

SUSD Department of Educational Services

Report to PTAs
Fall 2015



Overview

- ▶ Strategic Plan & Local Control Accountability Plan
 - ▶ CAASPP Assessment System
 - ▶ Smarter Balanced Assessments
 - ▶ Student SBAC Reports
 - ▶ SUSD Curriculum & Assessments
 - ▶ Other Ed Services Functions
 - ▶ Parent Education & Resources
 - ▶ Questions
- 



2014 – 2017 Saratoga Union School District Strategic Plan

MISSION:

Create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners THRIVE.

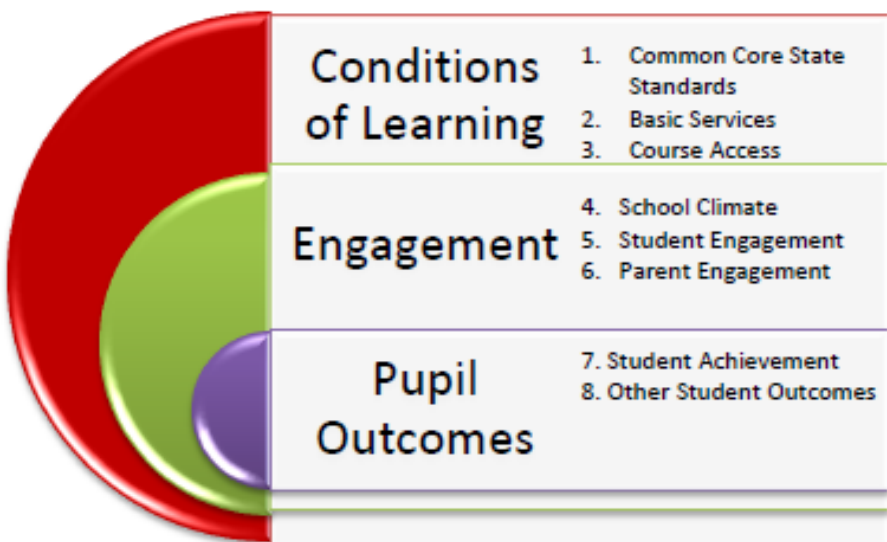




SUSD' Local Control Accountability Plan (LCAP):

Meeting the Needs of Saratoga Union School District's Students

Eight state priority areas for which SUSD has established goals and actions:



SUSD's LCAP Goals:

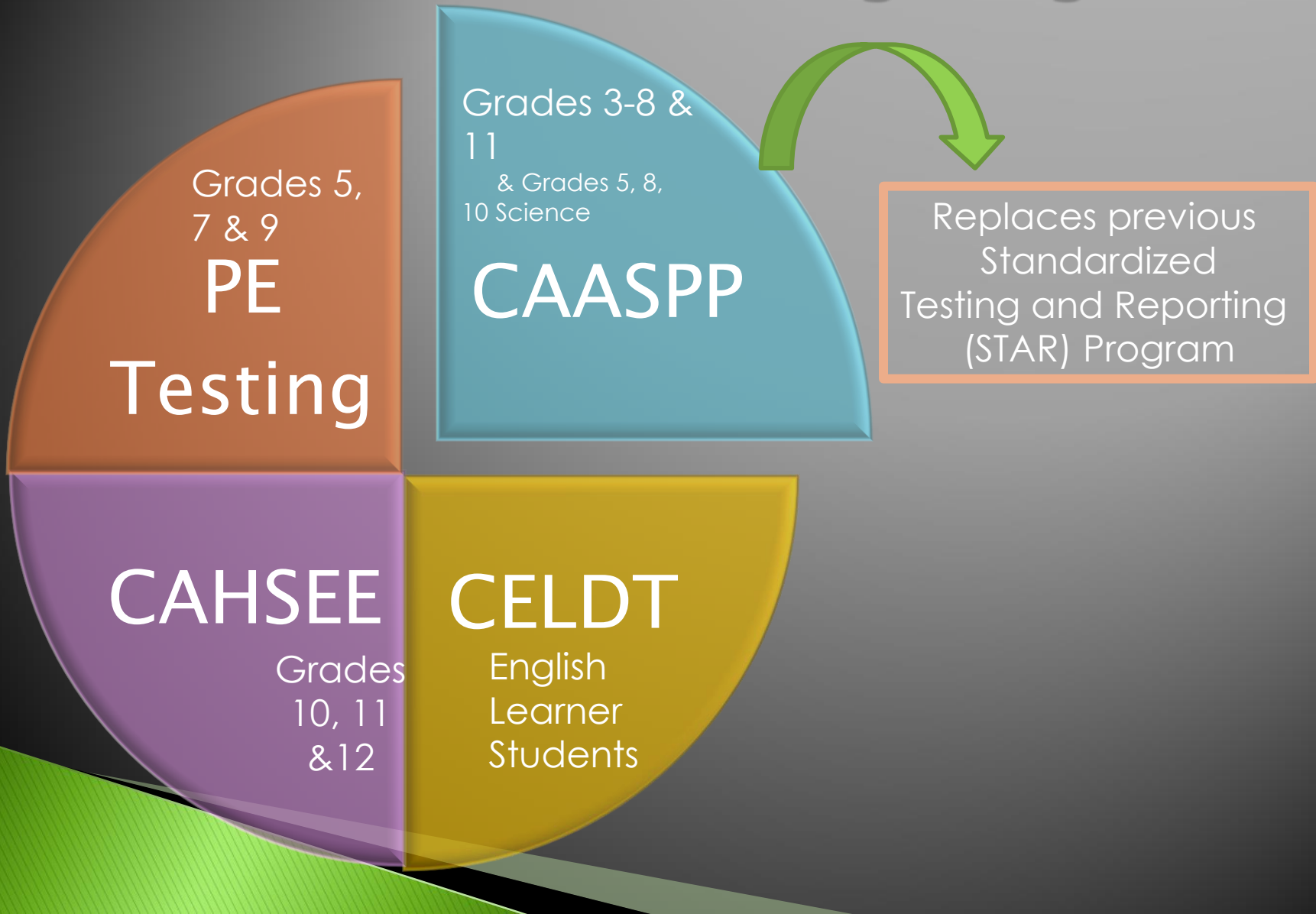
All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.

Our District and school sites will maintain effective communication, provide a process to include input from all stakeholders, and offer opportunities for family engagement.

Our students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.

Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.

California State Testing Programs



California Assessment of Student Performance and Progress (CAASPP)


Science

- California Standards Tests (CSTs)
- Grades 5, 8 & 10
- Aligned to old standards; will be replaced soon
- Paper-based
- Multiple-choice test questions


English– Language Arts & Math

- Smarter Balanced Tests – Grades 3–8 & 11
- Aligned to new standards
- Computer Adaptive Test (CAT)
- Wider range of test questions


CCSS & SBAC

- ▶ Critical thinking, analytical writing, and real-world problem solving
 - ▶ Require students to demonstrate a deeper understanding of key concepts.
 - ▶ On-line tools, support, and accommodations available to give a fair and accurate estimate of each student's achievement.
 - ▶ Part of a larger plan for ensuring high-quality teaching and learning in every school.
- 

What About API?

- ▶ No API scores calculated from this year's tests.
 - ▶ Parents will get score reports for their students, but not the larger API report that used to measure how schools and districts scored.
 - ▶ CA Ed Code now requires the calculation of the API to be based on multiple measures and not only on annual assessments.
- 

Test Scores

- ▶ The new assessments are **too fundamentally different** from the old exams to make any reliable comparisons between old scores and new ones.
 - ▶ Rather, this year's results will establish a **baseline** for the progress we expect students to make over time.
 - ▶ Think of it as pushing the **reset** button on assessment results – getting a fresh start.
 - ▶ The results are only **one source** of information we will be using regarding student progress.
- 

What's New about State Testing CAASPP & SBAC




Computer Adaptive Testing (CAT): Philosophy

“Computer adaptive testing (CAT) holds the potential for more customized assessment with test questions that are tailored to the students’ ability levels, and identification of students’ skills and weaknesses using fewer questions and requiring less testing time.”

Shorr, P. W. (2002, Spring). A look at tools for assessment and accountability. *Administrator Magazine*.

How Does a CAT Work?

- Each student is administered a set of test questions that is appropriately challenging.
 - The student's performance on the test questions determines if subsequent questions are harder or easier.
 - The test adapts to the student item-by-item.
 - Fewer test questions are needed as compared to a fixed form to obtain precise estimates of students' ability.
- 

Computer-Adaptive Items

Testing system selects questions that are appropriately challenging for students based on student answers to previous questions.

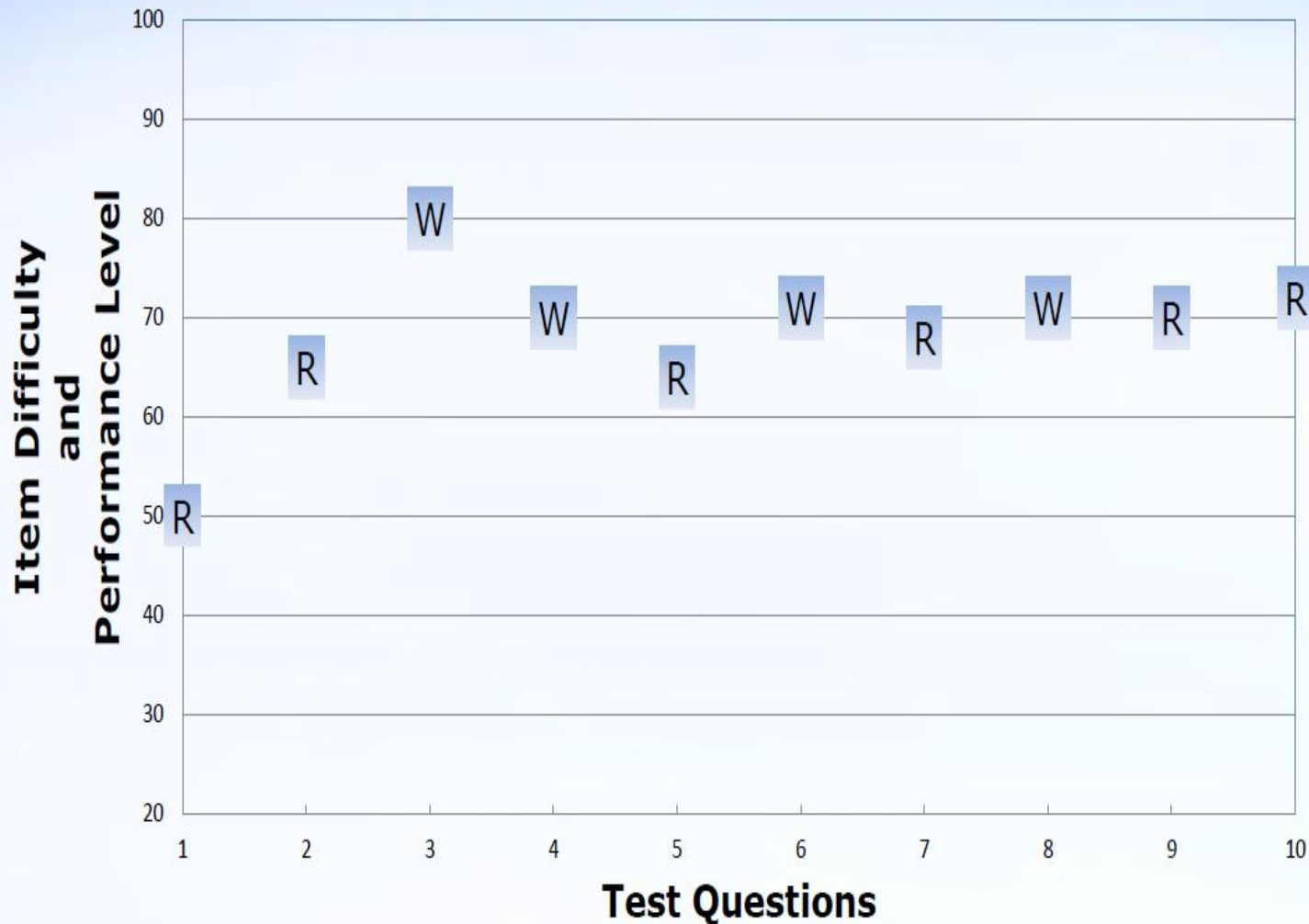
- When a student gets an answer correct, the next question is more difficult. When a student get an answer wrong, the next question is slightly easier.
- Tailored or customized to the student's ability level
 - » No two students will receive the same test whereas under the STAR system, most students all received the same questions. This helps with test security too.
- Helps keep students more engaged

Often takes fewer questions and less time to identify student skills




How Does a CAT Work?

Example of a Ten Question Adaptive Test



ELA and Math Performance Tasks (PTs)

- In Smarter Balanced, a PT and classroom activity on a given topic are administered as well as the CAT.
 - PTs are administered at the classroom/group level so they are not targeted to students' specific ability level.
 - The items associated with the PTs may be scored by machine or by human raters.
- 

More About the Smarter Balanced Tests

Each subject area has two parts:

- Computer-adaptive items
 - » English-Language Arts (40-45 items)
 - » Math (30-35 items)
- Performance Task
 - » Designed to show how students can integrate knowledge and skills across multiple areas
 - » English-Language Arts (3 questions)
 - » Math (6 questions)


Final Scoring

For each student, the responses from the PT and CAT portions are merged for final scaled score.

Resulting ability estimates are based on the specific test questions that a student answered, **not** the total number of items answered correctly.

- Higher ability estimates are associated with test takers who correctly answer difficult and more discriminating items.
- Lower ability estimates are associated with test takers who correctly answer easier and less discriminating items.
- This type of scoring is called “**Item Pattern Scoring.**”

Assesses Desired Skills

- Problem Solving Perseverance
 - Application of Knowledge
 - Listening
 - Reading Complex Texts
 - Research
 - Real-world math tasks
- 

New Problem Types:

More Engaging - 4th Grade Math

43328



Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

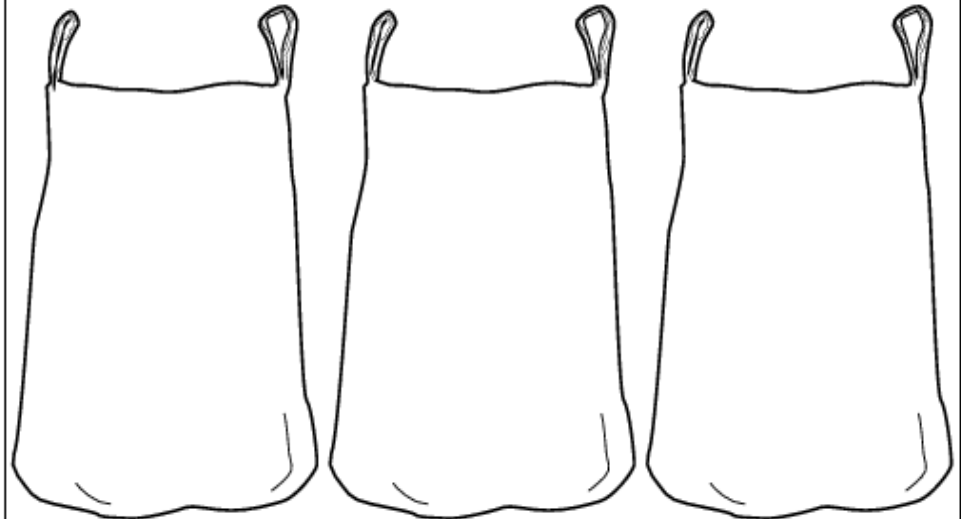
Click and Drag
animation



$3\frac{5}{8}$ lb



Delete



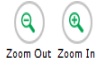
**Between
6 lb and 7 lb**

**Between
10 lb and 11 lb**

**Between
14 lb and 15 lb**

New Problem Types:

Challenging Tasks – 5th Grade Math



COMMUNITY GARDEN

Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.

The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

- $\frac{1}{4}$ of the garden will be planted with carrots.
- $\frac{1}{6}$ of the garden will be planted with potatoes.
- $\frac{1}{8}$ of the garden will be planted with broccoli.
- $\frac{1}{12}$ of the garden will be planted with corn.

In this task, you will analyze the class plan and determine an alternate plan that will help make the most use of the available area.

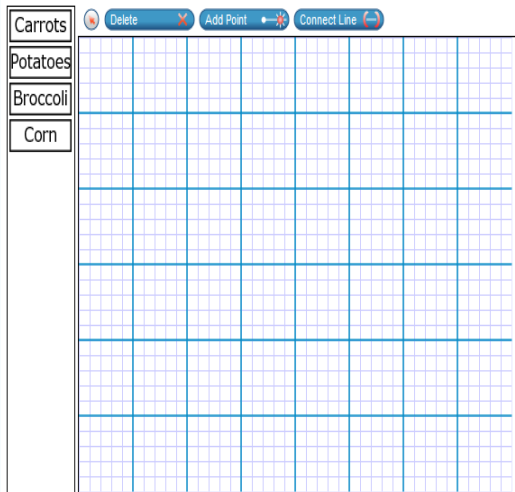
“Analyze the class plan and determine an alternative that will help make the most of the available area”

- Drawn from real life
- Requires multiple steps
- No one right answer

1

Using the connect line tool, draw rectangles on this model of the garden to represent the four rectangular sections for planting vegetables according to the class plan. The garden model is divided into 5 feet by 5 feet sections.

- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.



New Problem Types:

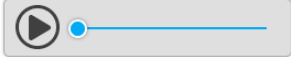
Listening Questions – 7th Grade ELA



Listen to the presentation

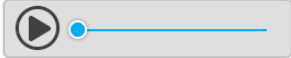
A Human Wall for Baby Turtles

Listen to the presentation. Then answer the questions.



Click to hear the meaning of the word below.

Instinct



Audio glossaries for words above grade level

Asks students to provide evidence for answers

22

The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the **most likely** reason the author made the presentation?

- ☐ Ⓐ to explain how animals' natural behavior can be harmful
- ☒ Ⓑ to give an example of humans helping animals
- ☐ Ⓒ to prove that city lights are harmful to turtles
- ☐ Ⓓ to teach a lesson on the life cycle of turtles

Part B

Which detail from the presentation **best** supports your answer in part A?

- ☐ Baby turtles are born on the same beach as their mothers.
- ☒ Baby turtles go towards bright light because of their instincts.
- ☐ The baby turtles were guided to the ocean by a wall of people.
- ☐ Lights from houses, hotels, and airports make turtles go the wrong way.

Meaning in Context – 11th Grade ELA

20



A student is writing a critical review for the high school newspaper about an upcoming music revue. Read the draft of the review and complete the task that follows.

The high school music revue is always one of the most eagerly anticipated events of the school year. With more than fifteen acts taking part in the proceedings, this year's event was of a very high caliber. Particularly impressive was when the high school orchestra closed the event with a series of ragtime classics. Performing their closing number for a second time, the orchestra returned to the stage at the end of the night for what would be a richly received segment.

The student wants to make sure that his word choices are appropriate to inform his audience about the upcoming music revue. Choose the **best two** words to replace the underlined word.

- ☐ interlude
- ☐ sequel
- ☐ encore
- ☐ overture
- ☐ reprise
- ☐ prelude

Choose the best two words to replace the underlined word

More than one answer

Unique Accessibility Features:

Example - Pop Up Glossary

9

raise

Glossary

higher pay

George earns \$455 a week and receives a 20% raise.

How can George calculate his new weekly pay rate?

Select **all** calculations that will result in George's new weekly pay rate.

- ☐ divide \$455 by 0.20
- ☐ divide \$455 by 1.20
- ☐ multiply \$455 by 0.20
- ☐ multiply \$455 by 1.20
- ☐ solve for x : $\frac{x}{455} = \frac{120}{100}$
- ☐ solve for x : $\frac{455}{x} = \frac{20}{100}$

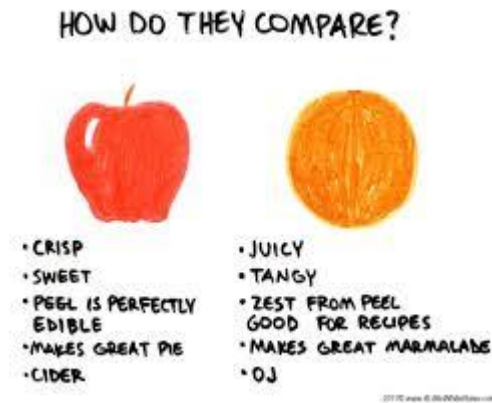
Roll cursor over shadowed words – glossary pops up

Student SBAC Results



Results: Last Year's vs. This Year's

- ▶ It's Like Apples and Oranges – you can't compare
- ▶ The previous test measured different skills, in a different way



Overall Scores – 2 Content Areas, 4 Levels

English Language Arts and Mathematics

Level 4



Exceeded the Standard

Level 3



Met the Standard

Level 2



Nearly Met the Standard

Level 1



Has Not Met the Standard

Smarter Balanced Scaled Score Ranges by Grade Level

Grade	Subject	Min	Max	Subject	Min	Max
3	ELA	2114	2623	Mathematics	2189	2621
4	ELA	2131	2663	Mathematics	2204	2659
5	ELA	2201	2701	Mathematics	2219	2700
6	ELA	2210	2724	Mathematics	2235	2748
7	ELA	2258	2745	Mathematics	2250	2778
8	ELA	2288	2769	Mathematics	2265	2802
11	ELA	2299	2795	Mathematics	2280	2862

Smarter Balanced Scale Score Ranges for ELA/Literacy Levels

Grade	Level 1	Level 2	Level 3	Level 4
3	2114–2366	2367–2431	2432–2489	2490–2623
4	2131–2415	2416–2472	2473–2532	2533–2663
5	2201–2441	2442–2501	2502–2581	2582–2701
6	2210–2456	2457–2530	2531–2617	2618–2724
7	2258–2478	2479–2551	2552–2648	2649–2745
8	2288–2486	2487–2566	2567–2667	2668–2769
11	2299–2492	2493–2582	2583–2681	2682–2795

Smarter Balanced Scale Score Ranges for Mathematics Levels

Grade	Level 1	Level 2	Level 3	Level 4
3	2189–2380	2381–2435	2436–2500	2501–2621
4	2204–2410	2411–2484	2485–2548	2549–2659
5	2219–2454	2455–2527	2528–2578	2579–2700
6	2235–2472	2473–2551	2552–2609	2610–2748
7	2250–2483	2484–2566	2567–2634	2635–2778
8	2265–2503	2504–2585	2586–2652	2653–2802
11	2280–2542	2543–2627	2628–2717	2718–2862

Additional Scores – Areas (CLAIMS)



Above Standard

► English Language Arts

1. Reading
2. Writing
3. Speaking & Listening
4. Research/Inquiry



At/Near Standard

► Mathematics

1. Concepts & Procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling & Data Analysis



Below Standard

Elements of the Student Score Report

Front Page

Back Page



STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 999999999
STUDENT #: 999999999
GRADE: 5
DATE OF BIRTH: 04/01/2005
TEST DATE: Spring 2015

1

FOR THE PARENT/GUARDIAN OF:
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School
LEA: California Unified

Dear Parent/Guardian of Juan Martinez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Juan's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas. Because this is the first year that all California students in grades 3-8 and 11 are taking these new tests, Juan's overall scores may be viewed as a basis from which to compare his performance in future years.

Additionally, children in grades 3, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Juan's teacher(s).

Sincerely,

Tom Torlakson

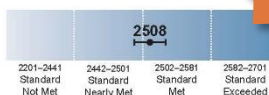
Tom Torlakson
State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**



YOUR OVERALL SCORE

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Juan's performance on the four areas that comprise this overall score can be seen on the back of this report.

4

MATHEMATICS

Juan's overall score is: **2279**



YOUR OVERALL SCORE

Juan did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Juan's performance on the three areas that comprise this overall score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Juan's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/assess/summative.asp>. Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/assess/summative.asp> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/tg/assess/summative.asp> or ask for a copy of the SARC at your child's school.

Your Guide to Juan's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

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A New Kind of Test for Juan; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Juan's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Juan's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Juan's Results on California's Assessments

The following chart provides a further breakdown of Juan's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/assess/summative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

AREA	PERFORMANCE
Reading Demonstrating understanding of literary and non-fiction texts	Above Standard
Writing Producing clear and purposeful writing	At or Near Standard
Listening Demonstrating effective communication skills	At or Near Standard
Research/Inquiry Investigating, analyzing and presenting information	Below Standard

MATHEMATICS

Juan's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems	Above Standard
Concepts & Procedures Applying mathematical concepts and procedures	Below Standard
Communicating Reasoning Demonstrating ability to support mathematical conclusions	Below Standard

Juan's Results on California Standards Test

SCIENCE

Juan's score is **267** – Far Below Basic



State target for all students

Juan's score of 267 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are being developed.

Expect

check understanding

Elements of the Student Score Report

Front Page



STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 9999999999

STUDENT #: 9999999999

DATE OF BIRTH: 04/01/2005

GRADE: 5

TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School

LEA: California Unified

Dear Parent/Guardian of Juan Martinez:

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New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Juan's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas. Because this is the first year that all California students in grades 3-8 and 11 are taking these new tests, Juan's overall scores may be viewed as a basis from which to compare his performance in future years.

Additionally, children in grades 5, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Juan's teacher(s).

Sincerely,

Tom Torlakson,
State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Elements of the Student Score Report

Front Page



California Assessment
of Student Performance and Progress

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 9999999999

STUDENT #: 9999999999

GRADE: 5

DATE OF BIRTH: 04/01/2005

TEST DATE: Spring 2015



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1234 MAIN STREET
YOUR CITY, CA 12345

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State Superintendent of Public Instruction



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Elements of the Student Score Report

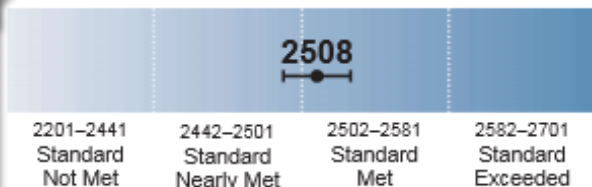
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Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

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3



YOUR OVERALL SCORE

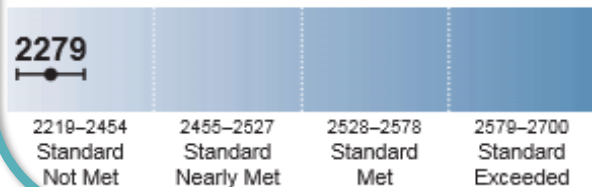
Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

This new test is more difficult and is based on new academic standards. For this reason, do not compare Juan's score on this test with Juan's performance on English language arts/literacy tests from previous years.

Juan's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS

Juan's overall score is: **2279**



YOUR OVERALL SCORE

Juan did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

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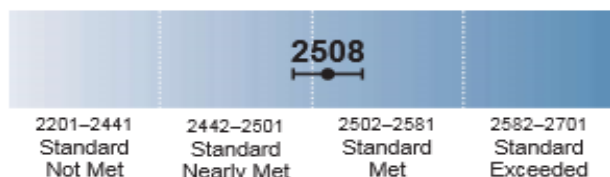
Elements of the Student Score Report

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Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**



YOUR OVERALL SCORE

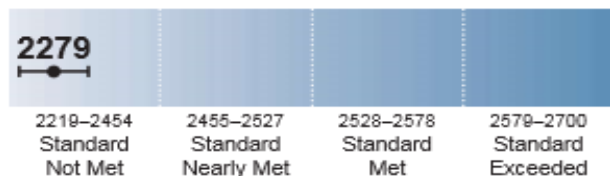
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MATHEMATICS

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YOUR OVERALL SCORE

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A New Kind of Test for Juan; a New Kind of Report for You

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The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Juan's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Juan's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Juan's Results on California's Assessments

The following chart provides a further breakdown of Juan's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and successful</i>	At or Near Standard

MATHEMATICS

Juan's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard

Elements of the Student Score Report

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ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

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AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Below Standard

MATHEMATICS

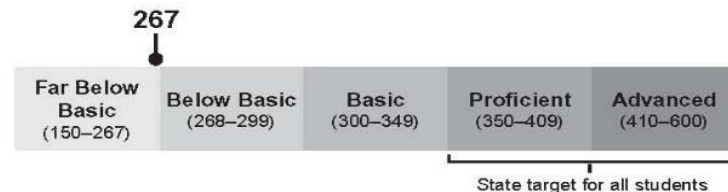
Juan's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Juan's Results on California Standards Test

SCIENCE

Juan's score is **267 – Far Below Basic**



Juan's score of 267 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are being developed.

Elements of the Student Score Report

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MATHEMATICS

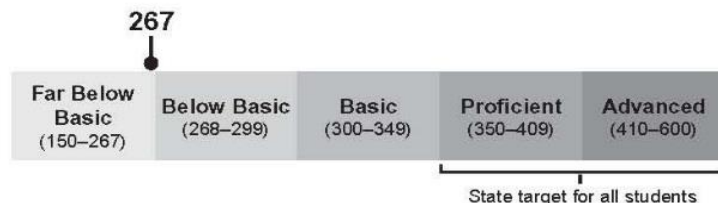
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AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
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Elements of the Student Score Report:

Science Grades 5, 8, & 10 only

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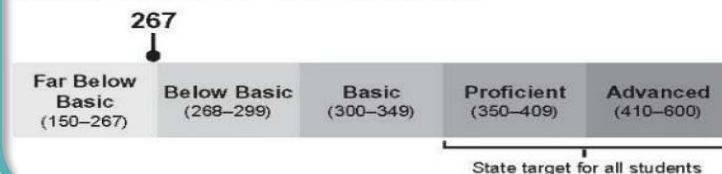
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For Further Information about SBAC

Saratoga Union School District's Assessment and Accountability website:

<http://www.saratogausd.org/site/Default.aspx?PageID=178>

California Department of Education's CAASPP Web page

<http://www.cde.ca.gov/ta/tg/ca/>

Frequently Asked Questions about CAASPP

<http://www.cde.ca.gov/ta/tg/sa/sbcommonqa.asp>

Parent Fact Sheet from Smarter Balanced

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/03/Smarter-Balanced-Parents-Factsheet.pdf>

Smarter Balanced Assessment Consortium Web Site

<http://www.smarterbalanced.org>

Understanding Your Child's CAASPP Score Report video:

<https://youtu.be/FQi4qlOCrmk>.

What else is happening in
SUSD's Educational Services?




- ▶ Lucy Calkins Writers Workshop (TK – 5)
- ▶ Eureka/Engage NY Math (TK – 5)
- ▶ Big Ideas Math (6–8)
- ▶ Dreambox & Khan Academy
- ▶ Hands-on Science
- ▶ STEM
- ▶ Project Lead the Way: Flight & Space (6th)
- ▶ Physical Education
- ▶ Art & Music
- ▶ Educational Technology

Curriculum

- ▶ **Formative Assessments**
- ▶ Developmental Reading Assessment (TK – 5)
- ▶ Writing Assessments
- ▶ Math Performance Assessments
- ▶ Math Placement (5, 6)
- ▶ ELA & Math Interim Assessments (SBAC)
- ▶ ELA & Math Summative Assessments (SBAC)
- ▶ Physical Fitness (5, 7)
- ▶ Science (5, 8)
- ▶ CELDT (English Learners)

Assessments

Educational Services Projects

- Progress Updates (report cards) TK - 5
 - Instructional Materials (this year: ELA)
 - Professional Development for teachers and administrators
 - Local Control Accountability Plan
 - Wellness & Emergency Plans and Committees
 - DELAC
 - English Learner Support
 - Academic Summer School
 - 504 Plan Coordinator
 - State and Federal Compliance Mandates
 - Communication
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Parent Education & Resources

- Educational Services Newsletters
 - Series of Math Curriculum Workshops for Parents
 - Writing Workshops for Parents
 - Parent Education Seminars & Workshops
 - PTA, SSC meetings
 - Follow me on Twitter @ZareaRoberta
 - SUSD Educational Services website (under construction)
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ANY
QUESTIONS
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