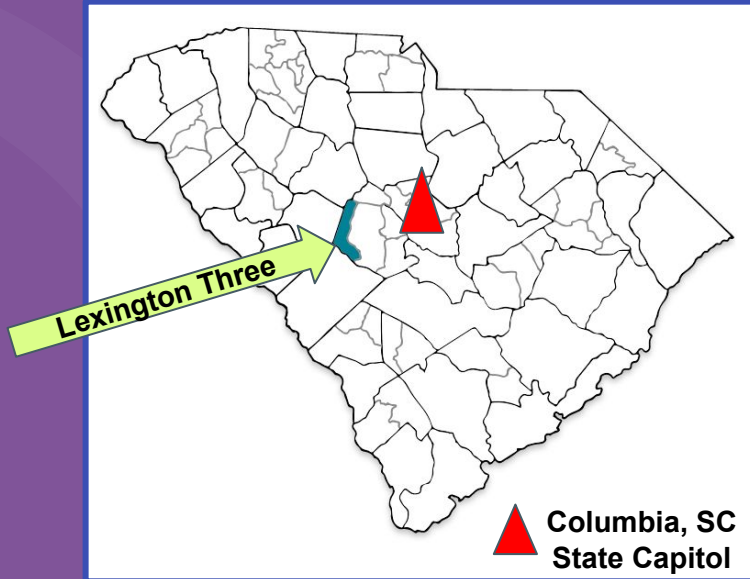


The Power of Progressions

DORIS MOUNTAIN
SUMMIT

Jennifer Richardson
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A SC Perspective: Lexington District Three



PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.





How it all began... *Amazing Leadership*



Office of
Personalized
Learning (OPL)
cohort launches

2017

On site PD with
Knowledgeworks;
opportunity analysis

2018

KW coaching
with admin.,
deeper dive
into PCBL

2019

Social
Distancing
Ensues

**March
2020**

How it progressed...



Spring 2020

Virtual Progressions

Supported by our KW coaches, teachers in grades K-12 took a deep dive into prioritizing learning standards and created the first iteration of learning continuums for ELA and math.

2020-21

Application and Refinement

Students return & teachers deepen learning around the use of pre-assessments to create learner pathways to address the new disparities resulting from the ongoing disruptions to learning.

Spring 2021

Lex 3 Personalized Learning Showcase

Virtual PD week to inspire, showcase, and celebrate the personalized learning strategies and resources being utilized by teachers in our district.

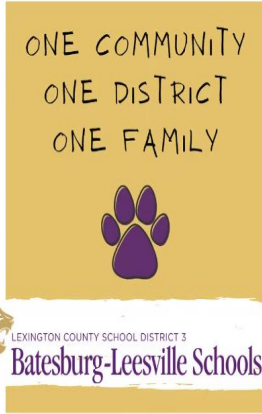
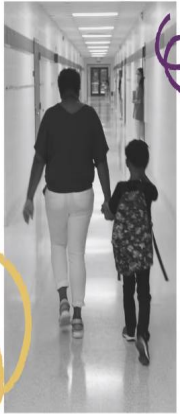
2021-22

SC SDE Lighthouse Designation

1 of 3 districts in SC named as a Lighthouse district for PCBL. Additional layers of coaching support, Innovator's Lighthouse PD options, & visits to Kettle Moraine to scale & spread practices.

Personalized Competency Based Learning in BLPs

How it progressed...



Spring 2020

Virtual Progressions

2020-21

Student Friendly Progressions -
Report Cards

Spring 2021

Personalized Learning Leadership Team -
Alignment of Progressions
Revision of Progressions

2021-2022

Report Card Revision

2022-2023

LETRS Professional Development
Sound Steppin' Addition to Data
Notebook

2023-2024

LETRS Continued:
Flex Grouping
LETRS Ladders
New ELA Standards - Prioritize
Standards

Agency

How can learning progressions support Agency for our learners?

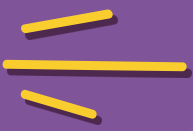
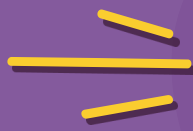
First, let's calibrate our understanding of what learning progressions are.

In the context of PCBL, all roads lead to Agency!



Agency is about having the power combined with choices to take meaningful action and see the results of those decisions.

- Wenmoth, Jones and DiMartino, Agency by Design



To put it simply, a learning progression is composed of the instructional building blocks for students to demonstrate mastery of content over time.

Hess, 2018



1. Identify the standards and learning progressions.



- ❑ Within your unit, identify the critical standards/indicators (knowledge, skills, concepts) that students must know and be able to do.
- ❑ Determine the learning progressions. What comes before the critical standards? What comes after?
- ❑ Include the learner “I can” statement. This will support **student ownership and goal-setting!**

5K - ELA Standards - Foundations of Literacy

Critical	Helpful (Supporting)	Supplemental
<p>ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words,</p>	<p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p>	<p>ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p>
<p>ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p>	<p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p>	<p>ELA.K.F.1.2 Recognize alliterative spoken words.</p>
<p>ELA.K.F.3.6 Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.</p>	<p>ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); and c. in a vowel-consonant-e (VCe) syllable with prompting and support.</p>	<p>ELA.K.F.4.2 Read texts orally with accuracy and expression.</p>
<p>ELA.K.F.4.3 Read text by: a. using letter-sound knowledge to segment and blend sounds together</p>	<p>ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p>	<p>ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.</p>
<p>*Assessed by LETRS ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.</p>	<p>ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text.</p>	<p>ELA.K.F.4.3 Read text by: b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition</p>

A Sample Structure for Progression Development

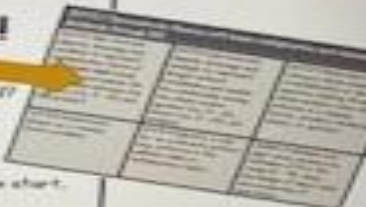
Critical or Priority Standard/Indicator			
Emerging	Developing	Proficient/Mastery	Extending
Building Block standard/indicator OR Necessary skill or concept	Building block standard/indicator OR Necessary skill or concept	Grade level standard/indicator	Next level Standard/indicator OR Deeper learning/DOK of grade-level standard/indicator
I Can Statements			

WRITING PROGRESSION



LET'S WRITE A PROGRESSION!

- 1) Choose our standard cluster
- 2) What specific skills are addressed?
- 3) What should they already know?
- 4) What is the order of teaching?
- 5) What does learning look like at the start, during, and mastery phases?



Larne ES sample

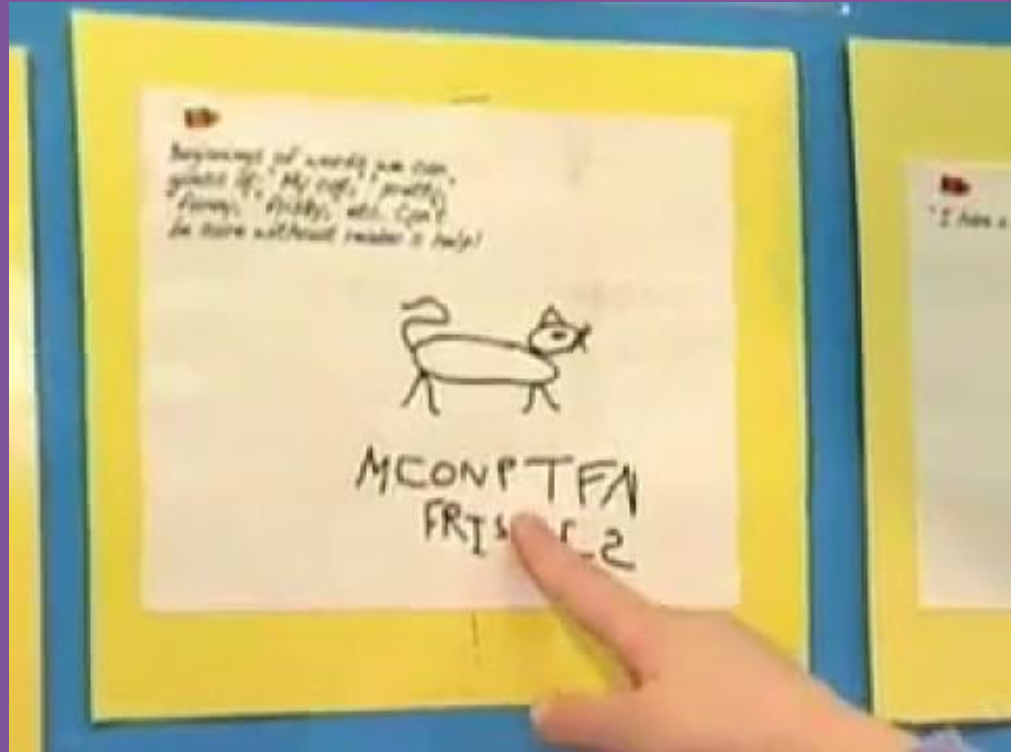
GRADE-LEVEL INDICATOR: W.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.			
EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<p>K4.LDC-13f Represent thoughts and ideas in drawings and by writing letters or letter-like forms.</p> <p>Critical</p>	<p>W.K.1.1 - Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.</p> <p>Critical</p>	<p>W.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.</p> <p>Critical</p>	<p>W.2.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.</p> <p>Critical</p>
<p>I can <u>draw pictures</u> to tell my opinion about a topic.</p>	<p>I can <u>write</u> to tell my opinion including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> my opinion about a topic <input type="checkbox"/> a reason for my opinion, with help 	<p>I can explore books and videos to write an opinion piece that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> introduces the topic <input type="checkbox"/> tells my opinion <input type="checkbox"/> gives a reason for my opinion <input type="checkbox"/> has a closing sentence 	<p>I can explore books and videos to write an opinion piece that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gives multiple reasons for my opinion <input type="checkbox"/> Uses transition words to connect opinions and reasons. (because, therefore, another reason, however, etc.)
SUPPORTING LEARNING TARGETS			
<p>K4.LDC-10q Use knowledge of the world to make sense of more challenging texts.</p>	<p>W.K.6.3 Recognize that print moves from left to right and that there are spaces between words.</p>	<p>W.6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting.</p>	<p>RI.2.11.2 Identify the structures an author uses to support specific points.</p>

Batesburg Leesville Primary Sample

***Progressions can be powerful tools for Agency ,
when the learner knows the building blocks
to the next level!***

Transparent, clear learning progressions

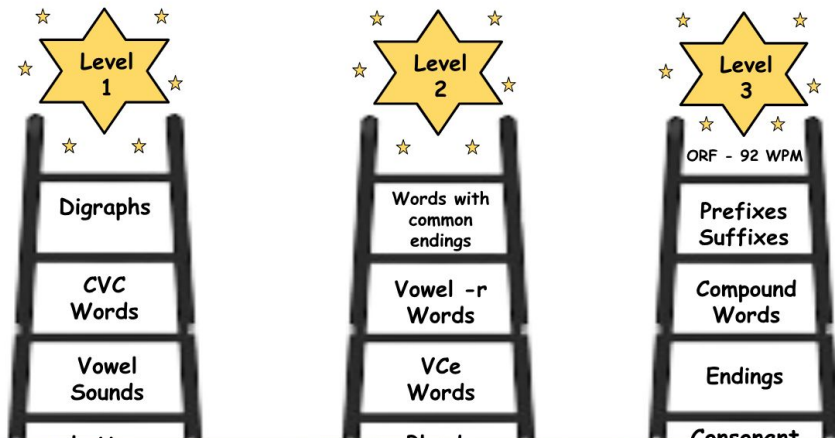
As you listen to Sarah, consider the clear learning progressions, the transparent curriculum, and the learner agency at play in this short video. She can articulate where she has been and what she still needs to do.



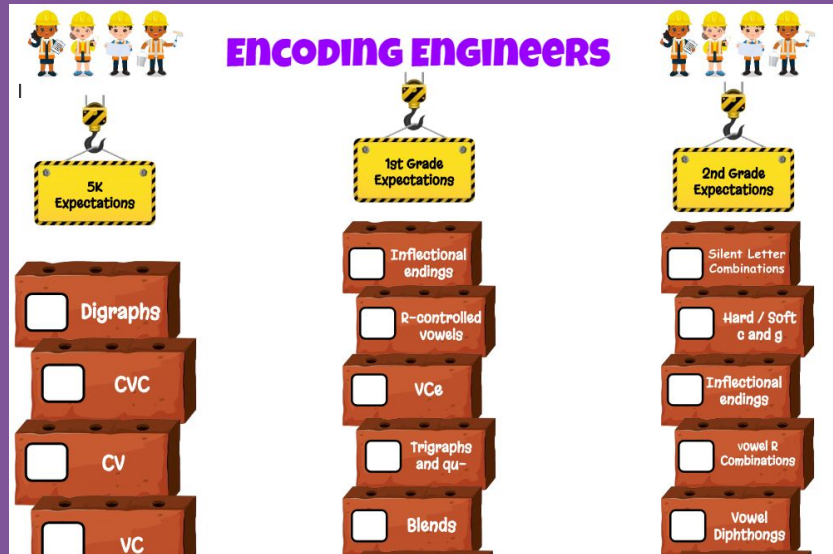
Shared by Berkeley County SD, South Carolina,

Transparent, clear learning progressions

SOUND STEPPIN'



ENCODING ENGINEERS



*Progressions can be powerful tools
to help parents and families know
where the child is in the learning process
and what is next.*

GRADE 3 WORLD-CLASS KNOWLEDGE LEARNING PATHWAY
MATHEMATICS LEARNING PATHWAY 2
Multiplication and Division

LEARNING PATHWAY: I can represent and solve problems involving multiplication and division. (3.ATO.1, 3.ATO.2, 3.ATO.3, 3.ATO.4)

<p>I can...</p> <ul style="list-style-type: none"> • solve one step addition and subtraction problems through 20 with unknown numbers in any positions. • demonstrate an understanding of counting as a strategy that supports addition and subtraction (counting on, counting back). 	<p>I can demonstrate all emerging skills AND can...</p> <ul style="list-style-type: none"> • solve two step addition and subtraction problems through 99 with unknown numbers in any positions. • compose and decompose numbers utilizing number sense strategies/place value knowledge (skip counting, odd/even, doubles). • use repeated addition to find the sum of an addition problem with up to five equal addends, and represent the problem with both equations and arrays. (ex. $3+3+3+3+3=15$) 	<p>I can demonstrate all emerging and developing skills AND can....</p> <ul style="list-style-type: none"> • represent basic multiplication and division facts in a variety of ways (drawings, objects, symbols and equations). • use mathematical language to communicate the relationship between the factors and the product. • use mathematical language to communicate the relationship between the dividend, divisor and quotient. 	<p>I can demonstrate all emerging, developing, and demonstrating skills AND begin to...</p> <ul style="list-style-type: none"> • recognize that a number is a multiple of each of its factors. • find all of the factors for any whole number between 1 and 100. • determine whether any whole number between 1 and 100 is a prime or composite number.
EMERGING (EM)	DEVELOPING (DV)	DEMONSTRATING (DM)	APPLYING (AY)
<p>PARENT RESOURCES:</p> <p>Web Resources Practice sheets in a variety of formats Ten activities for counting back Counting activities</p> <p>Video Khan Academy Video Learnzillion Instructional Video</p>	<p>PARENT RESOURCES:</p> <p>Web Resources Odd and even numbers game Composing and decomposing numbers information Repeated addition games</p> <p>Video Composing and decomposing numbers for parents Modeling multiplication with arrays Multiplication as repeated addition Doubling numbers with the odd squad</p>	<p>PARENT RESOURCES:</p> <p>Web Resources Four ways to represent multiplication Multiplication and division models and strategies</p> <p>Video Mash-up Math: The Language of Multiplication Multiplication vocabulary Mash-Up Math: The Language of Division</p>	<p>PARENT RESOURCES:</p> <p>Web Resources Finding the factors of a number Divisibility rules Factor trees</p> <p>Video Khan Academy: Find the factors of a number Prime and composite numbers Prime and composite numbers II</p>

Mathematics learning progression-pre-assessment determines where the learner begins the work.

SOUND STEPPIN'



Level 1 - 5K Expectations

Skill	Examples
Letter ID	When given the written form of letters in random order, students need to be able to name the letters.
Letter Sounds	When given the written form of letters in random order, students need to be able to produce the sound of the letters.
Vowel Sounds	Each vowel makes <u>2</u> sounds (short and long), and students need to be able to produce both sounds of each vowel (a, e, i, o, u)
CVC Words	Students need to be able to read CVC words. A CVC word is a 3-letter word with a consonant, vowel, <u>consonant</u> . (cat)
Digraphs	Students need to be able to read one-syllable words with digraphs. A digraph is a combination of 2 letters that make one sound: <u>ch, sh, th, wh</u> . (chop, that)

Level 2 - 1st Grade Expectations






Skill	Examples
Digraphs	Students need to be able to read one-syllable words with digraphs. A digraph is a combination of 2 letters that make one sound: <u>ph, -ck</u> . (phone, rack)
Blends	Students need to be able to read words with 2- and 3-letter blends. Some examples are: gl, br, st, spr, etc. Blends may be at the beginning or end of a word. (Examples: slap, grip, stop, frost, desk, send)
VCe	VCe words have a vowel, consonant, <u>silent e</u> pattern. In these words the silent e makes the vowel before it a long sound. (Examples: shake, bite, grape)
Vowel -r	When a vowel is followed by the letter r in the same syllable, the <u>2</u> letters are pronounced together as one sound: ar, er, ir, or, ur. (Examples: chart, third, shore)
Word with Common Endings	Students need to be able to read words with common endings: -s, ed. (Examples: desks, marked)

Level 3 - 2nd Grade Expectations

Skill	Examples
Vowel Teams and Diphthongs	A vowel team is <u>2</u> or more letters (including at least one vowel) that work together to make one sound: ai, ea, ee, oa, <u>ue</u> , oy, ow, ou, etc... (Examples: paint, toast, juice)
Complex Consonants	C's and G's can have a hard or soft sound. (Examples: cat, <u>nice</u> , goat, gym)
	-tch sounds like /ch/ (watch) -dge sounds like /j/ (fudge)
	Long VCC (-ild, -old, -ind, -olt, -ost)
Consonant -le	Words that end in -le (Examples: sparkle, handle, eagle)
Endings	Students need to be able to read words with common endings: -s, -es, -ing, -ed (Examples: stitches, wanted, pulled)
Compound Words	Two words put together to make a <u>bigger</u> word is a compound word. (Examples: into, sunshine)
Prefixes Suffixes	Prefixes are word parts added to the beginning of a root word that alters the meaning. Suffixes are added to the end of a word. (Examples: <u>untie</u> , <u>helpful</u>)
ORF	Oral Reading Fluency Students are expected to read <u>92 words per minute with accuracy</u> .

Parent friendly
explanation of
reading
expectations

Student friendly language makes the progressions accessible to learners.

1st Grade - MATH									
	I'm starting to learn (1) 	D a t e	I've Almost Got it! (2) 	D a t e	I've Got It! (3) 	D a t e	I'm Learning More About it! (4) 	D a t e	
First Quarter									
1.NSBT.1c 	I can read numbers through 10		I can read numbers through 20.		I can read numbers through 100.		I can read numbers through 999.		
	I can match a group of objects to a number 1-10.		I can write numbers through 20.		I can write numbers through 100		I can write numbers through 999.		

High school examples

Lexington 3- Reading

ELA 3rd, Q1, Unit 1, 20-21

Readiness Pre-Assessment Tool

***need to pull a passage with illustration / picture for this one**

Use this passage with pre assessment #2

Name of Instructional Unit: *Building a Reading Life*

Grade Level: *3rd*

Quarter: 1 Unit Number: 1

Standards/ Indicators in the unit: *SCCCR 3-RL.5.0*

Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. SCCCR 3-RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

Learning Targets for the Instructional Unit	
Standard/ Indicator number	
I can refer to the text to support inferences and conclusions.	
I can ask and answer literal and inferential questions to determine meaning.	
I can make predictions based on events in the story, story structure, and evidence from the story.	
I can determine meaning by inferring and drawing conclusions.	
Standard/ Indicator number	
<ul style="list-style-type: none"> 3-RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 3-RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 	
Pre-Assessment for Readiness prompts/ tasks	Predict Implications for Pathways
Note: Each question/ activity could address multiple goals	Note: What do you expect to learn from this question? What insight will it give you to student reasoning?
1. Based on the title of the passage, what do you predict the passage will be about? (prediction)	We will be able to tell if they can use clues to make predictions.
2. After having read the first section of the passage, describe the setting of the story. (literal)	We will be able to determine if the student knows what the setting of the story is. We will also be able to tell if they used clues from the text to answer a literal question.
3. After having read the first 2 sections of the passage, explain how you think the problem will be solved. (inferential)	We will be able to determine whether the student can refer back to the text to infer a solution to the problem.

Lexington 3- ELA

ELA.G4.Q1.U1.2020-2021

Readiness Pre-Assessment Tool

Name of Instructional Unit: *Interpreting Characters: The Heart of the Story*

Grade Level: 4

Quarter: 1 Unit Number: 1

Standards/ Indicators in the unit: *RL.4.5.1; RL.4.6.1; RL.4.8.1a; RL.4.9.1; RL.4.10.1*

Learning Targets for the Instructional Unit	
RL.4.5.1, 4.6.1, 4.8.1a, 4.9.1, 4.10.1	
RL.4.5.1	
<ul style="list-style-type: none"> I can ask and answer inferential questions to analyze meaning beyond the text. I can refer to details and examples within a text to support inferences and conclusions. 	
RL.4.6.1	
<ul style="list-style-type: none"> I can determine the theme in a text. I can summarize using key details. 	
RL.4.8.1a	
<ul style="list-style-type: none"> I can use text evidence to explain how conflicts cause the characters to change or revise plans while moving toward resolution. 	
RL.4.9.1	
<ul style="list-style-type: none"> I can identify and explain how the author uses imagery to shape meaning and tone. I can identify and explain how the author uses hyperbole to shape meaning and tone. 	
RL.4.10.1	
<ul style="list-style-type: none"> I can use definitions to determine the meaning of words or phrases. I can use examples to determine the meaning of words or phrases. I can use restatements to determine the meaning of words or phrases. 	
Pre-Assessment for Readiness prompts/ tasks	Predict Implications for Pathways
Note: Each question/ activity could address multiple goals <i>Hide and Go Hide - Readworks Passage</i>	Note: What do you expect to learn from this question? What insight will it give you to student reasoning?
1. In the story, Krisi wants to stay in the spot where she and Lisa are hiding. What evidence in the text supports this conclusion?	*
2. What season does this story take place? What clues from the story helped you answer this question?	
3. "Lisa rolled on her back and looked. From the top of the hill they could see across the football field and out into the neighborhood. Because it was winter, the trees were bare, they could see all the way to downtown." Determine the meaning of the word "bare" as it is used in the sentence above.	*
4. "You're huddled like a mouse in a trap. You can't see anything. You get caught fast." Use the example in the sentence above to determine the meaning of the word "huddled".	
3. Are there any characters that changed in some way during the story? How did what happen in the story change that character.	

Lexington 3- ELA

ELA.Gr5.Q1.U1.20-21

Readiness Pre-Assessment Tool


Name of Instructional Unit: *Analyzing Themes*

Grade Level: *5th ELA*

Quarter: 1 Unit Number: 1

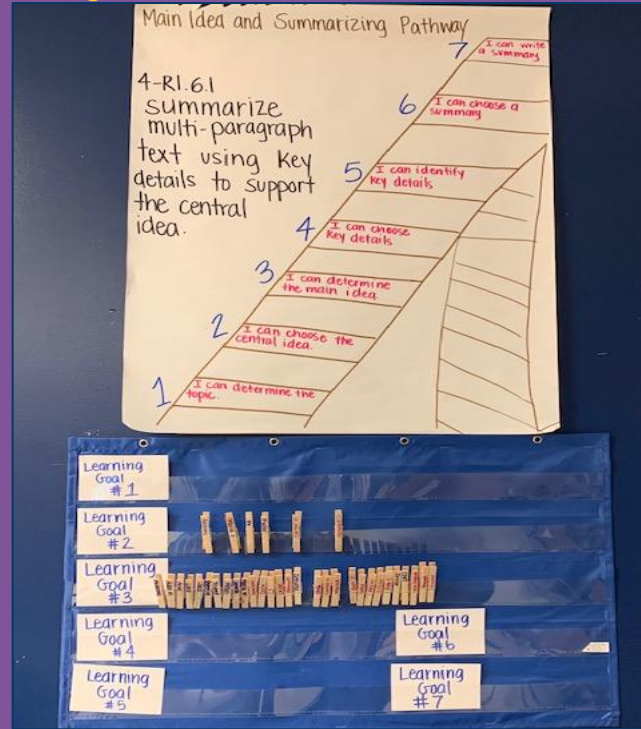
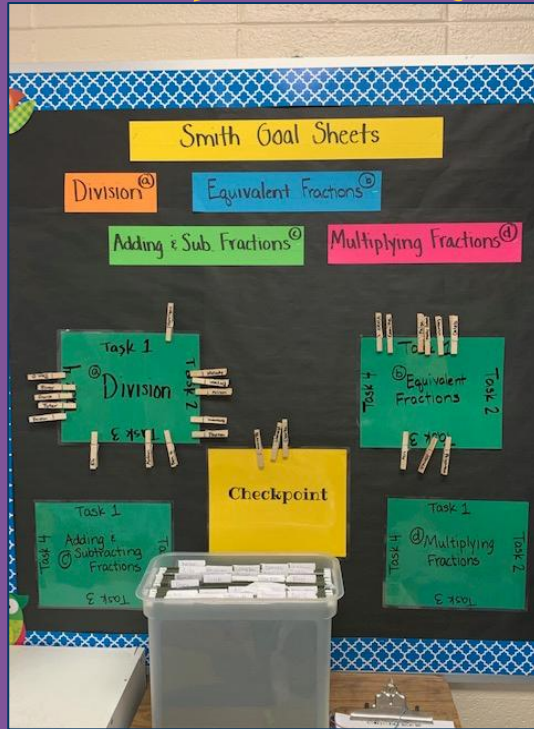
Standards/ Indicators in the unit: *RL.6.2; RL.5.1; RL.5.2.1.1*

Learning Targets for the Instructional Unit	
Standard/ Indicator number	
RL.6.1	
<ul style="list-style-type: none"> I can determine the theme within a text. I can analyze the development of a theme within a text. I can summarize the text using key details. 	
RL.5.1	
I can quote accurately to analyze the meaning of the text.	
I can quote accurately from the text to support inferences.	
I can quote accurately from the text to support conclusions.	
RL.5.1.1.1	
I can analyze and explain how the author's choice of the point of view of a narrator or character impacts the content of a story/ novel.	
I can analyze and explain how the author's choice of the point of view of a narrator or character impacts the meaning of a story/ novel.	
I can analyze and explain how the author's choice of the point of view of a narrator or character impacts how the events of a story/ novel are described.	
Pre-Assessment for Readiness prompts/ tasks	Predict Implications for Pathways
Note: Each question/ activity could address multiple goals	Note: What do you expect to learn from this question? What insight will it give you to student reasoning?
1. Identify a theme that seems important in the story "Blizzard". Identify which details in the text best develop that theme using quotes from the text.	<ul style="list-style-type: none"> The text will be at a fourth grade reading level so that all students can participate. Identifying relevant, supporting details is critical in being able to understand the development of themes.
2. Explain how the narrator's point of view affects the meaning and events of the text.	<ul style="list-style-type: none"> Students' explanations will show multiple characters' point of view to allow for deeper understanding of the text.
3. Summarize "The Blizzard". Make sure to include key details.	The summary will show how the student can differentiate between important and irrelevant details in the story.
4. Using the T Chart, compare the point of view of the basketball players in the video (1st person) to the narrator's point of view in "Blizzard" (3rd person).	The similarities show how the student can complete low level analysis of the text.



***Progressions can be powerful tools
when building a classroom and school culture of
transparency, collaboration,
empathy, and support!***

Transparent Learning



Each picture shows learning progressions in action in the classroom. The public display enables students to visualize their progress and performance. Multiple learning pathways happen at the same time in a classroom. Each pathway depends on the student's readiness and mastery.

Westview ES, Berkeley County, South Carolina

inscy
1/23/19 - videos on Seesaw
018

MATH STANDARD 1

LEARNING PATHWAY: I can use place value understanding and properties of operations to perform multi-digit arithmetic.			
EMERGING (EM)	DEVELOPING (DV)	DEMONSTRATING (DM)	APPLYING (AY)
PLACE VALUE			
I can identify place values through 99. ✓	I can identify place values through 999. ✓	I can identify place values through 999,999. ✓	I can identify place values through 999,999,999. ✓
Easily	Easily	Need HTD strategy Remind about period names	Easily used strategies
ADDITION			
I can add two double digit numbers without regrouping. ✓	I can add two double digit numbers with regrouping. ✓	I can add two triple digit numbers using a single strategy. ✓	I can add through 1,000 using multiple strategies.
Easily	Began to subtract need the remainder to add	Easily	
SUBTRACTION			
I can subtract two double digit numbers without borrowing. ✓	I can subtract two double digit numbers with borrowing. ✓	I can subtract two triple digit numbers with borrowing across zeros using a single strategy. ✓	I can subtract through 1,000 using multiple strategies.
Easily	Easily Easily		
ROUNDING			
	I can round whole numbers to the nearest 10. ✓	I can round whole numbers to the nearest 100. ✓	I can round numbers to any place. ✓
	Easily	Easily	Need reminder that everything behind goes to zero
COMPARING			
I can compare two numbers through 99. ✓	I can compare two numbers through 999. ✓	I can compare and order whole numbers through 999,999. ✓	I can compare the values of digits amongst places.
Awesome!			

Math place value learning progression with check-in notes from meetings with teacher

*Progressions can be powerful tools
that support the small flexible groups, centers,
or learning stations.*

Number Partners for 10 Lesson 9

- ☐ I can show all the ways to make 10.
- ☐ I can complete number bonds and number sentences for making 10.

Just Started

Working

Mastered

Understand the Equal Sign Lesson 10

- ☐ I can write a number sentence and tell if the two sides are equal.
- ☐ I can make true number sentences.
- ☐ I can find true number sentences.

Just Started

Working

Mastered

Doubles and Doubles Plus 1 Lesson 6

- ☐ I understand how to use doubles and doubles plus 1.
- ☐ I know most of my 1-10 doubles facts.
- ☐ I can solve problems like these

Just Started

Working

Mastered

Number Partners for 6 and 7 Lesson 7

- ☐ I can show all the ways to make 6 and 7.
- ☐ I can complete number bonds and number sentences for 6 and 7.

Just Started

Working

Mastered

Number Partners for 8 and 9 Lesson 8

- ☐ I can show all the ways to make 8 and 9.
- ☐ I can complete number bonds and number sentences for 8 and 9.

Just Started

Working

Mastered



*Progressions can be powerful tools
as learners track their own data,
set goals, and take ownership for their
learning.*

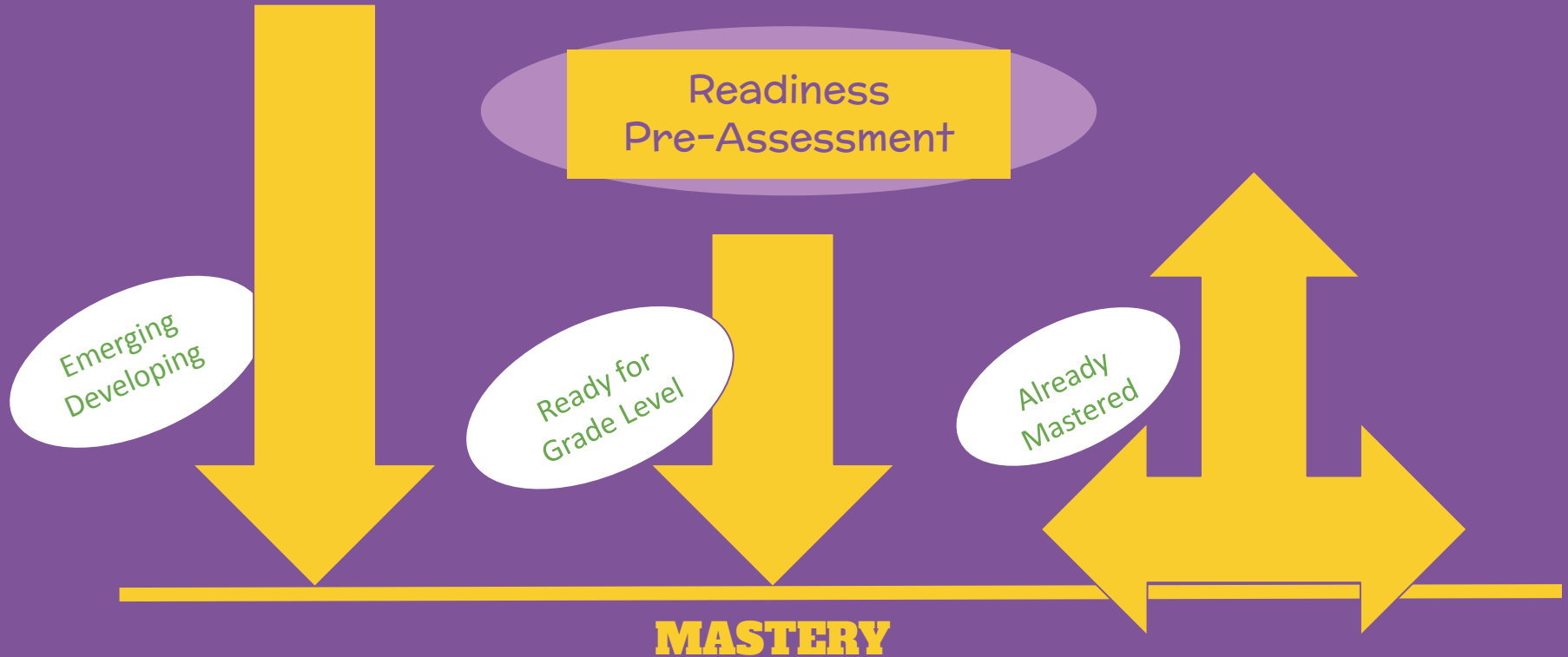
A learner's data notebook reflects the I Can statements from the Learning Progressions.

you've GOT this!

Benchmark			NG
I'm starting to sound	I've Almost Got It!	I've Got It!	I'm Learning
I can name some of the letters in my name	I can name all of the letters in my name in order	I can name all of the letters in my name mixed up	I can read some of my friends' names
I can name 6/52 letters	I can name 10/52 letters	I can name 21/52 letters	I can name 50/52 letters
I can tell if a sound like some or forest	I can sort pictures that have matching beginning sounds	I can name two words that have the same beginning sound	I can break a word into sounds apart
I can match some words to letters by beginning sound	I can say 2-3 out of 26 letter sounds	I can say 5-8 out of 26 letter sounds	I can say all 26 letter sounds
			<input type="checkbox"/> 13 <input type="checkbox"/> 20 <input type="checkbox"/> 26

*Progressions can be powerful tools
when creating Choice Boards
where Mastery is THE GOAL!*

*Leveled choice boards
provide learning pathways to mastery*



If Mastery Learning is your goal

Activities are standards-based.











Must Do choices are color-coded together.

Choices provide options of hands-on or blended learning in digital format.





Learners who have mastered material are given choices to extend learning.

Learners with gaps in preparation have different choices from those ready for grade-level standards.


Pre-assessment data drives number / type of choices.

Vertebrate Choice Board		
STANDARD: 6.L.4B.1 Analyze and interpret data related to the diversity of animals to support claims that all animals (vertebrates and invertebrates) share common characteristics.		
MUST DO FIRST 6.L.4B.1 Quick check: Vertebrates Standard breakdown on lined blue sheet 0-40= Beginning 41-60= Progressing 61-80= Proficient 81-100=Mastered		My Score _____
<ul style="list-style-type: none"> Watch and write down the notes titled "Vertebrates" onto the fill in the blank notes. This set of notes could be hooked into your binder for safe keeping. 	 <ul style="list-style-type: none"> Create a song or rap that focuses on Vertebrates.. Record yourself or with a friend. Get creative, use background music etc. Use this for inspiration 	 <p>Draw and label at least 5 fast facts digitally (Google Draw, Scratch etc.) or by hand.</p>
Conference with the teacher Sign up for a time here (I will call you when I'm ready) <ul style="list-style-type: none"> Be prepared to show me your notes and discuss how you plan to finish your choice board and what goals/questions you may have. 	<ul style="list-style-type: none"> Play the Vertebrate Study Stack for 15 minutes. Make sure you earn an A before moving on. 	 <ul style="list-style-type: none"> Create flash cards (or a similar study tool) and practice your fast facts for 15 minutes or more.
<ul style="list-style-type: none"> Watch and answers the questions on the Edpuzzle called "Vertebrates" (link posted on Google classroom) 	<ul style="list-style-type: none"> Create your own quiz either digitally or on paper. Practice it yourself and trade with a buddy to study from. 	 <ul style="list-style-type: none"> Design a 3-D model of a vertebrate animal. Identify whether it's a fish, mammal, reptile, bird, or amphibian. Identify what characteristics your animal has.
Choose three of the Must Do's . Brain pops, watch them and comment on this as an example. Vertebrate (make a copy) Vertebrates Reptiles Fish Mammals Amphibians Birds	Design a Google slide presentation about a favorite vertebrate animal. (This is an example. Vertebrate make a copy) 	<ul style="list-style-type: none"> Use Bloxels to create a video game that classifies different animals into vertebrate groups based on their specific characteristics.  <p>With a buddy or a group of 3.</p>
6.L.4B.1: Vertebrates quiz on Mastery Connect 0-40= Beginning 41-60= Progressing 61-80= Proficient 81-100=Mastered <u>0-60%:</u> Do all of the Must Do's (light grey) and 3 other Choices before the quiz <u>61-80%:</u> Do 3 Choices before the quiz and the small group with the teacher before the quiz <u>81-100%:</u> Do 3 Choices with at least 1 being the dark gray.		
		My Score _____

2nd Grade - Math

	I'm starting to learn (1) 	Date	I've Almost Got it! (2) 	Date	I've Got It! (3) 	Date	I'm Learning More About it! (4) 	Date
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First Quarter

2.NSBT.1 2.NSBT.3 	I can read numbers through 20.		I can read numbers through 100.		I can read numbers through 999.		I can read numbers through 999,999.	
	Montessori: <ul style="list-style-type: none"> Teens Board Hanging Teens Frame Sandpaper Numbers Tracing Numbers Sheet 		Montessori: <ul style="list-style-type: none"> Tens Board Hundreds Board Bead Cabinet 		Montessori: <ul style="list-style-type: none"> Golden Bead Material task cards (Match the Quantity) Golden Bead Material task cards (Fetching Game) Golden Bead Material task cards (Comparing Numbers) 		Montessori: <ul style="list-style-type: none"> Stamp Game Dot Board Small Bead Frame Large Bead Frame Multiplication Checkerboard 	
	I can write numbers through 20.		I can write numbers through 100.		I can write numbers through 999.		I can write numbers through 999,999.	
	Montessori: <ul style="list-style-type: none"> Teens Board Hanging Teens Frame 		Montessori: <ul style="list-style-type: none"> Tens Board Hundreds Board Bead Cabinet 		Montessori: <ul style="list-style-type: none"> Golden Bead Material task cards (Match the Quantity) 		Montessori: <ul style="list-style-type: none"> Stamp Game Dot Board Small Bead Frame Large Bead Frame 	

PROJECT-BASED LEARNING

Goal:	I can add through 1,000 with regrouping.
Essential Question:	How much will it cost to plan your dream vacation for Spring Break?
Task Card:	1
Think about it:	Spring Break lasts for <u>1</u> week, usually toward the beginning of April. Where do you want to go for your dream vacation?
Task 1a	<p>Research the place you want to go for your dream vacation:</p> <ul style="list-style-type: none">• Where is it located?• What <u>special</u> attractions does this place have that you want to visit?• What will the weather be like at this place at this time of year?• Where will you stay for a week while you are there?• Where will you eat?

Provides opportunities for extended learning, such as PBL and inquiry projects.

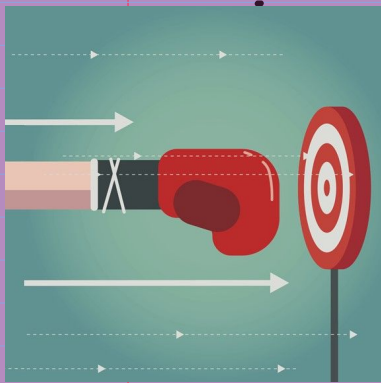
[link](#)



***Progressions can be powerful tools
as we celebrate our learners!***

Celebrate mastery! Ring the bell!





SYSTEMS IMPACT

📌 Learner agency demonstrated in real time

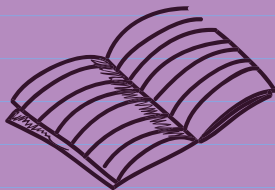
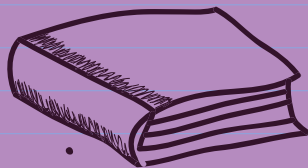
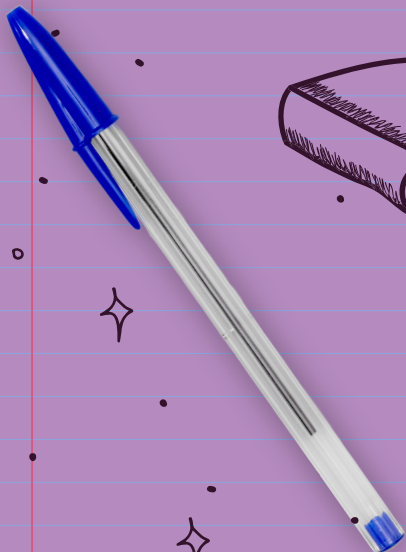
📌 School & systems level culture shifts

📌 Teacher efficacy for the scale & spread

📌 Reimagined use of time & collaboration

📌 Systems shifts in assessment/grading practices

📌 Consistent language and expectations



SYSTEMS IMPACT



Cultivate a focus on growth

Growth mindset has to permeate the system.

Build coherence

Align other initiatives to this work, but clear the plate of non-essentials.

Personalize the adult learning

Your staff are like your students and they do not all have the same needs.



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