

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE: September 20, 2016
TIME: 7:30 P.M.
PLACE: Lillis Administration Building – Room 2

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

RECEIVED
TOWN CLERK
2016 SEP 16 A 8:28
NEW MILFORD, CT

1. Call to Order
2. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. Items of Information

- A. 2016 Assessment Update
- B. Teacher College Pilot Presentation

4. Public Comment

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5. Adjourn

Sub-Committee Members: Bill Dahl, Chairperson
Dave Littlefield
Brian McCauley
Tammy McInerney

Alternates: J.T. Schemm
David A. Lawson

2016 Assessment Results



**NEW MILFORD PUBLIC SCHOOLS
COMMITTEE ON LEARNING
SEPTEMBER 20, 2016**

**PRESENTED BY:
ALISHA DICORPO, ASSISTANT SUPERINTENDENT
MICHAEL CLYNE, DISTRICT DATA COACH**

Smarter Balanced Assessment



- The Smarter Balanced assessment is aligned to the Connecticut Core Standards for English Language Arts and Mathematics, for grades 3-8.
- The Smarter Balanced assessment replaced the CMT and CAPT.
- Administered in the spring of 2016
- Adaptive Assessment that includes performance tasks (math only in 2016).
- Schools and districts are evaluated not only by performance, but also individual student growth.
- 4 achievement levels (1 – 4) with levels 3 and 4 considered meeting goal.

Smarter Balanced Assessment - Scoring



Scoring:

Students receive an overall vertical scale score in each subject

Scores fall between achievement level 1 (lowest) and achievement level 4 (highest)

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics						
Level 4	2501-2621	2549-2659	2579-2700	2610-2748	2635-2778	2653-2802
Level 3	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503
ELA/Literacy						
Level 4	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769
Level 3	2432-2489	2473-2532	2502-2581	2531-2617	2552-2648	2567-2667
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486

SBAC Overview

Math



	2014-15				2015-16			
Group	Goal Rate	State Rate	DRG C Rate	DRG D Rate	Goal Rate	State Rate	DRG C Rate	DRG D Rate
3 rd	53%	47.7%	59.8%	57.4%	57.2%	52.8%	65%	62.8%
4 th	39%	44%	56.1%	54.5%	53%	48%	62.5%	59.8%
5 th	37%	36.7%	46.4%	44.7%	50.5%	40.9%	52.5%	51.2%
6 th	43%	37.2%	46.5%	45.2%	39%	40.6%	48.6%	48%
7 th	36%	38.6%	48.1%	45.1%	49.2%	41.8%	54.3%	51.1%
8 th	31%	36.6%	44.9%	44.1%	31.6%	40.4%	49.6%	46.6%
All grades	40%	40.1%	50.3%	48.5%	46.8%	44%	55.2%	53%

SBAC Overview

Math - Subgroups



	2014-15			2015-16		
Group	Number	Passing Rate	State Rate	Number	Passing Rate	State Rate
Free and Reduced	83/358	23%	17.3%	121/339	35.7%	20.8%
ELL	5/63	7.9%	7.2%	6/57	10.5%	9.6%
SPED	28/250	11.2%	8.6%	22/229	10.3%	9.6%
ALL	849/2120	40%	40.1%	858/1833	46.8%	44%

SBAC Overview

Reading/ Language



	2014-15				2015-16			
Group	Goal Rate	State Rate	DRG C Rate	DRG D Rate	Goal Rate	State Rate	DRG C Rate	DRG D Rate
3 rd	60%	50.8%	64.7%	63.6%	50.2%	54%	66.1%	64.4%
4 th	48%	52.9%	66.3%	65.4%	51.5%	55.6%	67.4%	65.7%
5 th	63%	55.9%	68.5%	66.8%	58.5%	58.8%	69.1%	67.9%
6 th	55%	52.2%	67.9%	66%	56.4%	55%	65.9%	64%
7 th	43%	52.1%	66%	64.3%	64.2%	55.2%	67%	64.8%
8 th	45%	50.5%	67.8%	62.4%	40.1%	55.5%	65%	63%
All grades	52.6%	52.4%	66.9%	64.8%	53.6%	55.7%	66.7%	64.9%

SBAC Overview

Reading / Language - Subgroups

	2014-15			2015-16		
Group	Number	Passing Rate	State Rate	Number	Passing Rate	State Rate
Free and Reduced	143/401	35.7%	29.3%	146/340	42.9%	33.1%
ELL	8/62	12.9%	8.8%	10/58	17.2%	10.7%
SPED	40/257	15.7%	13.5%	33/232	14.2%	15.7%
All Students	1104/2109	52.3%	52.4%	999/1855	53.9%	55.7%

SBAC Summary



- **Math:**

- Beginning to see effect of new math program at all levels.
- More total number of students meeting goal with 287 less exams taken
- Climbing in DRG ranks
- All subgroups saw improvements
- Cohort improvements in 5 of the 6 grades
- Averaged 43rd percentile state-wide (31st last year)

- **Reading / ELA**

- Slight increases overall from last year (1% improvement)
- Cohort improvements in 5th (most TC units) and 7th grade
- Averaged 31st percentile state-wide (31st last year)

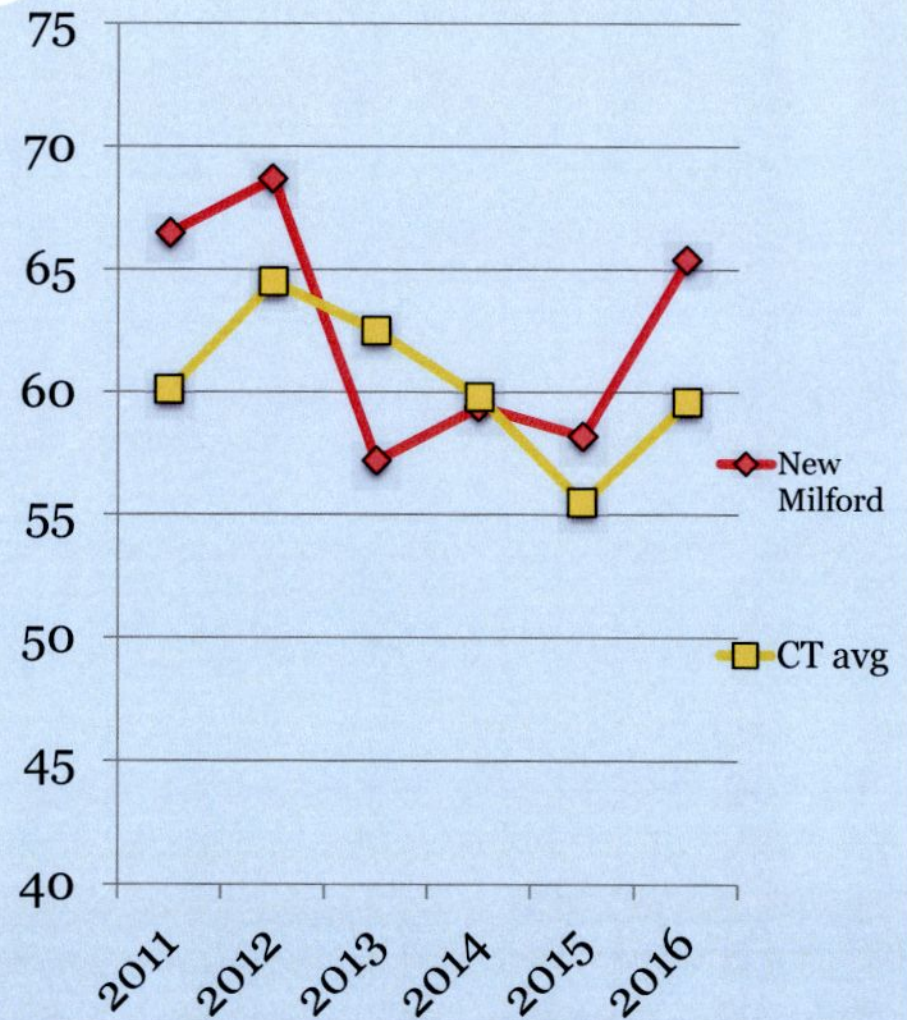
Connecticut CMT / CAPT Assessments



Overview: In 2015-16 the Connecticut Mastery Test (CMT) is the standard assessment administered to students in 5th and 8th grade for Science. In 2015-16 the Connecticut Academic Performance Test (CAPT) is the standard assessment administered to students in 10th grade for Science. In all science assessments, the state has begun to pilot questions aligned to Next Generation Science Standards (NGSS).

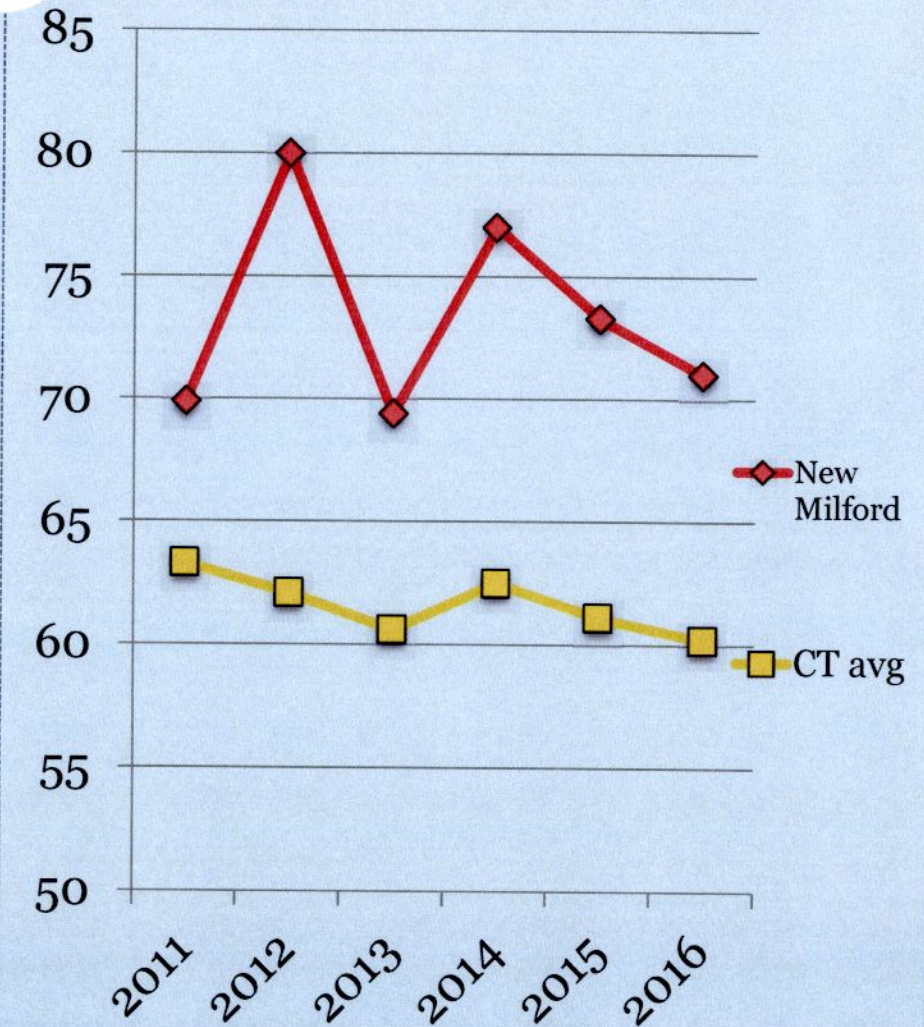
Science CMT Results Grade 5

	Mean Score	Percentage of Students Meeting Goal Range
2015-16	261.3	65.4%
2014-15	253	58.2%
2013-14	253.3	59.4%
2012-13	253.9	57.2%
2011-12	262.1	68.7%
2014-11 Avg.	257.9	63.0%



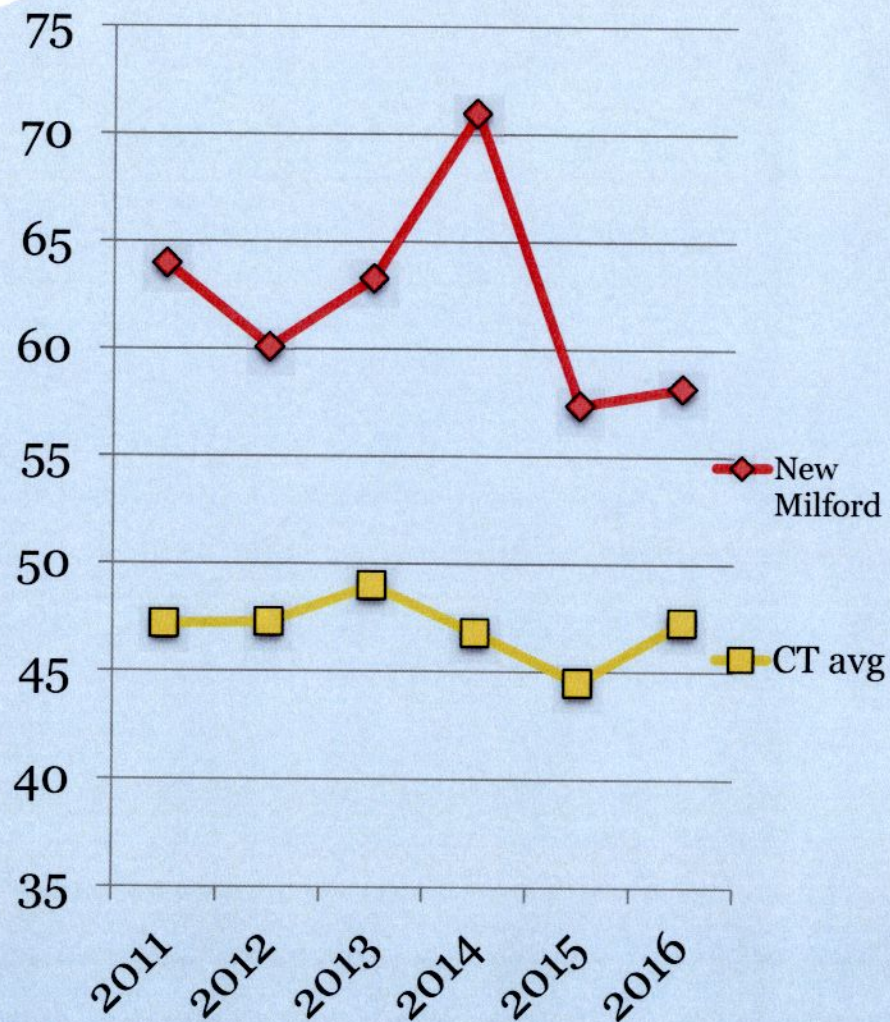
Science CMT Results Grade 8

	Mean Score	Percentage of Students Meeting Goal Range
2015-16	263.5	71%
2014-15	265.9	73.3%
2013-14	268.7	77.0%
2012-13	259.7	69.4%
2011-12	271.1	80.0%
2014-11 Avg.	264.75	73.9%



Science CMT Results Grade 10

	Mean Score	Percentage of Students Meeting Goal Range
2015-16	274.7	58.2%
2014-15	276	57.4%
2013-14	287.2	71.0%
2012-13	281.4	63.3%
2011-12	277.2	60.1%
2014-11 Avg.	282.4	64.6%



CMT / CAPT Summary



- Exceeded state averages on at all 3 grade levels assessed.
- 2 perfect scores (1- grade 5, 1- grade 10)
- Number of exceeds (level 5) students in grade 5 increased by 62% from 37 last year to 60 this year.
- Grade 5 had the highest goal rate since 2012, and outpaced the state average.
- Over 33% of the 10th graders exceeded (level 5).
- As a district we had 234 students exceed (level 5) between the 3 grade levels.

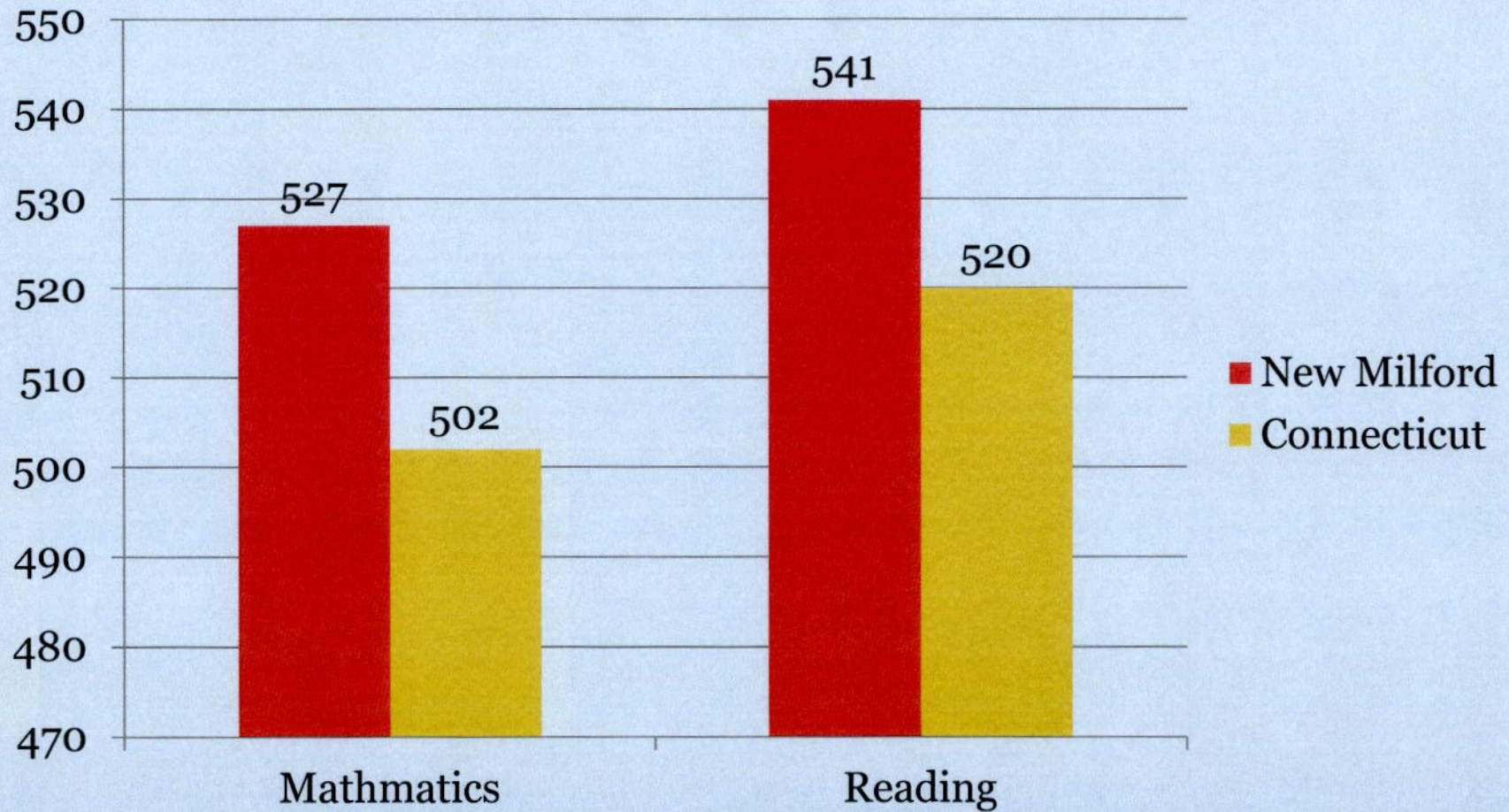
SAT



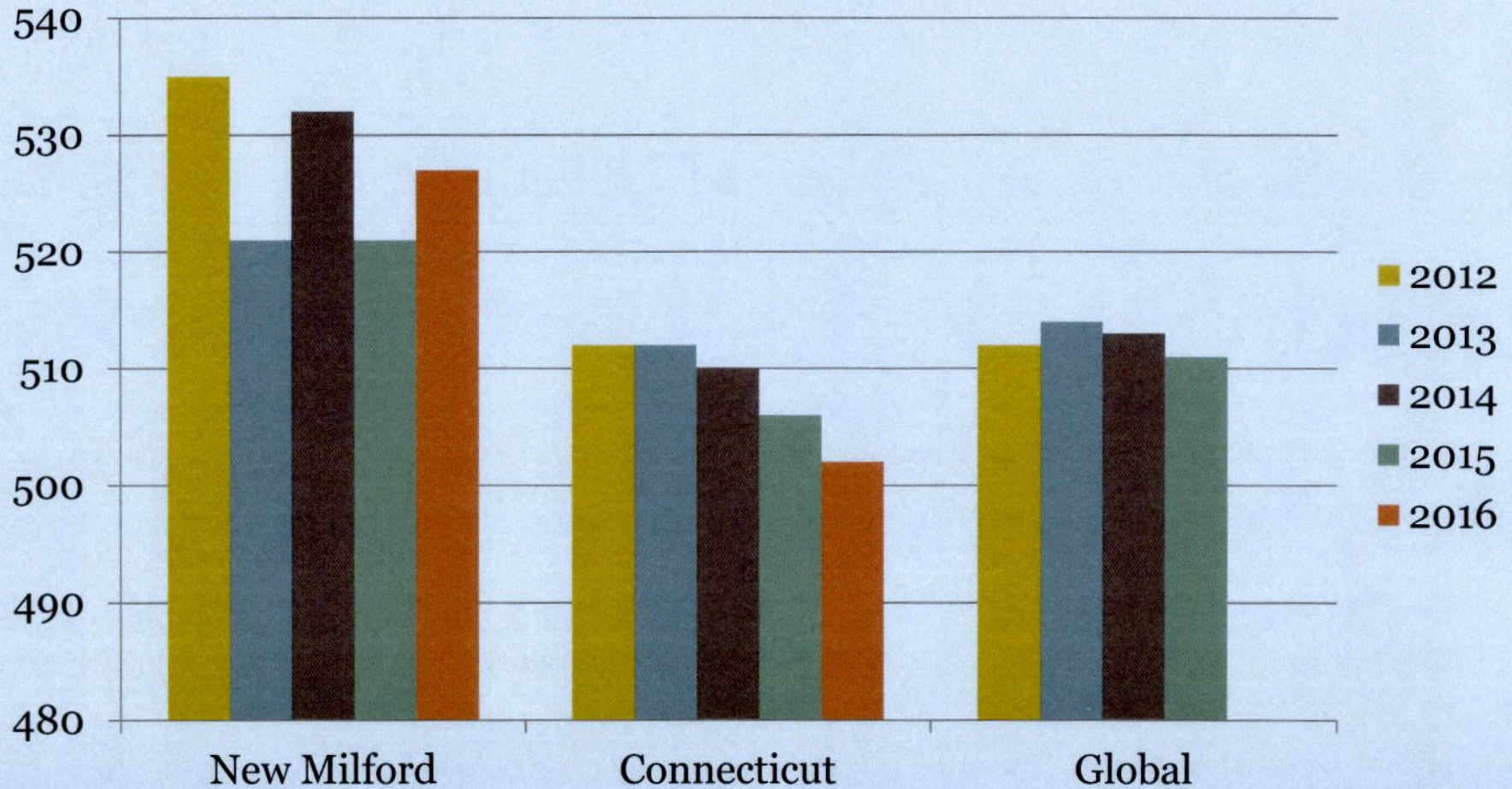
Overview: The SAT and SAT Subject Tests are designed to assess your academic readiness for college. These exams provide a path to opportunities, financial support, and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

Last year marked the first year of the new re-designed SAT exam, and global data has yet to be released.

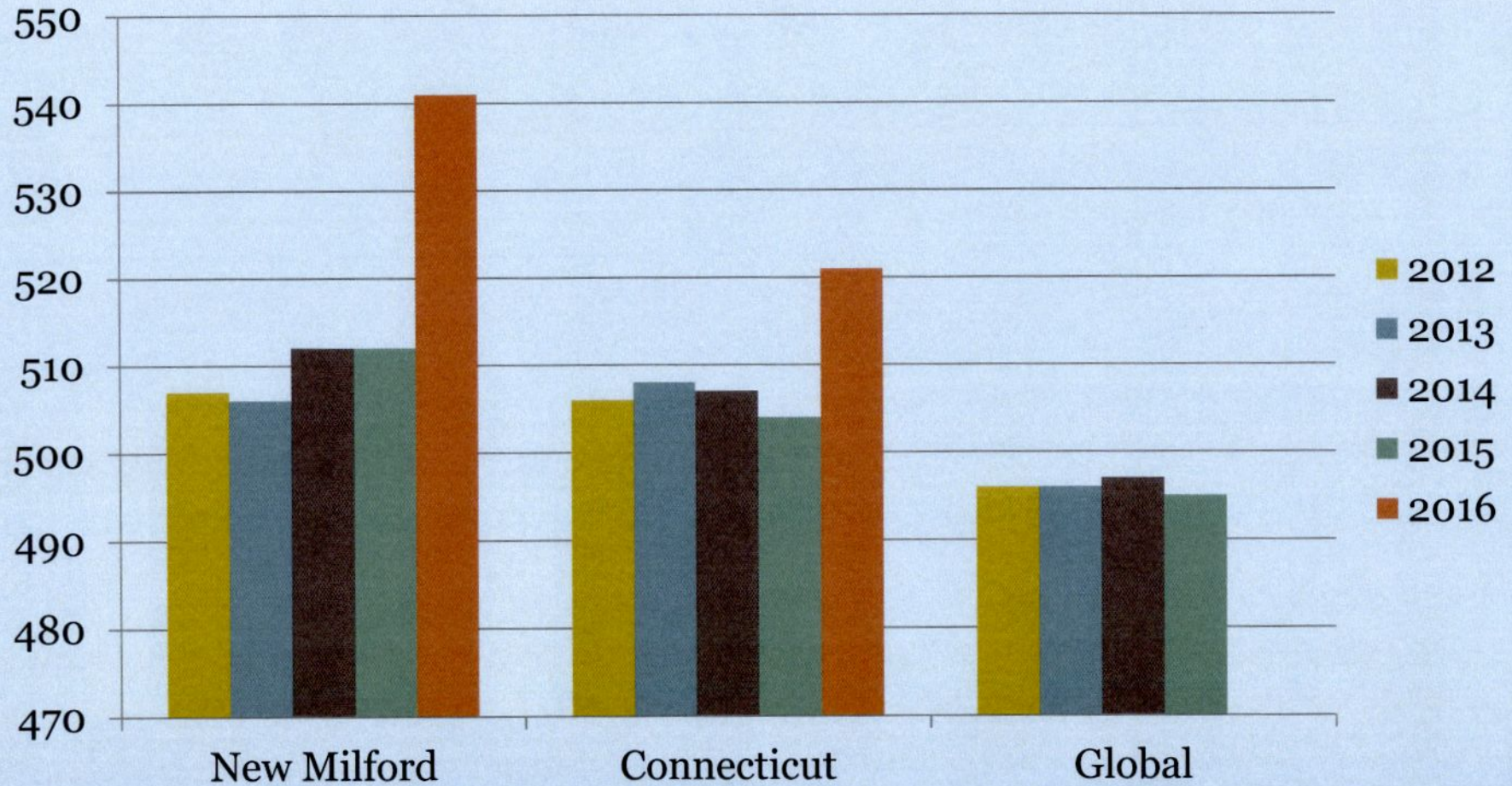
2015-16 SAT Performance



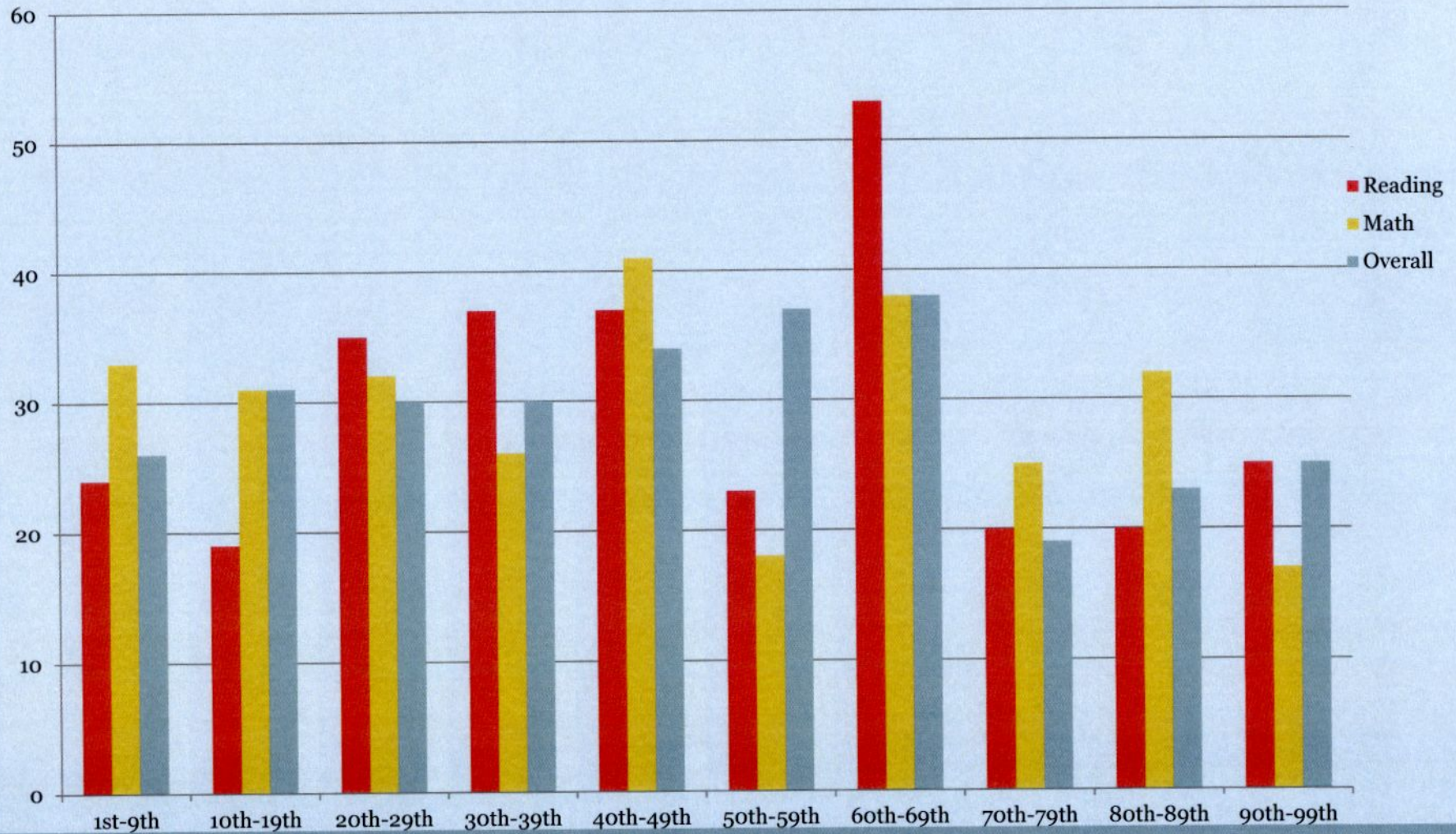
Math SAT Performance



Reading SAT Performance



SAT Score Distribution

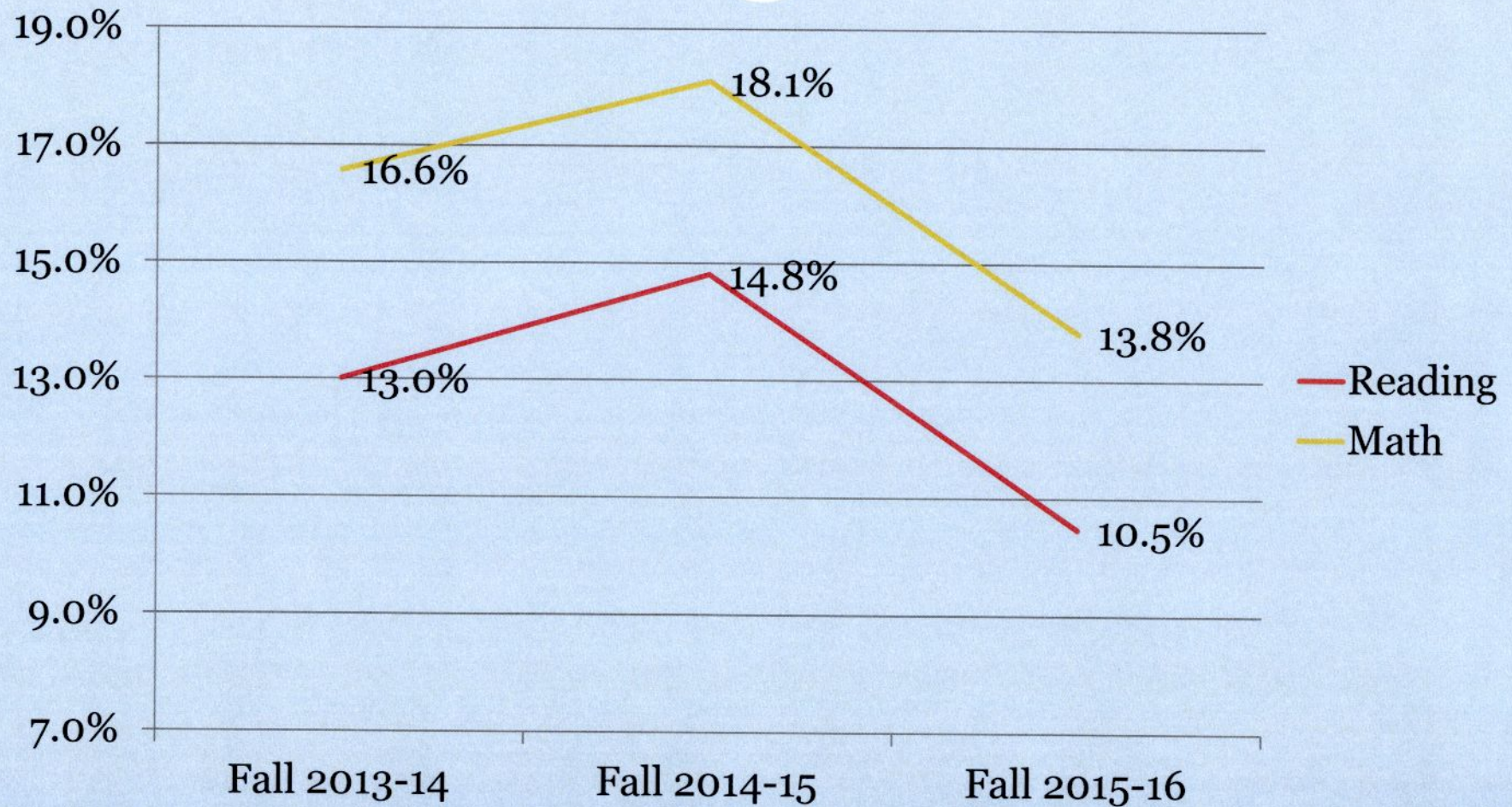


SAT Summary

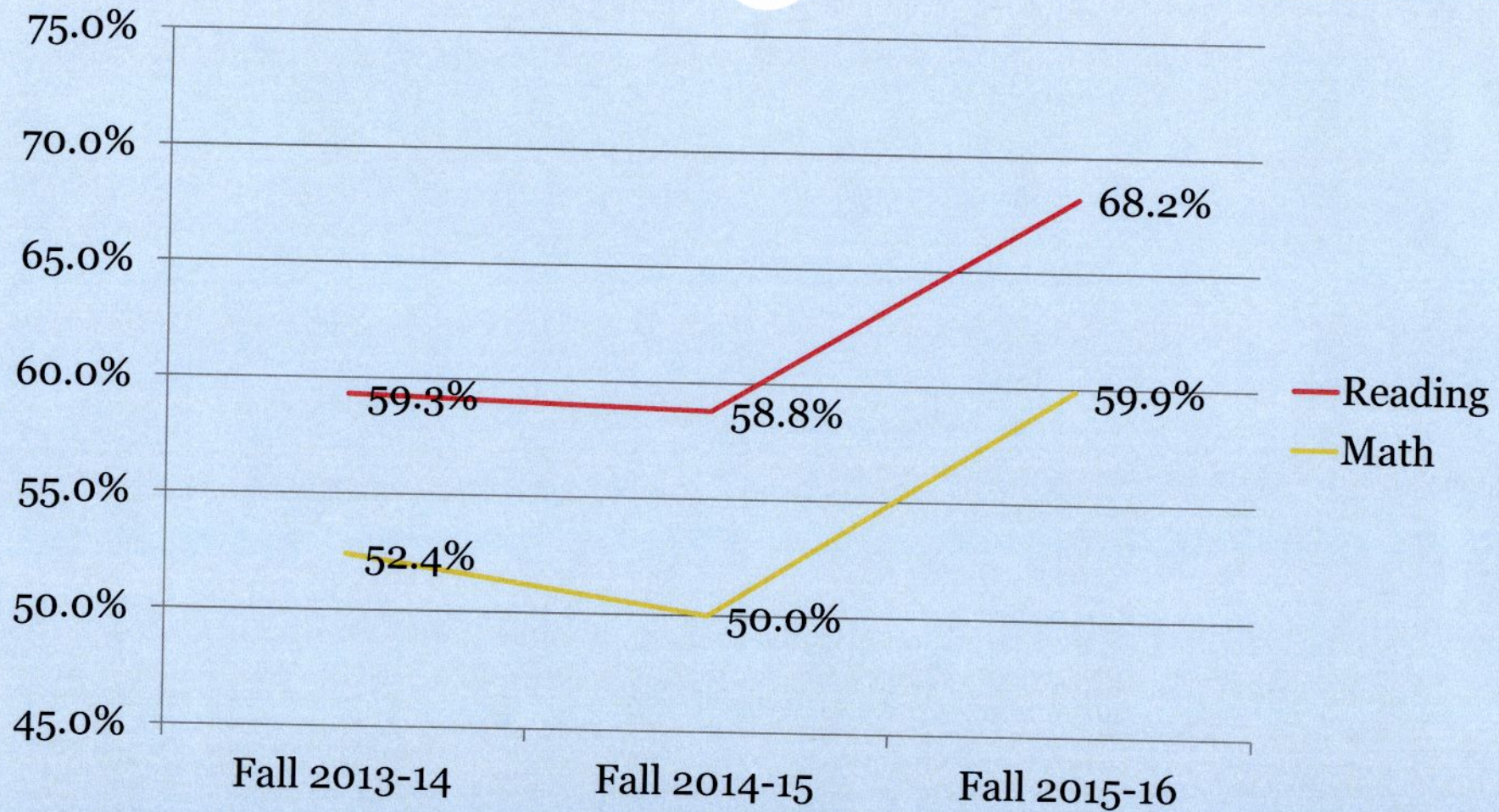


- First year of the current version, not a trend
- Students overall averaged a 1077, with about 50% of the students above the 50th percentile.
- Outperformed state averages in both reading and math.
- Ranked in the 58th percentile state wide for a composite score.
- Of the 61 students who scored at a 1200 or higher, 50 (82%) took AP courses.
- Of the 127 students who scored from a 1190-1000 only 30 (24%) took AP courses.

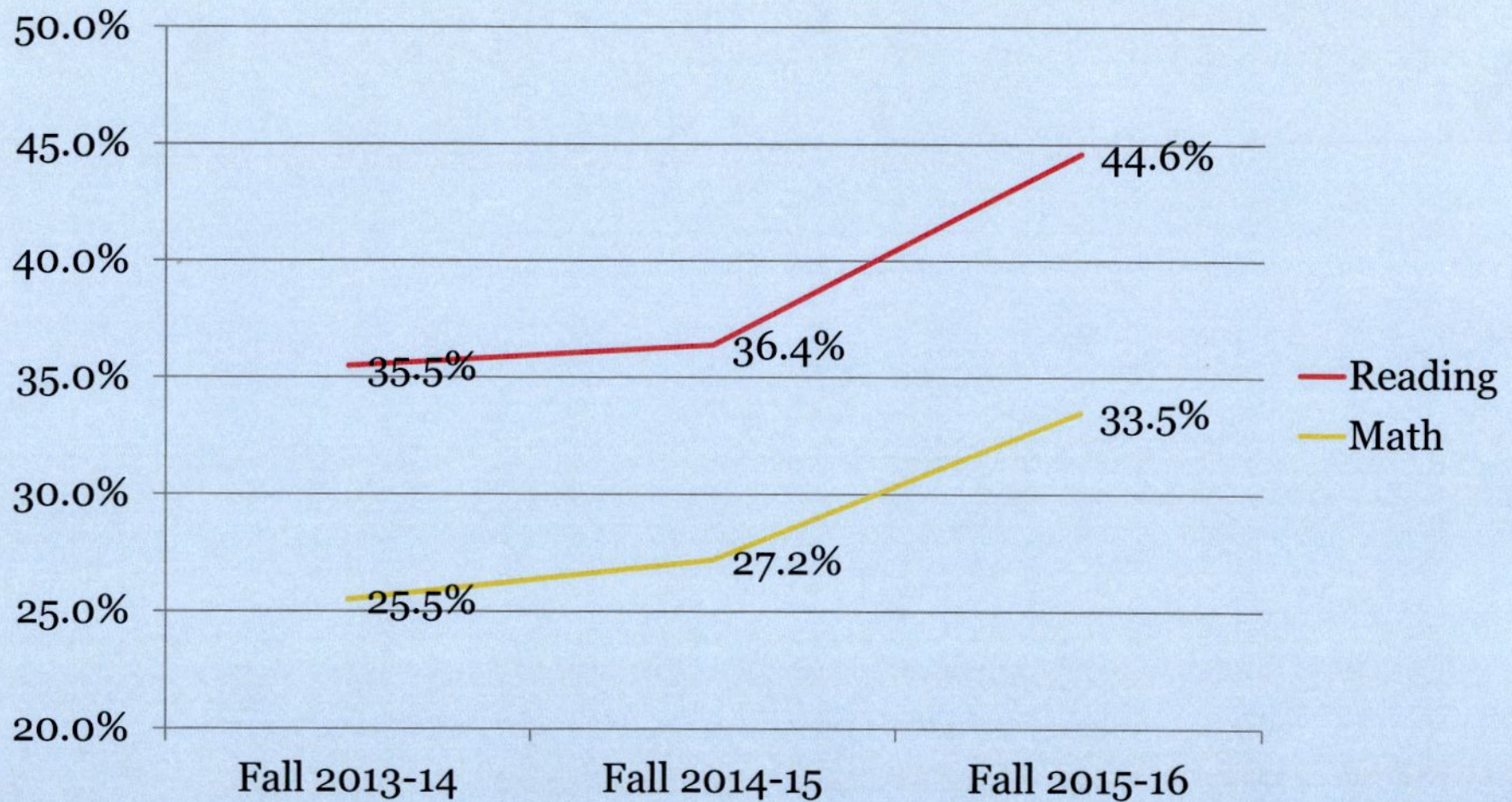
NWEA MAP: Percentage of Students At Risk (Below 20th Percentile)



NWEA MAP: Percentage of Students At 50th Percentile



NWEA MAP: Percentage of Students At 70th Percentile



NWEA MAP Summary



- Can see growth even when students do not make it to the goal threshold
- Data correlates to the weaknesses in curriculum.
- The information supports our known areas for growth and the changes we have instituted.
- Looking at student growth through multiple data points helps teachers better meet the instructional needs of students.
- Allowing district to make predictive models of student success due to correlation of normed percentiles and achievement on other assessments (SBAC, CMT/CAPT, PSAT, SAT).

Advanced Placement Courses

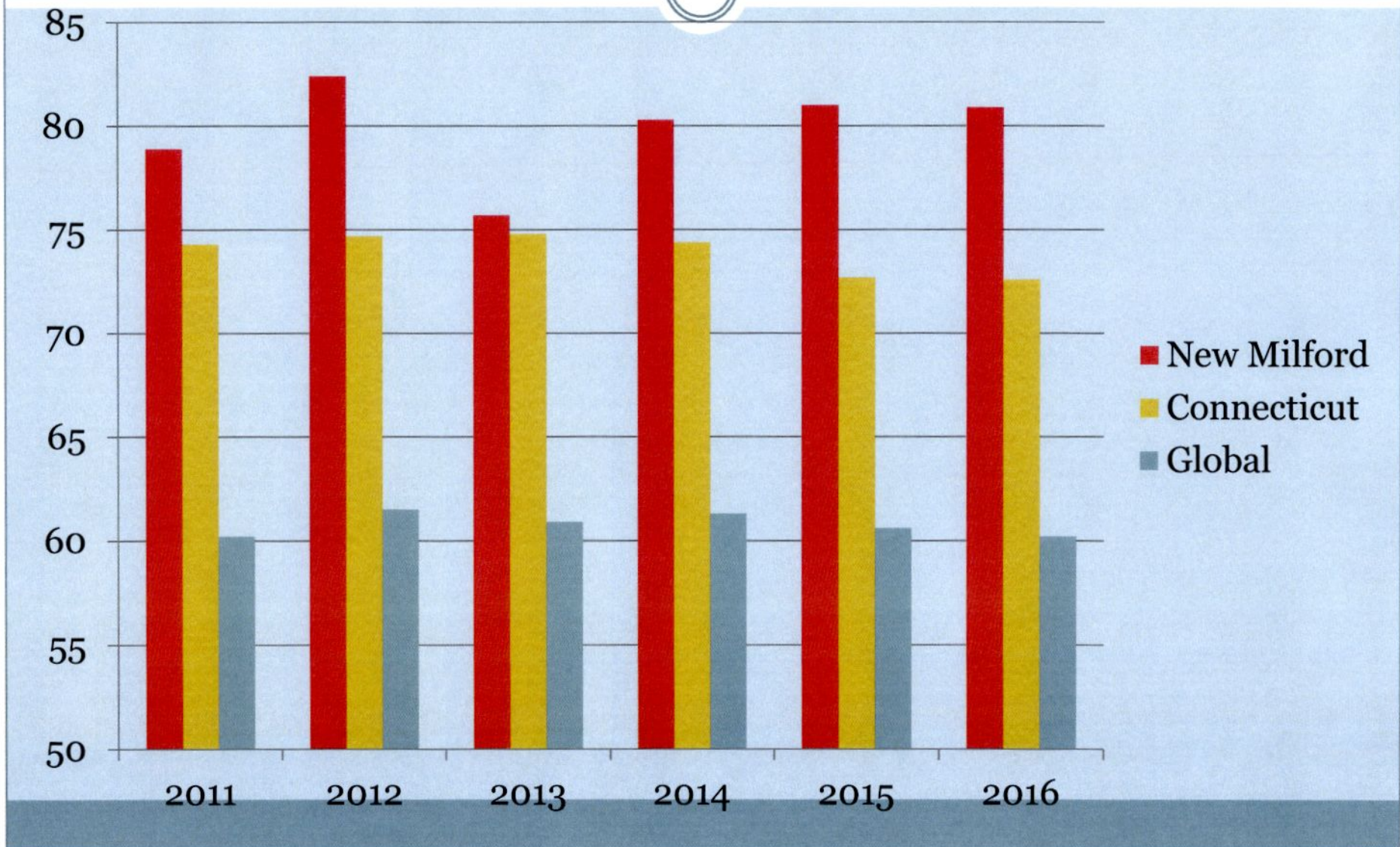


- Advanced Placement courses are more challenging opportunities for students to take college level course work in high school.
- With successful completion of the Advanced Placement course and exam, students have an opportunity to potentially earn college credit or opt out of basic college coursework.
- There have been numerous studies that link participation in AP courses to college graduation rates. In some cases students that participate in AP classes are 20%-60% more likely to graduate college*.
- Students who take an AP course are more likely to be successful in their freshman year of college and return for their sophomore year.

* <http://collegeready.rice.edu/ap-and-college-readiness>
<http://files.eric.ed.gov/fulltext/ED519365.pdf>

Advanced Placement Test Performance

(Percent of students scoring a 3 or higher)



US News



Overview: US News and World Reports has created a metric for gauging the preparedness of high school students for their first two years of college. It references multiple assessments, enrollments in college level courses (IB and AP), student performance on corresponding exams, and overall student demographic information.

<http://www.usnews.com/education/best-high-schools>

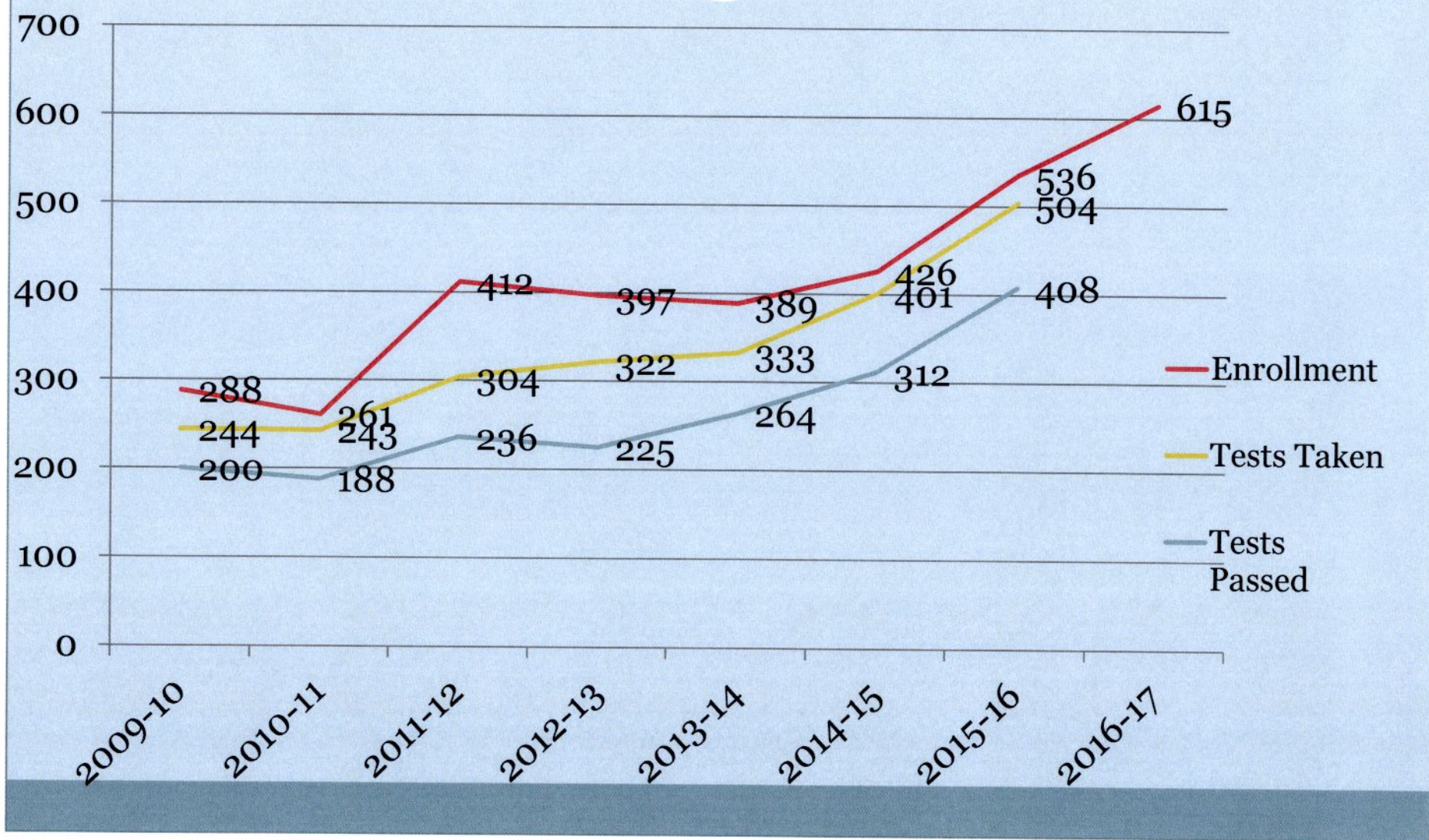
College Readiness Score: US News

(2016 based upon 2013-14 data)

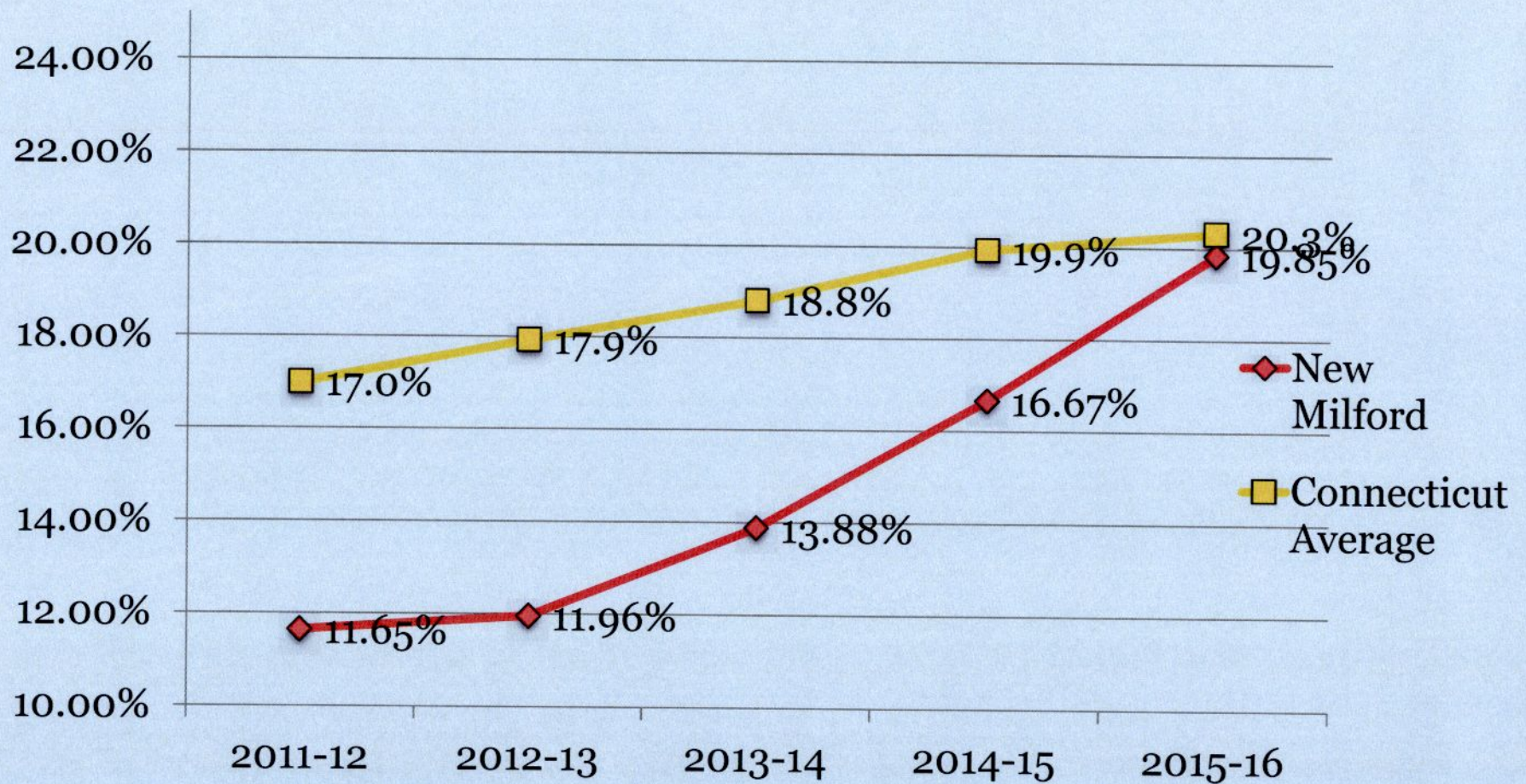


School District	2014	2015	2016
New Milford	18.7	25	25.2
Bethel (DRG)	33.5	34.7	37.8
Southington (DRG)	28.2	32.7	30.1
Danbury (GEO)	29.7	31.6	33.6
New Fairfield (GEO)	43.9	44.6	41.9
Newington (DRG)	26.8	27.8	32.5
Norwalk	26.5	29.8	24.9

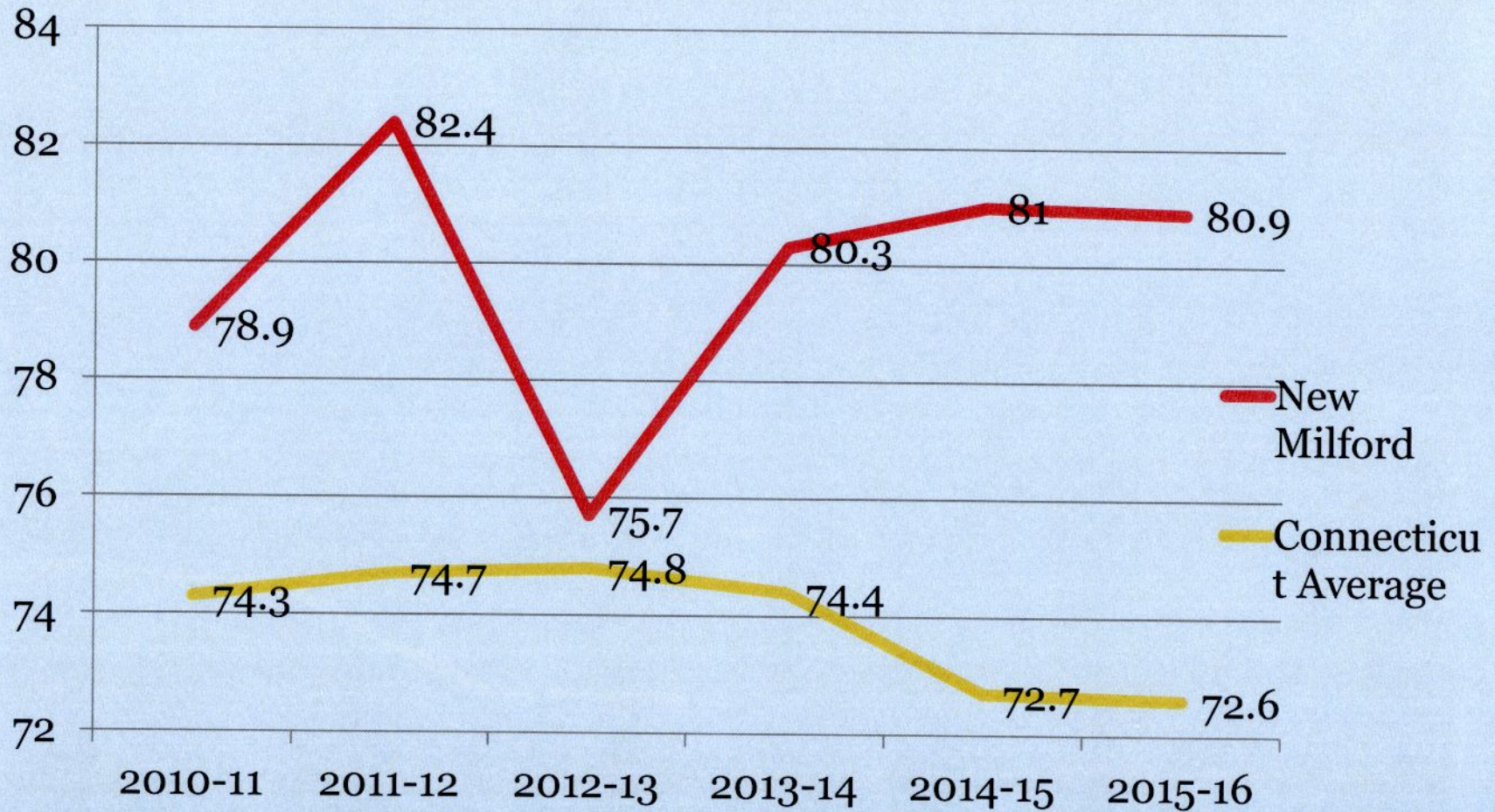
Advanced Placement Enrollment, Participation, and Passing



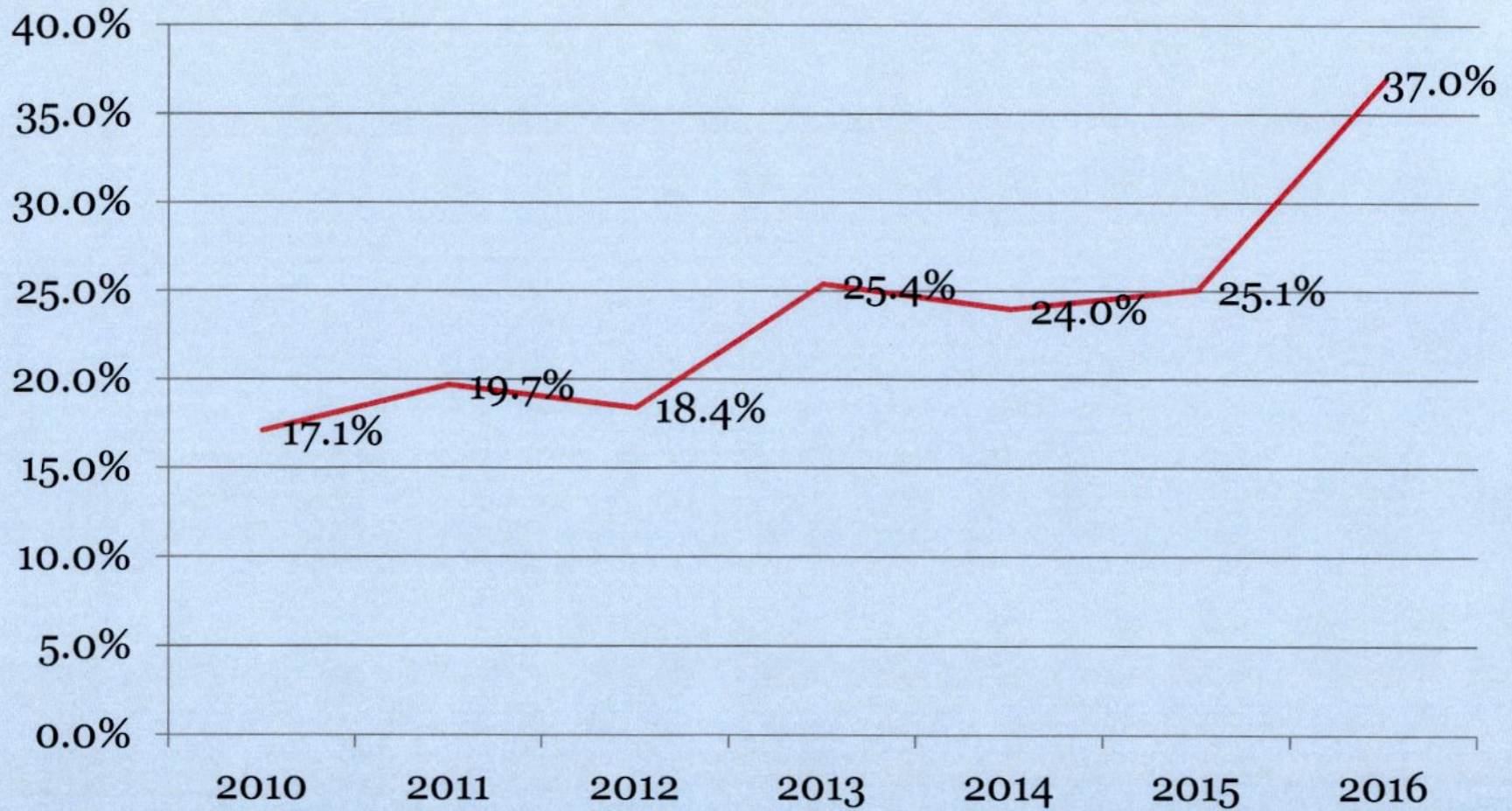
Advanced Placement Exam Participation Rates (New Milford v. Connecticut)



Advanced Placement Exam Pass Rates (New Milford v. Connecticut)



AP Participation by Graduating Class



Advanced Placement Summary



- Statewide participation rate rose by 2%, in New Milford it rose by 19%. Over the past 5 years, Connecticut participation has risen by 19% and New Milford has risen by 72%
- We had our highest participation rate to date and the highest number of exams passed.
- We continued to attain an 81% passing rate, even as the number of exams taken increased from 401 to 504 and number of students participating increased from 233 to 267.
- The sophomore and junior classes had new highs in test participation and last year's seniors had higher participation and pass rates than any previous graduating class.

Improvement Initiatives 9-12




- Addition of more AP Courses in various content areas
- Begin to create additional pathways of access in mathematics in grades 6-8 so more students have access to Algebra in grade 8
- Professional learning dedicated to the creation of rigorous summative assessments in each content area
- Alignment of curriculum 6-12-department heads to visit Schaghticoke
- Implementation of units of study in science aligned to the new science standards with a focus on inquiry
- Possible expansion of PLTW to incorporate all grades K-8

Improvement Initiatives 3-8



- Pilot program-Columbia Teachers Reading Project Units of Study-focus on small group and individualized instruction
- Pilot program-Columbia Teachers College Writing Project Units of Study-focus on small group and individualized instruction
- Implementation of Connected Math and Investigations math programs-(New to Grade 8) Grade 6 in third year, Grade 7 in year two.
- Instructional Coaching in ELA and Mathematics
- Professional development tied to teacher needs
- Creation of common assessments aligned to standards
- Science units linked to national science standards are being piloted this year
- Summer Enrichment Program
- Creation of curriculum aligned to standards

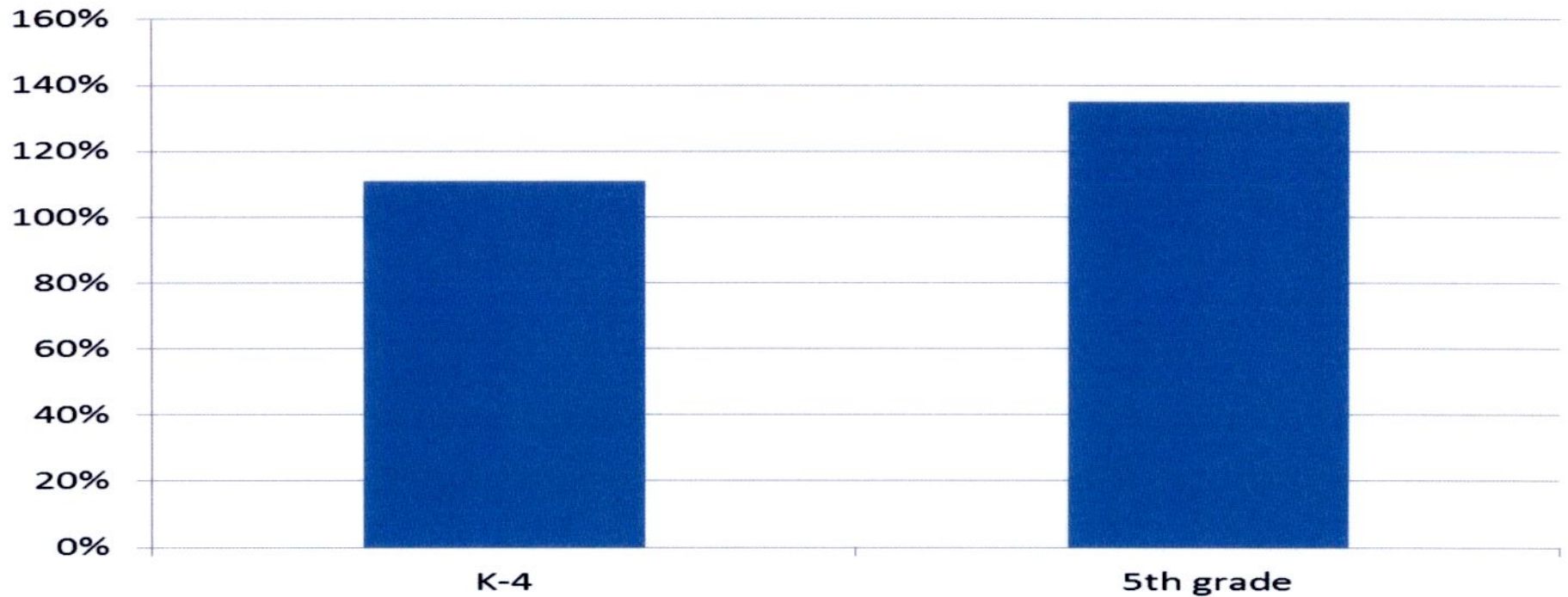


Teachers' College
Units of Study
Pilot

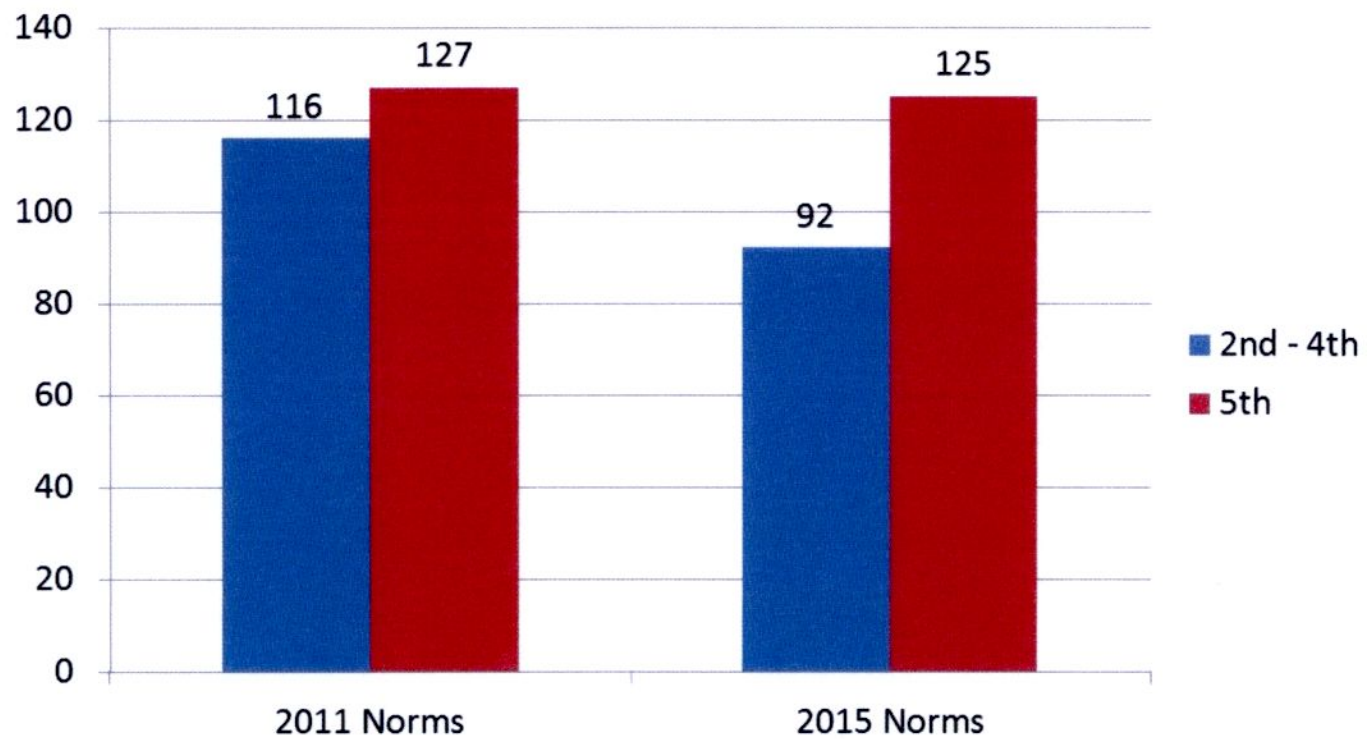


Student Achievement Data

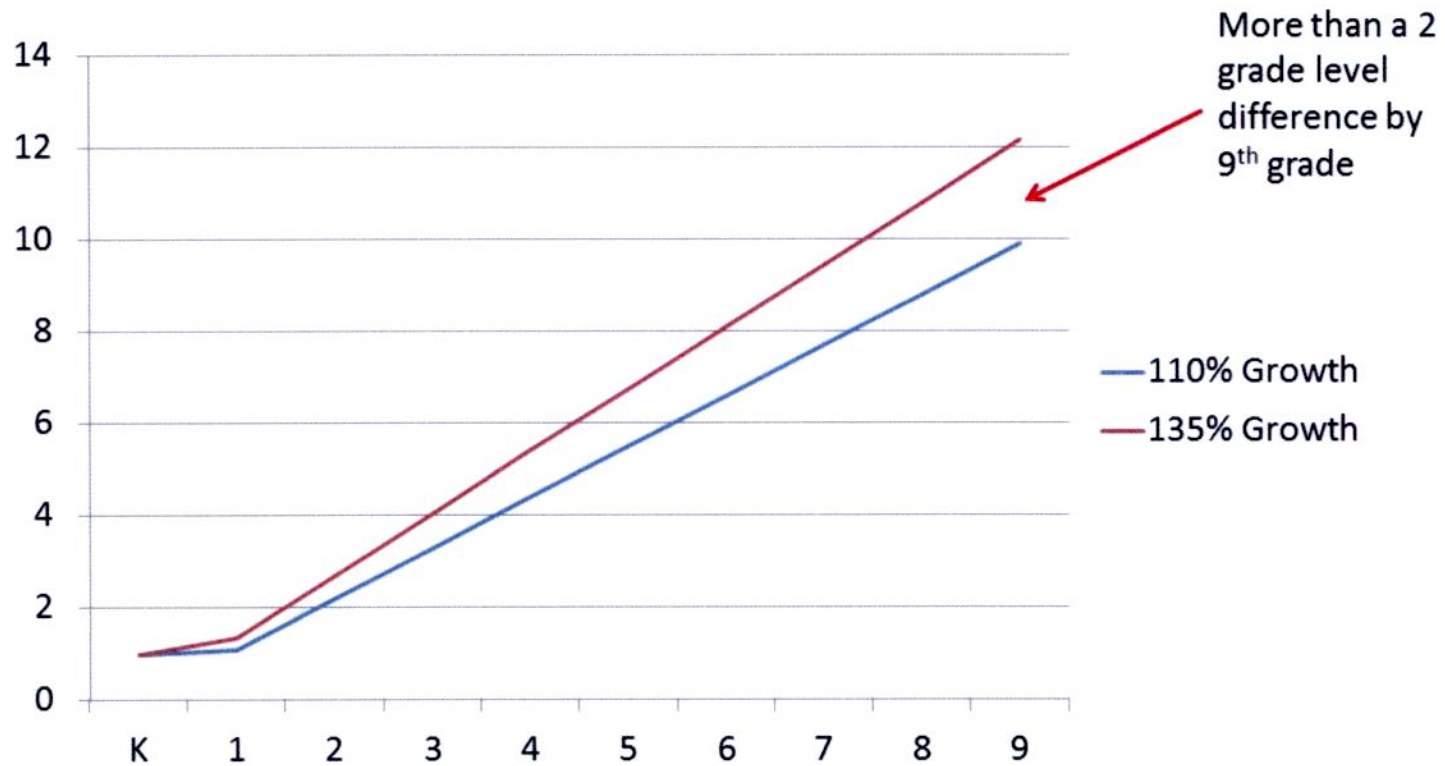
Average Overall Percentage of Student Growth (3 year)



Adjustment with new norms



Difference Between 110% and 135% Growth



Curriculum Gaps

Standards Deficits

	Literature Standards	Informational Standards
2	13	15
3	15	13
4	25	24
5	27	39

Specific Holes Seen Within Student Work

- Grammar instruction: specifically punctuation for sentence structures required by the writing pieces we ask students to write.
- Teaching to independence
- Word work
- Paragraphing text structures as organization tools for a writer
- Be Core Ready Lesson Sets not units, but rather the ten essential lessons a unit would contain.

Level of Use	Possible Behavior
0 Non-Use	Maintainer
1 Oriented	Early Learner
2 Preparation	Follower
3 Mechanical Use	Implementer
4 a Routine b Refinement	Problem Solver
5 Integration	Leader
6 Renewal	Investigator Innovator


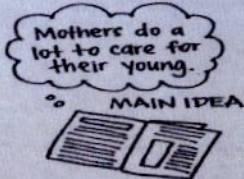
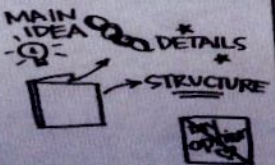
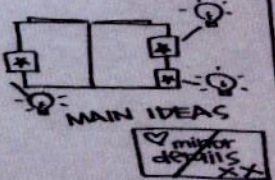

Level of Adoption

?

Assessment: Reading Progressions

feature & details

INFORMATIONAL: LEARNING PROGRESSION, GRADES 2-6 (continued)

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Main Idea(s) and Supporting Details/Summary	LITERAL COMPREHENSION				
	<p>I can say the big topic a text (or part of a text) teaches me.</p> <p>I can name information about that topic, which I learn from parts of the text.</p>	<p>As I read, I ask myself what the text is mostly about. To figure out the main idea, I see if there is a pop-out sentence that captures it. I can say the main idea in more than just a word and am careful to name the main idea of most of the text.</p> <p>I can also choose important supporting details (or points) that go with the main idea.</p> <p>I summarize briefly, leaving out unimportant things.</p>	<p>As I read, I often pause to summarize as a way to hold onto what I'm learning, saying the main idea(s) of that part and linking it/them to related points. As I do this, I select points that are especially important to the idea.</p> <p>I can use the primary structure(s) in the text to help me grasp what it mostly teaches (e.g., if it is organized as a main idea or supporting points or a claim and reasons, I can use either structure to help me determine importance and select supporting details).</p> <p>I am careful to keep my own opinion separate from the ideas presented in the text.</p>	<p>I can figure out several important main ideas in a text, and I'm aware that sometimes those ideas thread through the whole text instead of being located in chunks of it. I can sort all the details in the text and weigh their importance so that I can also discuss important details that best support each of the main ideas.</p> <p>I am careful to keep my own opinion separate from the ideas presented in the text. I also avoid mentioning minor details.</p>	<p>I can figure out several important main ideas in a text and weigh and evaluate which of those ideas seems most significant in the text.</p> <p>I am careful to include in my summary only what the text says, and none of my own opinions, ideas or judgments.</p>
					

Assessment: Writing Progressions

OPINION Learning Progression for Opinion Writing				
	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
	STRUCTURE			
Overall	The writer told about something she liked or disliked with pictures and some "writing."	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	The writer wrote her opinion or her likes and dislikes and said why.	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.
Lead	The writer started by drawing or saying something.	The writer wrote her opinion in the beginning.	The writer wrote a beginning in which he got readers' attention. He named the topic or said he was writing about, and gave his opinion.	The writer wrote a beginning which he not only gave his opinion, but also set readers up for what his writing would try to convince them of it.
Transitions	The writer kept on working.	The writer wrote his ideas and then said more. He used words such as because.	The writer said more about her opinion and used words such as and and because.	The writer connected parts of her piece using words such as also, another and because.
Ending	The writer ended working when he had said, drawn, and "written" all he could about his opinion.	The writer had a last part or page.	The writer wrote an ending for his piece.	The writer wrote an ending which he reminded readers of his opinion.
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	The writer told his opinion in one place and in another place he said why.	The writer wrote a part where she got readers' attention and a part where she said more.	The writer's piece had different parts; she wrote a lot of lines for each part.

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WRITING PATHWAYS: PERFORMANCE ASSESSMENTS AND LEARNING PROGRESSIONS K-5

OPINION Learning Progression for Opinion Writing				
	Grade 3	Grade 4	Grade 5	Grade 6
	STRUCTURE			
	The writer told readers his claim and ideas on a set topic, or helped them understand his ideas.	The writer made a claim about a topic or a text and tried to support her reasons.	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	The writer not only stated a position that could be supported by a variety of trustworthy sources, but also built his argument and led to a conclusion in each part of his text.
	The writer wrote a beginning which she set one or two readers up to expect, that she would talk them through about her opinion.	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated his claim.	The writer wrote an introduction that led to a claim or thesis and got her readers to care about her opinion. She got readers to care by not only including a cool fact or juicy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state her claim, she let readers know the reasons she would develop later.	The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backward between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold.
	The writer connected his idea and reasons with his examples using words such as for example, an because. He connected one reason or example using words such as also and another.	The writer used words and phrases to glue parts of her piece together. She used phrases such as for example, another example, one time and for instance to show when she wanted to go from saying reasons to giving evidence and a addition to also, and another to show when she wanted to make a new point.	The writer used transition words and phrases to connect evidence back to his reasons using phrases such as this shows that, ... The writer helped readers follow his thinking with phrases such as another reason and the most important reason. To show what happened he used phrases such as consequently and because of. The writer used words such as specifically and in particular to be more precise.	The writer used transitional phrases to help readers understand how the different parts of his piece fit together to support his argument.
	The writer wrote in an ending, perhaps a thought or comment related to her opinion.	The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had written.	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	The writer wrote a conclusion in which she restated the main points of her essay, perhaps offering a lingering thought or new insight for readers to consider. Her ending added to and strengthened the overall argument.
	The writer wrote several reasons or examples why readers should agree with his opinion and wrote a last sentence about his reason. The writer organized his information so that each part of his writing was mostly about one thing.	The writer separated sections of information using paragraphs.	The writer grouped information and related ideas into paragraphs. He put the parts of his writing in the order that most suited his purpose and helped him prove his reasons and claim.	The writer arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. He wrote more than one paragraph to develop a claim or reason.

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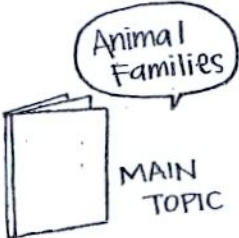

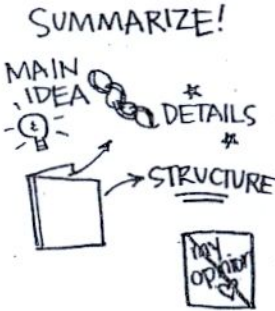
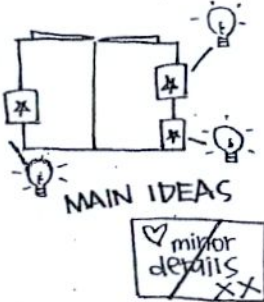
PART II: WRITING TOOLS—OPINION WRITING

Learning Progression for Opinion Writing

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE								
Overall	The writer told about something she liked or disliked with pictures and some "writing."	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	The writer wrote her opinion or her likes and dislikes and said why.	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	The writer made a claim about a topic or a text and tried to support her reasons.	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	The writer not only staked a position that could be supported by a variety of trustworthy sources, but also built his argument and led to a conclusion in each part of his text.
Lead	The writer started by drawing or saying something.	The writer wrote her opinion in the beginning.	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated his claim.	The writer wrote an introduction that led to a claim or thesis and got her readers to care about her opinion. She got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state her claim; she let readers know the reasons she would develop later.	The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backward between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold.
Transitions	The writer kept on working.	The writer wrote his idea and then said more. He used words such as <i>because</i> .	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	The writer connected parts of her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	The writer connected his ideas and reasons with his examples using words such as <i>for example</i> and <i>because</i> . He connected one reason or example using words such as <i>also</i> and <i>another</i> .	The writer used words and phrases to glue parts of her piece together. She used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when she wanted to shift from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when she wanted to make a new point.	The writer used transition words and phrases to connect evidence back to his reasons using phrases such as <i>this shows that</i> The writer helped readers follow his thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . To show what happened he used phrases such as <i>consequently</i> and <i>because of</i> . The writer used words such as <i>specifically</i> and <i>in particular</i> to be more precise.	The writer used transitional phrases to help readers understand how the different parts of his piece fit together to support his argument.
Ending	The writer ended working when he had said, drawn, and "written" all he could about his opinion.	The writer had a last part or page.	The writer wrote an ending for his piece.	The writer wrote an ending in which he reminded readers of his opinion.	The writer worked on an ending, perhaps a thought or comment related to her opinion.	The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had written.	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	The writer wrote a conclusion in which she restated the main points of her essay, perhaps offering a lingering thought or new insight for readers to consider. Her ending added to and strengthened the overall argument.
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	The writer told his opinion in one place and in another place he said why.	The writer wrote a part where she got readers' attention and a part where she said more.	The writer's piece had different parts; she wrote a lot of lines for each part.	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing.	The writer separated sections of information using paragraphs.	The writer grouped information and related ideas into paragraphs. He put the parts of his writing in the order that most suited his purpose and helped him prove his reasons and claim.	The writer arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. He wrote more than one paragraph to develop a claim or reason.

Learning Progression for Opinion Writing (continued)

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
DEVELOPMENT								
Elaboration	The writer put more and then more on the page.	The writer put everything she thought about the topic (or book) on the page.	The writer wrote at least one reason for his opinion.	The writer wrote at least two reasons and wrote at least a few sentences about each one.	The writer not only named her reasons to support her opinion, but also wrote more about each one.	The writer gave reasons to support his opinion. He chose the reasons to convince his readers. The writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.	The writer gave reasons to support her opinion that were parallel and did not overlap. She put them in an order that she thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support her claim. The writer discussed and unpacked the way that the evidence went with the claim.	The writer included and arranged a variety of evidence to support her reasons. The writer used trusted sources and information from authorities on the topic. The writer explained how her evidence strengthened her argument. She explained exactly which evidence supported which point. The writer acknowledged different sides to the argument.
Craft	The writer said, drew, and "wrote" some things about what she liked and did not like.	The writer had details in pictures and words.	The writer used labels and words to give details.	The writer chose words that would make readers agree with her opinion.	The writer not only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.	The writer made deliberate word choices to convince her readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought. The writer made choices about which evidence was best to include or not include to support her points. The writer used a convincing tone.	The writer made deliberate word choices to have an effect on his readers. The writer reached for the precise phrase, metaphor, or image that would convey his ideas. The writer made choices about how to angle his evidence to support his points. When it seemed right to do so, the writer tried to use a scholarly voice and varied his sentences to create the pace and tone of the different sections of his piece.	The writer chose words deliberately to be clear and to have an effect on his readers. The writer reached for precise phrases, metaphors, analogies, or images that would help to convey his ideas and strengthen his argument. The writer chose how to present evidence and explained why and how the evidence supported his claim. The writer used shifts in his tone to help readers follow his argument; he made his piece sound serious.
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	The writer used what she knew about word patterns to spell correctly and she used references to help her spell words when needed. She made sure to correctly spell words that were important to her topic.	The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.
Punctuation	The writer could label pictures. The writer could write her name.	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix her run-on sentences.	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history, and it was common to . . .</i> The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite his sources.	The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect extra information in some of his sentences.

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	LITERAL COMPREHENSION				
<p>Main Idea(s) and Supporting Details/ Summary</p>	<p>I can say the big topic a text (or part of a text) teaches me.</p> <p>I can name information about that topic, which I learn from parts of the text.</p> 	<p>As I read, I ask myself what the text is mostly about. To figure out the main idea, I see if there is a pop-out sentence that captures it. I can say the main idea in more than just a word and am careful to name the main idea of most of the text.</p> <p>I can also choose important supporting details (or points) that go with the main idea.</p> <p>I summarize briefly, leaving out unimportant things.</p> 	<p>As I read, I often pause to summarize as a way to hold onto what I'm learning, saying the main idea(s) of that part and linking it/them to related points. As I do this, I select points that are especially important to the idea.</p> <p>I can use the primary structure(s) in the text to help me grasp what it mostly teaches (e.g., if it is organized as a main idea or supporting points or a claim and reasons, I can use either structure to help me determine importance and select supporting details).</p> <p>I am careful to keep my own opinion separate from the ideas presented in the text.</p> 	<p>I can figure out several important main ideas in a text, and I'm aware that sometimes those ideas thread through the whole text instead of being located in chunks of it. I can sort all the details in the text and weigh their importance so that I can also discuss important details that best support each of the main ideas.</p> <p>I am careful to keep my own opinion separate from the ideas presented in the text. I also avoid mentioning minor details.</p> 	<p>I can figure out several important main ideas in a text and weigh and evaluate which of those ideas seems most significant in the text.</p> <p>I am careful to include in my summary only what the text says, and none of my own opinions, ideas or judgments.</p> 