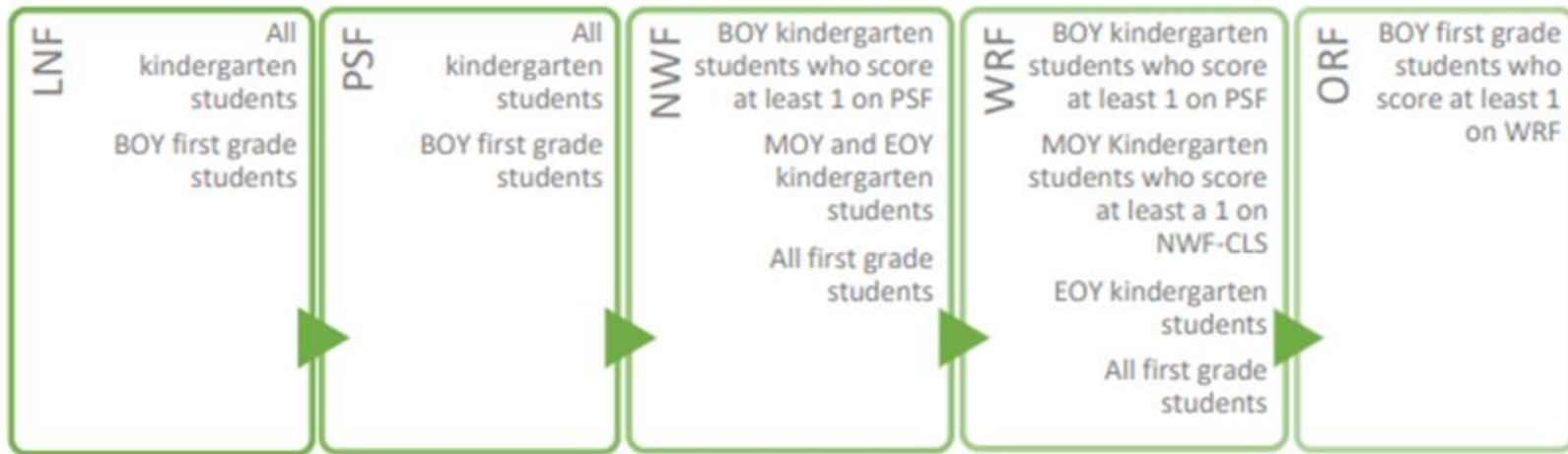


Figure 2.1 Order of test administration from kindergarten through the beginning of first grade.

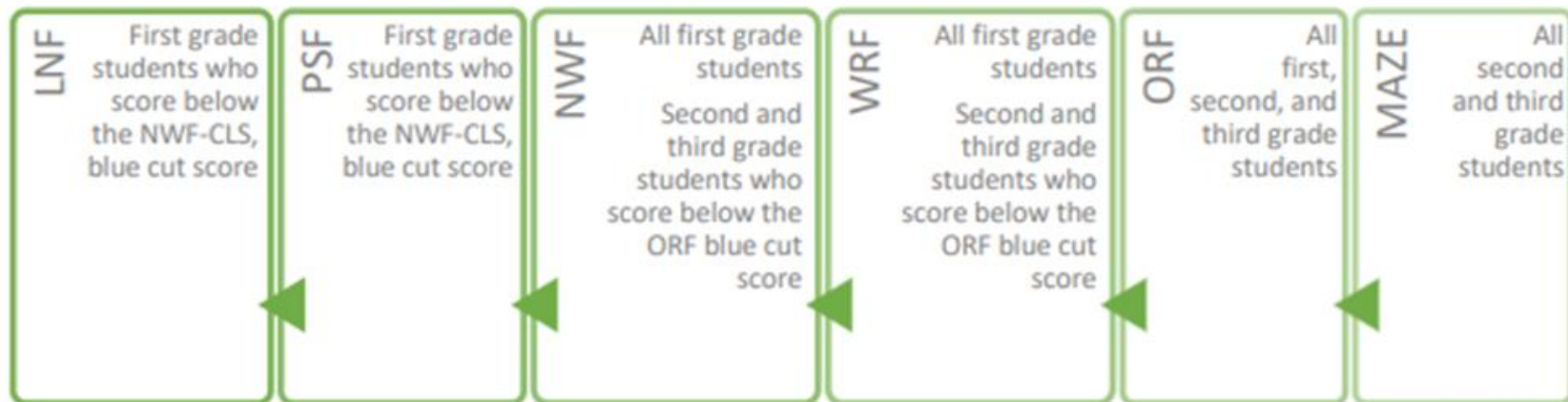


Figure 2.2 Order of test administration from middle of first grade through third grade.

Maze

Oral Reading Fluency (ORF)

Word Reading Fluency (WRF)

Nonsense Word Fluency (NWF)

Phoneme Segmentation Fluency (PSF)

Letter Naming Fluency (LNF)

Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End			
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		

This timeline shows the administration periods for each of the DIBELS 8th Edition measures. See the administration manual for more details.

j Q h v M K a f A B

J t m C D V r k P G

V s y R L e u T x q

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DIBELS 8th Edition
Benchmark LNF.1.Middle

rolk geg wup yun wum

serd clim twint trond nasp

cabe glet quist pode kort

swint trist mirm slet bame

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DIBELS 8th Edition
Benchmark NWF.1.Middle

on	is	by	it	one
for	more	at	but	with
we	this	if	has	in
home	bad	own	light	into
guess	between	travel	driver	move

Word
Reading
Fluency
(WRF)
Grade 1,
Middle

But Jack and Jill just smiled. They liked their names just fine. They liked the nursery rhyme, too. Most of all they were glad that they could get water from the faucet anytime they wanted. No hill. No pail. No problem.

PSF Administration Video



Grade 1

	Beginning of Year	Middle of Year	End of Year	Summary			
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
Class Summary	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	7% 1 Student	20% 3 Students	7% 1 Student
15/15 Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students	67% 10 Students	40% 6 Students	73% 11 Students
0 Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	13% 2 Students	27% 4 Students	20% 3 Students	13% 2 Students
0 In Progress	Above Benchmark	20% 3 Students	13% 2 Students	40% 6 Students	0% 0 Students	20% 3 Students	7% 1 Student

	Beginning of Year	Middle of Year	End of Year	Summary	
		Beginning of Year	Middle of Year	End of Year	
Class Summary	Well Below Benchmark	20% 3 Students	7% 1 Student	0%	0 Students
15/15 Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20%	3 Students
0 Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	53%	8 Students
0 In Progress	Above Benchmark	20% 3 Students	20% 3 Students	27%	4 Students

Beginning of Year

Grade 1 Last Name, First Name	Composite Goal 331	Letter Names LNF Goal 51	Phonemic Awareness PSF Goal 39	Letter Sounds NWF-CLS Goal 42	Decoding NWF-WRC Goal 8	Word Reading WRF Goal 15	Reading Accuracy ORF-Accu Goal 67%	Reading Fluency ORF Goal 21	Vocabulary VOCAB Goal 23	Spelling SPELL Goal 23	Phonological Processing RAN Goal 62
Ashley, Emma	329 Below	40 Well Below	33 Below	25 Below	3 Below	8 Below	67% Benchmark	16 Below	-	-	-
Baldwin, Freddie	345 Benchmark	52 Benchmark	55 Above	44 Benchmark	8 Benchmark	17 Benchmark	88% Benchmark	21 Benchmark	-	-	-
Bell, Jon	317 Well Below	24 Well Below	21 Well Below	16 Well Below	1 Below	7 Well Below	38% Well Below	6 Below	9 Well Below	22 Below	224 Well Below
Bush, Tami	359 Above	53 Benchmark	44 Benchmark	50 Above	11 Benchmark	22 Above	93% Benchmark	43 Above	-	-	-
Chandler, Verna	313 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	-	-	-
Cobb, Elijah	330 Below	49 Below	33 Below	24 Well Below	1 Below	14 Below	59% Below	13 Below	-	-	-

Beginning of Year

Grade 1 Last Name, First Name	Composite Goal 331	Letter Names LNF Goal 51	Phonemic Awareness PSF Goal 39	Letter Sounds NWF-CLS Goal 42	Decoding NWF-WRC Goal 8	Word Reading WRF Goal 15	Reading Accuracy ORF-Accu Goal 67%	Reading Fluency ORF Goal 21	Vocabulary VOCAB Goal 23	Spelling SPELL Goal 23	Phonological Processing RAN Goal 62
Chandler, Verna	296 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	-	-	-
Bell, Jon	313 Well Below	48 Below	21 Well Below	36 Below	3 Below	7 Well Below	63% Below	12 Below	9 Well Below	22 Below	224 Well Below
Tyler, Allan	314 Well Below	55 Benchmark	31 Below	36 Below	1 Below	9 Below	59% Below	10 Below	-	-	-
French, Claire	316 Well Below	65 Benchmark	29 Below	35 Below	6 Below	7 Well Below	71% Benchmark	10 Below	-	-	-
Sutton, Carrie	320 Well Below	70 Benchmark	44 Benchmark	25 Below	4 Below	15 Benchmark	77% Benchmark	23 Benchmark	-	-	-
Cobb, Elijah	323 Below	65 Benchmark	44 Benchmark	42 Benchmark	3 Below	14 Below	60% Below	18 Below	-	-	-

All Activities

The All Activities tab is where teachers can quickly access hundreds of activities, organized by skill, to further target small group and individual instruction.

Benchmark Progress **Instruction** Home Connect

Amplify Reading Intervention

Groups Students **All Activities**

Skill Name

- Phonemic Awareness
- Letter Sounds
- Decoding
- Advanced Decoding**
- Oral Reading Fluency and Accuracy
- Comprehension









All available activities for small group and individual instruction are displayed by skill area. Select a skill name to see associated activities.

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

Activities

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Building and Decoding Words with consonant digraphs - th	Building and Decoding Words with Consonant Digraphs - sh	Building and Decoding Words with Consonant Digraphs - wh			
Building and Decoding Words with Consonant Digraphs - ch	Building and Decoding Words with Consonant Digraphs - ph	Building and Decoding Words with Consonant Digraphs - ng			
Building and Decoding Words with Consonant Digraphs - kn	Building and Decoding Words with Consonant Digraphs - wr	Building and Decoding Words with -er			
Building and Decoding Words with -ar	Building and Decoding Words with -ir	Building and Decoding Words with -or			
Building and Decoding Words with -ur	Letter Combination Accuracy r-	Letter Combination Fluency r-controlled			

Progress Monitoring

Grade 4 Last Name, First Name	BOY Composite	Skill	BOY	Last 3 PM Scores			MOY Goal	Goal Set	Aimline to Goal Set	Last Assessed
Adams, Joseph	306 Well Below	Reading Fluency ORF	58 Well Below	56	57	75	121	102		11/22/2019
		Reading Accuracy ORF-Accu	95% Below	97%	100%	99%	99%	99%		11/22/2019
		Basic Comprehension Maze	10 Well Below	7.5 	2	2.5	15.5	15.5		11/22/2019
Baldwin, Tammy	291 Well Below	Basic Comprehension Maze	14 Benchmark	11 	13	8	15.5	16.5		11/22/2019
		Reading Fluency ORF	39 Well Below	61	44	61	121	83		11/20/2019
		Reading Accuracy ORF-Accu	85% Well Below	92%	94%	95%	99%	99%		11/20/2019

mCLASS® Home Connect

1st Grade, Beginning-of-Year Assessment

Emma Ashley

DIBELS 8 Internal Demo | DIBELS 8 Demo School

Last assessment: September 4, 2019

Next assessment: December 2, 2019

Why is Emma being assessed?

The teachers and administrators at our school want Emma to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates Emma's performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?

Emma needs additional instructional support and practice to meet grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

329

DIBELS Composite Score

Needs Some Support

Performance Level Key

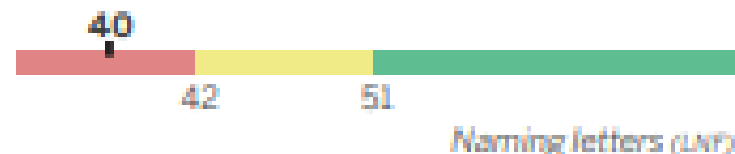
Most Support	Some Support	Goal	Above Goal
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark



Letter Names

Naming letters from print, measured by DIBELS Letter Naming Fluency. Can your child...

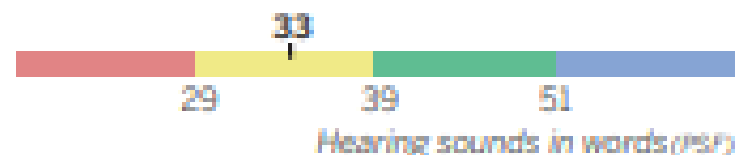
...name both uppercase and lowercase letters?



Phonemic Awareness

Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency. Can your child...

...identify the first, middle and last sound in sun? (sss...uh...nnn)



Home Connect Activities

The Activities section of the Home Connect letter contains a list of recommended activities based on the skill areas where the child needs support. Parents and guardians can use this section to support their child's skill development.

Emma Ashley 1st Grade, Beginning of Year



Activities for Emma

Even if you have just a few minutes each day, you may be surprised by how much you can help Emma learn to read. Here are some activities we recommend based on Emma's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match Emma's interests or to fit your schedule.

Where Emma needs support



Phonemic Awareness

Hearing and using the smallest units of sound in spoken words

Find Specific Sounds

Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the *s* sound or that end with the *k* sound. Have your family members share their heard words and list them on a piece of paper.

Break the Words Apart

Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce *mom* as follows: *mm-o-mm*. Next, ask your child to blend sounds

Activities in the letter are designed for use at home. A link to the Home Connect site provides activities for At Home or On the Go.

This site provides resources for families to practice and reinforce important literacy skills with their children who are being assessed with mCLASS reading assessments. For more information on how to navigate this site, [click here](#).



Phonological Awareness

9 activities



Phonics

13 activities



Accurate and Fluent Reading

42 activities



Reading Comprehension

73 activities

<https://mclass.amplify.com/homeconnect/>

Questions?



Thank you!

2023-2024 Meeting Dates:

October 16, 2023

January 22, 2024

April 8, 2024

June 5, 2024

Enjoy your summer!



Credits.

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