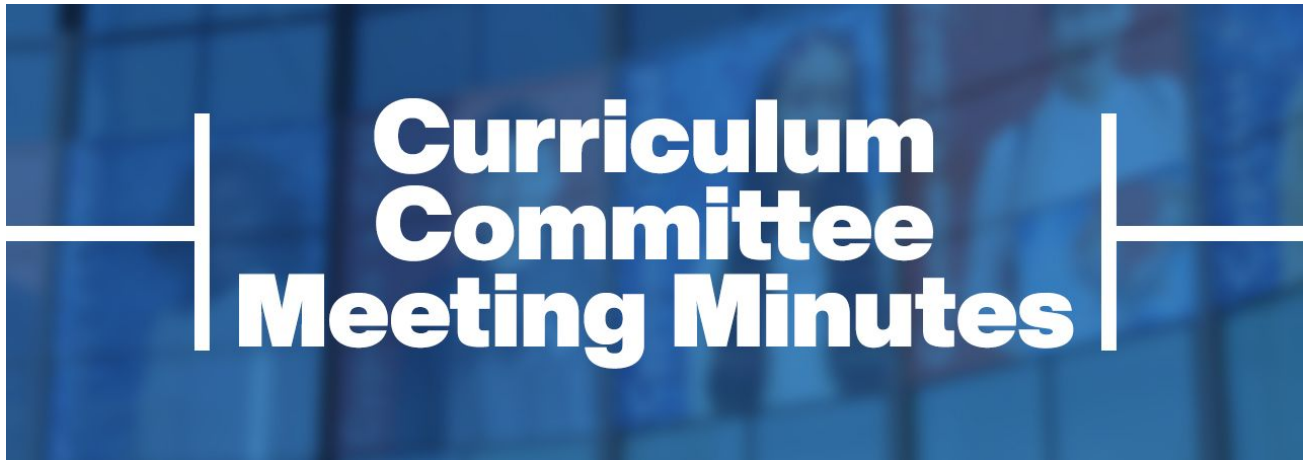
Welcome!

Elementary ELA Instructional Materials Review and Adoption Committee

Feb 13, 2023
4:00-6:00 PM
Mohave District Annex

Approval of Committee Meeting Minutes



Scottsdale Unified School District

Engaging all students in world-class, future-focused learning

DRAFT

MINUTES OF

PreK - 5 English Language Arts (ELA) Curriculum Adoption Committee

SCOTTSDALE UNIFIED SCHOOL DISTRICT NO. 48

Mohave District Annex (MDA) 8500 E. Jackrabbit Rd., Scottsdale AZ 85258

Date: Wednesday, February 8, 2023 Time: 4:00 - 6:00 PM

Call to Order

Meeting was called to order at 4:05 PM by Diane Murphy.

Attendance

Present: Jennifer Bethke, Candy Bloch, Mahlaima Boemark, Remi Braca, Sheena Byerley, Amanda Chilcher, Pat Collofello, Lindsey Denny, Kim Dodds Keran, Alison Ellis, Jennifer Fox, Liz Gardemann, Beth Greene, Emma Goetz, Colleen Harrison, Kaia Hart, Christopher Hodo, Katie Honeycutt, Samantha Janka, Dede Johnston, Keri Katz, Cherie Kujawa, Mickaela Leopold, Amber Lindsey, Brianna Maxwell, Diane Murphy, Briana Reed, Kendall Regan, Kate Russo, Cathy Skinner, Lori Soble, Linda Tardie, Raquel Thomas, Meghan Tipton, Jesse Torres, Nichole Viderman, Michelle Woulfe.

Absent: Julie Ballard, Christine Bonow, Tyler Cary, Sarah Dorn, Briana Gillette, Nicole Hamilton, Sarah Prado, Magdalin Leonardo, Patty Malley, Shelley Pappas, Sarah Yaron

Information/Discussion and Possible Action

1. Welcome and Roll Call

Diane Murphy, PreK - 5 ELA Coach

2. Review and Approval of Minutes From February 1, 2023

Diane Murphy, PreK - 5 ELA Coach

- Committee Members reviewed the minutes. It was noted that there were some typos in the spelling of some members' names.
- A motion was made by Diane Murphy, to approve the minutes as amended; seconded by Candy Bloch; motion passed, amended minutes approved.

3. Review of Committee Agenda, Purpose, Norms and Expectations

Diane Murphy, PreK - 5 ELA Coach

- A review of the committee's purpose and norms was discussed.
- Each table discussed the suggested reading from the Feb. 1, 2023, meeting, *Science of Reading*, by The Reading League.
- Consensus Decision Making reviewed. Everyone's voice needs to be heard; the decision is the will of the group not the individual.

Agenda for Monday, February 13, 2023

1. Roll Call and Welcome
2. Approval of Committee Meeting Meeting from 2/1/23 (Action Item)
3. Review of Committee Agenda, Purpose, Norms, and Expectations
4. Arizona K-5 ELA Standards
5. Evidence-based Literacy Research
6. SUSD Literacy Data
7. Future Meetings



Committee Members

Classroom Teachers:

Sarah Prado
Magdalin Leonardo
Liz Gardemann
Jennifer Bethke
Raquel Thomas
Alison Ellis
Lindsey Denny
Brianna Maxwell
Jennifer Fox
Cherie Kujawa
Beth Green
Nicole Hamilton
Cathy Skinner
Remi Braca
Patty Malley
Meghan Tipton
Kendall Regan
Sheena Byerley
Briana Reed
Amber Lindsey
Nicole Viderman
Katie Honeycutt
Amanda Chilcher
Pat Collofello
Candy Bloch
Lori Soble
Samantha Janka
Colleen Harrison

Specialist:

Kerri Katz - SPED
Jesse Torres - SPED
Kaia Hart - ELD
Linda Tardie - Reading Specialist
Mickaela Leopold - Reading Specialist
Michelle Woulfe - Reading Specialist

PreK:

Emma Goetz
Shelley Pappas
Christine Bonow

Administrators:

Julie Ballard
Chris Hodo

Parents/Community:

Briana Gillette
Kate Russo
Sarah Yaron
Mahaima Boemark
Sarah Dorn

District facilitators and support:

Diane Murphy
Dr. Kim Dodds Keran
Dede Johnston
Tyler Carey

Introductions

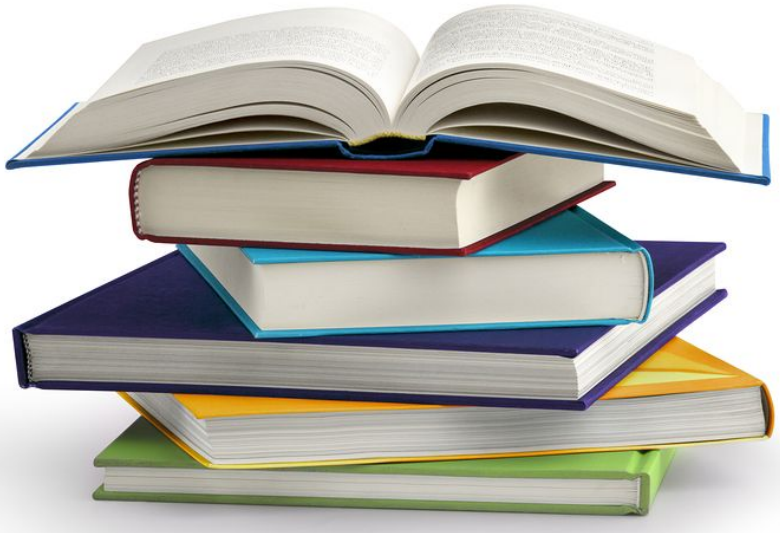
In honor of Valentine's Day tomorrow…what teacher made the biggest difference in your life?



Who is your special Valentine teacher?

Purpose

The purpose of the elementary English Language Arts (ELA) instructional materials textbook adoption committee is to review, evaluate, and recommend quality and appropriate textbooks and instructional resources for approval by the district Governing Board.



Committee Norms



We will…

- be fully present.
- listen to understand and ask questions for clarification.
- be open to new ideas.
- invite and welcome the contributions of every member.
- be mindful of how often and how long you speak.
- support the group's recommendation after consensus is reached.
- question and challenge the idea, not the person.

Consensus Decision Making

- **It is an acceptable resolution; one that can be supported, even if it is not the "first choice" or "favorite" of each individual.**
- ***"Is this proposal something you can live with?"*** While group members may be willing to go along with a proposal, **they do not actually need to favor it above another choice**.
- to "***consent***" means that even if group members disagree, **there is still overall consent to move forward** in order to settle the issue.

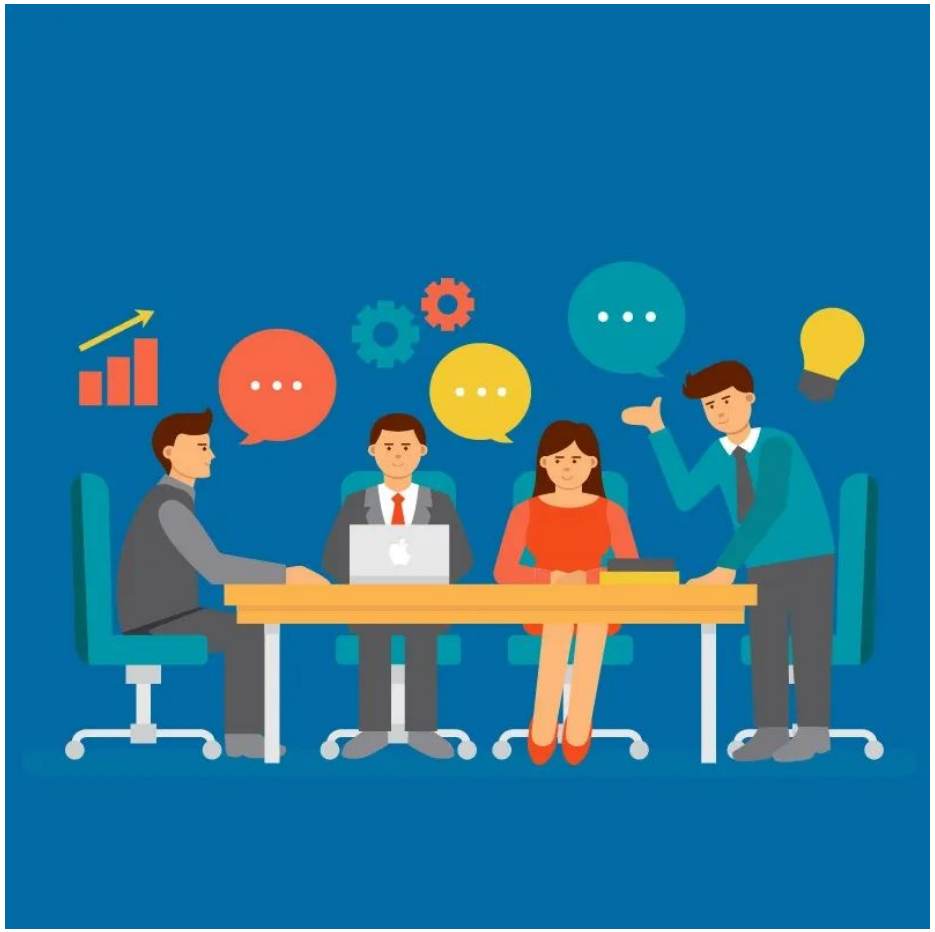


Clarifying Decision-Making Process
Defining Consensus

Defours et al - Definition of Consensus:

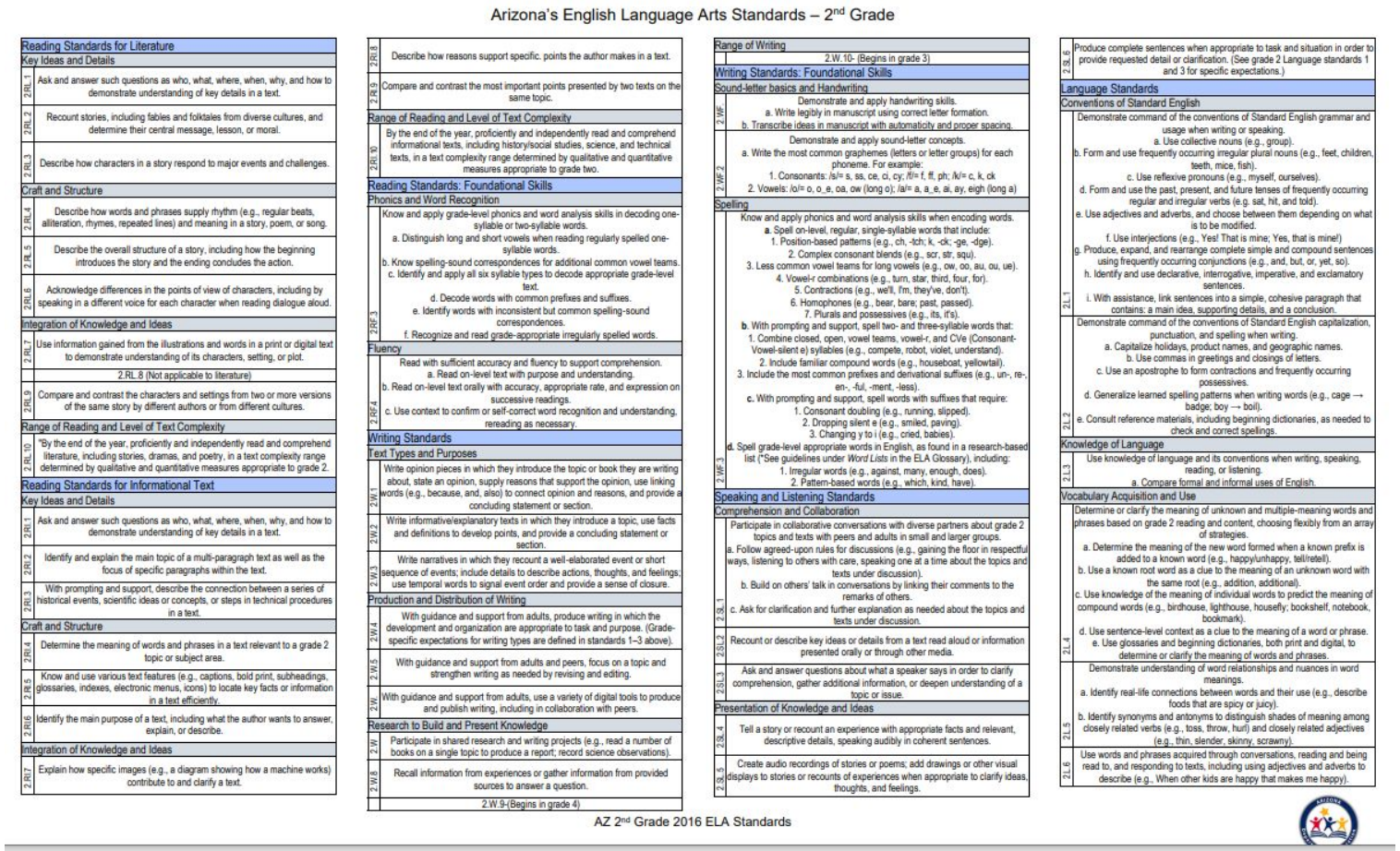
All points of view have been heard.

The will of the group is evident even to those who most oppose it.



Arizona ELA Standards

Please review the ELA standards for K-5.



Arizona's English Language Arts Standards – 2nd Grade

Reading Standards for Literature

Key Ideas and Details

- 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- 2.RL.4 Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
- 2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.8 (Not applicable to literature)
- 2.RL.9 Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.

Range of Reading and Level of Text Complexity

- 2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.

Reading Standards for Informational Text

Key Ideas and Details

- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- 2.RI.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.RI.8 Describe how reasons support specific. points the author makes in a text.
- 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- 2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.

Reading Standards: Foundational Skills

Phonics and Word Recognition

- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  b. Know spelling-sound correspondences for additional common vowel teams.
  c. Identify and apply all six syllable types to decode appropriate grade-level text.
  d. Decode words with common prefixes and suffixes.
  e. Identify words with inconsistent but common spelling-sound correspondences.
  f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding.
  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

- 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.

Production and Distribution of Writing

- 2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.W. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- 2.W. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
- 2.W.9-(Begins in grade 4)

Range of Writing

- 2.W.10- (Begins in grade 3)

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

- 2.WF Demonstrate and apply handwriting skills.
  a. Write legibly in manuscript using correct letter formation.
  b. Transcribe ideas in manuscript with automaticity and proper spacing.
- 2.WF-2 Demonstrate and apply sound-letter concepts.
  a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
  1. Consonants: /s/= s, ss, ce, ci, cy; /f/= f, ff, ph; /k/= c, k, ck
  2. Vowels: /o/= o, o_e, oa, ow (long o); /a/= a, a_e, ai, ay, eigh (long a)

Spelling

- 2.WF.3 Know and apply phonics and word analysis skills when encoding words.
  a. Spell on-level, regular, single-syllable words that include:
  1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
  2. Complex consonant blends (e.g., scr, str, squ).
  3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
  4. Vowel-r combinations (e.g., turn, star, third, four, for).
  5. Contractions (e.g., we'll, I'm, they've, don't).
  6. Homophones (e.g., bear, bare; past, passed).
  7. Plurals and possessives (e.g., its, it's).
  b. With prompting and support, spell two- and three-syllable words that:
  1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
  2. Include familiar compound words (e.g., houseboat, yellowtail).
  3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
  c. With prompting and support, spell words with suffixes that require:
  1. Consonant doubling (e.g., running, slipped).
  2. Dropping silent e (e.g., smiled, paving).
  3. Changing y to i (e.g., cried, babies).
  d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary*), including:
  1. Irregular words (e.g., against, many, enough, does).
  2. Pattern-based words (e.g., which, kind, have).

Speaking and Listening Standards

Comprehension and Collaboration

- 2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  b. Build on others' talk in conversations by linking their comments to the remarks of others.
  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language Standards

Conventions of Standard English

- 2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  a. Use collective nouns (e.g., group).
  b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  c. Use reflexive pronouns (e.g., myself, ourselves).
  d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).
  e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
  g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
  h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
  i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
- 2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  a. Capitalize holidays, product names, and geographic names.
  b. Use commas in greetings and closings of letters.
  c. Use an apostrophe to form contractions and frequently occurring possessives.
  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  d. Use sentence-level context as a clue to the meaning of a word or phrase.
  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
  a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

AZ 2nd Grade 2016 ELA Standards

ELA Standard – which grade levels?

	Kinder	First	Second	Third	Fourth	Fifth
Sight Words						
Read on level texts fluently						
Manuscript Handwriting						
Spelling - prefixes and suffixes						
Spelling - six syllable patterns						
Phonemic Awareness						
Cursive Handwriting						
Morphology						
Informational texts - Compare & Contrast						
Writing Research						
Writing Revision						

ELA Standard – which grade levels?



	Kinder	First	Second	Third	Fourth	Fifth
Sight Words (irregular spelling)	x	x	x	x		
Read on level fluently	x	x	x	x	x	x
Manuscript	x	x	x			
Prefixes/Suffixes			x	x	x	x
Six Syllables		x	x	x	x	x
Phonemic Awareness	x	x				
Cursive				x	x	x
Morphology					x	x
Compare/Contrast	x	x	x	x	x	x
Writing Research	x	x	x	x	x	x
Writing Revision	x	x	x	x	x	x

Virtually Every Student Can Learn To Read

Almost All Students Have the Cognitive Capacity to Read

Distribution of Early Readers' Cognitive Ability, According to the National Institutes of Health

1 Capable of Learning Regardless of Environment

These students will learn how to read, regardless of instructional quality

2 Able to Learn With High Quality Tier 1 Instruction

Half of students will learn to read from explicit and direct instruction in foundational skills



4 Struggle with Severe Cognitive Impairments

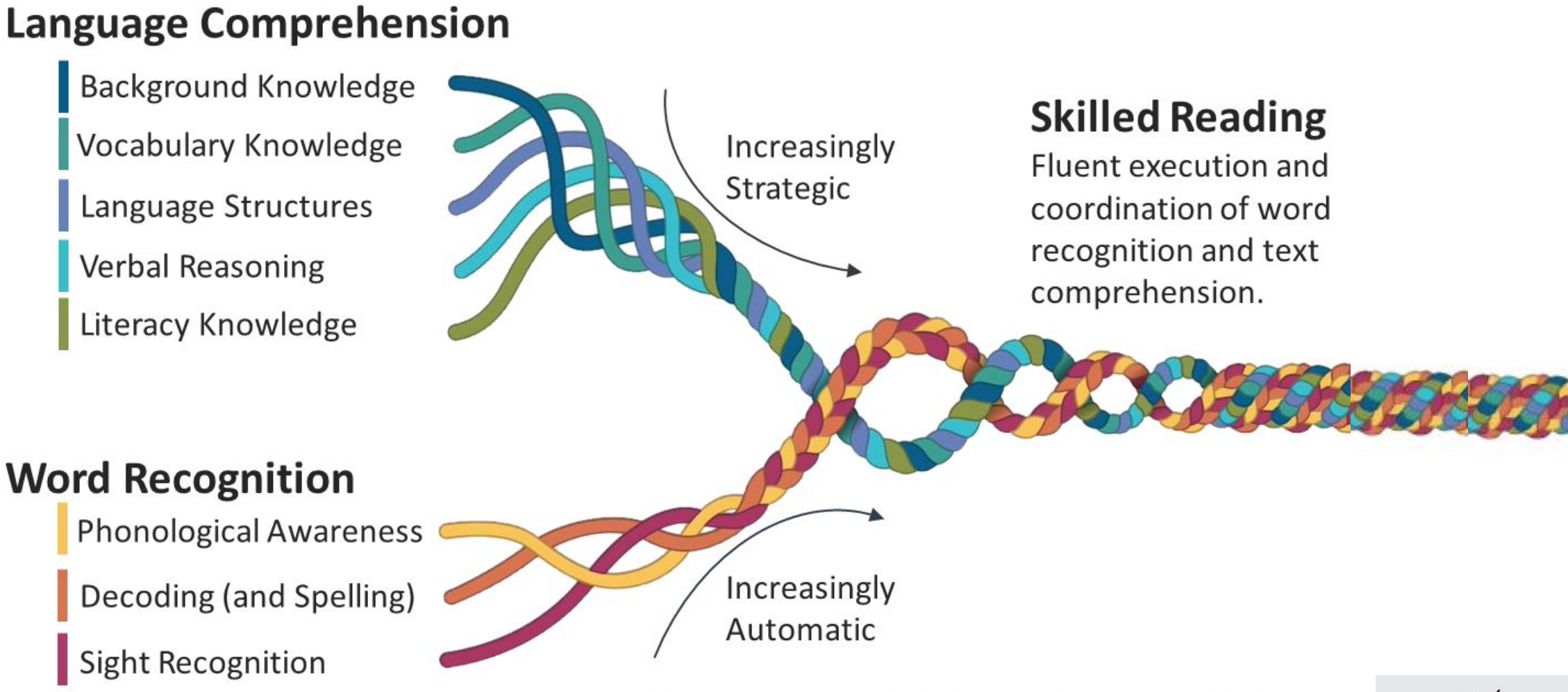
Small subset of students have severe cognitive disabilities and will likely struggle to read throughout their schooling

3 Require Additional Time and Support

Minimal share of students will eventually enter tier 1 with additional attention and support

95% Of elementary students, regardless of background, are cognitively capable of learning to read when they receive sufficient direct instruction on the foundational skills of reading

Science of Reading Scarborough's Reading Rope



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

Science of Reading

Reading Comprehension is a Product of Decoding and Language Comprehension.

When decoding or language comprehension are weak…Reading comprehension will be weak.

D x LC = RC

Priorities for a ELA Curriculum

- **Which 'red flags' are non-negotiables?**



Literacy Research Jigsaw



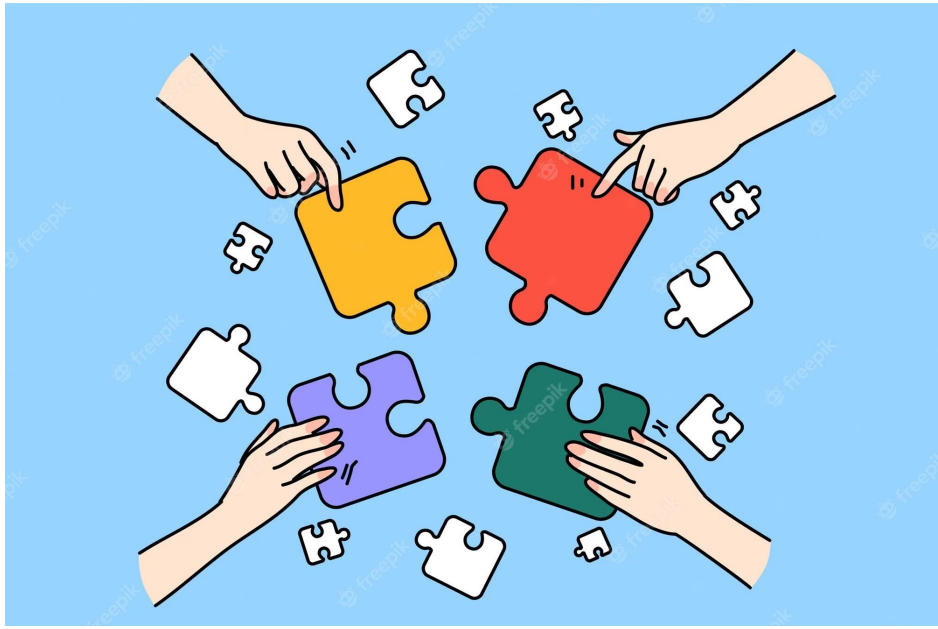
Everyone read page 1

Reader A: Reading, Structured Literacy
Reader B: Phonemic Awareness, Phonics, Vocabulary, Morphology
Reader C: Fluency, Decodable Texts
Reader D: Close Reading, Information, Literacy, Comprehension
Reader E: Writing, Spelling
Reader F: Handwriting, Grammar, Keyboarding

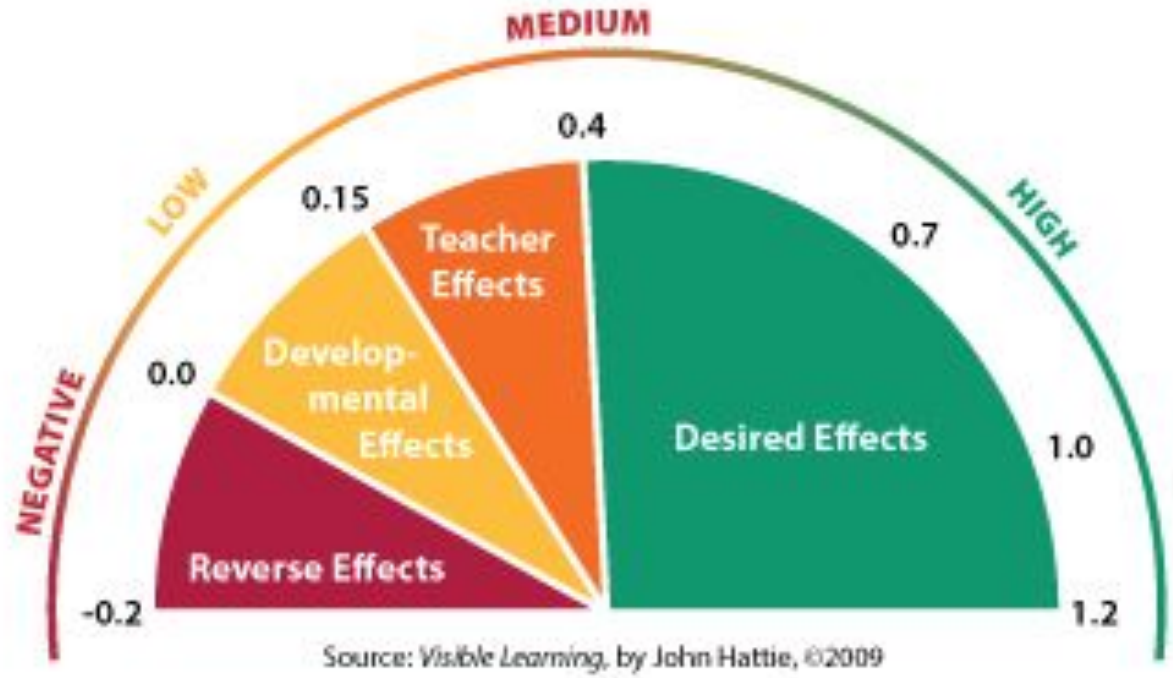
Purpose: To share key insights about the research for your areas with your group.

Priorities for ELA Curriculum

Based on the Literacy Research Jigsaw activity, what should our ELA curriculum include for each of the priority areas?



Data



Source: *Visible Learning*, by John Hattie, ©2009

Longitudinal trend data allows to compare data points over a given period of time and identify uptrends, downtrends, and stagnation.

Trend analysis may be used to inform decision-making.

AASA % Proficient Spring 2022
ELA Preliminary Data

Grade	State	Scottsdale	Difference
3	41	65	+24
4	44	69	+25
5	39	62	+23
6	39	53	+14
7	43	58	+15
8	36	55	+19

SUSD AASA ELA Cohort Comparison Spring 2021 to Spring 2022

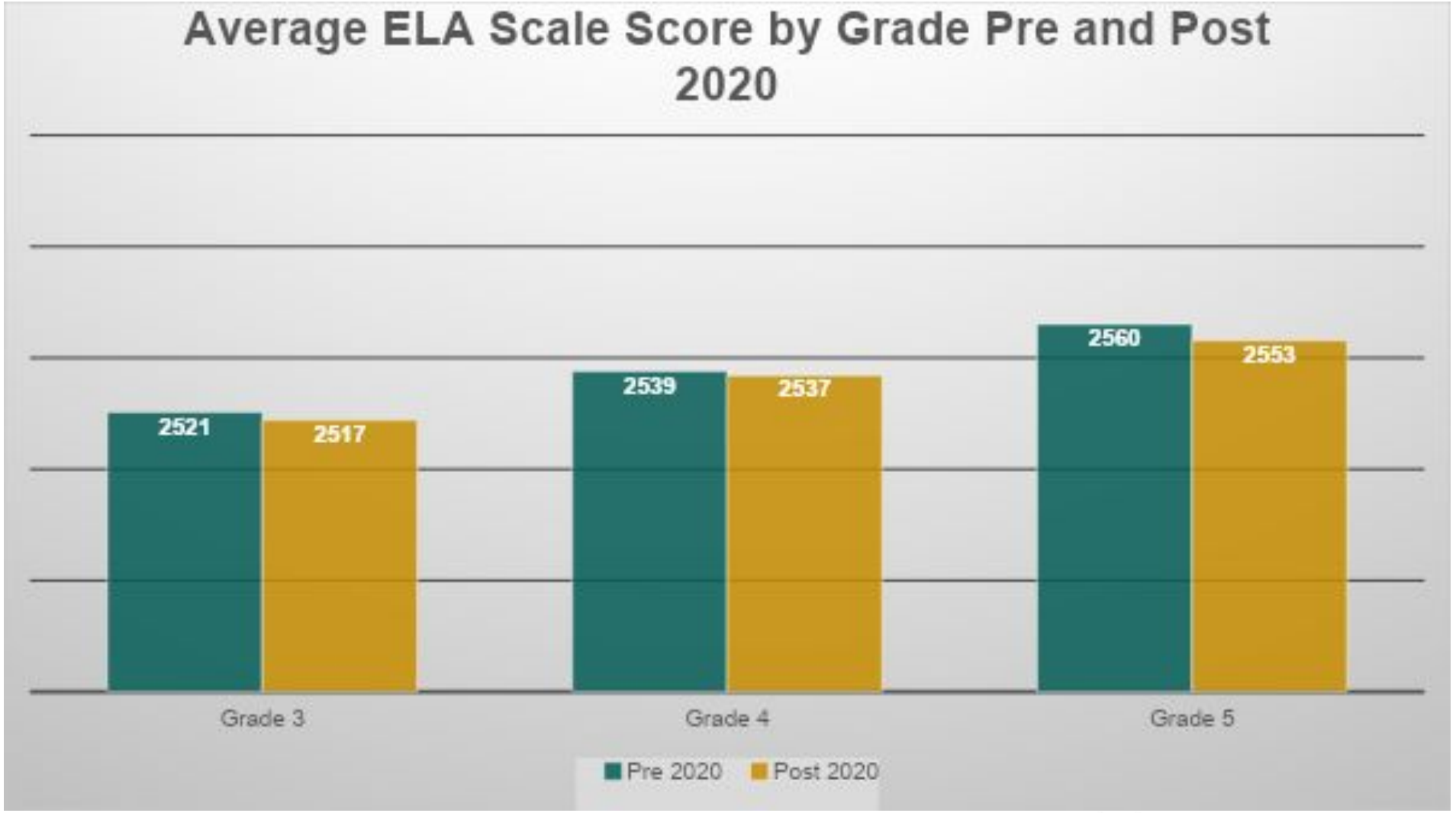
Grade	Spring 2021	Spring 2022	Difference
3 to 4	60	69	+9
4 to 5	68	62	-6
5 to 6	67	53	-14
6 to 7	53	58	+5
7 to 8	56	55	-1

State ELA Education Testing 2015 to Present

School Year	Test Name	Content Area	Grade Levels
2015 to 2019	AzMERIT	ELA and Math	3-11
2019-2020	No State Assessment Testing		
2020-2021	AzM2	ELA	3 - 8, 10
2021-present	AASA	ELA	3-8

Average Total State ELA Scale Score by Grade

- The overall scale score by grade level, pre and post 2020, show a slight drop in score.
- Most of the decline in 3rd and 4th grade scores occurred in 2021.
- Grade 5 has had a steady decline.

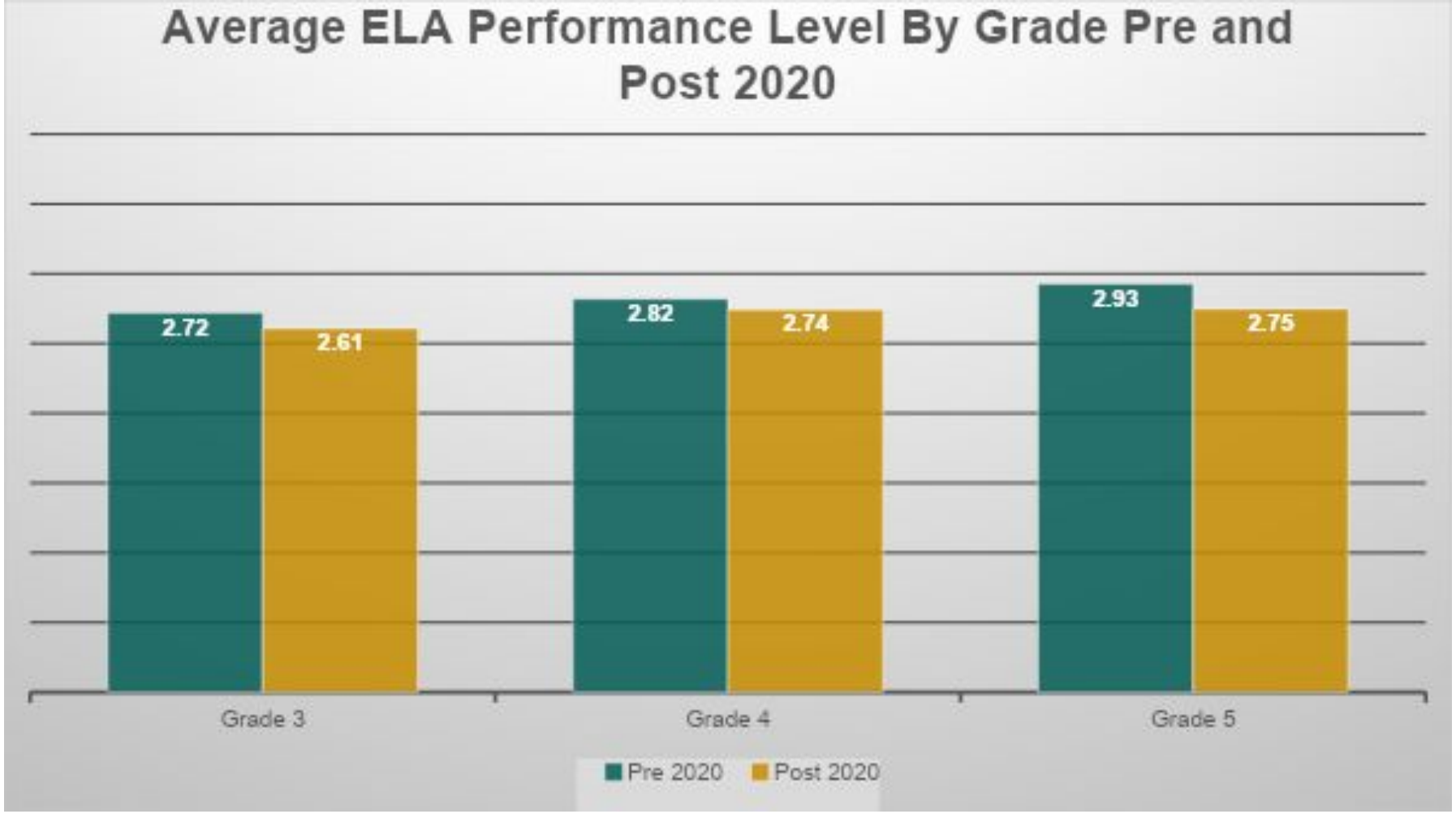


State ELA Levels by Grade

Average Performance Levels are from 1-4.

Performance levels of 3 and 4 are considered passing.

Performance levels for all grades experienced a drop. Drops in average performance levels typically are due to ‘border’ students dropping into the lower category.

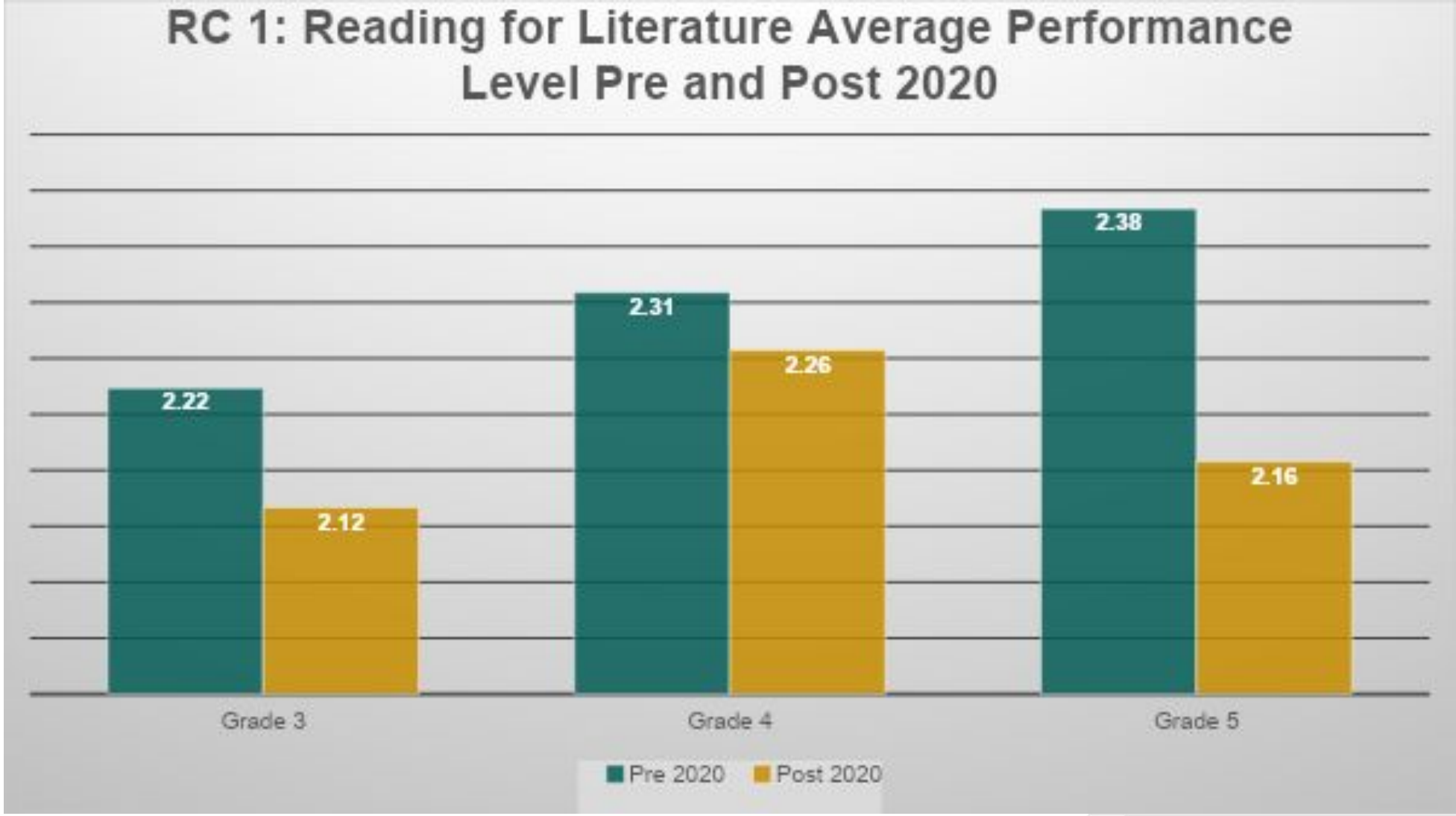


AASA State Reading for Literature

Reporting categories are graded 1, 2, or 3.

A performance level of 2 is considered grade level.

Reading Literature had the largest change in average score.

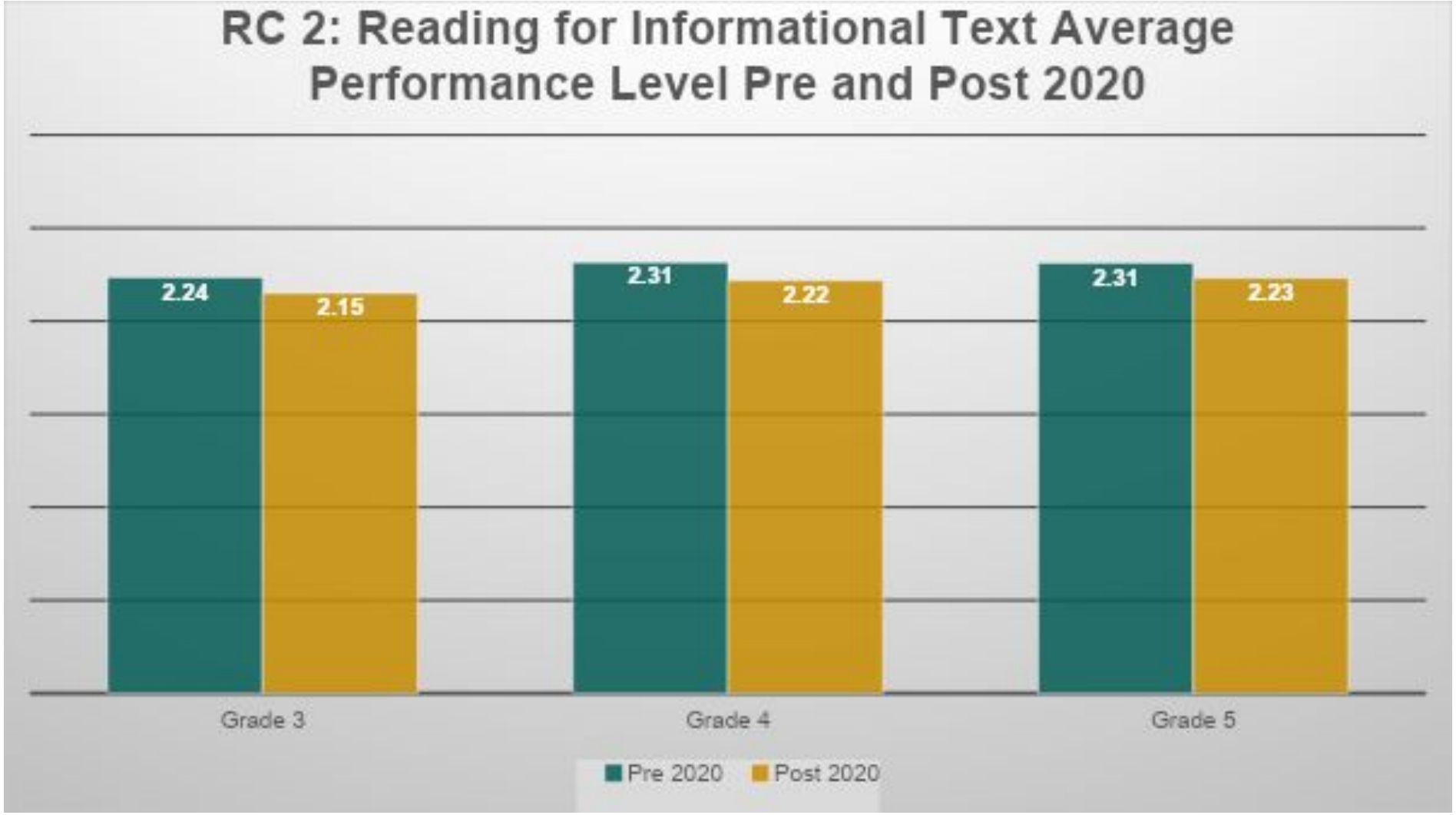


State ELA Reading for Informational Text

Reporting categories are graded 1, 2, or 3.

A performance level of 2 is considered grade level.

Informational text was stable pre and post 2020.

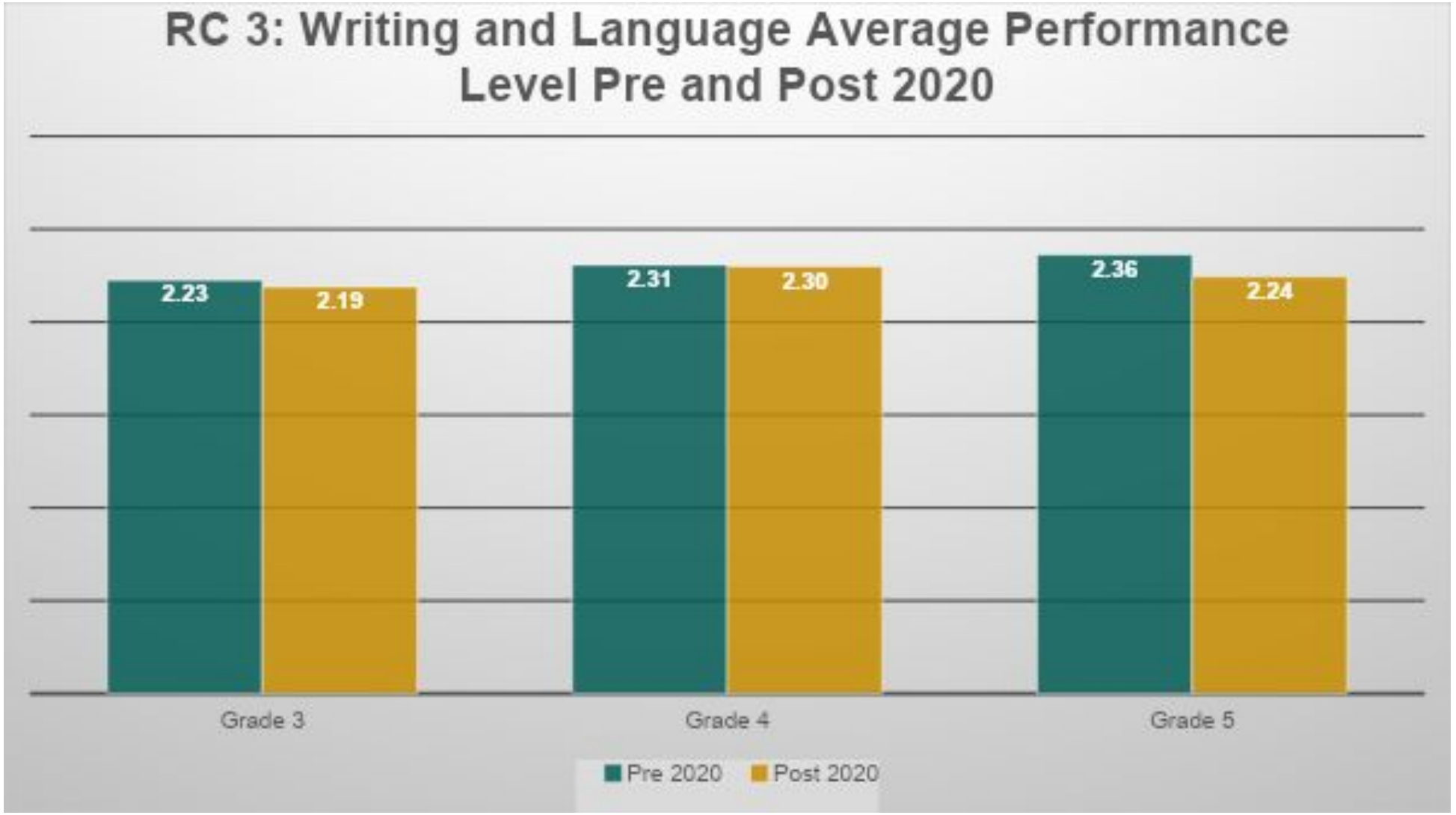


State Writing and Language

Reporting categories are graded 1, 2, or 3.

A performance level of 2 is considered grade level.

Writing and Language was stable pre and post 2020.



Opinion Essay Writing Guide (Grades 3–5)

Purpose, Focus, and Organization	Evidence and Elaboration
The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following: • Strongly maintained opinion with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following: • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility

Conventions
The response demonstrates an adequate command of basic conventions. The response may include the following: • Some minor errors in usage, but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling

Informative-Explanatory Essay Writing Guide (Grades 3–5)

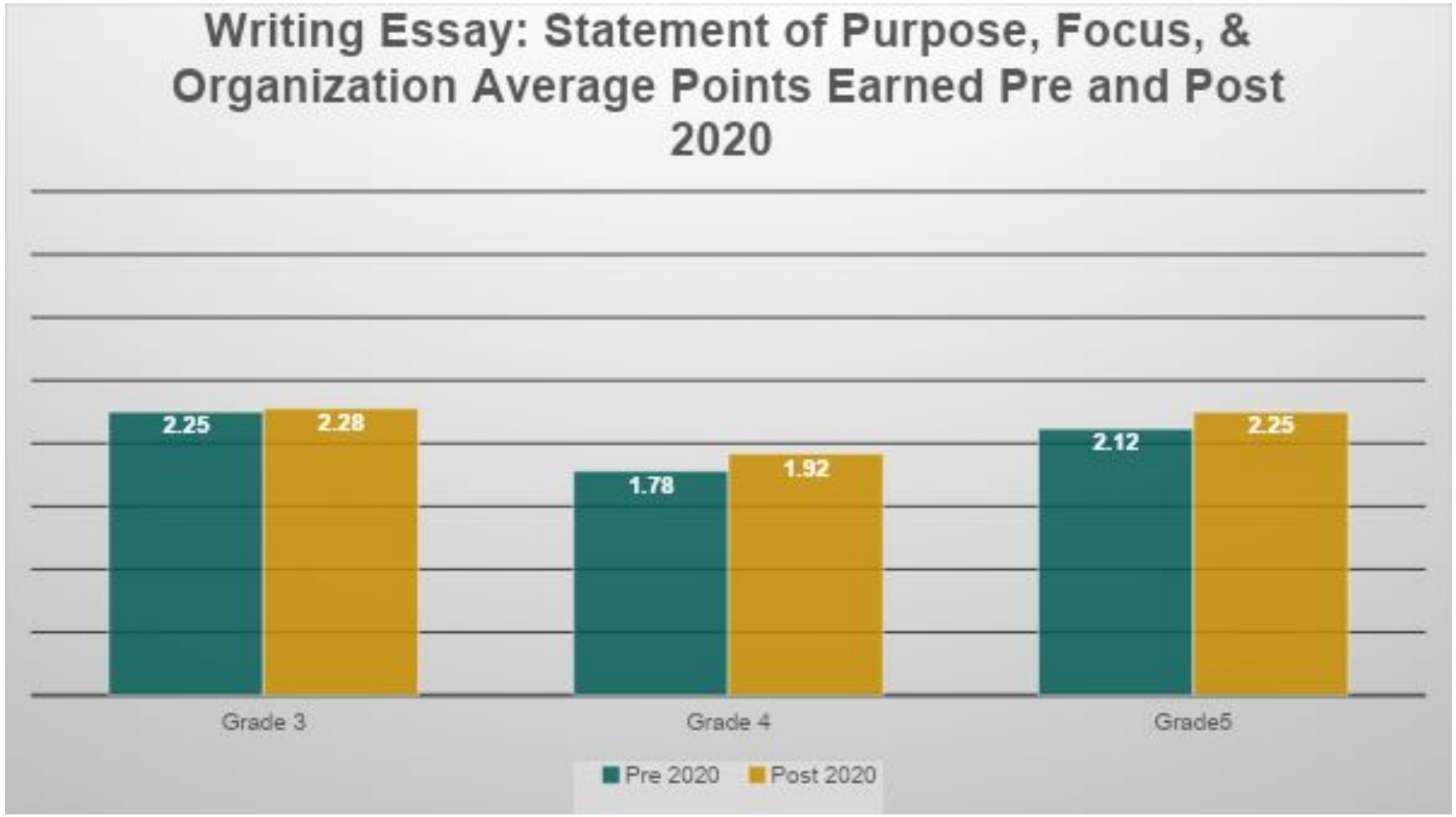
Purpose, Focus, and Organization	Evidence and Elaboration
The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility

Conventions
The response demonstrates an adequate command of basic conventions. The response may include the following: • Some minor errors in usage, but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling

State Writing Essay - Purpose, Focus, Organization

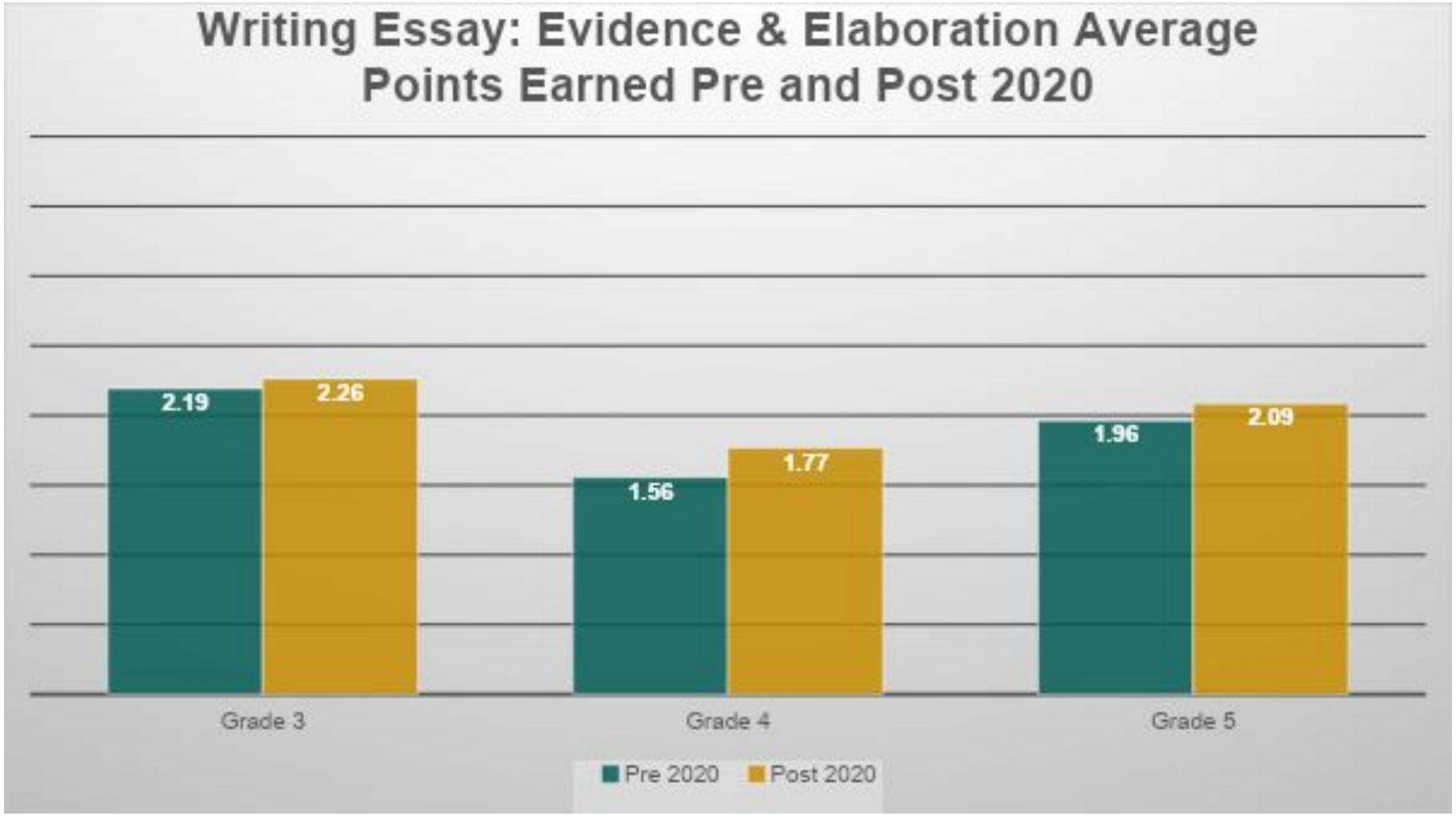
Writing essay SOPFO is scored out of 4 points.

Unlike overall scores and performance levels, writing essay scores showed increases in average scores.



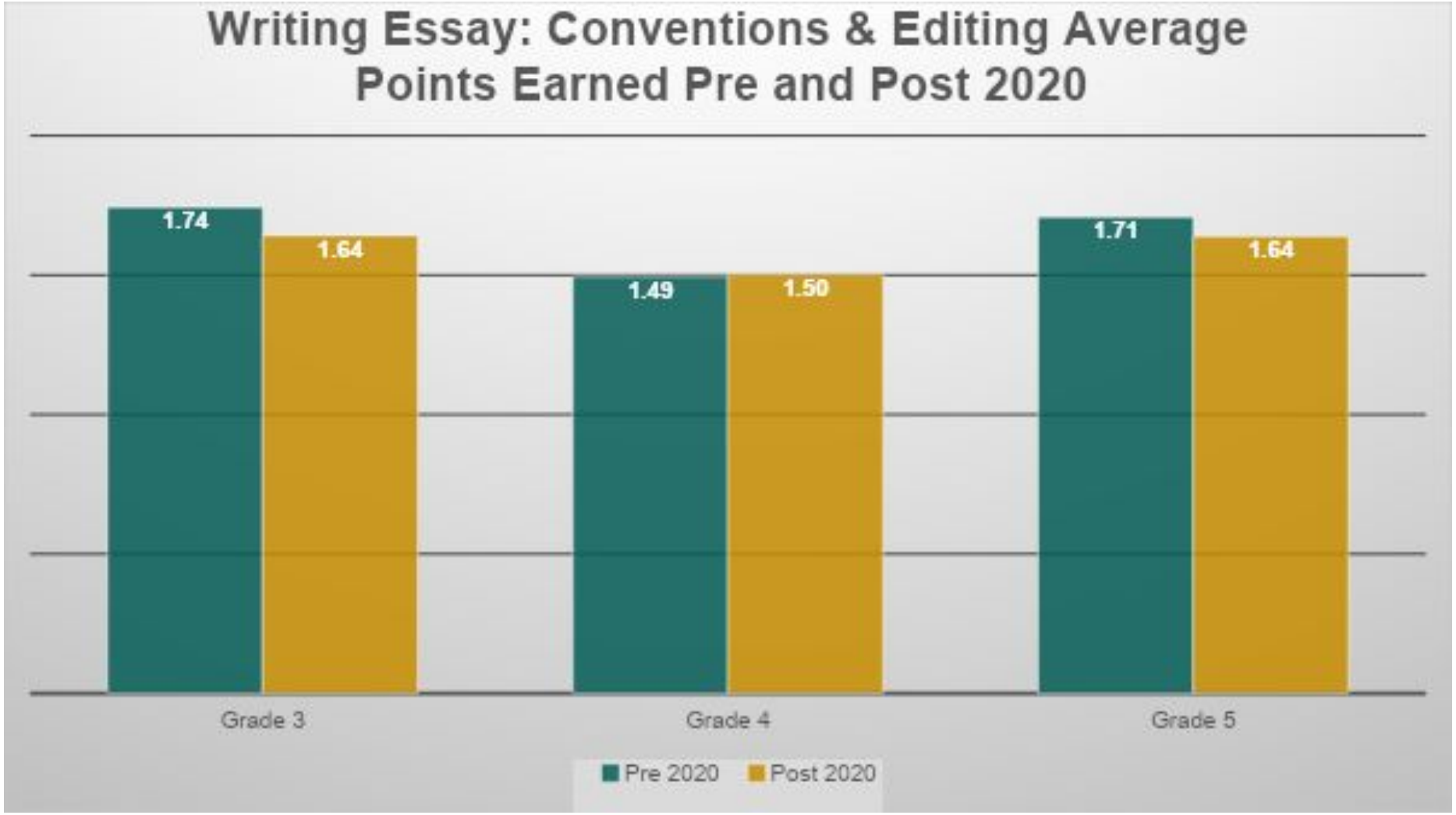
State Writing Essay Evidence and Elaboration

Writing essay Evidence and Elaboration is scored out of 4 points.



State Writing Essay Conventions and Editing

Writing essay Conventions and Editing is scored out of 2 points.



Strength of **FastBridge** Benchmarks in Predicting Performance on AASA English Language Arts Grades 3-5

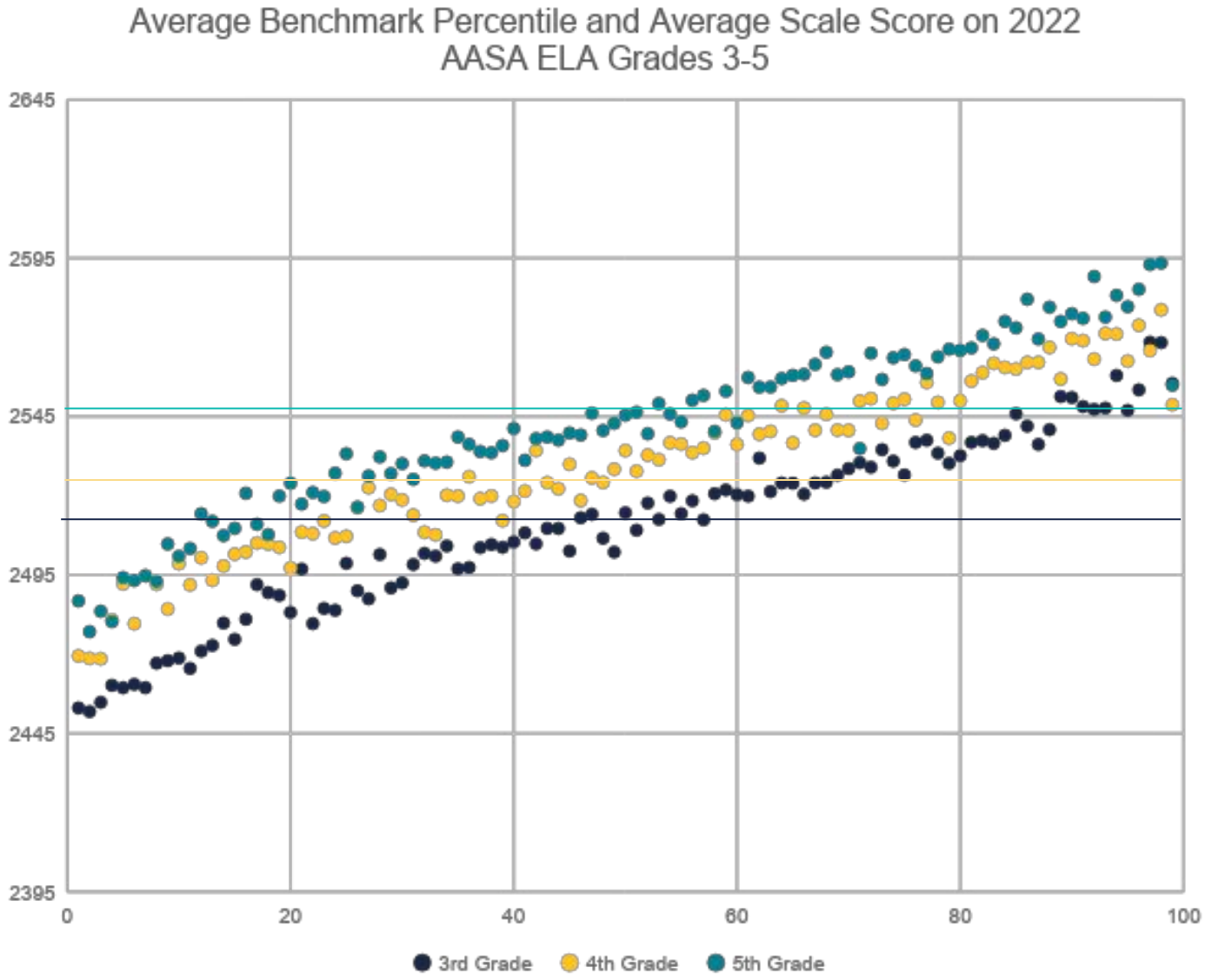
Colored lines indicate the approximate cut score to pass for each grade level

N=12,619

3rd Grade n=4592

4th Grade n=3833

5th Grade n=4194



Grade 3

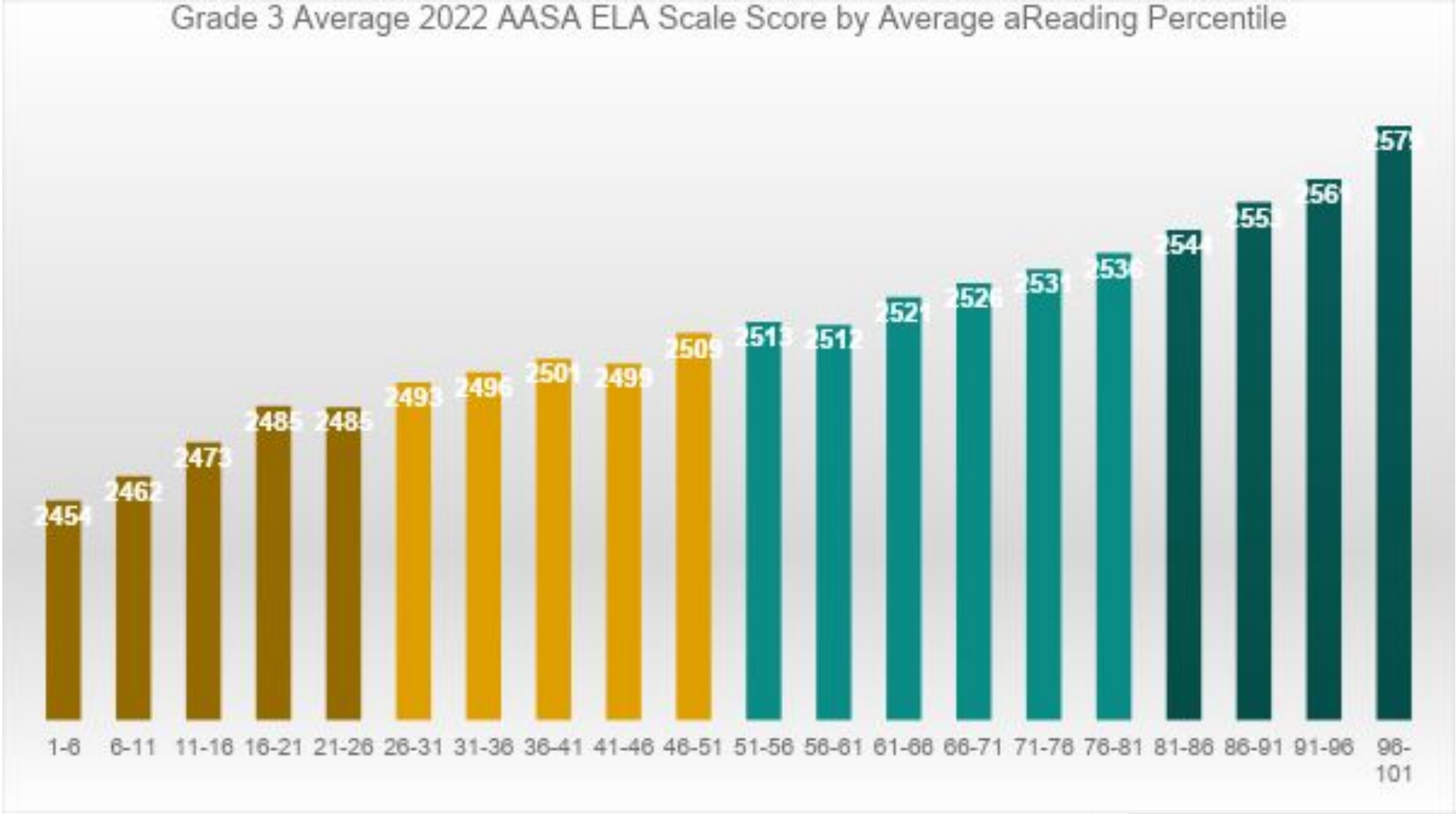
n=1375

PL 1
PL 2
PL 3
PL 4

Results of the Pearson correlation indicated that there was a significant positive association between the average aReading percentile and 3rd grade AASA ELA scale score, **r=.864**, p<.001.

The average aReading percentile and 3rd grade AASA performance level was also strongly correlated, **r=.844**, p<.001.

Grade 3 FastBridge aReading correlated to State test



Grade 4

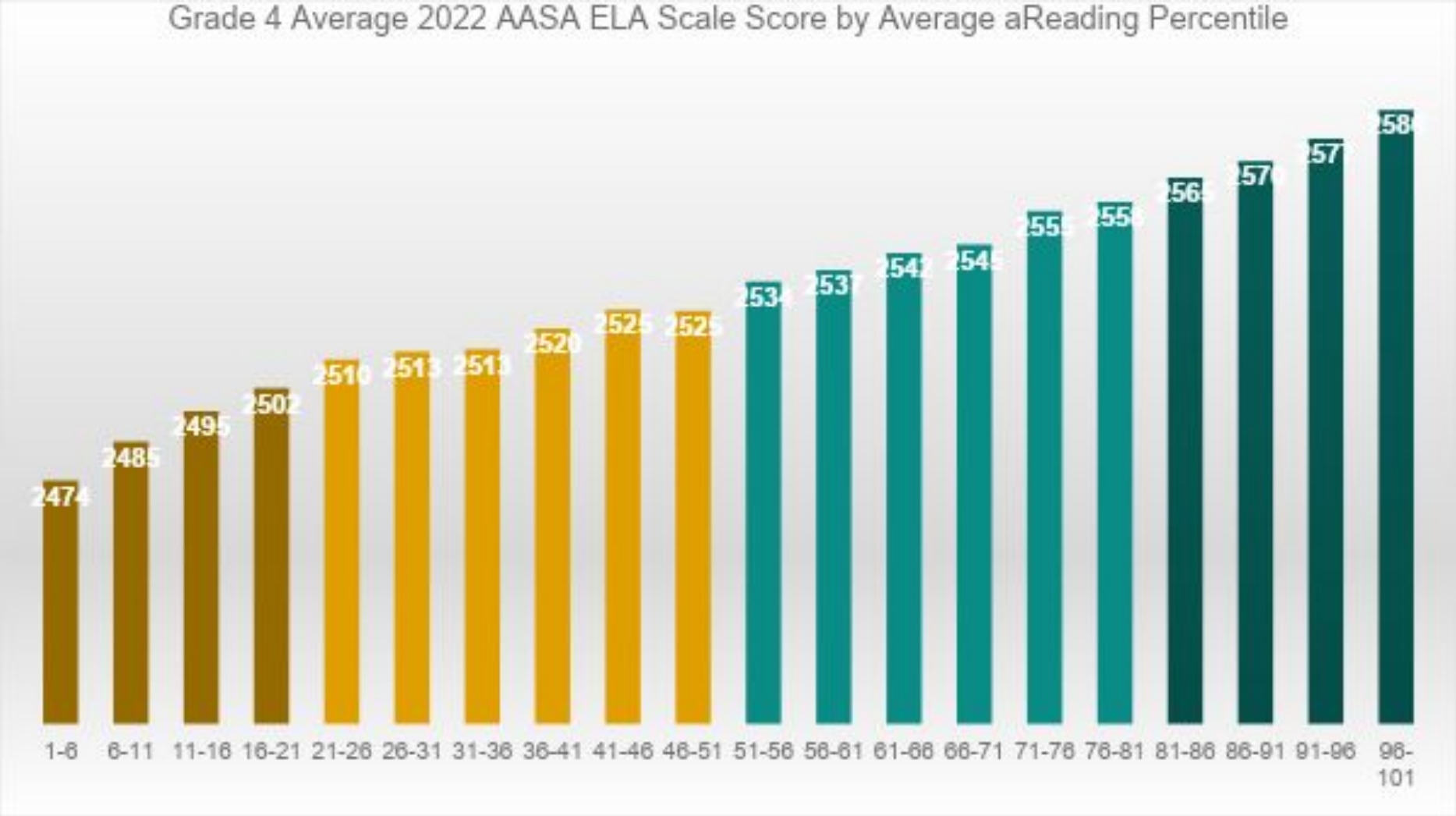
n=1368

PL 1
PL 2
PL 3
PL 4

Results of the Pearson correlation indicated that there was a significant positive association between the average aReading percentile and 4th grade AASA ELA scale score, **r=.863**, p<.001.

The average aReading percentile and 4th grade AASA performance level was also strongly correlated, **r=.829**, p<.001.

Grade 4 FastBridge aReading correlated to State test



Grade 5

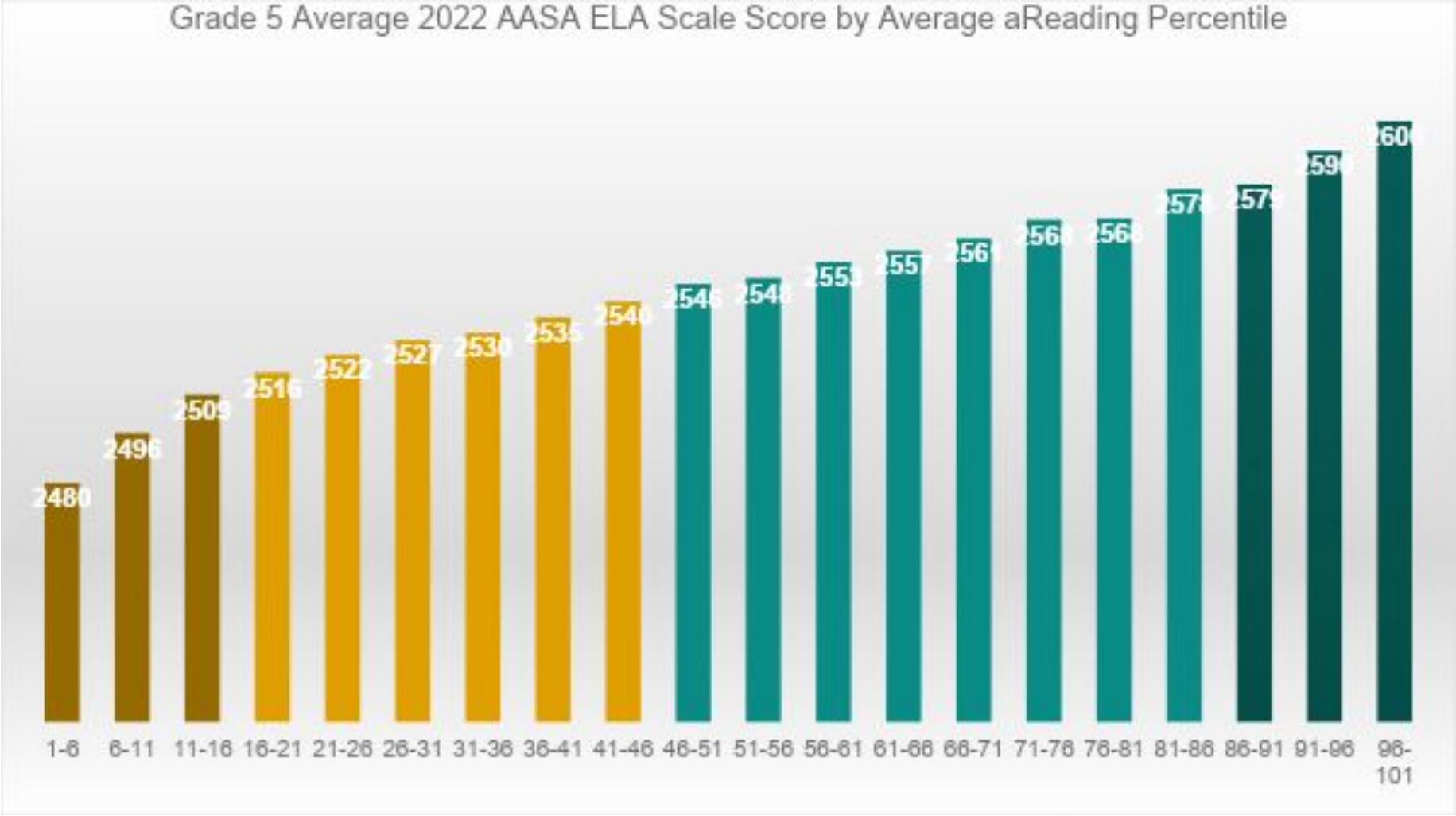
PL 1
PL 2
PL 3
PL 4

n=1470

Grade 5 FastBridge aReading correlated to State test

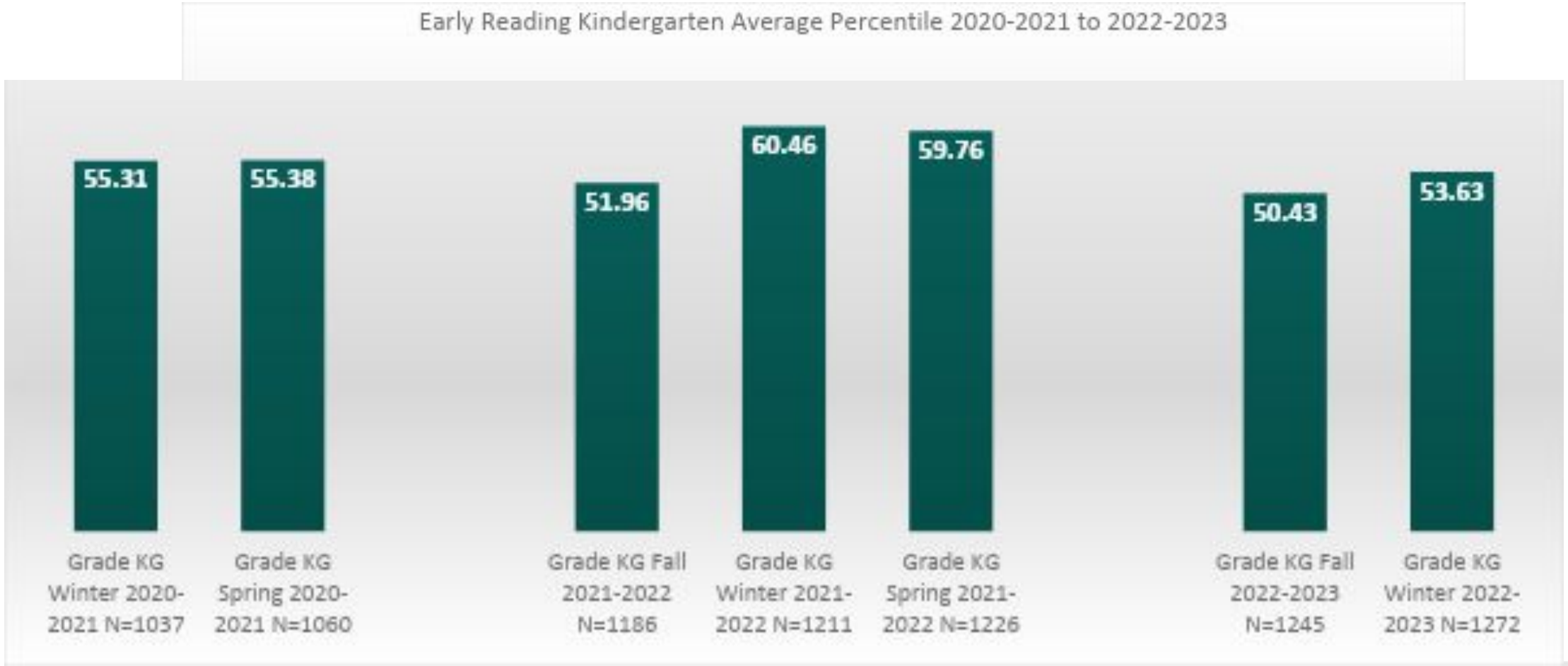
Results of the Pearson correlation indicated that there was a significant positive association between the average aReading percentile and 5th grade AASA ELA scale score, **r=.845,** p<.001.

The average aReading percentile and 5th grade AASA performance level was also strongly correlated, **r=.829**, p<.001.



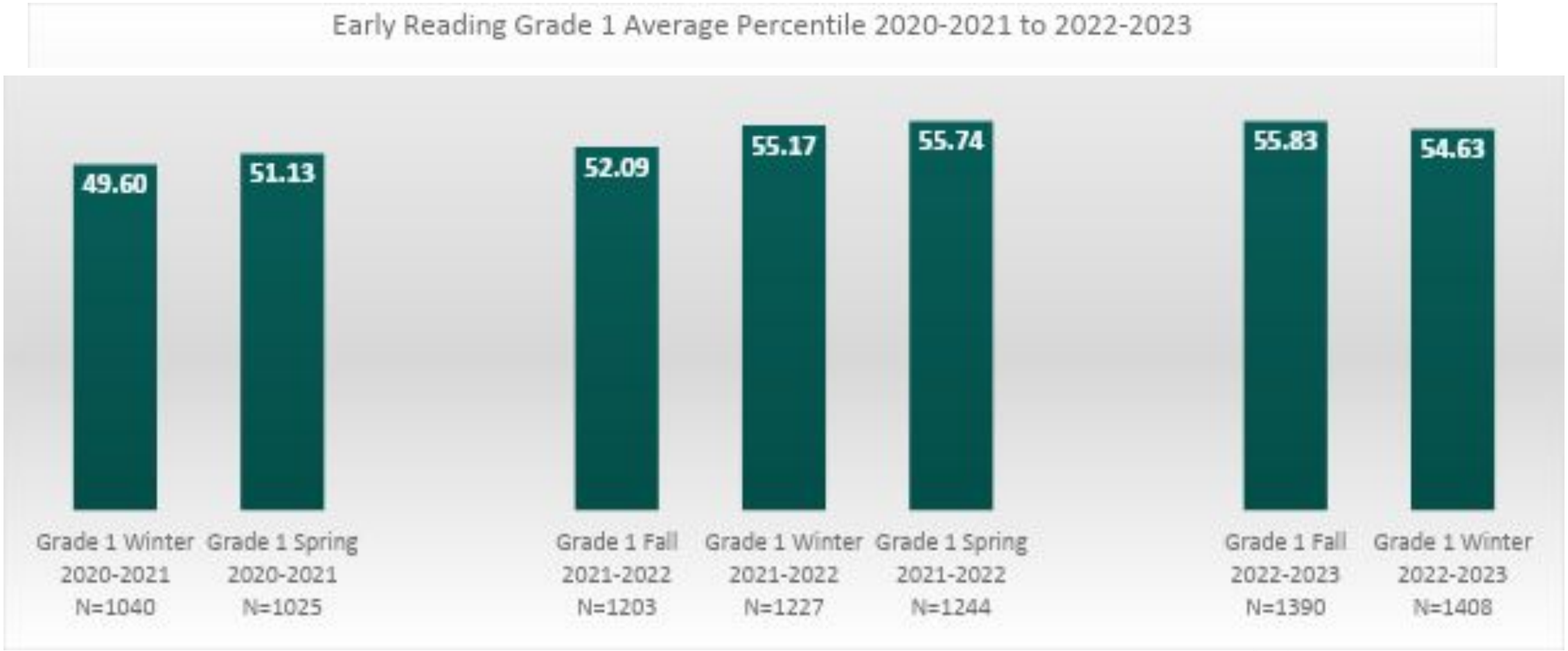
FastBridge earlyReading Kindergarten Average Percentiles Currently Enrolled Students as of Feb 8, 2023

Scores are Nationally normed.



FastBridge earlyReading Grade 1 Average Percentiles Currently Enrolled Students as of Feb 8, 2023

Scores are Nationally normed.



Data

What does the data show us that we need to consider when considering a new ELA core curriculum?



Future Meetings



Tuesday, February 21, 2023

4:00 - 6:00
Mohave District Annex
Focus: ADE and adoption documents, Creating criteria

Homework

ESSA Tiers of Evidence

- Tuesday, February 28
- Wednesday, March 8