FAMILY FITNESS - SCIENCE FAIR FAMILY DATA NIGHT

Hal Hutchens Elementary – Fourth 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

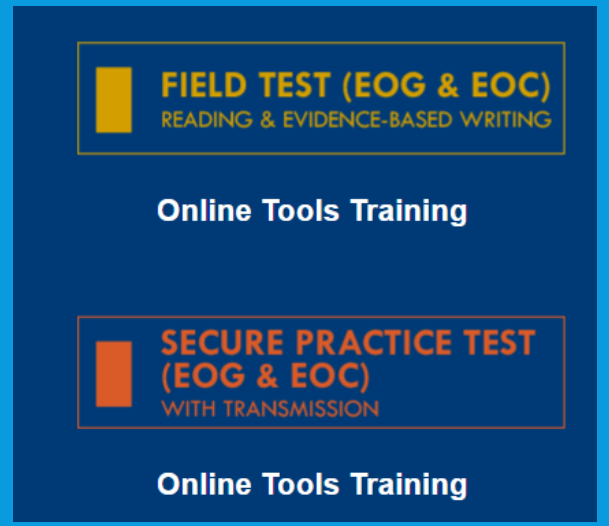
- Selected-response items
- Technology-enhanced items
- Constructed-response items
- Extended constructed response items

Depth of Knowledge

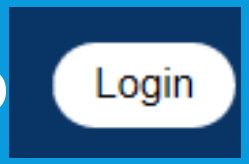
- Level 1 (Recall of Information)
- Level 2 (Basic Reasoning)
- Level 3 (Complex Reasoning)
- Level 4 (Extended Reasoning)

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.

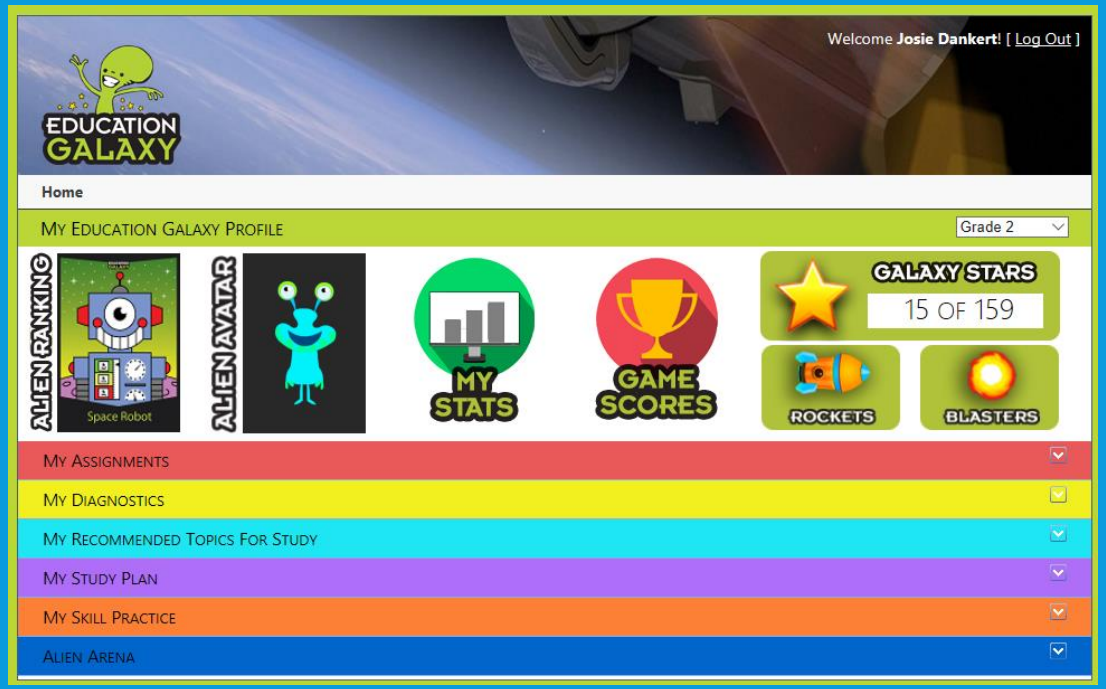
EDUCATION GALAXY

- www.educationgalaxy.com

Username – Student ID # (lunch #) + hes

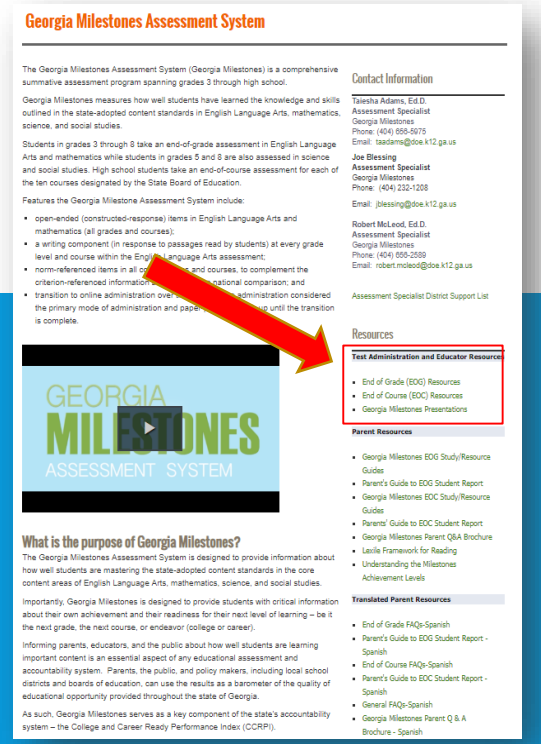
Password – Student ID # (lunch #)

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

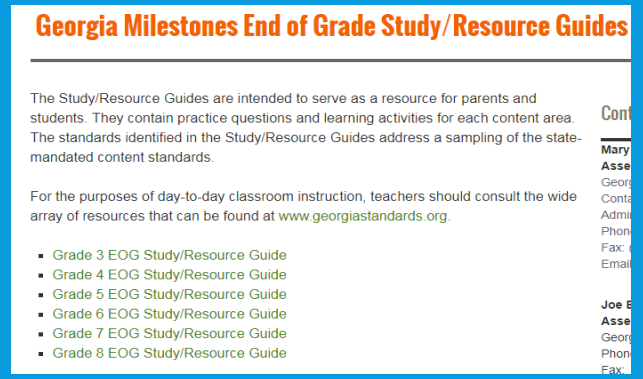


EOG RESOURCES

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/123456789/49735/EOG_GRADE_4_ITEM_AND_SCORING_SAMPLER.PDF

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**.

Writer's Checklist

Be sure to:

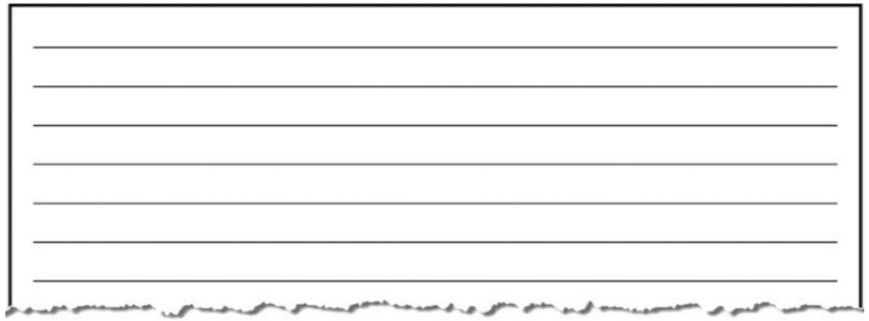
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the 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.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

5. Writing Task (Write your essay here.)

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples 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.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.



Scoring Guide

Item 5 Information

Standards: ELAGSE4W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE4L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE4L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	**Item Depth of Knowledge:** 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.

GMA WRITING -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 • Groups related ideas together to give some organization to the writing • Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively uses linking words and phrases to connect ideas within the categories of information • Uses precise language and domain-specific vocabulary to explain the topic • Provides a strong concluding statement or section related to the information or explanation presented
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on a 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 • Uses some precise language and domain-specific vocabulary to explain the topic • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.* • 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 • Uses limited language and vocabulary that does not inform or explain 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.* • 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 • Uses vague, ambiguous, or repetitive language • 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

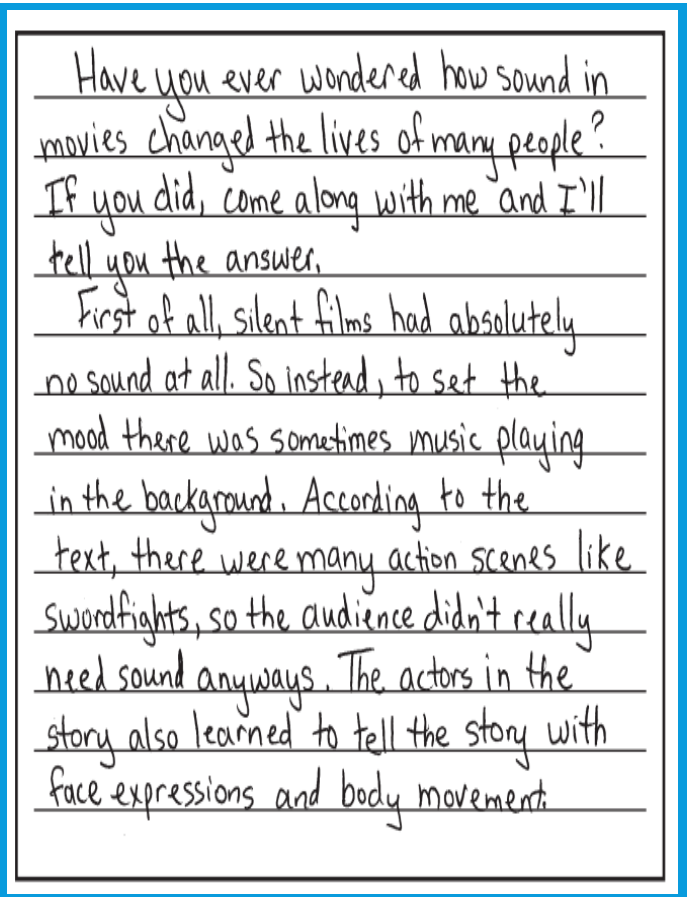
SEVEN-POINT, TWO-TRAIT RUBRIC

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

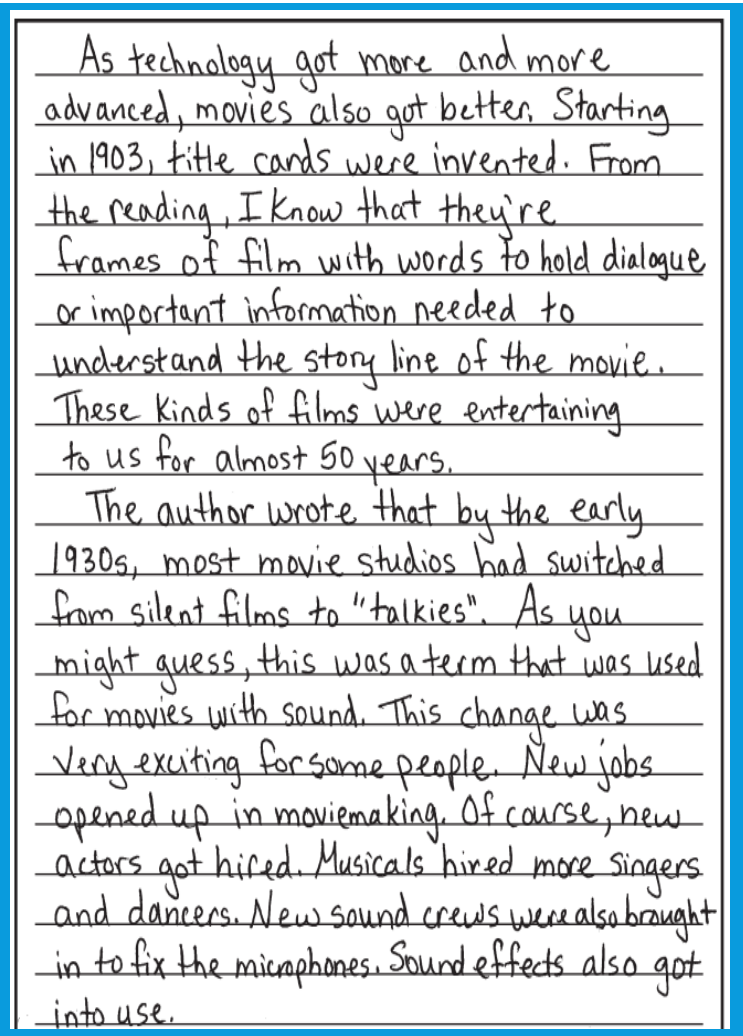
*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills,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

GMA WRITING – EXEMPLAR A



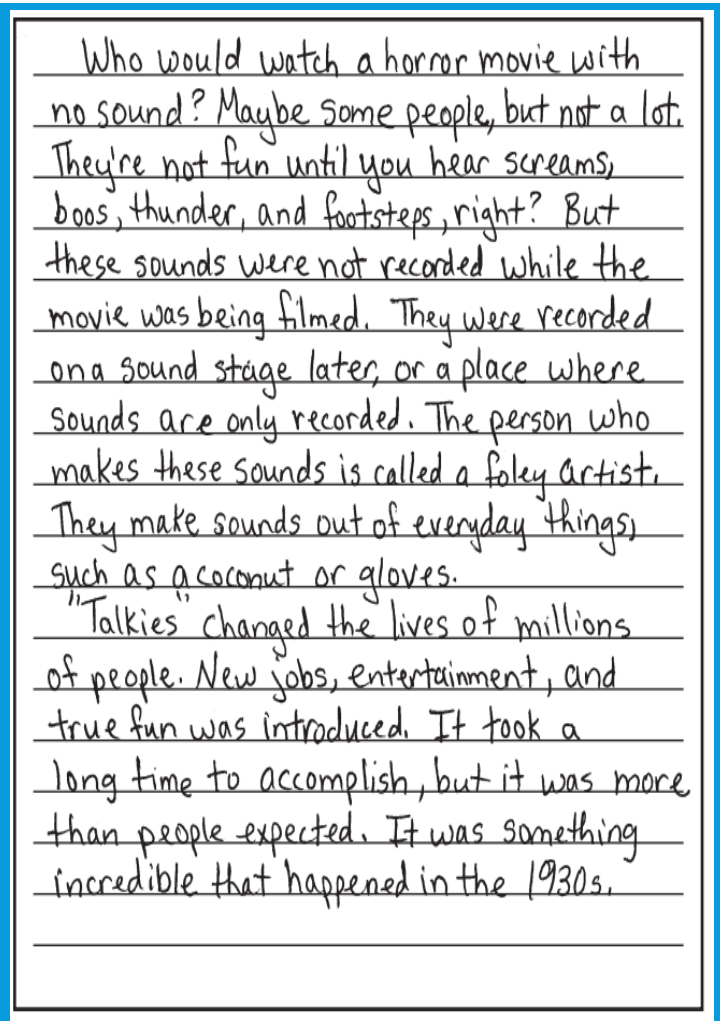
Have you ever wondered how sound in movies changed the lives of many people? If you did, come along with me and I'll tell you the answer.

First of all, silent films had absolutely no sound at all. So instead, to set the mood there was sometimes music playing in the background. According to the text, there were many action scenes like swordfights, so the audience didn't really need sound anyways. The actors in the story also learned to tell the story with face expressions and body movement.



As technology got more and more advanced, movies also got better. Starting in 1903, title cards were invented. From the reading, I know that they're frames of film with words to hold dialogue or important information needed to understand the story line of the movie. These kinds of films were entertaining to us for almost 50 years.

The author wrote that by the early 1930s, most movie studios had switched from silent films to "talkies". As you might guess, this was a term that was used for movies with sound. This change was very exciting for some people. New jobs opened up in moviemaking. Of course, new actors got hired. Musicals hired more singers and dancers. New sound crews were also brought in to fix the microphones. Sound effects also got into use.



Who would watch a horror movie with no sound? Maybe some people, but not a lot. They're not fun until you hear screams, boos, thunder, and footsteps, right? But these sounds were not recorded while the movie was being filmed. They were recorded on a sound stage later, or a place where sounds are only recorded. The person who makes these sounds is called a foley artist. They make sounds out of everyday things, such as a coconut or gloves.

"Talkies" changed the lives of millions of people. New jobs, entertainment, and true fun was introduced. It took a long time to accomplish, but it was more than people expected. It was something incredible that happened in the 1930s.

GMA WRITING – EXEMPLAR A SCORE AND COMMENTARY

Response Scores:

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

DOC: 4

- An effective introduction attempts to grab the reader's interest and introduce the topic ("Have you ever wondered how sound in movies changed the lives of many people?").
- The student groups related ideas together to give some organization to the writing (intro, a paragraph about the visuals actors used to make up for the lack of sound from the actors' perspectives, a paragraph about title cards replacing dialogue, a paragraph about the general changes "talkies" brought, a paragraph about sound effects and how they are made, conclusion). The topic of each paragraph changes and evolves logically to show the evolution of the movie-going experience.
- The student more than effectively develops the response with multiple facts, concrete details, and examples ("No sound," "music playing in the background," "learned to tell the story with face expressions and body movement," "title cards," "frames of film with words," "were recorded on a sound stage later," "The person who makes these sounds is called a foley artist").
- The response effectively uses linking words and phrases to connect ideas and information ("First of all," "As technology got more and more advanced").
- The student uses precise language and domain-specific vocabulary ("absolutely no sound at all," "make sounds out of everyday things").
- The student provides a strong concluding statement.

LUC: 3

- The response has clear and complete sentence structures. Appropriate range and variety is demonstrated. The student uses simple, compound, and complex sentences.
- No errors in usage or conventions interfere with meaning.

GMA WRITING – EXEMPLAR B

You may all think movies may have sounds. I used to think that to but, if you watch movies from the 1800s to 1900s you know what i'm talking about. Movies don't always have sound though, that's why i'm telling you about silent films and films with sound.

Silent films have been around only from the 1800s to the 1900s. The reason why silent films are silent is because they want you to hear the sounds through your mind. Also, there are actors and actress who can make faces to show the film or body language. Since there is no sound, pianoist or live bands play because it can set the mood for the movie.

But, don't forget films with sound. Films with sound are suppose to make the movie more realistic. Like you could take a cut in half coconut a click the together to make a sound of a horse galloping or punching a punching bag to make a punching sound. This helps you not just see the film but hear it and picture it in your mind. A Foley artist makes the sound on a sound stage.

Well, it depends on what kind of movie YOU can see or hear. But, these two films are both truly amazing films.

GMA WRITING – EXEMPLAR B SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 3
Language Usage and Conventions: 2

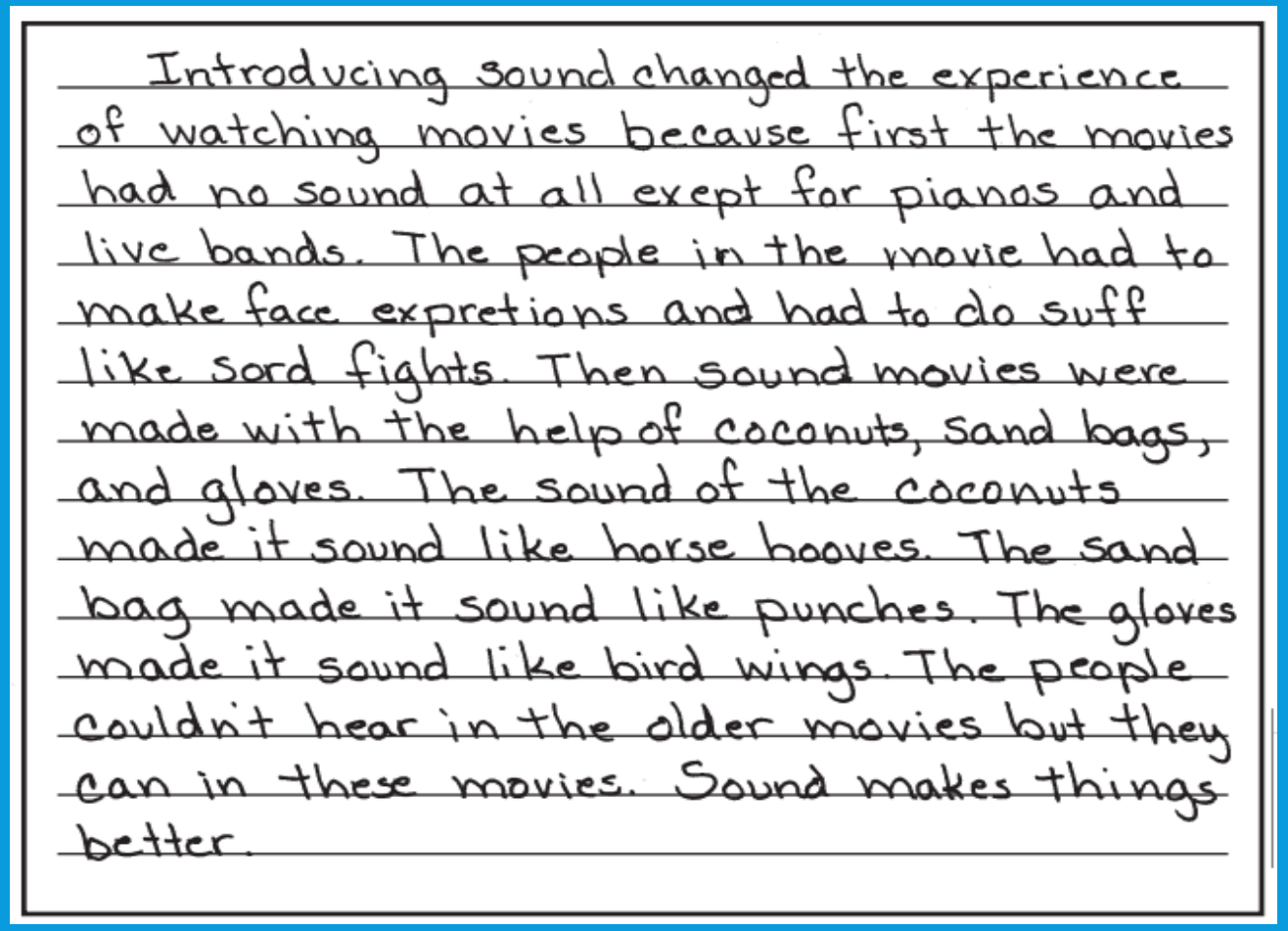
DOC: 3

- The student introduces the topic but does not do so effectively ("You may all think movies may have sounds,""Movies don't always have sound though, that's why i'm telling you about silent films").
- The student develops the topic with some facts, definitions, and details ("actors and actress who can make faces to show the film,""take a cut in half coconut a click the together to make a sound of a horse").
- The response groups like ideas together (intro, silent films, sound effects, conclusion).
- Some domain-specific precise language is used ("cut in half").
- The student provides a conclusion ("Well, it depends on what kind of movie YOU can see or hear. But, these two films are both truly amazing films").

LUC: 2

- The response has complete sentences with some variety. The sentence structure is mostly correct, though some structures are repetitive.
- Minor errors in spelling, usage, and conventions have little effect on meaning ("i'm,""a click the together," "see or hear. But, these two films").

GMA WRITING – EXEMPLAR C



Introducing sound changed the experience of watching movies because first the movies had no sound at all exept for pianos and live bands. The people in the movie had to make face expretions and had to do suff like sord fights. Then sound movies were made with the help of coconuts, sand bags, and gloves. The sound of the coconuts made it sound like horse hooves. The sand bag made it sound like punches. The gloves made it sound like bird wings. The people couldn't hear in the older movies but they can in these movies. Sound makes things better.

GMA WRITING – EXEMPLAR C SCORE AND COMMENTARY

Response Scores:

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

DOC: 2

- The response attempts to introduce a topic ("Introducing sound changed the experience of watching movies").
- The student attempts to develop the topic with a few details ("movies had no sound at all exept for pianos and live bands,""do suff like sord fights"). Some details are not overly effective or relevant to the topic ("coconuts made it sound like horse hooves,""gloves made it sound like bird wings").
- The student ineffectively groups ideas together. Like ideas are typically grouped together (what they did in silent movies because they had no sound, how they make different sounds in movies with sound), but the connection between the different groups isn't always clear.
- A concluding statement is present ("The people couldn't hear in the older movies but they can in these movies. Sound makes things better").

LUC: 2

- The response has complete sentences with some variety, though there is an overreliance on repetitive, simple sentences ("The sand bag made it sound like punches. The gloves made it sound like bird wings").
- Some minor errors in usage, spelling, and conventions are present, but they do not have a significant effect on meaning ("exept,""suff,""sord,""Sound makes things better").

GMA WRITING – EXEMPLAR D

In the late 1800's and the early 1900's They DiD not be able to recored sound and Now They are able to recored sound. They Did not wacht Movies with sound There movie sets could only recored The show it could not record sound But now we can.

GMA WRITING – EXEMPLAR D SCORE AND COMMENTARY

Response Scores:

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

DOC: 1

- The topic is unclear and undeveloped ("In the late 1800's and the early 1900's They DiD not be able to recored sound and Now They are able to recored sound").
- The response is too brief to group any related ideas.
- The topic is not developed. The student repeats the idea that they did not have recorded sound in movies throughout the response without ever providing an example or expanding on the topic.
- No attempt at a concluding section is made.

LUC: 1

- Two sentences are present, one of which is a run-on ("They did not wacht . . . now we can").
- Has frequent errors in usage and conventions that interfere with meaning ("They DiD not be able to recored sound," "recored," "wacht").

GMA WRITING – EXEMPLAR E

They are both silent because in the 1800s there were no sound. To the movies. Today you can sometimes hear sound in the movies we here today because in the 1800s they didn't have the tecnology. We have and that's why the 1800s didn't have sound in there music. Also in the 1800s to the 1900s it's different because today we have music, sound, feelings. And that's why the 1900s is different from the 1800s.

GMA WRITING – EXEMPLAR E SCORE AND COMMENTARY

Response Scores:

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

DOC: 1

- The topic is unclear ("They are both silent because in the 1800s there were no sound").
- The topic is not developed. There are only a few vague and ineffective details related to the topic that are present ("Today you can sometimes hear sound in the movies"). The related details are repeated and rephrased throughout and add no meaningful development.
- The response is too brief to group any related ideas together.
- Few linking words are used to attempt to connect ideas ("Also," "And").
- The student uses vague, repetitive language ("sound," "different").
- The response ends with a weak concluding statement ("And that's why the 1900s is different from the 1800s").

LUC: 1

- The response has sentence fragments ("To the movies," "We have and that's why the 1800s didn't have sound").
- The response has frequent errors in usage and conventions that interfere with meaning ("there were no sound," "there music," "the 1900s is different from the 1800s").

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