



# Mastery Connect Handbook

2024-2025



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## Defining Mastery Connect

Mastery Connect is a digital assessment platform for Richland One teachers to administer standards-based formative and summative assessments in their classrooms, analyze score reports, and share with other educators in their building and across the district.

## Using Mastery Connect

***Richland One wants to streamline our testing procedures.***

Since assessment is a critical part of teaching, we have streamlined our assessments, so they provide ample information with minimal time taken away from instruction. Common formative assessments and state practice tests, district-provided or teacher/school created, may be administered through Mastery Connect. Curriculum documents will be housed in the R1 Teaching and Learning Curriculum Documents.

***Richland One wants to make assessment as simple as possible.***

Mastery Connect allows teachers to access national, valid item banks which they can use to create classroom assessments. The assessments can be created, administered, and scored in Mastery Connect saving teachers a tremendous amount of time—time that can then be devoted to instruction.

***Richland One wants to engage in true formative assessment.***

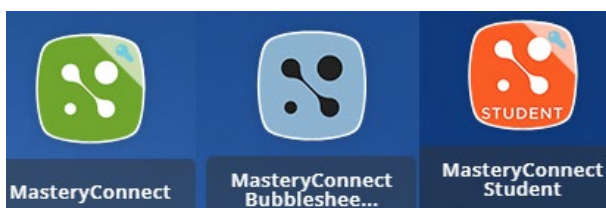
True formative assessment should occur seamlessly as a natural part of instruction. Students should be engaged in formative assessments frequently to provide the teacher data on each student's level of mastery. True formative assessments are not separate from instruction but are a part of instruction.

***Richland One wants the focus on students' mastery of content.***

The adoption of Mastery Connect changed the focus of formative assessments to those that measure mastery of the standards and indicators. Mastering standards and indicators are critical to becoming college and career ready and aligning to the Profile of a South Carolina Graduate.

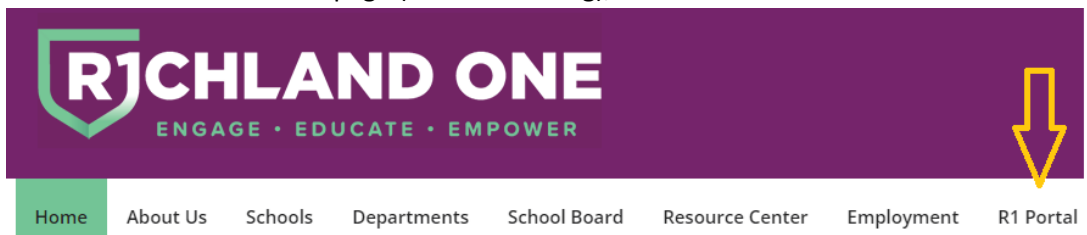
## Accessing Mastery Connect

R1 staff and students have access to Mastery Connect through the R1 Portal (i.e., ClassLink). Staff should have a green icon in their ClassLink LaunchPad, and students should have both blue and orange icons in their ClassLink LaunchPad. Please contact IT about any missing ClassLink icons.



### Accessing MC for R1 Staff

- Go the Richland One home page (richlandone.org), and click **R1 Portal**.



- Use your district credentials to login into the R1 Portal.
- Click the MasteryConnect (MC) green icon to login.
  - Staff who **are new to Richland One** will receive a Welcome email from Mastery Connect once their MUNIS and PowerSchool accounts are fully established. After receiving a Welcome email, new staff should follow the prompts to set their password.
  - Staff who worked in Richland One last school year can continue using the same login procedures as last school year.
  - For staff who moved to a new R1 location, MC accounts will be linked to their new location after updates have been made in MUNIS. It may take a few weeks at the beginning of the school year for all user accounts to become active and aligned properly.
- If you are having trouble signing into Mastery Connect, then contact your site-based administrator.

### **Mastery Connect in Richland One**

- School Site Expert Teams are established at every school. They will be committed to being the onsite trainers and leaders for the implementation of Mastery Connect at their site.
- It is recommended that each team consist of at least one school administrator, the School CRT/API and other staff as desired. See the section below on the responsibilities and roles of the team.
- Training modules are provided to site expert teams from the Office of AARE.
- Teachers are asked **not** to distribute parent logins. Training on using Mastery Connect student portals is provided as a part of the school core training.
- Our district is 1-to-1, so we encourage all teachers to assess students on digital devices rather than using printed bubble sheets or assess through observation and use a rubric for scoring.

### **Mastery Connect Site Expert Teams**

#### **Lead School Administrator**

The role that a lead school administrator plays to ensure that valuable information is gained from Mastery Connect is critical to student success. At R1 elementary and middle schools, the Lead School Administrators will work closely with their Curriculum Resource Teachers (CRTs). Listed below are the expectations.

**The Lead School Admin will:**

- be committed to being the onsite trainer for Mastery Connect implementation at their school site for instructional training sessions.
- work with their principal to schedule and lead onsite training sessions for all instructional staff at their school.
  - Starting-of-the-year training sessions in each building must be completed in the first month of school.
  - Site Expert teams will receive access to Mastery Connect Training Modules from the district office to assist them in their training sessions.
- provide feedback to the Office of AARE regarding any needs or gaps to be addressed in future district-wide training sessions.
- help their principal identify teachers who are and are not successfully using the tool. Upon request, extra district support can be provided by contacting the Office of AARE.
- ensure teachers are aware of and **adhere** to testing windows.
- coordinate testing at their school.
- review assessment reports with their entire administrative team after each state practice (MVPA) window.

**Co-Lead School Administrator (i.e., CRTs, APIs or Other School Designee)**

The role a co-lead plays to ensure that valuable information is gained from Mastery Connect is critical to student success. Listed below are the expectations in each school building.

**The school's Curriculum Resource Teacher (CRT), Assistant Principal of Instruction (API), or School Designee will:**

- take an active role in data discussions of Mastery Connect test results.
- review assessment reports with their administrative team regularly.
- conduct professional development with teachers and staff on how the data results are to impact and drive instruction.
  - Differentiation
  - MTSS
- monitor the discussions of data in PLC meetings.

**Other Site Expert Team Members**

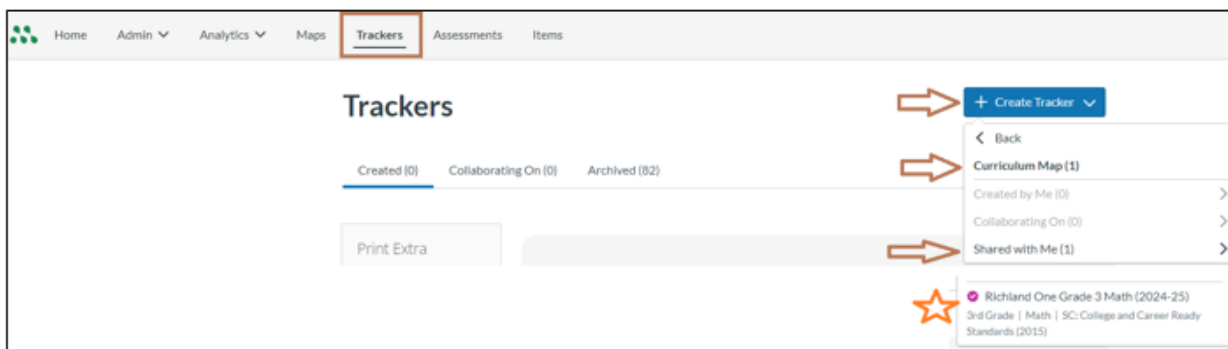
Up to **three additional** site experts have been designated by each principal to assist staff with Mastery Connect in their building. All site expert team members will receive regular technical updates from the Office of AARE throughout the school year.

## Setting up Trackers in Mastery Connect

At the beginning of each school year, teachers will need to set up new mastery trackers through **shared district curriculum maps**. Teachers should work with their school database specialist if their class schedules in PowerSchool are not accurate prior to creating trackers. Classes added in PowerSchool should appear in MC within 24-48 hours. The PowerSchool and MC systems sync nightly. **Before setting up new trackers, make sure your school location is accurate in MC.**

### CREATING TRACKERS THROUGH SHARED CMAP - START OF SCHOOL YEAR

- 1) Click **Trackers**. On the right hand side of screen, click **Create Tracker**.
- 2) Click on **Curriculum Map** to view the CMAPs that have been shared with you.
- 3) Click on **Shared with Me**, and select the correct shared CMAP.



4) Next, for your new tracker, enter the title of the tracker in the **Description** field following the district's naming convention in the section below. **Add Students** should be set by default to **Import students from SIS** if your classes from PowerSchool are pulling in properly. Teachers should add students using this method unless special permission is granted to add students individually. If you are missing PS classes in the **Import From SIS** drop-down, see the Trackers section for guidance. Select the correct PS class from the **Import From SIS** drop-down menu.

5) Select **Create Tracker** to complete the tracker creation.

### TRACKER NAMING CONVENTION

Richland One established a district naming convention for trackers to provide clarity and facilitate support. When creating a new tracker, use the name of the district CMAP (minus Richland One) along with a combination of the class period, block and/or day. If you are creating a new tracker for a course that does not have a district CMAP, use the course name along with a combination of the class period, block and/or day. Be sure your tracker names are distinguishable from one another. In other words, any administrator should be able to clearly understand from which PS class the tracker was made based upon the name. **Failure to adhere to the use of the district's naming conventions will cause a delay or error in the delivery of the State Practice tests.**

### Elementary Examples

Grade 1 Science – Period 1  
Grade 3 Math AAP – Period 2  
Grade 5 PE – Period 4 – Duncan  
Grade 4 Math – Group 3 – MTSS  
Grade K Health – Period 6  
Grade 1 Math – Period 1 – RES

### Middle School Examples

Grade 6 ELA – Period 1  
Grade 8 Math Honors – Block 3  
Grade 7 General Music – Period 7A  
Grade 8 ELA – Group 2 – MTSS  
Grade 6 Math – Period 2 – RES  
Grade 6 Science – Period 1 - SELF

### High School Examples

HS Theatre 3 – 1A  
US History – 3B – SEM 1  
Geography Honors – 2AB  
Economics – 3B – SEM 2  
English 2 – 1AB

Below are additional tips:

- If you teach high school semester courses, you are required to add SEM 1 or SEM 2 to the end of the tracker name.
- When creating special education trackers, you should add RES for resource classes or SELF for self-contained classes to the end of the tracker name.
- If you are serving student groups that are not identified in PS, add an additional label to the end of the tracker name. Examples include: (i) MTSS for intervention; (ii) RES for resource; (iii) AFT for after-school; (iv) OTH for other types of groups.
- If you are a related arts teacher at the elementary level, add the homeroom teacher's last name to the end of the tracker name.

## Curriculum & Mastery Connect

The R1 Teaching and Learning Curriculum Documents house the district curriculum guides, support documents, and select instructional resources. In Mastery Connect, teachers should create mastery trackers through a district curriculum map (CMAP). The district CMAPs are created by curriculum consultants and are blueprints aligned to the district's pacing of the state standards. District CMAPs are modified every summer, so always create your trackers through a current CMAP. Teachers will use their mastery trackers to add, create, and deliver assessments to support classroom instruction. Resource pins can also be added to units or standards in mastery trackers to support classroom instruction.

## Common Language in Mastery Connect

Five different terms are used to describe the assessments given through Mastery Connect.

***Mastery View Predictive Assessment (MVPA)*** refers to the assessments developed by a third party in the content areas of math, English language arts, science, and social studies. In the Mastery Connect system, these state practice tests will be delivered as benchmarks twice a year. Reference the [district assessment calendar](#) for the MVPA test windows.

***District Common Formative Assessment (DCFA)*** refers to the *district* assessments created by consultants. Each content area's DCFAs will look different and will be aligned to the standards. DCFAs should be used for diagnostic purposes and to inform instructional next steps. DCFAs will reflect a variety of DOK levels as outlined by the state summative assessment blueprint.

***School Common Formative Assessment (SCFA)*** refers to assessments *collaboratively created by teachers and used by groups of teachers or schools* throughout instruction to check for understanding. Teachers should ensure that assessments are aligned to standards, reflective of

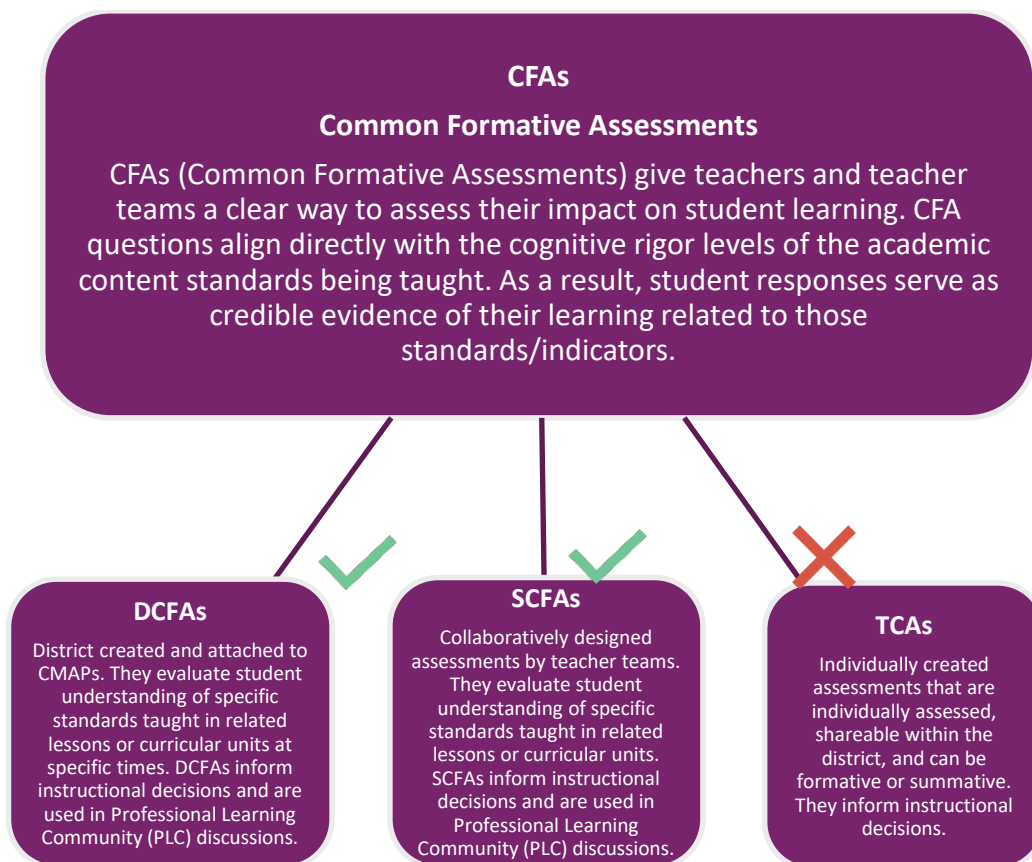
a variety of DOK levels as outlined by the state summative assessment blueprint and set to “Private to My District.”

**Teacher Created Assessment (TCA)** refers to assessments that are individually created, individually assessed, shareable within the district, and can be formative or summative. Teachers can use Mastery Connect to administer assessments that they create or come from district adopted resources. Teachers should ensure that assessments are aligned to standards, reflective of a variety of DOK levels as outlined by the state summative assessment blueprint and set to “Private to My District.”

**Benchmark** refers to district assessments developed for certain content areas such as Health/PE or other non-state tested courses. To make the language match the Mastery Connect system, they are called benchmarks.

### DCFA vs. SCFA vs. TCA

**DCFAs** (District Common Formative Assessments) should not be merged with **SCFAs** (School Common Formative Assessments) or **TCAs** (Teacher Created Assessments). The key differences are that a **SCFA** is collaboratively created and used by groups of teachers or schools. A **DCFA** is created by curriculum consultants and administered through all content areas based on the district pacing guide. A **TCA** is created by individual teachers and used individually.





## DCFA Expectations

### DCFAs should not be...

- a check-off to fulfill a requirement.
- given as a grade.
- merged as a SCFA or TCA.

### DCFAs should be...

- standards aligned.
- provide data to be reviewed in PLCs.
- used to drive instruction and planning.
- aligned with the district pacing guide for each content.
- administered on a regular basis (varies by content).
- brief (varies by content).
- administered through Mastery Connect.
- be an appropriate DOK level (follow the content blueprint).

## Grading Expectations

**MVPA** should not be used as a performance grade (i.e., they should not be entered into PowerSchool as an official grade).

**DCFA** should not be used as a performance grade (i.e., they should not be entered into PowerSchool as an official grade).

**SCFA** grading practices should be determined by individual school sites. School sites should have grading practices set in place, which should be consistent with district grading manuals.

**TCA** grading practices should be determined by individual school sites. School sites should have grading practices set in place, which should be consistent with district grading manuals.

**Benchmark** grading practices are determined by specific courses that use them.

## Elementary Expectations for Mastery Connect

English Language Arts ~ Elementary	
MVPAs	<ul style="list-style-type: none"> <li>Required for students enrolled in Grades 2-5.</li> <li>Reference the <i>District and State Assessment Calendar</i> for testing windows.</li> </ul>
DCFAs	<ul style="list-style-type: none"> <li>One DCFA will be created for each cluster.</li> </ul>
Performance Assessments	<ul style="list-style-type: none"> <li>Teachers may create Performance Assessments as they see fit.</li> <li>Teachers should ensure Performance Assessments vary in task and reflect the variety of DOK levels as outlined by the state summative assessment blueprint.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
TCAs	<ul style="list-style-type: none"> <li>Teachers can use Mastery Connect to administer assessments that they create or that they use from a district adopted resource.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
SCFAs	<ul style="list-style-type: none"> <li>Teachers should collaborate to generate SCFAs that support the work they are doing and to provide informed instructional decisions.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>

Mathematics ~ Elementary	
MVPAs	<ul style="list-style-type: none"> <li>Required for students enrolled in Grades 2-5.</li> <li>Reference the <i>District and State Assessment Calendar</i> for testing windows.</li> </ul>
DCFAs	<ul style="list-style-type: none"> <li>One DCFA will be created for each standard.</li> </ul>
Performance Assessments	<ul style="list-style-type: none"> <li>Teachers may create Performance Assessments as they see fit.</li> <li>Teachers should ensure Performance Assessments vary in task and reflect the variety of DOK levels as outlined by the state summative assessment blueprint.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
TCAs	<ul style="list-style-type: none"> <li>Teachers can use Mastery Connect items and Mastery Connect Supplemental items to create assessments.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
SCFAs	<ul style="list-style-type: none"> <li>Teachers should collaborate to generate SCFAs that support the work they are doing and to provide informed instructional decisions.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>

### Science ~ Elementary

MVPAs	<ul style="list-style-type: none"> <li>Required for students enrolled in Science Grades 4.</li> <li>Reference the <i>District and State Assessment Calendar</i> for testing windows.</li> </ul>
DCFAs	<ul style="list-style-type: none"> <li>DCFAs will be created for each Performance Expectation.</li> <li>DCFAs that assess full Performance Expectations may be longer, while shorter DCFAs will be added where applicable and will support teacher data collection on Disciplinary Core Ideas (DCI).</li> <li>DCFAs that assess a complete PE should be administered in a time period that aligns with the completion of the unit that covers the PE.</li> <li>Shorter DCFAs that assess DCI knowledge may be given throughout the unit to provide data to teachers assessing student progress.</li> </ul>
Performance Assessments	<ul style="list-style-type: none"> <li>Teachers may create Performance Assessments as they see fit.</li> <li>Teachers should ensure Performance Assessments vary in task and reflect the variety of DOK levels as outlined by the state summative assessment blueprint.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
TCAs	<ul style="list-style-type: none"> <li>Teachers can use Mastery Connect to administer assessments that they create or that they use from a district adopted resource and ensure assessments vary in task and reflect the variety of DOK levels as outlined by the state summative assessment blueprint.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
SCFAs	<ul style="list-style-type: none"> <li>Teachers should collaborate to generate SCFAs that support the work they are doing and to provide informed instructional decisions.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>

### Social Studies ~ Elementary

DCFAs	<ul style="list-style-type: none"> <li>One DCFA will be created for each cluster.</li> </ul>
Performance Assessments	<ul style="list-style-type: none"> <li>Teachers may create Performance Assessments as they see fit.</li> <li>Teachers should ensure Performance Assessments vary in task and reflect the variety of DOK levels as outlined by the state summative assessment blueprint.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
TCAs	<ul style="list-style-type: none"> <li>Teachers can use Mastery Connect to administer assessments that they create or that they use from a district adopted resource.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>
SCFAs	<ul style="list-style-type: none"> <li>Teachers should collaborate to generate SCFAs that support the work they are doing and to provide informed instructional decisions.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>

## Secondary Expectations for Mastery Connect

English Language Arts ~ Secondary	
MVPAs	<ul style="list-style-type: none"> <li>Required for students enrolled in ELA Grades 6-8 and English 2.</li> <li>Reference the <i>District and State Assessment Calendar</i> for testing windows.</li> </ul>
DCFAs	<ul style="list-style-type: none"> <li>Two DCFAs per unit that will vary in number of questions.</li> <li>One DCFA will be given around week four or five of the unit pacing guide and will focus on Applications of Reading (AOR) indicators.</li> <li>One DCFA will be given around week eight of the unit pacing guide and will focus on the Research and/or Communication indicators.</li> <li>DCFAs will reflect the variety of DOK levels as outlined by the state summative assessment blueprint.</li> </ul>

Mathematics ~ Secondary	
MVPAs	<ul style="list-style-type: none"> <li>Required for students enrolled in Grades 6-8 and Algebra 1 students in high school.</li> <li>Middle school students enrolled in Algebra 1 must take the Algebra 1 MVPA. The school has the option to require the grade level assessment for these identified students which must be administered during the established testing window.</li> <li>Reference the <i>District and State Assessment Calendar</i> for testing windows.</li> </ul>
DCFAs	<ul style="list-style-type: none"> <li>One DCFA per standard for all tested courses.</li> <li>Five to eight items per DCFA.</li> </ul>

Science ~ Secondary	
MVPAs	<ul style="list-style-type: none"> <li>Required for students enrolled in Science Grades 6 and Biology 1.</li> <li>Reference the <i>District and State Assessment Calendar</i> for testing windows.</li> </ul>
DCFAs	<ul style="list-style-type: none"> <li>DCFA assessments are district created and attached to the Performance Expectations (PE) within the Curriculum Map (CMAP).</li> <li>DCFAs that assess full Performance Expectations may be longer, while shorter DCFAs will be added where applicable and will support teacher data collection on Disciplinary Core Ideas (DCI).</li> <li>DCFAs that assess a complete PE should be administered in a time period that aligns with the completion of the unit that covers the PE.</li> <li>Shorter DCFAs that assess DCI knowledge may be given throughout the unit to provide data to teachers assessing student progress.</li> </ul>
Performance Assessments	<ul style="list-style-type: none"> <li>Suggested performance assessments are included as pins in content CMAPs where applicable as well as links in curriculum documents.</li> <li>Teachers can use these as they see fit and must evaluate student performance and follow the instructions on how to Enter Raw Scores in a Tracker to include data in Mastery Connect.</li> <li>Teachers should ensure settings for assessments are set to "Private to My District."</li> </ul>

Social Studies ~ Secondary	
MVPAs	<ul style="list-style-type: none"> <li>Required for students enrolled in United States History and the Constitution EOCEP course and AP United State History.</li> <li>Reference the <i>District and State Assessment Calendar</i> for testing windows.</li> <li>All AP US History course should create a tracker using the USHC Curriculum Map for the administration of District MVPAs.</li> </ul>
DCFAs	<ul style="list-style-type: none"> <li>DCFAs are predictive of US History &amp; Constitution.</li> <li>A standard-based pre-assessment consisting of 20-25 questions should be administered at the beginning of each unit.</li> <li>A single indicator-based assessments consisting of seven questions should be administer once instruction is completed for each specific historical thinking skill per unit.</li> </ul>
Civics Test	<ul style="list-style-type: none"> <li>All United States Government and AP Government students are <b>required</b> to take the 2024-25 Richland One Civics Test.</li> <li>Teachers should administer the 2024-25 Richland One Civics Test before the end of the course.</li> <li>District-wide administration happens through USG Curriculum Maps in Mastery Connect.</li> </ul>
Grade 8 SC History Benchmark <b>(NEW)</b>	<ul style="list-style-type: none"> <li>Mid Comp and Final Comp benchmarks are available for Grade 8 SC History courses.</li> <li>Benchmarks should be administered once instruction is completed and does not follow the <i>District and State Assessment Calendar</i>.</li> </ul>

## Mastery Connect in Multilingual Learner Programs (MLP)

### District Curriculum Maps/Trackers

MLP specialists do not use Mastery Connect. South Carolina has not adopted formal academic English standards that can align to curriculum maps/ trackers.

Across K-12, ML Programs strive to collaborate with content classrooms where Multilingual Learners participate equitably on all Mastery Connect assessments through individualized accommodations as defined by each ML's Individual Language Acquisition Plan (ILAP).

### Assessments

ML Programs are responsive to student need to an extent where common formative assessments are not feasible for such a diverse subject as English acquisition.

At the elementary level, MLP specialists do not administer CFAs during short, pull-out sessions. At the secondary level, while MLP specialists assign grades and assess learning in a more formal way, the format of Mastery connect does not allow for CFAs in the speaking domain. Writing in ELA and other core areas can be evaluated using the WIDA Writing Rubric rather than administering an additional CFA in MLP. Assessing the listening domain requires aligning audio resources which the department does not have. MLP specialists use alternate assessment software (WIDA Model) to monitor progress in English acquisition.

## **Mastery Connect in World Language Classrooms**

### **District Curriculum Maps/Trackers**

The curriculum maps for World Language are developed following the SC World Languages Standards. Teachers are expected to use these standards to assess students' performance.

Curriculum maps are available for World Language, elementary schools; Spanish, French and German levels: Introduction I, II, and III.

At the beginning of the school year, it is important for teachers in these areas to create each tracker through the applicable shared district CMAP.

Other language curriculum maps may be developed in the future.

### **Assessments**

Teachers are encouraged to develop assessments (SCFA or TCA) that follows the curriculum map for each language and tailor instruction based on the results. The World Language department is working toward proficiency; therefore, our expectation is only to record interpretative communication assessments on MS (Listening and Reading). Summative assessments for productive and interpersonal communication are not mandatory.

## **Mastery Connect in Health/PE Classrooms**

### **Trackers/District Curriculum Maps**

District Curriculum Maps provide a complete pathway for the delivery of instruction and curriculum. Resources are housed in the district curriculum maps. Teachers may create trackers from the district curriculum maps to assist with student mastery of South Carolina State Standards.

### **Assessments**

Common formative assessments are utilized by teachers in providing periodic evidence of student mastery of South Carolina State Standards. Health/PE teachers at all levels may use the DCFA provided by the district or create their own TCA.

Pre- and post- cognitive, written assessments (Elementary PE, Middle and High School Health/PE) are available as needed, to provide data for the teacher to drive instruction and as evidence to validate student progress.

## **Mastery Connect in Visual & Performing Arts**

### **Trackers/District Curriculum Maps**

District Curriculum Maps exist for every level and course offered in Visual and Performing Arts for grades K - 12. They may be used by teachers to organize and deliver standards-based instructional units which are aligned to South Carolina State Standards, to evaluate individual student growth, and to adjust instruction based on the observable data to assist with student

mastery. Teachers may create trackers from the district curriculum maps to assist with student mastery of South Carolina State Standards.

### **Assessments**

Visual & Performing Arts classes in elementary, middle, and high schools may utilize district common formative assessments or create their own (*teacher created formative assessments* or *school created common formative assessments*). DCFAs are available as needed to help provide data for the teacher for instruction and evidence to validate student progress.

## **Mastery Connect in Montessori**

### **District Curriculum Maps/Trackers**

Montessori Primary (3K – K), Lower Elementary (1<sup>st</sup> – 3<sup>rd</sup>), and Upper Elementary (4<sup>th</sup>-5<sup>th</sup>) do not have Montessori curriculum maps in Mastery Connect. Instead, Montessori teachers may use trackers from district curriculum maps to tailor lessons, materials, and assessments to monitor students' progress based on Southern Carolina State Standards.

Montessori middle level teachers use Social Studies curriculum maps/trackers for planning, while Math and Science teachers utilize traditional trackers for progress monitoring. However, Montessori middle level ELA teachers are not using this feature.

### **Mastery View Predictive Assessments**

Montessori students are expected to participate in the district's state practice tests across all content areas during the cumulative Spring administration. Trackers for these assessments should be created at the beginning of the school year by accessing the applicable shared District Curriculum Mapping and Assessment Platform (CMAP).

## **Mastery Connect in Special Education**

Mastery Connect will be a district assessment tool that houses district benchmarks and common assessments. It will also track students' progress on the core content standards. Common assessments used will honor the students' IEP allowable accommodations. Assessments teacher created or housed within will be aligned with state standards and assessments. This testing strategy should serve as a valid predictor to indicate how the student will perform on SC READY. The assessment accommodations will be aligned to those allowable, per the state testing manual.

Mastery Connect will be utilized in core content and related arts content. Students participating in modified specialized instruction will continue to be tracked by the special education teachers to show progress towards their IEP goals. While students with disabilities participate and are assessed, Special Education teachers should be added to general education teachers to use this information as a data point when reviewing student's progress in the general curriculum.

### **Mastery View Predictive Assessments (MVPA)**

Special education students will be assessed like general education peers, utilizing accommodations according to the IEPs.

Special education teachers will continue to receive information/updates and participate in training for Mastery Connect.