

Operational Matrix

School	Data	Learning Loss Curriculum	Module Assessment	Duration
CPS	NWEA Reading	Grade 1 (K.RF.2 &.3, K.L.4) Grade 2 (1.RF.2 & .3, 1.L.4)	Summative Checklist Summative Testlet	5 weeks 5 weeks
CPS	NWEA Math	Grade 1 (K.MD.1 - .3) Grade 2 (1.MD .1, .2, .4, & .5)	Demonstration Summative Testlet	3 weeks 4 weeks
CES	CBA March 2020 Diagnostic August 2020	Grade 3 (2.RI .1-.3 & .6; 2.RL.1-.3, & .6) Grade 4 (3.RI .1-.3 & .6; 3.RL.1-.3, & .6) Grade 5 (4.RI .1-.3 & .9; 4.RL.1-.3; 4.L.6)	Paired Passages Testlet Paired Passages Testlet Paired Passages Testlet w/Language Subsection	4 weeks 5 weeks 5 weeks
CES	CBA March 2020 Diagnostic August 2020	Grade 3 (2.MD.1-.4, .9, & .10) Grade 4 (3.NF.3 & 3.MD.1 & .8) Grade 5 (4.G.1-.3, 4.MD.1-.7)	Testlet w/Per. Task Testlet w/Per. Task Testlet w/Per. Task	4 weeks 3 weeks 8 weeks
JMS	CBA March 2020 Diagnostic August 2020	Grade 6 (5.RI .1-.3 & .9; 5.RL.1-.3, & .9) Grade 7 (6.RI .1-.3 & .9; 6.RL.1-.3, & .9) Grade 8 (7.RI .1-.3 & .9; 7.RL.1-.3 & .9)	Paired Passages Testlet Paired Passages Testlet Paired Passages Testlet	5 weeks 5 weeks 5 weeks
JMS	CBA March 2020 Diagnostic August 2020	Grade 6 (5.NF .1 - .7 & 5.OA.2) Grade 7 (6.G.1-4, SP.1 - .5, & 6.EE.1-.8) Grade 8 (7.RP.1-.3, 7.G.5-6, & 7.EE.1-.4)	Testlet w/Per. Task Testlet w/Per. Task Testlet w/Per. Task	5 weeks 9 weeks 9 weeks
CHS	CBA March 2020 Diagnostic August 2020	ENG I (8.RI .1-.3, .5, & .6; 8.RL.1-.3, .5 & .6) ENG II (9.RI .1-.3 & .9; 9.RL.1-.3, & .9) ENG III-Pre ACT RDG (10.RI .1-.3 & .6; 10.RL.1-.3 & .9) ENG III-Pre ACT ENG (10.L.1 - .4)	Paired Passages Testlet Paired Passages Testlet Paired Passages Testlet Paired Passages Testlet	5 weeks 5 weeks 5 weeks 5 weeks
CHS	CBA March 2020 Diagnostic August 2020	ALG I (8.F.1-.5, 8.EE.6-.8) GEO (8.G.3, .5, .7; G.SRT.6 & G.GPE.1)	Testlet w/Per. Task Pre ACT testlets	5 weeks 5 weeks

COLUMBIA HIGH SCHOOL

Annotated Demonstration - Grade 11 English III – ACT Prep in Reading

Standard (What)	Duration (When)	Groups (Who) ¹	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>10.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10.RL.2: Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.</p> <p>10.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.</p> <p>10.RL.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	Week 1 & 2		
<p>10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10.RI.2: Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.</p> <p>10.RI.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>10.RI.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	Week 3 & 4		
10.RL .1-3 & .6, 10.RI .1-3, & .6	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

¹ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 11 English III – ACT Prep in English

Standard (What)	Duration (When)	Groups (Who) ²	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>10.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>10.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	Week 1 & 2		
<p>10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>10.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies.</p> <p>10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	Week 3 & 4		
10.L .1 -.5	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

² Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 10 English II

Standard (What)	Duration (When)	Groups (Who) ³	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>9.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9.RL.2: Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.</p> <p>9.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.</p> <p>9.RL.9: Analyze how an author draws on and transforms source material in a specific work.</p>	Week 1 & 2		
<p>9.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9.RI.2: Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.</p> <p>9.RI.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>9.RI.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.</p>	Week 3 & 4		
9.RL .1-.3 & .9, 9.RI .1-.3, & .9	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

³ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 9 English I

Standard (What)	Duration (When)	Groups (Who) ⁴	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>8.RL.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>	Week 1 & 2	A = 25 (22%) B = 25 (22%) C = 66 (57%)	
<p>8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RI.2: Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p> <p>8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>8.RI.5: Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>8.RI.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	Week 3 & 4	A = 39 (34%) B = 36 (31%) C = 41 (35%)	
8.RL .1-.3, .5 & .6, 8.RI .1-.3, .5 & .6	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

⁴ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold "cut scores" are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 10 Geometry (ACT Prep in Mathematics)

Standard (What)	Duration (When)	Groups (Who) ⁵	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>8.G.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p>8.G.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p>G.SRT.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p>	Week 1 & 2		
<p>8.G.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real world and mathematical problems in two and three dimensions.</p> <p>G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>8.G.9: Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	Week 3 & 4		
8.G.3, .5, .7, & .9; G.SRT.6 & G.GPE.1	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

⁵ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 9 Algebra I

Standard (What)	Duration (When)	Groups (Who) ⁶	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>8.F.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>8.F.2: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression determine which function has the greater rate of change.</p> <p>8.F.3: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</p> <p>8.F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>8.F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>	Week 1 & 2	A = 6 (5%) B = 33 (29%) C = 75 (66%)	

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<p>8.EE.6: Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p> <p>8.EE.7: Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms</p> <p>8.EE.8: Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. c. Solve real-world and mathematical problems leading to two linear equations in two variables</p>	Week 3 & 4	A = 17 (15%) B = 26 (23%) C = 71 (62%)	
8.F1-4, EE 6-8	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

JEFFERSON MIDDLE SCHOOL

Annotated Demonstration - Grade 8 English-language arts

Standard (What)	Duration (When)	Groups (Who) ⁷	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text.</p> <p>RL.7.3: Analyze how particular elements of a literary text interact.</p> <p>RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	Week 1 & 2	A = 41 (28%) B = 36 (25%) C = 67 (47%)	
<p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2: Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p> <p>RI.7.3: Analyze the interactions between individuals, events, and ideas in a text.</p> <p>RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	Week 3 & 4	A = 55 (38%) B = 51 (35%) C = 38 (26%)	
RL.7.1 - .3 & .9 & RI.7.1 - .3 & .9	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

⁷ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 8 Mathematics (Session 1)

Standard (What)	Duration (When)	Groups (Who) ⁸	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
7.RP.1 :Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	Week 1	A = 24 (17%) B = 39 (27%) C = 81 (56%)	
7.RP.2 : Recognize and represent proportional relationships between quantities.	Week 2	A = 24 (17%) B = 39 (27%) C = 81 (56%)	
7.RP.3 : Use proportional relationships to solve multistep ratio and percent problems.	Week 3 & 4	A = 24 (17%) B = 39 (27%) C = 81 (56%)	
7.RP.1-3	Week 4	Diagnostic Thresholds	Cumulative Review with Week 4.5 Summative
7.G.5 : Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Week 5 & 6	A = 13 (9%) B = 10 (7%) C = 121 (84%)	
7.G.6 : Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Week 7 & 8	A = 13 (9%) B = 10 (7%) C = 121 (84%)	
7.RP.1-.3; 7.G.5 & .6-Performance Task	Week 9	Diagnostic Thresholds	Cumulative Review with Week 9 Summative

⁸ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold "cut scores" are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 8 Mathematics (Session 2)

Standard (What)	Duration (When)	Groups (Who) ⁹	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Week 1 & 2	A = 24 (17%) B = 39 (27%) C = 81 (56%)	
7.EE.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	Week 3 & 4	A = 24 (17%) B = 39 (27%) C = 81 (56%)	
7.EE.1 & .2	Week 4	Diagnostic Thresholds	Cumulative Review with Week 4.5 Summative
7.EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	Week 5 & 6	A = 13 (9%) B = 10 (7%) C = 121 (84%)	
7.EE.4: Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Week 6 & 7	A = 13 (9%) B = 10 (7%) C = 121 (84%)	
7.EE .1 - .4 - Test	Week 8	Diagnostic Thresholds	Cumulative Review with Week 8 Summative

⁹ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold "cut scores" are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 7 English-language arts

Standard (What)	Duration (When)	Groups (Who) ¹⁰	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>6.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RL.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	Week 1 & 2	A = 28 (23%) B = 39 (32%) C = 56 (46%)	
<p>6.RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RI.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>6.RI.9: Compare and contrast one author's presentation of events with that of another.</p>	Week 3 & 4	A = 25 (20%) B = 29 (24%) C = 69 (56%)	
6.RL.1-3 & 9, 6.RI.1-3 & 9	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

¹⁰ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold "cut scores" are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 7 Mathematics (Session 1)

Standard (What)	Duration (When)	Groups (Who) ¹¹	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
6.G.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Week 1	A = 19 (15%) B = 21 (17%) C = 83 (67%)	
6.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Week 2		
6.G.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Week 3	A = 19 (15%) B = 21 (17%) C = 83 (67%)	
6.G.4: Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real world and mathematical problems.	Week 4		
6.G.1-.4	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative
6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Week 6	A = 0 (0%) B = 20 (16%)	

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<p>6.SP.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>		C = 103 (84%)	
<p>6.SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p>6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>	Week 7	A = 0 (0%) B = 20 (16%) C = 103 (84%)	
<p>6.SP.5: Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	Week 8	A = 0 (0%) B = 20 (16%) C = 103 (84%)	
<p>Test 6.G.1-3, 6.SP.1-5</p>	Week 9	Diagnostic Thresholds	Cumulative Review with Week 9 Summative

Annotated Demonstration - Grade 7 Mathematics (Session 2)

Standard (What)	Duration (When)	Groups (Who) ¹²	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.	Week 1		
6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.	Week 2 & 3		
6.EE.3: Apply the properties of operations to generate equivalent expressions.	Week 4		
6.EE.1-.3	Week 5	Diagnostic Thresholds	Cumulative Review with Week 4.5 Summative
6.EE.4: Identify when two expressions are equivalent. 6.EE.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Week 6	A = 22 (18%) B = 36 (29%) C = 65 (53%)	

¹² Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold "cut scores" are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

6.EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Week 7	A = 22 (18%) B = 36 (29%) C = 65 (53%)	
6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	Week 8	A = 22 (18%) B = 36 (29%) C = 65 (53%)	
6.EE.8: Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Week 9	A = 22 (18%) B = 36 (29%) C = 65 (53%)	
Test 6.EE.1-.8	Week 10	Diagnostic Thresholds	Cumulative Review with Week 10 Summative

Annotated Demonstration - Grade 6 English-language arts

Standard (What)	Duration (When)	Groups (Who) ¹³	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>5.RL.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	Week 1 & 2	A = 84 (75%) B = 22 (25%) C = 6 (5%)	
<p>5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	Week 3 & 4	A = 70 (63%) B = 24 (21%) C = 18 (16%)	
5.RL.1-.3 & .9, 5.RI.1-.3 & .9	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

¹³ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 6 Mathematics

Standard (What)	Duration (When)	Groups (Who) ¹⁴	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</p> <p>5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p> <p>5.NF.3: Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p>	Week 1 & 2	A = 51 (45%) B = 30 (27%) C = 32 (28%)	
<p>5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a part of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of</p>	Week 3	A = 51 (45%) B = 30 (27%) C = 32 (28%)	

¹⁴ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold "cut scores" are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

<p>the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.</p> <p>5.NF.5: Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p> <p>5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>			
<p>5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p>	Week 4	A = 50 (44%) B = 46 (41%) C = 17 (15%)	
Test 5.NF.1-.7 & 5.OA.2	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

COLUMBIA ELEMENTARY SCHOOL

Annotated Demonstration - Grade 5 English-language arts

Standard (What)	Duration (When)	Groups (Who) ¹⁵	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>4.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.</p>	Week 1 & 2	A = 51 (38%) B = 35 (26%) C = 49 (36%)	
<p>4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4.RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	Week 3 & 4	A = 49 (36%) B = 40 (30%) C = 46 (34%)	
4.RL.1-.3, 4.L.6, 4.RI.1-.3 & .9	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

¹⁵Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 5 Mathematics

Standard (What)	Duration (When)	Groups (Who) ¹⁶	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.</p>	Week 1	A = 39 (29%) B = 45 (33%) C = 51 (38%)	
<p>4.G.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line symmetric figures and draw lines of symmetry.</p> <p>4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),...</p>	Week 2	A = 5 (4%) B = 25 (19%) C = 105 (78%)	
<p>4.MD.2: Use the four operations to solve word problems involving intervals of time, money, distances, liquid volumes, masses of objects including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>	Week 3	A = 5 (4%) B = 25 (19%) C = 105 (78%)	
4.G1-3 & 4.MD1-3	Week 4	Diagnostic	Cumulative

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		Thresholds	Review with Week 4.5 Summative
4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	Week 5	A = 5 (4%) B = 25 (19%) C = 105 (78%)	
4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees 4.MD.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Week 6	A = 5 (4%) B = 25 (19%) C = 105 (78%)	
4.MD.7: Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	Week 7	A = 5 (4%) B = 25 (19%) C = 105 (78%)	
Part I Test 4.G.1-.3 4.MD.1-.7 Part II -Performance Task 4.MD1-7	Week 8	Diagnostic Thresholds	Cumulative Review with Week 8 Summative

Annotated Demonstration - Grade 4 English-language arts

Standard (What)	Duration (When)	Groups (Who) ¹⁷	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.6: Distinguish their own point of view from that of the narrator or those of the characters.</p>	Week 1 & 2	A = 24 (20%) B = 43 (35%) C = 56 (46%)	
<p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.6: Distinguish their own point of view from that of the author of a text.</p>	Week 3 & 4	A = 48 (39%) B = 36 (29%) C = 39 (32%)	
3.RL .1-.3 & .6, RI.1-.3 & .6	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

¹⁷ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 4 Mathematics

Standard (What)	Duration (When)	Groups (Who) ¹⁸	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	Week 1	A = 57 (46%) B = 38 (30%) C = 30 (24%)	
<p>3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including: finding the perimeter given the side lengths, finding an unknown side length, and exhibiting (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	Week 2	A = 60 (48%) B = 29 (23%) C = 36 (29%)	
3.NF.3, 3.MD.1, 3.MD.8	Week 3	Diagnostic Thresholds	Cumulative Review with Week 3 Summative

¹⁸ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 3 English-language arts

Standard (What)	Duration (When)	Groups (Who) ¹⁹	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>2.RL.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.RL.3: Describe how characters in a story respond to major events and challenges.</p> <p>2.RL.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	Week 1 & 2	A = 63 (63%) B = 21 (21%) C = 16 (16%)	
<p>2.RI.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	Week 3 & 4	A = 63 (63%) B = 21 (21%) C = 16 (16%)	
2.RL.1-.3 & .6, 2.RI.1-.3 & .6	Week 4	Diagnostic Thresholds	Cumulative Review with Week 4 Summative

¹⁹ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 3 Mathematics

Standard (What)	Duration (When)	Groups (Who) ²⁰	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	Week 1 & 2	A = 75 (75%) B = 7 (7%) C = 18 (18%)	
<p>2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.</p> <p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	Week 2 & 3	A = 75 (75%) B = 7 (7%) C = 18 (18%)	
2.MD.1-4, .9, & .10	Week 4	Diagnostic Thresholds	Cumulative Review with Week 4 Summative

²⁰ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

COLUMBIA PRIMARY SCHOOL

Annotated Demonstration - Grade 2 English-language arts

Standard (What)	Duration (When)	Groups (Who) ²¹	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Week 1 & 2	A = 67 (54%) B = 30 (24%) C = 27 (22%)	
1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b Decode regularly spelled one-syllable words RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f Read words with inflectional endings. RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	Week 3	A = 67 (54%) B = 30 (24%) C = 27 (22%)	
1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Week 4	A = 67 (54%) B = 30 (24%) C = 27 (22%)	
1.RF.2 & .3; 1.L.4	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

²¹ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 2 Mathematics

Standard (What)	Duration (When)	Groups (Who) ²²	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps</p>	Week 1 & 2	A = 61 (50%) B = 26 (18%) C = 36 (32%)	
<p>1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>1.MD.5d Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime).</p>	Week 2 & 3	A = 61 (50%) B = 26 (18%) C = 36 (32%)	
1.MD.1, .2, .4, & .5d	Week 4	Diagnostic Thresholds	Cumulative Review with Week 4 Summative

²² Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 1 English-language arts

Standard (What)	Duration (When)	Groups (Who) ²³	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2a Recognize and produce rhyming words. RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Week 1 & 2	A = 78 (55%) B = 29 (20%) C = 35 (25%)	
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Week 3	A = 78 (55%) B = 29 (20%) C = 35 (25%)	
K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Week 4	A = 78 (55%) B = 29 (20%) C = 35 (25%)	
K.RF.2 & .3, K.L.4	Week 5	Diagnostic Thresholds	Cumulative Review with Week 5 Summative

²³ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.

Annotated Demonstration - Grade 1 Mathematics

Standard (What)	Duration (When)	Groups (Who) ²⁴	Macro-Method (How)
All	Week 0	All	Diagnostic Assessment
<p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	Week 1	A = 74 (51%) B = 28 (20%) C = 42 (29%)	
<p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	Week 2	A = 74 (51%) B = 28 (20%) C = 42 (29%)	
K.MD.1 - .3	Week 3	Diagnostic Thresholds	Cumulative Review Week 3

²⁴ Groups are fluid based upon the specific standard/tasking. Student groups are (A) focused on enhanced tasks, (B) focused on reteaching tasks, and (C) focused on remediation tasks. Threshold “cut scores” are raw score (RS) values $\geq 65\%$ for group A. $RS\ 45\% \leq x < 65\%$ for group B, and $< 45\%$ for Group C.