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Responsiveness

Responsiveness is an overarching expectation in Perry Local Schools – responsiveness to each student, our parents, our community, and to all staff as positive change agents and student-centered professionals. This expectation means that the safety and daily attention to student learning needs is paramount to all we do. The following updates from the **Office of Curriculum, Instruction, and Assessment** are geared to a district wide focus on responsiveness.

Engaging Students to find their Passion for Learning – Pathways to College & Career

Perry Local Schools recognizes the benefit of starting early to prepare students for a pathway of learning success. As we are thoughtfully rethinking instruction that engages the 21st century learner in alignment to new national and state standards for college & career readiness, Perry is ready and welcomes today's student who often enters school as a digital native and a thirst for blended learning opportunities. At Perry we understand that even though the Ohio Board of Regents and Ohio Department of Education are producing a College & Career Readiness Assessment for administration to high school 10th grade students in 2014-15, we begin pushing away barriers to a child's academic success from the moment kindergarten begins. At Perry we start early in primary school to identify students for intervention and enrichment needs. As a result, Perry Elementary third grade achieved the highest level of reading proficiency for Perry in fall 2012. We celebrate these increased achievement results and our determination to serve the prescriptive needs of each student as signs of readiness to meet the expectations of new national and state standards as well as the Third Grade Reading Guarantee.

At Perry we recognize that we will not wait for an assessment in high school to identify students for College & Career Readiness. We want to provide opportunity for middle school students to explore their personal strengths and to begin developing a pathway to learning so that their individual passion and perseverance for learning builds momentum during the middle school years.

We recognize the value of using nationally respected assessments, those with a long-standing history of being accurate predictors of student success and to gauge student readiness. *Even more important* is our attention to the daily progress checks that we make with each student to gauge next instructional steps needed.

Why does Perry push for accurate assessment (both national norm assessments and daily, informal progress checks) and students who find learning irresistibly engaging? We understand that the pathway to reaching students includes:

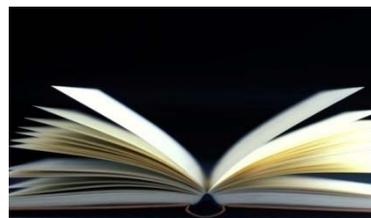
- Strong relationships with students - finding their passion and interests for learning
- Effective feedback about learning so that students understand "what's next?" in my pathway of learning
- Weekly staff collaboration that results in effective teaching and learning

An Update on the New District Assessment – MAP: Last fall, students in grades K-8 experienced the Measures of Academic Progress (MAP), nationally administered and improved for the past 25 years by the Northwest Evaluation Association (NWEA) – a not-for-profit, mission-driven organization. MAP measures both individual student progress and cohort progress within a grade level and is unlike anything our students have experienced before. MAP is administered electronically – gets harder or easier depending on the number of correct answers a student achieves. Therefore, MAP is an adaptive test and thereby students experience success on 50% of the items, and 50% of the assessment presents challenge and not often answered correctly by the student as it adapts to targeting the student’s personal achievement. MAP is a screener that takes 30-60 minutes for the subjects of reading, math, and science and is administered three times a year (fall, winter, spring). MAP replaces a previously used measure called Terra Nova. ***How will MAP be utilized in Perry?*** The results give the teaching team an understanding of what a student is ready to learn now and what prescriptive learning is needed in the subject whether it be intervention or enrichment.

Ohio’s Next Generation Assessments to Replace Current State Tests (OAA and OGT)

With each passing month, Perry becomes more and more prepared for Ohio’s Next Generation Assessments. Effective 2014-15, the changes in Ohio assessments for students in grades 3-12 are listed in the chart below. District and State data are used to identify each student for optimal learning.

Grade 3	English/language arts	Math	
Grade 4	English/language arts	Math	Social Studies
Grade 5	English/language arts	Math	Science
Grade 6	English/language arts	Math	Social Studies
Grade 7	English/language arts	Math	
Grade 8	English/language arts	Math	Science
High School 10 End of Course exams; Students will take the exam when the course is taken (Example: Algebra I in grade 8); The exam results will become a percent of the student’s final grade	English I English II English III	Algebra I Geometry Algebra II	American History US Government



Reading – The Key to Future Success

Have you read with your child lately? No, this is not a question for families of elementary students only.

I ask in light of the amount of information our students are responsible for understanding in a given school year. In reality, students read in every subject and pastime activities. So, without the ability to decode, closely read to comprehend at deep levels, and apply the information to critical thinking and problem solving, the student is paralyzed when attempting to provide solutions for real-life situations.

Helping your child achieve success can be as simple as opening a book (or turning on a tablet, smart phone or e-reader). In our fast paced society of abundant information, the ability to read remains the key to unlocking information. We must create an environment that fosters reading and communicating about ideas among our young people, because the more one reads the better the reading skills. It may sound simple, but it takes practice with books of interest and desire.

As adults let's take every opportunity to model deep reading and talking, analyzing, and drawing conclusions with children (of all ages) about what we read. Let's be interactive (reading and discussing together the latest headlines on an iPad or reading *Newsweek* together or analyzing a media clip instead of watching a television show). It means providing our young people with opportunities to read items of interest – maybe the latest book from an author they enjoy, or taking a look at an article with a topic that sparks the imagination. (Teachers and librarians are wonderful resources for appropriate, interesting reading materials.) By joining together as role models of close reading, we partner in preparing our children to be more successful for life.

Finding a Passion for Learning – As Seen Through a Child's Eyes

I had the distinct pleasure in the fall as a guest to a second grade classroom grappling with finding solutions to the problem: *How do we show history long ago compared to today?*

Talking with seven year-old students is a treat. Hearing their experiences, listening to their questions, and hearing about the world through the lenses of these emerging thinkers reminds me that this is exactly how learning is intended. These young people – still mastering the ability to share complex thoughts and express excitement verbally with adults – are full of enthusiasm and a love of learning. Under the direction of educators who are lifelong learners and continually improving instructional practices to engage learners, students are explorers, communicators, writers, researchers, and directors within their own learning path. It is a thrill to spend time with second grade students because they love coming to school.

Reflecting on this visit leaves me with two thoughts. First of all, we need to continue discovery learning, problem-based learning, and student-centered classrooms beyond second grade. Through the eyes of a self-directed, lifelong learner, the future is bright, limitless, and exciting. Secondly, the world in which second grade students will live and work is changing at an exponential rate. Teachers and leaders who facilitate learning and learn alongside students are keys to providing students the opportunity to lead intellectual, problem-solving lives as adults.