College and Career Readiness for Upper Elementary and Middle School

Curriculum-Based Rubrics & College Culture

by

Kyle Matthew Bender

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Date:

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Review Committee:

Dr. John Meyer, Chair

Prof. Paul Tess

Dr. John Kolander

Approved:

John Meyer Director of Graduate Studies

Abstract

College and career readiness is vitally important for the 21st century learner. Studies have shown that the greatest impact for high school and college success begins with students succeeding in the middle school. The middle school years have shown that they have the largest impact on college and career readiness. This capstone project focused on creating and implementing a curriculum-based rubric on essential learning skills needed in the upper elementary and middle school ages that have a positive impact on student learning. Through this curriculum-based rubric, teachers had a better guideline tool on teaching essential learning skills and evaluating how their students were learning. This rubric fostered an educational dialogue with parents at parent – teacher consultations.

While implementing these rubrics during the 2018-2019 school year at St. Paul's Lutheran School in Beverly Hills, FL, the teachers found that the rubrics helped inform classroom instruction, assess students in the essential learning skills, create informative discussion with parents, and generate ideas among staff in instructional strategies. Because of various limitations that occurred during the 2018-2019 school year, much of the data did not support a significant impact on learning. Using the rubrics another year, I believe, will give more opportunities for the teachers, especially our beginning and new teachers, to grow in instructional practice as they focus on these essential skills needed for high school success.

Acknowledgments

I would like to thank the teachers at my school for their diligence in implementing the College and Career Readiness Rubric that was created for this project. It was a lot to throw at them in one year, but they worked hard at implementing it.

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Chapter I: Introduction

Problem/Purpose of the Study

Over the past several decades our country has put a heightened awareness on the importance of early childhood education as an intervention for future academic success (Barnett, 1998). The programs found in early childhood education are helpful in providing environments conducive for learning (Phillips, et al., 2017). But, how far does this impact of early childhood education travel in the educational career of a student? Early learning trajectories not only depend on the quality of the learning experiences students receive during their pre-k education, but also the subsequent years of education in the elementary grades (Phillips, et al., 2017). High school offers more advanced and honors coursework that also aims to put students on a trajectory of college and career readiness. With an emphasis on early childhood programs and enhanced high school coursework in the United States, are there other levels of education that appear to have a better long-term impact on college and career readiness?

The 2008 results for ACT-tested high school graduating classes are concerning as only one in five are prepared for entry-level college courses while one in four are not prepared for college-level coursework in any of the four subject areas – English composition, algebra, social science, and Biology (The Forgotten Middle, 2008). So, I return to this question: which level of education has the most impact in moving students forward to be successful in college and career readiness? I do believe that all parts of educational levels play an important role, but the upper elementary and middle school years have the most dramatic effect in college and career readiness than other levels of education as the research shown in *The Forgotten Middle* by ACT (2008) demonstrates.

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This capstone project recognizes the importance of those middle school years; it is about creating a curriculum-based rubric for grades 3-8 that forms a framework of essential skills students need for a successful high school and college learning experience. This curriculum-based rubric will be a tool used to inform instruction as teachers are able to identify needed areas of improvement for successful student learning. Teachers will be able to set goals for each child or groups of children that share similar formative assessments. This tool will also collect evidence to support the rubric, to not only inform instruction, but also to share with parents at parent – teacher conferences. This data will give "meat" to those conferences and will allow the teacher to show were we are wanting their child to be academically and behaviorally.

Not only will the curriculum–based rubric create a challenging middle school curriculum that moves more students on a trajectory path towards high school success and ultimately to college and career readiness, but an established culture focusing on college readiness in the school will create the "backbone" on the why the challenging middle school curriculum is essential.

Importance of the Study

Getting our students ready for high school success and college and career readiness is of utmost importance in our WELS schools as we aim for the goal of offering an exceptional academic and spiritual education. Our students will be armed with essential skills and strategies that will drive success beyond our schools.

As I look at my current school, I do see a weakness in what we are offering to our students and families. Measures of Academic Progress (MAP), created by Northwest Evaluation Association (NWEA, 2016) indicates that a clear majority of our children are not meeting college and career readiness standards at the current middle grade levels. I want to incorporate this capstone into my school to see the impact it can have on our college and career readiness standards based off of NWEA MAP testing. MAP is a computer adaptive test, which means every student gets a unique set of test questions based on responses to previous questions. If the student answers correctly, questions get harder; whereas, if the student answers incorrectly, the questions get easier. Most students will answer about half the questions correctly by the end of the test. MAP results are provided as a numerical RIT score. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores (Northwest Evaluation Association, 2016). The RIT score measures a student's achievement level at different times of the school year and computes growth of the student. This score reflects the student's academic knowledge, skills, and abilities. Scores over time can be compared to tell how much growth a student has made (Northwest Evaluation Association, 2016).

Project Goal

A challenge of being a principal is getting all the teachers on the same page when it comes to learning the essentials for a successful high school experience and, ultimately, college and career readiness. A written curriculum is supposed to help establish that, but yet it isn't always followed in the classroom nor does it always target specific skills that flow across all the subject areas. The goal for this capstone project was to create a system that does the following:

- Give instructional guidance on essential learning skills to all upper elementary and middle school teachers – both veteran teachers and new teachers at the school;
- Create an accountability system that keeps teachers focused on essential learning skills that need to be taught and reinforced in the classroom;
- Incorporate a rubric tool that teachers can use to assess how well the students are acquiring those essential learning skills;
- Stimulate teacher reflection on their own instructional practice in teaching those skills;
- Understand individual student learning and the classroom as a whole; and
- Give more meaningful discussion to parent teacher consultation meetings.

Chapter II: Literature Review

College and career readiness extends from all grades leading up to grade 12. Improving the college and career readiness of all students will build a foundation of knowledge and skills that will prepare them not only for post-secondary success but for a career as well. As we look at the ACT testing that is based on these standards, we see an alarming picture. Only one in five high school graduates, according to ACT tests from 2008 are prepared for college courses as freshman (ACT Inc., 2008). Unfortunately, this has become a pattern.

Because of the lower preparedness of students graduating from high schools for college readiness, a research study was completed by ACT College and Career Readiness. It had two primary goals: the first was to examine in-depth factors that influence college and career readiness from middle school to high school; and second, to examine the effect that certain steps to improve students' preparation would have on their degree of readiness for college and career (ACT Inc., 2008).

The Forgotten Middle extends ACT research on a critical point for college and career readiness (Bassiri, 2014). The study shows that there is a time frame when it is so important that students be on target that if they are not, the impact may be irreversible (ACT Inc., 2008). As identified by ACT research, this critical time period is by the end of eighth grade. The research shows that under current conditions, the level of academic achievement that students achieve by eighth grade has a much larger impact on their college and career readiness by the time they graduate from high school than anything else that happens academically in high school (ACT Inc., 2008; Education Commission of the States, 2009; Schaefer & Rivera, 2012).

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So how is the United States performing in achievement at the eighth-grade level? The Education Commission of the States (2009) shared information on the National Assessment of Educational Progress (NAEP) that reported that learning growth in elementary school slows or becomes stagnant in middle school. Eighth grade math scores saw a 15-point improvement from 1973 to 2008 while fourth grade math scores jumped 24 points during that same period. Eighth grade reading scores increased by 4 points from 1972 to 2008 while fourth grade scores increased 12 points. Fourth grade science scores had a modest increase between 2000 to 2005, while eighth grade science scores were stagnant in 1996, 2000, and 2005. The Education Commission of the States (2009) also reported that eighth graders in 32 states were less likely to demonstrate proficiency in reading than their fourth-grade counterparts. In math, 48 states saw a lower proportion of eighth graders scoring at the proficient level in 2006-2007 compared to fourth graders. As seen by these scores, there is a crisis happening in our middle grades. By state and national measures, student achievement gains in the elementary grades all too often diminished by eighth grade.

The ACT research reveals that students' academic readiness for college and career can be improved through positive behaviors in the upper elementary grades and in middle school. The ACT research found in *The Forgotten Middle* demonstrates the impact eighth grade achievement has on eleventh and twelfth grade ACT scores. Eighth grade achievement has a much greater impact on college and career readiness (ranging from 42% to 60%) than students family background (ranging from 5%-14%), high school coursework (ranging from 8%-21%), or high school grade point average (ranging from 9%-12%) in English, reading, math and science (ACT Inc., 2008). These results indicate

that getting more eighth grade students on target for college and career readiness and increasing their achievement will have the greatest impact across all four subject areas substantially increasing their chances for being ready for college and career readiness.

Academic achievement is only one part of what students need in order to be successful in high school. Academic behaviors also play a vital part in being successful in high school. Academic behaviors include academic discipline, orderly conduct, positive relationships with school personnel, school attendance, commitment, family attitude, family involvement, optimism, safety of the school environment, and thinking before acting (ACT Inc., 2008).

ACT research and findings from Allensworth and Easton (2005) indicated failing a course is a strong predictor of dropping out of high school. ACT research found that academic achievement, at 65%, had the greatest influence on course failure for eighth grade and 35% for academic behavior. Of the academic behaviors, academic discipline and orderly conduct had a substantial impact on whether a course is failed in eighth grade. Academic discipline accounted for 61% of the academic behavior and orderly conduct was 39% of the academic behavior (ACT Inc., 2008). Academic achievement, at 53%, and academic behaviors, at 47%, predicted grade point average in ninth grade. Of the academic behaviors, academic discipline (53%), orderly conduct (32%), and relationships with school personnel (15%) had a substantial impact on predicted grade point averages in ninth grade (ACT Inc., 2008). Students who do not meet crucial benchmarks by the end of eighth grade are likely to fall further behind in high school (Schaefer & Rivera, 2012; Hein, Smerdon, & Sambolt, 2013).

Academic achievement and academic behaviors combined are the strongest predictors of academic performance (Bassiri, 2014). Students involved in a challenging curriculum with higher levels of expectations in academic behavior in the middle school tend to perform better in high school and are better prepared for college than those students who are involved with less rigorous course work (Noeth & Wimberly, 2005; Education Commission of the States, 2009). A challenging curriculum found in middle school will develop effective study habits, build academic skills, and help students to stay focused in high school. Allensworth and Easton (2005) indicated that mere testing results alone – academic knowledge – do not always predict a successful high school performance. Their report suggested that schools need additional skills besides the ones measured by achievement tests in order to succeed in high school. Because high school demands can be significant on students, schools need to provide a safe, supportive environment and work with students to help them better develop appropriate skills, behaviors, and strategies to deal with obstacles that they may face (Allensworth & Easton, 2005). These skills, behaviors, and strategies range from time management, study habits, setting goals, completion of homework, motivation, and various other organizational skills (Page, 2018).

Equally important to a challenging curriculum that is beneficial for preparation for high school success and college and career readiness is testing students' knowledge of those curriculum standards. Incorporating formative and diagnostic assessments along with interventions based on those formative and diagnostic assessments will allow the students opportunities to achieve college and career readiness (Noeth & Wimberly, 2005; Education Commission of the States, 2009). According to the Education Commission of the States (2009), 13 states required secondary-level students to be targeted for diagnostic reading assessments if they were performing below proficiency on reading assessments. In addition, 23 states that required schools to provide interventions to struggling readers in grades 4-12. Interventions are necessary for those students who have been identified on a trajectory path away from college and career readiness.

Creating and maintaining a "college culture" in the school creates an atmosphere in which students become more aware and reflective about college and career opportunities and an understanding of what they need to do to succeed (Radcliffe & Bos, 2013). Radcliffe and Bos (2013) engaged in a seven-year research study focused on building college and career readiness among adolescents through, not only academic behaviors and content knowledge, but also by incorporating a college knowledge or "college culture". A study was also done by the Career Institute (2012) that implemented a program designed to provide middle grade students with opportunities to explore their own interests and abilities in relation to current educational experiences and future career and college goals (Schaefer & Rivera, 2012). This program was built around a framework that progressively built upon the exploration of self from sixth grade to an exploration of interests, goals, careers, and colleges by eighth and ninth grades. The research helped see possibilities of academic and personal growth among middle school students who participated in the Career Institute framework. The conclusions of this study helped students envision possibilities for the future, facilitated students' academic growth, and encouraged them to take on more responsibility (Schaefer & Rivera, 2012). The ACT Policy Report (2005) also included a similar plan to incorporate into the school a framework of self-exploration of interests and career studies (Noeth & Wimberly, 2005).

Through focus groups, students identified influences that encouraged them towards college and career readiness. This focus on college and career can help students become more aware of their interests and passions; consequently, leading them to grow academically. Radcliffe and Bos (2013) also concur with the previous reports and studies that creating more of a "college culture" in the school is beneficial for student motivation and academic growth along with serving as a key principle of college and career readiness.

Warning signs of not reaching benchmark standards for college and career readiness in the middle grades include absences greater than 20%, a low GPA, unsatisfactory behavior grades, repeated pattern of transferring schools, and failing English or math (Hein, Smerdon, & Sambolt, 2013). Research from Johns Hopkins University found that high-poverty, sixth grade students who failed English or math, whose absences was greater than 20%, or who had received a suspension out of school or a failing behavior grade, had less than 20% chance of graduating on time (Education Commission of the States, 2009). What can schools do? Schools need to take steps to address these warning signs and provide interventions to aid students to help them achieve. American Institute for Research (2013) suggested that the development of a reliable set of indicators would provide schools as well as students and families the ability to track students along a trajectory that leads to long-term success (Hein, Smerdon, & Sambolt, 2013). This set of indicators could then inform the development of tools that will allow students and families to see where students are on a trajectory toward a particular goal.

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Chapter III: Implementation

Introduction

This project involved identification of specific academic and behavior areas that students in the upper elementary and middle grades would do very well to have mastered by eighth grade to be on the trajectory path of high school success and college and career readiness. The topic areas that have been developed into rubrics include:

- Research skills in answering cognitive-thinking questions;
- High cognitive critical thinking skills;
- Writing skills;
- Research writing skills;
- Reading skills;
- Math procedural skills;
- Social sciences procedural skills;
- Academic discipline (good work, study habits, and completing homework); and
- Behavioral conduct and attendance.

Individual student curriculum-based rubrics (Appendix A) clearly show where St. Paul's teachers aim for each student to be by the end of their eighth-grade year, "Column A". Each topic was broken down into detailed objectives that allowed the teacher to determine the category into which the student best fits. The teacher determined the student's dominant category based on the higher number of objectives in that column. The purpose of choosing a dominant column was to give a clearer picture to the parents on the level their children are performing. These individual student curriculum-based rubrics allowed the teacher to have better productive parent-teacher meetings during the year. Andrade (2000) states that instructional rubrics provide supporting data on how each child is doing. Having a rubric that truly reflects and reveals problems that students experience is informative for both students and parents. A classroom overview form of each curriculum-based rubric allowed the teacher to categorize all the students in the classroom on one rubric to see the classroom as a whole (Appendix B). This allowed the teacher to inform instruction in the classroom creating a differentiated instructional approach to groups of students with common learning deficiencies.

The other aspect for college and career readiness is creating a "college culture" within the middle school program. Radcliffe and Bos (2013) recommend that schools create and maintain a college-going culture in the school as one of the key principles of college and career readiness. In order to reinforce how the middle school courses are connected to achievement of postsecondary and career goals, an important part of a curriculum like this is creating a college culture that lays out and connects parents and students to the rationale for taking a challenging curriculum that will have an effect on their future educational and career opportunities (Noeth & Wimberly, 2005). The framework of creating a college culture was built on the research study by Schaefer and Rivera (2012).

- College Culture Grade 5: Exploration of Self
 - What am I good at?
 - What do I like to do?
- College Culture Grade 6: Personal Exploration
 - Complete an interest inventory

- Reflect on how their interests and abilities can open up opportunities in relation to work and college degrees.
- College Culture Grade 7 & 8: Personal Exploration with Research
 - Explore identified careers by researching info on careers (education required, salary, etc.) and begin to construct career goals.
 - Research colleges and careers and set personal goals (skills to be developed, improving grades, etc.) that will help them prepare for future opportunities.

The college culture outline gives a basis for each teacher as they are given the opportunity to creatively create a unique aspect of the framework in their classroom. **Procedures**

Seven of the nine curriculum-based rubrics, known as the College and Career Readiness Rubrics (CCRR), as identified under the "Introduction" of Chapter 3, were developed and implemented into the classrooms three times a year (see schedule below). The rubrics for math procedural skills and social sciences procedural skills will be developed at a later date and will not be part of this study. The "College Culture" framework was not implemented at the time of this study; more will be developed with that at a later date. Teachers were to include evidence for most, if not all, of the curriculum-based rubrics that were to be attached to each student's rubric form. Some of the same data was used for more than one of the curriculum-based rubrics such as the writing areas. Much of the time required to complete these rubrics was given to the teachers during their Professional Learning Community (PLC) time. PLCs occurred once a week for an hour and teachers were paired up according to three categories: early childhood, elementary, and middle school. The following was the implemented schedule of College and Career Readiness Rubric Assessment (CCRR Assessment) completion:

- College and Career Readiness Rubric Assessment 1: First three weeks of October
- College and Career Readiness Rubric Assessment 2: Last three weeks of February
- College and Career Readiness Rubric Assessment 3: First three weeks of May

The first and second CCRR Assessment allowed the teachers to share with the parents the data on their children during the October and March Parent – Teacher Conferences. The third CCRR Assessment was inserted into the student portfolios for informational purposes for the next level teacher. Teachers were strongly encouraged to use the data from each CCRR Assessment time period to inform their instruction in the classroom and to create Student Learning Plans (SLPs) during their PLC time with other teachers. By working with their PLC partners, it allowed for an exchange of ideas as they generated their SLPs. Regular communication, progress, and "trouble-shooting" on their SLPs with their PLC partners was encouraged throughout the year.

Two forms of assessment were used to collect both qualitative and quantitative data. The main means of assessing CCRR curriculum was done through the NWEA MAP Assessment. NWEA MAP Assessment is formative in nature and was given three times during the school year – the beginning of September (Fall Testing), February (Winter Testing), and May (Spring Testing). The NWEA MAP Assessment times correlated with the CCRR Assessments allowing the teacher to use NWEA MAP Assessments as data for forming Student Learning Plans (SLPs).

The NWEA MAP Assessments provided quantitative data on how well the CCRR curriculum was working towards having more students on the trajectory path of College

and Career Readiness. The growth, as indicated from the NWEA MAP Assessments, from each student's two previous school years served as a basis of comparison (pretest) to the growth experienced from this current school year. What does this look like? Each student's third testing scores from the spring of 2017 to the spring of 2018 were compared to the previous fall testing to establish a growth rate for two consecutive years to serve as a pretest comparison to the post-test comparison from the fall of 2018 to the spring of 2019. This is a comparison of growth rate for each individual student. Students not enrolled during the fall of 2016 and 2017, were not included as part of this study as a growth rate would not be able to be established for those students.

The other form of assessment that was focused on qualitative data was gathered from the Teacher Attitude Survey that was given to our 3 – 8 grade teachers (Appendix C). This survey primarily assessed the teachers' attitudes towards the curriculum-based rubrics, data gathering, SLPs, and student learning outcomes indicated by the last NWEA MAP Assessment results; the survey used a Likert-system scale. This survey was given to the teachers twice; once after the first CCRR Assessments and the second after the third CCRR Assessments and NWEA MAP results.

Artifacts

The materials that were developed for this capstone included the following rubrics (Appendix A and B):

- Research skills in answering cognitive-thinking questions;
- High cognitive critical thinking skills;
- Writing skills;
- Research writing skills;

- Reading skills;
- Academic discipline (good work, study habits, and completing homework); and
- Behavioral conduct and attendance.

The CCRR were implemented three times during the year in October, February, and May. The teachers collected samples, where appropriate, to help support the evaluation of the rubrics. Student Learning Plans were also a part of the evaluation along with a classroom overview. At each evaluation during the year, the newly completed rubrics were compared to the previous rubrics to examine growth. A classroom overview form helped to see the classroom as a whole and to align students who are similar in learning achievement. Teachers used the CCRR to help inform instruction in the classroom and to help guide discussion with parents at Parent – Teacher Conferences.

Teachers also participated in a Teacher Attitude Survey twice during the course of the year. This survey's purpose was to assess the teacher's view of the College and Career Readiness Rubrics. The first survey was given out after the completion of the first set of rubrics and after the first Parent – Teacher Conference. The first survey measured their attitude after having a first-time experience in assessing students to inform their instruction and after meeting with parents at conferences framing a discussion around the rubrics. The second survey was completed after the third time completing the College and Career Readiness Rubrics and after having completed a second Parent – Teacher Conference.

Results

As I started to gather the results from the NWEA MAP Assessments (Appendix D and E), it became apparent that comparing the growth rates from previous years to this

past current school year, as originally planned, was not a good measure to indicate a growth in current learning. The reason is that as students progress to the older grades, the standard norm of growth rate decreases as indicated on NWEA MAP norms (Appendix F). In other words, the normative growth rate significantly decreases as the students progress to the middle grades. Because of this, analyzing the growth rate comparison from previous years would not fairly indicate proper learning growth. Instead I computed the averages of those students in the same grade levels who have been enrolled in our school for three years. I compared the averages of each class from each of the three years to examine if the students met the normative growth rate as seen in the table below. I was then able to compare the 2018-2019 school year with the previous two years to see if there was improvement in the number of classes meeting the normative growth.

The average of each classes' results in the area of reading are as follows:

Table 1

Current	Normative	Actual	Normative	Actual	Normative	Actual
Grade as	Growth	Growth	Growth	Growth	Growth	Growth
of Spring	Rate Two	Rate Two	Rate One	Rate One	Rate for	Rate for
2019	Years	Years	Year	Year	Current	Current
	Before	Before	Before	Before	Year	Year
	Current	Current	Current	Current		
	Grade	Grade	Grade	Grade		
	Level	Level	Level	Level		
Grade 3	16.8	11.6	14	12.2	10.3	12.8
Grade 4	14	11.7	10.3	3.7	7.7	6.9
Grade 5	10.3	12.9	7.7	4.6	6.1	8.1
Grade 6	7.7	11.5	6.1	-4.3	4.8	4.2
Grade 7	6.1	1.5	4.8	3.3	3.8	2.5
Grade 8	4.8	7.0	3.8	1.9	2.9	1.1
Note: Bold p	rint indicates	a met criterio	n in normative	growth rate.		

Class Average in Reading Compared to Normative Growth Data

NWEA MAP Assessment for Language doesn't start until grade 3; therefore,

since I was using data over a three-year period of students who attended three consecutive years, the earliest grade I could start with was grade 5. The average of each classes' results in the area of language usage are as follows:

Table 2

Current	Normative	Actual	Normative	Actual	Normative	Actual
Grade as	Growth	Growth	Growth	Growth	Growth	Growth
of Spring	Rate Two	Rate Two	Rate One	Rate One	Rate for	Rate for
2019	Years	Years	Year	Year	Current	Current
	Before	Before	Before	Before	Year	Year
	Current	Current	Current	Current		
	Grade	Grade	Grade	Grade		
	Level	Level	Level	Level		
Grade 5	10.6	8.3	7.9	10.9	5.9	5.9
Grade 6	7.9	5.5	5.9	5.2	4.6	3.3
Grade 7	5.9	2.5	4.6	12.0	3.6	5.5
Grade 8	4.6	5.7	3.6	5.0	2.8	1.9
Note: Bold p	rint indicates	a met criterio	n in normative	growth rate.		

Class Average in Language Compared to Normative Growth Data

In Appendix D and E, individual students who achieved the normative growth rate are also indicated through bold print RIT scores. Many of the classes do have more students who achieved the normative growth rate than the previous year. This is especially seen in the category of reading for the 2018-2019 school year. Yet, the overall averages for each class, as seen in the charts above, was affected by a few who performed poorly on the test. According to the following charts, in the content area of reading there were four out of the six classes that made improvement; whereas, in the content area of language there were zero classes making an improvement from the previous year.

Table 3

Grade Level	Fall '16 to Spring '17	Fall '17 to Spring '18	Fall '18 to Spring '19
2018-2019			
Grade 3	33%	44%	55%
Grade 4	57%	14%	42%
Grade 5	75%	50%	50%
Grade 6	67%	16%	67%
Grade 7	25%	25%	50%
Grade 8	71%	29%	29%
Note: Bold print indica	tes a met criterion in no	rmative growth rate.	

Percentage of Students Achieving Normative Growth in Reading

Table 4

Percentage of Students Achieving Normative Growth in Language

Grade Level 2018-2019	Fall '16 to Spring '17	Fall '17 to Spring '18	Fall '18 to Spring '19
Grade 5	38%	75%	50%
Grade 6	33%	50%	50%
Grade 7	25%	75%	50%
Grade 8	57%	71%	57%
Note: Bold print indica	tes a met criterion in noi	rmative growth rate.	

Overall, there was little to no improvement on the comparison of class averages of student attainment of normative growth rate by NWEA MAP standards. The percentage of classrooms that had an increase in the number of students reaching reading normative growth rates for the 2018-2019 school year compared to the previous year was 67%. In the area of writing, there were no higher percentages of students for the 2018-2019 school year reaching normative growth rates than the previous year.

There are several factors that may have influenced the results. They are listed here:

1. This past school year, the school had three new teachers join our staff; one teacher was added because we added another classroom and the other two were added to replace a teacher and his wife who had accepted a Call the previous year. The new teachers that began the 2018-2019 school year included an MLC graduate, a 20-year veteran teacher, and a limited experience teacher who got back into teaching after taking many years off to raise a family.

- 2. Our 7th/8th grade teacher is a beginning teacher in his second year of teaching.
- 3. Like with most beginning teachers and experienced new teachers to the school, they can find themselves overwhelmed with the new curriculum, lesson planning, and other outside duties. Not only that, they need to adjust to the new school culture and community culture. This year was a challenge for all of the new teachers in adjusting to their classroom and the culture of the community and families.
- 4. The sample size is small.
- 5. There wasn't as much emphasis in the classrooms to create a "college culture" as previously described in the curriculum.

The teacher survey results, in using the CCRR during the 2018-2019 school year, indicate a strong positive attitude on the part of the teachers. The first survey was given to the teachers after the first implementation period of the CCRR including the Parent – Teacher Consultations. That first survey showed high markings found between "Agree" to "Strongly Agree" as indicated in the results below along with the results after the final implementation in May (Appendix G). The ratings were in a scale from 1 to 5 with 1 being strongly disagree and 5 being strongly agree.

Table 5

Teacher Survey Results

Questions	October Survey	May Survey
	Averages	Averages
Question #1: The CCRR gives me essential information	4.3	4.3
on how students are performing.		
Question #2: The CCRR gives me opportunities to adjust	4.2	4.5
my teaching strategies		
Question #3: Based on the CCRR, I have adjusted my	4.0	4.2
instructional practice		
Question #4: The CCRR is informative data on each	4.5	4.5
student for both the teacher and the parents.		
Question #5: The CCRR helps to contribute to a	4.5	4.5
meaningful conversation to my students' parents at Parent		
- Teacher Conferences		
Question #6: The CCRR has improved student learning in	3.5	4.0
the classroom.		
Question #7: The CCRR is teacher-time well spent	4.0	4.0
considering the impact it has on student learning.		

Overall, both teacher surveys were fairly similar in numbers. The survey numbers from October and discussions with the teachers indicate they found the CCRR worthwhile for student assessment, instructional practice, and meaningful discussions during the Parent – Teacher Consultations. The numbers for the second survey tended to stay the same or grow a bit towards the "Strongly Agree" as can be seen in the chart above and in Appendix G. Both surveys indicated that teachers were not neutral but agreed or strongly agreed with all of the statements. Individual results of the survey are found in Appendix G. Also noteworthy are the parents who made comments that they appreciated the rubric discussion during the consultations and found it as a useful tool to see how their children are doing.

Chapter IV: Reflective Essay

Introduction

One of the challenges of being a principal is aligning faculty in regards to learning the essentials for a successful high school experience and, ultimately, college and career readiness. Yes, a written curriculum helps build that, but yet it isn't always followed in the classroom nor does it always target specific skills that flow across all the subject areas. My goal in this capstone project was to create a system that serves the following:

- Give instructional guidance on essential learning skills to all upper elementary and middle school teachers both veteran teachers and new teachers at the school;
- Create an accountability system that keeps teachers focused on essential learning skills that need to be taught and reinforced in the classroom;
- Incorporate a rubric tool that teachers can use to assess how well the students are acquiring those essential learning skills;
- Stimulate teacher reflection on their own instructional practice in teaching those skills;
- Understand individual student learning and the classroom as a whole; and
- Give more meaningful discussion to Parent Teacher Consultation meetings.

St. Paul's Lutheran School faces yearly challenges as we serve our community as a corporate tax credit choice school. The school choice creates a flow of new students coming into our school at various grade levels and at times seems to create a more transient clientele. As our school has grown we have added many teachers throughout the years and it has made it difficult in getting everyone on the same page of the essentials that we really need to teach for our children to be successful in high school and beyond. Because of this, a new system needed to be created to keep essential skills a focus throughout all content area.

Conclusions

The changing school dynamics likely impacted the success of the CCRR. Because of the many transitions in teachers coming into this year, it really wasn't a true test on the impact of the CCRR. When new teachers arrive, they are placed into a situation of getting to know the curriculum, the students, the families, and most importantly the culture of the school and community. There is much to take in during your first year at a new school. Because of the transitions of teachers in our school and having several beginning teachers in their first and second year, it may have impacted the effectiveness of the CCRR on student learning.

Of note is the consistency of teacher attitudes. All ratings of the questions were fairly high, 4 or 5, on the Likert scale. The first and second survey showed that the teachers found the tool useful in keeping them focused on the essentials, analyzing student work on an individual basis and as a classroom, informing their own classroom instruction, and creating a stronger dialogue with parents during the Parent – Teacher Consultations.

Overall all, the rubrics serve the purpose for which they were created by unifying our classrooms on the essential skills that our students need to learn for success in high school and beyond. When new teachers join our staff, the rubrics inform them of our expectations of learning in the classroom. As they implement them, they will find that the rubrics help inform their instructional practice and creates a guideline for them. In this end, I feel a great benefit in the use of the CCRR.

Recommendations

The descriptors should be simplified and avoid redundancy. This will aid teachers in keeping the assessment of the various areas clearer, especially to the parents during consultations. As a result, some of the writing rubrics will be merged. There would be benefits in reducing the number of evaluation columns in the rubric to help create more of a visible difference from column to column. Use of the Professional Learning Community time was very beneficial as teachers could discuss and share instructional strategies on teaching and reinforcing the essential learning skills. The PLCs are a vital component for teacher growth in using the CCRR.

Implementation of the CCRR and monitoring through NWEA MAP should continue. As the new teachers gain more experience in teaching and as all the teachers become more unified on incorporating the essential learning strategies found in the rubrics, the impact on learning may be greater. As leaders in our WELS schools it is vital to stay focused on the learning that takes place. This is one out of many ways to do so.

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Appendix A: College and Career Readiness Rubrics

CCRR for Researching & Writing Answers to Questions: Grades 3-8

Student Name:

Date:

Objective: Students will understand and demonstrate basic research skills [reading content, identify key terms in questions, skim (look back) and identify proper areas of key terms, formulate answers, and compose textual evidence answers as complete sentences]

	A	B	C	D	E	F
Understanding of Research Skills	*The student has a firm understanding and apply research skills by carefully reading texts and understanding the main idea.	*The student has an understanding and apply research skills by reading texts and understanding the main idea.	*The student can articulate the steps of researching answers to questions. The main idea is mostly, understood after reading the texts.	*The student can articulate most of the basic steps of researching answers to questions. The text is read with some understanding of the main idea.	*The student can articulate some of the basic steps of researching answers to questions. The text is read with little understanding of the main idea.	*The student is unable to articulate the basic steps of researching answe to questions. Understanding the text and the questions being asked are extremel difficult.
Identification of Key Words	*Key words/terms are easily identified in questions and are used to look back into the text to locate textual evidence.	*Key words / terms are identified in questions and are used to look back into the text to locate textual evidence.	*Key words / terms are identified in questions, but have a difficult time using them in locating textual evidence.	*Key words / terms are not easily identified in questions causing great difficulty in locating textual evidence.	 Key words / terms are not identified in questions causing the location of textual evidence to be almost non- existent. 	
Textual Evidence	*Textual evidence is included in responses.	*Textual evidence is at times lacking in responses.	*Textual evidence is many times lacking in responses.	*Textual evidence is not evident in their answers.	-	-
Written Responses	*Written responses include a good amount of details and are complete sentences that answer the question.	*Written responses are complete sentences that answer the question.	*Written responses are complete sentences that mostly answer the question.	*Most written responses are not complete sentences *Written responses do not necessarily relate to the questions.	*Written responses are incomplete and do not relate to the questions.	
	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category

CCRR for Writing Skills: Grades 3-8

Student Name:

Date:

Objective: Students will understand and demonstrate basic writing skills by producing clear and coherent writing in various genres that give evidence to organization and style, descriptive word choice, mechanics and grammar, and a variety of sentence structures (simple, compound, complex, compound-complex).

	A	В	C	D	E	F
Coherent	 Student's writing is exceptionally clear and coherent. 	 Student's writing is clear and coherent. 	 Student's writing is somewhat clear and coherent. 	 Student's writing is not very clear and coherent. 	 Student's writing lacks clarity and coherency. 	 Student's writing is not clear and coherent.
Organized	 Paragraphs are extremely organized and structured by topics showing coherency to the thesis / theme of the writing. 	*Paragraphs are clearly organized and structured by topics showing coherency to the thesis / theme of the writing.	*Paragraphs are somewhat organized and structured by topics showing connection to the thesis / theme of the writing.	 Paragraphs lack organization and structure exposing a lack of coherency to the thesis / theme of the writing. 	 Paragraphs are not organized and structured by topics displaying no coherency to a thesis / theme. 	 Paragraphs are not organized and structured by topics and have no theme.
Word Choice	 Word choices are carefully chosen to give a detailed picture to the reader. 	• Word choices are specific and helps give a clear picture to the reader.	Word choices are good and helps give a picture to the reader.	Words choices are more general in nature and not specific.	Words choices are more general in nature and are repetitive.	
Mechanics	*There are none to minimal mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar.	 There are few mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar. 	 There are several mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar. 	 There are many mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar. 	 There are too many mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar that disturb the flow of the paper. 	 There are many mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar that it disrupts the flow of the paper.
Sentence Variety	*Four sentence structures are pretty well balanced throughout the paper.	*Most, if not all, of the sentences fall into three of the sentence structures and are pretty well balanced throughout the paper.	*Most of the sentences fall into two to three of the sentence structures.	 Most of the sentences fall into only two of the sentence structures and are balanced throughout the paper. 	*Most of the sentences fall into one or two of the sentence structures (simple and compound)	*Most, if not all, of the sentences are simple sentences with little variation.
	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category
	Skills and Strategies t	o be taught to move stu	dent forward:			

CCRR for Research Writing: Grades 3-8

Student Name:

Objective: Students will utilize the following research skills in creating a final coherent product, following APA formatting and containing cited textual evidence, which is focused around a thesis:

- Formulate a research question and thesis statement;
- Identify reliable resources;
- Gather information from resources through note-taking and use of graphic organizers
- Sort and categorize information using some form of a graphic organizer; and
- Process information to derive meaning through the writing process;

research writing assignments; two would have a final product as a paper (APA format) **Grade 6**: Three research writing assignments; two would have a final product as a paper (citations in text, reference page)

Note: Grade 7 - 8: Four

Date:__

Grade 5: Three research writing assignments; one would have a final product as a paper (some components of APA format)

A	В	C	D	E	f
*Student creates a concise_focused research question to investigate.	*Student creates a focused research question to investigate.	*Student creates a somewhat focused research question to investigate.	*Student creates a research question that is too broad or too narrow.	*Student creates a much too broad research question to investigate.	*Student does not identify a research question to investigate.
*Multiple resources (5+) are utilized for the research.	*Multiple resources (4) are utilized for the research.	*Multiple resources (3) are utilized for the research.	*Minimal amount of resources (2) are utilized for the research.	*Minimal amount of resources (2) are utilized resulting in a lack of detail.	*Resources are not identified and or a reliance upon one resource is evident.
*Notes from all resources are organized and contain factual information and/or paraphrasing of the research.	*Notes from resources are fairly organized and mostly contain factual information and/or paraphrasing of the research.	*Notes from resources lack some organization but mostly contain factual information and/or paraphrasing.	*Notes from resources lack organization and contain some factual information and/or paraphrasing of the research.	*Notes from resources lack organization and are missing factual information and/or paraphrasing of the research.	*Notes from all resources are disorganized and are missing factual information and/or paraphrasing.
*Graphic organizer clearly demonstrates a proper sorting and categorization of the information.	*Graphic organizer demonstrates a proper sorting and categorization of the information.	*Sorting and categorization of information is mostly organized in a graphic organizer.	*Sorting and categorization of information is lacking in a graphic organizer.	*Sorting and categorization of information is not evident in a graphic organizer.	*There is no evidence of use of a graphic organizer to sort and categorize information.
*The final product demonstrates meaning has been derived and is unified around a thesis.	*The final product demonstrates meaning has been derived and is mostly unified around a thesis.	*The final product demonstrates meaning has been derived but exhibits a lack of unity around a thesis.	*The final product demonstrates meaning has been derived but is not unified around a thesis.	*The final product does not exhibit meaning has been derived and is not unified around a thesis.	*The final product is not organized around a thesis. The ideas and information jumps around.
*It is supported with cited textual evidence using APA format (including a title and reference page).	*It is supported with cited textual evidence using APA format.	*It lacks cited textual evidence to support the thesis. <u>Parts of</u> <u>APA formatis</u> evident.	*Cited textual evidence is very minimal. APA or parts of APA format may or may not be followed.	*Cited textual evidence is not evident. APA or parts of APA format may or may not be followed.	*Cited textual evidence is not evident. There is not attempt to use APA format.
Dominant	Dominant	Dominant	Dominant Category	Dominant Category	Dominant Category
	*Student creates a concise. focused research question to investigate. *Multiple resources (5+) are utilized for the research. *Notes from all resources are organized and contain factual information and/or paraphrasing of the research. *Graphic organizer clearly demonstrates a proper sorting and categorization of the information. *The final product demonstrates meaning has been derived and is unified around a thesis. *It is supported with cited textual evidence using APA format (including a title and reference page).	 *Student creates a concise, focused research question to investigate. *Multiple resources (S+) are utilized for the research. *Notes from all resources are organized and contain factual information and/or paraphrasing of the research. *Notes from resources are organized and contain factual information and/or paraphrasing of the research. *Graphic organizer clearly demonstrates a proper sorting and categorization of the information. *The final product demonstrates meaning has been derived and is unified around a thesis. *It is supported with cited textual evidence using APA format (including a title and reference page). *Dominaet *Dominaet *Dominaet *Dominaet *Dominaet *Dominaet *Dominaet 	*Student creates a concise, focused research question to investigate. *Student creates a focused research question to investigate. *Student creates a somewhat focused research question to investigate. *Multiple resources (5+) are utilized for the research. *Multiple resources (4) are utilized for the research. *Multiple resources (3) are utilized for the research. *Notes from all resources are organized and contain factual information and/or paraphrasing of the research. *Notes from resources are fairly organized and mostly contain factual information and/or paraphrasing of the research. *Notes from resources lack some organization but mostly contain factual information and/or paraphrasing. *Graphic organizer clearly demonstrates a proper sorting and categorization of the information. *Graphic organizer demonstrates a proper sorting and categorization of the information. *Sorting and categorization of the final product demonstrates meaning has been derived and is unified around a thesis. *The final product demonstrates meaning has been derived and is unified around a thesis. *It is supported with cited textual evidence using APA format (including a title and reference page). *It is supported with cited textual evidence using APA format *It is comport the thesis.	*Student creates a concise, focused research question to investigate. *Student creates a focused research question to investigate. *Student creates a somewhat focused research question to investigate. *Student creates a somewhat focused research question to investigate. *Multiple resources (5+) are utilized for the research. *Multiple resources (4) are utilized for the research. *Multiple resources (3) are utilized for the research. *Minimal amount of resources (2) are utilized for the research. *Notes from all resources are organized and contain factual information and/or paraphrasing of the research. *Notes from resources are fairly organization but nostly contain factual information and/or paraphrasing. *Notes from resources lack some organization but mostly contain factual information and/or paraphrasing. *Notes from resources lack some organization but mostly contain factual information and/or paraphrasing. *Notes from resources lack some organization but mostly contain and/or paraphrasing. *Notes from resources lack some organization but mostly contain and/or paraphrasing. *Graphic organizer clearly demonstrates a proper sorting and categorization of the information. *Graphic organizer demonstrates meaning has been derived and is unified around a thesis. *Sorting and categorization of information is lack of unity around a thesis. *The final product demonstrates meaning has been derived but exhibits a lack of unity around a thesis. *Cited textual evidence to support the thesis. Parts of APA format may or may not be followed.	*Student creates a concise, focused research question to investigate. *Student creates a focused research question to investigate. *Student creates a somewhat focused research question to investigate. *Student creates a research question to investigate. *Student creates a research question to investigate. *Student creates a research question to investigate. *Student creates a research question to investigate. *Multiple resources (S+) are utilized for the research. *Multiple resources (A) are utilized for the research. *Minimal amount of resources (2) are utilized for the resources are organized and contain factual information and/or paraphrasing of the research. *Notes from resources lack some resources lack organization but mostly contain and/or paraphrasing of the research. *Notes from resources lack organization and contain factual information and/or paraphrasing of the research. *Notes from resources lack organization and contain factual information and/or paraphrasing of the research. *Notes from resources lack organization but mostly contain and/or paraphrasing of the research. *Sorting and categorization of information is nostly organizer. *Sorting and categorization of information is not unifed around a thesis. *Sorting and categorization of information is not unifed around a thesis. *The final product demonstrates meaning has been derived and is not unifed around a thesis. *The final product derived but exhibits a lack of unity around a thesis. *The final product derived but exhibits meaning has been derived and is not unifed around a thesis. *Cited textual evidence is very minimal. APA or parts of APA format (including a title and reference page).

COLLEGE AND CAREER READINESS RUBRICS

CCRR for Reading Skills: Grades 3-8

Student Name:	
Student Name:	

Date:

Students will utilize the following various reading skills and strategies in becoming a better reader:

- · Prepare for reading various genres of literature by surveying the text's pictures, graphs, titles, subtitles, etc.
- · Decode unknown words through context clues, phonics, and dictionary pronunciation keys
- Read at a fluency of the 75 percentile of grade level text (Hasbrouck & Tindal Oral Reading Fluency Data)
- Read expressively through pausing, articulation, varying the rate when appropriate, and adjusting volume, pitch, and tone.
- Comprehend text through predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing

Grade	Percentile	Fall	Winter	Spring
	90		81	111
	75		47	82
1	50		23	53
	25		12	28
	10		6	15
	90	106	125	142
	75	79	100	117
2	50	51	72	89
	25	25	42	61
	10	11	18	31
	90	128	146	162
	75	99	120	137
3	50	71	92	107
	25	44	62	78
	10	21	36	48
	90	145	165	180
	75	119	139	152
4	50	94	112	123
	25	68	87	98
	10	45	61	72
	90	166	182	194
	75	139	156	168
5	50	110	127	139
	25	85	99	109
	10	61	74	83
	90	177	195	204
	75	153	167	177
6	50	127	140	150
	25	98	111	122
	10	68	82	93
	90	180	192	202
	75	156	165	177
7	50	128	136	150
	25	102	109	123
	10	79	88	98
	90	185	199	199
	75	161	173	177
8	50	133	145	151
	25	105	115	124
	10	77	84	97

COLLEGE AND CAREER READINESS RUBRICS

	A	В	С	D	E	f
	*Student successfully formulates inferences on the content of the text	*Student is successful most of the time formulating inferences on the	*Student has some difficulty formulating inferences on the content of the text	*Student has difficulty formulating inferences on the content of the text	*Student is unable to formulate inferences on the content of the text through pre-	
e-Reading rategies	strategies such as surveying the text's pictures, graphs.	through pre-reading strategies such as surveying the text's	strategies such as surveying the text's pictures, graphs.	strategies such as surveying the text's pictures, graphs.	such as surveying the text's pictures, graphs, titles, and	
2 22	titles, and subtitles.	pictures, graphs, titles, and subtitles.	titles, and subtitles.	titles, and subtitles.	subtitles.	
Decoding Unknown Words	*Grade level texts are read fluently with no faltering over the words in the text - whether common or uncommon words	 Grade level texts are read fluently with unknown words being decoded without assistance through context clues and phonics. 	 Grade level texts are read fairly fluently with unknown words being decoded, with little assistance, through context clues and phonics. 	 Grade level texts are not read fluently as the reader struggles with decoding at least 10% of the words; some assistance is needed to decode words. 	*Grade level texts are not read fluently as the reader struggles with decoding at least 20%-30% of the words; much assistance is needed to decode words.	*Grade level texts are not read fluently as the reader struggles with decoding at least 30% or more of the words; assistance is needed to decode words.
Fluency	*Fluency rate of at the 90 th percentile is achieved and a change of rate, depending on the genre of reading, is evident.	*Fluency rate of at least the 75 th percentile is achieved and a change of rate, depending on the genre of reading, is evident.	*Fluency rate of at least the 50 th percentile is achieved and a change of rate, depending on the genre of reading, is evident.	*Fluency rate of at least the 50 th percentile is achieved and a change of rate that is dependent on the genre of reading is not evident.	*Fluency rate of at least the 25 th percentile is achieved and there is no change of rate for various genres of reading texts.	*Fluency rate is below the 25 th percentile and there is no change of rate for various genres of reading texts.
Expressive Reading	*Oral reading is very expressive as the reader pauses, articulates words, speeds up or slows down the fluency rate when appropriate, and adjusts volume, pitch, and tone.	*Oral reading is expressive as the reader pauses, articulates words, speeds up or slows down the fluency rate when appropriate, and adjusts volume, pitch, and tone.	*Oral reading is at times expressive as the reader has some difficulty articulating words, pausing, speeding up or slowing down the fluency rate when appropriate, and adjusting volume, pitch, and tone.	*Oral reading is not that expressive as the reader has difficulty articulating words, pausing, speeding up or slowing down the fluency rate when appropriate, and adjusting volume, oitch, and tone.	*Oral reading is not expressive as the reader has difficulty articulating words, pausing, speeding up or slowing down the fluency rate when appropriate, and adjusting volume, pitch, and tone.	*Oral reading is not expressive as the reader cannot articulate words clearly, pause, speed up or slow down the fluency rate when appropriate, and adjust volume, pitch, and tone.
Compre ler ns ion	*Comprehension is always evident as the student is successful with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension is evident as the student is successful with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension is mostly evident as the student is fairly successful with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension can be a struggle as the student has difficulty with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension is a struggle as the student has great difficulty with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension is minimal as the student is unable to predict, question, formulate inferences, identify story elements, visualize, paraphrase, and summarize.
		Demissat	Dominant	Dominant	Dominant	Dominant

CCRR for Higher Cognitive Thinking: Grades 3-8



Directions: After analyzing the student work,

	A	В	C	D	E	F
Higher Cognitive Questions	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are well thought out with textual evidence (verbally or in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are well thought out (verbally and in print) but are usually missing textual evidence.	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are understood, but, at times, can have a difficult time formulating a well thought out answer (verbally and in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are understood most of the time, but have a difficult time formulating a well thought out answer (verbally and in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are not usually understood; therefore, a difficult time is had in expressing a well thought out answer (verbally and in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are not understood; answers are many times not related to the question (verbally and in print)
Lower Cognitive Questions	Answers to lower levels of questions (Remembering, Understanding, and Applying) are well thought out with textual evidence (verbally and in print).	Answers to lower levels of questions (Remembering, Understanding, and Applying) are well thought out (verbally and in print) but are usually missing textual evidence.	Answers to lower levels of questions (Remembering, Understanding, and Applying) are understood, but, at times, can have a difficult time formulating a well thought out answer (verbally and in print)	Answers to lower levels of questions (Remembering, Understanding, and Applying) are understood most of the time, but have a difficult time formulating a well thought out answer (verbally and in print)	Answers to lower levels of questions (Remembering, Understanding, and Applying) are not usually understood; therefore, a difficult time is had in expressing a well thought out answer (verbally and in print)	Answers to lower levels of questions (Remembering, Understanding, and Applying) are not understood; answers are many times not related to the question (verbally and in print)
	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category
	Skills and Strategies t	o be taught to move stu	dent forward:			

CCRR for Organizational Skills: Grades 3-8

Student Name:

Date:

Objective: Students will recognize and implement basic organizational skills [i.e. use of a planner, prioritizing tasks, use of time, completed homework storage, notebook use, labeling homework, desk organization, use of writing tools]

	A	В	C	D	E
Understands Organization	*The student recognizes the impact organization skills have on a successful education and puts great effort into it.	 The student recognizes the importance organization skills have on education and puts good effort into it. 	The student recognizes organization is important and tries to put effort into it.	The student recognizes organization is important but doesn't put much effort into it.	The student doesn't work very hard at being organized.
Daily Planner	*Daily planner usage is a regular routine after every assignment is given; no reminders.	*Daily planner usage is a regular routine after every assignment is given; some reminders.	*Daily planner usage is completed at the end of the day; with some reminders needed.	*Daily planner usage is mostly completed at the teacher's request at the end of the day.	*Daily planner usage is not usually completed even at the teacher's request.
Prioritization	 Prioritization of tasks are clearly evident as the student self-regulates his use of time in relationship with work needing to get done. 	 Prioritization of tasks are evident as the student usually self- regulates his use of time in relationship with work needing to get done. 	*Prioritization of tasks are evident when the teacher gives directions to make use of time to complete work.	*Prioritization of tasks ate sometimes evident when the teacher gives directions to make use of time to complete work.	*Prioritization of tasks is not evident as the directions to use time to do work are not followed when given.
School Work	 School work is continuously found in an organized location and is always completed on time. 	 School work is mostly found in an organized location and is almost always completed on time (0-3 incomplete assignments per quarter) 	 School work is mostly found in various locations and is almost always completed on time (0-3 incomplete assignments per quarter) 	 School work is not easily found and in many instances is not completed on time (4-8 incomplete assignments per quarter) 	*School work is not easily found and is many times incomplete (over 8 incomplete assignments per quarter)
Class Notes	*Class notes are neatly organized, always written in the correct notebook/binder, and at all times is found when needed.	 Class notes, overall, are organized, written in the correct notebook/binder, and are found when needed. 	*Class notes are somewhat organized, mostly written in the correct notebook / binder, and, at times, take time to locate.	*Class notes are not that organized as they are frequently written in the wrong notebook / binder causing too much time to locate.	 Class notes are not organized and are commonly lost.
Homework Label	*Homework is always correctly labeled with name, date, and lesson information.	*Homework is labeled according to the teacher's directions.	*Homework is labeled according to the teacher's <u>directions</u> most of the time.	*Homework is often not labeled the way the teacher directed.	*Homework isn't labeled at all and is often missing the name of the owner.
Class room Desk	*Classroom desk is extremely organized making it very easy to locate books, assignments, and writing tools; floor beneath desk is clear.	 Classroom desk is organized making it easy to locate books, assignments, and writing tools; floor beneath desk is clear. 	*Classroom desk is somewhat disorganized making it difficult, at times, to locate needed items for class in a quick fashion; floor beneath desk has a few items on the floor.	*Classroom desk is disorganized increasing the amount of time needed to locate items needed for class; floor beneath desk has many items on the floor.	 Classroom desk is very disorganized to the point of not being able to find what is needed for class; floor beneath desk has many items on the floor.
	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category
	Skills and Strategies to be	taught to move student forw	ard:		

CCRR for Behavioral and Attendance: Grades 3-8

Student Name:

Date:

Objective: Students will recognize and exhibit good behavioral skills in the classroom that will positively impact their learning [follow classroom and school procedures; demonstrate respect for teachers and other students in showing love for God; maintain self-motivation and self-discipline; complete school work on time; maintain good school attendance and punctuality]

	A	В	C	D	E	F
Understanding of Procedures	 The student clearly recognizes the importance of following classroom and school procedures and models it. 	*The student understands the importance of following classroom and school procedures and displays it.	*The student acknowledges the importance of following classroom and school procedures and typically follows it.	*The student is aware of the classroom and school procedures but has a difficult time following it.	*The student is aware of the classroom and school procedures but chooses not to follow it.	*The student blatantly works against classroom and school procedures.
Respect	*Respect shown for teachers and other students is a model for others to follow.	 Respect is shown for teachers and other students. 	 Respect is typically shown for teachers and other students. 	*Respecting teachers and other students, at times, is not demonstrated.	*Respecting teachers and other students is more commonly not demonstrated	*Disrespect towards teachers and other students is deliberately done.
Self- Management	*Self-motivation and self-discipline is strongly evident in classroom behavior and work ethic.	*Self-motivation and self-discipline is evident in classroom behavior and work ethic.	*Self-motivation and self-discipline is typically observed in classroom behavior and work ethic.	*Self-motivation and self-discipline is lacking at times in classroom behavior and work ethic.	*Self-motivation and self-discipline is more likely not evident in classroom behavior and work ethic.	*Self-motivation and self-discipline is not evident in classroom behavior and work ethic.
School Work	*School work is always completed on time.	*School work is rarely not completed (less than three times a quarter)	*School work is periodically not completed (four to seven times a quarter)	*School work is commonly not completed (eight to twelve times a quarter)	*School work is regularly not completed (thirteen to fifteen times a quarter)	*School work is habitually not completed (over fifteen times a quarter)
Attendance & Punctuality	*Attendance and punctuality is clearly understood as a key to successful learning; very minimal absences and no tardies	*Attendance and punctuality is understood as a key to successful learning; minimal absences and tardies	*Attendance and punctuality is understood per policy of school; absences and tardies are well within the policy (less than four absences and tardies per quarter)	*Attendance and punctuality is understood per policy of school; absences and tardies are within the policy (four to five absences and tardies per quarter)	*Attendance and punctuality is a continual problem that is affecting learning; numbers of absences and tardies are over the policy (six or eight absences and tardies per quarter)	*Attendance and punctuality is a habitual problem that is affecting learning; numbers of absences and tardies are over the policy (more than eight absences and tardies per quarter)
	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category	Dominant Category
	Skills and Strategies t	o be taught to move stu	dent forward:			

Appendix B: Classroom College and Career Readiness Rubrics

Classroom CCRR for Researching & Writing Answers to Questions: Grades 3-8

Teacher Name:

Grade Level: ____ Date: ____

Objective: Students will understand and demonstrate basic research skills [reading content, identify key terms in questions, skim (look back) and identify proper areas of key terms, formulate answers, and compose textual evidence answers as complete sentences]

Directions: After completing the individual student rubric, complete the classroom compilation rubric to give a view of the whole classroom. Look for similarities among children to help determine the skills or strategies needed to move the groups of children forward in their learning.

()	A	В	С	D	E	E F
Understanding of ResearchSkills	*The student has a firm understanding and apply research skills by carefully reading texts and understanding the main idea.	*The student has an understanding and apply research skills by reading texts and understanding the main idea.	*The student can articulate the steps of researching answers to questions. The main idea is mostly. understood after reading the texts.	*The student can articulate most of the basic steps of researching answers to questions. The text is read with some understanding of the main idea.	*The student can articulate some of the basic steps of researching answers to questions. The text is read with little understanding of the main idea.	 The student is unable to articulate the basic steps of researching answers to questions. Understanding the text and the questions being asked are extremely difficult.
de ntification of Key Words	*Key words/terms are easily identified in questions and are used to look back into the text to locate textual evidence.	*Key words / terms are identified in questions and are used to look back into the text to locate textual evidence.	*Key words / terms are identified in questions, but have a difficult time using them in locating textual evidence.	*Key words / terms are not easily identified in questions causing great difficulty in locating textual evidence.	 Key words / terms are not identified in questions causing the location of textual evidence to be almost non- existent. 	
Textual Evidence	•Textual evidence is included in responses.	 Textual evidence is at times lacking in responses. 	•Textual evidence is many times lacking in responses.	*Textual evidence is not evident in their answers.		
Written Responses	*Written responses include a good amount of details and are complete sentences that answer the question.	*Written responses are complete sentences that answer the question.	*Written responses are complete sentences that mostly answer the question.	*Most written responses are not complete sentences *Written responses do not necessarily relate to the questions.	*Written responses are incomplete and do not relate to the questions.	
				7)- 		
	Students:	Students:	Students:	Students:	Students:	Students:
		9 (1999) (19 - 1972) (1		n Printer di sua di		en an
	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:

Classroom CCRR for Writing Skills: Grades 3-8

Teacher Name: ____

Grade Level:

Date:

Objective: Students will understand and demonstrate basic writing skills by producing clear and coherent writing in various genres that give evidence to organization and style, descriptive word choice, mechanics and grammar, and a variety of sentence structures (simple, compound, complex, compound-complex).

Directions: After completing the individual student rubric, complete the classroom compilation rubric to give a view of the whole classroom. Look for similarities among children to help determine the skills or strategies needed to move the groups of children forward.

- 22 - 0	A	В	C	D	E	F
Coherent	Student's writing is exceptionally clear and coherent.	* Student's writing is clear and coherent.	 Student's writing is somewhat clear and coherent. 	 Student's writing is not very clear and coherent. 	Student's writing lacks clarity and coherency.	 Student's writing is not clear and coherent.
Organized	 Paragraphs are extremely organized and structured by topics showing coherency to the thesis / theme of the writing. 	*Paragraphs are clearly organized and structured by topics showing coherency to the thesis / theme of the writing.	*Paragraphs are somewhat organized and structured by topics showing connection to the thesis / theme of the writing.	 Paragraphs lack organization and structure exposing a lack of coherency to the thesis / theme of the writing. 	 Paragraphs are not organized and structured by topics displaying no coherency to a thesis / theme. 	 Paragraphs are not organized and structured by topics and have no theme.
Word Choice	 Word choices are carefully chosen to give a detailed picture to the reader. 	 Word choices are specific and helps give a clear picture to the reader. 	 Word choices are good and helps give a picture to the reader. 	 Words choices are more general in nature and not specific. 	Words choices are more general in nature and are repetitive.	
Mechanics	*There are none to minimal mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar.	 There are few mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar. 	 There are several mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar. 	 There are many mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar. 	 There are too many mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar that disturb the flow of the paper. 	 There are many mistakes in mechanics (spelling, punctuation, and capitalizations) and in grammar that it disrupts the flow of the paper.
Sentence Variety	*Four sentence structures are pretty well balanced throughout the paper.	*Most, if not all, of the sentences fall into three of the sentence structures and are pretty well balanced throughout the paper.	*Most of the sentences fall into two to three of the sentence structures.	 Most of the sentences fall into only two of the sentence structures and are balanced throughout the paper. 	*Most of the sentences fall into one or two of the sentence structures (simple and compound)	*Most, if not all, of the sentences are simple sentences with little variation.
	Students:	Students:	Students:	Students:	Students:	Students:
	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:

Classroom CCRR for Research Writing: Grades 3-8

-	 S 1.00 (S 100 (S - 2))
loachor	Namo:
reacher	Name.

Grade Level:

Objective: Students will utilize the following research skills in creating a final coherent product, following APA formatting and containing cited textual evidence, which is focused around a thesis:

- Formulate a research question and thesis statement;
- Identify reliable resources;
- Gather information from resources through note-taking and use of graphic organizers
- Sort and categorize information using some form of a graphic organizer; and Process information to derive meaning through the writing process;

Note: Grade 7 – 8: Four research writing assignments; two would have a final product as a paper (APA format) Grade 6: Three research writing assignments; two would have a final product as a paper (citations in text, reference page) Grade 5: Three research writing assignments; one would have a final product as a paper (some components of APA format)

Date:

Directions: After completing the individual student rubric, complete the classroom compilation rubric to give a view of the whole classroom. Look for similarities among children to help determine the skills or strategies needed to move the groups of children forward.

	A	В	С	D	E	f
Research Question	*Student creates a concise_focused research question to investigate.	*Student creates a focused research question to investigate.	*Student creates a somewhat focused research question to investigate.	*Student creates a research question that is too broad or too narrow.	*Student creates a much too broad research question to investigate.	*Student does not identify a research question to investigate.
Resource	*Multiple resources (5+) are utilized for the research.	*Multiple resources (4) are utilized for the research.	*Multiple resources (3) are utilized for the research.	*Minimal amount of resources (2) are utilized for the research.	*Minimal amount of resources (2) are utilized resulting in a lack of detail.	*Resources are not identified and or a reliance upon one resource is evident.
Information Gathered from Resources	*Notes from all resources are organized and contain factual information and/or paraphrasing of the research.	*Notes from resources are fairly organized and mostly contain factual information and/or paraphrasing of the research.	*Notes from resources lack some organization but mostly contain factual information and/or paraphrasing.	*Notes from resources lack organization and contain some factual information and/or paraphrasing of the research.	*Notes from resources lack organization and are missing factual information and/or paraphrasing of the research.	*Notes from all resources are disorganized and are missing factual information and/or paraphrasing.
Organization of Notes	*Graphic organizer clearly demonstrates a proper sorting and categorization of the information.	*Graphic organizer demonstrates a proper sorting and categorization of the information.	*Sorting and categorization of information is mostly organized in a graphic organizer.	*Sorting and categorization of information is lacking in a graphic organizer.	*Sorting and categorization of information is not evident in a graphic organizer.	 There is no evidence of use of a graphic organizer to sort and categorize information.
Meaning & Unity	*The final product demonstrates meaning has been derived and is unified around a thesis.	*The final product demonstrates meaning has been derived and is mostly unified around a thesis.	*The final product demonstrates meaning has been derived but exhibits a lack of unity around a thesis.	*The final product demonstrates meaning has been derived but is not unified around a thesis.	*The final product does not exhibit meaning has been derived and is not unified around a thesis.	 The final product is not organized around a thesis. The ideas and information jumps around.
Textual Evidence & APA Format	*It is supported with cited textual evidence using APA format (including a title and reference page).	*It is supported with cited textual evidence using APA format.	*It lacks cited textual evidence to support the thesis. <u>Parts of</u> <u>APA format is</u> evident.	*Cited textual evidence is very minimal. APA or parts of APA format may or may not be followed.	*Cited textual evidence is not evident. APA or parts of APA format may or may not be followed.	*Cited textual evidence is not evident. There is not attempt to use APA format.
	Students:	Students:	Students:	Students:	Students:	Students:
	Skills and Strategies to be taught:	Skills and Strategies to be taught:	Skills and Strategies to be taught:	Skills and Strategies to be taught:	Skills and Strategies to be taught:	Skills and Strategies to be taught:

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Classroom CCRR for Reading Skills: Grades 3-8

Teacher Name:	Grade Level:	Date:	
reacher Name:	Grade Level:	Date:	

Students will utilize the following various reading skills and strategies in becoming a better reader:

- · Prepare for reading various genres of literature by surveying the text's pictures, graphs, titles, subtitles, etc.
- · Decode unknown words through context clues, phonics, and dictionary pronunciation keys
- Read at a fluency of the 75 percentile of grade level text (Hasbrouck & Tindal Oral Reading Fluency Data)
- Read expressively through pausing, articulation, varying the rate when appropriate, and adjusting volume, pitch, and tone.
- Comprehend text through predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing

Grade	Percentile	Fall	Winter	Spring
	90		81	111
	75		47	82
1	50		23	53
	25		12	28
	10		6	15
	90	106	125	142
	75	79	100	117
2	50	51	72	89
	25	25	42	61
	10	11	18	31
	90	128	146	162
	75	99	120	137
3	50	71	92	107
	25	44	62	78
	10	21	36	48
	90	145	166	180
	75	119	139	152
4	50	94	112	123
	25	68	87	98
	10	45	61	72
	90	166	182	194
	75	139	156	168
5	50	110	127	139
	25	85	99	109
	10	61	74	83
	90	177	195	204
	75	153	167	177
6	50	127	140	150
	25	98	111	122
	10	68	82	93
	90	180	192	202
	75	156	165	177
7	50	128	136	150
	25	102	109	123
	10	79	88	98
	90	185	199	199
	75	161	173	177
8	50	133	146	151
	25	105	115	124
	10	77	84	97

Directions: After completing the individual student rubric, complete the classroom compilation rubric to give a view of the whole classroom. Look for similarities among children to help determine the skills or strategies needed to move the groups of children forward.

COLLEGE AND CAREER READINESS RUBRICS

Beiling and the successfulling formulates inferences of content of the surveying the strategies is surveying the pictures, grittles, and is surveying the pictures, grittles, and is surveying the survey in the surveying the	ally as on the f the text re-reading s such as the text's graphs, d subtitles. evel texts fluently altering words in whether or on words rate of at ercentile is	*Student is successful most of the time formulating inferences on the content of the text through pre-reading strategies such as surveying the text's pictures, graphs, titles, and subtitles. *Grade level texts are read fluently with unknown words being decoded without assistance through context clues and phonics.	*Student has some difficulty formulating inferences on the content of the text through pre-reading strategies such as surveying the text's pictures, graphs, titles, and subtitles. *Grade level texts are read fairly fluently with unknown words being decoded, with	*Student has difficulty formulating inferences on the content of the text through pre-reading strategies such as surveying the text's pictures, graphs, titles, and subtitles. *Grade level texts are not read fluently as the reader	*Student is unable to formulate inferences on the content of the text through pre-reading strategies such as surveying the text's pictures, graphs, titles, and subtitles. *Grade level texts are not read fluently	*Grade level texts
 are read fluwith no fall over the wethout no fall expressive reader paus articulates speeds up of down the flirate when appropriate adjusts volupitch, and the student successful predicting, questioning formulating inferences, identifying elements, visualizing, paraphrasis summarizities Students: 	luently altering words in whether or on words rate of at ercentile is	are read fluently with unknown words being decoded without assistance through context clues and phonics.	are read fairly fluently with unknown words being decoded, with	are not read fluently as the reader	are not read fluently	and the second se
Au and a second se	rate of at ercentile is	10	intrie assistance, through context clues and phonics.	struggles with decoding at least 10% of the words; some assistance is needed to decode words.	as the reader struggles with decoding at least 20%-30% of the words; much assistance is needed to decode words.	are not read fluently as the reader struggles with decoding at least 30% or more of the words; assistance is needed to decode words.
 *Oral readi expressive reader paus articulates speeds up of down the fil rate when appropriate adjusts volu pitch, and t *Comprehe always evio the student successful v predicting, questioning formulating inferences, identifying elements, visualizing, paraphrasii summarizii 	and a rate, g on the reading, is	*Fluency rate of at least the 75 th percentile is achieved and a change of rate, depending on the genre of reading, is evident.	*Fluency rate of at least the 50 th percentile is achieved and a change of rate, depending on the genre of reading, is evident.	*Fluency rate of at least the 50 th percentile is achieved and a change of rate that is dependent on the genre of reading is not evident.	Fluency rate of at least the 25 th percentile is achieved and there is no change of rate for various genres of reading texts.	 Fluency rate is below the 25th percentile and there is no change of rate for various genres of reading texts.
*Comprehe always evic the student successful predicting, questioning formulating inferences, identifying elements, visualizing, paraphrasi summarizi	ding is very e as the uses, es words, o or slows fluency n te, and olume, i tone.	*Oral reading is expressive as the reader pauses, articulates words, speeds up or slows down the fluency rate when appropriate, and adjusts volume, pitch, and tone.	*Oral reading is at times expressive as the reader has some difficulty articulating words, pausing, speeding up or slowing down the fluency rate when appropriate, and adjusting volume, pitch, and tone.	*Oral reading is not that expressive as the reader has difficulty articulating words, pausing, speeding up or slowing down the fluency rate when appropriate, and adjusting volume, pitch, and tone.	 Oral reading is not expressive as the reader has difficulty articulating words, pausing, speeding up or slowing down the fluency rate when appropriate, and adjusting volume, pitch, and tone. 	 Oral reading is not expressive as the reader cannot articulate words clearly, pause, speed up or slow down the fluency rate when appropriate, and adjust volume, pitch, and tone.
Students:	hension is vident as nt is il with g, ng, ng s, g story	*Comprehension is evident as the student is successful with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension is mostly evident as the student is fairly successful with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension, can be a struggle as the student has difficulty with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension.is a struggle as the student has great difficulty with predicting, questioning, formulating inferences, identifying story elements, visualizing, paraphrasing, and summarizing.	*Comprehension.is minimal as the student is unable to predict, question, formulate inferences, identify story elements, visualize, paraphrase, and summarize.
	, g, sing, and zing.	Students:	Students:	Students:	Student:	Students:
Skills and S to be taugh	, g, sing, and zing.	1	Skills and Strategies	Skills and Strategies to be taught:	Skills and Strategies to be taught:	Skills and Strategies to be taught:

Classroom CCRR for Higher Cognitive Thinking: Grades 3-8

Teacher Name:

Objective: Students will understand the key ideas behind high cognitive questions, formulate a well thought out answer in print or verbally, and include textual evidence to support their answer. Students will understand the key ideas and words in low level questions to formulate an answer in print or verbally that demonstrates recall, understanding, and application of text. Question levels based on Blooms' Revised Taxonomy)



Directions: After completing the individual

student rubric, complete the classroom compilation rubric to give a view of the whole classroom. Look for similarities among children to help determine the skills or strategies needed to move the groups of children forward in their learning.

	A	В	C	D	E	F
Higher Cognitive Questions	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are well thought out with textual evidence (verbally or in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are well thought out (verbally and in print) but are usually missing textual evidence.	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are understood, but, at times, can have a difficult time formulating a well thought out answer (verbally and in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are understood most of the time, but have a difficult time formulating a well thought out answer (verbally and in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are not usually understood; therefore, a difficult time is had in expressing a well thought out answer (verbally and in print)	Answers to high levels of questions (Analyzing, Evaluating, and Creating on Bloom's Revised Taxonomy) are not understood; answers are many times not related to the question (verbally and in print)
Lower Cognitive Questions	Answers to lower levels of questions (Remembering, Understanding, and Applying) are well thought out with textual evidence (verbally and in print).	Answers to lower levels of questions (Remembering, Understanding, and Applying) are well thought out (verbally and in print) but are usually missing textual evidence.	Answers to lower levels of questions (Remembering, Understanding, and Applying) are understood, but, at times, can have a difficult time formulating a well thought out answer (verbally and in print)	Answers to lower levels of questions (Remembering, Understanding, and Applying) are understood most of the time, but have a difficult time formulating a well thought out answer (verbally and in print)	Answers to lower levels of questions (Remembering, Understanding, and Applying) are not usually understood; therefore, a difficult time is had in expressing a well thought out answer (verbally and in print)	Answers to lower levels of questions (Remembering, Understanding, and Applying) are not understood; answers are many times not related to the question (verbally and in print)
	Students:	Students:	Students:	Students:	Students:	Students:
	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:

Classroom CCRR for Organizational Skills: Grades 3-8

Teacher Name:

Grade Level:

Date:_____

Objective: Students will recognize and implement basic organizational skills [i.e. use of a planner, prioritizing tasks, use of time, completed homework storage, notebook use, labeling homework, desk organization, use of writing tools]

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Directions: After completing the individual student rubric, complete the classroom compilation rubric to give a view of the whole classroom. Look for similarities among children to help determine the skills or strategies needed to move the groups of children forward.

1	A	В	С	D	E
Understands Organization	 The student recognizes the impact organization skills have on a successful education and puts great effort into it. 	 The student recognizes the importance organization skills have on education and puts good effort into it. 	The student recognizes organization is important and tries to put effort into it.	The student recognizes organization is important but doesn't put much effort into it.	The student doesn't work very hard at being organized.
Daily Planner	*Daily planner usage is a regular routine after every assignment is given; no reminders.	*Daily planner usage is a regular routine after every assignment is given; some reminders.	*Daily planner usage is completed at the end of the day; with some reminders needed.	*Daily planner usage is mostly completed at the teacher's request at the end of the day.	*Daily planner usage is not usually completed even at the teacher's request.
Prioritization	*Prioritization of tasks acc clearly evident as the student self-regulates his use of time in relationship with work needing to get done.	*Prioritization of tasks are evident as the student usually self- regulates his use of time in relationship with work needing to get done.	*Prioritization of tasks are evident when the teacher gives directions to make use of time to complete work.	*Prioritization of tasks atte sometimes evident when the teacher gives directions to make use of time to complete work.	 Prioritization of tasks is not evident as the directions to use time to do work are not followed when given.
School Work	*School work is continuously found in an organized location and is always completed on time.	*School work is mostly found in an organized location and is almost always completed on time (0-3 incomplete assignments per quarter)	*School work is mostly found in various locations and is almost always completed on time (0-3 incomplete assignments per quarter)	*School work is not easily found and in many instances is not completed on time (4-8 incomplete assignments per quarter)	*School work is not easily found and is many times incomplete (over 8 incomplete assignments per quarter)
Class Notes	*Class notes are neatly organized, always written in the correct notebook/binder, and at all times is found when needed.	 Class notes, overall, are organized, written in the correct notebook/binder, and are found when needed. 	*Class notes are somewhat organized, mostly written in the correct notebook / binder, and, at times, take time to locate.	*Class notes are not that organized as they are frequently written in the wrong notebook / binder causing too much time to locate.	*Class notes are not organized and are commonly lost.
Home work Label	 Homework is always correctly labeled with name, date, and lesson information. 	*Homework is labeled according to the teacher's directions.	*Homework is labeled according to the teacher's directions, most of the time.	*Homework is often not labeled the way the teacher directed.	*Homework isn't labeled at all and is often missing the name of the owner.
Class room Des k	*Classroom desk is extremely organized making it very easy to locate books, assignments, and writing tools; floor beneath desk is clear.	 Classroom desk is organized making it easy to locate books, assignments, and writing tools; floor beneath desk is clear. 	*Classroom desk is somewhat disorganized making it difficult, at times, to locate needed items for class in a quick fashion; floor beneath desk has a few items on the floor.	*Classroom desk is disorganized increasing the amount of time needed to locate items needed for class; floor beneath desk has many items on the floor.	*Classroom desk is very disorganized to the point of not being able to find what is needed for class; floor beneath desk has many items on the floor.
	Dominate Category	Dominate Category	Dominate Category	Dominate Category	Dominate Category
	Skills and Strategies to be t	aught to move student forwa	rd:		

Classroom CCRR for Behavioral and Attendance: Grades 3-8

Teacher Name:

Grade Level: ____ Date:__

Objective: Students will recognize and exhibit good behavioral skills in the classroom that will positively impact their learning [follow classroom and school procedures; demonstrate respect for teachers and other students in showing love for God; maintain self-motivation and self-discipline; complete school work on time; maintain good school attendance and punctuality]

Directions: After completing the individual student rubric, complete the classroom compilation rubric to give a view of the whole classroom. Look for similarities among children to help determine the skills or strategies needed to move the groups of children forward in their learning.

	A	В	С	D	E	F
Understanding of Procedures	 The student clearly recognizes the importance of following classroom and school procedures and models it. 	 The student understands the importance of following classroom and school procedures and displays it. 	*The student acknowledges the importance of following classroom and school procedures and typically follows it.	*The student is aware of the classroom and school procedures but has a difficult time following it.	*The student is aware of the classroom and school procedures but chooses not to follow it.	*The student blatantly works against classroom and school procedures.
Respect	•Respect shown for teachers and other students is a model for others to follow.	 Respect is shown for teachers and other students. 	 Respect is typically shown for teachers and other students. 	*Respecting teachers and other students, at times, is not demonstrated.	*Respecting teachers and other students is more commonly not demonstrated	*Disrespect towards teachers and other students js deliberately done.
Self- Management	*Self-motivation and self-discipline is strongly evident in classroom behavior and work ethic.	*Self-motivation and self-discipline is evident in classroom behavior and work ethic.	*Self-motivation and self-discipline is typically observed in classroom behavior and work ethic.	*Self-motivation and self-discipline is lacking at times in classroom behavior and work ethic.	*Self-motivation and self-discipline is more likely not evident in classroom behavior and work ethic.	*Self-motivation and self-discipline is not evident in classroom behavior and work ethic.
School Work	*School work is always completed on time.	*School work is rarely not completed (less than three times a quarter)	*School work is periodically not completed (four to seven times a quarter)	*School work is commonly not completed (eight to twelve times a quarter)	*School work is regularly not completed (thirteen to fifteen times a quarter)	*School work is habitually not completed (over fifteen times a quarter)
Attendance & Punctuality	*Attendance and punctuality is clearly understood as a key to successful learning; very minimal absences and no tardies	*Attendance and punctuality is understood as a key to successful learning; minimal absences and tardies	*Attendance and punctuality is understood per policy of school; absences and tardies are well within the policy (less than four absences and tardies per quarter)	*Attendance and punctuality is understood per policy of school; absences and tardies are within the policy (four to five absences and tardies per quarter)	*Attendance and punctuality is a continual problem that is affecting learning; numbers of absences and tardies are over the policy (six or eight absences and tardies per quarter)	*Attendance and punctuality is a habitual problem that is affecting learning; numbers of absences and tardies are over the policy (more than eight absences and tardies per quarter)
	Students:	Students:	Students:	Students:	Students:	Students:
	s)			k s		3
	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:	Skills or Strategies to be Implemented:

Appendix C: Teacher Survey

Teacher Survey on the College and Career Readiness Rubric Curriculum-Based Rubric

Directions: Rate each statement from 1 to 5 based on your perceptions at this time using the College and Career Readiness Rubric (CCRR).

Answer Scale

- 5: Strongly Agree
- 4: Agree
- 3: Undecided
- 2: Disagree
- 1: Strongly Disagree

Im	pact on Teaching Practices	Rating
1.	The CCRR gives me essential information on how students are performing.	
2.	The CCRR gives me opportunities to adjust my teaching strategies.	
3.	Based on the CCRR, I have adjusted my instructional practice.	
Im	pact on Parent – Teacher Discussions	
4.	The CCRR is informative data on each student for both the teacher and the parents.	
5.	The CCRR helps to contribute to a meaningful conversation to my students' parents at Parent – Teacher Conferences.	
Im	pact on Learning	
6.	The CCRR has improved student learning in the classroom.	
7.	The CCRR is teacher-time well spent considering the impact it has on student learning.	

Appendix D: NWEA MAP Reading Scores (RIT) – Class Averages and Individual

	Fall '16 -	Spring '17	AVG	Fall '17 -	Spring '18	AVG	Fall '18 -	Spring '19	AVG
Grade 3	Reading	Reading	Growth	Reading	Reading	Growth	Reading	Reading	Growth
Student Gr.3 #1	160	176	16	174	182	8	181	202	21
Student Gr.3 #2	168	175	7	182	203	21	167	174	7
Student Gr.3 #3	169	170	1	182	185	3	181	189	8
Student Gr.3 #4	177	196	19	196	206	10	189	210	21
Student Gr.3 #5	159	154	-5	156	173	17	161	173	12
Student Gr.3 #6	176	190	14	197	215	18	211	208	-3
Student Gr.3 #7	156	168	12	171	190	19	194	202	8
Student Gr.3 #8	159	178	19	181	187	6	199	222	23
Student Gr.3 #9	166	187	21	198	206	8	192	210	18
Overall Average			11.6			12.2			12.8
% Met Normative Growth			0.33			0.44			0.55
Grade 4									
Student Gr.4 #1	197	204	7	200	211	11	206	221	15
Student Gr.4 #2	194	200	6	203	203	0	201	214	13
Student Gr.4 #3	172	187	15	169	179	10	184	178	-6
Student Gr.4 #4	168	182	14	171	173	2	161	180	19
Student Gr.4 #5	189	200	11	210	211	1	219	226	7
Student Gr.4 #6	166	180	14	191	192	1	187	190	3
Student Gr.4 #7	165	180	15	183	184	1	183	180	-3
Overall Average			11.7			3.7			6.9
% Met Normative Growth			0.57			0.14			0.42
Contra 1									
Grade 5 Student Cr 5 #1	107	100		104	202		100	204	14
Student Gr.5 #1	192	201	7	194	203	2	190	204	14
Student Gr 5 #3	194	201	12	211	213	0	224	227	-2
Student Gr.5 #4	177	195	18	200	209		100	201	24
Student Gr.5 #5	183	197	14	198	208	10	208	211	3
Student Gr.5 #6	209	220	11	212	200	9	205	217	12
Student Gr.5 #7	189	209	20	197	204	7	208	209	1
Student Gr. 5 #8	183	197	14	209	201	-8	198	208	10
Overall Average			12.9			4.6			8.1
% Met Normative Growth			0.75			0.50			0.50
Grada 6									
Student Gr 6 #1	203	201		217	206	-11	215	215	0
Student Gr.6 #2	215	214	-1	213	222	9	231	224	-7
Student Gr.6 #3	186	223	37	219	214	-5	202	208	6
Student Gr.6 #4	201	212	11	212	205	-7	206	216	10
Student Gr.6 #5	211	223	12	221	215	-6	215	223	8
Student Gr.6 #6	211	223	12	221	215	-6	215	223	8
Overall Average			11.5			-4.3			4.2
% Met Normative Growth			0.67			0.16			0.67
Grade 7									
Student Or. 7 #1	203	201	-2	216	212	-4	210	217	1
Student Or. 7 #2 Student Or. 7 #2	203	204	1	210	214	4	209	202	-7
Student Gr.7 #5	207	102	15	219	250	11	220	227	7
Student Gr 7 #5	190	192	-0	203	205	2	200	205	5
Overall Average			1.5			3 3			2.5
% Met Normative Growth			0.25			0.25			0.50
Grade 8 Student Gr 8 #1	214	220	16	222	222	0	225	221	6
Student Gr 8 #2	214	230	10	223	223	0	223	231	0
Student Gr 8 #3	220	230	10	107	100	2	259	203	-9
Student Gr. 8 #4	203	208	7	210	201	-9	204	203	-7
Student Gr.8 #5	201	238	16	225	235	10	236	235	-1
Student Gr.8 #6	216	223	7	219	217	-2	214	239	25
Student Gr.8 #7	208	197	-11	206	209	3	221	216	-5
Overall Average	2.50		7	250		1.9		2.0	1.1
% Met Normative Growth			0.71			0.29			0.29

Appendix E: NWEA MA	P Language Scores (RIT) –	Class Averages and Individual
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Grade 5									
Student Gr.5 #1	200	208	8	204	208	4	212	213	1
Student Gr. 5 #2	206	214	8	212	225	13	223	224	1
Student Gr.5 #3	196	198	2	206	207	1	210	206	-4
Student Gr.5 #4	191	193	2	194	206	12	201	217	16
Student Gr.5 #5	190	202	12	205	219	14	207	211	4
Student Gr.5 #6	204	215	11	215	229	14	212	227	15
Student Gr.5 #7	197	207	10	209	219	10	222	229	7
Student Gr.5 #8	193	206	13	199	218	19	208	215	7
Overall Average			8.3			10.9			5.9
% Met Normative Growth			0.38			0.75			0.50
Grade 6									
Student Gr.6 #1	209	209	0	211	219	8	211	214	3
Student Gr.6 #2	223	221	-2	216	226	10	229	232	3
Student Gr.6 #3	206	218	12	205	211	6	216	221	5
Student Gr.6 #4	204	211	7	207	208	1	202	207	5
Student Gr.6 #5	211	229	18	210	213	3	222	224	2
Student Gr.6 #6	211	209	-2	210	213	3	222	224	2
Overall Average			5.5			5.2			3.3
% Met Normative Growth			0.33			0.50			0.33
Grade 7									
Student Gr.7 #1	203	206	3	202	223	21	223	222	-1
Student Gr.7 #2	205	207	2	208	219	11	221	236	15
Student Gr.7 #3	216	222	6	217	231	14	228	234	6
Student Gr.7 #4	202	201	-1	205	207	2	209	211	2
Student Gr.7 #5									
Overall Average			2.5			12			5.5
% Met Normative Growth			0.25			0.75			0.5
Grade 8									
Student Gr.8 #1	223	226	3	227	240	13	230	237	7
Student Gr.8 #2	227	223	-4	231	236	5	235	235	0
Student Gr.8 #3	211	217	6	218	217	-1	223	217	-6
Student Gr.8 #4	209	214	5	224	220	-4	221	225	4
Student Gr.8 #5	232	245	13	242	246	4	245	243	-2
Student Gr.8 #6	222	222	0	226	232	6	228	233	5
Student Gr.8 #7	193	210	17	203	215	12	219	224	5
Overall Average			5.7			5.0			1.9
% Met Normative Growth			0.57			0.71			0.57

	2015 READING Student Status Norms							
	Begin	-Year	Mid	Year	End-Year			
Grade	Mean	SD	Mean	SD	Mean	SD		
K	141.0	13.54	151.3	12.73	158.1	12.85		
1	160.7	13.08	171.5	13.54	177.5	14.54		
2	174.7	15.52	184.2	14.98	188.7	15.21		
3	188.3	15.85	195.6	15.14	198.6	15.10		
4	198.2	15.53	203.6	14.96	205.9	14.92		
5	205.7	15.13	209.8	14.65	211.8	14.72		
6	211.0	14.94	214.2	14.53	215.8	14.66		
7	214.4	15.31	216.9	14.98	218.2	15.14		
8	217.2	15.72	219.1	15.37	220.1	15.73		
9	220.2	15.68	221.3	15.54	221.9	16.21		
10	220.4	16.85	221.0	16.70	221.2	17.48		
11	222.6	16.75	222.7	16.53	222.3	17.68		

Appendix F: NWEA MAP Norms for Reading and Language

20	15 LANC	UAGE U	SAGE Stu	udent Sta	itus Nori	ns	
Grade	Begin	-Year	Mid	Year	End-Year		
	Mean	SD	Mean	SD	Mean	SD	
2	174.5	16.58	184.9	15.34	189.7	15.47	
3	189.4	15.20	196.8	14.24	200.0	14.11	
4	198.8	14.66	204.4	13.83	206.7	13.64	
5	205.6	13.87	209.7	13.23	211.5	13.19	
6	210.7	13.79	213.9	13.30	215.3	13.38	
7	214.0	13.82	216.5	13.52	217.6	13.70	
8	216.2	14.17	218.1	13.92	219.0	14.26	
9	218.4	14.15	219.7	13.98	220.4	14.50	
10	218.9	15.04	219.7	14.99	220.1	15.74	
11	221.5	14.96	222.1	14.85	222.1	15.80	

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	Teacher Survey Fall '18	Teacher Survey Spring '19
Question #1: The CCRR gives	4	-
me essential information on how	5	
students are performing.	4	
	5	4
	4	
	4	
Average	4.3	4.3
Question #2: The CCRR gives	4	
me opportunities to adjust my	4	
teaching strategies	4	
	4	
	4	
	5	
Average	4.2	4.:
Question #3: Based on the	A	
CCRR. I have adjusted my	4	
instructional practice	4	
filse de donar practice	4	
	4	
	4	
Average	4	4.:
0 // // TI COPP !		
Question #4: The CCRR is	4	
student for both the teacher and	5	
the parents	5	
the parents.	3	
	4	
Average	4.5	4.
Question #5: The CCRR helps to	4	
contribute to a meaningful	5	
conversation to my stuents'	4	
parents at Parent - Teacher	5	
Conferences	4	
	5	
Average	4.5	4.:
Question #6: The CCRR has	4	
improved student learning in	3	
the classroom.	3	
	4	4
	3	:
·	4	
Average	3.5	
Question #7: The CCRR is	4	
teacher-time well spent	4	
considering the impact it has on	3	
student learning.	5	4
	4	:
	4	
4	4	

Appendix G: Teacher Survey Results