

Elementary STEM Standardized Test Scores









Elementary STEM STAR Scores

		Fall,	2017		
Grade	Total	Below Grade Level	At or Above Grade Level	More than One Year Above Grade Level	
	178	23	155	27	
First		13%	87%	15%	
	199	16	183	44	
Second		8%	92%	22%	
		Fall,	2018		
	203	20	183	15	
First		10%	90%	7%	
	195	15	180	39	
Second		8%	92%	20%	

Elementary STEM STAR Scores

		Fall,	2017		
		D I			
		Below Grade	At or Above Grade	Above Grade	
Grade	Total	Level	Level	Level	
	178	23	155	27	
First		13%	87%	15%	
	199	16	183	44	
Second		8%	92%	22%	
		Fall,	2018		
	203	20	183	15	
First		10%	90%	7%	
	195	15	180	39	
Second		8%	92%	20%	

Elementary STEM STAR Scores

		Fall,	2017		
				More than One Year	
		Below Grade	At or Above Grade	Above Grade	
Grade	10tal		Level	Level	
First	170	13%	87%	15%	
	199			44	
Second		8	Growth of	22%	
			Fall, 2018 Second Grad	le	
	203	2	Cohort	15	
First		10%	5%	7%	
	195	15	180	39	
Second		8%	92%	20%	

	Math								
Grade	Total O	pt-Out	Tested	1	2	3	4	3 and 4	
Third	194	54	140	3	16	51	70	121	
Imia		28%	72%	2%	11%	36%	50%	86%	
Fourth	175	48	127	2	7	30	88	118	
Fourth		27%	73%	2%	6%	24%	69%	93%	
E:fth	196	56	140	3	14	40	83	123	
F 11 UI		29%	71%	2%	10%	29%	59%	88%	
				Scie	nce				
Fourth	174	32	142	0	0	18	124	142	
rourui		18%	82%	0%	0%	13%	87%	100%	

				Ма	ath				
Grade	Total O	pt-Out	Tested	1	2	3	4	3 and 4	
Third	194	54	140	р	erce	entage		121	
Inna		28%	72%			mag	~ ~	86%	
Descritte	175	48	127	C	of St	udent	t s 8	118	
Fourth		27%	73%	_	Achi	levin	<u>ه</u>	93%	
Г: А1.	196	56	140			•	5	123	
Filth		29%	71%		roti	cienc	ÿ í	88%	
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Fourth	174	32	142				4	142	
Fourth		18%	82%	A	sses	smer	ITS 6	100%	

				Ma	ıth					
Grade	Total O	pt-Out	Tested	1	2		3	4	3 and 4	
Third	194	54	Pe	erce	ntao	es	1	70	121	
TIIIQ		28%			inue		6	50%	86%	
Fourth	175	48	0	fSti	uder	nts	0	88	118	
Fourti		27%		\chi	evir	Ŋσ	6	69%	93%	
D '01	196	56				-0	0	83	123	
Fifth		29%		Ma	stery	/	6	59%	88%	
				C)n					
Fourth	174	32	٨				8	124	142	
Fourth		18%		sses	sme	nts	6	87%	100%	

				Ма	ath					
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Third	194	54	Pe	rcen	tage	S	51	70	121	
TIIIQ		28%			lage	0	36%	50%	86%	
Fourth	175	48		of	- -		30	88	118	
Fourth		27%	S	tude	ents		24%	69%	93%	
D.01	196	56				,	40	83	123	
Filth		29%	Oŗ	oting	g-Ou	It	29%	59%	88%	
				of	2					
Fourth	174	32	A				18	124	142	
Fourth		18%	Ass	Sessi	men	TS	13%	87%	100%	

Elementary STEM Analysis of Opt-Outs ~ Predicted Performance

		Third	Grade				
		Total	1	2	3	4	3 and 4
Performance of Students Who Took	Number of Students	140	3	16	51	70	121
the State Assessment	Percentage of Students		2.14%	11.43%	36.43%	50.00%	86.43%
Predicted Performance of Students Who Opted Out of the State	Number of Students	54	2	3	17	32	49
Assessment	Percentage of Students		3.70%	5.56%	31.48%	59.26%	90.74%
		Fourth	Grade				
		Total	1	2	3	4	3 and 4
Performance of Students Who Took	Number of Students	127	2	7	30	88	118
the State Assessment	Percentage of Students		1.57%	5.51%	23.62%	69.29%	92.91%
Predicted Performance of Students Who Onted-Out of the State	Number of Students	48	0	5	14	29	43
Assessment	Percentage of Students		0.00%	10.42%	29.17%	60.42%	89.58%
		Fifth	Grade				
		Total	1	2	3	4	3 and 4
Performance of Students Who Took	Number of Students	140	3	14	40	83	123
the State Assessment	Percentage of Students		2.14%	10.00%	28.57%	59.29%	87.86%
Predicted Performance of Students Who Opted-Out of the State	Number of Students	56	2	3	14	37	51
Assessment	Percentage of Students		3.57%	5.36%	25.00%	66.07%	91.07%

Elementary STEM Analysis of Opt-Outs ~ Predicted Performance

	-	Third	Grade				
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Assessment	Percentage of Students		3.57%	5.36%	25.00%	66.07%	91.07%

Elementary STEM Analysis of Opt-Outs ~ Predicted Performance



Elementary STEM Analysis of Opt-Outs ~ Students with Disabilities

Sub-Group	Third Grade Math	Fourth Grade Math	Fifth Grade Math
Students without Disabilities	$37 \sim 22\%$	$33 \sim 23\%$	$46 \sim 27\%$
Students with Disabilities	19~63%	$17 \sim 50\%$	$10 \sim 42\%$

Elementary STEM Analysis of Opt-Outs ~ Students with Disabilities

Sub-Group	Third Grade Math	Fourth Grade Math	Fifth Grade Math
Students without Disabilities	37 ~ 22%	33 ~ 23%	$46 \sim \mathbf{27\%}$
Students with Disabilities	19 ~ 63%	17 ~ 50%	10 ~ 42%

Elementary STEM State Test Scores ~ Longitudinal Trends









Comparison Districts

- East Williston
- Garden City
- Great Neck
- Jericho
- Locust Valley
- Manhasset

- Oyster Bay
- Port Washington
- Rockville Centre
- Roslyn
- Syosset

Elementary STEM Comparison Across Districts ~ Third Grade Mathematics



[■] Proficiency ■ Mastery

Elementary STEM Comparison Across Districts ~ Third Grade Mathematics



[■] Proficiency ■ Mastery

Elementary STEM Comparison Across Districts ~ Fourth Grade Mathematics



Elementary STEM Comparison Across Districts ~ Fourth Grade Mathematics



Elementary STEM Comparison Across Districts ~ Fifth Grade Mathematics



Proficiency Mastery

Elementary STEM Comparison Across Districts ~ Fifth Grade Mathematics



Proficiency Mastery

Elementary STEM Mathematics ~ Area of Strength ~ Work with Numbers

Numbers and Operations - Base Ten ~ Gap = 12.2%
 Operations and Algebraic Thinking ~ Gap = 14.7%
 Measurement and Data ~ Gap = 16.8%

Which expression has a value that is greater than 42.537?

$$\mathbf{A} \qquad (4 \times 10) + (2 \times 1) + \left(5 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right) + \left(3 \times \frac{1}{1,000}\right)$$
$$\mathbf{B} \qquad (4 \times 10) + (1 \times 1) + \left(6 \times \frac{1}{10}\right) + \left(2 \times \frac{1}{100}\right) + \left(5 \times \frac{1}{1,000}\right)$$

C
$$(4 \times 10) + (2 \times 1) + (5 \times \frac{1}{10}) + (3 \times \frac{1}{100}) + (7 \times \frac{1}{1,000})$$

D
$$(4 \times 10) + (2 \times 1) + (5 \times \frac{1}{10}) + (1 \times \frac{1}{100}) + (9 \times \frac{1}{1,000})$$

Jack picks 60 apples from an apple tree. He uses 12 of them to make applesauce. He places the remaining apples equally into 6 gift baskets. Which equation can be used to determine the number of apples, *a*, that Jack places into each gift basket?

- **A** $(60 \div 6) 12 = a$
- $\mathbf{B} \qquad (60-12) \div 6 = a$
- **C** (60-6) 12 = a
- **D** $(60 + 12) \div 6 = a$

The bar graph below shows the information third grade students collected about the eye color of students in their classroom.

STUDENT EYE COLOR



How many **fewer** students have green eyes than students that have blue eyes and brown eyes combined?

Elementary STEM Mathematics ~ Areas of Progress ~ Problem Solving



Types of Problems Application Novel

Kia purchased books at a book fair. The shaded part of the decimal grid below represents the part of \$1.00 that she has remaining after purchasing her books.

Kia decides to give all of the money she has remaining to her 3 friends so they can buy some bookmarks which cost \$0.10 each. If Kia gives each of her friends the same amount of money, what is the greatest number of bookmarks that each of her friends can buy?

Items Involving			
Problem Solving	Third Grade	Fourth Grade	Fifth Grade
Percentage of			
Points Received	80.2%	83.1%	64.8%
Average Gap	16.3%	23.1%	18.4%

Edwin uses 4 rolls of green ribbon and 8 rolls of purple ribbon for a project.

- Each roll of green ribbon has a length of 90 feet.
- Each roll of purple ribbon has a length of 60 feet.

What is the difference in length, in feet, between the total amount of green ribbon and the total amount of purple ribbon Edwin uses?

Elementary STEM Mathematics ~ Areas of Focus ~ Equity

- Sub-Group Analyses
 - Disability Status
 - ➢Ethnicity
 - English Language Learners

Elementary STEM Mathematics ~ Areas of Focus ~ Equity – Students with Disabilities



Elementary STEM

Mathematics ~ Areas of Focus ~ Equity – Ethnicity



Elementary STEM Mathematics ~ Areas of Focus ~ Equity – English Language Learners



Elementary STEM Mathematics ~ Areas of Focus ~ Equity • Sub-Group Analyses





PROFICIENT PROFICIENT 354 354 89% 67% TOTAL TESTED: 3% TOTAL TESTED: 12 LEVEL 1 LEVEL 2 8 2% 24 9% LEVEL 3 LEVEL 4 118 30% 236 60%

ENGLISH LANGUAGE LEARNERS

NON-ENGLISH LANGUAGE LEARNERS

oApproach

- Investigate these differences
- Develop and implement steps to address causes for differences

Elementary STEM Mathematics ~ Areas of Focus ~ Communication of Thinking

Mark and his friends order two pizzas of the same size.

- The first pizza is cut into 6 slices of equal size.
- The second pizza is cut into 4 slices of equal size.

Each person plans to take 2 slices of pizza. Mark concludes that he would get more pizza by taking 1 slice from each pizza, instead of 2 slices from the first pizza. Explain why Mark is correct. Be sure to include a number comparison using > or < in your explanation.

Approach
 Use of lesson structure
 Focus on journaling



Elementary STEM Science ~ Area of Strength ~ Content Domains

- Average Performance
 - ► Living Environment ~ 91.4%
 - ► Physical Setting ~ 86.2%

45 The diagram below shows a magnet picking up paper clips from a table.



Give **one** reason why the magnet was able to pick up only **some** of the paper clips on the table. [1]

How long does it take Earth to revolve around the Sun?

- A one year
- B one month
- C one week
- D one day

- 11 Frogs eat crickets. If the population of crickets in an area *decreases*, the number of frogs in the area will most likely
 - A decrease
 - B increase
 - C remain the same

Elementary STEM Science ~ Area of Progress ~ Measurement

- Average Performance on Measurement Performance Test Items
 - ▶2017 ~ 74%▶2018 ~ 80%

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089838		:	SCHOOL	SMAF	RT		м	ade in	China
13 14 12	1 12	0	6 8		9	9 	3 4	5	L ww





Elementary STEM Science ~ Area of Focus ~ New Standards

- Designing Three-Dimensional Learning
 - Learning which integrates the following:
 - Disciplinary Core Ideas
 - Science and Engineering Practices
 - Cross-Cutting Concepts

• Growing our Elementary STEAM Program



North Shore 2018 State Test Results English Language Arts

NORTH SHORE ELA DATA 2018

Grade	Total # of Students	Opt- Out	Tested	1	2	3	4	3 and 4
Third	192	56	136	0	20	85	31	116
Grade		29%	71%	0%	15%	62%	23%	85%
Fourth	175	50	125	3	15	44	63	107
Grade		29%	71%	2%	12%	35%	50%	86%
Fifth	196	62	134	8	31	37	58	95
Grade		32%	68%	6%	23%	28%	43%	71%

North Shore Longitudinal Trends, Grade 3



Proficiency Mastery

North Shore Longitudinal Trends, Grade 4



North Shore Longitudinal Trends, Grade 5



Proficiency Mastery

Grade 3 2018 Local Comparison



Ranked 4th in proficiency, 5th in mastery

Grade 4 2018 Local Comparison



Ranked 2nd in proficiency, 3rd in mastery

Grade 5 2018 Local Comparison



Ranked 4th in proficiency, 2nd in mastery (note: 70% instead of 71% reflects inclusion of students placed out-of-district)

Areas of Strength

- 1. There was not even one single question in any grade on which the district performed under the county average!
- 2. Our students' points earned per question exceeded the county averages, especially on questions that required written responses.

Percentage Above County Average in Total Points Earned Per Question					
	All Questions	Written Response Questions			
Grade 3	10.3 %	13.9 %			
Grade 4	12.7 %	16.4 %			
Grade 5	7.9 %	9.9%			

1. Vocabulary

In grade 4: *What does the word "mournful" mean as it is used in paragraph 7? a. angry*

- b. bored
- c. nervous
- d. sad (correct answer)

In grade 3: *Read this sentence from paragraph 8.*

If she could catch a tiny breeze, her kite would fly.

What does "catch" mean as it is used in this sentence?

- a. stop and hold a moving object
- b. bring in while hunting or fishing
- c. get an illness
- d. find and use (correct answer)

2. Question Types

In Grade 4: *How does paragraph 9 connect to paragraph 6?*

- a. By describing a method for counting snow leopards (correct answer)
- b. By describing what it is like to see a snow leopard
- c. By explaining why snow leopards are rarely seen by humans
- *d.* By explaining how scientists identify individual snow leopards

In Grade 5: Based on paragraphs 5 and 6, which sentence **best** contrasts Mrs. Majeska and the children?

- a. Mrs. Majeska wants to clean the glove but the children do not.
- b. Mrs. Majeska is sorry for the glove owner but the children are not.
- c. Mrs. Majeska is happy to see the glove while the children are not.
- d. Mrs. Majeska understands the value of the glove while the children do not.

3. Equity

a. Students With Disabilities

Percentage Proficient in 2018 by Disability Status in the North Shore Elementary Schools					
Students With Disabilities	52.6%				
Students Without Disabilities	83.4%				

- Summer curriculum adaptation work by ILC teachers
- Focus in both ILC and ICT on scaffolding work towards grade level standards as well as on small-group and 1:1 support with individualized goals to close gaps

b. Gender

Percentage Proficient in 2018 by Gender in the North Shore School Elementary Schools					
Boys		75.6%			
Girls		85.3%			

• Increase boys' reading. Librarians are exploring engaging titles.

4. Support for Individual Students

Data Days 3x/year in grades 1-5, 4x/year in grade K

- Review of assessment data from Fountas and Pinnell Reading Benchmarks K-5, DIBELS testing K-2, Teachers College assessments, and classroom assessments
- Consultation of all members of a student's teaching team
- Plan of Action developed for students who perform below benchmarks. Intervention may take place in or out of classroom, depending on each student's needs.

Report on Student Achievement K-5 2017-2018

Achievement in the Shared Valued Outcomes and Content Learning Standards As Measured Through Authentic Assessment

Authentic Assessments Measure SVO Achievement By Showing the Extent to Which Students Can...

Understand the complex SVO skills and dispositions



Reflect on, adjust and improve their use of the SVOs



Apply SVO skills and dispositions in real time, real world situations



Authentic Assessment and SVO Work in the North Shore Elementary Schools



Communicators and Thinkers in Grade 4 Social Studies – District Wide Times of Change & Social Action Today



Students:

- Identified a current issue and explained how it connects to historical issues from the 19th and Early 20th Century.
- Took a stand on the issue and developed an argument for the best solutions to the issue.
- Chose a method of presentation suited to both their audience and personality.
- Engaged in peer feedback and a presentation to an authentic audience.











Essential Questions

1. What does it mean to be free?

2. What actions do people take that lead to change (more freedom) for certain groups of people? 3. What were the struggles that people had to overcome to increase their freedom during times of change?

4. How do people's actions impact times of change?

What does it mean to be free?

Pre-Assessment



"To not cost money"

Post-Assessment



"It means to not be controlled by some one, like slaves were not free. For example, some people are not free like slaves. We all have roles but not like that."

How do people's actions impact times of change?

Pre-Assessment

Post-Assessment





"People's early actions whether they're nice or mean, decides what will happen later."

"Join the side that you think is right, not the one that's popular because it will have an impact on your choices later such as Rosa Parks who went through going to jail, just to achieve what she wanted."

Rubric: Connecting Achievement in Content Standards and SVOs

Indicators	Just starting to	Progressing	I'm There!	Pushing myself further
Issue Identification "What is my issue?" (Social Studies Standard 4.5)	I'm brainstorming groups and possible connected rights/freedoms.	I am beginning to make connections between groups and freedoms/rights.	I identified and chose a group and a needed right/freedom for my project.	I can clearly explain the connection between the group and right/freedom.
Historical Connection "What time in history was like this?" (Social Studies Standard 4.5)	I'm brainstorming possible connections in history.	I connected this issue to a similar moment in history.	I can use details to show that the current and past issues are connected.	I can compare and contrast an historical example with a present comple of this issue.
Social Action "What can I do to help solve the problem?" (Social Studies Civic Practice: Participatio #6)	on brainstorming possible realistic solutions to the problem.	I've narrowed it down to 3 options based on the benefits of each.	I developed an idea and listed steps to help improve the situation through education and/or action.	I can explain the benefits of the action as well as the consequences of no action being taken.

Communicating About Thinking

Name/s of Press Name/s of Rate	Enters: Christion Konin, and Tack &
	GLOWS
Some ideas	or giving <u>GLOWING</u> feedback to your partner
I enjoyed the	vay you communicated your issue or message.
I liked the	uay you used historical connections to discuss your issue.
My favorite	Part is when you gave multiple solutions to the current issue.
GLOWING Feed	back for your partners. The like of house work
Facili	allal I Then The South of the second
rearry	added a lot of historical
exo	mples
	of Grows of
Some ideas fo	r giving <u>GROWING</u> feedback to your partner
Some ideas fo	r giving <u>GROWING</u> feedback to your partner about connecting to your audience clarifying your message.
Some ideas for You should think	F giving <u>GROWING</u> feedback to your partner about connecting to your audience clarifying your message. to use more historical connections to give more background.
Some ideas for You should think You could try	r giving <u>GROWING</u> feedback to your partner about connecting to your audience clarifying your message. to use more historical connections to give more background. to add more details describing the issue you have identified.
Some ideas for You should think You could try You may want You may want A way to impro	F giving <u>GROWING</u> feedback to your partner about connecting to your audience clarifying your message. to use more historical connections to give more background. to add more details describing the issue you have identified. we your project would be to provide more clear and descriptive solutions to the issue. back for your partner: You should make the
Some ideas for You should think You could try You may want You may want A way to impro ROWING Feed play M	First Grows of r giving <u>GROWING</u> feedback to your partner about connecting to your audience clarifying your message. to use more historical connections to give more background. to add more details describing the issue you have identified. We your project would be to provide more clear and descriptive solutions to the issue. back for your partner: You should make the one clear and make more things dear



Rubric: Connecting Achievement in Content Standards and SVOs

Indicators	Just starting to	Progressing	I'm There!	Pushing myself further
Audience "Who needs to hear this?"	I'm brainstorming, "Who needs to hear this?"	I am prioritizing possible audiences based on benefits of each.	I have identified my target audience.	I can explain why my audience would benefit from hearing my case.
(SVO Standard: Communicator Indicator A; Social Studies Practice: Civic Participation #7)				
Project Choice (SVO standard: Communicators Indicator A)	I'm brainstorming possible project irl as.	I have chosen three possible project ideas.	I have considered which project option might best contect with my audience.	I have chosen the best suited project option for myself and my audience.
Clarity of Message "Will my audience understand?" (SVO standard: Communicators Indica or B; Writing Standard (, 1)	I am brainstorming ways to make a clear message.	Thave chosen one op ion a d am developing vays to communication it.	I have a clear message and I used supporting details effectively to communicate the message.	am reflecting and r vising how efectively I have communicated the nessage to my audience.

Student Voices From Across the District



Summary of Achievement

To Do:

Assess and analyze

student rubrics and work

from across the district to

map student achievement

patterns to inform

curriculum and

instruction.

• District-wide, students in grade 4:

ed an explanation for urrent issue connects er historical periods.

ed an argument for e issue is important and could best be solved.

ed an argument to or feedback and to an tic audience.

Authentic Communication & Thinking in Literacy

Goals to Habits

Authentic Communication & Thinking in Literacy

Goals to Habits

Student Use of Learning Progressions

Example: Excerpt from the Narrative Writing Progression

	Grade 3	Grade 4	Grade 5	Grade 6
Overall	The writer told the story bit by bit.	The writer wrote the important part of an event bit by bit and took out unimportant parts.	The writer wrote a story of an important moment. It reads like a story, even though it might be a true account.	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme.
Lead	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which she showed what was happening and when getting readers into the world of the story.	The writer wrote a beginning in which she not only showed what was happening and where, but also gave ome clues to what would later become a problem for the main character	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.
Transitions	The writer told her story in order by using phrases such as a little later and after that.	The writer showed how much time wen by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a</i> <i>while</i> and <i>a little later</i> (to show when little time passed).	The writer used transitional phrases to show the passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile</i> , <i>at the same time</i>) or flashback and flash-forward (<i>early that morning</i> , <i>three</i> <i>hours later</i>).	The writer not only used transitional hrases and clauses to signal omplicated changes in time, she so used them to alert her readers to hanges in the setting, tone, mood, point of view, or time in the story (such as suddenly, unlike before, if only she had known).

Example: Excerpt from the Narrative Writing Progression

	Early Kindergarten	Grade 2	Grade 5
Structure Overall	I told a story with pictures and some writing.	I wrote about <i>one time</i> when I did something.	I wrote a story of an important moment. It read like a story, even though it might be a true account.
Elaboration	I put more and then more on the page.	I tried to bring my characters to life with details, talk, and actions.	I developed characters, setting, and plot throughout my story. I used a blend of description, action, dialogue, and thinking.
Craft	I told and showed what happened.	I chose strong words that would help readers picture my story.	I showed why characters did what they did by including their thinking and responses to what happened. I slowed down the heart of the story. I made less important parts shorter and blended storytelling and summary as needed. I included precise details and used figurative language. I used some objects or actions as symbols to bring forth my meaning. I varied my sentences to create pace and tone.

Authentic Communication & Thinking in Literacy

Goals to Habits

Student Use of Learning Progressions

Peer Feedback

Communicators & Thinkers in Literacy

Peer Feedback (Video)

Summary of Achievement

- District-wide, students are actively using learning progressions in literacy learning to:
 - self assess their think
 - communicate feedba with greater specific openness.
 - use feedback to set an goals.
 - empower students to and harness their vo future thinking and l

Chart the growth in the quality of student goal setting, feedback and revision and investigate ways to connect this work to other subject areas.

To Do:

Achievement in Thinking & Communication in the North Shore Community & Beyond

Success in Coding and Robotics Competitions,

To Do:

Increasing Rates and Achievements in Participation 'ine and Performing Arts Competitions.

High Participation in "Le Grow," initiative. Map extracurricular successes to the SVO work and expand assured experiences within the school day.

ıccessful Teams in Annual Long Island Mock Trial Tournament.

Next Steps

- Continue to create common district-wide authentic assessments at each grade level and in multiple content areas.
- Provide professional development in the use of learning progressions that are tied to the Shared Valued Outcomes.
- Analyze student achievement, progress and growth in specific indicators of SVO's and other skills/concepts measured in authentic assessments.
- Identify the specific connections between growth in the SVO's and learning in curricular and extracurricular opportunities.