FAMILY FITNESS - SCIENCE FAIR FAMILY DATA NIGHT

Hal Hutchens Elementary – Third Grade

January 24, 2019

READING INVENTORY

- *The Reading Inventory is* a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.
- *The Reading Inventory* is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.
- The results of a student's *The Reading Inventory* assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent *The Reading Inventory* tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

- Test Administration – 4 times a year (August, October, January, May)

DIBELS (DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS)

DIBELS Fluency is an assessment our teachers will use to monitor student fluency progression.

DIBELS Benchmarks will be conducted two times a year (Fall, Winter, Spring) – Students read three fluency passages and receive the median score

DIBELS Progress Monitoring will be conducted every 3 weeks after the first benchmark.

Student DIBELS data will be used to inform instruction.

DIBELS EXPECTATIONS
WPM (WORDS PER MINUTE), ACCURACY

Grade Level	1	2	3	4
First	0-29	30-54	55-65	66+
Second	0-60	61-89	90-100	101+
Third	0-74	75-110	111-125	126+
Fourth	Less than 69%	70-94%	125 (95%)	125 (96%)
Fifth	Less than 69%	70-94%	140 (95%)	140 (96%)

LEXILE RESOURCE

- https://lexile.com/parents-students/
- Click on

- Enter student's Lexile score and then select categories of interest to the student
- A list of book results on student's Lexile level will be given

WHAT IS THE PURPOSE OF GEORGIA MILESTONES?

- The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English Language Arts, mathematics, science, and social studies.

- Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or endeavor (college or career).

- Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunity provided throughout the state of Georgia.

- Georgia Milestones serves as a key component of the state's accountability system – the College and Career Ready Performance Index (CCRPI).

HAL HUTCHENS GEORGIA MILESTONES SCHEDULE

- The Georgia Milestones Assessment will begin in April
- Resources and information on specific dates will be provided by each school
- Please watch for information coming home when we get closer to the testing window

TYPES OF ITEMS ON GMA

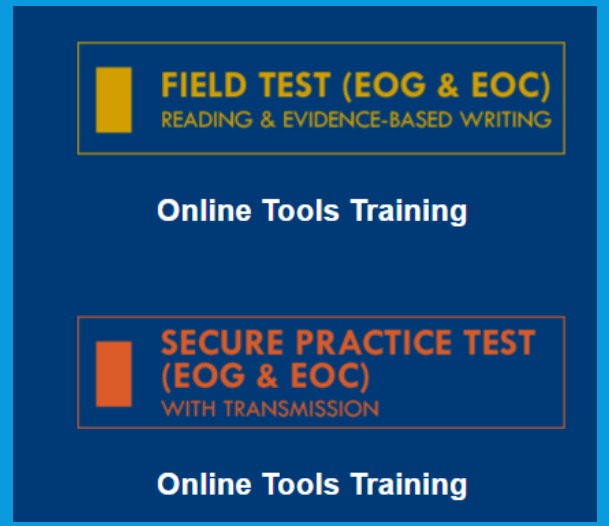
- Selected-response items
- Technology-enhanced items
- Constructed-response items
- Extended constructed response items

Depth of Knowledge

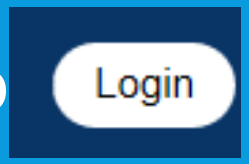
- Level 1 (Recall of Information)
- Level 2 (Basic Reasoning)
- Level 3 (Complex Reasoning)
- Level 4 (Extended Reasoning)

GEORGIA MILESTONES ASSESSMENT

- http://gaexperienceonline.com/ - Choose EOG Test Practice – Grade 3-5
- Use this site to familiarize your student with the online testing format.



TYPING CLUB

- https://www.typingclub.com/
- Click o 

in top right hand corner of webpage
- Creating a login will allow students to continue their progress the next time they login back in.
- Georgia Milestones Assessment for 3rd – 5th is administered on the computer. Students have to type their constructed responses and the writing component.

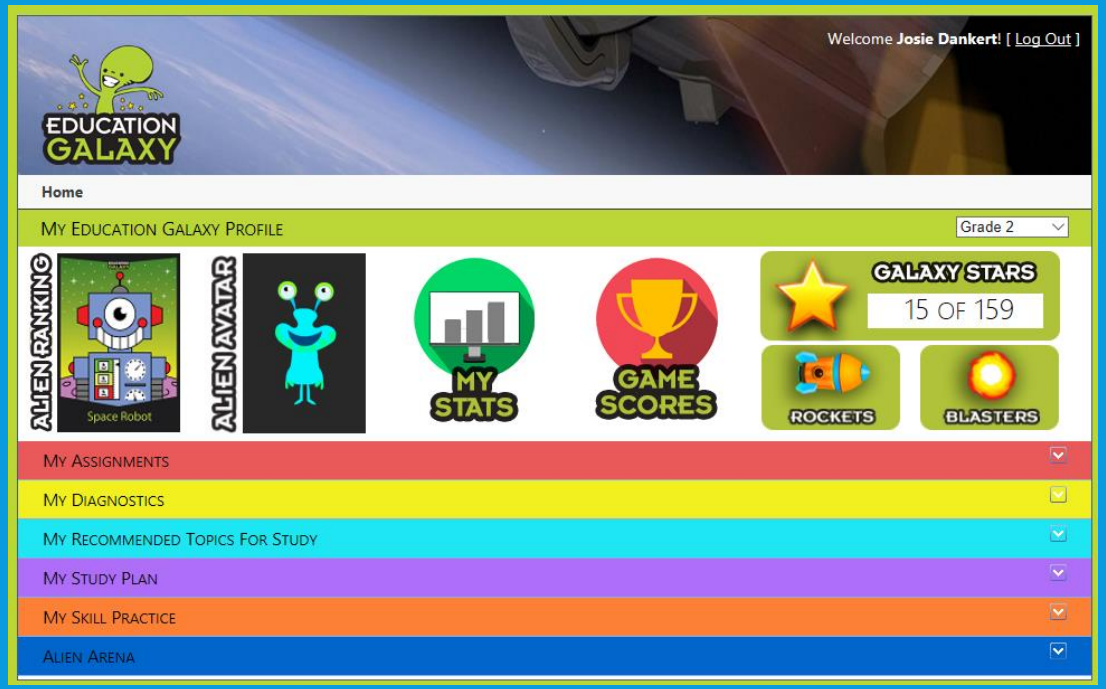
EDUCATION GALAXY

- www.educationgalaxy.com

Username – Student ID # (lunch #) + hes

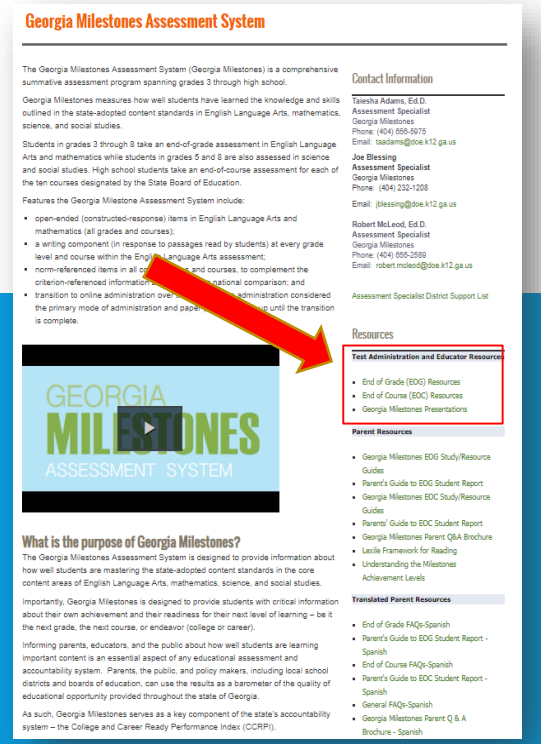
Password – Student ID # (lunch #)

Resource for student skill practice at home in Reading, ELA, and Math

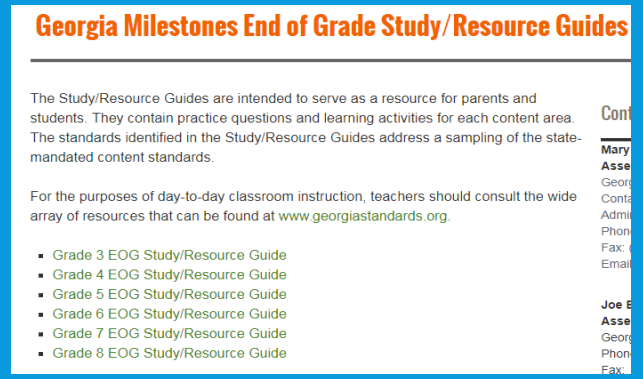


EOG RESOURCES

EOG resources can be retrieved from the Georgia Milestones Assessment System website.



- Georgia Department of Education Site Information - Overview
- http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx
- *Parent Resource Guides – Grade Level Specific Questions/Tasks
- http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx



GMA WRITING – PROMPT

HTTPS://LORPUB.GADOE.ORG/XMLUI/BITSTREAM/HANDLE/123456789/49734/EOG_GRADE_3_ITEM_AND_SCORING_SAMPLER.PDF

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

People have made, used, and saved money differently in the past and in the present.

Think about the ideas in BOTH passages, and then write an **informational piece** in your own words explaining the different ways people use money.

Be sure to use information from BOTH passages to support your **informational piece**.

Writer's Checklist

Be sure to:

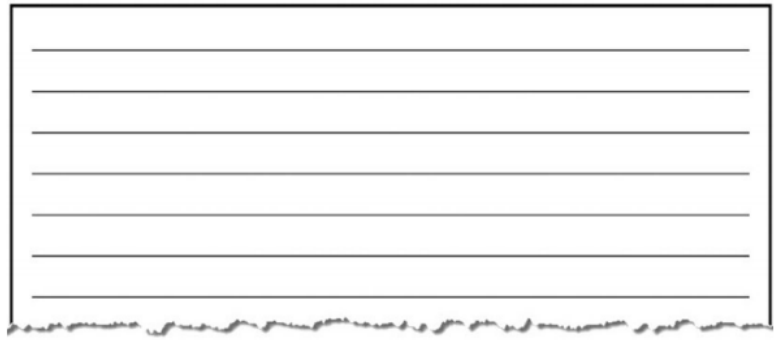
- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational piece on your answer document. Refer to the Writer's Checklist as you write and proofread your piece.

4. Writing Task (Write your piece here.)

Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.



Scoring Guide

Item 4 Information

Standards:	**Item Depth of Knowledge:** 4
ELAGSE3W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE3L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE3L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.

GMA WRITING – INFORMATIONAL RUBRIC

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/ explanatory essay.*	4	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.* • Effectively introduces a topic • Effectively develops the topic with multiple facts, definitions, and details • Groups related ideas together to give some organization to the writing • Effectively uses linking words and phrases to connect ideas within categories of information • Provides a strong concluding statement or section
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.* • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/ explanatory text that cursorily examines a topic based on text as a stimulus.* • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.* • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart for those standards that need continued attention beyond the grade in which they were introduced.

GMA WRITING – EXEMPLAR A

In "The Story of Money" the people used money differently than we use money today. They traded their own goods to buy food or clothes. In the story it said "People began to understand that they needed something else to use for money other than trading goods to other people." For a long time this caused lots of problems. Also in the story it said "People searched for a different kind of money." They started making coins. They could be made out of silver, copper or gold. The passage said "The small round coins fit nicely into pockets. A person could save that money for years. Today, people still use paper money and coins. Now people can buy thing wherever they are sold. In the text "Make Your Money Work for You" it is all about saving, spending and giving money. In the passage it says people save money to buy things they need.

Children can have a savings box, spending box, and a giving box. In your spending box you can have money you are going to spend. In your giving box you can give money to charites. These details prove how we spent money.

GMA WRITING – EXEMPLAR A SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 4
Language Usage and Conventions: 3

DOC: 4

- The topic is effectively introduced with a summary of some facts taken from "The Story of Money."
- Related ideas about the past and present forms and uses of money are grouped together.
- The topic is effectively developed through the use of assorted facts and details from both of the passages ("People began to understand that they needed something else to use for money other than trading goods to other people,""The small round coins fit nicely into pockets,"". . . people save money to buy things they need,""Children can have a savings box, spending box, and a giving box").
- The response effectively uses linking words and phrases to connect ideas ("Also,""Today").
- While brief, the student does provide a concluding statement ("These details prove how we spent money").

LUC: 3

- Clear and complete sentences are used, and some variety in sentence structure and length is shown. The response consists of mostly simple sentences with a few complex sentences included.
- Errors do not interfere with meaning.

GMA WRITING – EXEMPLAR B

In the past they would of do it really diffrent than the present .In the past they would trade stuff to get what they want. In the past your hole life would be trading stuff for something you want.You would be trading lots of comman animals.In the present you buy stuff to get what you really want to get.Also in the present you don't have to trade stuff.In the present you can save money to buy what you really need.In the past there weren't any jobs to save money out of.In the present you also can save money many diffrent kind of ways like in a tiny little box you can save up.

GMA WRITING – EXEMPLAR B SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 2

DOC: 2

- There is an attempt to introduce a topic ("In the past they would of do it really diffrent than the present").
- There is an attempt to develop the topic with too few details, many of which are vague ("your hole life would be trading stuff for something you want," "you can save money to buy what you really need") or irrelevant ("there weren't any jobs to save money out of").
- Ideas are ineffectively grouped together. Most of the response is a list-like comparison of how trading in the past is different from using money now.
- A few linking words are present ("Also"), but they do not always connect ideas well.
- There is no attempt at a conclusion.

LUC: 2

- Sentences are complete, but there is little variety in structure. Simple, choppy structures are used repeatedly. Some sentences could be condensed into a single sentence to improve readability ("In the present you buy stuff to get what you really want to get.Also in the present you don't have to trade stuff").
- Errors in spelling, usage, and conventions ("they would of do it really diffrent," "hole life," "comman") do not significantly interfere with meaning.

GMA WRITING – EXEMPLAR C

In the past they could barlley save any money because they didn't have much money but today we have a lot of money so we can save.

GMA WRITING – EXEMPLAR C SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 1
Language Usage and Conventions: 1

DOC: 1
- A topic related to saving money can be inferred.
- The response is too brief to provide development or organization.
- There is no conclusion.

LUC: 1
- The one sentence present is a run-on.
- The response is too brief to demonstrate command of language and conventions.

GMA WRITING – EXEMPLAR D

Did you know people used to trade to get what they wanted? Well they did! Since people didn't have money in the olden days they would trade to get what they wanted. For example, a fisherman wants a fishing rod from a salesman and give him fish.

Now since money is made people use money instead. People do lots of things with money, spend, save, and trade! Money is probably the most wanted thing on Earth! In the United States the highest bill is a 100 dollar bill. But it used to be a 1,000 dollar bill!

Saving money is really hard. But it is important. Say if you have 300$ and you buy an Xbox 1. But you saving up to 350$. But the console didn't work and there were no refunds.

You had to do it all over again. It's even hard for me to save money. I hope you learned something new.

GMA WRITING – EXEMPLAR D SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 3
Language Usage and Conventions: 3

DOC: 3

- A topic is introduced ("Did you know people used to trade to get what they wanted?").
- The response develops the topic with facts and details from the passages ("Since people didn't have money in the olden days they would trade to get what they wanted," "Saving money . . .").
- Related ideas are grouped together to give partial organization to the writing. After the topic is introduced, there is a paragraph about trading, a paragraph about money, and a paragraph about saving; however, there are some extraneous ideas included ("But the console didn't work and there were no refunds").
- Some linking words are used to connect ideas ("For example," "Now").
- A concluding statement is present ("I hope you learned something new").

LUC: 3

- Sentence structure is clear and complete with appropriate range and variety. There are some fragments that occur when the student attempts to use structure to enhance style; however, there are numerous examples of successful simple and complex sentences.
- Errors in spelling and usage do not interfere with meaning.

GMA WRITING – EXEMPLAR E

Have you ever wondered how people used and saved money in the past and how it is different from the present. Well I am going to tell you how.

In the past people used to have to trade their stuff to get other things they really needed like clothes. today all you have to do is give coins or paper money. In the past you had to salt or grains if you move you might have to use beads, tools, or shells. Now most places use money. In the past it was hard to carry the stuff you used to buy things. Now money is as light as a feather. Now do you see how big of a difference there is.

GMA WRITING – EXEMPLAR E SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 2

DOC: 2

- The student attempts to introduce a topic ("Have you ever wondered how people used and saved money in the past and how it is different from the present. Well I am going to tell you how").
- The topic is developed with a few details, not all of which are overly relevant (". . . salt or grains if you move you might have to use beads, tools, or shells,""money is as light as a feather").
- Ideas are ineffectively grouped together. The student presents a rambling series of thoughts as to how people used to trade items followed by a few statements about money.
- A few linking words and phrases are used, but they do not connect ideas to the topic well ("In the past," "Now").
- There is a concluding statement, though it is minimal ("Now do you see how big of a difference there is").

LUC: 2

- All sentences are complete but repetitive in structure and subject/verb choice.
- Errors in usage and conventions (incorrect punctuation on the question that opens the essay or missing capitalization at the beginning of the second sentence in the second paragraph) do not significantly interfere with meaning.

CANVAS

Due to the inclement weather that Paulding County has experienced in previous years, we will be providing some make-up learning time through a digital learning format during inclement weather.

Teachers will provide assignments via Canvas, our learning management system, for students to complete if inclement weather occurs. Teachers will also be available for virtual "office hours" through Canvas should students or parents have questions on the material or need assistance with their learning during this time.

Access to Canvas - https://www.paulding.k12.ga.us/domain/207

Canvas For Parents Link - https://www.paulding.k12.ga.us/Page/28792

- Guidance on how to access canvas as an observer of your student's account
- How to receive a pairing code