

***FAMILY FITNESS -
SCIENCE FAIR
FAMILY DATA NIGHT***

Hal Hutchens Elementary – Fifth 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



FIND BOOKS USING "FIND A BOOK"

- 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

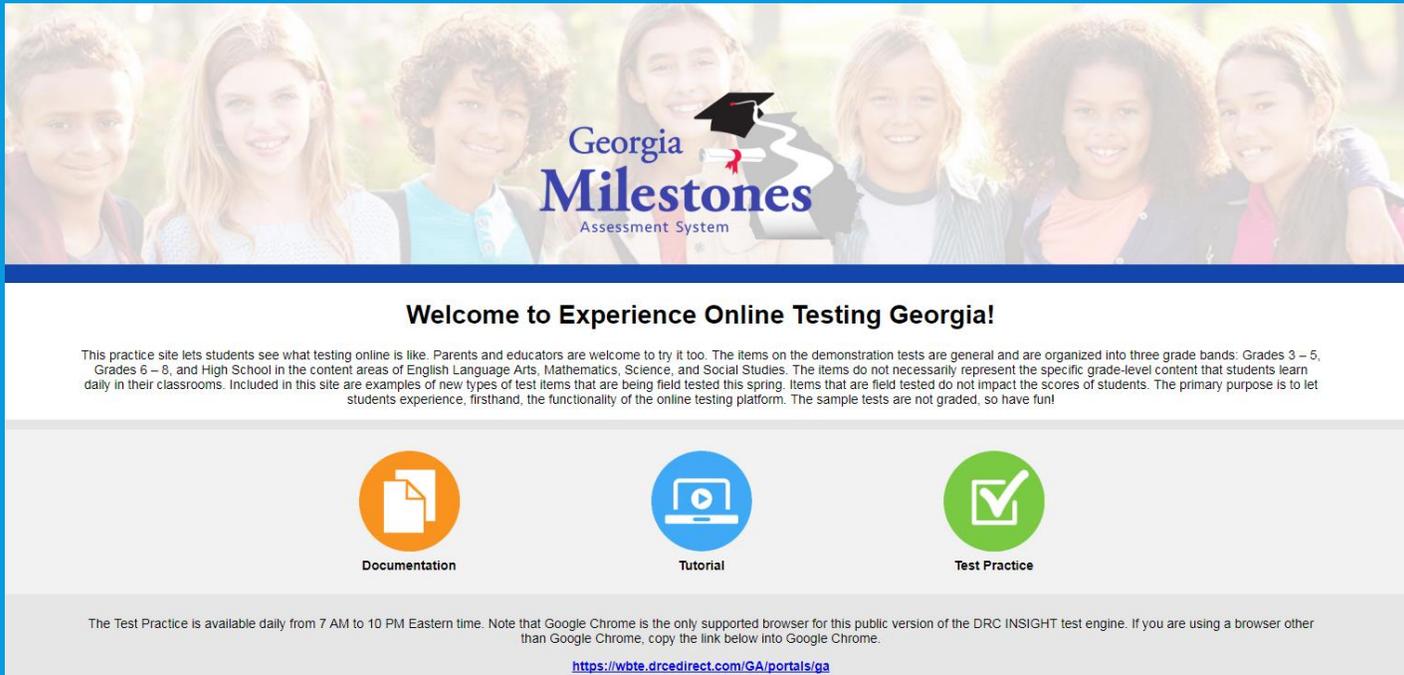
- Selected-response items
- Technology-enhanced items
- Constructed-response items
- Extended constructed response items

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.



Georgia Milestones
Assessment System

Welcome to Experience Online Testing Georgia!

This practice site lets students see what testing online is like. Parents and educators are welcome to try it too. The items on the demonstration tests are general and are organized into three grade bands: Grades 3 – 5, Grades 6 – 8, and High School in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The items do not necessarily represent the specific grade-level content that students learn daily in their classrooms. Included in this site are examples of new types of test items that are being field tested this spring. Items that are field tested do not impact the scores of students. The primary purpose is to let students experience, firsthand, the functionality of the online testing platform. The sample tests are not graded, so have fun!

Documentation **Tutorial** **Test Practice**

The Test Practice is available daily from 7 AM to 10 PM Eastern time. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT test engine. If you are using a browser other than Google Chrome, copy the link below into Google Chrome.
<https://wbte.drctdirect.com/GA/portals/ga>



FIELD TEST (EOG & EOC)
READING & EVIDENCE-BASED WRITING

Online Tools Training

SECURE PRACTICE TEST (EOG & EOC)
WITH TRANSMISSION

Online Tools Training

TYPING CLUB

- <https://www.typingclub.com/>
- Click on  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

A screenshot of the Education Galaxy user profile page. The page is titled "My EDUCATION GALAXY PROFILE" and shows a user named "Josie Dankert" logged in. The page features a navigation menu with options like "Home", "My ASSIGNMENTS", "My DIAGNOSTICS", "My RECOMMENDED TOPICS FOR STUDY", "My STUDY PLAN", "My SKILL PRACTICE", and "ALIEN ARENA". The main content area displays various game icons and statistics, including "ALIEN RANKING" (Space Robot), "ALIEN AVATAR" (Alien Avatar), "MY STATS" (Bar Chart), "GAME SCORES" (Trophy), "GALAXY STARS" (15 OF 159), "ROCKETS", and "BLASTERS". The page is designed with a colorful, space-themed interface.

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>

Georgia Milestones Assessment System

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school.

Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.

Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education.

Features the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in English Language Arts and mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessment;
- norm-referenced items in all content areas and courses, to complement the criterion-referenced information; and
- transition to online administration over time. The administration considered the primary mode of administration and paper-based administration until the transition is complete.

Contact Information

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Assessment Specialist District Support List

Resources

Test Administration and Educator Resources

- End of Grade (EOG) Resources
- End of Course (EOC) Resources
- Georgia Milestones Presentations

Parent Resources

- Georgia Milestones EOG Study/Resource Guides
- Parent's Guide to EOG Student Report
- Georgia Milestones EOC Study/Resource Guides
- Parents' Guide to EOC Student Report
- Georgia Milestones Parent Q&A Brochure
- Laila Framework for Reading
- Understanding the Milestones Achievement Levels

Translated Parent Resources

- End of Grade FAQ-Spanish
- Parent's Guide to EOG Student Report - Spanish
- End of Course FAQ-Spanish
- Parents' Guide to EOC Student Report - Spanish
- General FAQ-Spanish
- Georgia Milestones Parent Q & A Brochure - Spanish

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.

Importantly, 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.

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

Georgia Milestones End of Grade Study/Resource Guides

The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

- Grade 3 EOG Study/Resource Guide
- Grade 4 EOG Study/Resource Guide
- Grade 5 EOG Study/Resource Guide
- Grade 6 EOG Study/Resource Guide
- Grade 7 EOG Study/Resource Guide
- Grade 8 EOG Study/Resource Guide

Cont
Mary
Asse
Geor
Cont
Admi
Phon
Fax:
Email

Joe E
Asse
Geor
Phon
Fax:

GMA WRITING – PROMPT

[HTTPS://LORPUB.GADOE.ORG/XMLUI/BITSTREAM/HANDLE/123456789/49736/EOG GRADE 5 ITEM AND SCORING SAMPLER.PDF](https://lorpub.gadoe.org/xmlui/bitstream/handle/123456789/49736/EOG_GRADE_5_ITEM_AND_SCORING_SAMPLER.PDF)

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an **informational essay** in your own words about how to plan a schoolyard garden.

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

Writer's Checklist

Be sure to:

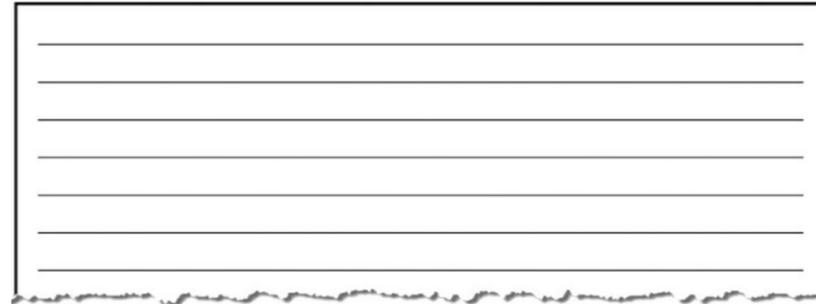
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the 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 and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- 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 essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

4. 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 and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- 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 4 Information

Standards:

ELAGSE5W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE5L2. 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 – INFORMATIONAL RUBRIC

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence <i>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.</i>	4	<p><i>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.</i></p> <ul style="list-style-type: none"> Effectively introduces a topic Groups related ideas together logically 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 and across 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	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> 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 and across 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	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> Attempts to introduce a topic Attempts to develop a topic with too few details Attempts to group some related ideas together but organization is not clear Uses few linking words to connect ideas, but not all ideas are well connected to the topic Uses limited language and vocabulary that do not clearly explain the topic Provides a weak concluding statement or section
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> 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

Writing Trait	Points	Criteria
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> 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	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> 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 <i>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.</i>	3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> Has clear and complete sentence structure, with appropriate range and variety Shows command of language and its conventions when writing Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> 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	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> 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	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> 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 heard of a butterfly garden or a Three Sisters Garden? Well, if you haven't, I'm going to tell you all about them.

These two gardens are easy and fun to make. It is very simple, once you've learned. Get ready to be inspired!

A butterfly garden has a couple of easy steps to it. First, you find a shaded area maybe near a tree or some other shady place. Second, Make sure that the place that you put the garden will get at least six hours of sunlight. Third, add the soil, plants, and a container of water for the butterflies to sip on. Fourth, put some loose grass, rocks, and leaves to make it look like a real butterfly habitat. Finally, wait for the butterflies to come explore!

A Three Sister Garden is a easy-to-make garden that has a couple steps, too. First, grab some soil. Second, you plant squash, beans and corn. These plants help each other grow and are the plants to use in a three sisters garden. Third, Let them grow!

I think it would be fun to make these two gardens. Don't you? They can also help things, too. The butterfly garden helps butterfly have the nectar, some water, and lay down on some comfortable rocks. The Three Sisters garden helps us get out of the house and grow some good food!

GMA WRITING – EXEMPLAR A SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

DOC: 3

- The topic is introduced (“I’m going to tell you all about them,” “Get ready to be inspired!”).
- Specific details are used to develop the topic (“six hours of sunlight,” “container of water,” “squash, beans and corn”), but little elaboration is provided beyond a brief list of steps to follow.
- Related ideas are grouped together. One body paragraph presents details from the passage “A Schoolyard Butterfly Garden,” and a second covers “A Three Sisters Garden in the Schoolyard.”
- Some linking words are used to connect ideas together (“First,” “Second,” “Third,” “Finally”).
- A concluding statement is present (“I think it would be fun to make these two gardens. Don’t you?”).

LUC: 3

- The response includes a variety of sentence structures that are purposeful.
- The few errors present in usage and conventions do not interfere with meaning.

GMA WRITING – EXEMPLAR B

Yes I have planted a garden right before. I have learned a little bit about gardens. This essay, all you have to do is get the seeds, put a hole in the ground, water the plants, watch it grow, and then when it get done, you can pull it out of the ground and wash it off, look something with it, and keep on growing other things.

GMA WRITING – EXEMPLAR B SCORE AND COMMENTARY

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 2

DOC: 1

- The response introduces an unclear topic (“Yes I have planted a garden right before”).
- The topic is not developed. There is no indication that the student is using information from the passages provided as instructed. All ideas presented are general.
- There is no clear introduction or concluding statement. The body is mainly a list of steps and is too brief to provide evidence of the ability to group like ideas together.
- Most of the language in the response is vague (“a little bit,” “cook something”).

LUC: 2

- The response has complete sentences with some variety. It consists of two simple sentences and one long, overextended sentence.
- There is only one usage error (“it get done”), but because of the brevity of the response, the student has not demonstrated a full command of language.
- The phrasing is awkward and suggests words are missing (“a garden right before,” “This essay”).

GMA WRITING – EXEMPLAR C

To make any kind of garden you need a plan. If your making a butterfly garden you will need some stuff. So you might have to go to the store for this, unless you already won half the stuff your going to need to make a garden!!

First you will need nectar and flowers that smell good. Butterflies also like to rest on rocks that are in sunlight. Make sure to put your garden in a spot were it's not to windy. Try putting your butterfly garden between a building or some trees. Next make a small pond by your garden for your butterflies to drink from, remember they need to drink also!

Butterflies are very fragile creatures, so its best not to put anything heavy around your garden. Just for the butterflies safty anyway. When you see a butterfly by your plant and a bug is there trying to eat it do the best thing possible, but make sure to be careful, spary your flower with bug spray.

Now if your making a fruit or vegetable garden, make sure to give it lots of food and water. Also you may want to give it shelter. If you want to keep your garden/gardens happy and healthy never leave it alone for a long time.

Make sure some bugs dont get to finding your plants and eating them. When you see holes or nibble bites on your plants steam, leaf, and flower pettels then a bug has been eating on your plant! You can stop this simple little problem by using bug spray.

Here are some steps for both a butterfly garden and a fruit or vegetable garden. Step 1: Get a plow and get outside. Step 2: always check if the seeds you bought are the correct kind before you plant them. Step 3: If you see a unwanted gust by your garden run up to it and shoo it off or just scare it away with a "BOO!" or "GET OFF MY FLOWER YOU UNWANTED BUG!"

Now that you learned how to plan and make a garden im sure your ready to take action on your own and get dirty and get started!

GMA WRITING –EXEMPLAR C SCORE AND COMMENTARY

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

DOC: 4

- The introduction effectively states the topic (“To make any kind of garden you need a plan”).
- Ideas are organized in logical groupings (what you need to make a garden, what precautions to take when planning your garden, how to deal with unwanted insects).
- The response is developed with specific details from the passage “A Schoolyard Butterfly Garden” (“you will need, nectar and flowers that smell good,” “like to rest on rocks that are in sunlight,” “were it’s not to windy,” “make a small pond by your garden”) and some more general ideas from “A Three Sisters Garden in the Schoolyard” (water for the garden, working the soil with a plow, planting seeds). The student adds his/her own thoughts that are not from the passages (“holes or nibble bites on your plant steam,” “using bug spray”).
- Linking words are used to connect ideas (“First,” “Next,” “Now”).
- Precise language is used to explain the topic (“on rocks that are in sunlight,” “very fragile creatures”).
- The essay concludes with a brief call to action (“im sure your ready to take action on your own and get dirty and get started”).

LUC: 2

- Sentence structures and lengths vary. Sentence construction is generally correct. However, some fragments and run-ons are evident (“Just for the butterflies safty anyway. When you see a butterfly by your plant and a bug is there trying to eat it do the best thing possible, but make sure to be careful, spary your flower with bug spray”).
- Errors in spelling, usage, and conventions are present but do not significantly impede meaning (“your” for “you’re,” “to” for “too,” “its” for “it’s,” “dont” for “don’t,” “steam” for “stem,” “pettels” for “petals,” “gust” for “guest,” “im” for “I’m”).

GMA WRITING – EXEMPLAR D

What you need to do for a schoolyard garden is you need the plant that your going to plant. you also need the animals that your going to let live around it but make sure the tow live in the same environment and that thier not harmful to each and geve the plant water becuse if you dont it want feed the animals so it would mess up evrey thing in the garden. also get different plants and insects it will help the garden environment . depending on what insects and what plant may be you could have a small pond so the the plant and the insects could get a drink. also get a flower that is easy to grow also get some the are colorful so the insects will like it so the insects will like the stay ther and attract some more of it kind.

GMA WRITING – EXEMPLAR D SCORE AND COMMENTARY

Response Scores:



Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 1

DOC: 2

- There is a minimal attempt at an introduction that consists of a brief phrase (“What you need to do for a shcoolyard garden is”) before abruptly transitioning into the body.
- The writing is developed with too few details. The ideas presented are passage based but lack specifics (“get diffrint plants,”“have a small pond,”“get a dreinck,”“get some the are colerful”).
- There is an attempt to group some related ideas together, but organization is not always clear. Adjacent ideas are related, but the overall progression is similar to stream of consciousness.
- The vocabulary is basic, with only an occasional attempt to include more advanced words (“inviermint”).
- The response lacks a conclusion entirely.

LUC: 1

- Sentence construction consists mainly of overextended and run-on sentences. Variety is lacking.
- Errors in usage and conventions are frequent, varied, and impede meaning, in particular the lack of capitalization and the high number of spelling errors, including common words (“shcoolyard,”“anmale,”“geve,”“becuse,”“mes,”“evrey,”“diffrint,”“depanding,”“dreinck,”“ilke,”“inects,”“ther,”“attract”).

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