POJOAQUE VALLEY SCHOOL DISTRICT

One School District's Approach to Understanding and Use of PARCC Data and Common Core State Standards

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PARCC and Instruction

EVERYTHING **we do is connected to teaching and learning.**

- **Continuum of Professional Practice**
- **Use and Understanding of Data (PARCC, Formative, Portfolio)**
- **Use of the PVSD NMTEACH Observation Manual**

  - **www.pvs.k12.nm.us**
  - **Staff**
  - **Three boxes on the left-hand side**

2015-2016 PARCC - Reading/Language Arts

2015-2016 PARCC - Reading/Language Arts							
Grade	1	2	3	4	5	4 & 5	3, 4 & 5
3	29.40	28.70	27.30	14.00	0.70	14.70	42.00
4	10.30	23.30	41.80	24.70	0.00	24.70	66.50
5	15.20	30.30	32.60	21.20	0.80	22.00	54.60
6	12.70	34.00	37.30	15.30	0.70	16.00	53.30
7	23.60	25.70	29.10	20.30	1.40	21.70	50.80
8	13.20	23.90	28.30	32.70	1.90	34.60	62.90
9	30.8	25.4	27.6	16.2	0	16.2	43.8
10	30.2	15.5	25.6	22.5	6.2	28.7	48.1
11	16.3	21.5	25.9	31.9	4.4	36.3	62.2

2015-2016 PARCC - Math

2015-2016 PARCC - Math							
Grade	1	2	3	4	5	4 & 5	3, 4 & 5
3	20.80	33.30	30.60	15.30	0.00	15.30	45.90
4	11.00	29.70	40.70	18.60	0.00	18.60	59.30
5	11.30	33.80	38.30	16.50	0.00	16.50	54.80
6	16.80	38.90	29.50	14.10	0.70	14.80	44.30
7	19.20	39.70	31.50	9.60	0.00	9.60	41.10
8	47.30	38.90	13.70	0.00	0.00	0.00	13.70
Alg 1	15.8	45.0	30.6	8.6	0.0	8.6	39.2
Geom	12.1	53.2	27.0	7.8	0	7.8	34.8
Alg 2	26.1	36.4	27.3	10.2	0	10.2	37.5

Results

- **Disappointing but not unexpected.**
- **Changed method as well as assessment.**
- **As data are finalized, share with schools -- whole and subgroups.**
- **Continue to use formative assessment process and procedures to set expectations.**

District Focus

- **All staff recognize we must improve teaching and learning.**
- **Use of explicitly detailed PVSD NMTEACH Observation Protocol (for both teachers and administrators).**
- **Constant review of data and information by leadership.**
- **Focus on specific instruction through use of data.**
- **Create document that explicitly allows for teacher creativity while specifying skills by quarter.**
- **Provide detailed curriculum without specifying materials.**

School Focus

- **All staff recognize we must improve teaching and learning.**
- **Use of explicitly detailed PVSD NMTEACH Observation Protocol (for both teachers and administrators).**
- **Constant review and focus on the use of data and information by teachers and administrators.**
- **Use of Principals Pursuing Excellence principles: 90 Day Plan 2 goals: Improve student performance and staff and school culture including detailed strategy for data review and student mastery.**
- **Create document that explicitly allows for teacher creativity while specifying skills by quarter.**
- **Provide detailed curriculum without specifying materials.**

PVSD RLA & Mathematics Pacing Guides Development Process

- **3 iterations with increasing complexity: Use of Kentucky model and Curriculum Companion and Standards-Insight as base.**
- **Teachers edit and revise as needed and as fits NM Standards to include quarter breaks where formative assessment will be conducted.**
- **Recognize that instruction is fluid and not regimented. Each class and each teacher must judge when students are ready to “move on” or continue to work.**
- **Recognize that Curriculum is NOT-THE-BOOK-OR-SERIES redesign so the organizational base is the quarter and not the standard.**
- **Constant training and support.**

Detail of PVSD Pacing Guides

- **Kindergarten through Grade 12 RLA and Mathematics.**
- **Contains all detail from Common Care Standards.**
- **Adds skills and knowledge to be learned by quarter aligned with formative assessment.**
- **Adds evidence of attainment, critical academic vocabulary, skills and understanding and what students need to know.**
- **Incorporates instructional levels 1 through 4 for achievement level descriptors with direction for increasing levels as well as supporting Special Ed. Program; level 4 includes NMPED "advanced" instruction approaches .**

Social Studies

- **Common Core was first presented as a holistic approach.**
- **Use a common subject to teach all standards.**
- **Social Studies**
  - **Based on the NM Social Studies Standards for delivery of instruction by grade.**
  - **Link Math, ELA, Framework for Science Education, and Social Studies Standards and include NM “advanced” instruction approaches linked to Version 2/3 of Pacing Guides.**
  - **List skills and attributes.**
  - **Use Social Studies teaching materials.**
  - **Available fall 2015.**

CONTINUUM OF PROFESSIONAL PRACTICE

Components

School Report Cards → Data Portfolio → Detailed Student Reporting → PVSD Pacing Guides/Grade Level Performance Descriptors → Common Core Standards → Teacher Evaluations

Users

Builds a bridge from the Report Card to clear explanations to clear direction for schools and classrooms.

Board Administrators Teachers Parents Community	Board Administrators Teachers	Administrators Teachers	Teachers Administrators	Teachers Administrators	Administrators Teachers

Assessment

• PARCC	• PARCC • Other detail	• PARCC	• PARCC • Formative Assessments (Discovery)	• PARCC • Formative Assessments (Discovery)	• PARCC • Formative Assessments (Discovery)

Professional Development

• Understanding • Use • SPED Training	• Understanding • Applications • Use	• Understanding • Applications • Use	• Understanding • Applications • Use	• Starting Point • Understanding • Use

- PVSD Pacing Guides: Common Core Alignment, Unpacking Standards, Spiraling, Scope & Sequence
- Alignment of Formative Assessments
- SPED Training

Administrator Leadership Development

Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

6th Grade

**Skills adapted from*
Kentucky Department of Education
Math Deconstructed Standards
*** Evidence of attainment/assessment, Vocabulary, Knowledge, Skills and Essential Elements adapted from*
Wisconsin Department of Education and
Standards Insights Computer-Based Program

Version 3

2015-2016

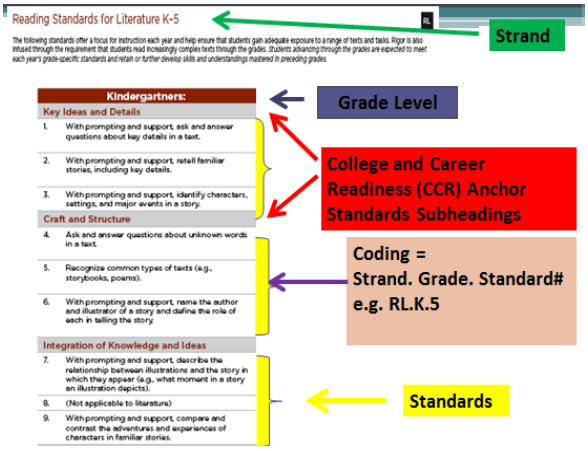
Pojoaque Valley Schools
ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter.** Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level**: Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.



Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project.*

> *Standards Insight* was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are "unpacked" or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: "What could students do to show attainment of the standard?"

2. Vocabulary: "What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?"

3. Knowledge: "What does the student need to know in order to aid in attainment of this standard?"

4. Skills and Understanding: "What procedural skill(s) does the student need to demonstrate for attainment of this standard?", and "What will students understand to attain the standard?"

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions).

Skills and Understanding: The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects

the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this filed to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Quarterly View of Standards **6th Grade English Language Arts Pacing Guide** **Quarter**	**1**	**2**	**3**	**4**
RL 6.1 (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**X**	**X**	**X**	**X**
RL 6.2 (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				**X**
RL 6.3 (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**X**			**X**
RL 6.4 (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		**X**	**X**	
RL 6.5 (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**X**			**X**
RL 6.6 (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	**X**			
RL 6.7 (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			**X**	
RL 6.9 (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**X**			

Common Core ELA Pacing Guide
6th Grade

<table>
<tr><td colspan="5">College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td></tr>
<tr><td colspan="2">Strand: Reading Literature</td><td>Cluster: Key Ideas and Details</td><td>Grade: 6</td><td>Standard 1 (RL.6.1)</td></tr>
<tr><td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td><td>Quarter 1:

Recognize:
• explicit textual evidence
• inferences made in text

Analyze text to:
• cite textual evidence which is explicitly stated
• infer</td><td>Quarter 2:

Recognize:
• explicit textual evidence
• inferences made in text

Analyze text to:
• cite textual evidence which is explicitly stated
• infer</td><td>Quarter 3:

Recognize:
• explicit textual evidence
• inferences made in text

Analyze text to:
• cite textual evidence which is explicitly stated
• infer</td><td>Quarter 4:

Recognize:
• explicit textual evidence
• inferences made in text

Analyze text to:
• cite textual evidence which is explicitly stated
• infer</td></tr>
</table>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students analyze the meaning of a text by: explaining explicit ideas drawing relevant inferences providing strong textual evidence to support analysis	cite textual evidence support analysis what the text says explicitly inferences drawn text	Students know: the difference between summarization and analysis techniques for analyzing the meaning of a text explicit details support a textual analysis inferences are used to support a textual analysis textual evidence strengthens thinking	Students understand that/are able to: analyze the meaning of a text support analysis with explicit ideas from a text support analysis with inferences about a text Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by strong textual evidence	**EERL.6.1.** Determine what a text says explicitly as well as what simple inferences should be drawn.	**Level IV Students will:** **EERL.6.1.** Analyze a text to identify the information that is used in making an inference. Ex. After making an inference while reading a text, underline the information that was used in making the inference. Ex. Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference. **Level III Students will:** **EERL.6.1.** Determine what a text says explicitly as well as what inferences should be drawn. Ex. After reading *Yo, Yes*, determine that the boy says, "me" explicitly, but he is really saying, "I'll be your friend." Ex. Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred. **Level II Students will:** **EERL.6.1.** Identify information that is and is not directly stated in the text. Ex. Using pictures, illustrations, etc., identify a detail that was not stated in the text. Ex. Through auditory or tactile sources, identify details directly stated in the text. **Level I Students will:** **EERL.6.1.** Answer a question about explicit information provided in the text. Ex. Respond to a question about the text by indicating through turn of the head or eye gaze whether each of two options is correct. Ex. Respond to a question about a detail from an illustration in the text by answering "yes" or "no" or using a switch to indicate whether each of two options is correct.

Pojoaque Valley Schools

Mathematics CCSS Pacing Guide

6th Grade

**Skills adapted from*
Kentucky Department of Education
Math Deconstructed Standards
*** Evidence of attainment/assessment, Vocabulary, Knowledge, Skills and Essential Elements adapted from*
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Pojoaque Valley Schools
Math Common Core Pacing Guide Introduction

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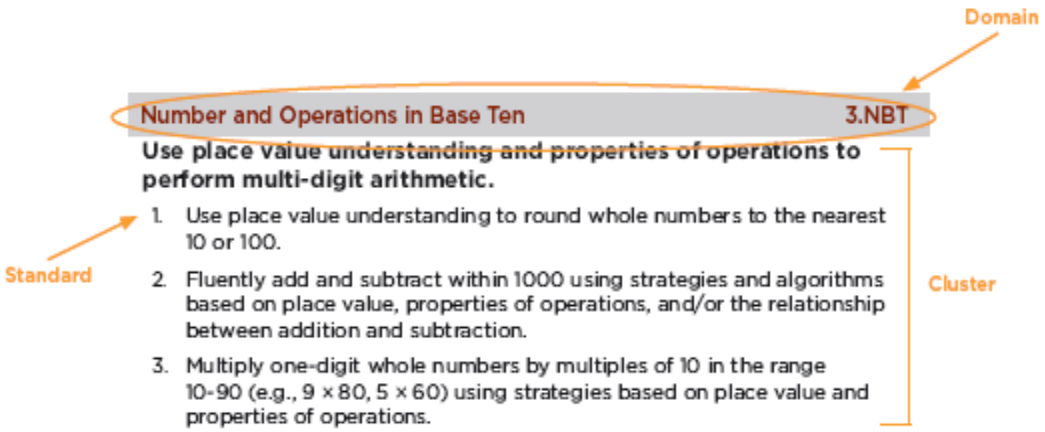
The Math pacing guides are grounded in four key components: the key fluency expectations for each grade level, the critical areas designated in the CCSS Math Standards, the Common Core Standards for Mathematics and the integration of the Standards for Mathematical Practice. In planning instruction it is important that math teachers incorporate the 8 mathematical practices for mathematics to ensure that the Common Core standards are mastered by all students.

The Math CCSS pacing guides contain the following elements:

- **Grade Level:** Identify the grade level of the intended standard
- **Standard with code:** Defines the knowledge and skills for students. The code contains the grade level, domain and standard number.
- **Domain:** Larger groups of related standards**.** Standards from different domains may sometimes be closely related.
- **Cluster:** Summarize groups of related standards.
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.



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Quarterly View of Standards **6th Grade Mathematics Pacing Guide** **Quarter**	**1**	**2**	**3**	**4**
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	**X**			
6.RP.2 Understand the concept of a unit rate *a/b* associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is ¾ cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* ([1] Expectations for unit rates in this grade are limited to non-complex fractions.)	**X**			
6.RP.3a Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**X**			
6.RP.3b Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*	**X**			
6.RP.3c Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	**X**			

CCSS Math Pacing Guide
Grade 6

<table>
<tr><td colspan="8">Grade Level: 6th</td></tr>
<tr><td colspan="8">Standard with code: 6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</td></tr>
<tr><td colspan="2">Domain: Ratios and Proportional Relationships</td><td colspan="6">Cluster: Understand ratio concepts and use ratio reasoning to solve problems.</td></tr>
<tr><td colspan="2">Quarter 1:
Write ratio notation-__:__, __ to __, __/__

Know order matters when writing a ratio

Know ratios can be simplified

Know ratios compare two quantities; the quantities do not have to be the same unit of measure

Recognize that ratios appear in a variety of different contexts; part-to-whole, part-to-part, and rates

Generalize that all ratios relate two quantities or measures within a given situation in a multiplicative relationship.

Analyze your context to determine which kind of ratio is represented</td><td colspan="2">Quarter 2:</td><td colspan="2">Quarter 3:</td><td colspan="2">Quarter 4:</td></tr>
<tr><td>Make sense of problems and persevere in solving them.</td><td>Reason abstractly and quantitatively.</td><td>Construct viable arguments and critique the reasoning of others.</td><td>Model with mathematics.</td><td>Use appropriate tools strategically.</td><td>Attend to precision.</td><td>Look for and make use of structure.</td><td>Look for and express regularity in repeated reasoning.</td></tr>
</table>

Evidence of Student Attainment/ Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: Given contextual or mathematical situations involving multiplicative comparisons, Communicate the relationship of two quantities using ratio language.	Ratio Ratio language	Students know: Characteristics of additive situations (Table 1), Characteristics of multiplicative situations (Table 2).	Students understand that/are able to: Compare and contrast additive vs. multiplicative contextual situations, Represent multiplicative comparisons in ratio notation and language.	**EE6.RP.1-3.** Demonstrate a simple ratio relationship.	**Level IV Students will:** **EE6.RP.1-3.** Use a ratio to describe a relationship using numbers and objects. Ex. Given an even number of red and twice as many green beads, identify the ratio of green beads compared to red beads. Ex. While preparing a recipe, fill in a ratio of flour to sugar (e.g., one cup of sugar to four cups of flour.) Ex. Compare the number of male students to female students. Ex. Given the quantity of materials available and the number of groups who will conduct a science experiment, use a ratio relationship to describe how much each group will receive. **Level III Students will:** **EE6.RP.1-3.** Demonstrate a simple ratio relationship. Ex. Give a pen and a pencil to each classmate. Ex. After the teacher explains what materials each group needs, use a C to tell another student to get two cups for one table. **Level II Students will:** **EE6.RP.1-3.** Complete a pattern given a simple ratio. Ex. Take two steps on a number line each time the teacher says "step." Ex. Give a ratio of two-to-one, complete a BBB pattern (e.g., jump, jump, clap; jump, jump, clap). **Level I Students will:** **EE6.RP.1-3.** Identify a one-to-one relationship. Ex. Given a stack of napkins, give a napkin to each classmate. Ex. When sorting mail in the main office, place one copy of the school newsletter in each teacher's mailbox. Ex. Touch each object as teacher counts.