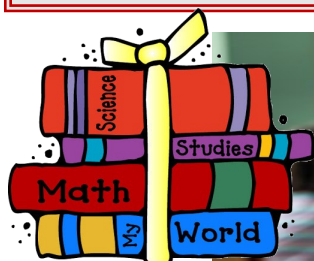


Killingly Public Schools

Guide to Curriculum

Fourth Grade



Dear Parents and Guardians,

Killingly Public Schools has constructed this Grade 4 Curriculum Guide as a means of providing parents with information about their child's learning in Killingly Public Schools. Each subject area is outlined in the guide with the grade-level learning targets for students in each grade.

In addition to the course progression, each section includes hyperlinks to additional materials that can further expand your understanding of our units. This document reflects an organized plan around a set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what KPS students should know and be able to do.

In Killingly Public Schools, all students encounter a learning pathway in which student proficiency is assessed by clearly defined standards and targets. As a reminder, these standards and targets are the same for all students, but individual lesson plans may vary from class to class. If you have questions at any time regarding units of study or materials used, please contact your child's teacher.

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. As a community we will; ensure graduates are college and career ready, provide students with the necessary foundations for learning, specifically in the area of literacy, engage the community in a 5-year strategic planning process, continue to improve school climate in each building, and strengthen community partnerships in order to increase community involvement within the school system.

We hope you find this guide helpful, as we work in partnership to make this a successful experience for your child.

Paul M. Brenton
Assistant Superintendent
Killingly Public Schools

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Killingly Public Schools

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Mission Statement

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. It will do so by:

1. Creating and maintaining an enthusiastic education environment;
2. Challenging all students to achieve their highest potential;
3. Fostering respect for human differences;
4. Adjusting to an ever-changing world; and
5. Maintaining a partnership with the community.

Curriculum, Instruction, and Assessment

Standards

Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like Common Core reference below, are not a curriculum. In Killingly we develop our proficiency based curriculum from prioritized educational standards. From this curriculum, teachers create unit plans which guide instruction. When reviewing this document, parents should note that standards and learning targets remain constant, but curriculum can be altered from year to year to ensure students are meeting the learning goals.

In Killingly Public Schools, the following standards drive our programming:



Curriculum

In Killingly Public Schools, the term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. This includes; the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Learning Standards

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives and clarify what students should have learned by the end of a course, grade level, or grade span.

Learning objectives

Learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.

Assessments

What does "assessment" mean in KPS?

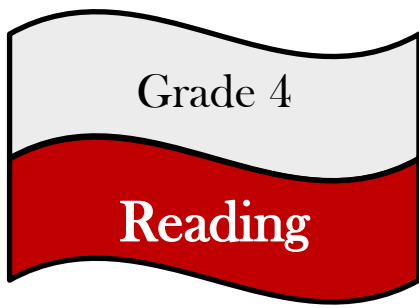
Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and IAB assessments.

Why do we need assessments?

Assessments are important tools that help educators set standards, create instructional goals, motivate performance, provide feedback to students, evaluate progress, and communicate progress to others.

How do we use universal assessments and screens like STAR?

Universal assessments are used to inform teaching and learning. Diagnostic screenings are administered prior to instruction, and help teachers identify students who might benefit from extra support.



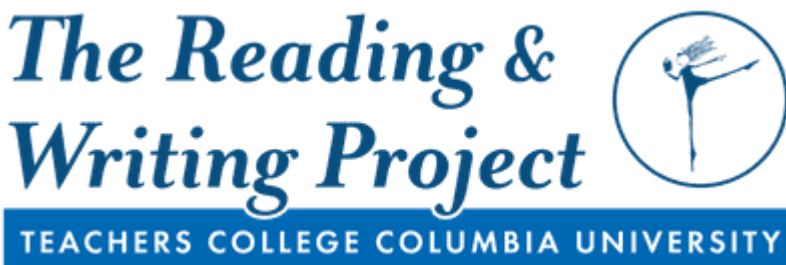
READERS WORKSHOP

Reader's Workshop is a teaching method that has been around for many years. Its main focus is to foster a love for reading within our students, and to differentiate, or personalize, instruction in order to accommodate the learning needs of all students. Reader's Workshop follows a very similar format to Writer's Workshop. First the teacher models a reading strategy during a mini lesson. Next students engage in a large block of time where they independently apply their reading strategies in "just right" (independent level) books while teachers move about the room to quietly conference with individual students. Last, the students meet to share what they learned as readers. Reader's Workshop is a child-centered approach to teaching reading that brings the "real" world of reading into the classroom; students select their own reading materials, read at their own pace, and talk to others about what they have read. Teachers collaborate at each grade level to develop the Units of Study and pacing guides based on their ongoing assessment of students. Reader's Workshop is a highly organized structure requiring many hours of preparation by the teacher and extended time for students to read, think, and converse about books on a daily basis.

Units of Study

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Interpreting Characters	Informational Reading	Historical Narrative Nonfiction	Historical Fiction Book Clubs	Fantasy

Additional Available Online Resources For Parents



Key Understandings

Literature

- Asks and answers questions using details in a text to demonstrate understanding
- Summarizes text and demonstrates understanding of the central message or lesson
- Describes in depth character, setting or event drawing on specific details
- Compares and contrasts the point of view including the difference between first and third person
- Compares and contrasts the treatment of similar themes and topics

Informational Text

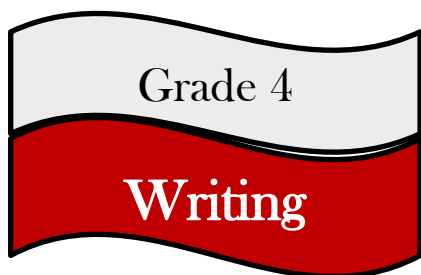
- Asks and answers questions using details in a text to demonstrate understanding
- Determines the main idea of a text and explain how it is supported by key detail; summarize the text
- Describes the overall structure of events or information in a text or part of a text
- Explains how an author uses reasons or evidence to support particular point in a text
- Integrates information from two texts on the same topic in order to write or speak about the subject

Foundational Skills

- Knows and applies grade level phonics and word analysis skills in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

Speaking and Listening

- Engages effectively in a range of collaborative discussions with diverse partners on Grade Four topics and texts, building on one another's ideas and expressing their own clearly
- Paraphrase portions of a text read aloud or information presented in diverse media
- Differentiates between context that calls for formal and informal English
- Demonstrates command of grade appropriate conventions of standard English grammar and usage when writing or speaking
- Acquires and uses accurately grade appropriate general academic and domain specific words and phrases



Writers Workshop

The author, Cynthia Rylant says, “We live life as an artist.” Writer’s Workshop is an approach to the art of writing, rather than a formulaic program. It is child-centered, so that the student finds value in his ideas, success in his writing and enrichment in his life.

The Units of Study for primary and intermediate grades arose out of over a decade of in-school research and practice that was spearheaded by the Teachers College Reading and Writing Project at Columbia University. Writers Workshop theory of teaching is based upon fostering independent writers and life-long learners. It is our belief that there is not a single string of sequenced lessons that applies to every possible classroom. The lessons must be responsive to the individual needs of the writers in each class. However, we do believe in strong models of excellent instruction for teachers—Writer’s Workshop is just such a model.

Units of Study

Unit 1	Unit 2	Unit 3
Small Moment/ Narrative Writing	Persuasive Writing	Informational Writing

Key Understandings

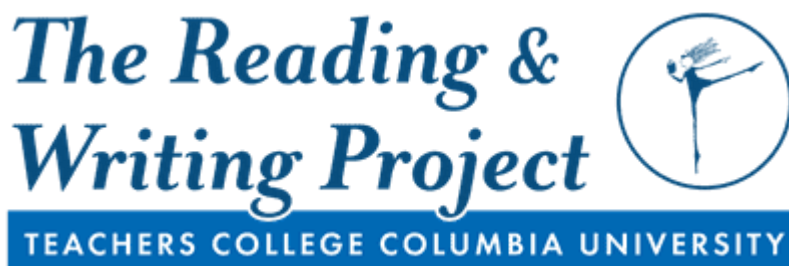
Writing

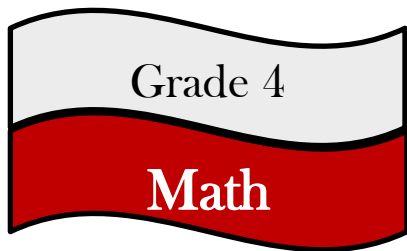
- Writes opinion pieces on topics or texts supporting a point of view with reasons and information
- Writes informative/explanatory texts to examine a topic and convey ideas and information clearly
- Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear sequences
- Plans, revises, and edits writing with guidance and support from peers and adults
- Conducts short research projects that build knowledge about a topic
- Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing

Speaking and Listening

- Engages effectively in a range of collaborative discussions with diverse partners on Grade Four topics and texts, building on one another’s ideas and expressing their own clearly
- Paraphrase portions of a text read aloud or information presented in diverse media
- Differentiates between context that calls for formal and informal English
- Demonstrates command of grade appropriate conventions of standard English grammar and usage when writing or speaking
- Acquires and uses accurately grade appropriate general academic and domain specific words and phrases

Additional Available Online Resources For Parents





These standards describe student behaviors, ensure an understanding of math, and focus on developing reasoning and building mathematical communication. Each standard has a unique focus, but each also interweaves with the others as we put them into practice. These practices empower students to use math and to think mathematically. Our job as teachers is to help students develop these practices to become effective mathematicians.

The mathematics curriculum in all grade levels encourages the use of the following mathematical practices:

- Make sense of problems and persevere in solving them**
- Reason abstractly and quantitatively**
- Construct viable arguments and critique the reasoning of others**
- Model with mathematics**
- Use appropriate tools strategically**
- Attend to precision**
- Look for and make use of structure**
- Look for and express regularity in repeated reasoning**

Our district values clear and high expectations in order to allow for continuous improvement for each and every child in the area of mathematics. Our mission is to have student-focused collaboration in which they gain understanding and see themselves as mathematicians who are confident to use skills and strategies as mathematical problem solvers. This collaborative structure will also support students in their mathematical reasoning and communication. As support to this learning, teachers will implement curriculum and plan activities to guide students in developing their own mathematical understanding. The teachers and students work under the instructional philosophy that all students learn mathematics by engaging in tasks that require the application of mathematical reasoning and communication.

Key Understandings

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations-Fractions

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions
- Understand decimal notation for fractions, and compare decimal fractions

Measurement and Data

- Solve problems involving measurement and conversion or measurements
- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

In a proficiency-based learning system, students work on mastering skills and conceptual understanding throughout the year.

The table below shows the skills assessed during each reporting period.

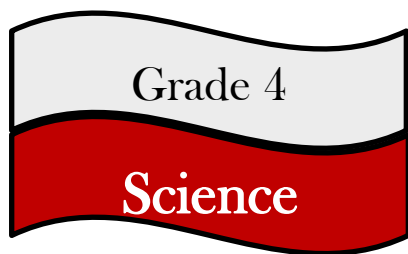
Trimester 1	Trimester 2	Trimester 3
Can Read and Write Multi-Digit Whole Numbers and Compare Values		
Can Multiply 1-by-3 Digit Numbers & 2-by-2 Digit Numbers		
Fluently Can Add and Subtract Within 1 Million		
Perseveres in Problem Solving		
	Can Divide by 1-Digit Divisors	
	Can Identify All Factor Pairs for Whole Numbers Between 1 and 100; Recognize That a Whole Number is a Multiple of Any of its Factors Including Prime and Composite Numbers	
	Can Order Fractions and Understand and Generate Equivalent Fractions	
	Can Multiply Whole Numbers by Fractions and Mixed Numbers	
	Can Add and Subtract With Fractions and Mixed Numbers With Common Denominators	
	Can Understand Decimal Notation for Fractions and Compare Tenths and Hundredths.	
	Can Classify Shapes by Their Lines and Angles, and Identify Lines of Symmetry	
		Can Recognize Angles and Concepts of Angle Measurement
		Can Understand and Convert Units of Measurement

Student Log-In

Additional Available Online Resources For Parents

Program Overview





Our Curriculum in fourth grade helps students formulate answers to questions such as: “What are waves and what are some things they can do? How can water, ice, wind and vegetation change the land? What patterns of Earth’s features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem?”

Disciplinary Core Ideas:

- Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Students apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.
- In order to describe patterns of Earth’s features, students analyze and interpret data from maps.
- Fourth graders are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye.
- Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions.

The crosscutting concepts include the concept of patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.

In the fourth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Additional Available Online Resources For Parents



**FULL OPTION
SCIENCE SYSTEM™**

Key Understandings

Energy

- Use evidence to construct an explanation relating the speed of an object to the energy of that object
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another

Waves and their Applications in Technologies for Information Transfer

- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen
- Generate and compare multiple solutions that use patterns to transfer information

From Molecules to Organisms: Structures and Processes

- Construct an argument that plants, and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways

Earth’s Place in the Universe and Earth’s Systems

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth’s features

Earth and Human Activity

- Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans



In Grade 4 students engage in the study of United States Geography as it relates to the regional cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore regions of the United States supported by the disciplines of history, civics, and economics. The study of geography requires that students generate and research compelling questions such as:

- How does where we live affect how we live?
- How and why do places change over time?
- What characteristics make groups of people unique?
- What role does climate play in people's lives?
- Why do people move from one region to another?

Themes:

Human-Environment Interaction

- Analyze how people from various American regions modify and adapt to their environments.
- Analyze how people from various American regions use and allocate their available resources.
- Analyze the relationship between climate and the people living in various American regions.

Environment and Climate

- Explore the physical landforms and bodies of water in various American regions.
- Explore the patterns of climate in various American regions.
- Explore natural disasters that affect various American regions.

Movements of People and Ideas

- Explain reasons for migration of people within and beyond a region.
- Evaluate the impact of immigration on a region.
- Explore the modes of transportation unique to various American regions.
- Analyze unique cultural similarities to various American regions.

Defining Regions

- Discover patterns related to various themes to define a region.
- Define factors that make a region unique.

Additional Available Online Resources For Parents



Key Understandings

Civics

- Describe a government's role in a community
- Explain how and why people take action in their society
- Explain how rules function and influence how people behave and make decisions.

Geography

- Construct and use geographic representations
- Explain the relationship between people and the environment of a place/region

History

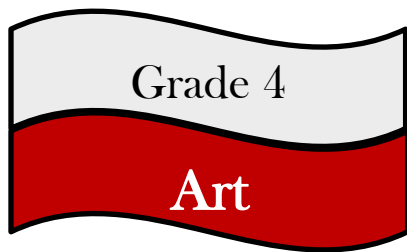
- Describe how the past influences the present
- Explore, identify and describe different perspectives of the same event, both past and present
- Explain different ways we can learn about the past

Economics

- Explain different ways people contribute to their communities
- Explain how the economy affects different groups differently

Research and Inquiry

- Ask and answer questions using a variety of resources and information
- Apply a variety of tools to investigate disciplinary concepts.
- Evaluate a source
- Communicate my opinions, ideas, and solutions to problems in the world



In Killingly, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student. The study of art provides major opportunities to nourish higher level thinking. Students learn to think like artists when they observe, analyze, envision, express, make connections, problem solve and reflect.

Our art education curriculum is designed to expand students' means of expression and communication as well as develop the imagination and visual literacy. At the elementary level, we emphasize exploration materials and methods while building both conceptual and technical knowledge.

The National Core Arts Standards are focused in a framework that highlight four artistic processes: Creating, Performing, Responding and Connecting. These standards are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. For more detailed information, go to www.nationalartsstandards.org.

CONNECTING. Relating artistic ideas and work with personal meaning and external context

1. Synthesize and relate knowledge and personal experiences to make art.
2. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CREATING. Conceiving and developing new ideas and work

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

PERFORMING. Interpreting and sharing artistic work

1. Analyze, interpret, and select artistic work for presentation.
2. Develop and refine artistic work for presentation.
3. Convey meaning through the presentation of artistic work.

RESPONDING. Understanding and evaluating how the arts convey meaning

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

National Core Arts Standards

Creating

- Brainstorm multiple approaches to a creative art or design problem
- Collaboratively set goals and create artwork that is meaningful and has purpose to the makers
- Explore and invent art-making techniques and approaches
- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others
- Document, describe, and represent regional constructed environments
- Revise artwork in progress on the basis of insights gained through peer discussion

Presenting

- Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork
- Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats
- Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide

Responding

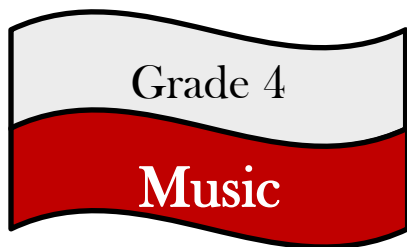
- Compare responses to a work of art before and after working in similar media
- Analyze components in visual imagery that convey messages
- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media
- Apply one set of criteria to evaluate more than one work of art

Connecting

- Create works of art that reflect community cultural traditions
- Through observation, infer information about time, place, and culture in which a work of art was created

Additional Available Online Resources For Parents





In Killingly, we believe music education is a fundamental element in a well-rounded education. Killingly's music standards align with the National Core Arts Standards for Music, adopted by the National Music Teachers Association and the State of Connecticut. These standards are based on the belief that performing, creating, responding to, and connecting to music are essential to a child's music education.

We provide our students with a fully immersive and interactive music education utilizing a diverse repertoire that represents cultures from around the world. We believe that singing, playing instruments, moving to music, and creating music are the best ways to develop and grow as a young musician. Students will begin their music education by learning to become "tuneful, beatful, and artful" in grades K and 1 through a curriculum called First Steps in Music. Its goal is referred to as "The Thirty Year Plan," which is best described by the curriculum's creator himself, John Feierabend:

"It should not be unreasonable to expect all adults to be able to clap their hands in time to the cheering at a sporting event. Dad should be able to sing 'Happy Birthday' to his son or daughter without hearing, 'Don't sing, Dad.' A couple should be able to dance in time to the music at their wedding. An audience member should possess sufficient sensitivities to be moved by a nuance in an orchestral performance. A mother or father should be able to soothe their infant with a lullaby and rock to the beat of that lullaby."

These efforts will continue in grades 2, 3, and 4 to continue to build a strong musical foundation. This foundation will naturally progress to music literacy, where students will be able to read and notate music. Our goal is to provide students with the resources and passion for music that they can use in the classroom and beyond.

National Core Arts Standards

Creating

- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural)
- Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters
- Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas
- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time
- Present the final version of personal created music to others, and explain connection to expressive intent

Performing

- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance
- When analyzing selected music, read and perform using iconic and/or standard notation
- Explain how context (such as social and cultural) informs a performance
- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities such as dynamics, tempo, and timbre
- Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances
- Rehearse to refine technical accuracy and expressive qualities, and address performance challenges
- Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre

Responding

- Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
- Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural)
- Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context

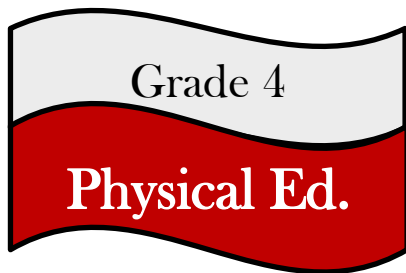
Connecting

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Additional Available Online Resources

For Parents





PE Curriculum

- Performs combinations of locomotor, non-locomotor, and manipulative skills, including an introduction to specific sport skills and sequences on the educational gymnastic apparatus
- Applies movement concepts (i.e. space, force, acceleration) to a variety of activities and games
- Performs rhythmic patterns involving creative or cultural dance movement
- Develops a working understanding of the components as defined by the Connecticut Physical Fitness Assessment and ways to improve their own fitness level
- Participates in games, activities, and tasks that require creative or critical thinking/problem solving
- Participates in cooperative adventure and group activities that require teamwork to achieve success

Health Curriculum

The fourth grade curriculum addresses safety information in a relatable child-centric backdrop to help children more clearly identify their changing needs as they become more independent. Students learn about the United States Constitution and Bill of Rights, which is provided as an introduction to the Kids' Bill of Rights and builds the framework for all of the lessons in the fourth grade curriculum. Students are introduced to the Kids' Bill of Rights, which includes their right to Safety, Respect, their Identity, a Voice, and the right to their Childhood.

- Describes the harmful effects of using tobacco and other harmful substances.
- Practices refusal and decision-making skills.
- Determines the necessary procedures for basic first aid.
- Makes healthy eating choices, particularly at lunch.
- Sets goals to improve eating choices.
- Practices effective communication skills, including how to express concern and appreciation and ways to deal with criticism.
- Practices using problem-solving strategies in social situations, including the ability to see different points of views.
- Demonstrates calming-down techniques in a variety of situations, including times when they are angry or fearful.
- Identifies ways to access help or support when needed from trusted adults, including if on the internet.

CT State Standards for Physical Education

Standard 1

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

Standard 3

- Participate regularly in physical activity

Standard 4

- Achieve and maintain a health-enhancing level of physical fitness

Standard 5

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Standard 6

- Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Additional Available Online Resources For Parents



KPS Assessment Calendar

KPS STAR Testing Windows Grades 2-10

Test #1	Test #2	Test #3
September	January	May

Summative Assessment Calendar			
Content Area(s)	Assessment	Grade(s)	Testing Window
English Language Proficiency: Speaking, Listening, Reading, and Writing	LAS-Links	K - 12	January—April
English Language Arts & Mathematics	Connecticut Smarter Balanced	3–8	End of March—Early June
	PSAT (KHS)	9-11	Mid October
	CT SAT School Day	11	March or April
	Interim Assessment Blocks IABs	3-8	3 for Math (November, February, March) 2 for Reading (October & December)
	Connecticut Alternate Assessment	3-8 & 11	End of March—Early June
Science	Next Generation Science Standards (NGSS) Assessment	11	Early February—Early June
	CT Alternate Science Assessment	5 & 8 5, 8 & 11	End of March—Early June End of March—Early June
Physical Fitness	CT Physical Fitness Assessment	4,6,8 & HS	Anytime during the school year
Early Childhood	Ages & Stages	Pre-K	Start of school—Early October
Early Childhood	CT DOTS	Pre-K	November, March, June