

Ridgecrest Charter School

Academic Progress Report

Prepared For Examination

**California State Board of Education
Charter School Advisory Commission**

Revised March 20, 2008

Table of Contents

English Language Arts - Curriculum

GRADE 2

• Target Analyses and Intervention Strategies.....	1
Benchmarks and Data Points	
• Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development....	2
Decoding and Word Recognition Graph	3
Vocabulary and Concept Development Graph	3
• Standard 2 Reading Comprehension.....	4
Reading Comprehension Graph	5
• Standard 3 Literary Response and Analysis.....	6
Literary Response and Analysis Graph	6
• Standard 4 Writing Strategies.....	7
Organization and Focus - Research - Evaluation and Revision Graph	7
Penmanship Graph	8
• Standard 5 Writing Applications (Genres and their Characteristics).....	9
Sentence Structure and Spelling Graph	11
Listening and Speaking Graph	11

GRADE 3

• Target Analyses and Intervention Strategies.....	12
Benchmarks and Data Points	
• Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development....	13
Decoding and Word Recognition Graph	14
Vocabulary and Concept Development Graph	14
• Standard 2 Reading Comprehension.....	15
Reading Comprehension Graph	16
• Standard 3 Literary Response and Analysis.....	17
Literary Response and Analysis Graph	18
• Standard 4 Writing Strategies.....	19
Organization and Focus- Research- Evaluation- Penmanship Graph	19
• Standard 5 Writing Applications (Genres and their Characteristics).....	20
Writing Applications Graph	21
Sentence Structure and Spelling Graph	23
Listening and Speaking Graph	25

GRADE 4

• Target Analyses and Intervention Strategies.....	26
Benchmarks and Data Points	
• Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development....	27
Decoding and Word Recognition Graph	28
Vocabulary and Concept Development Graph	28
• Standard 2 Reading Comprehension.....	29
Reading Comprehension Graph	30
• Standard 3 Literary Response and Analysis.....	31
Literary Response and Analysis Graph	31
• Standard 4 Writing Strategies.....	32
Organization and Focus Graph	33
Penmanship- Research and Technology- Evaluation and Revision Graph	34
• Standard 5 Writing Applications (Genres and their Characteristics).....	35
Sentence Structure and Spelling Graph	36
Listening and Speaking Graph	38

GRADE 5

• Target Analyses and Intervention Strategies.....	39
Benchmarks and Data Points	
• Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development....	40
Decoding and Word Recognition Graph	41
Vocabulary and Concept Development Graph	41
• Standard 2 Reading Comprehension.....	42
Structural Features of Informational Materials Graph	42
• Standard 3 Literary Response and Analysis.....	43
Structural Features of Literature Graph	44
• Standard 4 Writing Strategies.....	45
Combined Writing Strategies Graph	46
• Standard 5 Writing Applications (Genres and their Characteristics).....	47
Using the Writing Strategies Graph	48
Written and Oral English Language Conventions Graph	49
Listening and Speaking Strategies Graph	51

GRADE 6

• Target Analyses and Intervention Strategies.....	52
Benchmarks and Data Points	
• Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development....	53
Decoding and Word Recognition Graph	54
Vocabulary and Concept Development Graph	54
• Standard 2 Reading Comprehension.....	55
Reading Comprehension Graph	56
• Standard 3 Literary Response and Analysis.....	57
Literary Response and Analysis Graph	58
• Standard 4 Writing Strategies.....	59
Organization and Focus Graph	60
Research- Evaluation and Revision combined Graph	60
• Standard 5 Writing Applications (Genres and their Characteristics).....	61
Sentence Structure Graph	63
Listening and Speaking Graph	66

GRADE 7

• Target Analyses and Intervention Strategies.....	67
Benchmarks and Data Points	
• Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development....	68
Vocabulary and Concept Development Graph	68
• Standard 2 Reading Comprehension.....	69
Reading Comprehension Graph	70
• Standard 3 Literary Response and Analysis.....	71
Literary Response and Analysis Graph	72
• Standard 4 Writing Strategies.....	73
Organization and Focus Graph	74
• Standard 5 Writing Applications (Genres and their Characteristics).....	75
Writing Applications Graph	76
Sentence Structure Graph	77
Listening and Speaking Graph	79

GRADE 8

• Target Analyses and Intervention Strategies.....	80
Benchmarks and Data Points	
• Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development....	81
Vocabulary and Concept Development Graph	81
• Standard 2 Reading Comprehension.....	82
Reading Comprehension Graph	83
• Standard 3 Literary Response and Analysis.....	84
Literary Response and Analysis Graph	85
• Standard 4 Writing Strategies.....	86
Organization and Focus Graph	86
• Standard 5 Writing Applications (Genres and their Characteristics).....	87
Writing Applications Graph	88
Sentence Structure Graph	89
Listening and Speaking Graph	92

Mathematics Curriculum

• Target Analyses and Intervention Strategies.....	93
Benchmarks and Data Points	
• Grade 2 Benchmarks & Test Results.....	94
Test Results Graph	95
• Grade 3 Benchmarks & Test Results.....	96
Test Results Graph	97
• Grade 4 Benchmarks & Test Results.....	98
Test Results Graph	100
• Grade 5 Benchmarks & Test Results.....	101
Test Results Graph	103
• Grade 6 Benchmarks & Test Results.....	104
Test Results Graph	106
• Grade 7 Benchmarks & Test Results.....	107
Test Results Graph	110
• Grade 8 Benchmarks & Test Results.....	111
Test Results Graph	112

School Wide Interventions Improving Student Achievement.....	113
--	-----

Additional Relevant Information.....	115
--------------------------------------	-----

English Language Arts- Curriculum

The School has examined student data on a regular basis across grade levels, by subject matter, specific grade levels and target areas.

Baseline data was collected during the week of August 20-27, 2007. The first data point occurred during the week of October 22, 2007. The second data point took place during the week of December 22, 2007. The third data point took place during the week of February 22, 2008.

Grade 2 Target Analyses:

- Baseline data revealed that 2nd grade students are below target in comprehension, grammar, word usage, phonemic awareness, spelling and sight word recognition.

Intervention Strategies: Teachers implemented high-frequency word games into their curriculums. Teachers also had the reading specialist come in and teach Zoo Phonics twice a week for a half hour. Teachers also implemented an after school tutoring program to focus on these skills.

- October data revealed that students had made progress in word recognition and spelling. However, only slight gains were made in reading comprehension.

Intervention Strategies: Teachers teamed up with the seventh grade class and paired their low comprehension students with a Reading Buddy. Teachers had students who scored FBB and BB remain after school for tutoring. While in computer lab teachers had students work in the Initial Reading and Reading Readiness components.

- December data revealed that while some progress had been made in reading comprehension students were still not progressing at the rate we would like. Additionally, students are struggling with grammar and capitalization.

Intervention Strategies: Teachers implemented daily oral language exercises. Teachers had students come to the board and correct sentences that contained mistakes in grammar, punctuation and spelling.

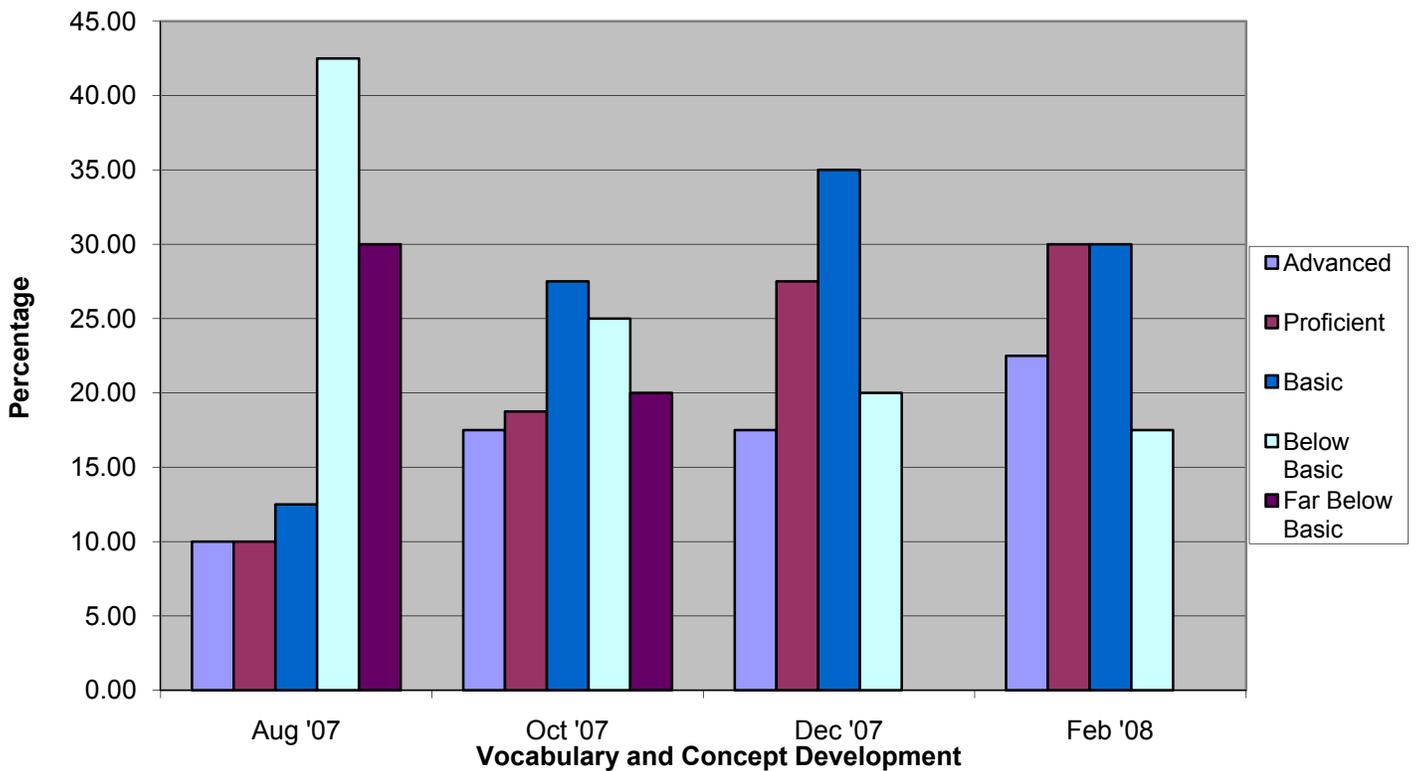
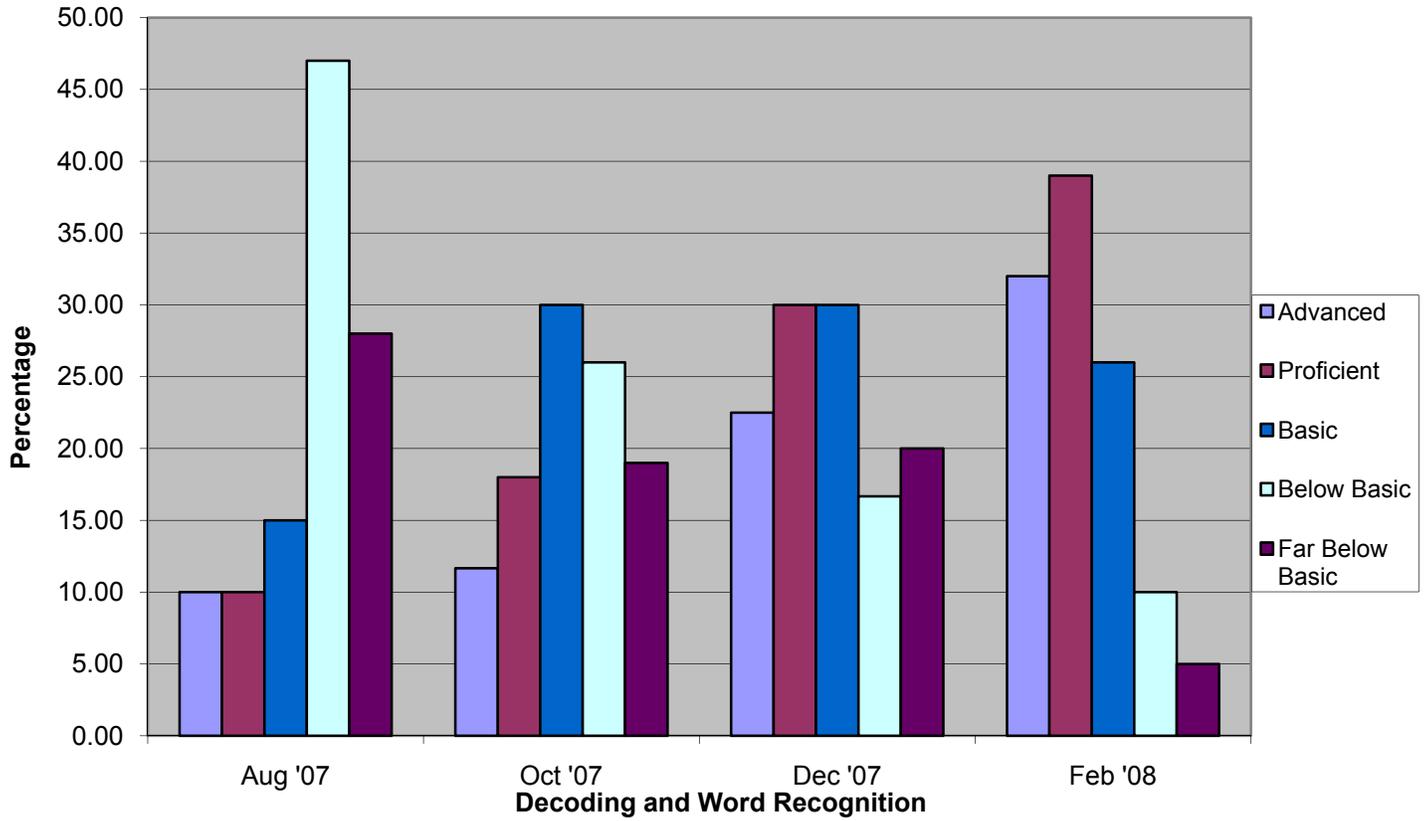
- February data revealed gains in grammar, punctuation and spelling. Additionally, gains had been made in word recognition and reading comprehension. However, students are struggling with stating the purpose of the text in regards to informational material. Additionally, students need more practice in evaluation and revision.

Intervention Strategies: Teachers will set up a writing center in their room to help emphasize the importance of editing and revision. Teachers will continue to work on improving writing applications and grammar. Teachers will also have students use their lab time to work in the Writing component.

Language Arts Standards and Benchmarks - Second Grade Data

Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development				
Students know about the basic features of reading; letters, sounds, word, and sentences. They know how to translate letter patterns into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. (34% according to the CA blueprints)				
Decoding and Word Recognition				
Second Grade Benchmarks	August 27, 2007 Baseline Data	October 22, 2007	December 20, 2007	February 22, 2008
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	Advanced- Proficient- Basic- 20% Below Basic- 60% Far Below Basic- 20%	Advanced- 5% Proficient- 10% Basic- 30% Below Basic- 40% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 5%
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).	Advanced- 0% Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 10% Proficient- 20% Basic- 30% Below Basic- 20% Far Below Basic- 20%	Advanced- 20% Proficient- 30% Basic-40% Below Basic- 10% Far Below Basic-	Advanced- 30% Proficient- 50% Basic- 20% Below Basic- Far Below Basic-
1.3 Decode two-syllable nonsense words and regular multisyllable words.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	Advanced- 0% Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 0% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- 40% Proficient- 40% Basic- 20% Below Basic- Far Below Basic-
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/ wives).	Advanced- 10% Proficient- 10% Basic- 10% Below Basic- 40% Far Below Basic- 30%	Advanced- 20% Proficient- 20% Basic- 30% Below Basic- 10% Far Below Basic- 20%	Advanced- 30% Proficient- 30% Basic-20% Below Basic- 20% Far Below Basic-	Advanced- 40% Proficient- 50% Basic-10% Below Basic- Far Below Basic-
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	Advanced- 0% Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 0% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- Far Below Basic- 20%	Advanced- 40% Proficient- 40% Basic- 20% Below Basic- Far Below Basic-
Vocabulary and Concept Development				
1.7 Understand and explain common antonyms and synonyms.	Advanced- 0% Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 0% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- 20% Proficient- 30% Basic- 40% Below Basic-10% Far Below Basic-	Advanced- 20% Proficient- 35% Basic- 30% Below Basic- 15% Far Below Basic-
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	Advanced- 10% Proficient- 10% Basic- 10% Below Basic- 40% Far Below Basic- 30%	Advanced- 20% Proficient- 20% Basic-20% Below Basic- 20% Far Below Basic- 20%	Advanced- 20% Proficient- 30% Basic- 40% Below Basic- 10% Far Below Basic-	Advanced- 20% Proficient- 35% Basic- 30% Below Basic- 15% Far Below Basic-
1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	Advanced- 0% Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 0% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-
1.10 Identify simple multiple-meaning words.	Advanced- 10% Proficient- 10% Basic- 10% Below Basic- 40% Far Below Basic- 30%	Advanced- 15% Proficient- 15% Basic- 30% Below Basic- 20% Far Below Basic- 20%	Advanced- 20% Proficient- 30% Basic- 20% Below Basic- 30% Far Below Basic-	Advanced- 30% Proficient- 20% Basic- 30% Below Basic- 20% Far Below Basic-

Language Arts Standards And Benchmarks 2nd Grade Data

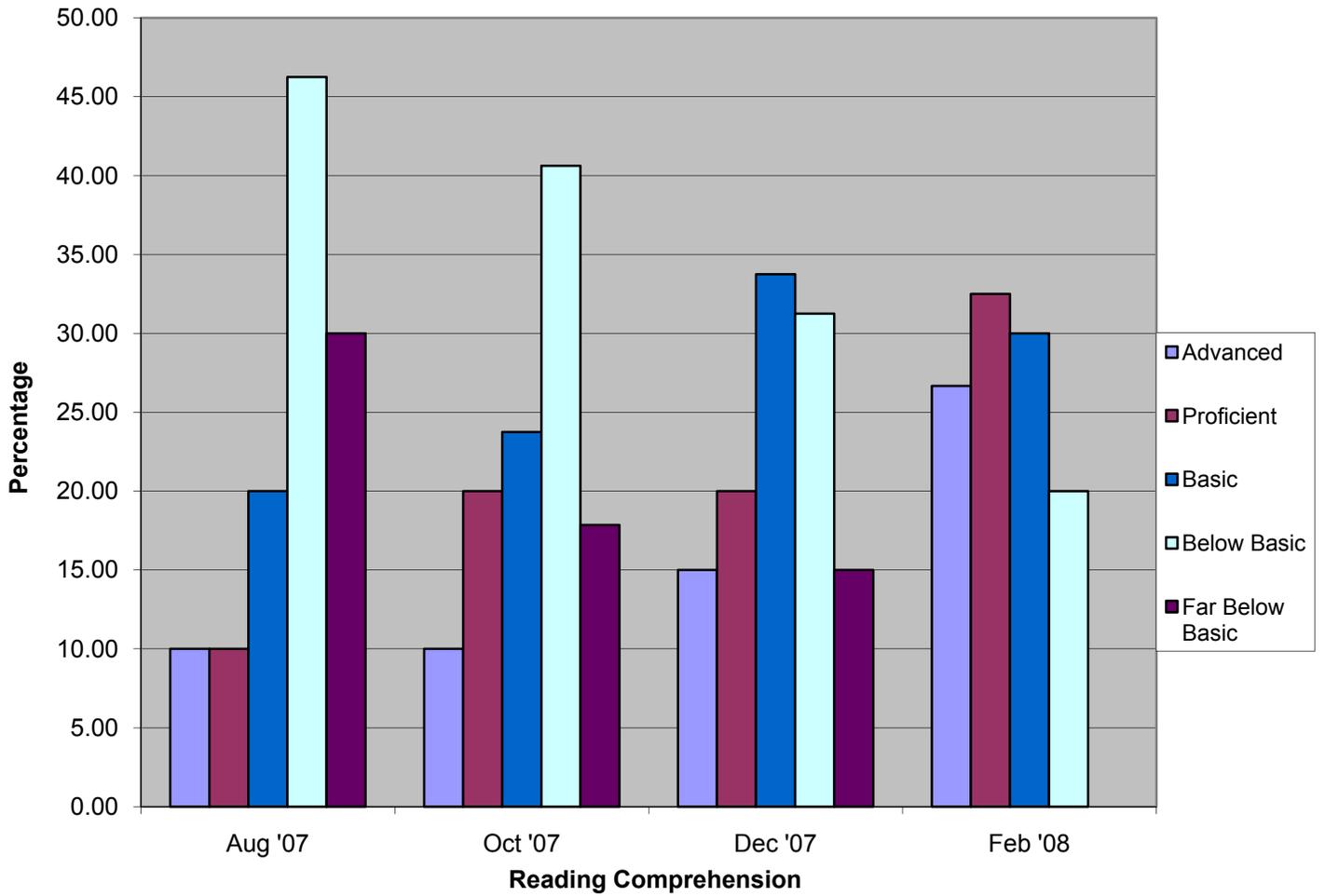


Standard 2 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students. (23% according to the CA blueprints)

Reading Comprehension				
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	Advanced- 0% Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 10% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- 30% Proficient- 40% Basic- 20% Below Basic- 10% Far Below Basic-
2.2 State the purpose in reading (i. e., tell what information is sought).	Advanced- Proficient- Basic- Below Basic- 70% Far Below Basic- 30%	Advanced- Proficient- Basic- 10% Below Basic- 70% Far Below Basic- 20%	Advanced- Proficient- 10% Basic- 20% Below Basic- 60% Far Below Basic-10%	Advanced- Proficient- 20% Basic- 50% Below Basic- 30% Far Below Basic-
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	Advanced- Proficient- Basic- Below Basic- 70% Far Below Basic- 30%	Advanced- Proficient- Basic- 10% Below Basic- 70% Far Below Basic- 20%	Advanced- Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 20%	Advanced- Proficient- 20% Basic- 50% Below Basic- 30% Far Below Basic-
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).	Advanced- Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 0% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- 10% Proficient- 30% Basic- 40% Below Basic- 20% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 20% Below Basic- 20% Far Below Basic-
2.5 Restate facts and details in the text to clarify and organize ideas.	Advanced- Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 10% Far Below Basic-
2.6 Recognize cause-and-effect relationships in a text.	Advanced- 0% Proficient- 10% Basic- 15% Below Basic- 45% Far Below Basic- 30%	Advanced- 0% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 20%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-
2.7 Interpret information from diagrams, charts, and graphs.	Advanced- Proficient- 10% Basic- 50% Below Basic- 10% Far Below Basic- 30%	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 20% Below Basic- 20% Far Below Basic-
2.8 Follow two-step written instructions.	Advanced- 10% Proficient- 10% Basic- 10% Below Basic- 40% Far Below Basic- 30%	Advanced- 10% Proficient- 20% Basic- 30% Below Basic- 25% Far Below Basic- 15%	Advanced- 20% Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic-	Advanced- 30% Proficient- 50% Basic- 20% Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 2nd Grade Data

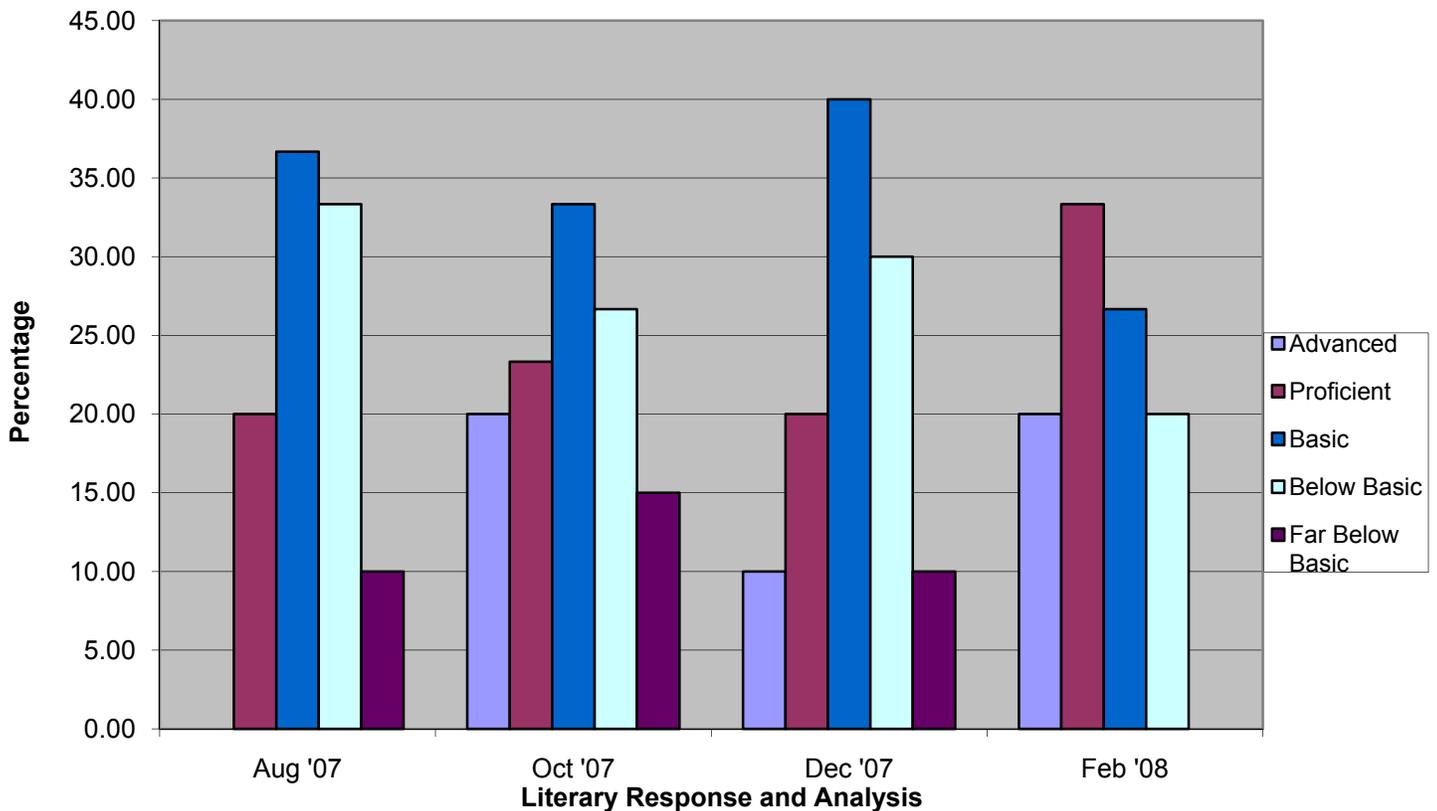


Standard 3 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. (9% according to the CA blueprints)

Literary Response and Analysis				
3.1 Compare and contrast plots, settings, and characters presented by different authors.	Advanced- Proficient- Basic- 60% Below Basic- 40% Far Below Basic-	Advanced- Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 20% Below Basic- 20% Far Below Basic-
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-			
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- Proficient- 20% Basic- 40% Below Basic-30% Far Below Basic- 10%	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic-20% Far Below Basic-
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-

**Language Arts Standards and Benchmarks
2nd Grade Data**

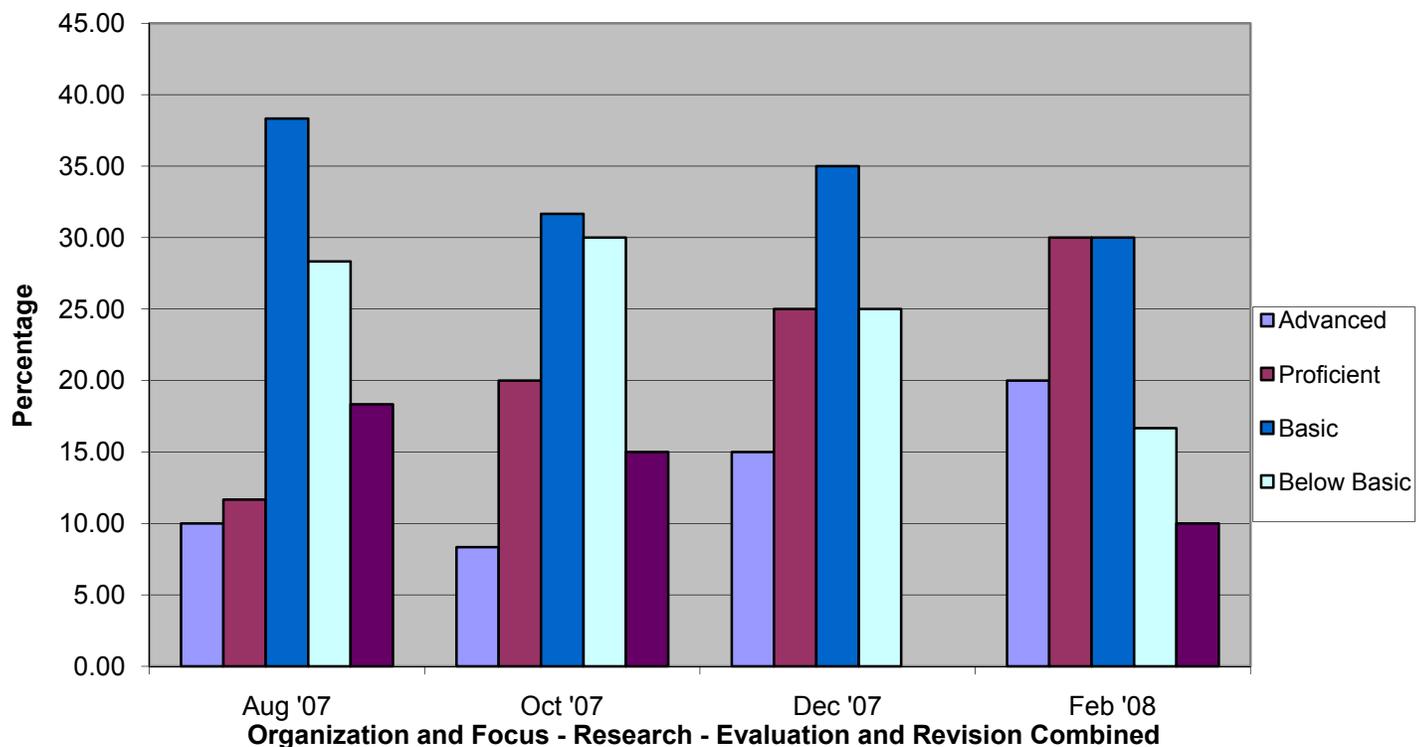


Standard 4 Writing Strategies

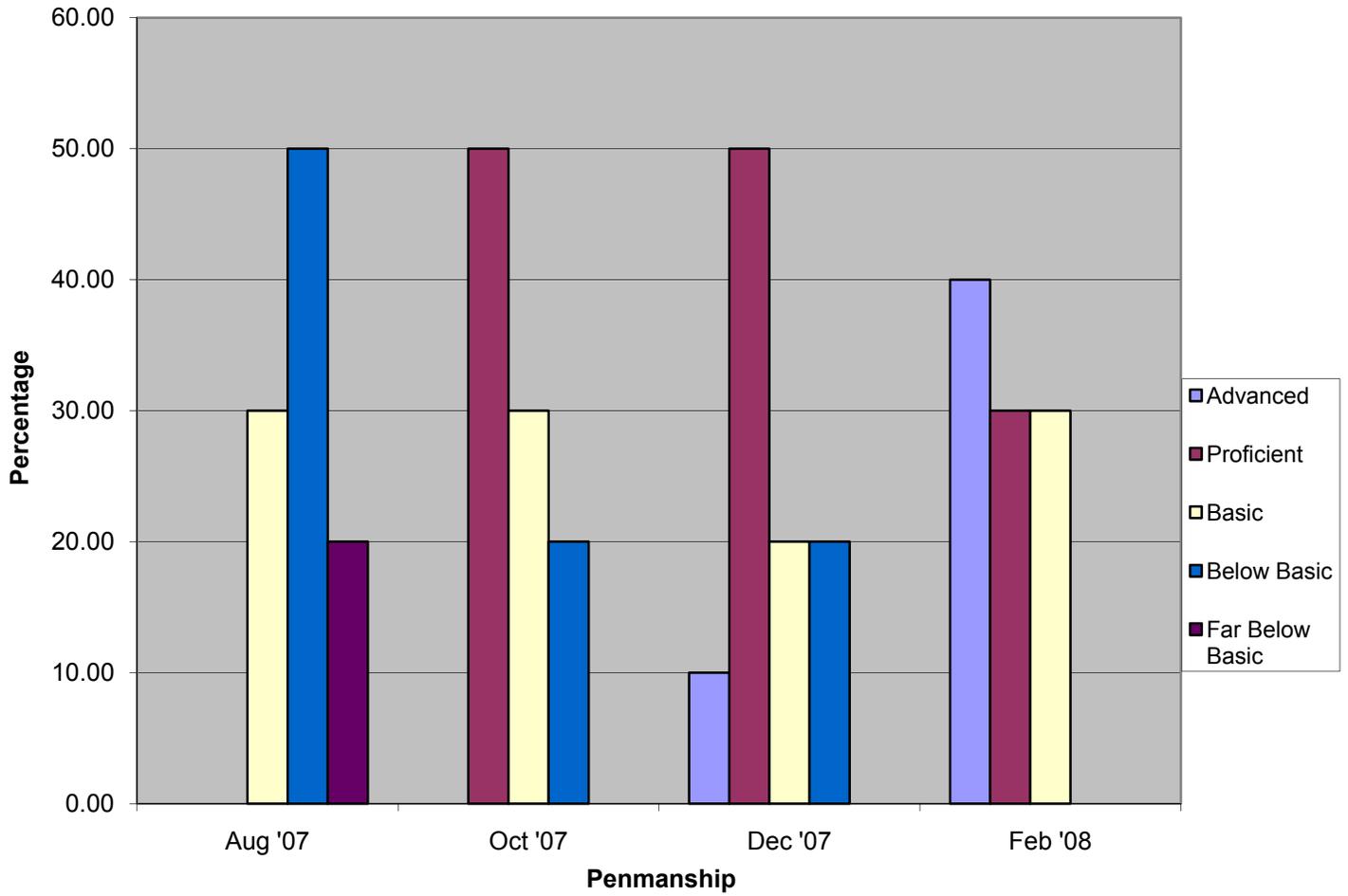
Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed. (12% according to the CA blueprints)

Organization and Focus				
4.1 Group related ideas and maintain a consistent focus.	Advanced- 10% Proficient- 20% Basic- 25% Below Basic-25% Far Below Basic- 20%	Advanced- 15% Proficient- 25% Basic-25% Below Basic-25% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 30% Below Basic- 10% Far Below Basic-
Research				
4.2 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	Advanced- Proficient-10% Basic- 45% Below Basic-35% Far Below Basic- 10%	Advanced- 5% Proficient- 20% Basic- 30% Below Basic- 45% Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 20% Below Basic- 20% Far Below Basic-
Evaluation and Revision				
4.3 Revise original drafts to improve sequence and provide more descriptive detail.	Advanced- Proficient-5% Basic-45% Below Basic-25% Far Below Basic- 25%	Advanced- 5% Proficient- 15% Basic-40% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 10%
Penmanship				
4.4 Create readable documents with legible handwriting.	Advanced- Proficient- 30% Basic- 30% Below Basic- 50% Far Below Basic- 20%	Advanced- Proficient- 50% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- 10% Proficient- 50% Basic- 20% Below Basic- 20% Far Below Basic-	Advanced- 40% Proficient- 30% Basic- 30% Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 2nd Grade Data



Language Arts Standards and Benchmarks 2nd Grade Data



Standard 5 Writing Applications (Genres and their Characteristics)

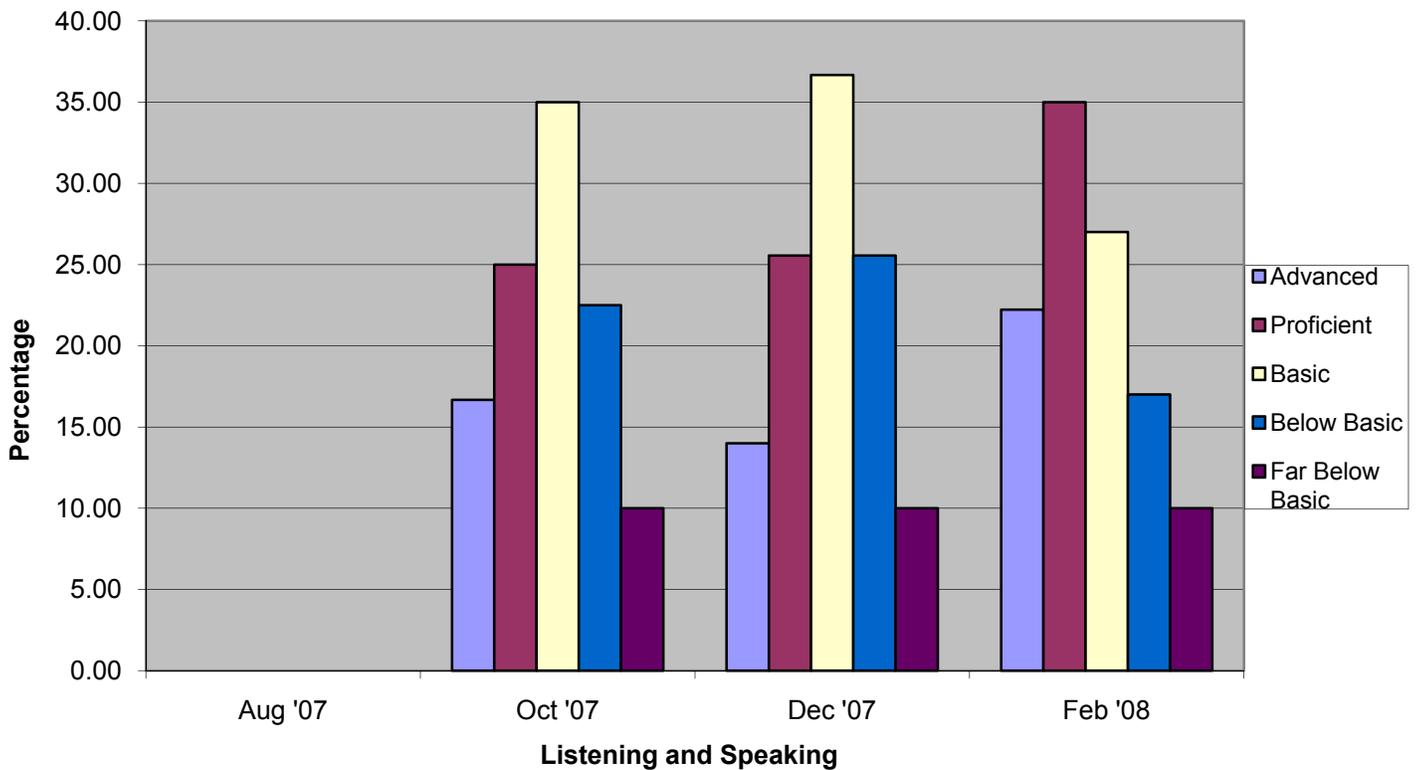
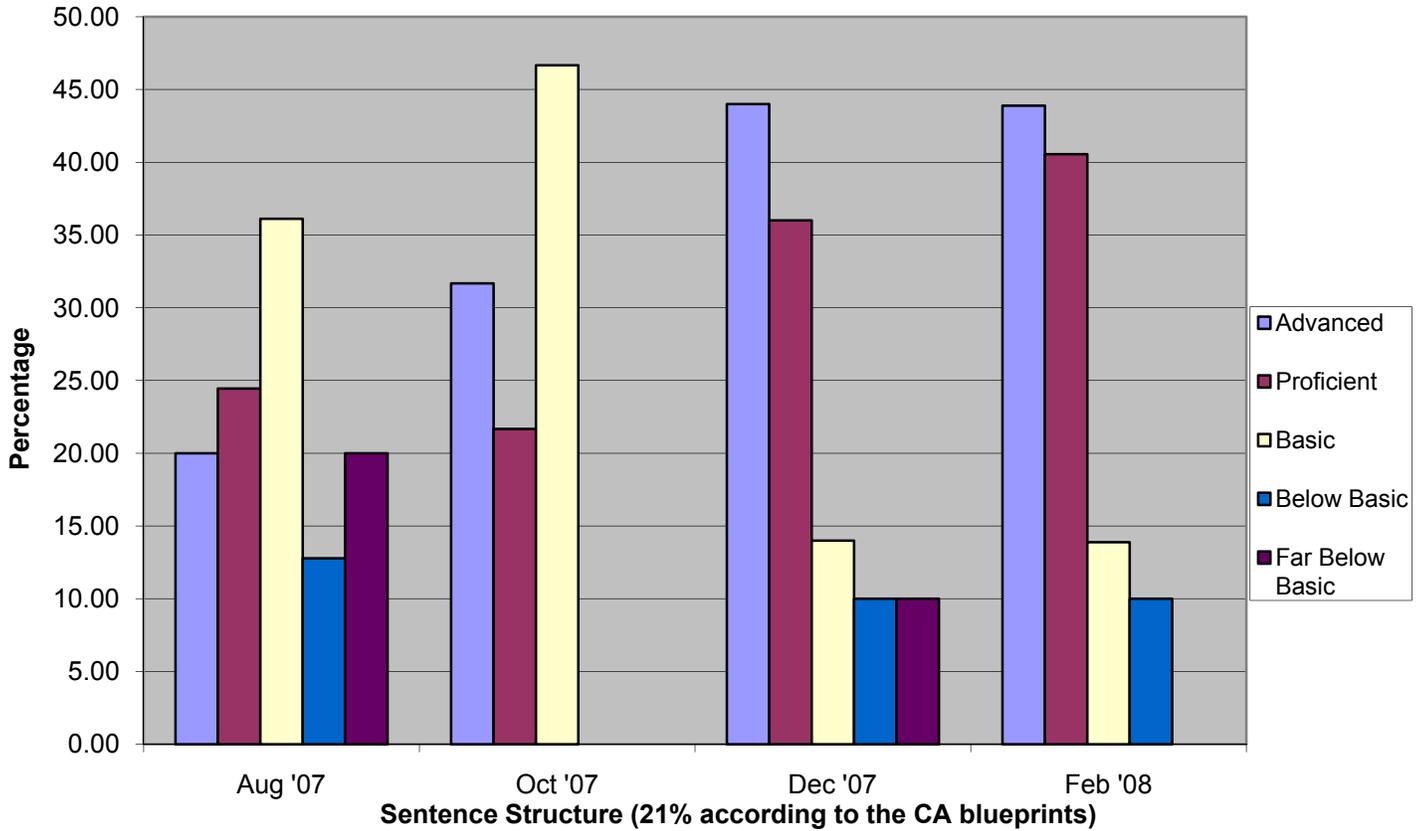
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

(22% according to the CA blueprints)

Sentence Structure and Spelling				
5.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 20%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 20%
5.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 10% Basic- 60% Below Basic- 30% Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 20%
Sentence Structure 5.3 Distinguish between complete and incomplete sentences.	Advanced- Proficient- 20% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-
Grammar 5.4 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	Advanced- Proficient- Basic- 45% Below Basic- 45% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- 50% Below Basic- 50% Far Below Basic-	Advanced- Proficient- 10% Basic- 60% Below Basic- 30% Far Below Basic-
Capitalization 5.5 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	Advanced- Proficient- Basic- 15% Below Basic- 55% Far Below Basic- 30%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- 30% Below Basic- 50% Far Below Basic- 20%	Advanced- Proficient- 50% Basic- 30% Below Basic- 20% Far Below Basic-
Spelling 5.6 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).	Advanced- Proficient- 10% Basic- 20% Below Basic- 35% Far Below Basic- 35%	Advanced- Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 20%	Advanced- Proficient- 45% Basic- 35% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- 60% Basic- 30% Below Basic- 10% Far Below Basic-
5.7 Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.	Advanced- Proficient- Basic- 30% Below Basic- 50% Far Below Basic- 20%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 30% Below Basic- 50% Far Below Basic- %	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-

Listening and Speaking				
Comprehension 5.8 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 30% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 20% Basic- 30% Below Basic- 20% Far Below Basic- 10%	Advanced- 30% Proficient- 40% Basic- 20% Below Basic- 10% Far Below Basic-
5.9 Ask for clarification and explanation of stories and ideas.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 20% Below Basic- 20% Far Below Basic-
5.10 Paraphrase information that has been shared orally by others.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 40% Below Basic- 20% Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 40% Below Basic- 20% Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 10% Far Below Basic-
5.11 Give and follow three-and four-step oral directions.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- 20% Proficient- 40% Basic- 20% Below Basic- 20% Far Below Basic-
Organization and Delivery of Oral Communication 5.12 Organize presentations to maintain a clear focus.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- 30% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 10% Far Below Basic-
5.13 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- 30% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 10% Far Below Basic-
5.14 Recount experiences in a logical sequence.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic- 10%	Advanced- 10% Proficient- 40% Basic- 20% Below Basic- 30% Far Below Basic-
5.15 Retell stories, including characters, setting, and plot.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 20% Below Basic- 20% Far Below Basic-
5.16 Report on a topic with supportive facts and details.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%
5.17 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 40% Below Basic- 10% Far Below Basic-
5.18 Report on a topic with facts and details, drawing from several sources of information.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 2nd Grade Data



English Language Arts- Curriculum

The School has examined student data on a regular basis across grade levels, by subject matter, specific grade levels and target areas.

Baseline data was collected during the week of August 20-27, 2007. The first data point occurred during the week of October 22, 2007. The second data point took place during the week of December 22, 2007. The third data point took place during the week of February 22, 2008.

Grade 3 Target Analyses:

- Baseline data revealed that 3rd grade students are below target in phonemic awareness, grammar, reading comprehension, word analysis, word usage, literary response and written strategies.

Intervention Strategies: Teachers teamed up with the eighth grade class and paired their low comprehension students with a Reading Buddy. Teachers had students who scored FBB and BB remain after school for tutoring. While in computer lab teachers had students work in the Initial Reading and Reading Readiness components.

- October data revealed that students are below target in vocabulary and reading comprehension.

Intervention Strategies: Teachers implemented high-frequency word games into their curriculums. Teachers also had the reading specialist come in and teach Zoo Phonics twice a week for a half hour to the FBB and BB students. Teachers also implemented an after school tutoring program to focus on these skills. Teachers implemented an after school lab tutoring program for their students to work on Success Maker.

- December data revealed that only slight gains were made in vocabulary and word recognition. Areas of focus now are penmanship, sentence structure, grammar, spelling and research.

Intervention Strategies: Teachers implemented daily oral language exercises. Teachers had students come to the board and correct sentences that contained mistakes in grammar, punctuation and spelling.

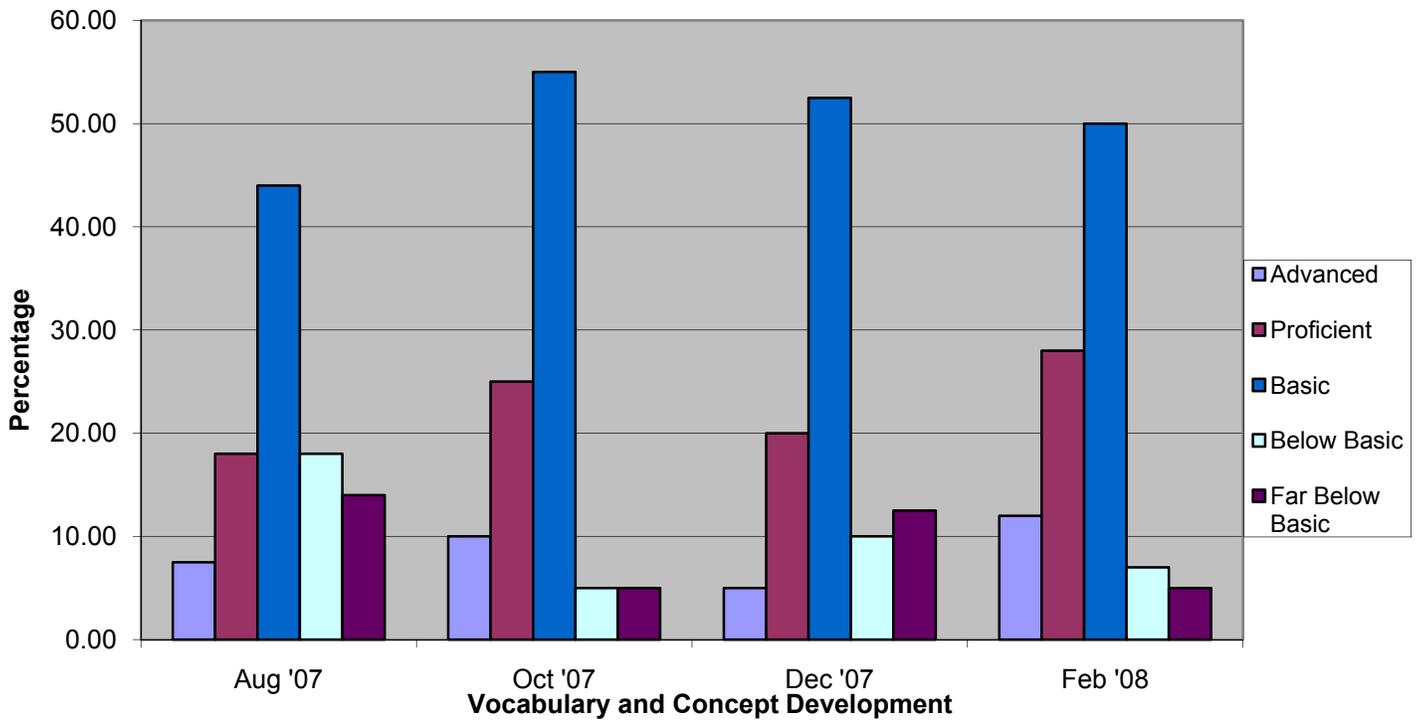
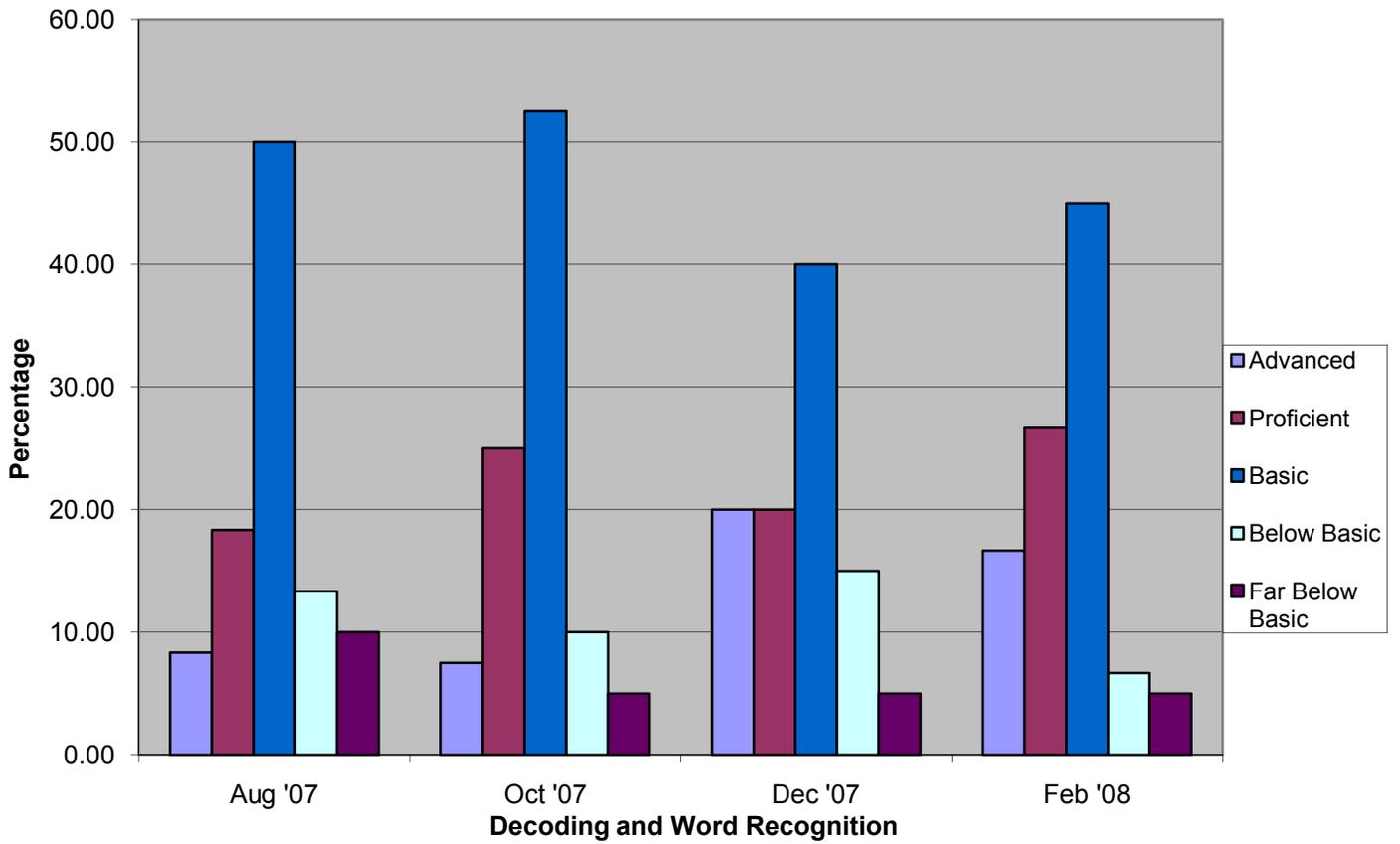
- February data revealed significant gains in grammar, punctuation and spelling. Additionally, students are below target in vocabulary and concept development as well as reading comprehension.

Intervention Strategies: Teachers will implement visual mapping as a way of organizing information. Teachers will have students work in the lab for an additional half hour per week on vocabulary and word recognition. Teachers will incorporate more questions into their reading curriculum.

Language Arts Standards and Benchmarks - Third Grade Data

Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development				
Students know about the basic features of reading; letters, sounds, word, and sentences. They know how to translate letter patterns into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. (31% according to the CA blueprints)				
Decoding and Word Recognition				
Third Grade Benchmarks	August 27, 2007 Baseline Data	October 22, 2007	December 22, 2007	February 22, 2008
1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	Advanced- 15% Proficient-20% Basic- 45% Below Basic- 15% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient-20% Basic- 40% Below Basic- 15% Far Below Basic- 5%	Advanced- 30% Proficient- 20% Basic- 40% Below Basic- 5% Far Below Basic- 5%
1.2 Decode regular multisyllabic words.	Advanced- 5% Proficient- 10% Basic- 45% Below Basic- 20% Far Below Basic- 20%	Advanced- 10% Proficient- 15% Basic- 55% Below Basic- 15% Far Below Basic-5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 5%
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Advanced- 5% Proficient- 25% Basic- 60% Below Basic- 5% Far Below Basic- 5%	Advanced- 5% Proficient- 35% Basic- 50% Below Basic- 5% Far Below Basic- 5%	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 45% Basic- 35% Below Basic- 5% Far Below Basic- 5%
Vocabulary and Concept Development				
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	Advanced- 5% Proficient- 15% Basic- 45% Below Basic- 20% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 5% Far Below Basic- 5%
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).	Advanced- 5% Proficient- 20% Basic- 50% Below Basic- 15% Far Below Basic- 10%	Advanced- 5% Proficient- 20% Basic- 65% Below Basic- 5% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 30% Basic- 60% Below Basic- 5% Far Below Basic-
1.6 Use sentence and word context to find the meaning of unknown words.	Advanced- 5% Proficient- 20% Basic- 55% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 25% Basic- 55% Below Basic- 5% Far Below Basic- 10%	Advanced- 10% Proficient- 30% Basic- 50% Below Basic- 5% Far Below Basic- 5%
1.7 Use a dictionary to learn the meaning and other features of unknown words.	Advanced- 15% Proficient- 25% Basic- 50% Below Basic- 5% Far Below Basic- 5%	Advanced- 15% Proficient- 30% Basic- 45% Below Basic- 5% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 35% Basic- 40% Below Basic- 5% Far Below Basic-
1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	Advanced- Proficient- 10% Basic- 20% Below Basic- 40% Far Below Basic- 30%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 15% Basic- 50% Below Basic- 15% Far Below Basic- 15%	Advanced- 15% Proficient- 25% Basic- 40% Below Basic- 15% Far Below Basic- 5%

Language Arts Standards And Benchmarks 3rd Grade Data

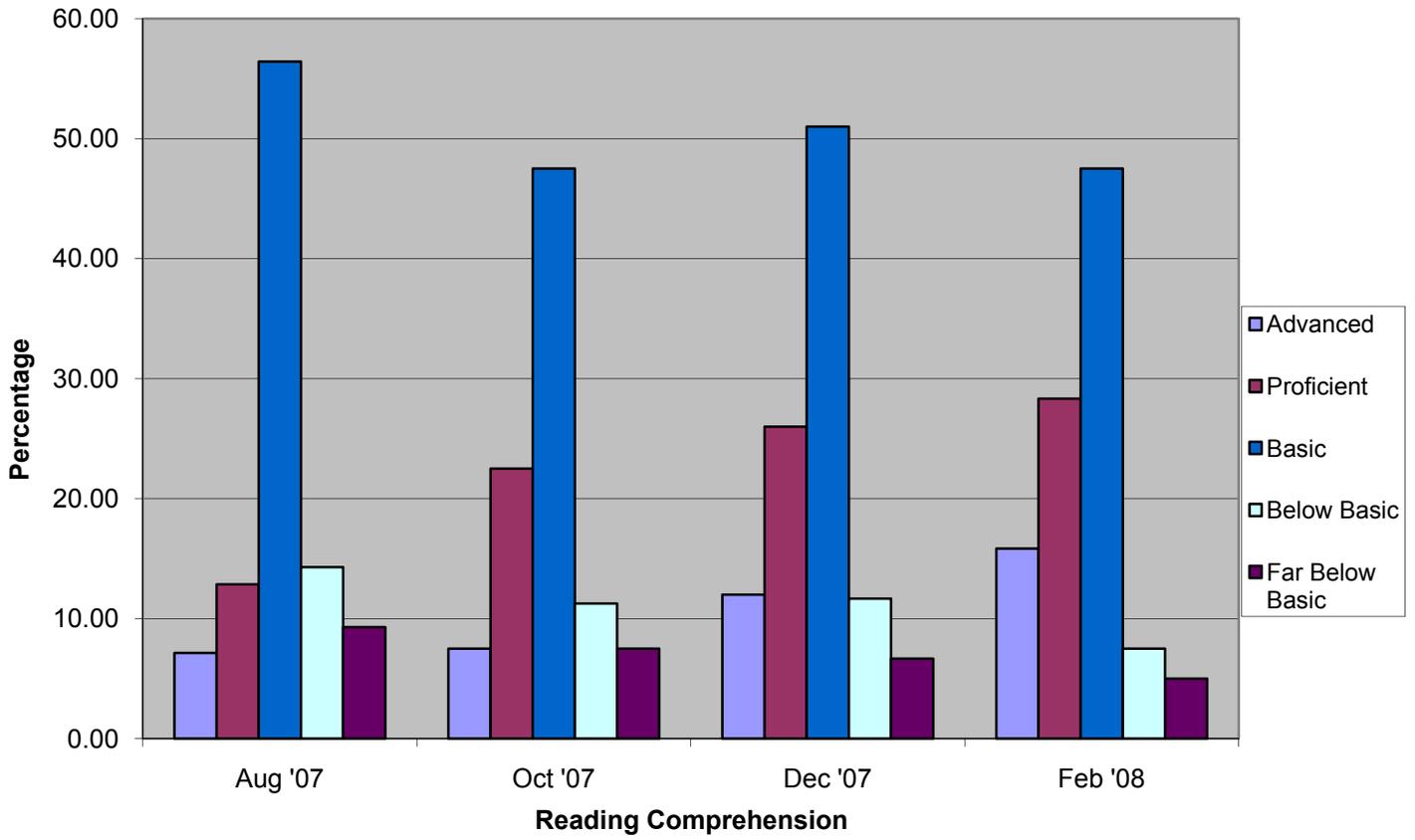


Standard 2 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students. (23% according to the CA blueprints)

Reading Comprehension				
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	Advanced- 15% Proficient- 25% Basic- 50% Below Basic- 5% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 25% Proficient- 35% Basic- 35% Below Basic- 5% Far Below Basic- 0%
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	Advanced- 10% Proficient- 15% Basic- 50% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 50% Below Basic- 15% Far Below Basic- 10%	Advanced- 15% Proficient- 20% Basic- 55% Below Basic- 5% Far Below Basic- 5%
2.3 Demonstrate comprehension by identifying answers in the text.	Advanced- 5% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- 5% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- 10% Proficient- 25% Basic- 55% Below Basic- 5% Far Below Basic- 5%	Advanced- 20% Proficient- 35% Basic- 40% Below Basic- 5% Far Below Basic-
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	Advanced- 5% Proficient- 10% Basic- 60% Below Basic- 15% Far Below Basic- 10%	Advanced- 5% Proficient- 10% Basic- 60% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 10% Basic- 55% Below Basic- 15% Far Below Basic- 5%
2.5 Distinguish the main idea and supporting details in expository text.	Advanced- 5% Proficient- 5% Basic- 60% Below Basic- 20% Far Below Basic- 10%	Advanced- 10% Proficient- 30% Basic- 50% Below Basic- 10% Far Below Basic-	Advanced- 15% Proficient- 35% Basic- 50% Below Basic- Far Below Basic-	Advanced- 15% Proficient- 35% Basic- 50% Below Basic- Far Below Basic-
2.6 Extract appropriate and significant information from the text, including problems and solutions.	Advanced- 5% Proficient- 5% Basic- 60% Below Basic- 20% Far Below Basic- 10%	Advanced- 10% Proficient- 30% Basic- 50% Below Basic- 10% Far Below Basic-	Advanced- 15% Proficient- 35% Basic- 50% Below Basic- Far Below Basic-	Advanced- 15% Proficient- 35% Basic- 50% Below Basic- Far Below Basic-
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	Advanced- 5% Proficient- 10% Basic- 55% Below Basic- 15% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 15% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 3rd Grade Data

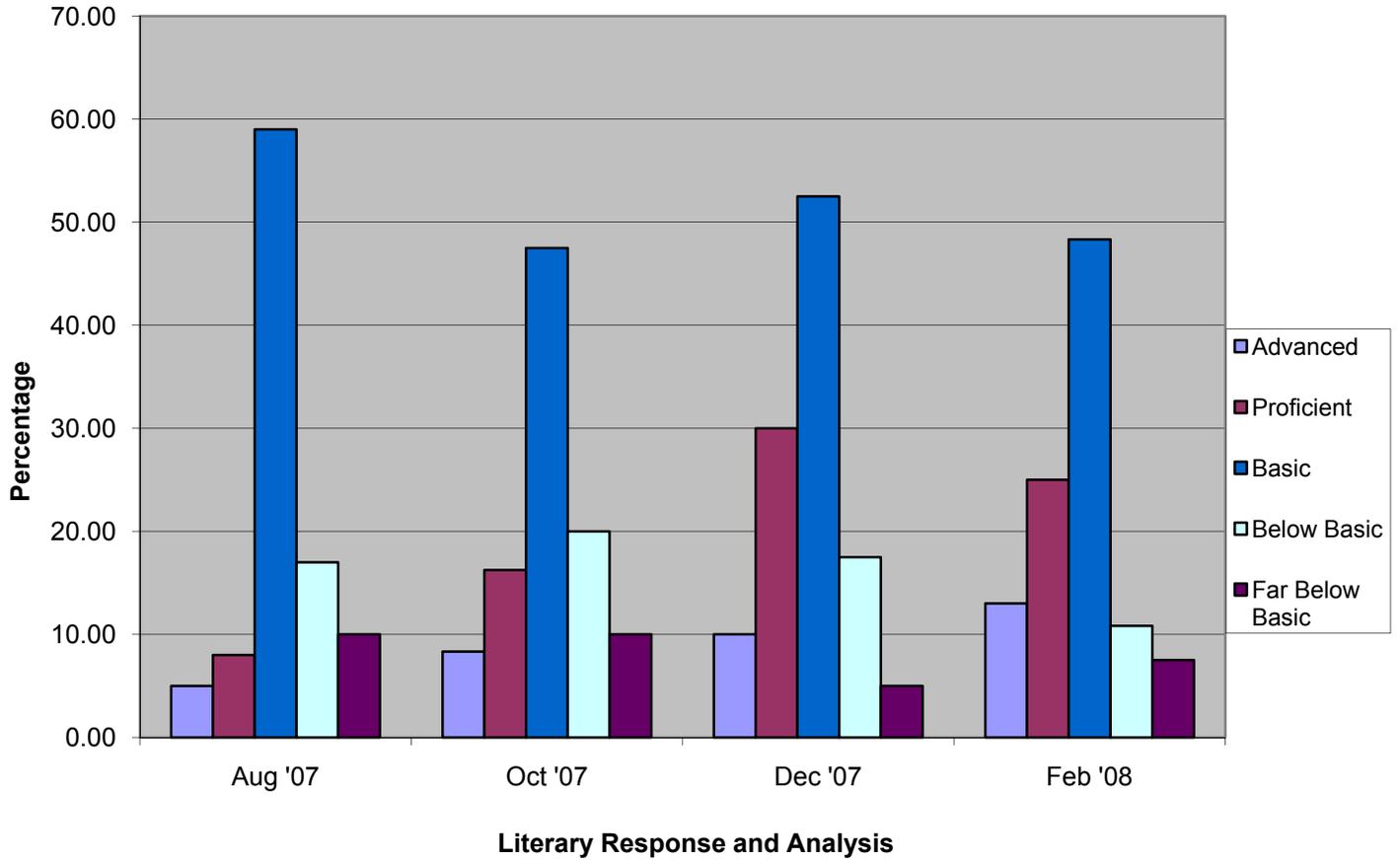


Standard 3 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.(12% according to the CA blueprints)

Literary Response and Analysis				
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	Advanced- 5% Proficient- 5% Basic- 60% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 55% Below Basic- 20% Far Below Basic- 5%	Advanced- 20% Proficient- 20% Basic- 55% Below Basic- 5% Far Below Basic-
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 10% Basic- 40% Below Basic- 30% Far Below Basic- 20%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 25% Basic- 50% Below Basic- 15% Far Below Basic- 10%
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Advanced- 5% Proficient- 5% Basic- 65% Below Basic- 15% Far Below Basic- 10%	Advanced- 10% Proficient- 25% Basic- 40% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 50% Basic- 30% Below Basic- 5% Far Below Basic-
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	Advanced- 5% Proficient- 10% Basic- 60% Below Basic- 15% Far Below Basic- 10%	Advanced- 10% Proficient- 15% Basic- 55% Below Basic- 15% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 55% Below Basic- 10% Far Below Basic- 5%
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	Advanced- 5% Proficient- 5% Basic- 55% Below Basic- 20% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 60% Below Basic- 15% Far Below Basic- 10%
3.6 Identify the speaker or narrator in a selection.	Advanced- 5% Proficient- 15% Basic- 55% Below Basic- 20% Far Below Basic- 5%	Advanced- 5% Proficient- 15% Basic- 55% Below Basic- 20% Far Below Basic- 5%	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 15% Far Below Basic- 5%	Advanced- 15% Proficient- 25% Basic- 40% Below Basic- 15% Far Below Basic- 5%

Language Arts Standards and Benchmarks 3rd Grade Data



Standard 4 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed. (14% according to the CA blueprints)

Organization and Focus

4.1 Create a single paragraph:	Advanced- 5% Proficient- 10% Basic- 50% Below Basic- 15% Far Below Basic- 20%	Advanced- 5% Proficient- 10% Basic- 50% Below Basic- 15% Far Below Basic- 20%	Advanced- 5% Proficient- 10% Basic- 50% Below Basic- 15% Far Below Basic- 20%	Advanced- 10% Proficient- 20% Basic- 55% Below Basic- 10% Far Below Basic- 5%
a. Develop a topic sentence.				
b. Include simple supporting facts and details.				

Research

4.2 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	Advanced- 10% Proficient- 10% Basic- 55% Below Basic- 20% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- 25% Proficient- 20% Basic- 50% Below Basic- 5% Far Below Basic-
--	---	---	---	---

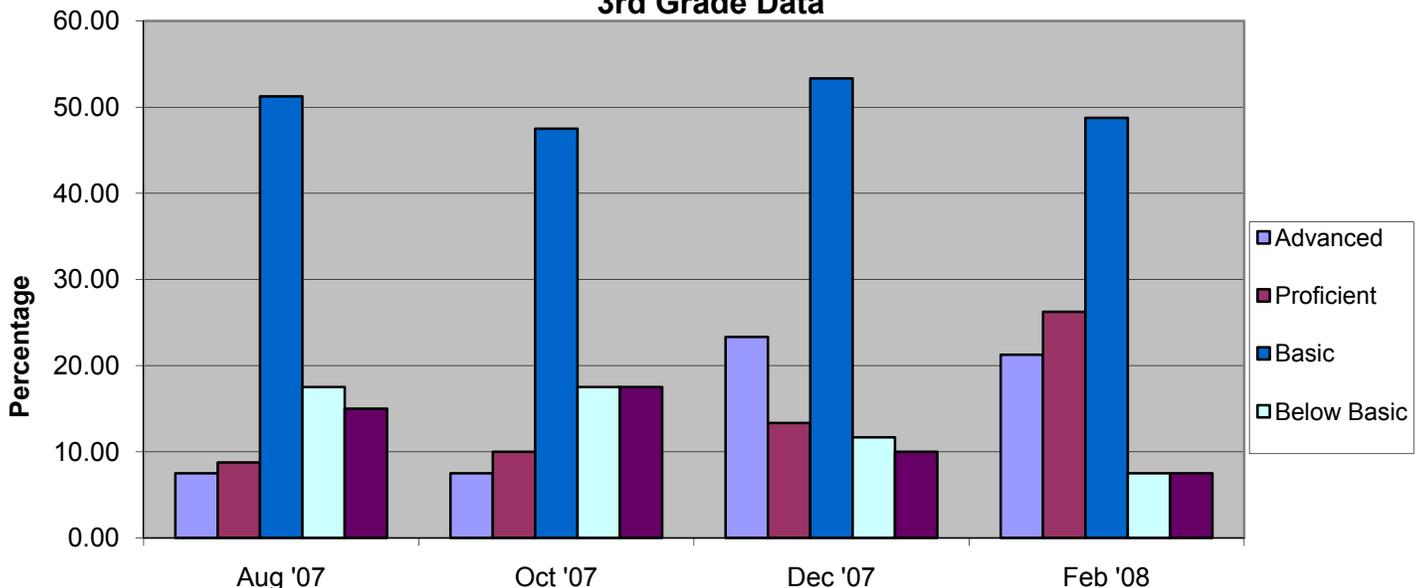
Evaluation and Revision

4.3 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Advanced- 5% Proficient- 5% Basic- 45% Below Basic- 25% Far Below Basic- 20%	Advanced- 10% Proficient- 10% Basic- 45% Below Basic- 20% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 15% Basic- 50% Below Basic- 10% Far Below Basic- 10%
---	--	--	---	--

Penmanship

4.4 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	Advanced- 10% Proficient- 10% Basic- 55% Below Basic- 10% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 5%	Advanced- 35% Proficient- 20% Basic- 40% Below Basic- 5% Far Below Basic-
--	--	---	---	---

**Language Arts Standards and Benchmarks
3rd Grade Data**



Organizations and Focus- Research- Evaluation and Revision- Penmanship Combined

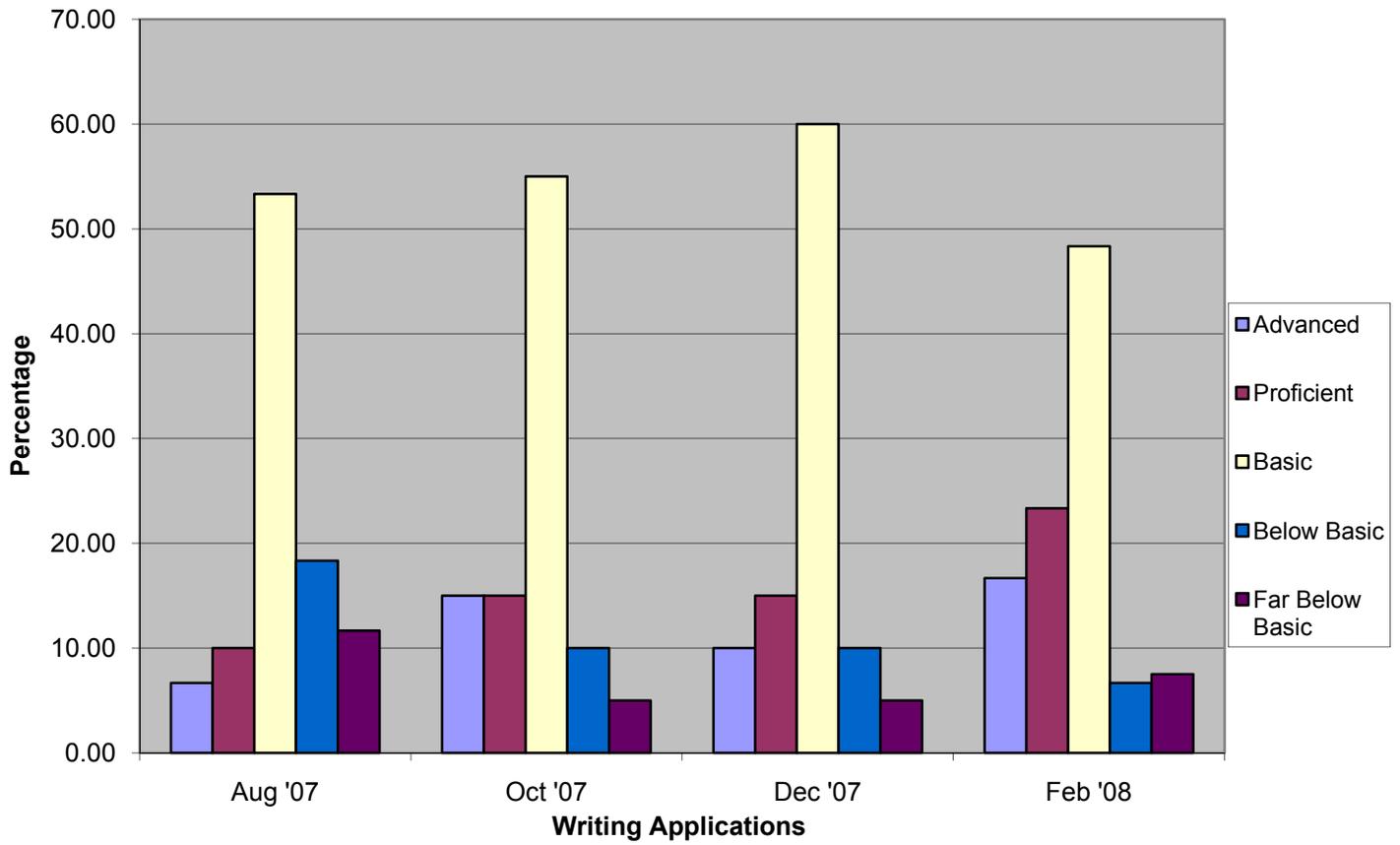
Standard 5 Writing Applications (Genres and their Characteristics)

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Writing Applications (Not assessable in multiple choice format)

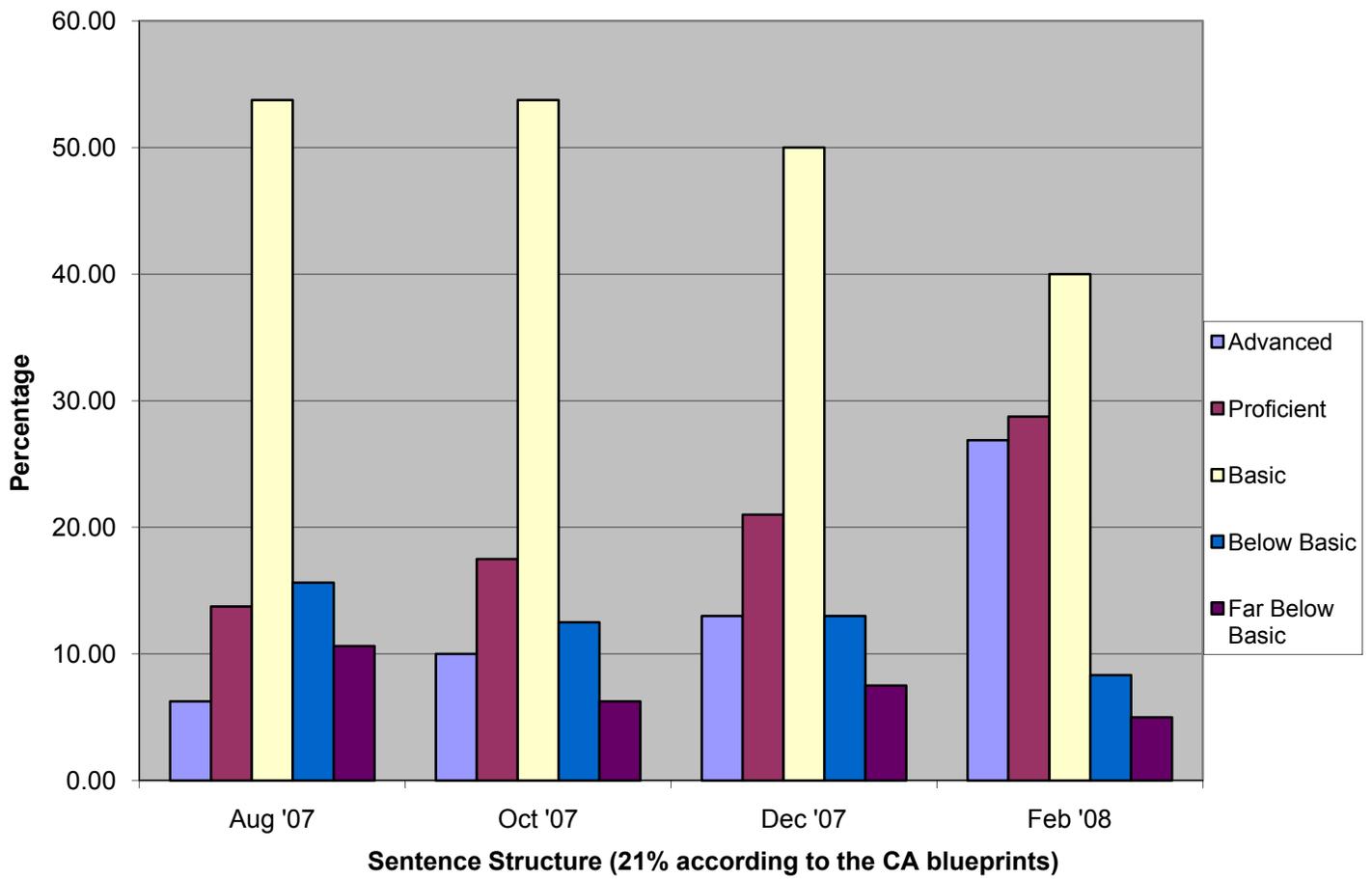
<p>5.1 Write narratives:</p> <p>a. Provide a context within which an action takes place.</p> <p>b. Include well-chosen details to develop the plot.</p> <p>c. Provide insight into why the selected incident is memorable</p>	<p>Advanced- 5% Proficient- 10% Basic- 45% Below Basic- 25% Far Below Basic- 15%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 10%</p>
<p>5.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Advanced- 5% Proficient- 10% Basic- 60% Below Basic- 15% Far Below Basic- 10%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 10% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 5%</p>	<p>Advanced- 20% Proficient- 30% Basic- 45% Below Basic- 5% Far Below Basic-</p>
<p>5.3 Write personal and formal letters, thank-you notes, and invitations:</p> <p>a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.</p> <p>b. Include the date, proper salutation, body, closing, and signature.</p>	<p>Advanced- 10% Proficient-10% Basic- 55% Below Basic- 15% Far Below Basic- 10%</p>	<p>Advanced- 15% Proficient- 15% Basic- 55% Below Basic- 10% Far Below Basic- 5%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 5% Far Below Basic- 5%</p>

Language Arts Standards and Benchmarks 3rd Grade Data



Sentence Structure and Spelling (20% according to the CA blueprints)				
Sentence Structure 5.4 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	Advanced- 5% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 10% Far Below Basic-
Grammar 5.5 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	Advanced- 5% Proficient- 5% Basic- 60% Below Basic- 15% Far Below Basic- 15%	Advanced- 10% Proficient- 10% Basic- 65% Below Basic- 10% Far Below Basic- 5%	Advanced- 20% Proficient- 15% Basic- 50% Below Basic- 15% Far Below Basic-	Advanced- 30% Proficient- 40% Basic- 20% Below Basic- 10% Far Below Basic-
5.6 Identify and use past, present, and future verb tenses properly in writing and speaking.	Advanced- 10% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 20% Basic- 55% Below Basic- 10% Far Below Basic-	Advanced- 35% Proficient- 30% Basic- 35% Below Basic- Far Below Basic-
5.7 Identify and use subjects and verbs correctly in speaking and writing simple sentences.	Advanced- 5% Proficient- 15% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 5% Proficient- 15% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 5% Proficient- 15% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 10% Proficient- 25% Basic- 50% Below Basic- 10% Far Below Basic- 5%
Punctuation 5.8 Punctuate dates, city and state, and titles of books correctly.	Advanced- 5% Proficient- 15% Basic- 60% Below Basic- 15% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 15% Basic- 55% Below Basic- 5% Far Below Basic- 5%
5.9 Use commas in dates, locations, and addresses and for items in a series.	Advanced- 5% Proficient- 10% Basic- 45% Below Basic- 20% Far Below Basic- 20%	Advanced- 15% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 30% Below Basic- 10% Far Below Basic-
Capitalization 5.10 Capitalize geographical names, holidays, historical periods, and special events correctly.	Advanced- 5% Proficient- 10% Basic- 65% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 70% Below Basic- 5% Far Below Basic- 5%
Spelling 5.11 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare). 1.9 Arrange words in alphabetic order.	Advanced- 10% Proficient- 30% Basic- 40% Below Basic- 15% Far Below Basic- 5%	Advanced- 10% Proficient- 35% Basic- 40% Below Basic- 10% Far Below Basic- 5%	Advanced- 20% Proficient- 35% Basic- 35% Below Basic- 10% Far Below Basic-	Advanced- 30% Proficient- 40% Basic- 30% Below Basic- Far Below Basic-

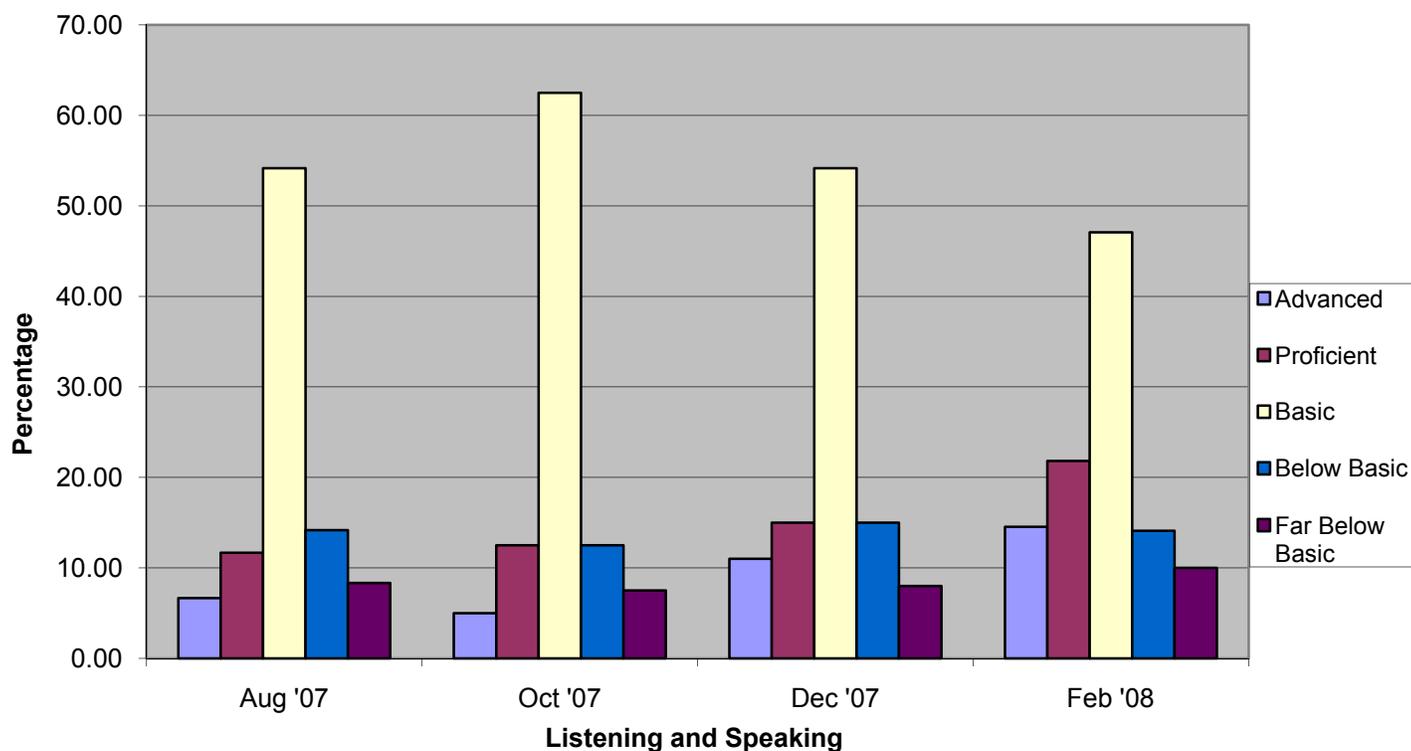
Language Arts Standards and Benchmarks 3rd Grade Data



Listening and Speaking (Not assessable in multiple choice format)				
Comprehension 5.12 Retell, paraphrase, and explain what has been said by a speaker.	Advanced- 5% Proficient- 5% Basic- 60% Below Basic- 20% Far Below Basic- 10%	Advanced- 5% Proficient- 10% Basic- 70% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 40% Below Basic- 10% Far Below Basic-
5.13 Connect and relate prior experiences, insights, and ideas to those of a speaker.	Advanced- 10% Proficient-20% Basic- 55% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 40% Below Basic- Far Below Basic-
5.14 Respond to questions with appropriate elaboration.	Advanced- 10% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 5% Far Below Basic- 5%
5.15 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 5% Basic-60% Below Basic- 25% Far Below Basic- 10%	Advanced- 5% Proficient- 15% Basic- 60% Below Basic- 15% Far Below Basic- 5%
Organization and Delivery of Oral Communication 5.16 Organize ideas chronologically or around major points of information.	Advanced- 5% Proficient-10% Basic- 70% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient-15% Basic- 65% Below Basic- 10% Far Below Basic- 5%	Advanced- 10% Proficient- 20% Basic- 65% Below Basic- 5% Far Below Basic-
5.17 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	Advanced- 5% Proficient- 10% Basic- 55% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 55% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 55% Below Basic- 10% Far Below Basic- 5%
5.18 Use clear and specific vocabulary to communicate ideas and establish the tone.	Advanced- 5% Proficient- 10% Basic-55% Below Basic- 15% Far Below Basic- 15%	Advanced- 5% Proficient- 15% Basic-55% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 15% Basic- 60% Below Basic- 15% Far Below Basic- 5%
5.19 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-
5.20 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 15% Far Below Basic- 5%	Advanced- 10% Proficient- 30% Basic- 55% Below Basic- 5% Far Below Basic-
Analysis and Evaluation of Oral and Media Communications 5.21 Compare ideas and points of view expressed in broadcast and print media.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic-

5.22 Distinguish between the speaker's opinions and verifiable facts.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 45% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 40% Below Basic- 10% Far Below Basic-
5.23 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-
5.24 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- 10% Below Basic- 60 % Far Below Basic- 30%
5.25 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-

**Language Arts Standards and Benchmarks
3rd GradeData**



English Language Arts- Curriculum

The School has examined student data on a regular basis across grade levels, by subject matter, specific grade levels and target areas.

Baseline data was collected during the week of August 20-27, 2007. The first data point occurred during the week of October 22, 2007. The second data point took place during the week of December 22, 2007. The third data point took place during the week of February 22, 2008.

Grade 4 Target Analyses:

- Baseline data revealed that 4th grade students are below target in vocabulary, literary response and organization.

Intervention Strategies: Teachers focused on bringing FBB and BB students to a level of basic and proficient. Teachers worked with dictionary skills and vocabulary cue cards to build students vocabulary skills. Teachers implemented visual mapping as a way of organizing information.

- October data revealed that students had only slightly improved in the areas of reading comprehension and writing strategies. Students showed improvement in evaluation and revision.

Intervention Strategies: Teachers teamed up with the middle school teachers and incorporated reading buddies into their curriculum. Additionally, teachers focused on story mapping and summarizing to enhance comprehension. Teachers had students who scored FBB and BB remain after school for tutoring.

- December data revealed that student's had a huge growth in reading comprehension and writing strategies. Students had also made gains in vocabulary, literary response, organization and concept development. However, students struggled with oral presentations.

Intervention Strategies: Teachers implemented book reports into their curriculum. Teachers trained students to map, write, edit and revise their bi-weekly book reports. As final component teachers had students present their book reports to each other in groups.

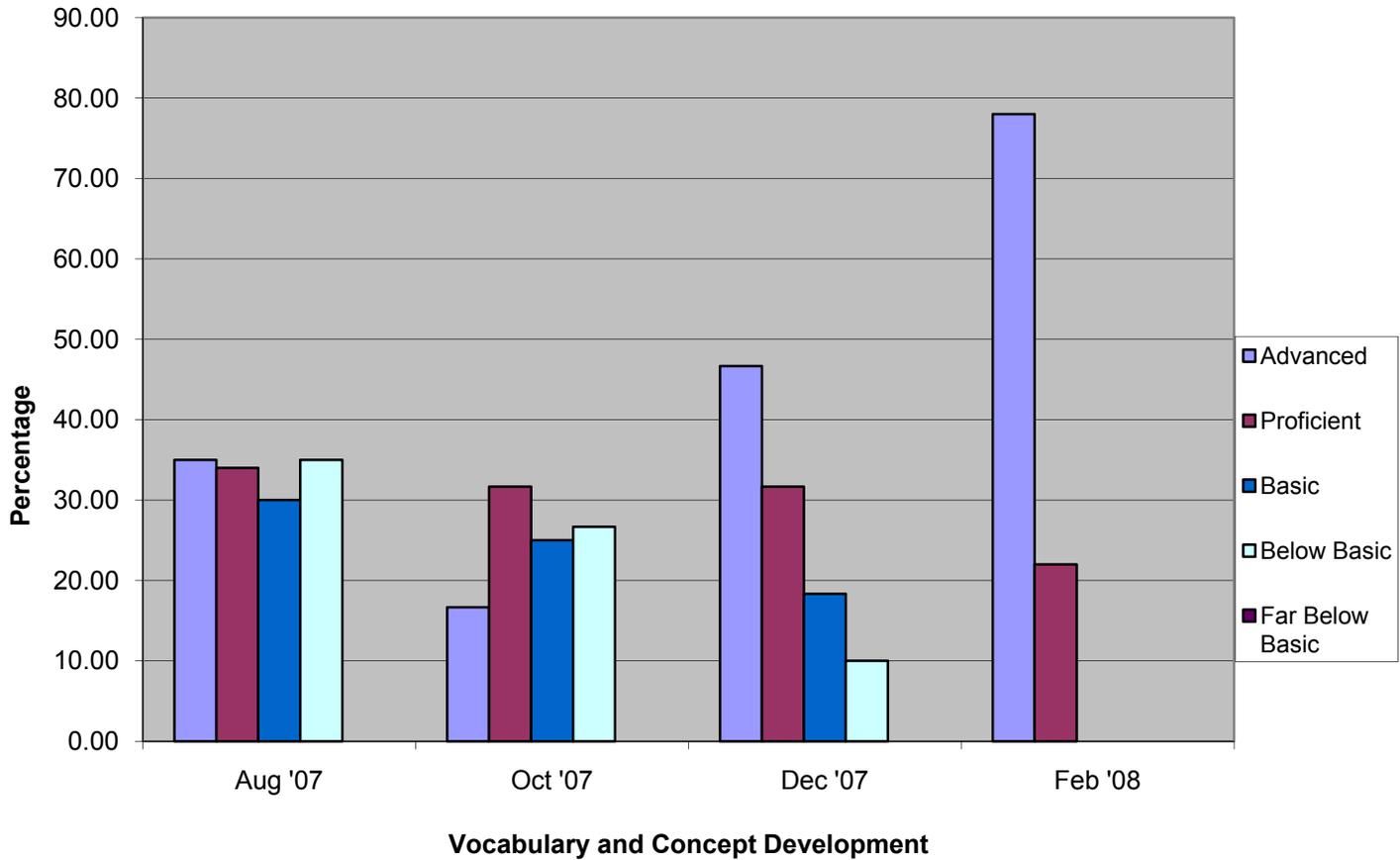
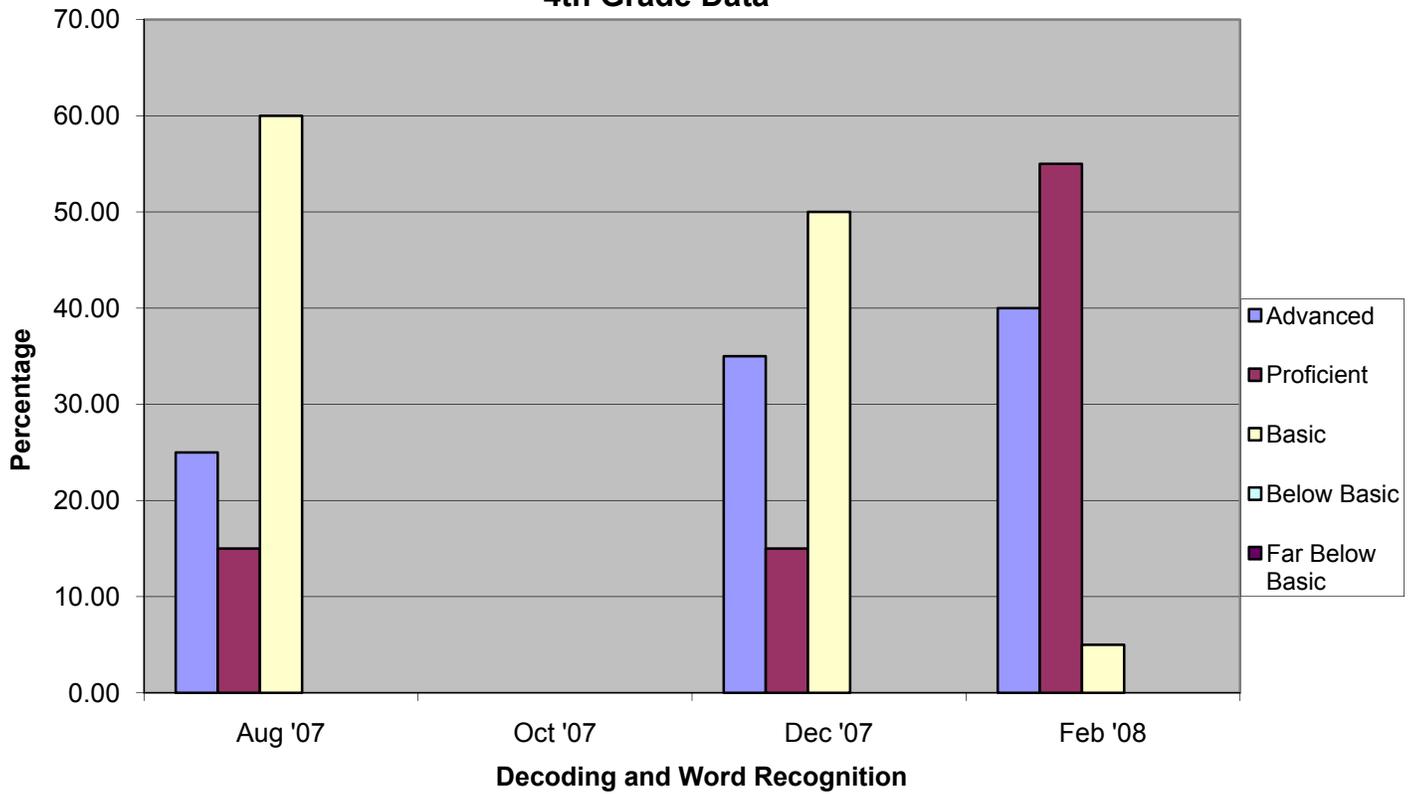
- February data revealed that students had made gains in vocabulary, reading comprehension and literary response. However, students still continued to struggle with oral presentations. Students also need practice in research and referencing sources.

Intervention Strategies: Teachers will have their students prepare their book reports for an oral presentation to the class bi-weekly. Teachers will also have students work on researching and preparing reports.

Language Arts Standards and Benchmarks - Fourth Grade Data

Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development				
Students know about the basic features of reading; letters, sounds, word, and sentences. They know how to translate letter patterns into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. (24% according to the CA blueprints)				
Decoding and Word Recognition				
Fourth Grade Benchmarks	August 20-27, 2007 Baseline Data	October 22, 2007	December 22, 2007	February 22, 2008
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	Advanced- 25% Proficient- 15% Basic- 60% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 55% Basic- 5% Below Basic- Far Below Basic-
Vocabulary and Concept Development				
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	Advanced- 10% Proficient- 35% Basic- 35% Below Basic- 20% Far Below Basic-	Advanced- 15% Proficient- 30% Basic- 30% Below Basic- 25% Far Below Basic-	Advanced- 50% Proficient- 30% Basic- 10% Below Basic- 10% Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	Advanced- 40% Proficient- 60% Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	Advanced- 55% Proficient- 25% Basic- 20% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 70% Proficient- 30% Basic- Below Basic- Far Below Basic-
1.5 Use a thesaurus to determine related words and concepts.	Advanced- Proficient- 30% Basic- 25% Below Basic- 45% Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 15% Below Basic- 25% Far Below Basic-	Advanced- 55% Proficient- 25% Basic- 20% Below Basic- Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-
1.6 Distinguish and interpret words with multiple meanings.	Advanced- Proficient- 20% Basic- 40% Below Basic- 40% Far Below Basic-	Advanced- 15% Proficient- 25% Basic- 30% Below Basic- 30% Far Below Basic-	Advanced- 35% Proficient- 40% Basic- 25% Below Basic- Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-

Language Arts Standards And Benchmarks 4th Grade Data



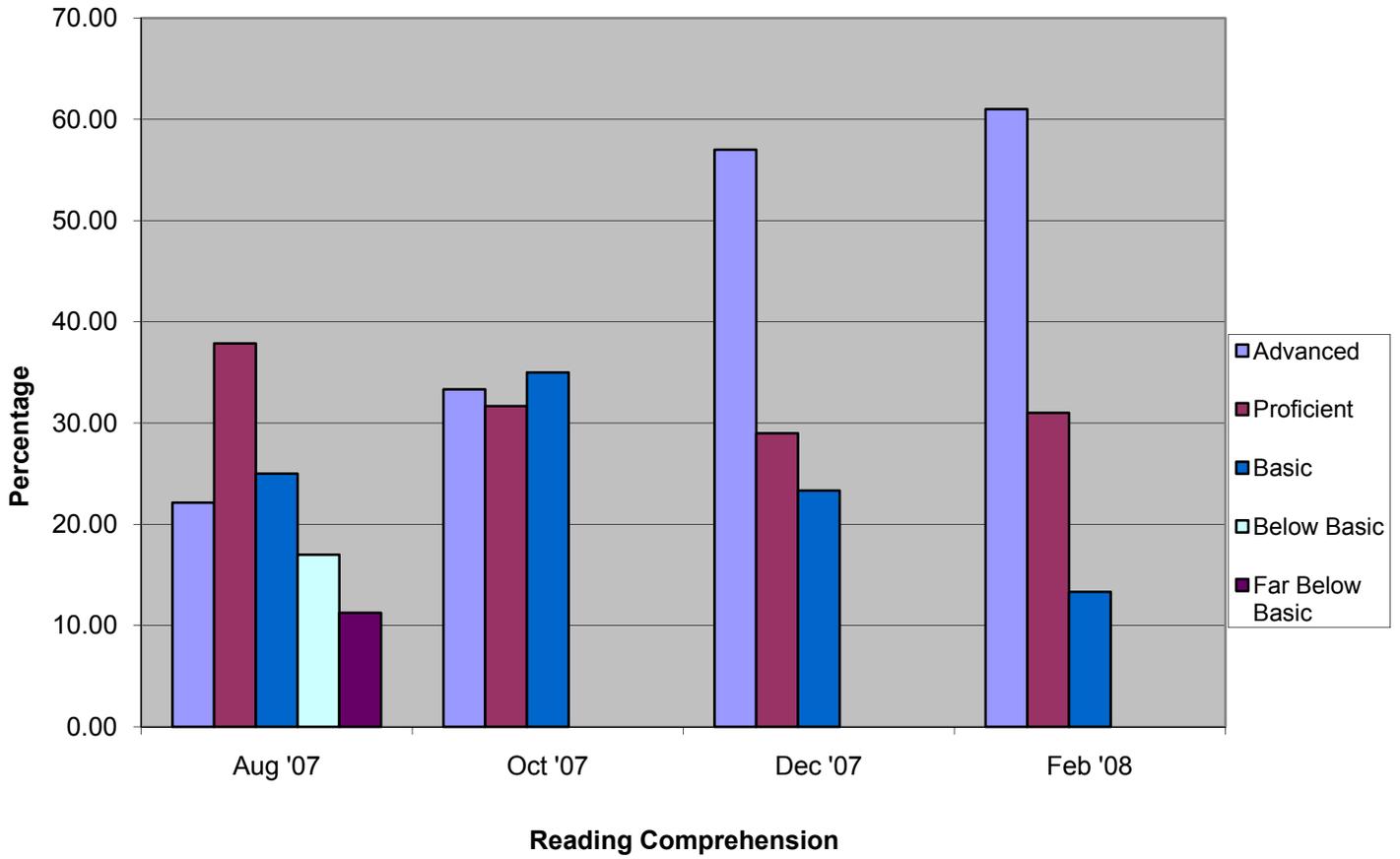
Standard 2 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students. (20% according to the CA blueprints)

Reading Comprehension

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	Advanced- 20% Proficient- 25% Basic- 40% Below Basic- 15% Far Below Basic-	Advanced- 30% Proficient- 25% Basic- 45% Below Basic- Far Below Basic-	Advanced- 60% Proficient- 35% Basic- 5% Below Basic- Far Below Basic-	Advanced- 90% Proficient- 10% Basic- Below Basic- Far Below Basic-
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	Advanced- 60% Proficient- 40% Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	Advanced- 25% Proficient- 45% Basic- 10% Below Basic- 10% Far Below Basic- 10%	Advanced- 35% Proficient- 55% Basic- 10% Below Basic- Far Below Basic-	Advanced- 85% Proficient- 15% Basic- Below Basic- Far Below Basic-	Advanced- 95% Proficient- 5% Basic- Below Basic- Far Below Basic-
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	Advanced- 25% Proficient- 45% Basic- 10% Below Basic- 10% Far Below Basic- 10%	Advanced- 30% Proficient- 50% Basic- 20% Below Basic- Far Below Basic-	Advanced- 30% Proficient- 60% Basic- 10% Below Basic- Far Below Basic-	Advanced- 85% Proficient- 15% Basic- Below Basic- Far Below Basic-
2.5 Compare and contrast information on the same topic after reading several passages or articles.	Advanced- 5% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic- 15%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- 70% Proficient- 20% Basic- 10% Below Basic- Far Below Basic-
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	Advanced- 10% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 10%	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 25% Basic- 35% Below Basic- Far Below Basic-	Advanced- 50% Proficient- 30% Basic- 20% Below Basic- Far Below Basic-
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	Advanced- 10% Proficient- 60% Basic- 30% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 80% Basic- 10% Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 4th Grade Data

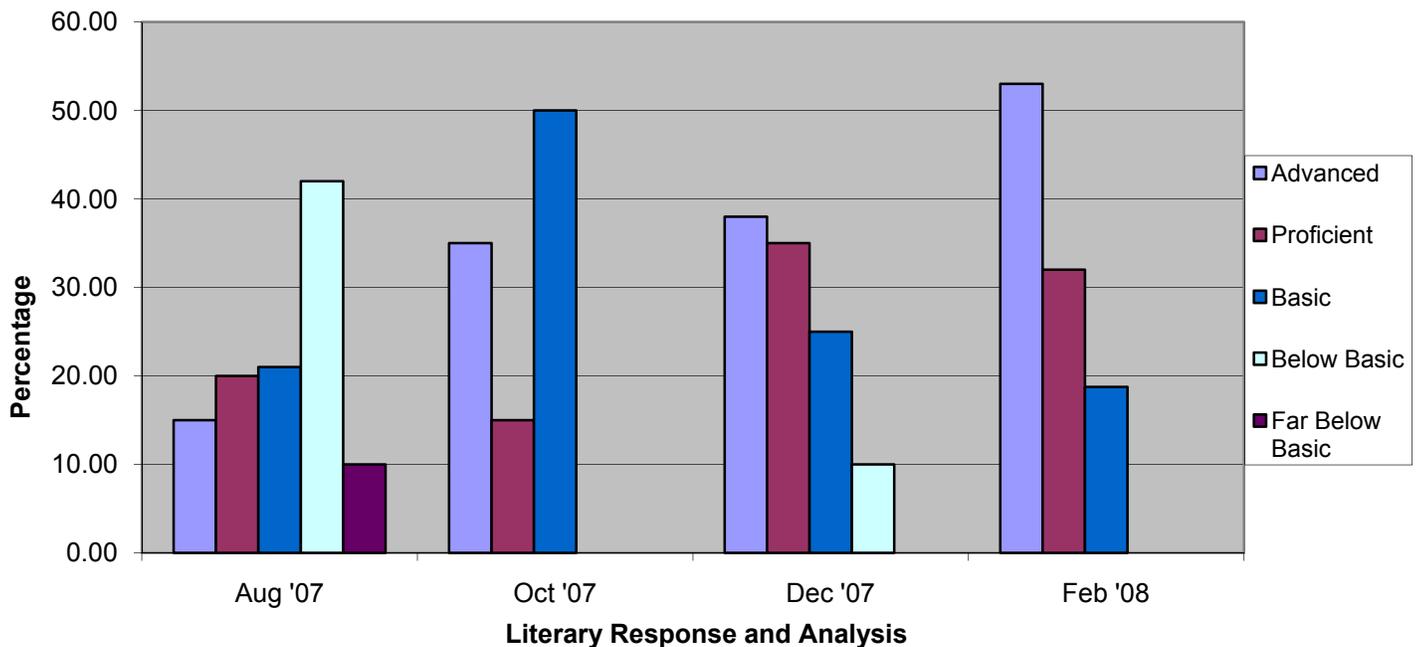


Standard 3 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. (12% according to the CA blueprints)

Literary Response and Analysis				
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Advanced- 10% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 55% Basic- 5% Below Basic- Far Below Basic-
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	Advanced- 15% Proficient- 20% Basic- 15% Below Basic- 50% Far Below Basic-	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 55% Basic- 5% Below Basic- Far Below Basic-	Advanced- 80% Proficient- 10% Basic- 10% Below Basic- Far Below Basic-
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Advanced- 15% Proficient- 20% Basic- 15% Below Basic- 50% Far Below Basic-	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 55% Basic- 5% Below Basic- Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	Advanced- 15% Proficient- 20% Basic- 15% Below Basic- 50% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 50% Basic- 10% Below Basic- Far Below Basic-
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	Advanced- 20% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 40% Proficient- 35% Basic- 15% Below Basic- 10% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks - 4th Grade Data



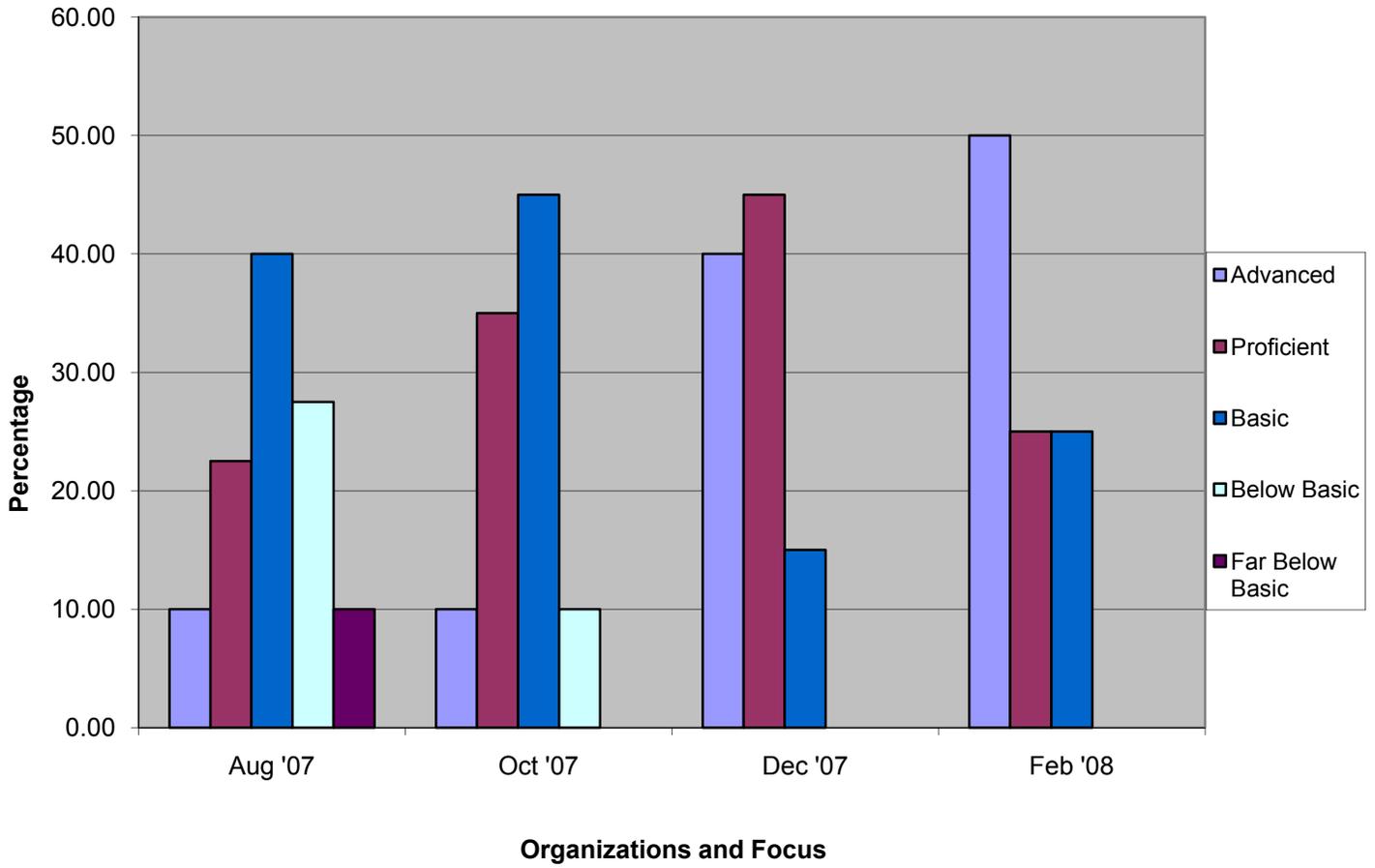
Standard 4 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed. (20% according to the CA blueprints)

Organization and Focus

<p>4.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p>	<p>Advanced- 10% Proficient- 35% Basic- 45% Below Basic- 10% Far Below Basic-</p>	<p>Advanced- 10% Proficient- 35% Basic- 45% Below Basic- 10% Far Below Basic-</p>	<p>Advanced- 40% Proficient- 45% Basic- 15% Below Basic- Far Below Basic-</p>	<p>Advanced- 50% Proficient- 25% Basic- 25% Below Basic- Far Below Basic-</p>
<p>4.2 Create multiple-paragraph compositions:</p> <p>a. Provide an introductory paragraph.</p> <p>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</p> <p>c. Include supporting paragraphs with simple facts, details, and explanations.</p> <p>d. Conclude with a paragraph that summarizes the points</p> <p>e. Use correct indentation.</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 10% Proficient- 35% Basic- 45% Below Basic- 10% Far Below Basic-</p>	<p>Advanced- 40% Proficient- 45% Basic- 15% Below Basic- Far Below Basic-</p>	<p>Advanced- 50% Proficient- 25% Basic- 25% Below Basic- Far Below Basic-</p>
<p>4.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).</p>	<p>Advanced- Proficient- 10% Basic- 35% Below Basic- 45% Far Below Basic- 10%</p>	<p>Advanced- 10% Proficient- 35% Basic- 45% Below Basic- 10% Far Below Basic-</p>	<p>Advanced- 40% Proficient- 45% Basic- 15% Below Basic- Far Below Basic-</p>	<p>Advanced- 50% Proficient- 25% Basic- 25% Below Basic- Far Below Basic-</p>

Language Arts Standards and Benchmarks - 4th Grade Data

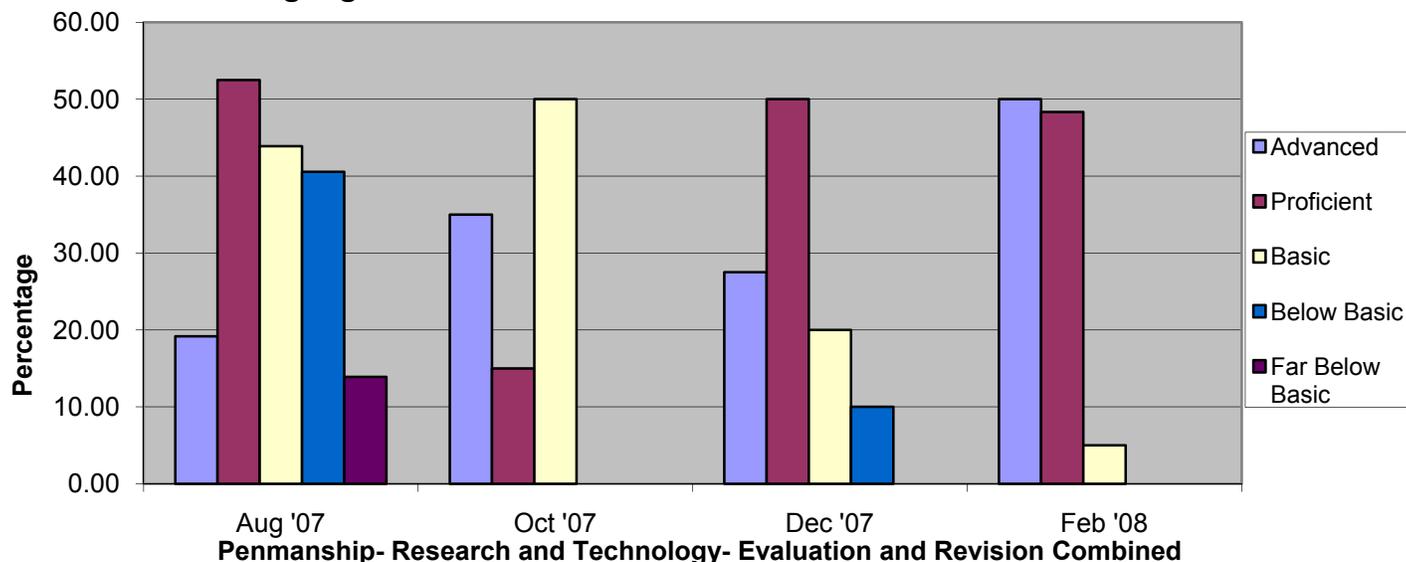


Penmanship (not assessable in multiple choice format)				
4.4 Write fluidly and legibly in cursive or joined italic.	Advanced- 10% Proficient- 80% Basic- 10% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 40% Proficient- 60% Basic- Below Basic- Far Below Basic-

Research and Technology (not assessable in multiple choice format)				
4.5 Quote or paraphrase information sources, citing them appropriately.	Advanced- Proficient- 10% Basic- 50% Below Basic- 30% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 50% Basic- 30% Below Basic- 10% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
4.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 30% Proficient- 50% Basic- 20% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
4.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 30% Proficient- 50% Basic- 20% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
4.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	Advanced- 40% Proficient- 60% Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 60% Proficient- 40% Basic- Below Basic- Far Below Basic-

Evaluation and Revision				
4.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	Advanced- 5% Proficient- 25% Basic- 45% Below Basic- 25% Far Below Basic-	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 50% Basic- 10% Below Basic- Far Below Basic-	Advanced- 50% Proficient- 45% Basic- 5% Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks - 4th Grade Data



Standard 5 Writing Applications (Genres and their Characteristics)

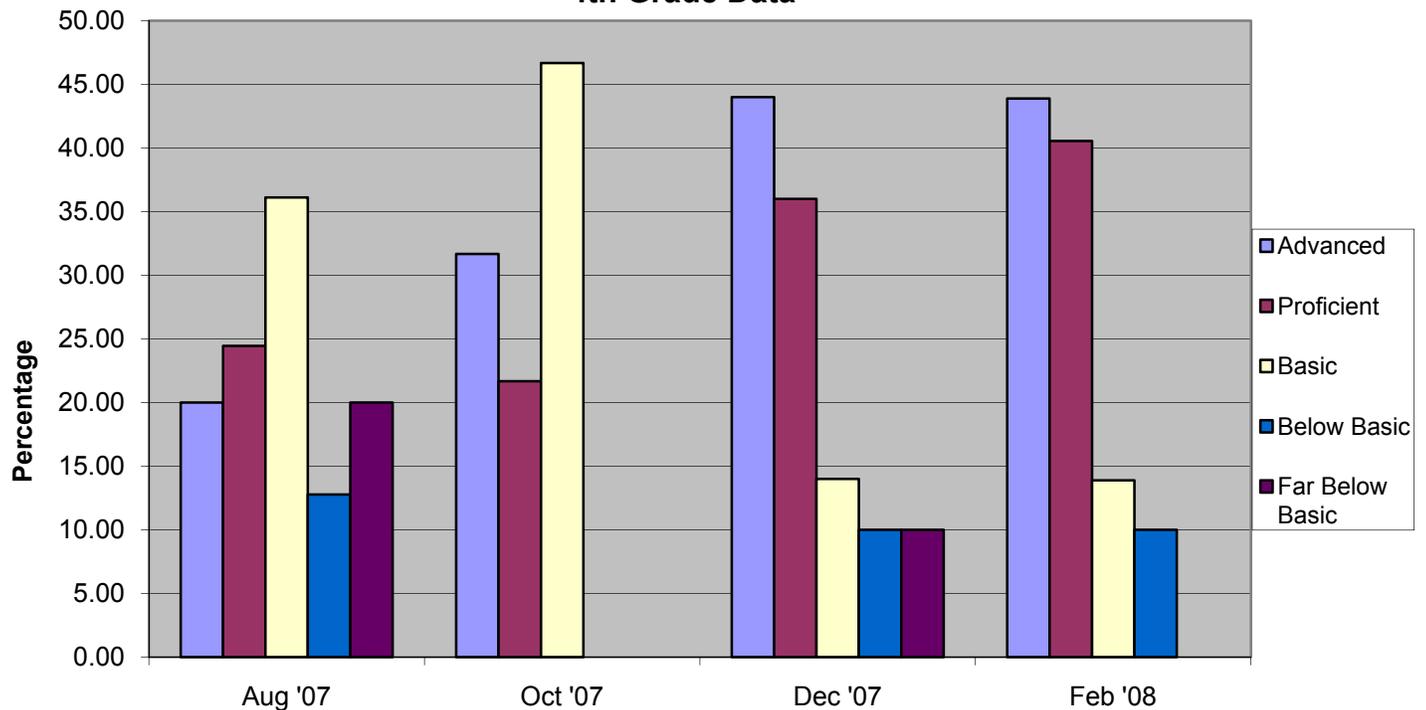
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure and Spelling (not assessable in multiple choice format)

<p>5.1 Write narratives:</p> <p>a. Relate ideas, observations, or recollections of an event or experience.</p> <p>b. Provide a context to enable the reader to imagine the world of the event or experience.</p> <p>c. Use concrete sensory details.</p> <p>d. Provide insight into why the selected event or experience is memorable.</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-</p>	<p>Advanced- 40% Proficient- 50% Basic- 10% Below Basic- Far Below Basic-</p>	<p>Advanced- 50% Proficient- 45% Basic- 5% Below Basic- Far Below Basic-</p>
<p>5.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of the literary work.</p> <p>b. Support judgments through references to both the text and prior knowledge.</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 50% Proficient- 25% Basic- 15% Below Basic- 10% Far Below Basic-</p>	<p>Advanced- 50% Proficient- 30% Basic- 25% Below Basic- 5% Far Below Basic-</p>
<p>5.3 Write information reports:</p> <p>a. Frame a central question about an issue or situation.</p> <p>b. Include facts and details for focus.</p> <p>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 30% Proficient- 40% Basic- 25% Below Basic- 5% Far Below Basic-</p>
<p>5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>Advanced- 20% Proficient- 10% Basic- 30% Below Basic- 20% Far Below Basic- 20%</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 30% Proficient- 35% Basic- 15% Below Basic- 10% Far Below Basic- 10%</p>	<p>Advanced- 50% Proficient- 25% Basic- 15% Below Basic- 10% Far Below Basic-</p>
<p>Sentence Structure 5.5 Use simple and compound sentences in writing and speaking.</p>	<p>Advanced- 20% Proficient- 30% Basic- 45% Below Basic- 5% Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 50% Proficient- 35% Basic- 15% Below Basic- Far Below Basic-</p>	<p>Advanced- 60% Proficient- 30% Basic- 10% Below Basic- Far Below Basic-</p>

5.6 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.	Advanced- 20% Proficient- 10% Basic- 30% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 10% Far Below Basic-
Grammar 5.7 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	Advanced- 20% Proficient- 30% Basic- 45% Below Basic- 5% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 40% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 50% Proficient- 35% Basic- 15% Below Basic- Far Below Basic-
Punctuation 5.8 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	Advanced- 20% Proficient- 10% Basic- 30% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 50% Proficient- 35% Basic- 15% Below Basic- Far Below Basic-
5.9 Use underlining, quotation marks, or italics to identify titles of documents.	Advanced- 20% Proficient- 30% Basic- 45% Below Basic- 5% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 50% Proficient- 35% Basic- 15% Below Basic- Far Below Basic-	Advanced- 60% Proficient- 25% Basic- 15% Below Basic- Far Below Basic-
Capitalization 5.10 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	Advanced- 20% Proficient- 30% Basic- 45% Below Basic- 5% Far Below Basic-	Advanced- 30% Proficient- 20% Basic- 50% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 50% Proficient- 35% Basic- 15% Below Basic- Far Below Basic-
Spelling 5.11 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	Advanced- Proficient- 60% Basic- 25% Below Basic- 15% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 90% Basic- 5% Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 4th Grade Data

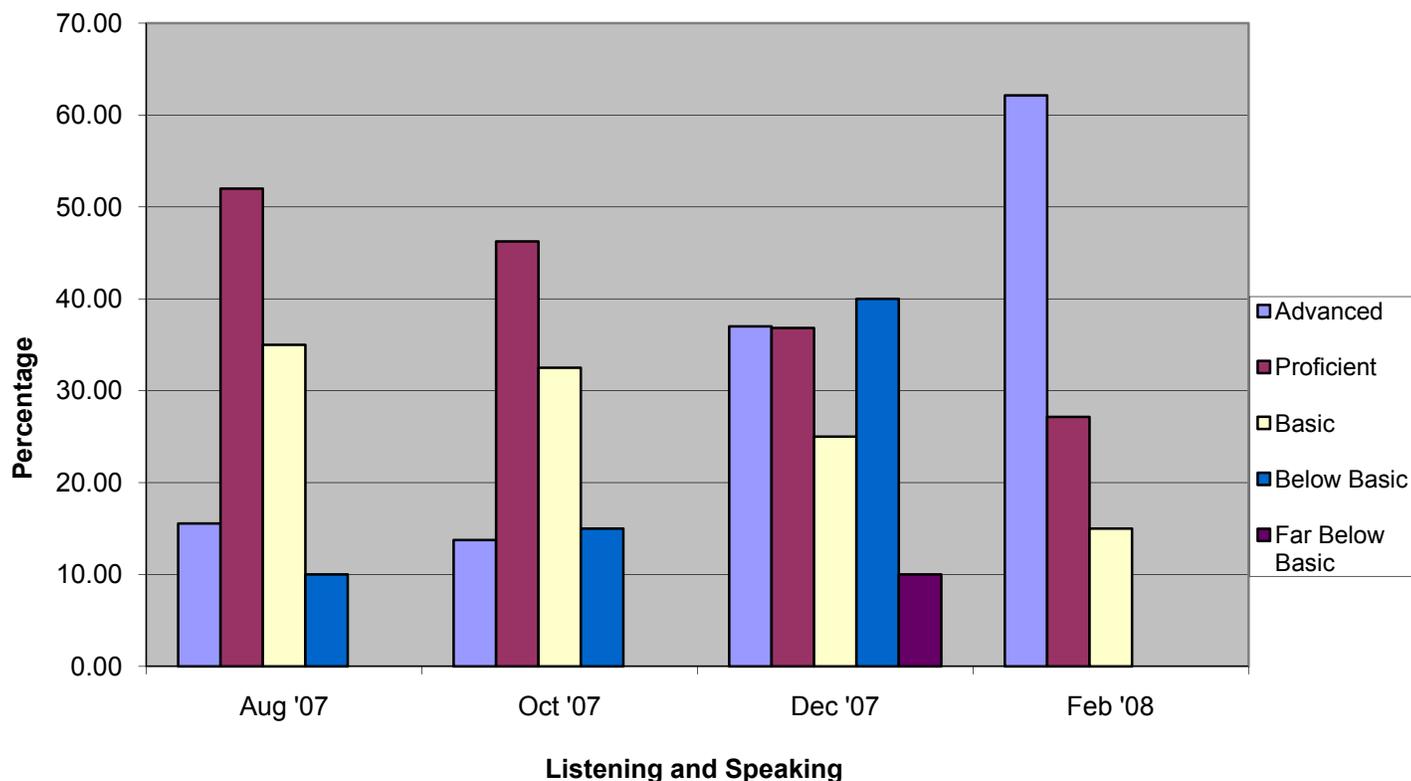


Sentence Structure (21% according to the CA blueprints)

Listening and Speaking (not assessable in multiple choice format)				
Comprehension 5.12 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	Advanced-35% Proficient- 40% Basic- 25% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 50% Proficient- 35% Basic- 15% Below Basic- Far Below Basic-	Advanced- 60% Proficient- 25% Basic- 15% Below Basic- Far Below Basic-
5.13 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 50% Proficient- 35% Basic- 15% Below Basic- Far Below Basic-	Advanced- 80% Proficient- 20% Basic- Below Basic- Far Below Basic-
5.14 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	Advanced- 20% Proficient- 80% Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 30% Proficient- 70% Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.15 Give precise directions and instructions.	Advanced- 10% Proficient- 50% Basic- 40% Below Basic- Far Below Basic-	Advanced- 10% Proficient- 50% Basic- 40% Below Basic- Far Below Basic-	Advanced- 60% Proficient- 30% Basic- 10% Below Basic- Far Below Basic-	Advanced- 70% Proficient- 30% Basic- Below Basic- Far Below Basic-
Organization and Delivery of Oral Communication 5.16 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	Advanced- 25% Proficient- 50% Basic- 25% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.17 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question)	Advanced- 10% Proficient- 40% Basic- 40% Below Basic- 10% Far Below Basic-	Advanced- 10% Proficient- 40% Basic- 40% Below Basic- 10% Far Below Basic-	Advanced- 30% Proficient- 45% Basic- 25% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.18 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	Advanced- 10% Proficient- 40% Basic- 40% Below Basic- 10% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.19 Use details, examples, anecdotes, or experiences to explain or clarify information.	Advanced- 10% Proficient- 35% Basic- 35% Below Basic- 20% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 15% Proficient- 30% Basic- 55% Below Basic- Far Below Basic-	Advanced- 45% Proficient- 30% Basic- 25% Below Basic- Far Below Basic-
5.20 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	Advanced- 10% Proficient- 40% Basic- 40% Below Basic- 10% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
Analysis and Evaluation of Oral Media Communication 5.21 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 25% Proficient- 50% Basic- 25% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.22 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that	Advanced- 10% Proficient- 45% Basic- 25% Below Basic- 20% Far Below Basic-	Advanced- 10% Proficient- 45% Basic- 25% Below Basic- 20% Far Below Basic-	Advanced- 60% Proficient- 30% Basic- 10% Below Basic- Far Below Basic-	Advanced- 70% Proficient- 25% Basic- 5% Below Basic- Far Below Basic-

enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable.				
5.23 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 45% Basic- 25% Below Basic- 20% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.24 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 40% Proficient- 40% Basic- 20% Below Basic- Far Below Basic-	Advanced- 70% Proficient- 20% Basic- 10% Below Basic- Far Below Basic-
5.25 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 35% Proficient- 15% Basic- 50% Below Basic- Far Below Basic-	Advanced- 40% Proficient- 40% Basic- 20% Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 4th Grade Data



English Language Arts- Curriculum

The School has examined student data on a regular basis across grade levels, by subject matter, specific grade levels and target areas.

Baseline data was collected during the week of August 20-27, 2007. The first data point occurred during the week of October 22, 2007. The second data point took place during the week of December 22, 2007. The third data point took place during the week of February 22, 2008.

Grade 5 Target Analyses:

- Baseline data revealed that 5th grade students are below target in comprehension, vocabulary, grammar, word usage, word analysis, literary response and written conventions.

Intervention Strategies: Teachers implemented daily vocabulary exercises. Teachers had students come to the board and correct sentences that contained mistakes in grammar, punctuation and spelling. Teachers had students who scored FBB and BB remain after school for tutoring.

- October data revealed that students had only slightly improved in vocabulary, literary response and organization.

Intervention Strategies: Teachers implemented book reports into their curriculum. Teachers implemented visual mapping as a way of organizing information. Teachers trained students to map, write, edit and revise their bi-weekly book reports. As final component teachers had students present their book reports to each other in groups.

- December data revealed again only slight gains in vocabulary and literary response. However, organization showed gains.

Intervention Strategies: Teachers will have their students prepare their book reports for an oral presentation to the class bi-weekly. Teachers will also have students work on researching and preparing reports.

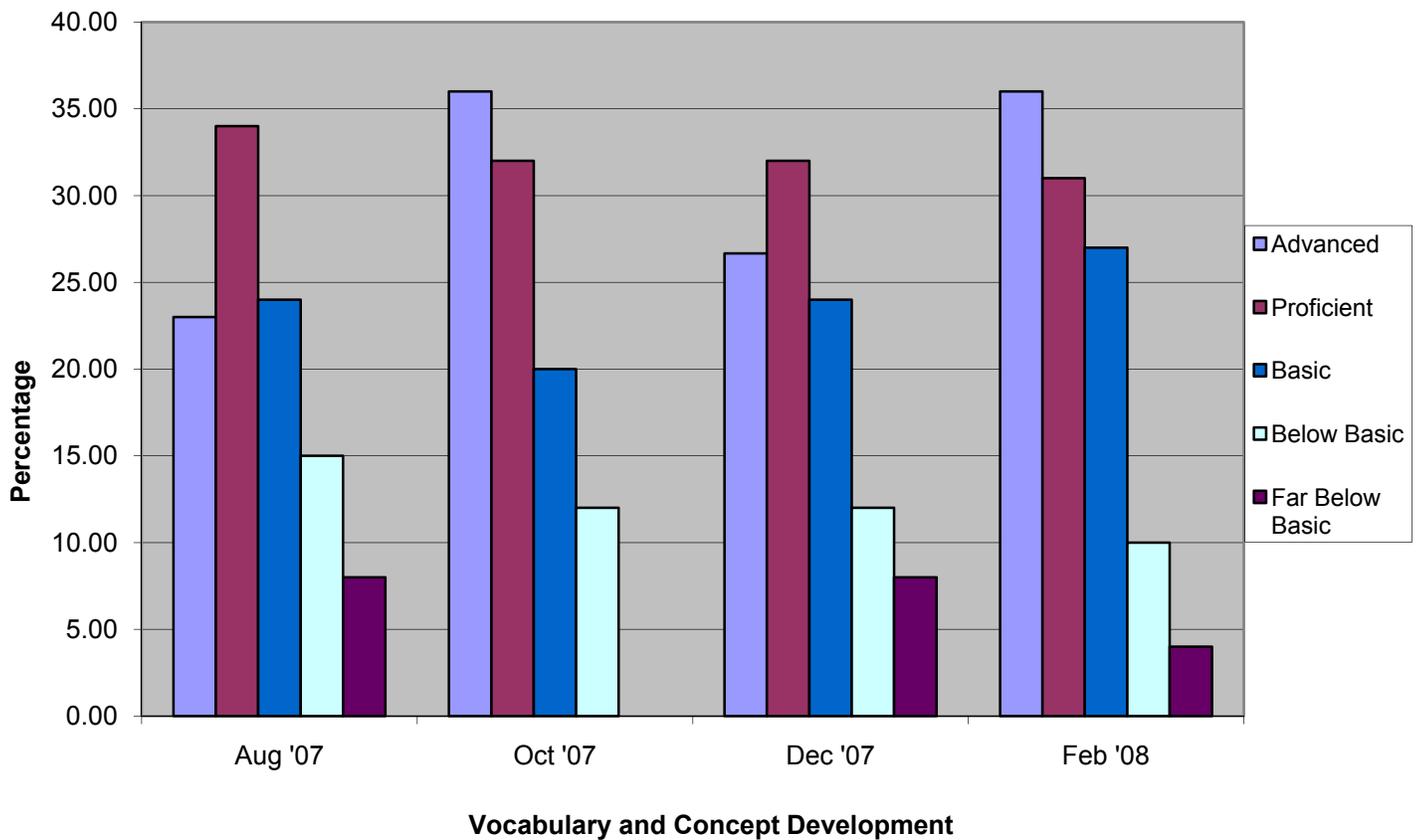
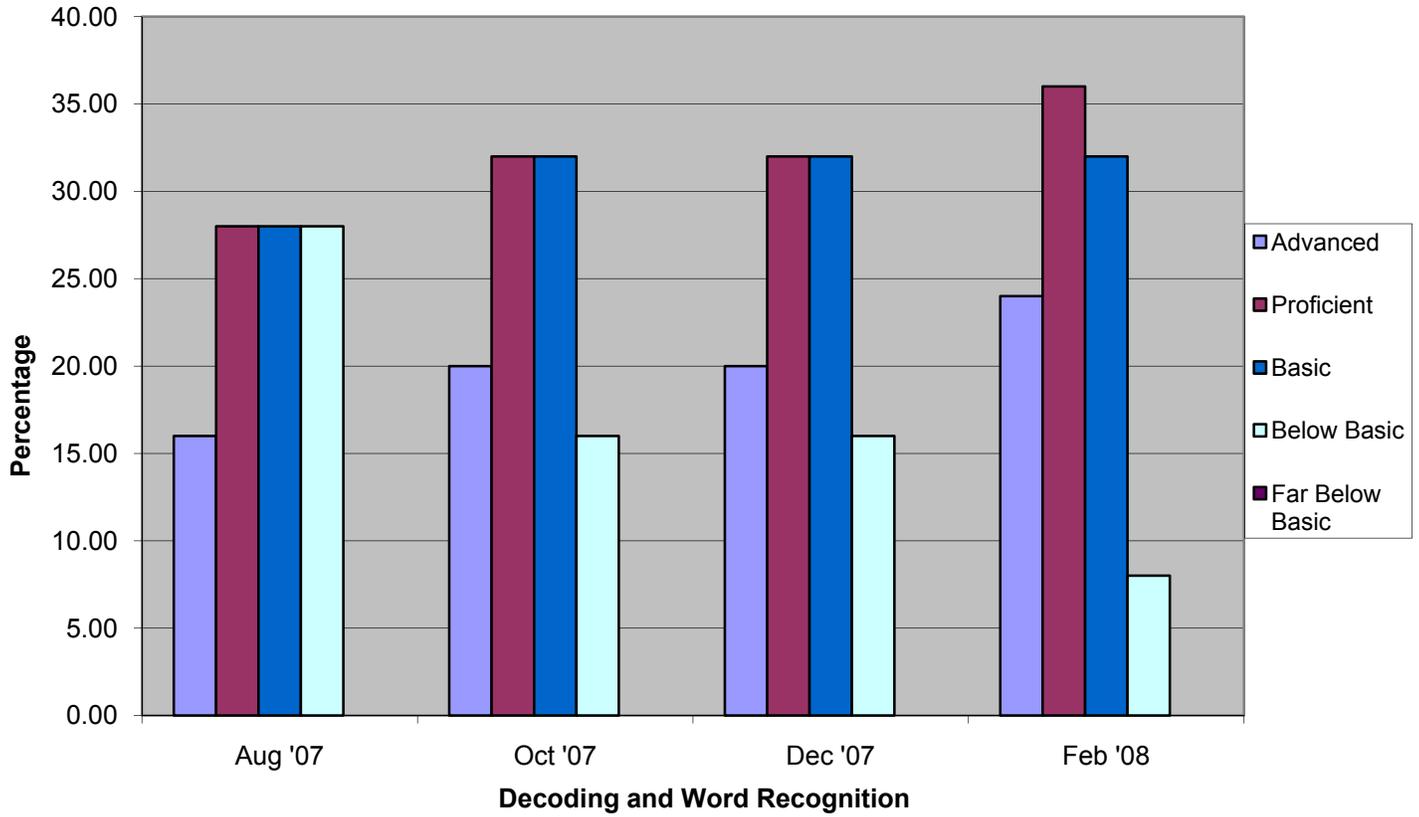
- February data revealed a growth in vocabulary and concept development as well as literary response and analysis. Additionally, gains were seen in research/technology and evaluation/revision.

Intervention Strategies: Teachers will have students work in the lab for an additional half hour per week on vocabulary and word recognition. Teachers will incorporate more questions into their reading curriculum.

Language Arts Standards and Benchmarks - Fifth Grade Data

Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development				
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. (19% according to the CA Blueprints)				
Decoding and Word Recognition				
Fifth Grade Benchmarks	August 20-27, 2007 Baseline Data	October 22, 2007	December 22, 2007	February 22, 2008
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Advanced-16% Proficient-28% Basic-28% Below Basic-28% Far Below Basic-	Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%	Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%	Advanced-24% Proficient-36% Basic-32% Below Basic-8% Far Below Basic-0%
Vocabulary and Concept Development				
1.2 Use word origins to determine the meaning of unknown words	Advanced-20% Proficient-32% Basic-20% Below Basic-16% Far Below Basic-12%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-24% Proficient-28% Basic-20% Below Basic-16% Far Below Basic-12%	Advanced-28% Proficient-32% Basic-28% Below Basic-12% Far Below Basic-0%
1.3 Understand and explain frequently used synonyms, antonyms, and homographs	Advanced-24% Proficient-32% Basic-28% Below Basic-12% Far Below Basic-4%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-24% Proficient-32% Basic-28% Below Basic-12% Far Below Basic-4%	Advanced-32% Proficient-24% Basic-32% Below Basic-8% Far Below Basic-4%
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>)	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-32% Proficient-36% Basic-24% Below Basic-8% Far Below Basic-0%	Advanced-44% Proficient-32% Basic-24% Below Basic-0% Far Below Basic-0%
1.5 Understand and explain the figurative and metaphorical use of words in context	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-36% Proficient-32% Basic-20% Below Basic-12% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-36% Basic-24% Below Basic-0% Far Below Basic-0%

Language Arts Standards And Benchmarks 5th Grade Data



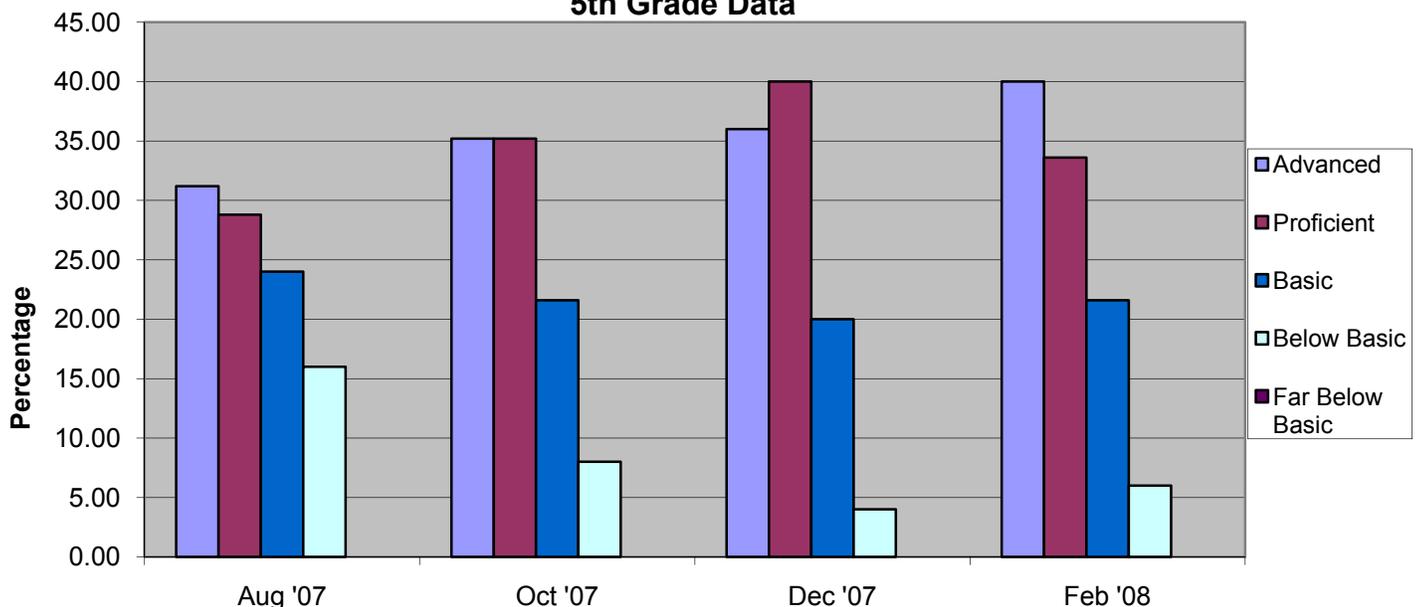
Standard 2 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal. (21% according to the CA blueprints)

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-44% Proficient-28% Basic-24% Below Basic-4% Far Below Basic-0%
2.2 Analyze text that is organized in sequential or chronological order.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-44% Proficient-32% Basic-20% Below Basic-4% Far Below Basic-0%
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-32% Proficient-40% Basic-20% Below Basic-8% Far Below Basic-0%	Advanced-36% Proficient-40% Basic-20% Below Basic-4% Far Below Basic-0%	Advanced-40% Proficient-40% Basic-20% Below Basic- 0% Far Below Basic-0%
2.5 Distinguish facts, supported inferences, and opinions in text	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-32% Proficient-40% Basic-20% Below Basic-8% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-32% Proficient-40% Basic-20% Below Basic-8% Far Below Basic-0%

Language Arts Standards and Benchmarks 5th Grade Data



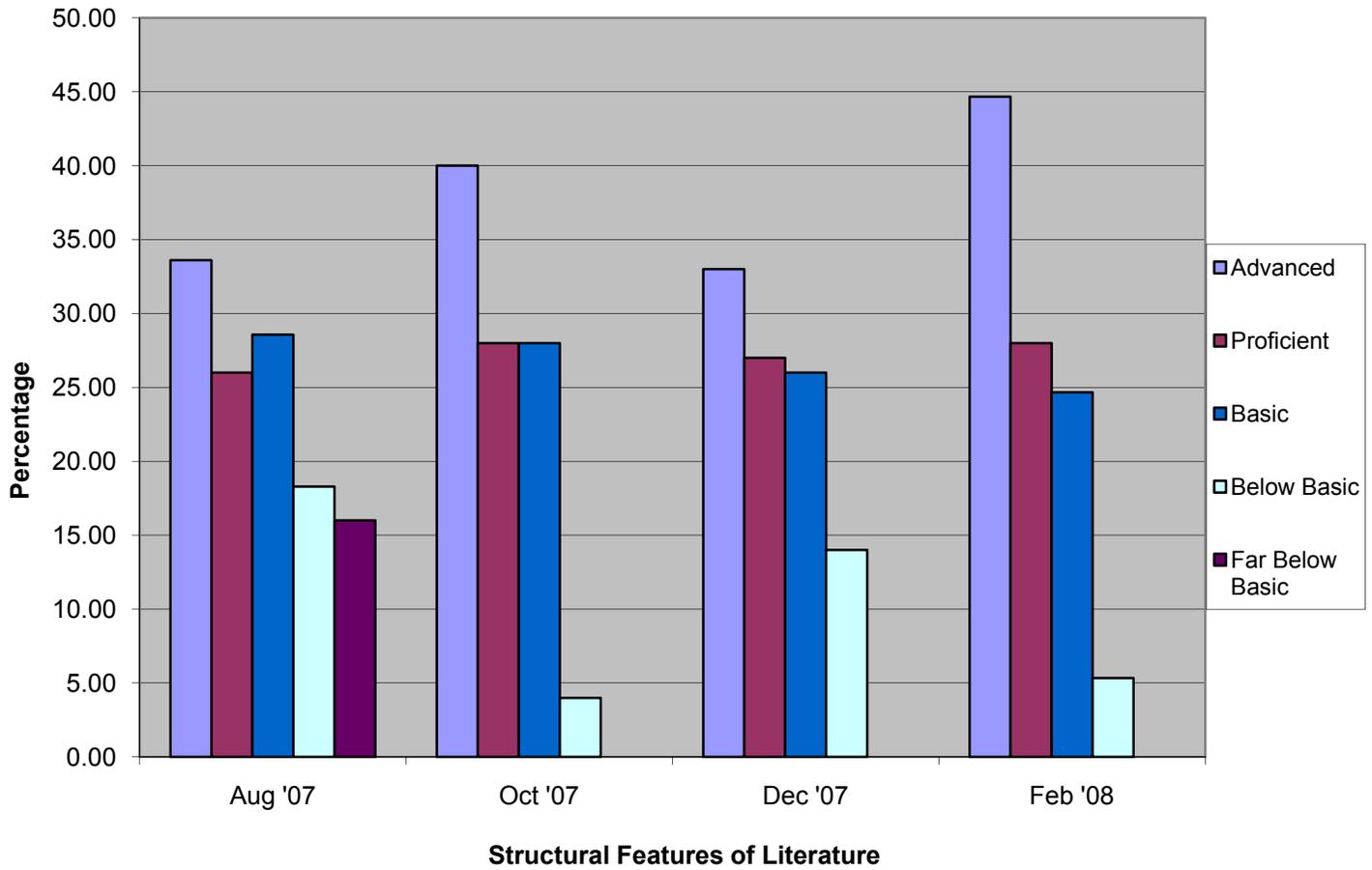
Structural Features of Informational Materials

Standard 3 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. (16% according to CA blueprints)

Structural Features of Literature				
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced- 40% Proficient- 40% Basic- 20% Below Basic- Far Below Basic-
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-28% Below Basic-4% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-28% Basic-28% Below Basic-4% Far Below Basic-0%
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-28% Below Basic-4% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-60% Proficient-16% Basic-24% Below Basic- Far Below Basic-
3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced-44% Proficient-32% Basic-24% Below Basic- Far Below Basic-
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	Advanced- Proficient- 20% Basic- 32% Below Basic- 32% Far Below Basic- 16%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%
Literary Criticism 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	Advanced- Proficient- 20% Basic- 32% Below Basic- 32% Far Below Basic- 16%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced-44% Proficient-24% Basic-28% Below Basic-4% Far Below Basic-0%

Language Arts Standards and Benchmarks 5th Grade Data



Standard 4 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus (21% according to the CA blueprints)

4.1 Create multiple-paragraph narrative composition: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending.	Advanced- Proficient- 20% Basic- 32% Below Basic- 32% Far Below Basic- 16%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%	Advanced-28% Proficient-32% Basic-32% Below Basic-8% Far Below Basic-0%
4.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details.	Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%	Advanced-24% Proficient-36% Basic-32% Below Basic-8% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-32% Proficient-28% Basic-40% Below Basic-0% Far Below Basic-0%

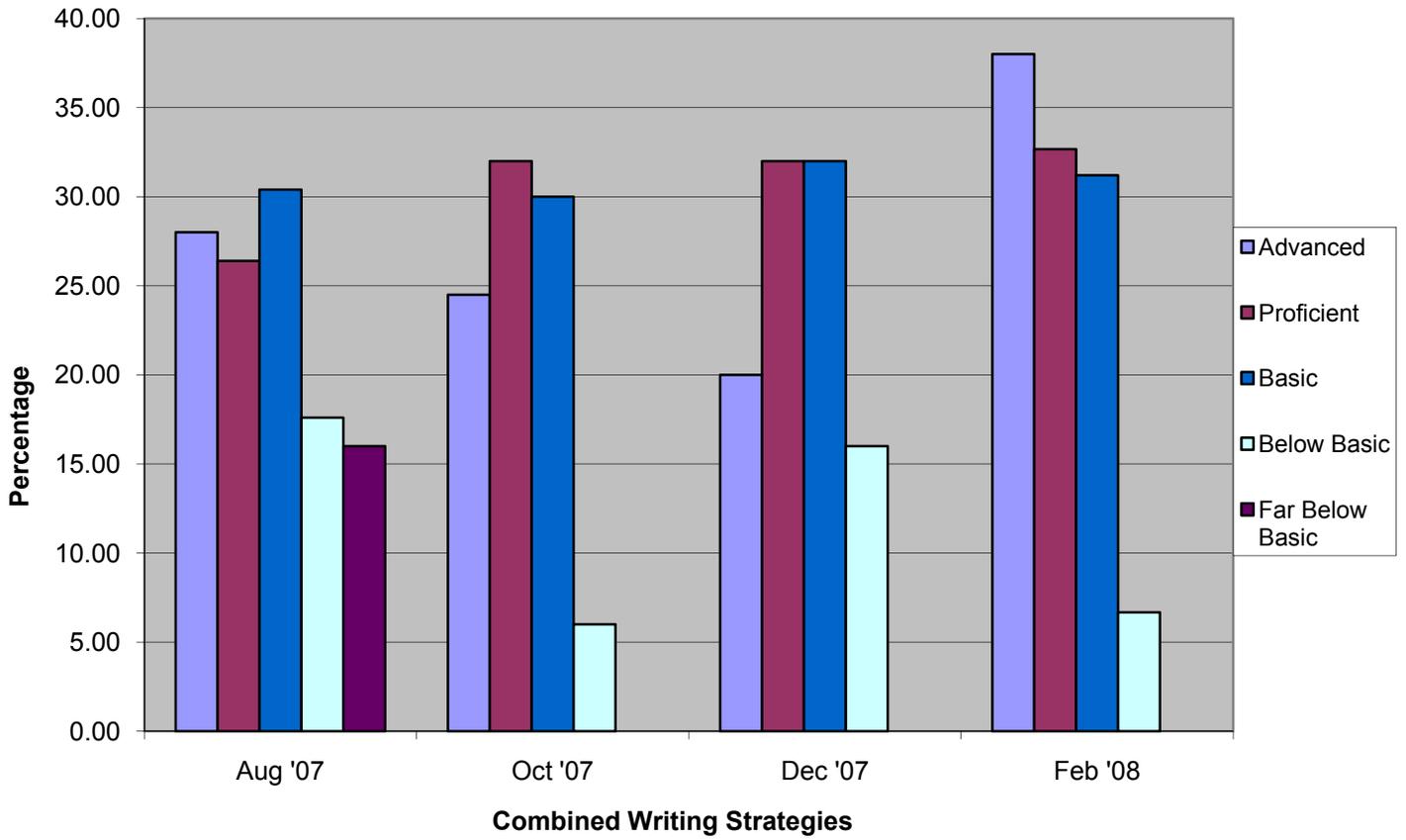
Research and Technology (not assessable in multiple choice format)

4.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%	Advanced-24% Proficient-36% Basic-32% Below Basic-8% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-32% Proficient-28% Basic-32% Below Basic-8% Far Below Basic-0%
4.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-28% Below Basic-4% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-60% Proficient-40% Basic- Below Basic- Far Below Basic-
4.5 Use a thesaurus to identify alternative word choices and meanings.	Advanced-36% Proficient-24% Basic-28% Below Basic-12% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-28% Below Basic-4% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-44% Proficient-24% Basic-28% Below Basic-4% Far Below Basic-0%

Evaluation and Revision (not assessable in multiple choice format)

4.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%	Advanced-32% Proficient-44% Basic-24% Below Basic- Far Below Basic-
--	--	--	--	---

**Language Arts Standards and Benchmarks
5th Grade Data**



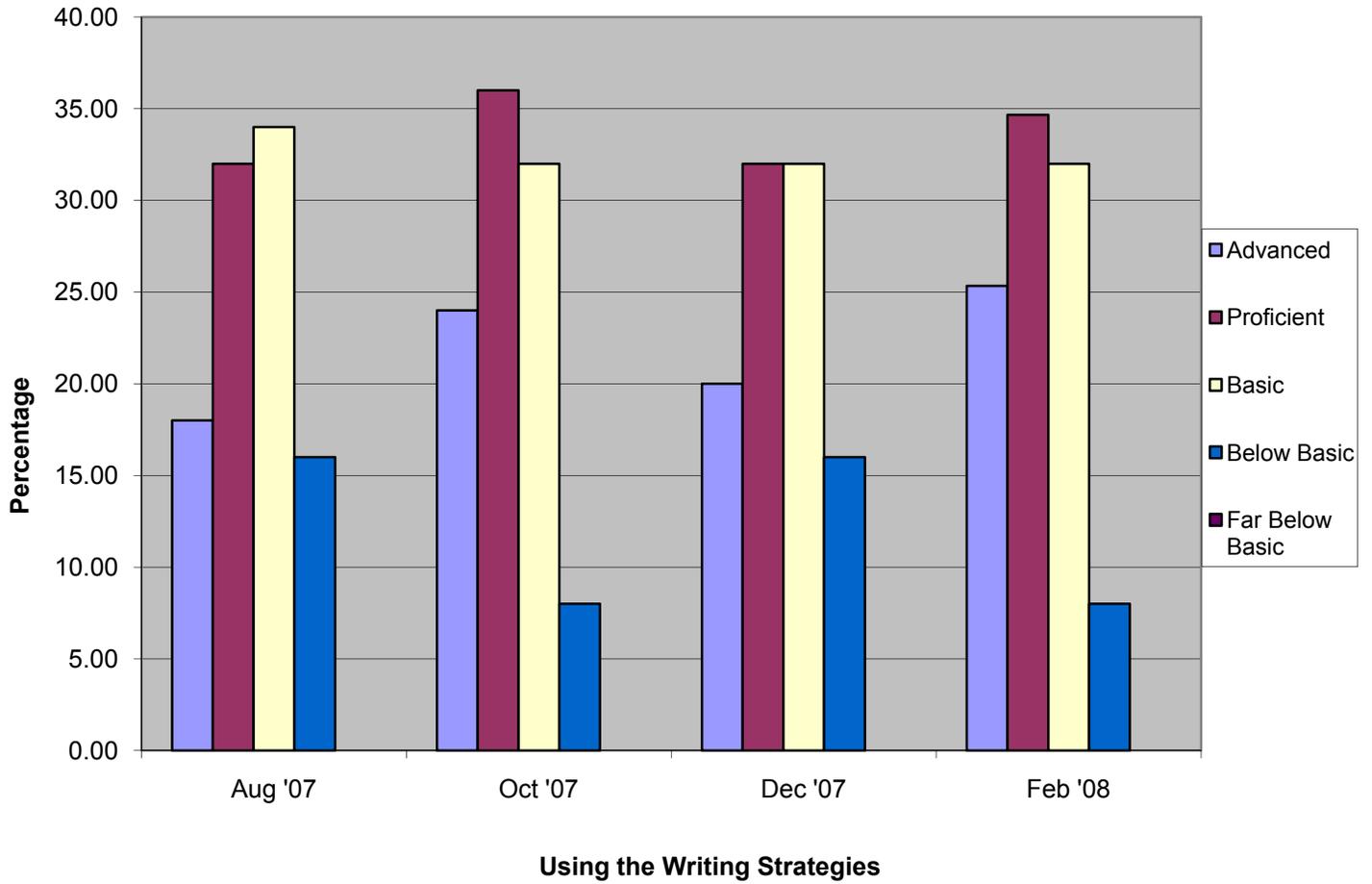
Standard 5 Writing Applications (Genres and their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (not assessable in multiple choice format)

Using the writing strategies of grade five outlined in Writing Standard 1.0, students

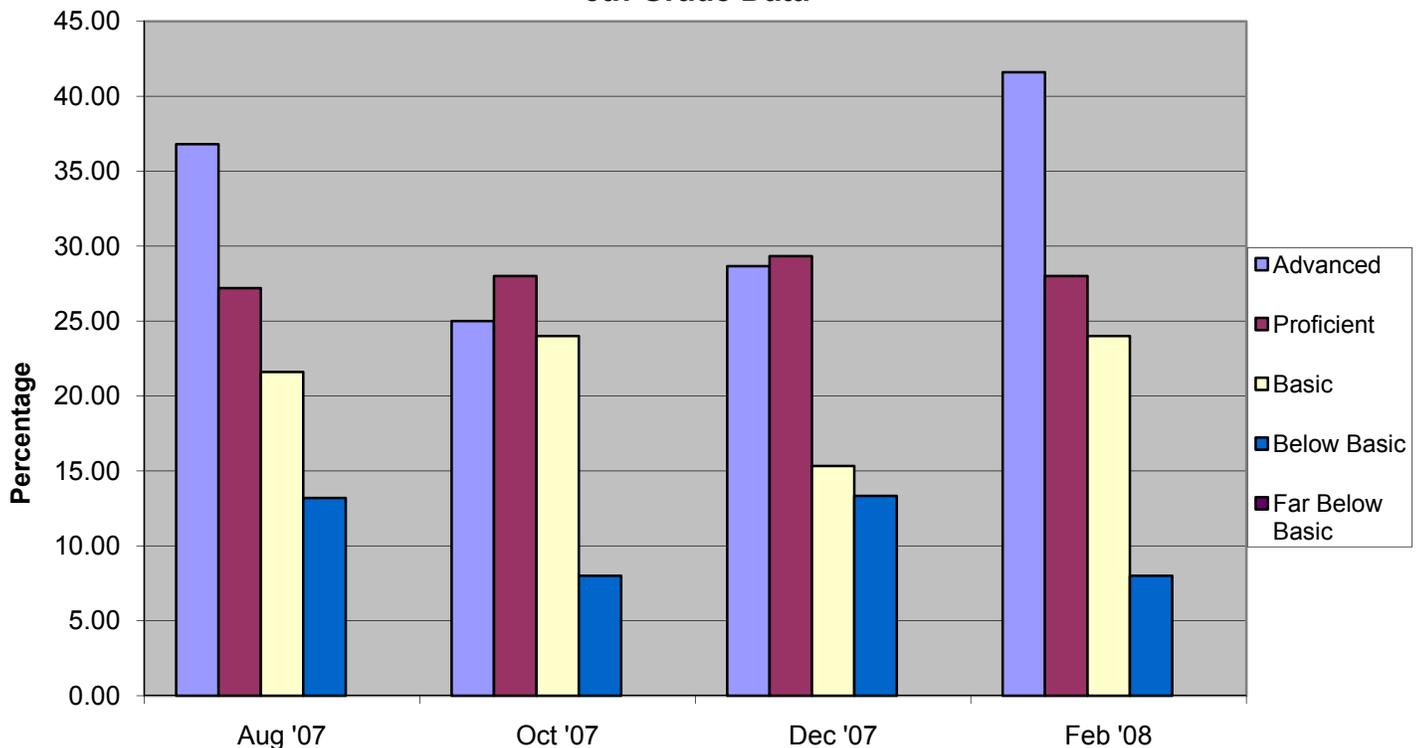
<p>5.1 Write narratives:</p> <p>a. Establish a plot, point of view, setting, and conflict.</p> <p>b. Show, rather than tell, the events of the story.</p>	<p>Advanced-16% Proficient-32% Basic-36% Below Basic-16% Far Below Basic-0%</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%</p>	<p>Advanced-28% Proficient-32% Basic-32% Below Basic-8% Far Below Basic-0%</p>
<p>5.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of a literary work.</p> <p>b. Support judgments through references to the text and to prior knowledge.</p> <p>c. Develop interpretations that exhibit careful reading and understanding.</p>	<p>Advanced-20% Proficient-32% Basic-32% Below Basic-16% Far Below Basic-0%</p>	<p>Advanced-24% Proficient-36% Basic-32% Below Basic-8% Far Below Basic-0%</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-24% Proficient-36% Basic-32% Below Basic-8% Far Below Basic-0%</p>
<p>5.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <p>a. Frame questions that direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>
<p>5.4 Write persuasive letters or compositions:</p> <p>a. State a clear position in support of a proposal.</p> <p>b. Support a position with relevant evidence.</p> <p>c. Follow a simple organizational pattern.</p> <p>d. Address reader concerns</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-24% Proficient-36% Basic-32% Below Basic-8% Far Below Basic-0%</p>

Language Arts Standards and Benchmarks 5th Grade Data



Written and Oral English Language Conventions (23% according to the CA blueprints)				
Sentence Structure 5.5 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-44% Proficient-24% Basic-24% Below Basic-8% Far Below Basic-0%
Grammar 5.6 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%
Punctuation 5.7 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	Advanced-40% Proficient-32% Basic-16% Below Basic-12% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-32% Basic-16% Below Basic-12% Far Below Basic-0%	Advanced-44% Proficient-28% Basic-28% Below Basic-0% Far Below Basic-0%
Capitalization 5.8 Use correct capitalization.	Advanced-36% Proficient-32% Basic-20% Below Basic-6% Far Below Basic-6%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-32% Basic-16% Below Basic-12% Far Below Basic-0%	Advanced-40% Proficient-32% Basic-20% Below Basic-8% Far Below Basic-0%
Spelling 5.9 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%

Language Arts Standards and Benchmarks 5th Grade Data



Written and Oral English Language Conventions (23% according to the CA blueprints)

Listening and Speaking Strategies (not assessable in multiple choice format)

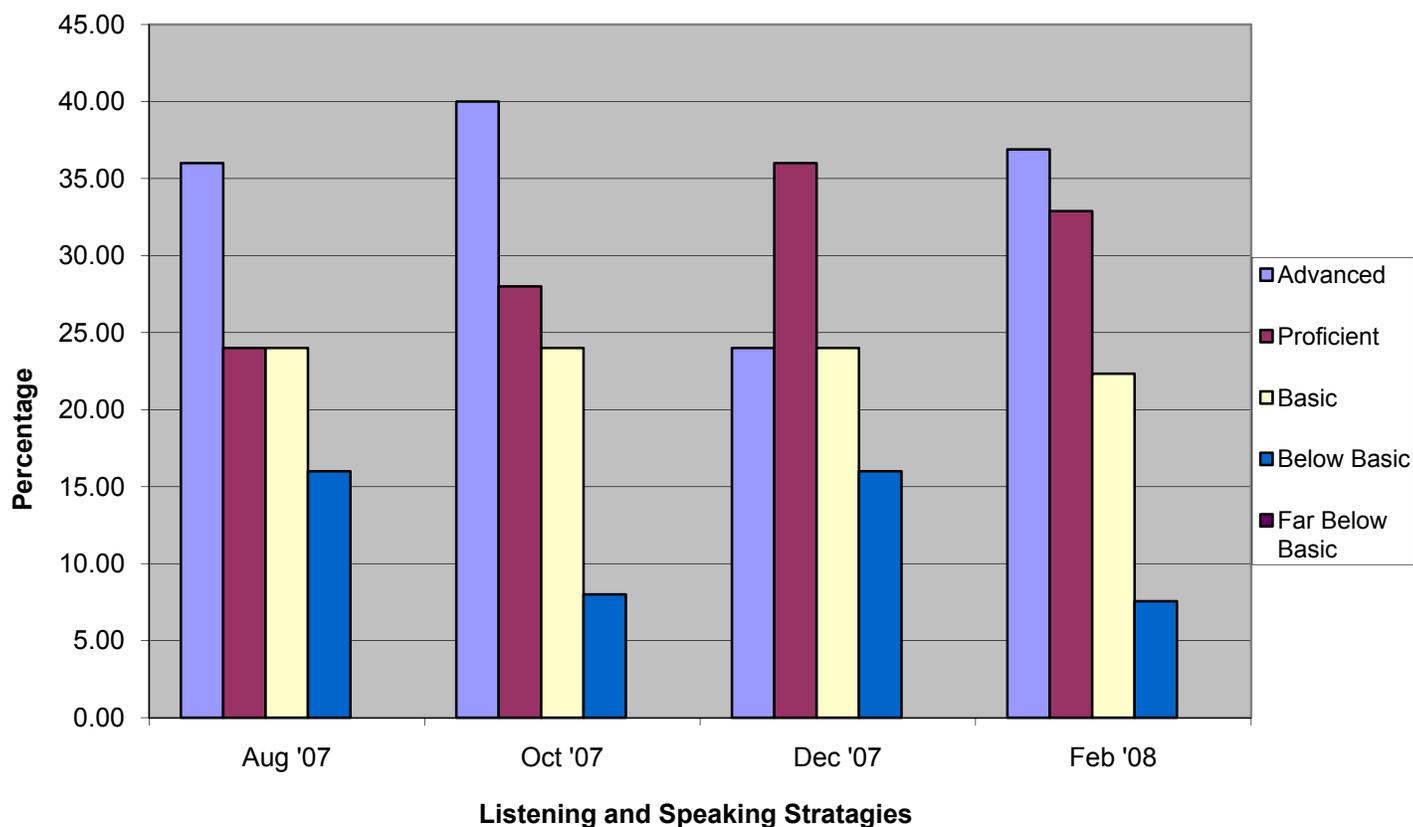
Comprehension 5.10 Ask questions that seek information not already discussed.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-44% Proficient-24% Basic-28% Below Basic-4% Far Below Basic-0%
5.11 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%
5.12 Make inferences or draw conclusions based on an oral report.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%
Organization and Delivery of Oral Communication 5.13 Select a focus, organizational structure, and point of view for an oral presentation.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%
5.14 Clarify and support spoken ideas with evidence and examples.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-40% Proficient-28% Basic-24% Below Basic-8% Far Below Basic-0%
5.15 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-
Analysis and Evaluation of Oral Media Communications 5.16 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.	Advanced-36% Proficient-24% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-
5.17 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-24% Proficient-36% Basic-24% Below Basic-16% Far Below Basic-0%	Advanced-32% Proficient-40% Basic-20% Below Basic-8% Far Below Basic-0%

Speaking Application (Genres and Their Characteristics) (not assessable in multiple choice format)

5.18 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens.	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-Proficient- Basic- Below Basic- Far Below Basic-	Advanced-32% Proficient-40% Basic-20% Below Basic-8% Far Below Basic-0%
--	--	--	--	---

<p>5.19 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <p>a. Frame questions to direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-32% Proficient-40% Basic-20% Below Basic-8% Far Below Basic-0%</p>
<p>5.20 Deliver oral responses to literature:</p> <p>a. Summarize significant events and details.</p> <p>b. Articulate an understanding of several ideas or images communicated by the literary work.</p> <p>c. Use examples or textual evidence from the work to support conclusions.</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced-32% Proficient-40% Basic-20% Below Basic-8% Far Below Basic-0%</p>

Language Arts Standards and Benchmarks 5th Grade Data



English Language Arts- Curriculum

The School has examined student data on a regular basis across grade levels, by subject matter, specific grade levels and target areas.

Baseline data was collected during the week of August 20-27, 2007. The first data point occurred during the week of October 22, 2007. The second data point took place during the week of December 22, 2007. The third data point took place during the week of February 22, 2008.

Grade 6 Target Analyses:

- Baseline data revealed that 6th grade students are below target in comprehension, word usage, word analysis, literary response and written conventions.

Intervention Strategies: Teachers implemented visual mapping as a way of organizing information. Teachers trained students to map, write, edit and revise their bi-weekly book reports. As final component teachers had students present their book reports to each other in groups. Teachers had students who scored FBB and BB remain after school for tutoring.

- October data revealed that students are below target in reading comprehension and literary response.

Intervention Strategies: Teachers teamed up with the middle school teachers and incorporated reading buddies into their curriculum. Additionally, teachers focused on story mapping and summarizing to enhance comprehension.

- December data revealed students are below target in sentence structure, grammar and punctuation.

Intervention Strategies: Teachers implemented daily oral language exercises. Teachers had students come to the board and correct sentences that contained mistakes in grammar, punctuation and spelling.

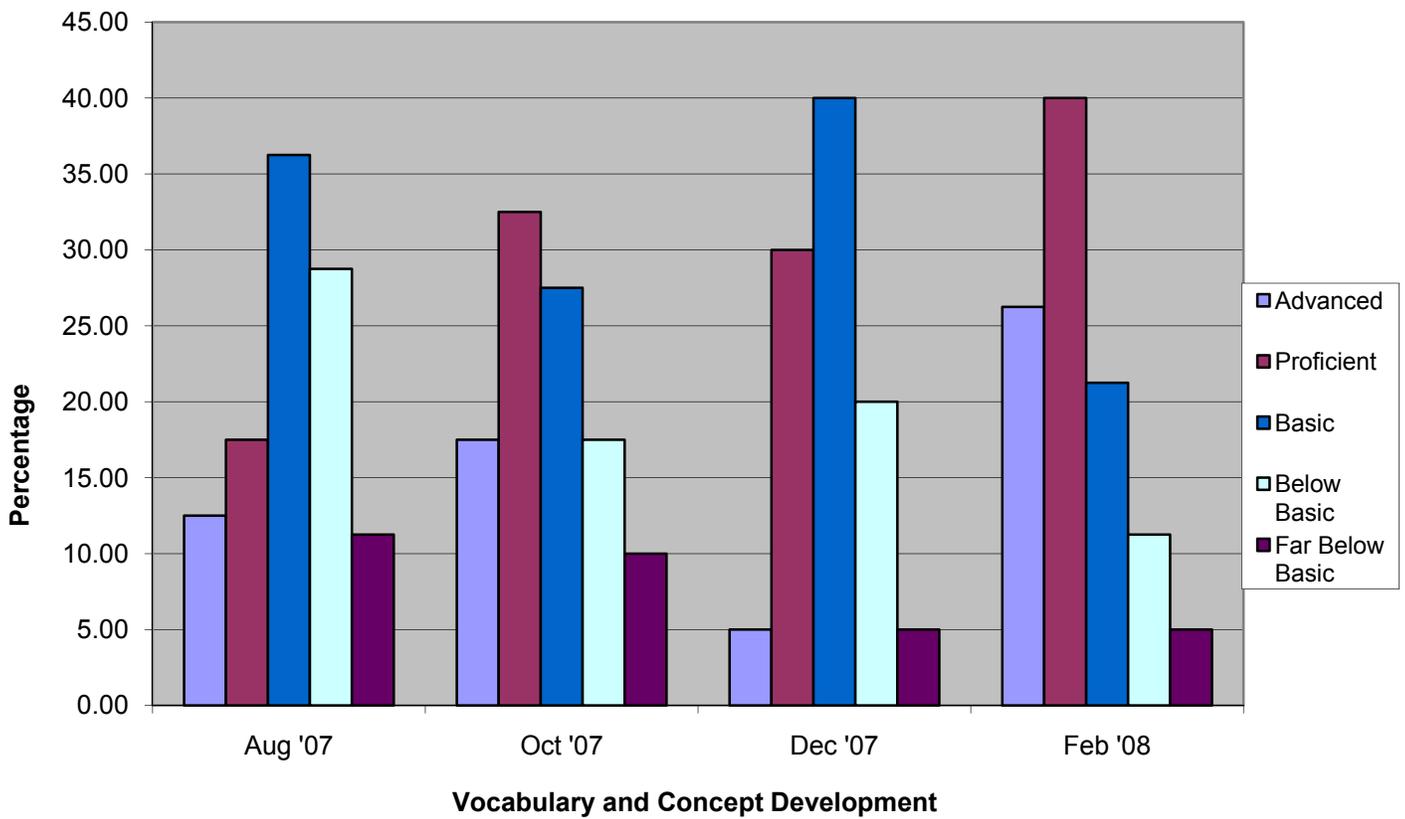
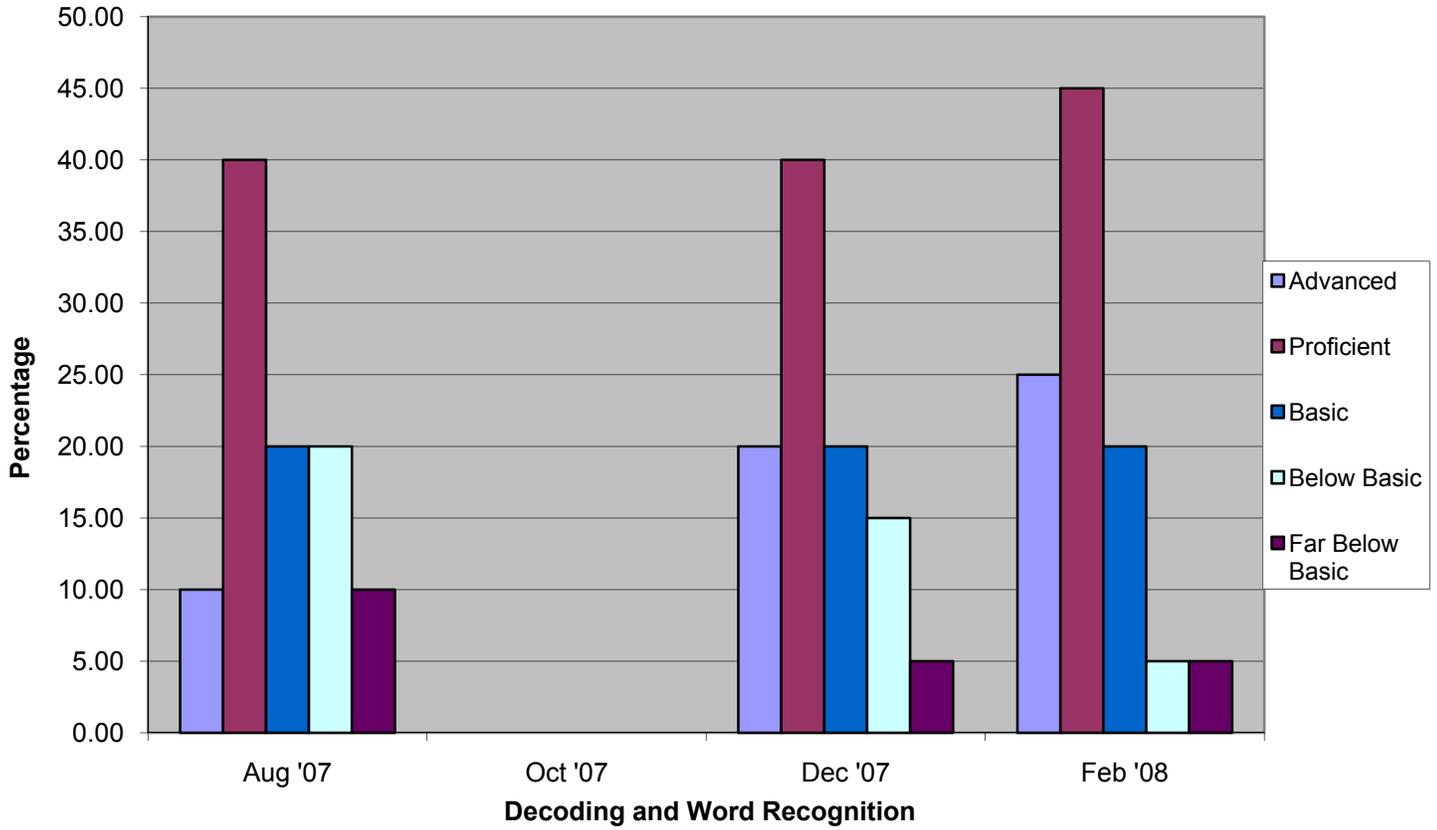
- February data revealed that gains had been made in sentence structure, grammar and punctuation. However, the gains were only slight.

Intervention Strategies: Teachers will be adding one hour more per week of computer lab and students will be working on the writer's workshop component.

Language Arts Standards and Benchmarks - Sixth Grade Data

Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development				
Students know about the basic features of reading; letters, sounds, word, and sentences. They know how to translate letter patterns into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. (17% according to the CA blueprints)				
Decoding and Word Recognition				
Sixth Grade Benchmarks	August 27, 2007 Baseline	October 22, 2007	December 22, 2007	February 22, 2008
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Advanced- 10% Proficient- 40% Basic- 20% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 20% Below Basic- 15% Far Below Basic- 5%	Advanced- 25% Proficient- 45% Basic- 20% Below Basic- 5% Far Below Basic- 5%
Vocabulary and Concept Development				
1.2 Identify and interpret figurative language and words with multiple meanings.	Advanced- 15% Proficient- 15% Basic- 40% Below Basic- 30% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 30% Basic- 40% Below Basic- 20% Far Below Basic- 5%	Advanced- 35% Proficient- 30% Basic- 20% Below Basic- 15% Far Below Basic-
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Advanced- 5% Proficient- 15% Basic- 45% Below Basic- 25% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 10% Far Below Basic-
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	Advanced- Proficient- 15% Basic- 30% Below Basic- 40% Far Below Basic- 15%	Advanced- 5% Proficient- 30% Basic- 35% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 20% Below Basic- 15% Far Below Basic- 5%
1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).	Advanced- 20% Proficient- 25% Basic- 30% Below Basic- 20% Far Below Basic- 5%	Advanced- 30% Proficient- 35% Basic- 20% Below Basic- 15% Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 30% Proficient- 50% Basic- 15% Below Basic- 5% Far Below Basic-

Language Arts Standards And Benchmarks 6th Grade Data



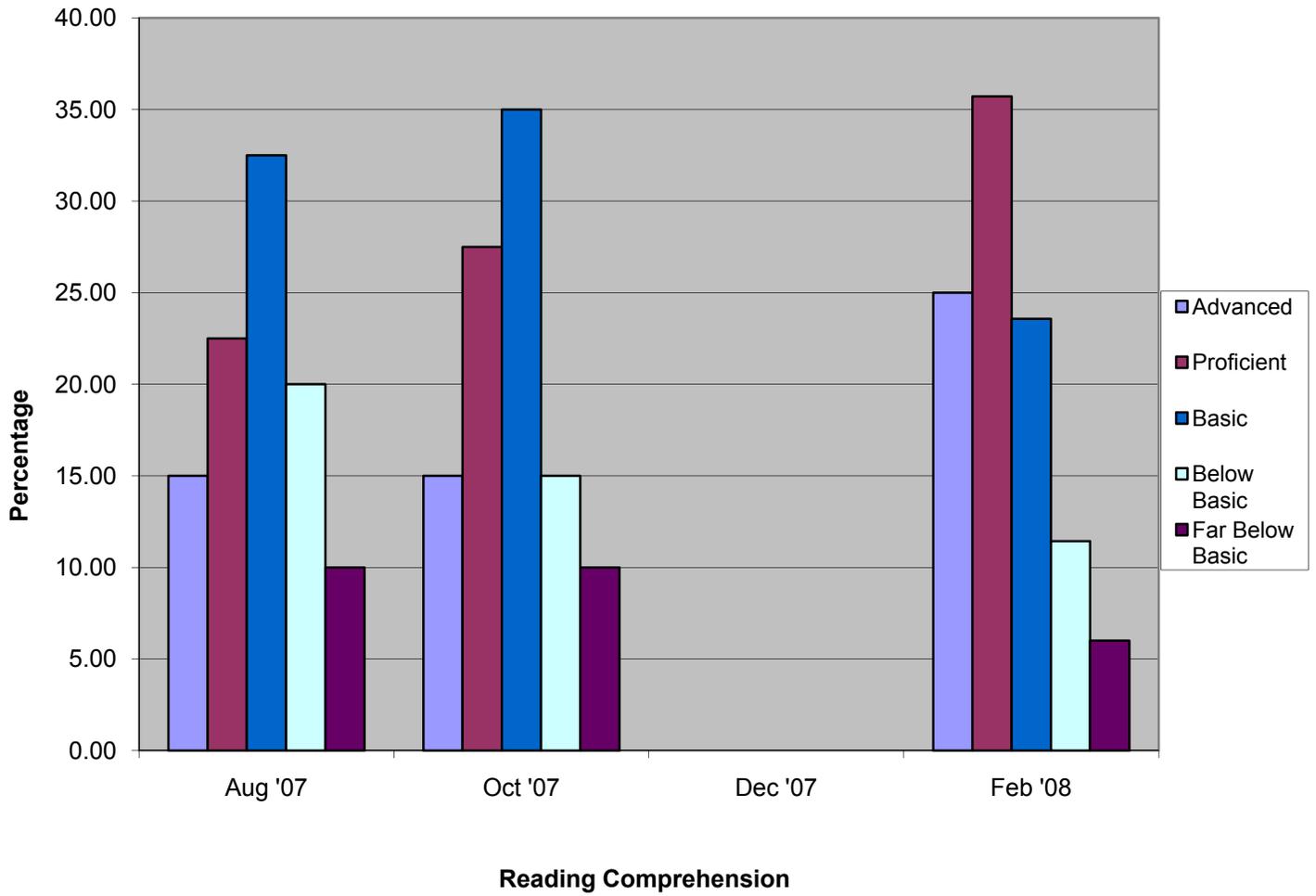
Standard 2 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students. (23% according to the CA blueprints)

Reading Comprehension

Structural Features of Informational Materials 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	Advanced- N/A Proficient-N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 10% Proficient- 25% Basic- 40% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 20% Below Basic- 15% Far Below Basic- 5%
2.2 Analyze text that uses the compare-and-contrast organizational pattern.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 25% Proficient- 35% Basic- 25% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 30% Proficient- 45% Basic- 15% Below Basic- 10% Far Below Basic-
Comprehension and Analysis of Grade-Level-Appropriate Text 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Advanced- 15% Proficient- 25% Basic- 30% Below Basic- 20% Far Below Basic- 10%	Advanced- 25% Proficient- 35% Basic- 25% Below Basic- 10% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 35% Proficient- 35% Basic- 20% Below Basic- 5% Far Below Basic- 5%
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 5% Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 15%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 15% Proficient- 30% Basic- 30% Below Basic- 15% Far Below Basic- 10%
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 40% Below Basic- 15% Far Below Basic- 5%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 30% Proficient- 40% Basic- 15% Below Basic- 15% Far Below Basic-
Expository Critique 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 40% Below Basic- 15% Far Below Basic- 5%
2.7 Make reasonable assertions about a text through accurate, supporting citations.	Advanced- 15% Proficient- 20% Basic- 35% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 35% Proficient- 30% Basic- 25% Below Basic- 5% Far Below Basic- 5%
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 6th Grade Data

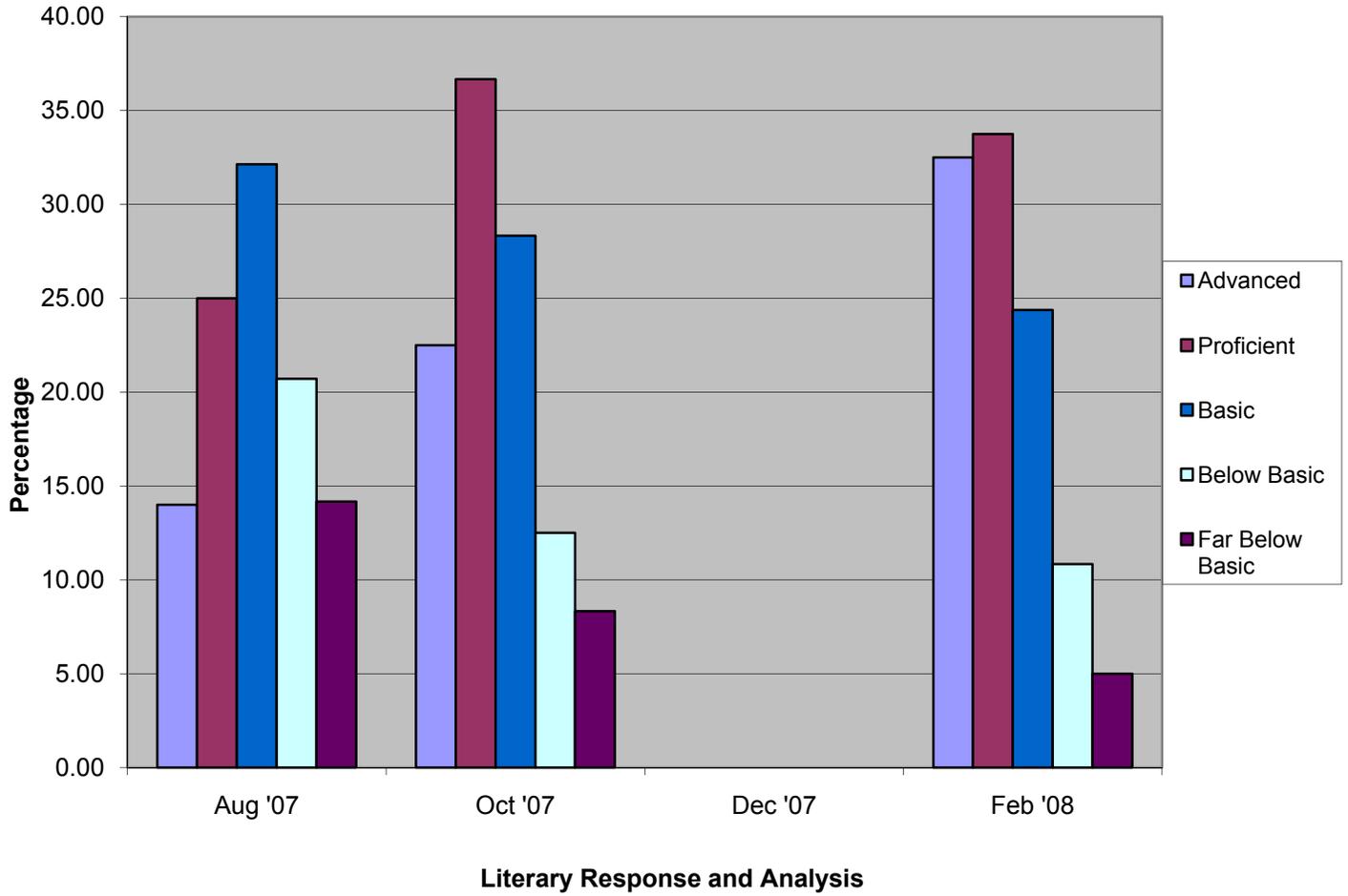


Standard 3 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.(16% according to the CA blueprints)

Literary Response and Analysis				
Structural Features of Literature 3.1 Identify the forms of fiction and describe the major characteristics of each form.	Advanced- Proficient- 15% Basic- 15% Below Basic- 45% Far Below Basic- 25%	Advanced- Proficient- NA Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 30% Basic- 45% Below Basic- 10% Far Below Basic-
Narrative Analysis of Grade-Level-Appropriate Text 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 30% Proficient- 60% Basic- 10% Below Basic- Far Below Basic-
3.3 Analyze the influence of setting on the problem and its resolution.	Advanced-10% Proficient- 40% Basic- 40% Below Basic- 10% Far Below Basic-	Advanced- 20% Proficient- 60% Basic- 20% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 40% Proficient- 50% Basic- 10% Below Basic- 0 Far Below Basic-
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	Advanced- Proficient- 25% Basic- 45% Below Basic- 15% Far Below Basic- 15%	Advanced- 5% Proficient- 30% Basic- 40% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 30% Basic- 40% Below Basic-10% Far Below Basic- 5%
3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 15% Far Below Basic- 15%	Advanced- 20% Proficient- 25% Basic- 35% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 40% Proficient- 20% Basic- 20% Below Basic- 20% Far Below Basic-
3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	Advanced- 10% Proficient- 25% Basic- 40% Below Basic- 15% Far Below Basic- 10%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 25% Proficient-20% Basic- 45% Below Basic- 10% Far Below Basic-
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts.	Advanced- 10% Proficient- 25% Basic- 20% Below Basic- 30% Far Below Basic- 15%	Advanced- 25% Proficient-20% Basic- 35% Below Basic- 15% Far Below Basic- 5%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 35% Proficient-35% Basic- 15% Below Basic- 10% Far Below Basic- 5%
Literary Criticism 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	Advanced- 30% Proficient- 25% Basic- 25% Below Basic- 15% Far Below Basic- 5%	Advanced- 45% Proficient- 35% Basic- 10% Below Basic- 10% Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 60% Proficient- 25% Basic- 10% Below Basic- 5% Far Below Basic-

Language Arts Standards and Benchmarks 6th Grade Data



Standard 4 Writing Strategies

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (23% according to the CA blueprints)

Organization and Focus

Organization and Focus 4.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	Advanced- 10% Proficient- 20% Basic- 35% Below Basic- 20% Far Below Basic- 15%	Advanced-20% Proficient- 25% Basic- 30% Below Basic- 15% Far Below Basic-15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced-35% Proficient- 30% Basic- 20% Below Basic- 10% Far Below Basic- 10%
4.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.	Advanced- Proficient- Basic- 45% Below Basic- 35% Far Below Basic- 20%	Advanced- Proficient- 5% Basic- 55% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 15% Far Below Basic- 15%
4.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	Advanced- Proficient- 10% Basic- 40% Below Basic- 40% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 25% Basic- 40% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 45% Basic- 25% Below Basic- 10% Far Below Basic- 5%

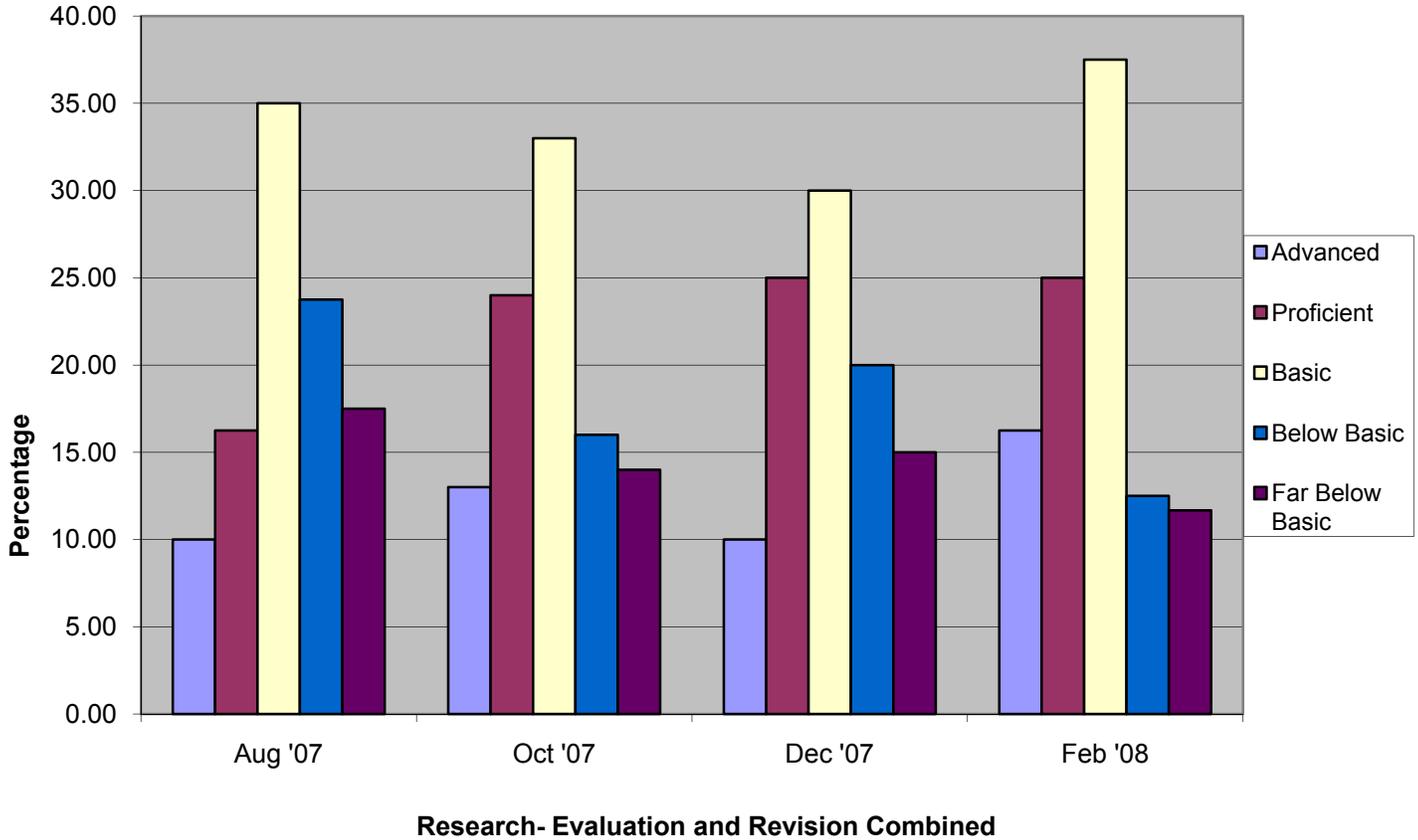
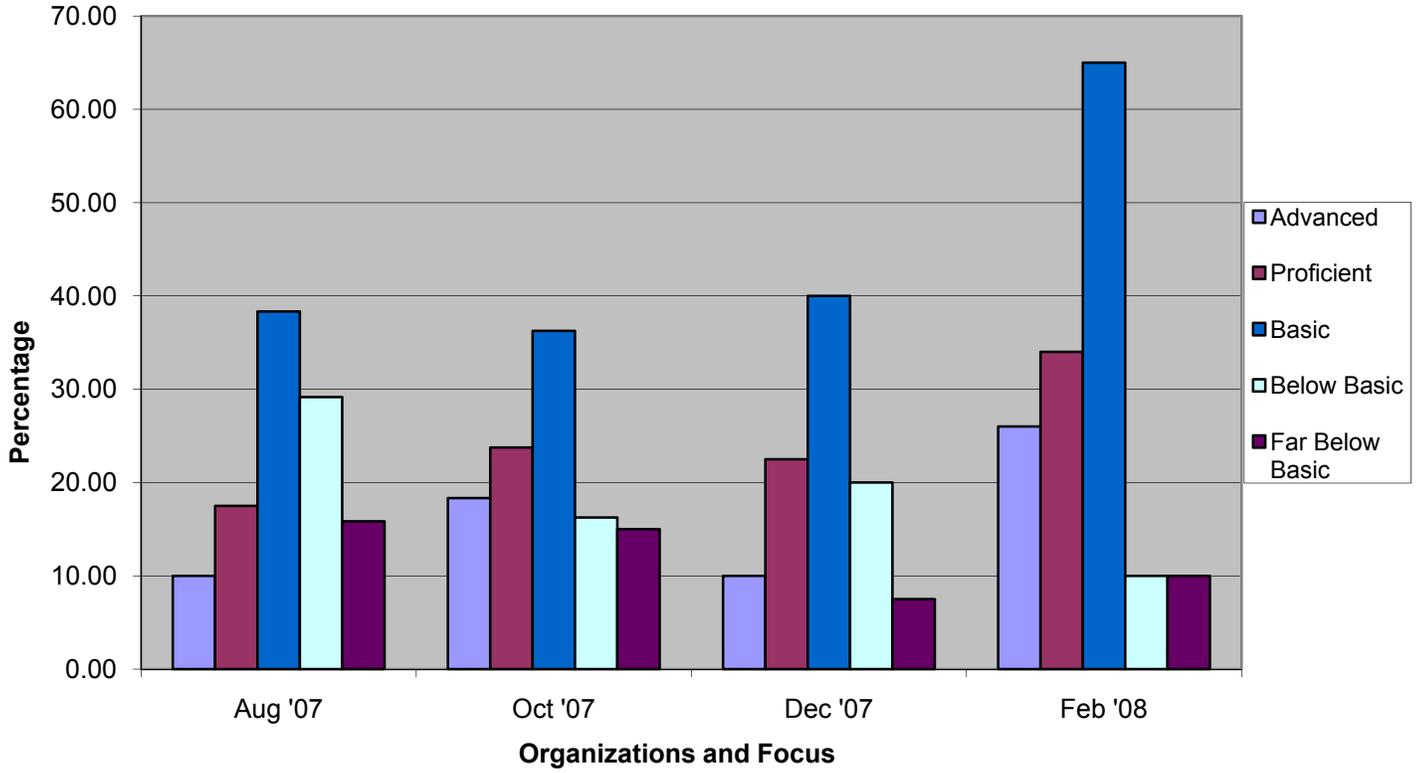
Research

4.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	Advanced- 15% Proficient- 30% Basic- 35% Below Basic- 10% Far Below Basic- 10%	Advanced- 25% Proficient- 40% Basic- 20% Below Basic-15% Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 40% Proficient- 45% Basic- 10% Below Basic-5% Far Below Basic-
4.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	Advanced- Proficient- Basic- 25% Below Basic- 50% Far Below Basic- 25%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- Proficient-5% Basic- 45% Below Basic- 25% Far Below Basic- 25%

Evaluation and Revision

4.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Advanced- 5% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 15%	Advanced- 10% Proficient- 25% Basic- 40% Below Basic-15% Far Below Basic- 10%	Advanced- 15% Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 5%	Advanced- 30% Proficient- 40% Basic- 20% Below Basic-10% Far Below Basic- 0
--	---	---	---	---

Language Arts Standards and Benchmarks 6th Grade Data



Standard 5 Writing Applications (Genres and their Characteristics)

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

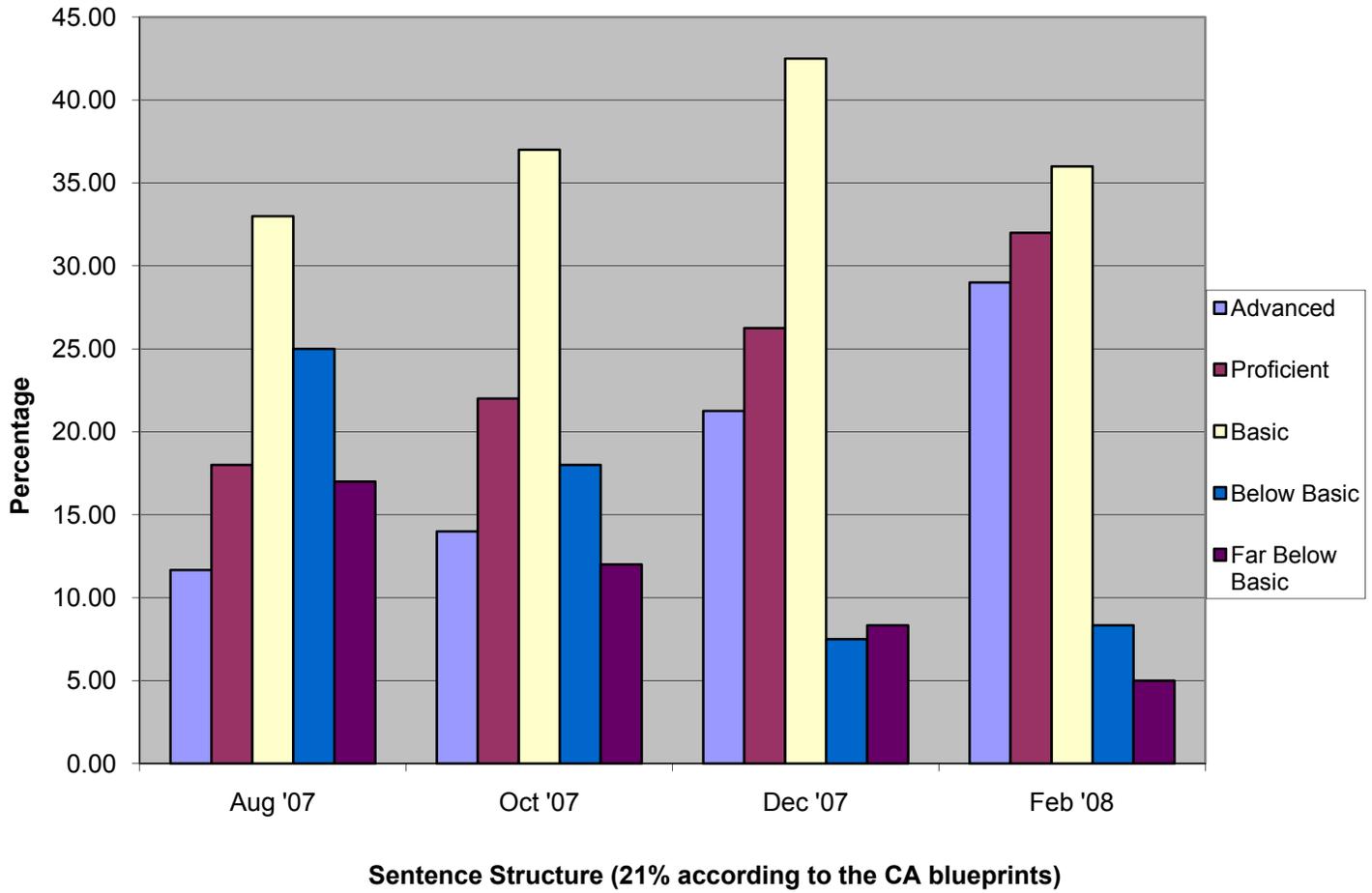
(not assessable in multiple choice format)

Sentence Structure and Spelling

<p>5.1 Write narratives:</p> <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p>	<p>Advanced- 10% Proficient- 25% Basic- 30% Below Basic- 20% Far Below Basic- 15%</p>	<p>Advanced- 25% Proficient- 35% Basic-25% Below Basic- 5% Far Below Basic- 10%</p>	<p>Advanced- 10% Proficient- 25% Basic- 30% Below Basic- 20% Far Below Basic- 15%</p>	<p>Advanced- 25% Proficient- 35% Basic-25% Below Basic- 15% Far Below Basic- 0</p>
<p>5.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a. State the thesis or purpose.</p> <p>b. Explain the situation.</p> <p>c. Follow an organizational pattern appropriate to the type of composition.</p> <p>d. Offer persuasive evidence to validate arguments and conclusions as needed.</p>	<p>Advanced- 10% Proficient- 15% Basic- 40% Below Basic- 20% Far Below Basic- 15%</p>	<p>Advanced- 20% Proficient- 30% Basic- 35% Below Basic- 10% Far Below Basic- 5%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 25% Proficient- 35% Basic- 30% Below Basic- 5% Far Below Basic- 5%</p>
<p>5.3 Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p>	<p>Advanced- Proficient- 10% Basic- 30% Below Basic- 35% Far Below Basic- 25%</p>	<p>Advanced- 5% Proficient- 15% Basic- 30% Below Basic- 25% Far Below Basic- 25%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 10% Far Below Basic- 20%</p>
<p>5.4 Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 5% Proficient- 15% Basic- 40% Below Basic- 25% Far Below Basic- 15%</p>	<p>Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-</p>	<p>Advanced- 10% Proficient-15% Basic-45% Below Basic-20% Far Below Basic- 10%</p>

5.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 25% Basic- 35% Below Basic- 15% Far Below Basic- 15%	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 40% Below Basic- 5% Far Below Basic- 5%
Sentence Structure (21% according to the CA blueprints)				
Sentence Structure 5.6 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	Advanced- Proficient- 20% Basic- 40% Below Basic- 25% Far Below Basic- 15%	Advanced- 5% Proficient- 15% Basic- 50% Below Basic- 15% Far Below Basic- 15%	Advanced- 15% Proficient- 20% Basic- 45% Below Basic- 10% Far Below Basic-10%	Advanced- 30% Proficient- 30% Basic- 35% Below Basic- Far Below Basic- 5%
Grammar 5.7 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	Advanced- 5% Proficient-10% Basic- 20% Below Basic-45 % Far Below Basic- 20%	Advanced- 10% Proficient- 15% Basic- 30% Below Basic- 35% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 25% Basic- 35% Below Basic- 15% Far Below Basic- 5%
Punctuation 5.8 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	Advanced- Proficient- 10% Basic- 40% Below Basic- 25% Far Below Basic- 25%	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic-20%	Advanced- 15% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 70% Below Basic- Far Below Basic-
Capitalization 5.9 Use correct capitalization.	Advanced- 15% Proficient- 30% Basic- 30% Below Basic- 10% Far Below Basic- 15%	Advanced- 25% Proficient- 35% Basic- 20% Below Basic- 10% Far Below Basic- 10%	Advanced- 35% Proficient-35% Basic-20% Below Basic- 5% Far Below Basic- 5%	Advanced- 45% Proficient-40% Basic-10% Below Basic- 5% Far Below Basic-
Spelling 5.10 Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).	Advanced- 15% Proficient- 20% Basic- 35% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 25% Basic- 45% Below Basic-10% Far Below Basic- 5%	Advanced- 20% Proficient- 30% Basic- 45% Below Basic- 5% Far Below Basic-	Advanced- 30% Proficient- 35% Basic- 30% Below Basic- 5% Far Below Basic-

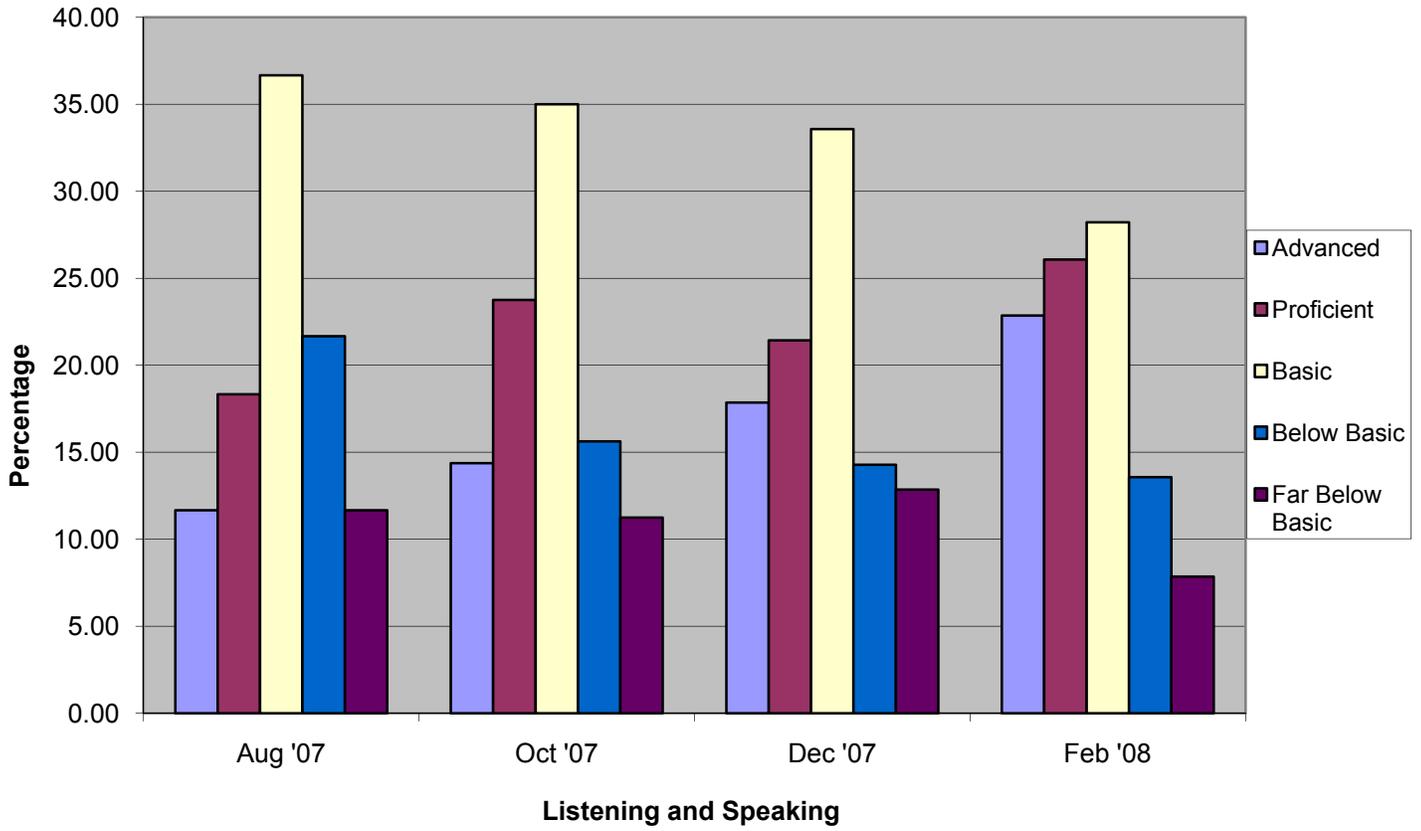
Language Arts Standards and Benchmarks 6th Grade Data



Listening and Speaking				
Comprehension 5.11 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 35% Below Basic- 25% Far Below Basic- 15%	Advanced- 15% Proficient- 20% Basic- 30% Below Basic- 20% Far Below Basic- 15%	Advanced- 20% Proficient-30% Basic-20% Below Basic- 20% Far Below Basic- 10%
5.12 Identify the tone, mood, and emotion conveyed in the oral communication.	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 15% Proficient- 25% Basic- 40% Below Basic- 10% Far Below Basic- 10%	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 30% Proficient-35% Basic-20% Below Basic- 10% Far Below Basic- 5%
5.13 Restate and execute multiple-step oral instructions and directions.	Advanced- 10% Proficient- 25% Basic- 35% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 30% Basic- 30% Below Basic- 15% Far Below Basic- 10%	Advanced- 25% Proficient- 35% Basic- 20% Below Basic- 15% Far Below Basic- 5%	Advanced- 30% Proficient- 30% Basic- 25% Below Basic- 10% Far Below Basic- 5%
Organization and Delivery of Oral Communication 5.14 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 10% Proficient- 25% Basic- 35% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- N/A Below Basic- Far Below Basic-	Advanced- 25% Proficient- 25% Basic- 30% Below Basic- 15% Far Below Basic- 5%
5.15 Emphasize salient points to assist the listener in following the main ideas and concepts.	Advanced- 10% Proficient- 15% Basic- 45% Below Basic- 15% Far Below Basic- 15%	Advanced- 20% Proficient- 20% Basic- 30% Below Basic- 15% Far Below Basic-15%	Advanced- 25% Proficient- 25% Basic- 30% Below Basic- 10% Far Below Basic-10%	Advanced- 35% Proficient- 30% Basic- 25% Below Basic-5% Far Below Basic- 5%
5.15 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 20% Proficient- 25% Basic-30% Below Basic- 15% Far Below Basic- 10%	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 25% Proficient- 25% Basic-35% Below Basic- 10% Far Below Basic- 5%
5.16 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 15% Proficient-15% Basic- 50% Below Basic- 10% Far Below Basic-10%	Advanced- 20% Proficient- 20% Basic- 45% Below Basic- 5% Far Below Basic- 10%	Advanced- 25% Proficient- 25% Basic- 30% Below Basic- 15% Far Below Basic-5%
Analysis and Evaluation of Oral and Media Communications 5.17 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 15% Proficient-15% Basic- 50% Below Basic- 10% Far Below Basic-10%	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A
5.18 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 10% Proficient- 35% Basic- 30% Below Basic- 15% Far Below Basic- 10%	Advanced- N/A Proficient- N/A Basic- N/A Below Basic- N/A Far Below Basic- N/A	Advanced- 15% Proficient- 25% Basic- 35% Below Basic- 15% Far Below Basic-10 %

<p>5.19 Deliver narrative presentations:</p> <p>a. Establish a context, plot, and point of view.</p> <p>b. Include sensory details and concrete language to develop the plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p>	<p>Advanced- 15%</p> <p>Proficient- 15%</p> <p>Basic- 30%</p> <p>Below Basic- 30%</p> <p>Far Below Basic- 10%</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- 20%</p> <p>Proficient- 20%</p> <p>Basic- 30%</p> <p>Below Basic- 20%</p> <p>Far Below Basic-10 %</p>
<p>5.20 Deliver informative presentations:</p> <p>a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</p> <p>b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced-10%</p> <p>Proficient- 20%</p> <p>Basic- 30%</p> <p>Below Basic- 20%</p> <p>Far Below Basic- 20%</p>	<p>Advanced- 15%</p> <p>Proficient-25%</p> <p>Basic- 30%</p> <p>Below Basic- 15%</p> <p>Far Below Basic- 15%</p>
<p>5.21 Deliver oral responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the selected interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced-20%</p> <p>Proficient- 25%</p> <p>Basic- 30%</p> <p>Below Basic- 20%</p> <p>Far Below Basic-5%</p>
<p>5.22 Deliver persuasive presentations:</p> <p>a. Provide a clear statement of the position.</p> <p>b. Include relevant evidence.</p> <p>c. Offer a logical sequence of information.</p> <p>d. Engage the listener and foster acceptance of the proposition or proposal.</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- 15%</p> <p>Proficient- 15%</p> <p>Basic- 30%</p> <p>Below Basic- 20%</p> <p>Far Below Basic- 20%</p>	<p>Advanced- 25%</p> <p>Proficient- 20%</p> <p>Basic- 35%</p> <p>Below Basic- 10%</p> <p>Far Below Basic-10%</p>
<p>5.23 Deliver presentations on problems and solutions:</p> <p>a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</p> <p>b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- N/A</p> <p>Proficient- N/A</p> <p>Basic- N/A</p> <p>Below Basic- N/A</p> <p>Far Below Basic- N/A</p>	<p>Advanced- 20%</p> <p>Proficient- 25%</p> <p>Basic- 40%</p> <p>Below Basic- 10%</p> <p>Far Below Basic- 5%</p>

Language Arts Standards and Benchmarks 6th Grade Data



English Language Arts- Curriculum

The School has examined student data on a regular basis across grade levels, by subject matter, specific grade levels and target areas.

Baseline data was collected during the week of August 20-27, 2007. The first data point occurred during the week of October 22, 2007. The second data point took place during the week of December 22, 2007. The third data point took place during the week of February 22, 2008.

Grade 7 Target Analyses:

- Baseline Data revealed that 7th grade students are below target in word analysis, literary response, writing strategies, vocabulary, reading comprehension and written conventions.

Intervention Strategies: Teachers teamed up with the second grade class and paired their low comprehension students as a Reading Buddy. Teachers implemented daily oral language exercises. Teachers had students come to the board and correct sentences that contained mistakes in grammar, punctuation and spelling. Teachers had students who scored FBB and BB remain after school for tutoring. While in computer lab teachers had students work in the Readers Workshop component.

- October data revealed that students showed a progressive gain in the areas of grammar, spelling and punctuation. Analysis also revealed students struggling with oral communication and presentations.

Intervention Strategies: Teachers implemented bi-weekly book reports that focused on themes, setting, plots and metaphors. Teachers had students pair up and share their book reports with each other.

- December data revealed slight gains in oral communication. Additional areas of focus are vocabulary and persuasive compositions.

Intervention Strategies: Teachers implemented visual mapping as a way of organizing information. Teachers trained students to map, write, edit and revise their bi-weekly book reports. As final component teachers had students present their book reports as an oral presentation.

- February data revealed slight gains in oral communication. However progressive gains have been made in reading comprehension, grammar, punctuation, capitalization and sentence structure. Additional areas of focus are writing applications.

Intervention Strategies: As part of their science fair project teachers will have students prepare an oral presentation as part of their final grade. Additionally, students will need to focus more attention on their writing techniques. Teachers will create a writer's corner in their room with all of the necessary tools to edit papers. Teachers will have students pair up and revise each other's work.

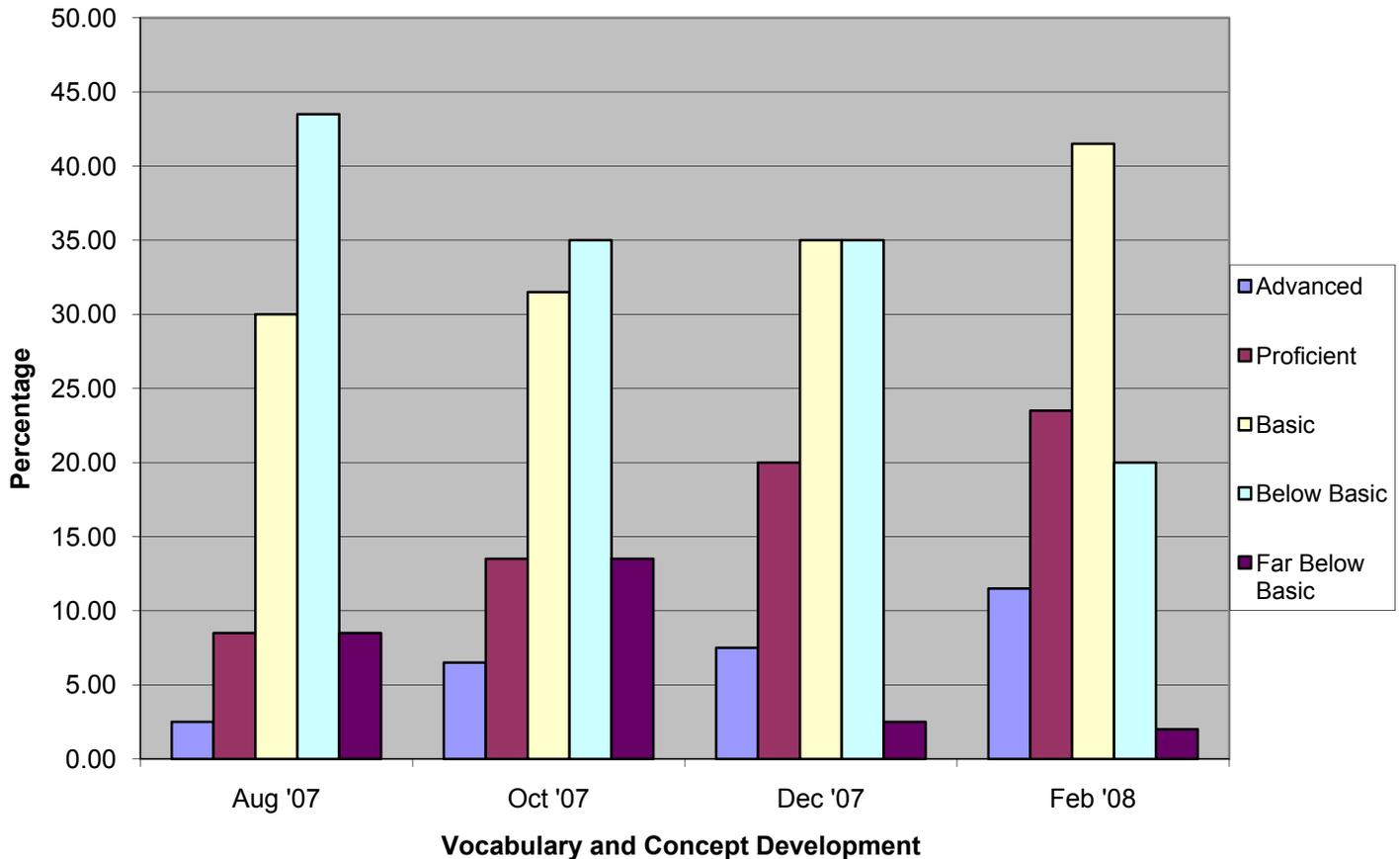
Language Arts Standards and Benchmarks - Seventh Grade Data

Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development
 Students know about the basic features of reading; letters, sounds, word, and sentences. They know how to translate letter patterns into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. (15% according to the CA blueprints)

Vocabulary and Concept Development

Seventh Grade Benchmarks	August 20-27, 2007 Baseline Data	October 22, 2007	December 22, 2007	February 22, 2008
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	Advanced- Proficient- Basic- 20% Below Basic- 60% Far Below Basic- 20%	Advanced- 5% Proficient- 10% Basic- 30% Below Basic- 40% Far Below Basic- 15%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 5%
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	Advanced- 5% Proficient- 5% Basic- 10% Below Basic- 60% Far Below Basic- 20%	Advanced- 5% Proficient- 10% Basic- 5% Below Basic- 60% Far Below Basic- 20%	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 60% Far Below Basic- 5%	Advanced- 5% Proficient- 15% Basic- 30% Below Basic- 45% Far Below Basic- 5%
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	Advanced- 5% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 5%	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 5% Far Below Basic- 5%	Advanced- 10% Proficient- 30% Basic- 50% Below Basic- 10% Far Below Basic-	Advanced- 20% Proficient- 40% Basic- 35% Below Basic- 5% Far Below Basic-

Language Arts Standards And Benchmarks 7th Grade Data



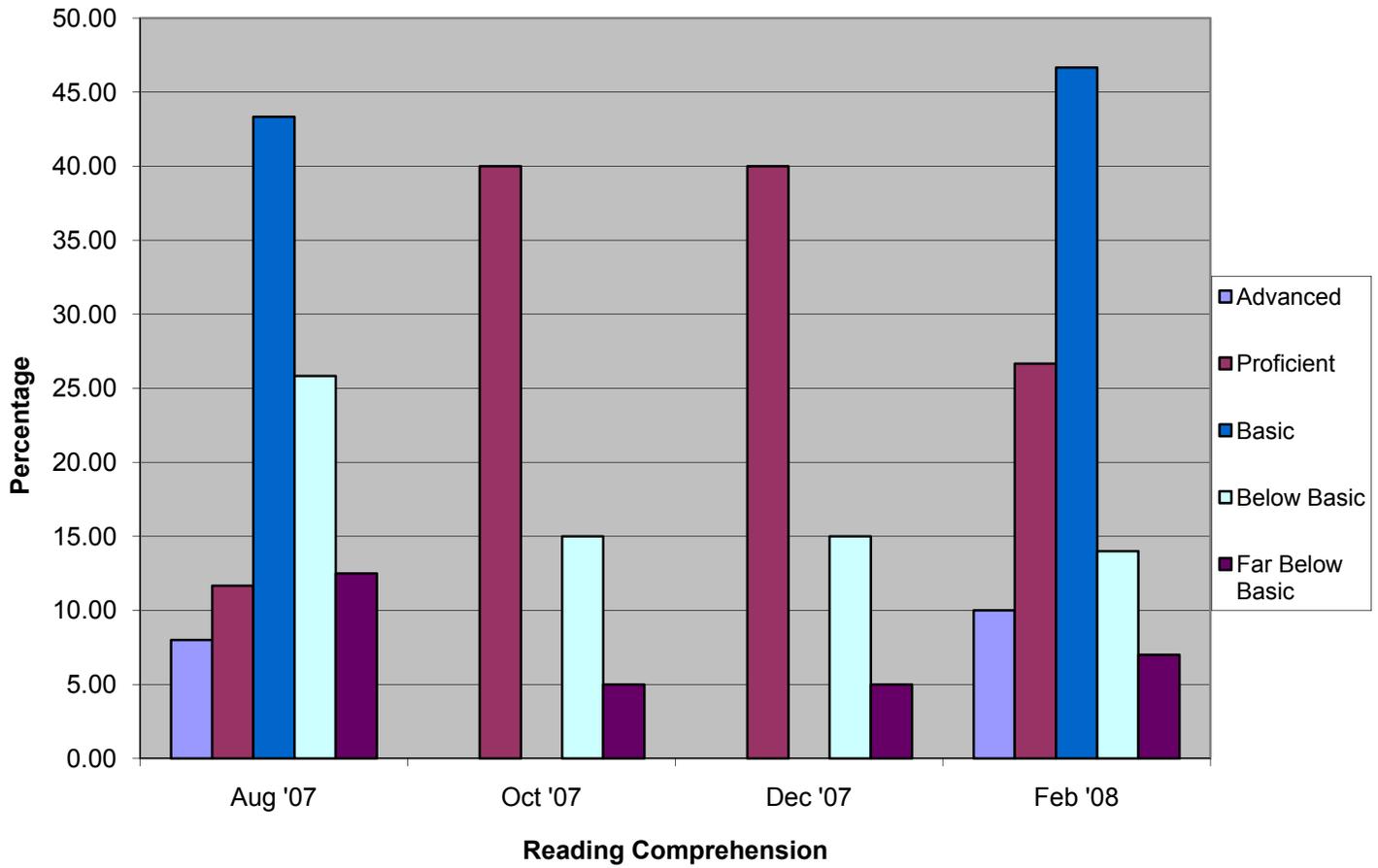
Standard 2 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students. (24% according to the CA blueprints)

Reading Comprehension

Structural Features of Informational Materials 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 20% Basic- 40% Below Basic- 15% Far Below Basic- 5%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 10% Far Below Basic- 10%
2.2 Locate information by using a variety of consumer, workplace, and public documents.	Advanced- 5% Proficient- 15% Basic- 50% Below Basic- 15% Far Below Basic- 15%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 15% Basic- 70% Below Basic- 5% Far Below Basic-
2.3 Analyze text that uses the cause-and-effect organizational pattern.	Advanced- Proficient- 20% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- 40% Basic- 0% Below Basic- 15% Far Below Basic- 5%	Advanced- 5% Proficient- 70% Basic- 10% Below Basic- 10% Far Below Basic- 5%
Comprehension and Analysis of Grade-Level-Appropriate Text 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 60% Below Basic- Far Below Basic-
2.5 Understand and explain the use of a simple mechanical device by following technical directions.	Advanced- 5% Proficient- 5% Basic- 10% Below Basic- 60% Far Below Basic- 20%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 5% Basic- 50% Below Basic- 30% Far Below Basic- 10%
Expository Critique 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 15% Far Below Basic- 5%

Language Arts Standards and Benchmarks 7th Grade Data



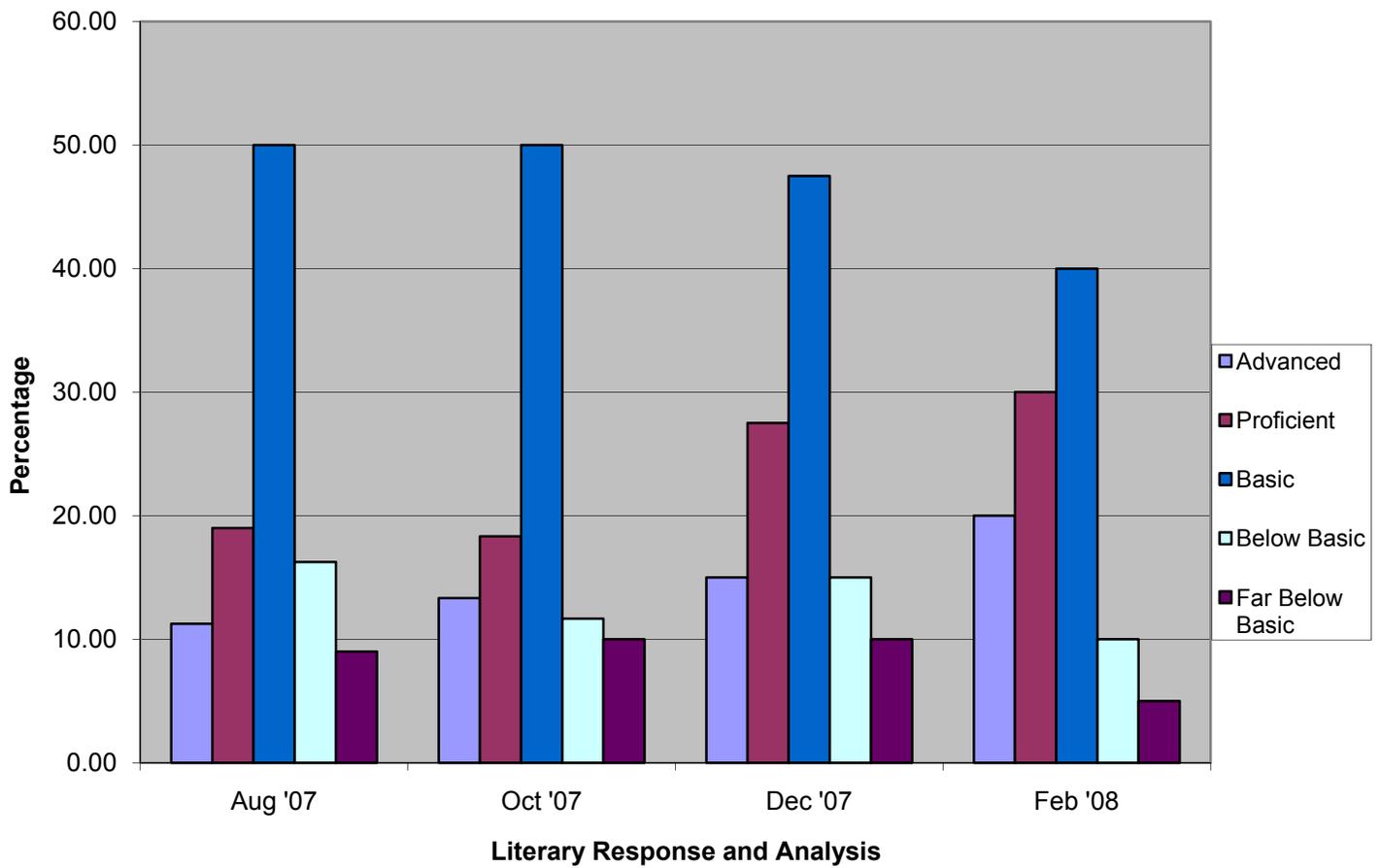
Standard 3 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.(17% according to the CA blueprints)

Literary Response and Analysis

Structural Features of Literature 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 10% Basic- 45% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 5%	Advanced- 15% Proficient- 30% Basic- 40% Below Basic- 15% Far Below Basic-
Narrative Analysis of Grade-Level-Appropriate Text 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	Advanced- 20% Proficient- 40% Basic- 30% Below Basic- 0% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 50% Basic- 20% Below Basic- 10% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	Advanced- 0% Proficient- 20% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 60% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 25% Proficient- 35% Basic- 30% Below Basic- 5% Far Below Basic- 5%
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	Advanced- 5% Proficient- 15% Basic- 70% Below Basic- 5% Far Below Basic- 5%	Advanced- 20% Proficient- 25% Basic- 50% Below Basic- 5% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 25% Proficient- 25% Basic- 50% Below Basic- Far Below Basic-
Literary Criticism 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 60% Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 7th Grade Data



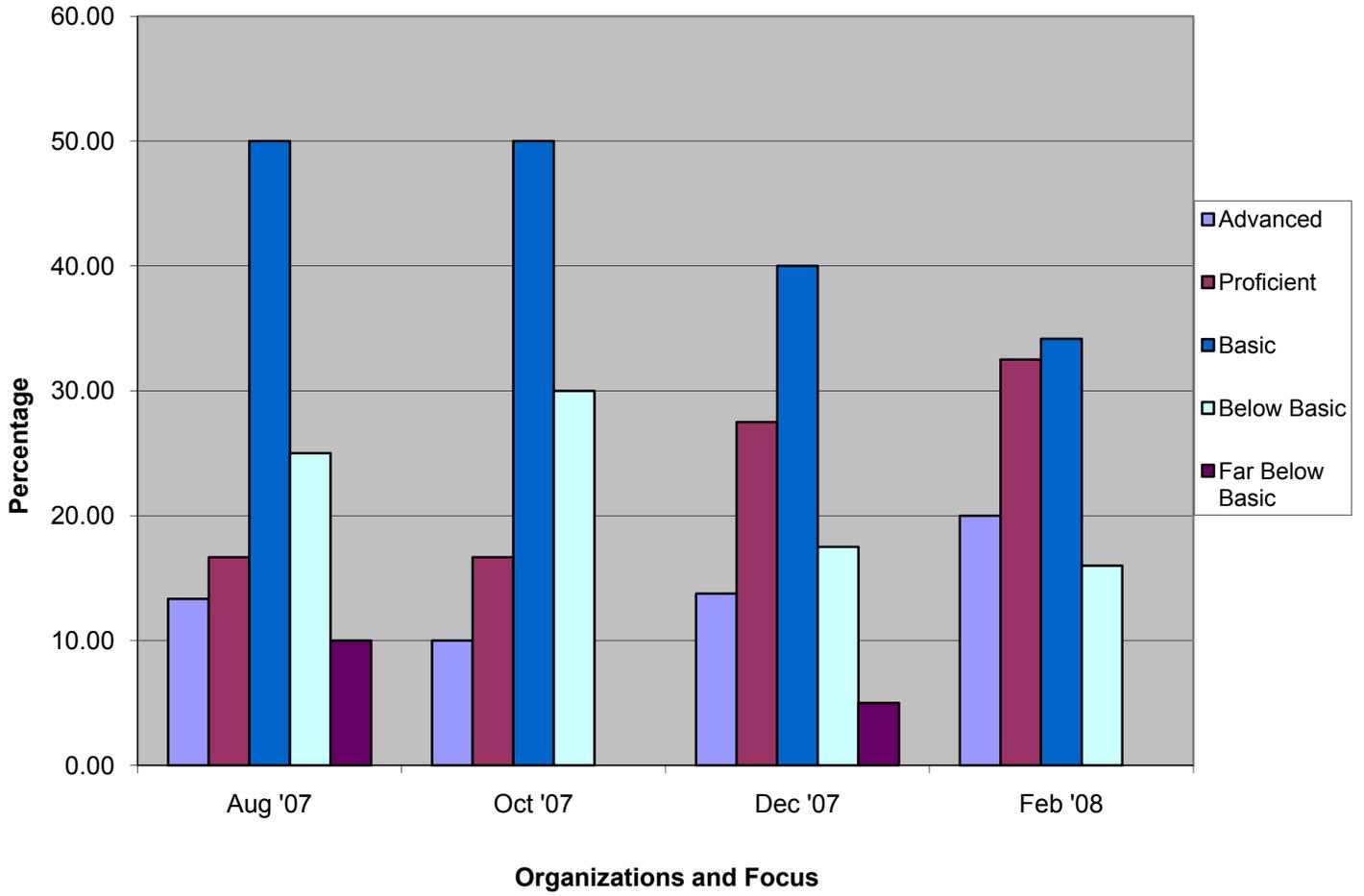
Standard 4 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed. (23% according to the CA blueprints)

Organization and Focus

Organization and Focus 4.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Advanced- 0% Proficient- 0% Basic- 70% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 20% Basic- 50% Below Basic- 20% Far Below Basic- 5%	Advanced- 15% Proficient- 30% Basic- 40% Below Basic- 15% Far Below Basic-
4.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Advanced- 0% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic- 10%	Advanced- 0% Proficient- 20% Basic- 50% Below Basic- 30% Far Below Basic- 0%	Advanced- 10% Proficient- 50% Basic- 30% Below Basic- 10% Far Below Basic- 0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
4.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic-	Advanced- 20% Proficient- 50% Basic- 20% Below Basic- 10% Far Below Basic-
Research and Technology 4.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	Advanced- 0% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic- 10%	Advanced- 0% Proficient- 20% Basic- 50% Below Basic- 30% Far Below Basic- 0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 40% Below Basic- 20% Far Below Basic- 0%
4.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	Advanced- 0% Proficient- 10% Basic- 30% Below Basic- 50% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 30% Far Below Basic- 0%	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 0%	Advanced- 30% Proficient- 20% Basic- 45% Below Basic- 5% Far Below Basic- 0%
4.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- 0% Far Below Basic- 0%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 40% Proficient- 40% Basic- 20% Below Basic- 0% Far Below Basic- 0%
Evaluation and Revision 4.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic-

Language Arts Standards and Benchmarks 7th Grade Data



Standard 5 Writing Applications (Genres and their Characteristics)

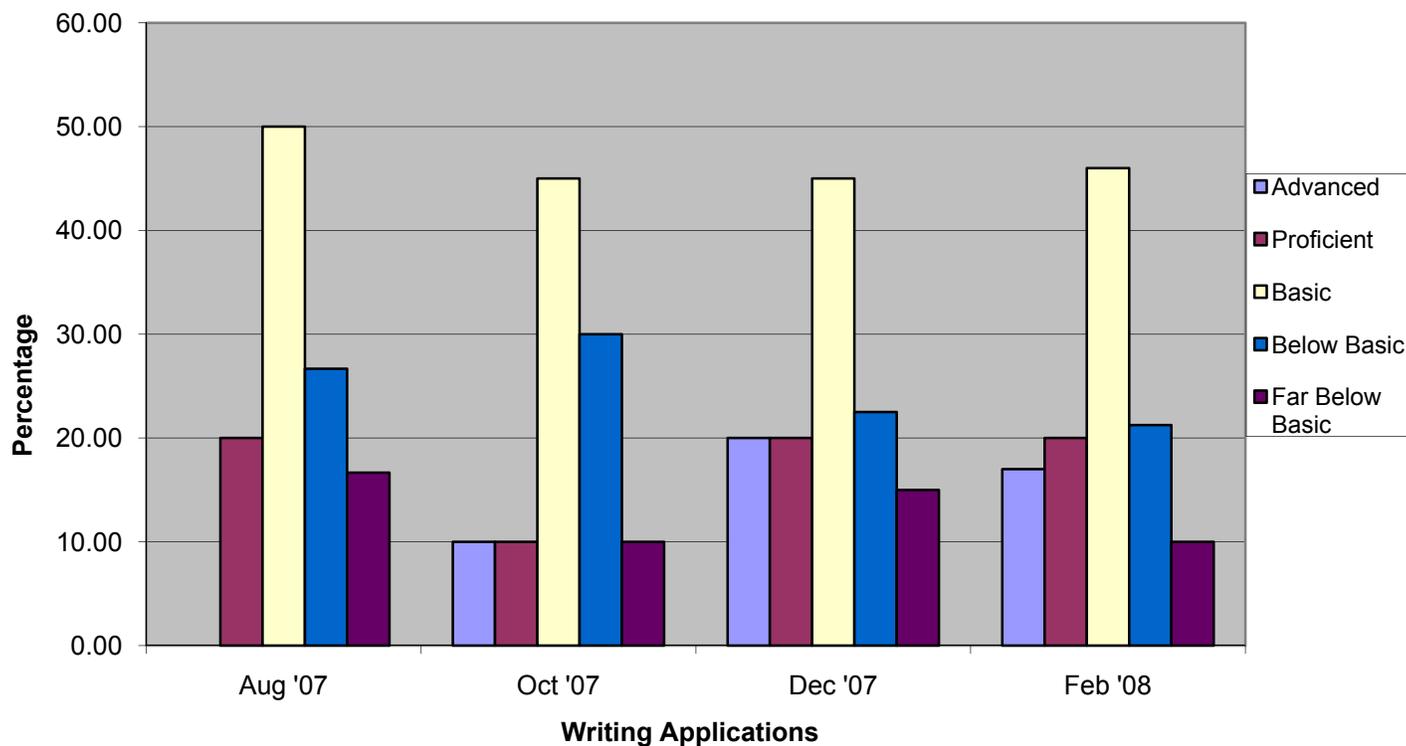
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in the Writing Standard. (not assessable in multiple choice format)

Writing Applications

<p>5.1 Write fictional or autobiographical narratives:</p> <p>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p> <p>b. Develop complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p>	<p>Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 10% Proficient- 10% Basic- 30% Below Basic- 40% Far Below Basic- 10%</p>
<p>5.2 Write responses to literature:</p> <p>a. Develop interpretations exhibiting careful reading, understanding, and insight.</p> <p>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</p> <p>c. Justify interpretations through sustained use of examples and textual evidence.</p>	<p>Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%</p>	<p>Advanced- 10% Proficient- 10% Basic- 30% Below Basic- 40% Far Below Basic- 10%</p>	<p>Advanced- 20% Proficient- 20% Basic- 30% Below Basic- 30% Far Below Basic-</p>	<p>Advanced- 20% Proficient- 30% Basic- 50% Below Basic- Far Below Basic-</p>
<p>5.3 Write research reports:</p> <p>a. Pose relevant and tightly drawn questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries).</p> <p>d. Document reference sources by means of footnotes and a bibliography.</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- 20% Basic- 50% Below Basic- 20% Far Below Basic- 10%</p>	<p>Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-</p>

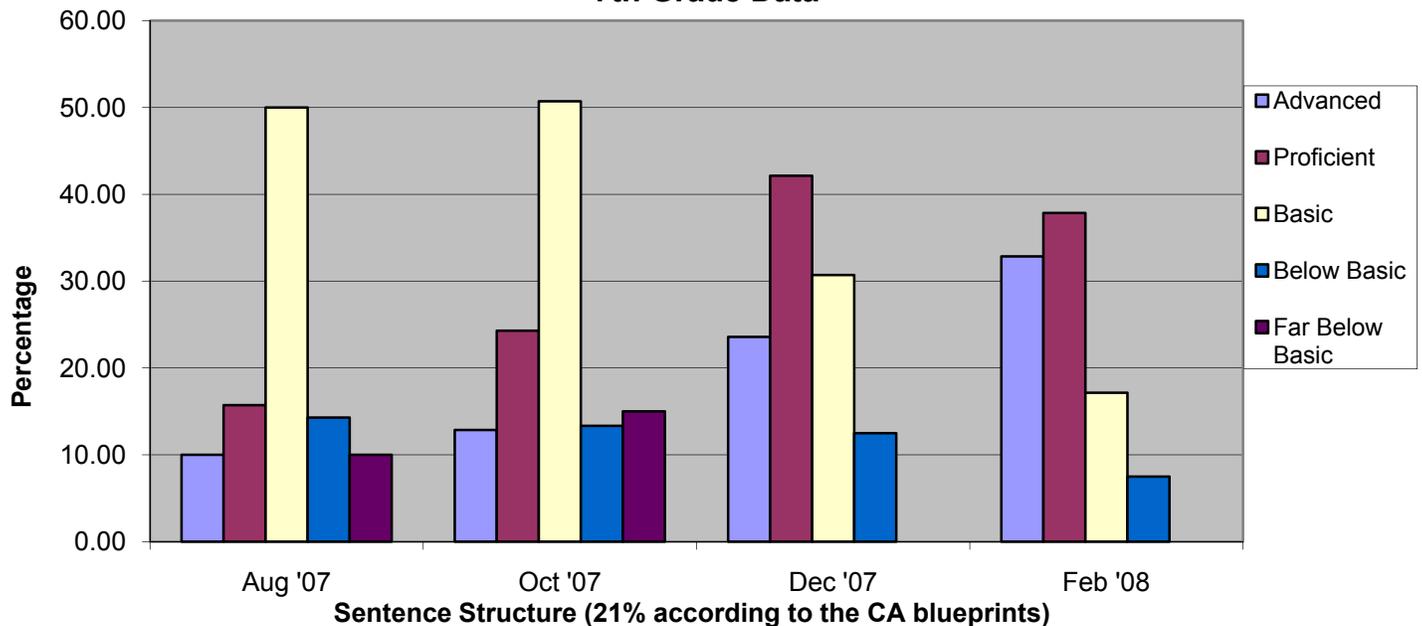
<p>5.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments.</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- Basic- Below Basic- Far Below Basic-</p>	<p>Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%</p>	<p>Advanced- 5% Proficient- 10% Basic- 70% Below Basic- 5% Far Below Basic- 10%</p>
<p>5.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.</p>	<p>Advanced- 0% Proficient- 20% Basic- 50% Below Basic- 20% Far Below Basic- 10%</p>	<p>Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic- 0%</p>	<p>Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-</p>	<p>Advanced- 30% Proficient- 30% Basic- 40% Below Basic- Far Below Basic-</p>

**Language Arts Standards and Benchmarks
7th Grade Data**



Sentence Structure (21% according to the CA blueprints)				
Sentence Structure 5.6 Place modifiers properly and use the active voice.	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 15% Basic- 45% Below Basic- 10% Far Below Basic- 15%	Advanced- 25% Proficient- 25% Basic- 45% Below Basic- 5% Far Below Basic-	Advanced- 30% Proficient- 35% Basic- 30% Below Basic- 5% Far Below Basic-
Grammar 5.7 Identify and use infinitives and participles and make clear references between pronouns and antecedents.	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 40% Below Basic- 30% Far Below Basic- 0%	Advanced- 20% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic-	Advanced- 30% Proficient- 35% Basic- 25% Below Basic- 10% Far Below Basic-
5.8 Identify all parts of speech and types and structure of sentences.	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- 0% Far Below Basic- 0%	Advanced- 30% Proficient- 60% Basic- 10% Below Basic- Far Below Basic-	Advanced- 50% Proficient- 45% Basic- 5% Below Basic- Far Below Basic-
5.9 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 0%	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- 35% Proficient- 55% Basic- 10% Below Basic- Far Below Basic-
Punctuation 5.10 Identify hyphens, dashes, brackets, and semicolons and use them correctly.	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 0%	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- 30% Proficient- 60% Basic- 10% Below Basic- Far Below Basic-
Capitalization 5.11 Use correct capitalization.	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 0%	Advanced- 20% Proficient- 50% Basic- 30% Below Basic- Far Below Basic-	Advanced- 35% Proficient- 55% Basic- 10% Below Basic- Far Below Basic-
Spelling 5.12 Spell derivatives correctly by applying the spellings of bases and affixes.	Advanced- 10% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic- 0%	Advanced- 30% Proficient- 30% Basic- 40% Below Basic- Far Below Basic-	Advanced- 30% Proficient- 40% Basic- 30% Below Basic- Far Below Basic-

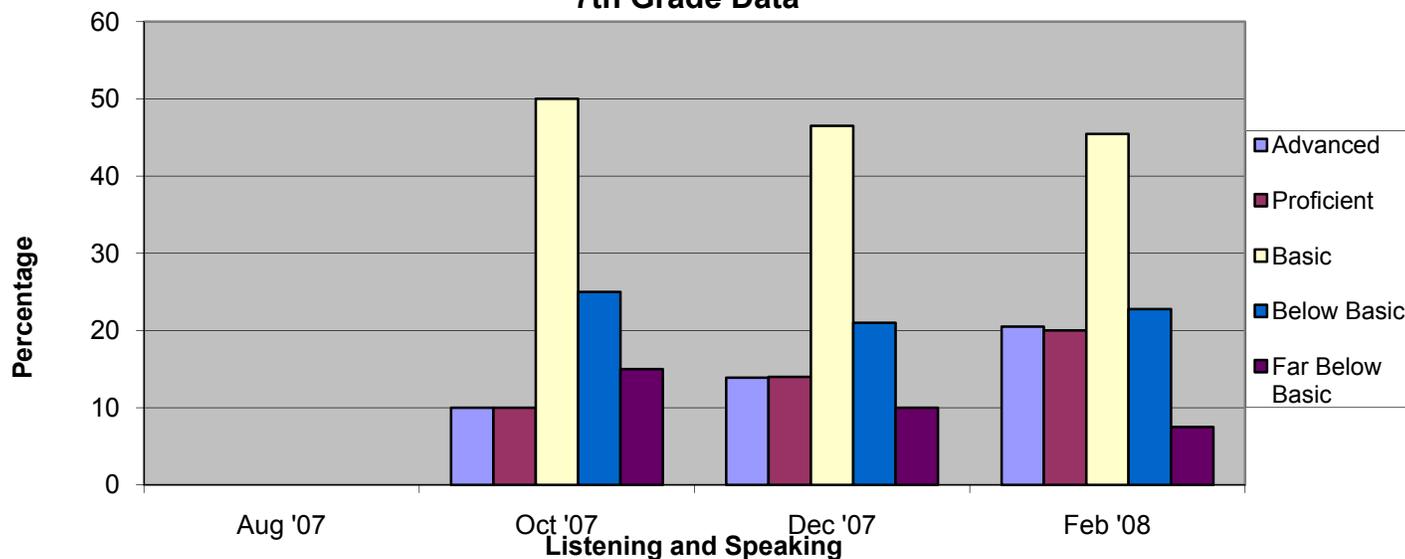
Language Arts Standards and Benchmarks 7th Grade Data



Listening and Speaking				
Comprehension 5.13 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 15% Basic- 40% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-
5.14 Determine the speaker's attitude toward the subject.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-
5.15 Respond to persuasive messages with questions, challenges, or affirmations.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 15% Proficient- 15% Basic- 40% Below Basic- 20% Far Below Basic- 10%
Organization and Delivery of Oral Communication 5.16 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-
5.17 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%	Advanced- Proficient- 20% Basic- 30% Below Basic- 40% Far Below Basic- 10%	Advanced- Proficient- 20% Basic- 40% Below Basic- 35% Far Below Basic- 5%
5.18 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-	Advanced- 25% Proficient- 25% Basic- 50% Below Basic- Far Below Basic-
Analysis and Evaluation of Oral and Media Communications 5.19 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-	Advanced- 20% Proficient- 30% Basic- 50% Below Basic- Far Below Basic-
5.20 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 0% Proficient- 0% Basic- 50% Below Basic- 30% Far Below Basic- 20%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 30% Far Below Basic-
5.21 Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue,	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 15% Basic- 45% Below Basic- 20% Far Below Basic-

suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).				
5.22 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 15% Basic- 45% Below Basic- 20% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.23 Deliver research presentations: a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 15% Basic- 45% Below Basic- 20% Far Below Basic-
5.24 Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 20% Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic-	Advanced- 30% Proficient- 30% Basic- 30% Below Basic- 10% Far Below Basic-

**Language Arts Standards and Benchmarks
7th Grade Data**



English Language Arts- Curriculum

The School has examined student data on a regular basis across grade levels, by subject matter, specific grade levels and target areas.

Baseline data was collected during the week of August 20-27, 2007. The first data point occurred during the week of October 22, 2007. The second data point took place during the week of December 22, 2007. The third data point took place during the week of February 22, 2008.

Grade 8 Target Analyses:

- Baseline Data revealed that 8th grade students are below target in comprehension, word analysis, literary response, vocabulary, writing strategies, sentence structure, grammar, word choice and written conventions.

Intervention Strategies: Teachers spent 20- 30 minutes daily breaking down sentences in the form of diagramming. Teachers implemented a back to the basics approach on re-teaching parts of speech and forming complete paragraphs. Teachers also implemented a daily vocabulary and spelling review along with word origins and word usages exercises. Teachers had students scoring FBB and BB remain after school for tutoring.

- October data revealed that students had made progress in vocabulary, word origins and spelling. Little progress was made on grammar and punctuation.

Intervention Strategies: Teachers implemented daily oral language exercises. Teachers had students come to the board and correct sentences that contained mistakes in grammar, punctuation and spelling. While in computer lab teachers had students work in the Readers Workshop component.

- December data revealed a positive trend in grammar, punctuation and spelling. Little progress was made in literary response.

Intervention Strategies: Teachers implemented bi-weekly book reports that focused on themes, setting, plots and metaphors. Teachers had students focus on responding to specific questions asked of them. For example, teachers had students outline chapters with them in class and for homework using only their outline, students summarized the material. The following day teachers asked for specific information from the previous day's lesson.

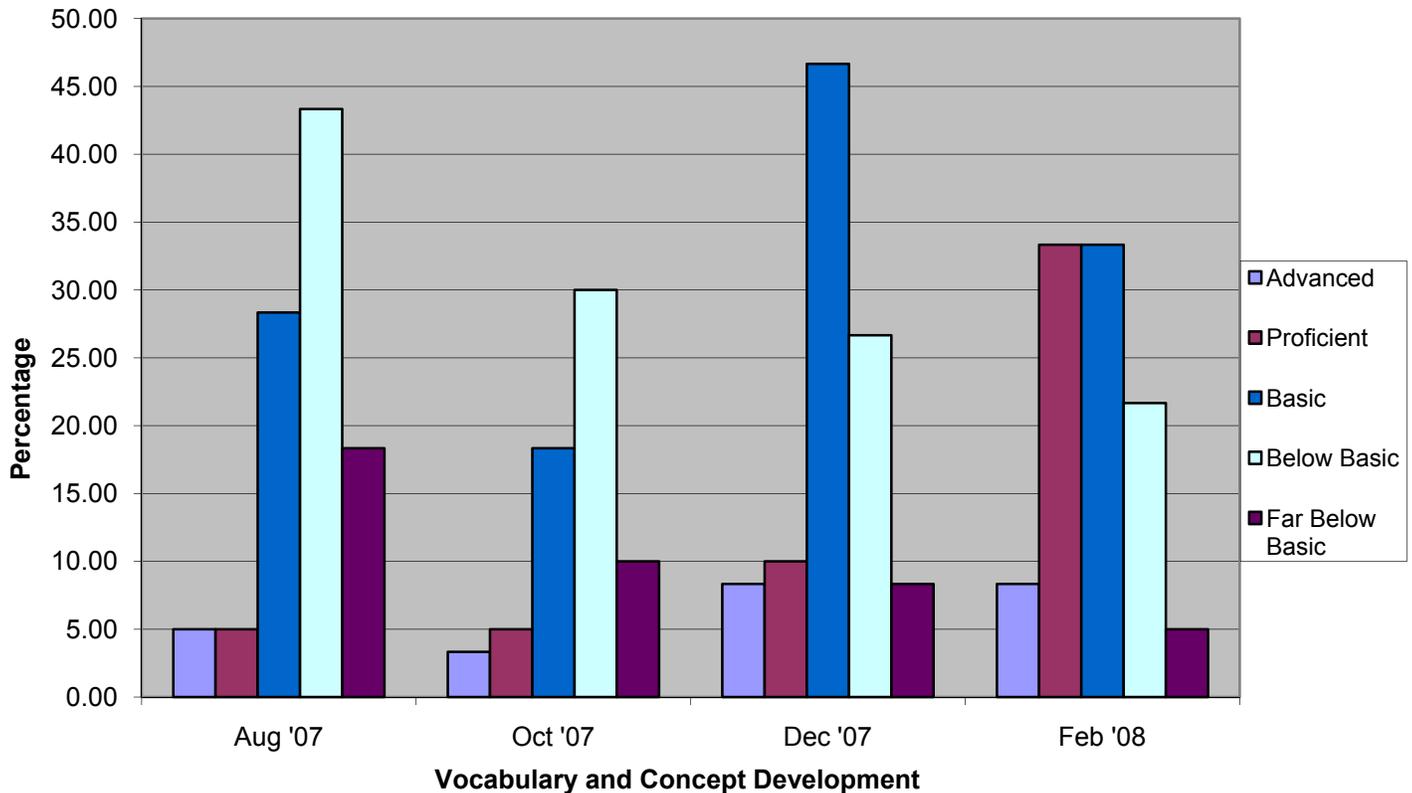
- February data revealed a positive trend for vocabulary, writing strategies, grammar and sentence structure. Additional focus is on word meanings, comprehension and organization/focus.

Intervention Strategies: Teachers implemented a breakdown of words used in common English that reflect historical influences. Teachers will implement visual mapping as a way of organizing information. Teachers will have students map, write, edit and revise their bi-weekly book reports. As final component teachers will have students present their book reports as an oral presentation. Teachers will team up with the third grade class and pair their low comprehension students as a Reading Buddy.

Language Arts Standards and Benchmarks - Eighth Grade Data

Standard 1 Word Analysis, Fluency, and Systematic Vocabulary Development				
Students know about the basic features of reading; letters, sounds, word, and sentences. They know how to translate letter patterns into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. (12% according to the CA blueprints)				
Vocabulary and Concept Development				
Eighth Grade Benchmarks	August 20-27, 2007 Baseline	October 22, 2007	December 22, 2007	February 22, 2008
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Advanced- Proficient- Basic- 20% Below Basic- 60% Far Below Basic- 20%	Advanced- 5% Proficient- 10% Basic- 30% Below Basic- 40% Far Below Basic- 15%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 5%
1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	Advanced- 5% Proficient- 5% Basic- 25% Below Basic- 50% Far Below Basic- 15%	Advanced- 5% Proficient- 5% Basic- 25% Below Basic- 50% Far Below Basic- 15%	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 60% Far Below Basic- 5%	Advanced- 5% Proficient- 15% Basic- 30% Below Basic- 45% Far Below Basic- 5%
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Advanced- 10% Proficient- 10% Basic- 40% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 70% Basic- 10% Below Basic- 10% Far Below Basic-

Language Arts Standards and Benchmarks 8th Grade Data



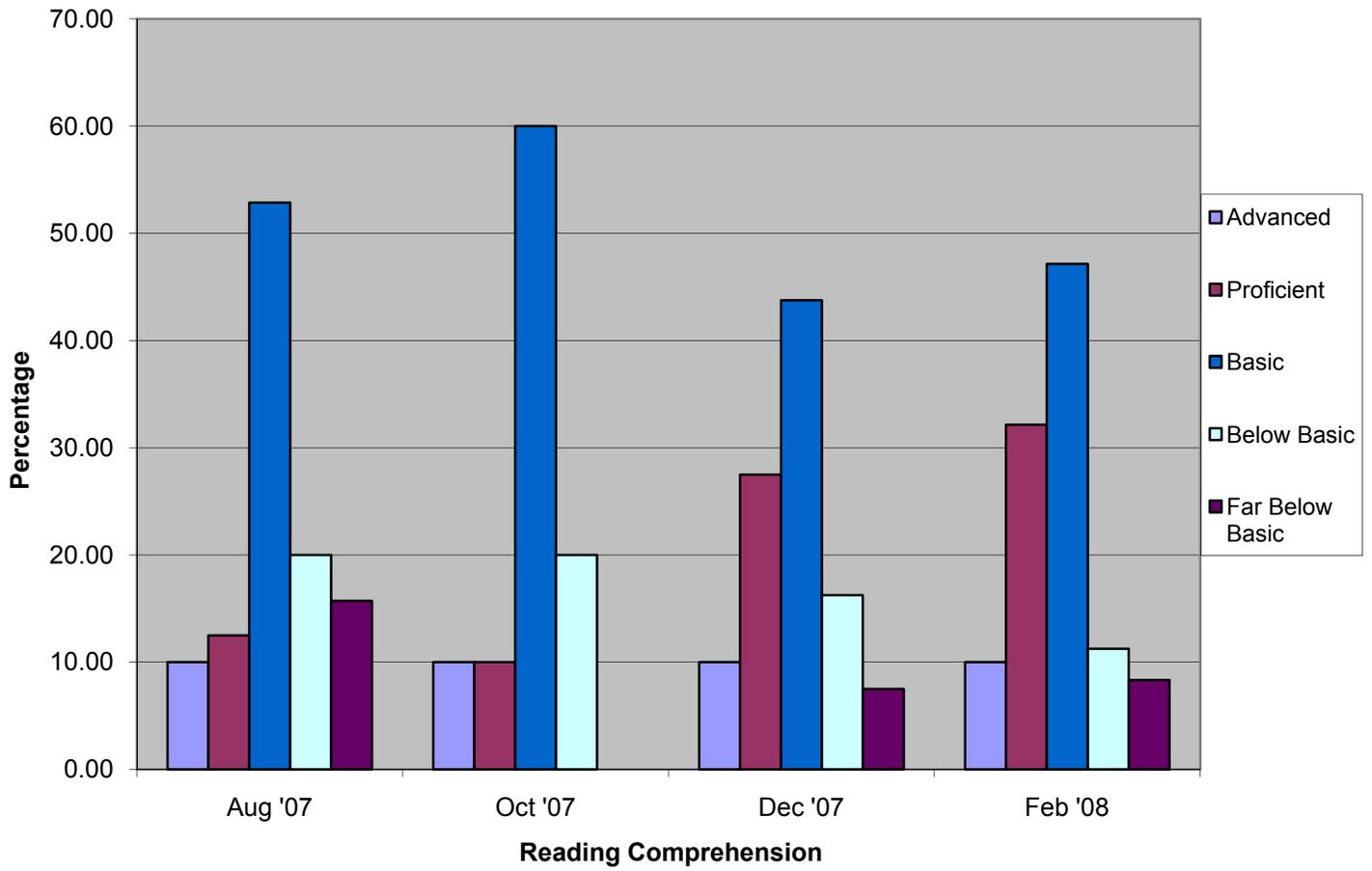
Standard 2 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students. (24% according to the CA blueprints)

Reading Comprehension

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	Advanced- Proficient- Basic- 60% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%
2.2 Analyze text that uses proposition and support patterns.	Advanced- Proficient- 20% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 40% Basic- 40% Below Basic- 15% Far Below Basic- 5%	Advanced- 5% Proficient- 70% Basic- 10% Below Basic- 10% Far Below Basic- 5%
Comprehension and Analysis of Grade-Level-Appropriate Text 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Advanced- Proficient- Basic- 20% Below Basic- 50% Far Below Basic- 30%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic-10% Far Below Basic-10%	Advanced- 10% Proficient- 30% Basic- 60% Below Basic- Far Below Basic-
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 50% Basic- 25% Below Basic- 10% Far Below Basic-5%	Advanced- 15% Proficient- 60% Basic- 10% Below Basic- 15% Far Below Basic-
2.5 Understand and explain the use of a complex mechanical device by following technical directions.	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 30% Basic- 60% Below Basic- Far Below Basic-
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 15% Proficient- 15% Basic- 70% Below Basic- Far Below Basic-
Expository Critique 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Advanced- Proficient- Basic- 60% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 10% Basic- 50% Below Basic- 30% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%

Language Arts Standards and Benchmarks 8th Grade Data

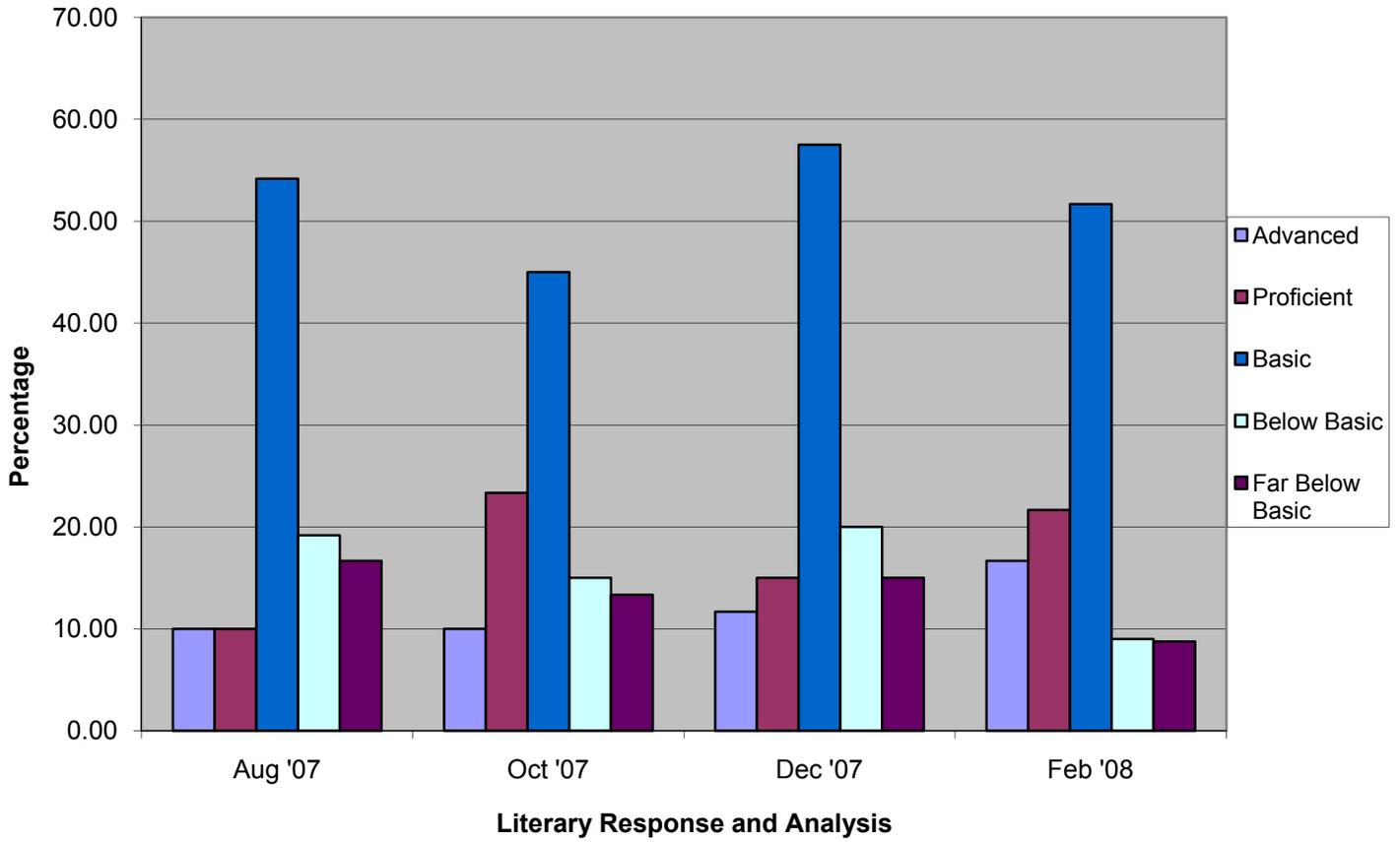


Standard 3 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.(20% according to the CA blueprints)

Literary Response and Analysis				
Structural Features of Literature 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	Advanced- Proficient- Basic- 60% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- 50% Basic- 30% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 20% Proficient- 50% Basic- 20% Below Basic- 5% Far Below Basic- 5%
Narrative Analysis of Grade-Level-Appropriate Text 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 15% Basic- 50% Below Basic- 20% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 60% Below Basic- Far Below Basic-
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	Advanced- Proficient- Basic- 55% Below Basic- 25% Far Below Basic- 20%	Advanced- Proficient- 10% Basic- 45% Below Basic- 25% Far Below Basic- 20%	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 40% Below Basic- 10% Far Below Basic- 10%
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 50% Below Basic- 10% Far Below Basic-
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret work.	Advanced- Proficient- Basic- 30% Below Basic- 40% Far Below Basic- 30%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- 60% Below Basic- 20% Far Below Basic- 20%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%
Literary Criticism 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- 20% Proficient- 20% Basic- 60% Below Basic- Far Below Basic-	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-

Language Arts Standards and Benchmarks 8th Grade Data



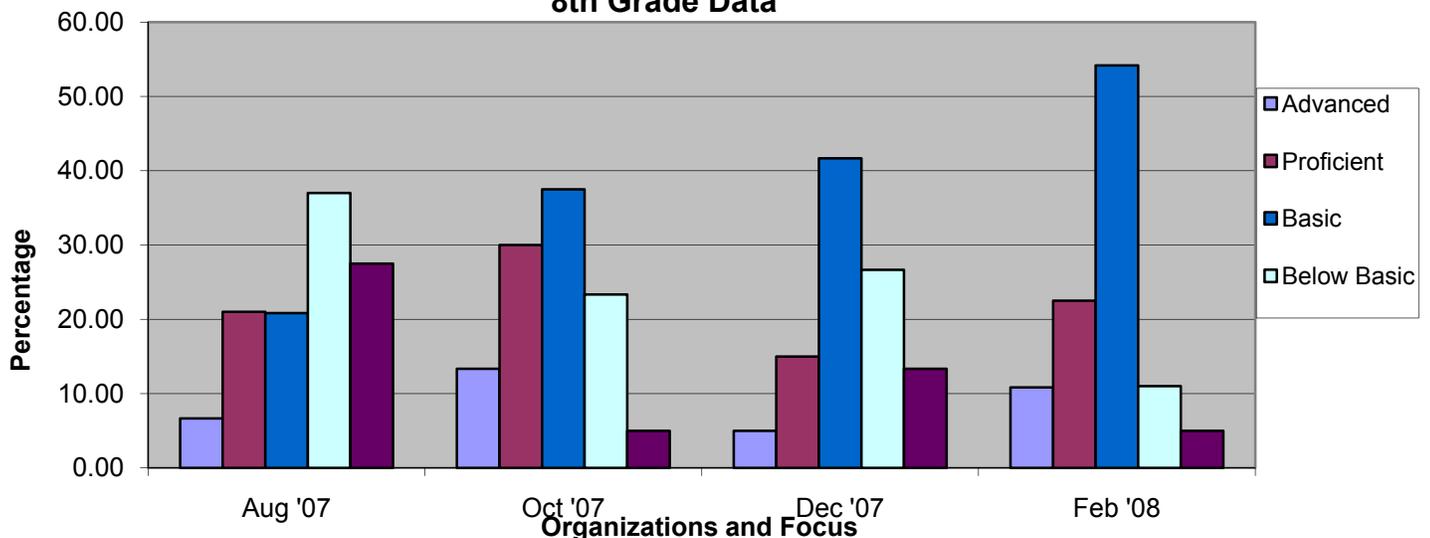
Standard 4 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed. (23% according to the CA blueprints)

Organization and Focus

Organization and Focus 4.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Advanced- 5% Proficient- 15% Basic- 15% Below Basic- 50% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 40% Below Basic- 40% Far Below Basic- 5%	Advanced- 5% Proficient- 15% Basic- 65% Below Basic- 10% Far Below Basic- 5%
4.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Advanced- Proficient- Basic- 10% Below Basic- 40% Far Below Basic- 50%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 25% Below Basic- 30% Far Below Basic- 25%	Advanced- 5% Proficient- 15% Basic- 65% Below Basic- 10% Far Below Basic- 5%
4.3 Support thesis or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Advanced- Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic- 20%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 5% Far Below Basic- 5%
Research and Technology 4.4 Plan and conduct multiple-step information searches by using computer networks and modems.	Advanced- 10% Proficient- 50% Basic- 30% Below Basic- Far Below Basic- 10%	Advanced- 30% Proficient- 60% Basic- Below Basic- 5% Far Below Basic- 5%	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 30% Proficient- 60% Basic- 10% Below Basic- % Far Below Basic- %
4.5 Achieve an effective balance between researched information and original ideas.	Advanced- % Proficient- 5% Basic- 15% Below Basic- 15% Far Below Basic- 65%	Advanced- 10% Proficient- 10% Basic- 65% Below Basic- 15% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-
Evaluation and Revision 4.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Advanced- 5% Proficient- 15% Basic- 15% Below Basic- 60% Far Below Basic- 5%	Advanced- 5% Proficient- 15% Basic- 15% Below Basic- 60% Far Below Basic- 5%	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 15% Basic- 65% Below Basic- 10% Far Below Basic- 5%

**Language Arts Standards and Benchmarks
8th Grade Data**



Standard 5 Writing Applications (Genres and their Characteristics)

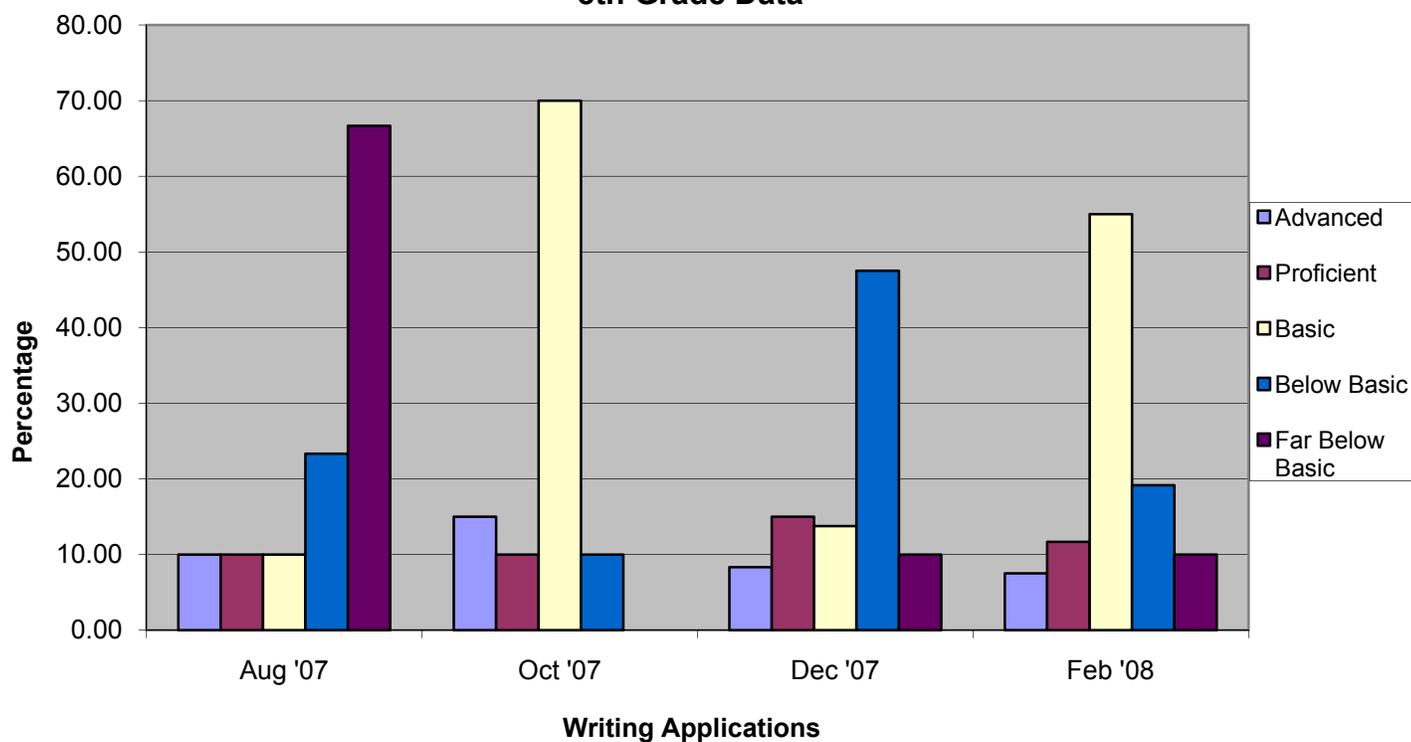
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in the Writing Standard.

Writing Applications

<p>5.1 Write biographies, autobiographies, short stories, or narratives:</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>b. Reveal the significance of, or the writer's attitude about, the subject.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p>	<p>Advanced- Proficient- Basic- 10% Below Basic- 20% Far Below Basic- 70%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- 15% Basic- 5% Below Basic- 70% Far Below Basic- 10%</p>	<p>Advanced- 5% Proficient- 10% Basic- 70% Below Basic- 5% Far Below Basic- 10%</p>
<p>5.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>b. Connect the student's own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</p>	<p>Advanced- Proficient- Basic- 10% Below Basic- 20% Far Below Basic- 70%</p>	<p>Advanced- Proficient- Basic- 20% Below Basic- 70% Far Below Basic- 10%</p>	<p>Advanced- 5% Proficient- 5% Basic- 20% Below Basic- 70% Far Below Basic-</p>	<p>Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 30% Far Below Basic-</p>
<p>5.3 Write research reports:</p> <p>a. Define a thesis.</p> <p>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and display information on charts, maps, and graphs.</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- 15% Basic- 5% Below Basic- 70% Far Below Basic- 10%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 5% Proficient- 10% Basic- 70% Below Basic- 5% Far Below Basic- 10%</p>
<p>5.4 Write persuasive compositions:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- Proficient- 15% Basic- 5% Below Basic- 70% Far Below Basic- 10%</p>	<p>Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-</p>	<p>Advanced- 5% Proficient- 10% Basic- 70% Below Basic- 5% Far Below Basic- 10%</p>

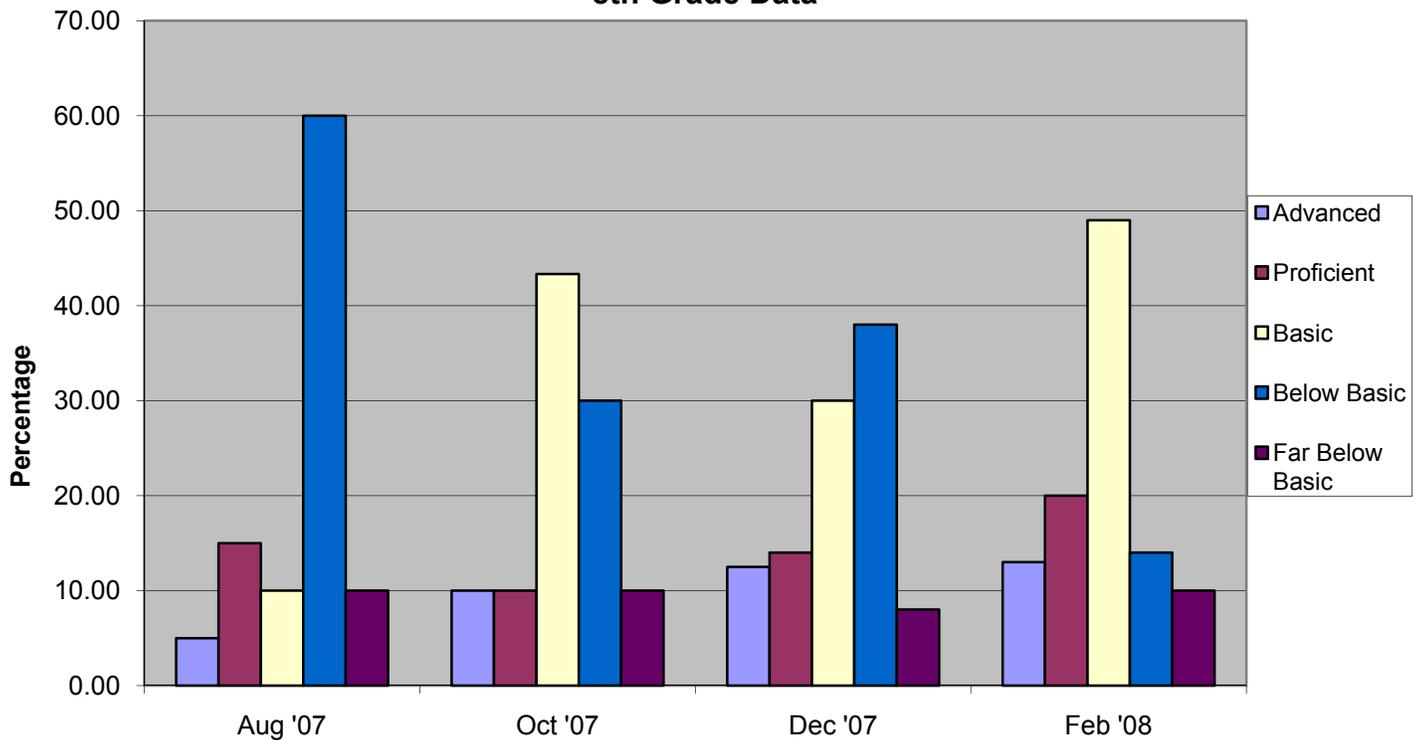
evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.				
5.5 Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	Advanced- Proficient- Basic- 10% Below Basic- 30% Far Below Basic- 60%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 10% Basic- 20% Below Basic- 60% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 10% Below Basic- 60% Far Below Basic- 10%
5.6 Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 20% Basic- 20% Below Basic- 50% Far Below Basic- 10%	Advanced- 10% Proficient- 20% Basic- 60% Below Basic- 10% Far Below Basic-

**Language Arts Standards and Benchmarks
8th Grade Data**



Sentence Structure (21% according to the CA blueprints)				
Sentence Structure 5.7 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- 15% Basic- 5% Below Basic- 70% Far Below Basic- 10%	Advanced- 5% Proficient- 10% Basic- 70% Below Basic- 5% Far Below Basic- 10%
5.8 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 10% Below Basic- 60% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-
5.9 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-	Advanced- Proficient- Basic-NA Below Basic- Far Below Basic-
Grammar 5.10 Edit written manuscripts to ensure that correct grammar is used.	Advanced- 5% Proficient- 15% Basic- 10% Below Basic- 60% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 10% Below Basic- 60% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 45% Below Basic- 25% Far Below Basic- 10%	Advanced- 10% Proficient- 30% Basic- 30% Below Basic- 20% Far Below Basic- 10%
Punctuation and Capitalization 5.11 Use correct punctuation and capitalization.	Advanced- 5% Proficient- 15% Basic- 10% Below Basic- 60% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 50% Below Basic- 25% Far Below Basic- 5%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 20% Far Below Basic-
Spelling 5.12 Use correct spelling conventions.	Advanced- 5% Proficient- 15% Basic- 10% Below Basic- 60% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- 20% Proficient- 25% Basic- 40% Below Basic- 10% Far Below Basic- 5%	Advanced- 30% Proficient- 40% Basic- 25% Below Basic- 5% Far Below Basic-

Language Arts Standards and Benchmarks 8th Grade Data



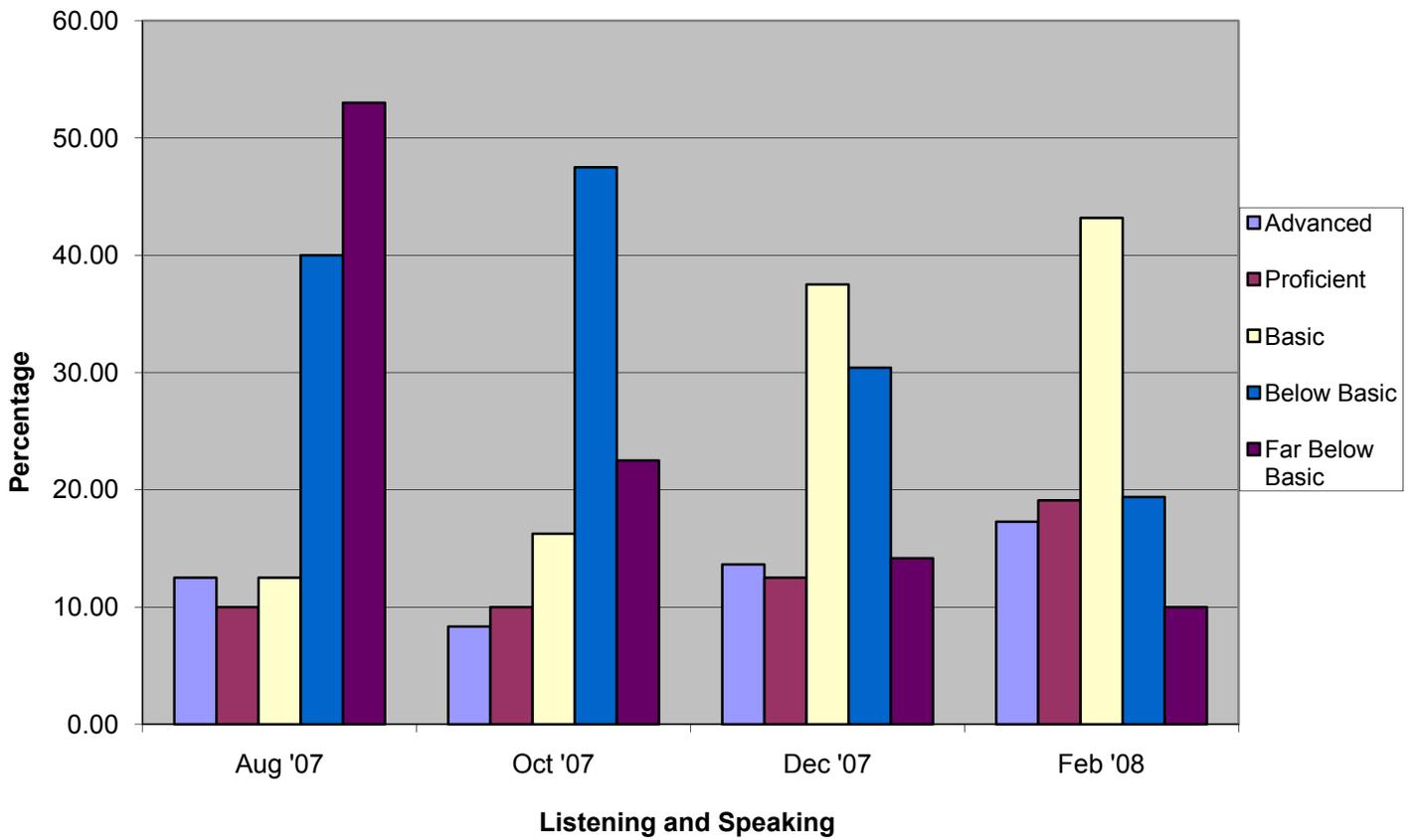
Sentence Structure (21% according to the CA blueprints)

Listening and Speaking				
Comprehension 5.13 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	Advanced- Proficient- Basic- 10% Below Basic- 30% Far Below Basic- 60%	Advanced- Proficient- Basic- 20% Below Basic- 60% Far Below Basic- 20%	Advanced- Proficient- 10% Basic- 40% Below Basic- 40% Far Below Basic- 10%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%
5.14 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	Advanced- 20% Proficient- 10% Basic- 10% Below Basic- 60% Far Below Basic-	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 20% Proficient- 10% Basic- 10% Below Basic- 60% Far Below Basic-	Advanced- 20% Proficient- 20% Basic- 40% Below Basic- 20% Far Below Basic-
Organization and Delivery of Oral Communication 5.15 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	Advanced- Proficient- Basic- 10% Below Basic- 20% Far Below Basic- 70%	Advanced- 15% Proficient- 10% Basic- 10% Below Basic- 50% Far Below Basic- 15%	Advanced- 25% Proficient- 10% Basic- 60% Below Basic- 5% Far Below Basic-	Advanced- 35% Proficient- 30% Basic- 35% Below Basic- Far Below Basic-
5.16 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	Advanced- Proficient- Basic- Below Basic- 20% Far Below Basic- 80%	Advanced- Proficient- Basic- 10% Below Basic- 20% Far Below Basic- 70%	Advanced- 15% Proficient- 10% Basic- 10% Below Basic- 50% Far Below Basic- 15%	Advanced- 20% Proficient- 10% Basic- 30% Below Basic- 35% Far Below Basic- 5%
5.17 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	Advanced- Proficient- Basic- Below Basic- 60% Far Below Basic- 40%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 5% Proficient- 5% Basic- 20% Below Basic- 50% Far Below Basic- 20%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%
5.18 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 15%	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 15%	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%
5.19 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning.	Advanced- Proficient- Basic- NA Below Basic- Far Below Basic-	Advanced- 15% Proficient- 10% Basic- 10% Below Basic- 50% Far Below Basic- 15%	Advanced- 25% Proficient- 10% Basic- 60% Below Basic- 5% Far Below Basic-	Advanced- 35% Proficient- 30% Basic- 35% Below Basic- Far Below Basic-
Analysis and Evaluation of Oral and Media Communications 5.20 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 15% Basic- 60% Below Basic- 10% Far Below Basic- 10%	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.21 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 15%	Advanced- 15% Proficient- 20% Basic- 50% Below Basic- 15% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-

and affect impressions and opinions.				
5.22 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 15%	Advanced- 15% Proficient- 20% Basic- 50% Below Basic- 15% Far Below Basic-	Advanced- 25% Proficient- 60% Basic- 15% Below Basic- Far Below Basic-
5.23 Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 15%	Advanced- 15% Proficient- 20% Basic- 50% Below Basic- 15% Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-
5.24 Deliver research presentations: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 15%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%
5.25 Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 20% Below Basic-50% Far Below Basic- 15%	Advanced- 10% Proficient- 10% Basic- 60% Below Basic- 10% Far Below Basic- 10%

listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.				
5.26 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- Proficient- Basic- Below Basic- Far Below Basic-	Advanced- 5% Proficient- 10% Basic- 20% Below Basic- 50% Far Below Basic- 15%

Language Arts Standards and Benchmarks 8th Grade Data



Mathematics Curriculum

Target Analysis and Intervention Strategies

Baseline data and data points were taken in August, October, December and February. This data indicated that a small amount (16%) of students throughout grades 2nd through 7th needed some intervention while the majority of these students scored in levels of “Proficient” to “Advanced”. 50% of 8th grade students scored at a much lower proficiency level of “Below” and “Far Below Basic”. Further analysis of data generated by Success Maker software reporting supported these finding.

2nd Through 8th Grade Interventions

- All students scoring below 70% (“Basic” or lower) on either benchmarks or “Success Maker” assessments are offered tutoring after school.
- Teachers utilize peer tutoring and cooperative learning techniques.
- The computer lab is available for after school sessions so students may have the time for extra remediation/ intervention in mathematics.
- Teachers use workshop time to provide students with universal access to the curriculum and build basic mathematics skills and concepts.
- Teachers also use discarded questions from former editions of the STAR Test to assess other possible target areas that may need to be addressed.

Further 8th Grade Interventions

- The eighth grade teacher is provided with a paraprofessional.
- The paraprofessional works with small groups in class and also provides after school tutoring.
- Each week, the eighth graders spend extra time in the computer lab to work on mathematics remediation.

Results

School wide improvements in mathematics have been realized, however eighth grade data points have only slightly increased, they are still below expectations.

Future interventions

The curriculum team is working on providing further interventions. We are recruiting parent volunteers to work one-on-one with students and providing supplemental materials (i.e. practice materials from lower grades) to increase student proficiencies in basic math skills.

This is an adoption year for mathematics curriculum and we are currently examining several mathematics series. One of our criterions is to select a series with embedded benchmarks, data points and supplemental instructional materials.

2nd Grade Benchmarks & Test Results

Standards and Benchmarks:

(Number Sense 58% of star test)

- 1.0 Understand relationships between numbers, quantities and place value.
- 1.1 Count, read and write whole numbers to 1,000 and know the place value of each digit.
- 1.3 Order/compare whole numbers to 1,000
- 2.0 estimate, calculate, solve for sums/differences of numbers up to 3 digits long.
- 2.1 understand/use inverse relationships to solve/check for sums/differences.
- 2.2 Find sums/differences of whole numbers up to 3 digits long.
- 4.0 understand that fractions/decimals may be part of sets or a whole.
- 4.1 recognize, name, compare fractions from $\frac{1}{12}$ to $\frac{1}{2}$.
- 4.2 recognize of a whole and parts of a group.
- 4.3 understand that all fractional parts equal a whole.
- 5.0 model/solve problems representing sums/differences using money.
- 5.1 solve problems using combinations of coins/bills
- 5.2 know/use decimal notation and dollar/cent symbols.
- 6.0 use estimation to compute/solve using numbers up to the thousands.
- 6.1 recognize when an estimate is reasonable.

(Algebra & Functions 9% of star test)

- 1.0 model, represent, interpret, create, solve for sums/differences.
- 1.1 use commutative/associative rules to simplify /check results.
- 1.2 relate situations to number sentences for sums/differences.
- 1.3 use charts, graphs, number sentences to solve for sums/differences.

(Measurement & Geometry 22% of star test)

- 1.0 identify units of measure, iterate, compare it to the item being measured.
- 1.1 Use commutative & associative rules to simplify.
- 1.4 Tell time to nearest quarter hour/know relationships of time.
- 1.5 determine intervals of time in hours.
- 2.0 identify and describe attributes of common figures in plane and common objects.
- 2.1 describe and classify plane/solid shapes using faces/edges/vertices.
-

(Statistics, Data, Analysis, and Probability 11% of star test)

- 1.0 collect, record, organize, display and interpret data.
- 1.1 record data in systematic ways.
- 1.4 Ask and answer simple questions related to data.
- 2.0 demonstrate understanding of patterns and how they grow.
- 2.1 recognize, describe, extend patterns to determine the next term.

(MR embedded)

- 1.0 Make decisions on how to set-up a problem.
- 1.1 Determine the approach, materials, strategies needed.
- 1.2 Use tools such as manipulatives or drawings to model problems.

Baseline Data: 8/27/2007

(23 students tested)

- Advanced & proficient: (100-70%) 18 students
- Basic: (69-60%) 2 students
- Below basic: (59-50%) 3 students
- Far below basic: (49-0%) 1 student

Data Points: 10/22/2007

(25 students tested)

- Advanced & proficient: (100-70%) 19 students
- Basic: (69-60%) 4 students
- Below basic: (59-50%) 2 students
- Far below basic: (49-0%) 0 students

Data Points: 12/20/2007

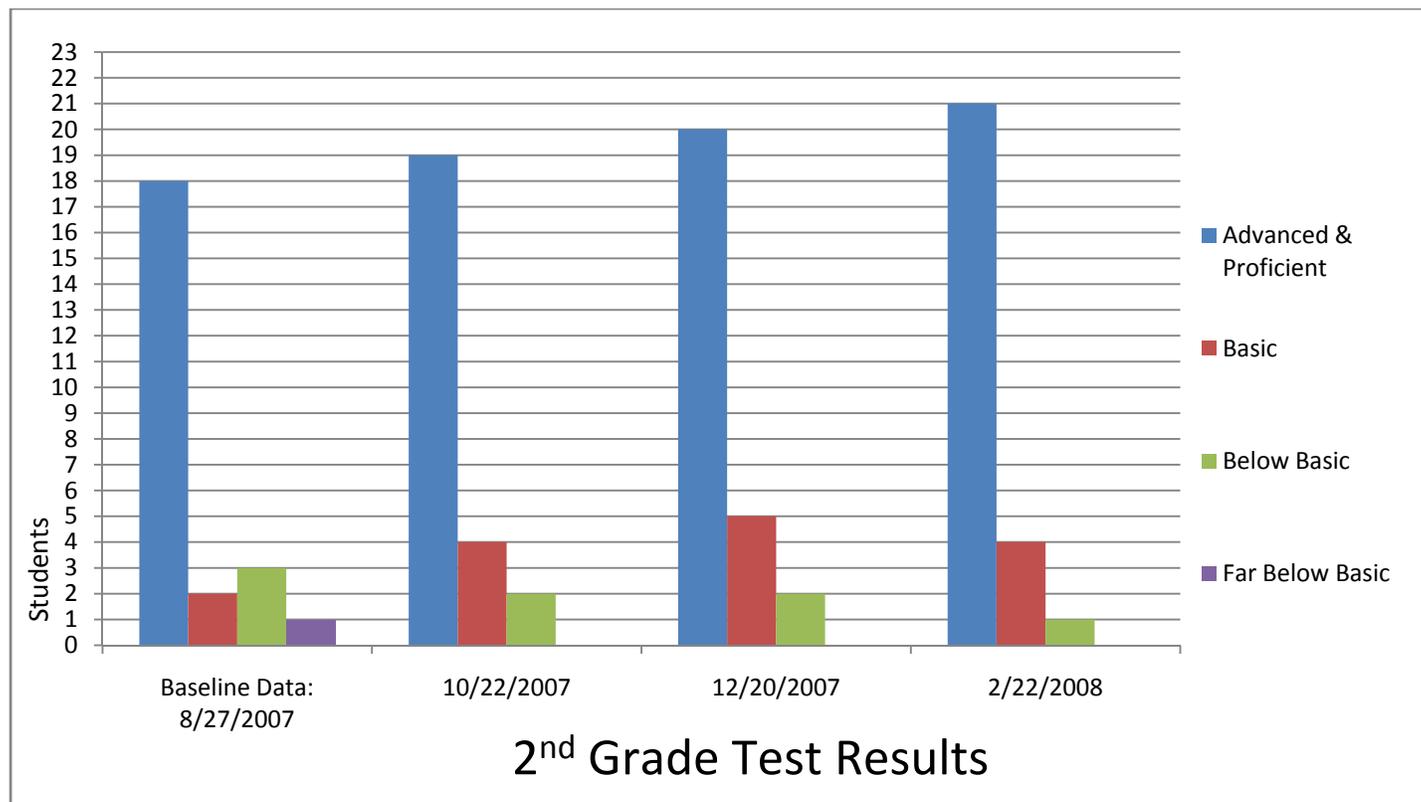
(27 students tested)

- Advanced & proficient: (100-70%) 20 students
- Basic: (69-60%) 5 students
- Below basic: (59-50%) 2 students
- Far below basic: (49-0%) 0 students

Data Points: 2/22/2008

(26 students tested)

- Advanced & proficient: (100-70%) 21 students
- Basic: (69-60%) 4 student
- Below basic: (59-50%) 1 students
- Far below basic: (49-0%) 0 students



3rd Grade Benchmarks & Test Results

Standards and Benchmarks:

(Number Sense 49% of star test)

- 1.0 understand place value of whole numbers
- 1.1 count, read, write whole numbers
- 1.2 compare/order whole numbers to 10,000
- 1.4 round numbers up to 10,000 to the nearest ten, hundred, thousand
- 2.0 use addition, subtraction, multiplication, and division to calculate/solve problems.
- 2.1 find the sum/difference of two whole numbers between 0 - 10,000.
- 3.0 understand relationships between whole numbers, simple fractions, and decimals.
- 3.1 compare, add, subtract simple fractions represented by drawings or concrete materials.
- 3.2 add/subtract simple fractions.

(Algebra & Functions)

- 1.0 select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- 1.1 represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
- 1.2 solve problems involving numeric equations or inequalities.
- 2.0 represent simple functional relationships.
- 2.2 extend and recognize linear patterns by their rules

(Measurement & Geometry 25% of STAR Test)

- 1.0 choose and use appropriate units and measurement tools to quantify the properties of objects.
- 1.1 choose the appropriate tools and units and estimate and measure the length, liquid volume, and weight/mass of objects.
- 2.0 describe and compare the attributes of plane and solid geometric figures and use understanding to show relationships and solve problems.
- 2.1 identify/describe/classify polygons.
- 2.3 identify attributes of quadrilaterals.

(Mathematical Reasoning embedded)

- 1.0 make decisions about how to approach problems.
- 1.1 analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 2.0 use strategies, skills and concepts in finding solutions.
- 2.1 use estimation to verify reasonableness of results.
- 2.3 use a variety of methods to explain mathematical reasoning.
- 2.4 use the appropriate notation, terms and mathematical language to clearly and logically express, support and explain mathematical reasoning.

Baseline data: 8/27/2007

(21 students tested)

- Advanced and proficient (100-70%) 19 students
- Basic (69-60%) 1 student
- Below basic (59-50%) 2 students
- Far below basic (49-0%) 0 students

Data Points: 10/22/2007

(25 students tested)

- Advanced and proficient (100-70%) 19 students
- Basic (69-60%) 3 students
- Below basic (59-50%) 2 students
- Far below basic (49-0%) 1 student

Data Points: 12/20/2007

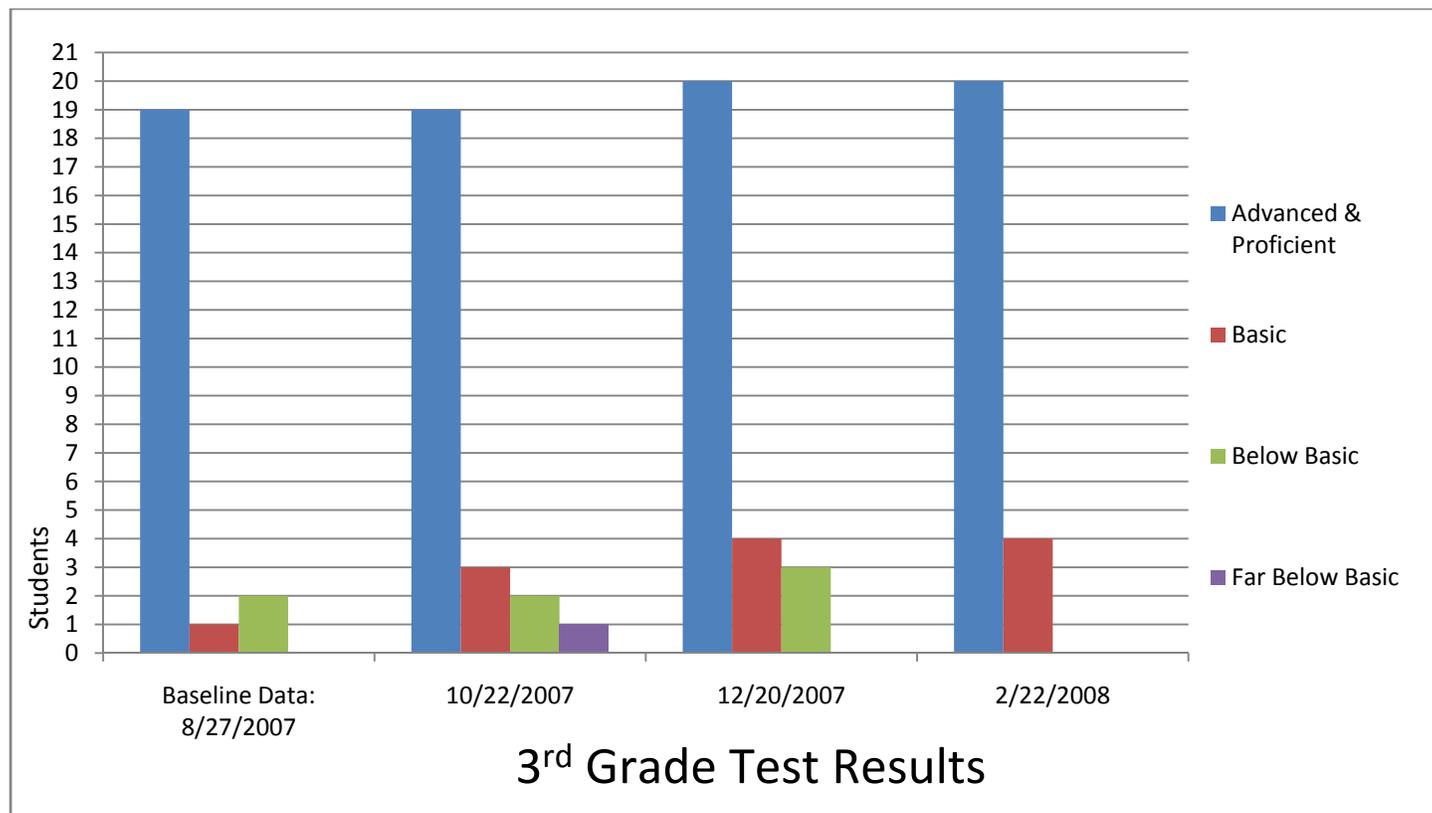
(27 students tested)

- Advanced and proficient (100-70%) 20 students
- Basic (69-60%) 4 students
- Below basic (59-50%) 3 students
- Far below basic (49-0%) 0 students

Data Points: 2/22/2008

(24 students tested)

- Advanced and proficient (100-70%) 20 students
- Basic (69-60%) 4 students
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 0 students



4th Grade Benchmarks & Test Results

Standards and Benchmarks:

(Number Sense 48% of the STAR Test)

- 1.0 place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Use the concepts of negative numbers.
- 1.2 order/compare whole numbers and decimals to two decimal places.
- 1.3 round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, and hundred thousand.
- 1.4 decide when a rounded solution is needed and explain why it is appropriate.
- 1.5 explain different interpretations of fractions, and equivalents of fractions.
- 1.6 write tenths and hundredths in decimal and fraction notations. Know the fraction and decimal equivalent notations for halves and fourths.
- 1.7 write fraction representations for drawings of parts of a figure. Use drawings to represent a given fraction. Relate fractions to decimals on a number line.
- 1.8 use negative numbers.
- 2.0 extend use and understanding of whole numbers to the addition and subtraction of simple decimals.
- 2.1 estimate or compute the sum or difference of whole numbers and positive decimals to two places.
- 3.0 solve problems using addition, subtraction, multiplication, and division of whole numbers.
- 3.1 use standard algorithms to find sums, differences, products and quotients.
- 4.0 factor small whole numbers.
- 4.1 understand that many whole numbers break down in many different ways.

(Algebra and Functions 28% of the STAR Test)

- 1.0 write and simplify expressions and sentences by using and interpreting variables, symbols and properties.
- 1.1 use letters, boxes or other symbols to stand for any number in simple expressions or equations.
- 1.2 interpret and evaluate expressions that use parentheses.
- 1.3 use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.
- 2.0 know how to manipulate equations.
- 2.1 understand that equals added to equals are equal.
- 2.2 understand that equals multiplied by equals are equal.

(Measurement and Geometry: 18% of the STAR Test)

- 1.0 understand perimeter and area.
- 1.1 use appropriate units to measure rectangular shapes.
- 1.4 understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.
- 3.0 demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems
- 3.1 identify lines that are parallel and perpendicular.
- 3.2 identify the radius and diameter of a circle.
- 3.5 know the definitions of a right angle and obtuse angle. Understand that 90 degrees, 180 degrees, 270 degrees, and 360 degrees are associated with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and full turns.
- 3.7 know the definitions of different triangles and identify their attributes.
- 3.8 know the definition of different quadrilaterals.

(Statistics, Data Analysis, and Probability: 6% of STAR Test)

- 1.0 organize and represent and interpret numerical and categorical data and clearly communicate their findings.
- 1.1 formulate survey questions, systematically collect and represent data on a number line, and coordinate graphs, tables and charts.
- 2.0 make predictions for simple probability situations
- 2.1 represent all possible outcomes for a simple probability situation in an organized way.

(Mathematical Reasoning: embedded)

- 1.0 make decisions about how to approach problems.
- 1.1 analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information and observing patterns.
- 1.2 determine how and when to break a problem into simpler parts.
- 2.0 use strategies, skills, and concepts to find solutions.
- 2.3 use a variety of methods to explain mathematical reasoning.
- 2.4 express solutions clearly and logically by using the appropriate notation, terms and clear language.
- 2.6 make precise calculations and check the validity of the results.
- 3.0 move beyond a particular problem by generalizing to other situations.
- 3.1 evaluate the reasonableness of a solution.
- 3.2 demonstrate conceptual understanding by solving similar problems.
- 3.3 develop generalizations of the results obtained and apply them in other circumstances.

Baseline data: 8/27/2007

(19 students tested)

- Advanced and proficient (100-70%) 16 students
- Basic (69-60%) 2 students
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 1 student

Benchmark data: 10/22/2007

(18 students tested)

- Advanced and proficient (100-70%) 17 students
- Basic (69-60%) 1 student
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 0 students

Benchmark data: 12/20/2007

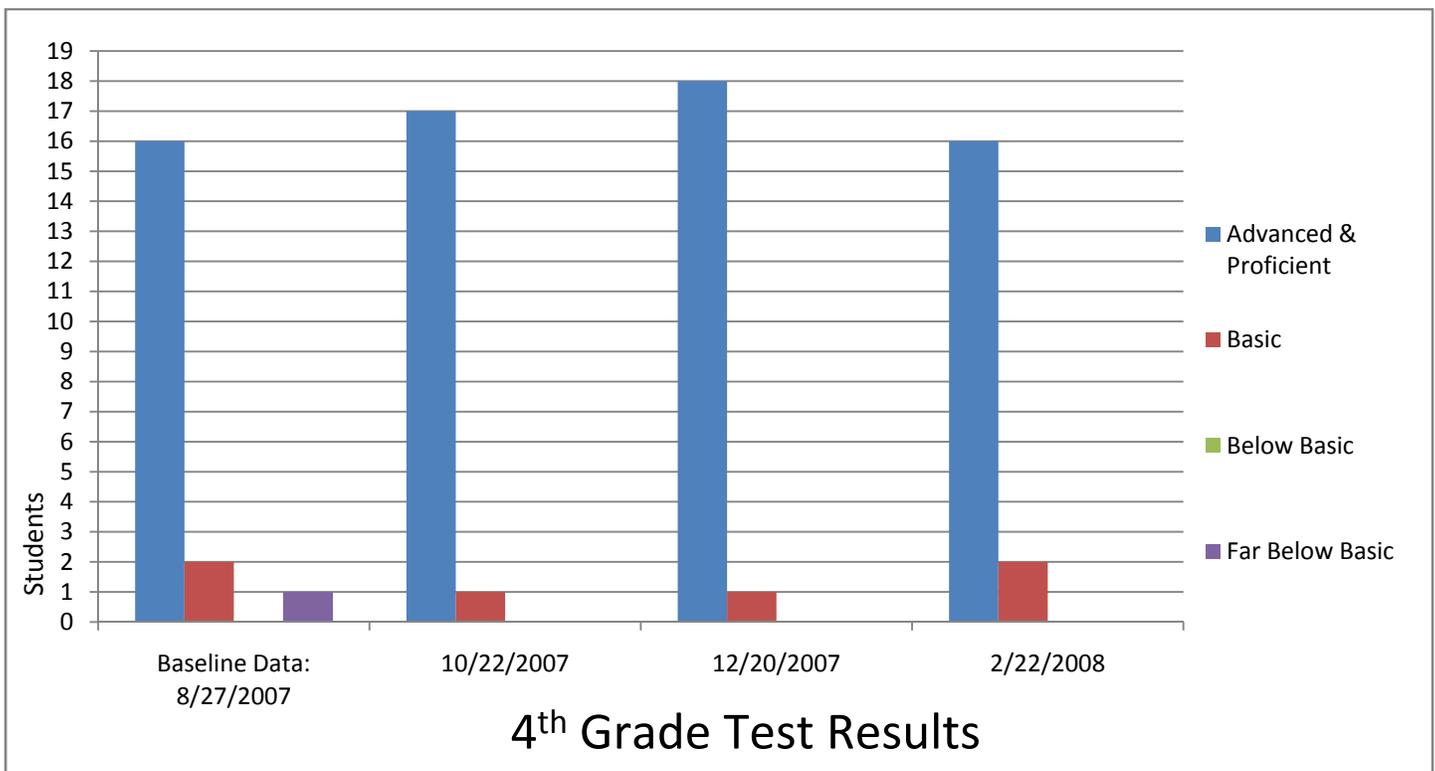
(19 students tested)

- Advanced and proficient (100-70%) 18 students
- Basic (69-60%) 1 student
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 0 students

Benchmark data: 2/22/2008

(18 students tested)

- Advanced and proficient (100-70%) 16 students
- Basic (69-60%) 2 students
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 0 students



5th Grade Benchmarks & Test Results

Standards and Benchmarks:

(Number Sense 45% of STAR Test)

- 1.0 Compute large and small numbers, positive integers, decimals, fractions and percents.
- 1.1 estimate/round very large and very small numbers.
- 1.2 interpret percents as part of a hundred; find decimal and percent equivalents; compute a given percent as a whole number.
- 1.4 determine the prime factors of all numbers through 50 and use exponents write the numbers as the product of a factor.
- 1.5 identify and represent fractions, mixed numbers, positive and negative integers on a number line.
- 2.0 calculate and solve problems involving addition, subtraction, multiplication and division of fractions and decimals.
- 2.1 add, subtract, multiply and divide using decimals. Add negative integers; subtract positive integers from negative integers; verify the reasonableness.
- 2.2 demonstrate proficiency with division; positive decimals and multidigit divisors
- 2.3 solve problems from concrete situations; use addition and subtraction of fractions and mixed numbers; express answers in simplest form.
- 2.5 multiply and divide fractions; apply to problem solving.

(Algebra and Functions 26% of the STAR Test)

- 1.0 use variables to solve simple expressions; plot and interpret the results.
- 1.2 use a letter to represent an unknown number; write and evaluate simple algebraic expressions using one variable.
- 1.3 know and use the distributive property in equations and expressions with variables.
- 1.5 solve problems using linear functions with integer values and graph the resulting ordered pairs on a grid.

(Measurement and Geometry 23% of the STAR Test)

- 2.0 identify, describe, and classify properties of and the relationships between plane and solid geometric figures.
- 2.1 measure, identify and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools.
- 2.2 know the sum of angles of any triangle is 180 degrees and the sum of angles of any quadrilateral is 360 degrees and use this knowledge to solve problems.

(Statistics, Data, Analysis, Probability 6% of the STAR Test)

- 1.0 display, analyze, compare, and interpret different data sets.
- 1.1 know the concept of mean, median, and mode; compute and compare simple examples to show that they may differ.

(Mathematical Reasoning: embedded)

- 1.0 make decisions about how to approach problems.
- 1.1 analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 1.2 determine when and how to break a problem into simpler parts.
- 2.0 use strategies, concepts, and skills to find solutions.
- 2.1 use estimation to verify the reasonableness of calculated results.
- 2.3 use a variety of methods to explain mathematical reasoning.
- 2.4 express the solution clearly and logically by using the appropriate mathematical notation and terms; support solutions with evidence.
- 2.5 indicate the advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- 2.6 calculate and check the validity of the results from the context of the problem.
- 3.0 move beyond a particular problem by generalizing to other situations.
- 3.1 evaluate the reasonableness of a solution.
- 3.2 derive a solution and demonstrate a conceptual understanding by solving similar problems.
- 3.3 develop generalizations of the results obtained and apply them in other circumstances.

Baseline data: 8/27/2007

(20 students tested)

- Advanced and proficient (100-70%) 15 students
- Basic (69-60%) 3 students
- Below basic (59-50%) 1 student
- Far below basic (49-0%) 1 student

Data Points: 10/22/2007

(21 students tested)

- Advanced and proficient (100-70%) 19 students
- Basic (69-60%) 1 student
- Below basic (59-50%) 1 student
- Far below basic (49-0%) 0 students

Data Points: 12/20/2007

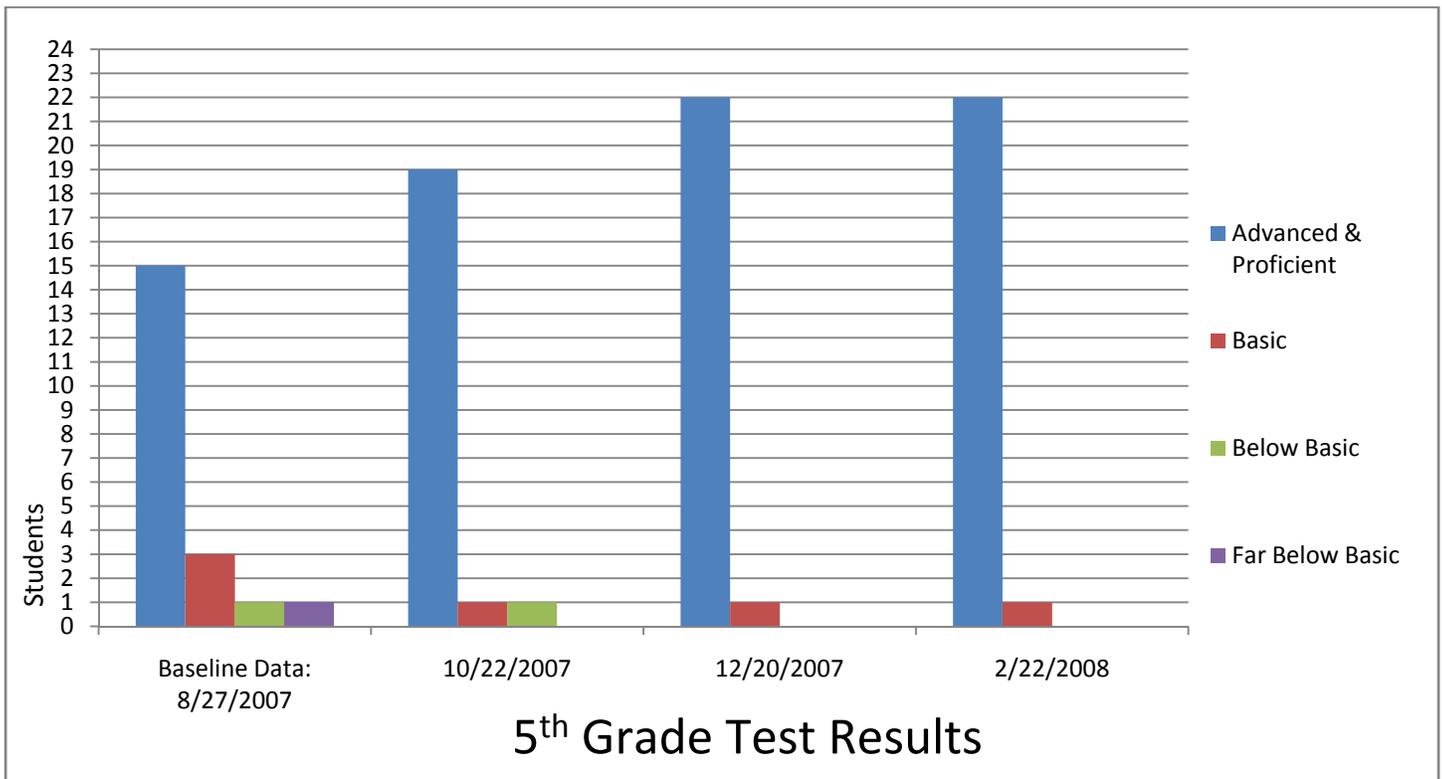
(23 students tested)

- Advanced and proficient (100-70%) 22 students
- Basic (69-60%) 1 student
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 0 students

Data Points: 2/22/2008

(23 students tested)

- Advanced and proficient (100-70%) 22 students
- Basic (69-60%) 1 student
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 0 students



6th Grade Benchmarks & Test Results

Standards and Benchmarks:

(Number Sense: 39% of the STAR Test)

- 1.0 compare/ order positive and negative fractions, decimals, and mixed numbers. Solve problems using fractions, ratios, proportions and percentages.
- 1.1 compare/order positive and negative fractions, decimals and mixed numbers.
- 1.2 interpret and use ratios in different contexts.
- 2.0 calculate and solve problems using addition, subtraction, multiplication, and division.
- 2.1 solve problems using addition, subtraction, multiplication, and division of positive fractions and explain.
- 2.2 explain the meaning of multiplication and division of positive fractions and perform the calculations.
- 2.3 solve addition, subtraction, multiplication, and division problems that use positive and negative integers and combinations of these operations.
- 2.4 determine the least common multiple and greatest common divisor of whole numbers and use to solve problems with fractions.

(Algebra and Functions: 29% of the STAR Test)

- 1.0 write algebraic expressions and equations; evaluate algebraic expressions, solve simple linear equations and graph and interpret the results.
- 1.1 write and solve one-step linear equations using one variable.
- 1.2 write and evaluate an algebraic expression for a given situation, using up to three variables.
- 1.3 apply algebraic order of operations and the commutative, associative and distributive properties to evaluate expressions and justify each step.
- 1.4 solve problems manually using the correct order of operations or a scientific calculator.
- 2.0 analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
- 2.1 convert one unit of measurement to another.
- 2.2 demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.
- 2.3 solve problems involving rates, average speed, distance, and time.
- 3.0 investigate geometric patterns and explain them algebraically.
- 3.1 use variables in expressions describing geometric quantities.
- 3.2 express simple symbolic relationships arising from geometry.

(Measurement and Geometry: 15% of the STAR Test)

- 2.0 identify and describe the properties of two-dimensional figures.
- 2.1 identify angles as vertical, adjacent, complementary or supplementary and provide descriptions of these terms.

(Statistics, Data Analysis, Probability: 17% of STAR Test)

- 1.0 compute and analyze statistical measurements for data sets.
- 1.1 compute the range, mean, median, mode of data sets.
- 1.2 understand how additional data added to data sets may affect these computations.
- 1.3 understand how the inclusion or exclusion of outliers affects these computations.
- 1.4 know why a specific measure of central tendency provides the most useful information in a given context.
- 2.0 use data samples of a population and describe the characteristics and limitations of the samples.
- 2.1 compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.
- 2.2 identify different ways of selecting a sample and which method makes a sample more representative for a population.
- 2.4 identify data that represent sampling errors and explain why the sample might be biased.
- 2.5 identify claims based on statistical data and evaluate the validity of the claims.

(Mathematical Reasoning: embedded)

- 1.0 make decisions about how to approach problems.
- 1.1 analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- 1.2 Formulate and justify mathematical conjectures based on a general description of the question or problem posed.
- 1.3 determine when and how to break a problem into simpler parts.
- 2.0 use strategies, skills, and concepts in finding solutions
- 2.1 use estimation to verify the reasonableness of calculated results.
- 2.2 apply strategies and results from simpler problems to more complex problems.
- 2.3 estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- 2.4 use a variety of methods to explain mathematical reasoning.
- 2.5 express the solution clearly and logically by using the appropriate notation and terms and clear language; support solutions with evidence.
- 2.6 indicate the advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- 2.7 make precise calculations and check the validity of results.
- 3.0 move beyond a particular problem by generalizing to other situations.
- 3.1 evaluate the reasonableness of the solution in context of the original situation.
- 3.2 note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- 3.3 develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

Baseline data: 8/27/2007

(23 students tested)

- Advanced and proficient (100-70%) 17 students
- Basic (69-60%) 3 students
- Below basic (59-50%) 2 students
- Far below basic (49-0%) 1 student

Data Points: 10/22/2007

(24 students tested)

- Advanced and proficient (100-70%) 15 students
- Basic (69-60%) 0 students
- Below basic (59-50%) 5 students
- Far below basic (49-0%) 4 students

Data Points: 12/20/2007

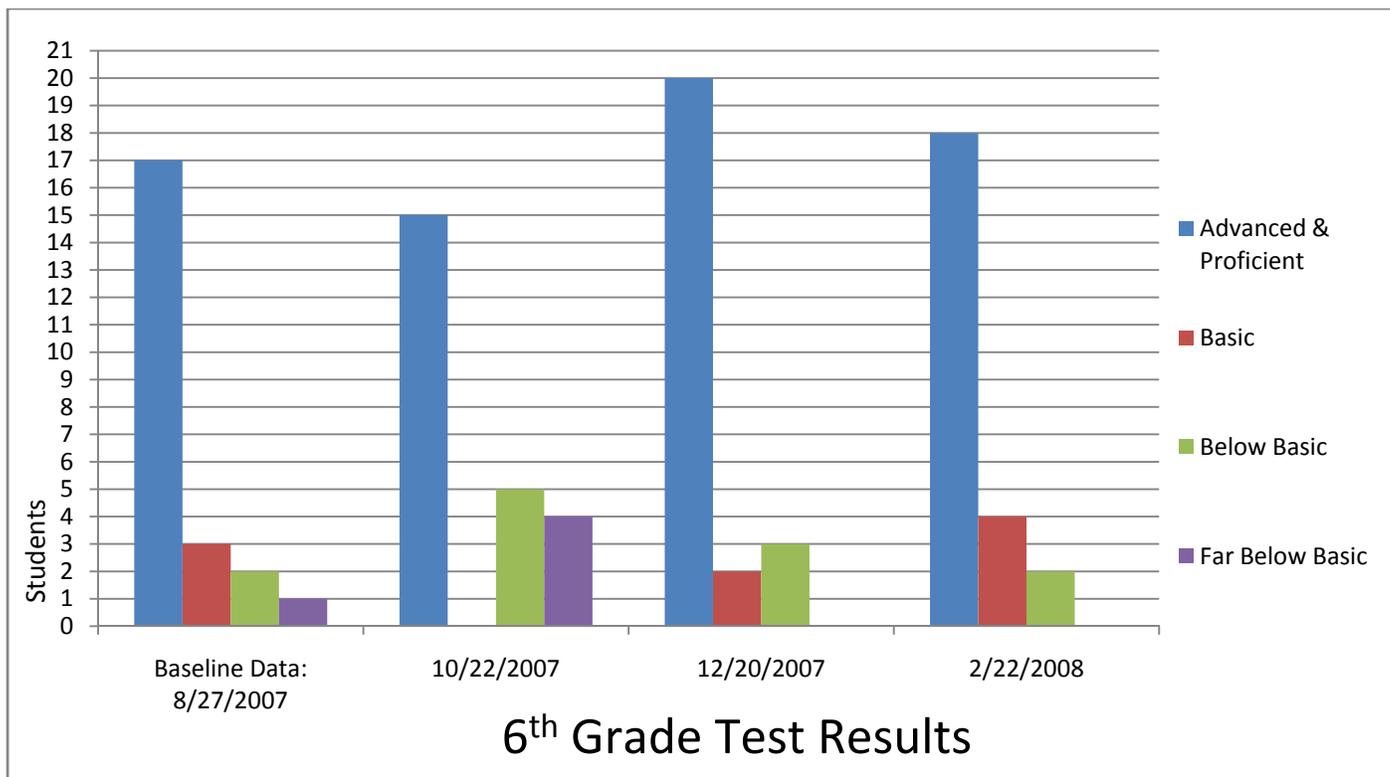
(25 students tested)

- Advanced and proficient (100-70%) 20 students
- Basic (69-60%) 2 students
- Below basic (59-50%) 3 students
- Far below basic (49-0%) 0 students

Data Points: 2/22/2008

(24 students tested)

- Advanced and proficient (100-70%) 18 students
- Basic (69-60%) 4 students
- Below basic (59-50%) 2 students
- Far below basic (49-0%) 0 students



7th Grade Benchmarks & Test Results

Standards and Benchmarks:

(Number Sense: 34% of Star Test)

- 1.0 know the properties of and compute with rational numbers expressed in a variety of forms.
- 1.1 read, write, and compare rational and approximate numbers in scientific notation
- 1.2 add, subtract, multiply and divide rational numbers and take positive rational numbers to whole-number powers.
- 1.3 convert fractions to decimals and percents and use these in estimation, computations and applications.
- 1.4 differentiate between rational and irrational numbers.
- 1.5 know that every rational number is either a terminating or repeating decimal; convert terminating decimals into reduced fractions.
- 1.6 calculate the percentage of increased and decreased of a quantity.
- 1.7 solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
- 2.0 use exponents, powers, and use exponent in working with fractions.
- 2.1 understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
- 2.2 add and subtract fractions by using factoring to find common denominators.
- 2.3 multiply divide and simplify rational numbers by using exponent rules.
- 2.4 use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square; determine without a calculator the two integers between which its square root lies and explain why.
- 2.5 understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; determine the absolute value of real numbers.

(Algebra and Functions: 38%)

- 1.0 express quantitative relationships by using algebraic terminology, expression, equations, inequalities, and graphs
- 1.1 use variables and appropriate operations to write an expression, and equation, an inequality, or a system of equations or inequalities.
- 1.2 use the correct order of operations to evaluate algebraic expressions.
- 1.3 simplify numerical expressions by applying properties of rational numbers and justify the process.
- 1.5 represent quantitative relationships graphically and interpret the meaning of a specific part of a graph.
- 2.0 interpret and evaluate expressions involving integer powers and simple roots.
- 2.2 multiply and divide monomials, extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer.
- 3.0 graph and interpret linear and some nonlinear functions.
- 3.3 graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio is called the slope of a graph.
- 3.4 plot the values of quantities whose ratios are always the same; fit a line to the plot and understand that the slope of the line equals the quantities.
- 4.0 solve simple linear equations and inequalities over the rational numbers.

- 4.1 solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
- 4.2 solve multistep problems involving rate, average speed, distance, and time or a direct variation.

(Measurement and Geometry: 20%)

- 1.0 choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
- 1.3 use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.
- 2.0 compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. Know how perimeter, area and volume are affected by changes of scale.
- 2.2 estimate and compute the area of more complex or irregular two and three dimensional figures by breaking the figures down into more basic geometric objects
- 2.3 compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids.
- 2.4 relate the changes in measurement with a change of scale to the units used and to conversions between units.
- 3.0 know the Pythagorean theorem and deepen understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.
- 3.3 know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and in some situations, empirically verify the Pythagorean theorem by direct measurement.
- 3.4 demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
- 3.6 identify elements of three-dimensional geometric objects and describe how two or more objects are related in space.

(Statistics, Data Analysis, and Probability)

- 1.0 collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.
- 1.3 understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

(Mathematical Reasoning: Embedded)

- 1.0 make decisions about how to approach problems.
- 1.1 analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- 1.2 formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.
- 1.3 determine when and how to break a problem into simpler parts.
- 2.0 use strategies, skill, and concepts in finding solutions
- 2.1 use estimation to verify the reasonableness of calculated results.
- 2.2 apply strategies and results from simpler problems to more complex problems.
- 2.3 estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- 2.4 make and test conjectures by using both inductive and deductive reasoning.
- 2.5 use a variety of methods to explain mathematical reasoning.
- 2.6 express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence.
- 2.7 indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- 2.8 make precise calculations and check the validity of the results from the context of the problem.
- 3.0 determine a solution is complete and move beyond a particular problem by generalizing to other situations.
- 3.1 evaluate the reasonableness of the solution in context of the original situation.
- 3.2 note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- 3.3 develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Baseline data: 8/27/2007

(10 students tested)

- Advanced and proficient (100-70%) 4 students
- Basic (69-60%) 3 student
- Below basic (59-50%) 2 students
- Far below basic (49-0%) 1 students

Data Points: 10/22/2007

(10 students tested)

- Advanced and proficient (100-70%) 6 students
- Basic (69-60%) 2 student
- Below basic (59-50%) 1 student
- Far below basic (49-0%) 1students

Data Points: 12/20/2007

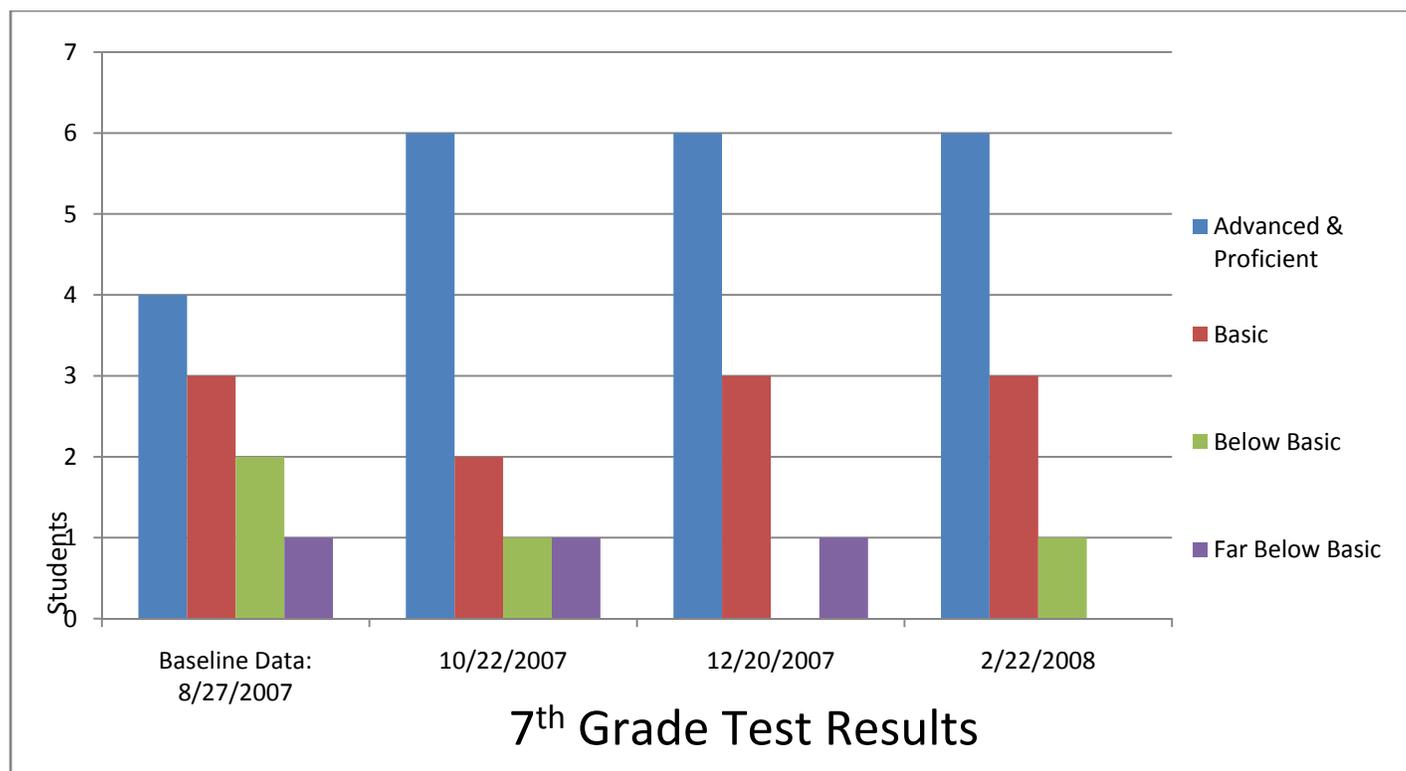
(10 students tested)

- Advanced and proficient (100-70%) 6 students
- Basic (69-60%) 3 student
- Below basic (59-50%) 0 students
- Far below basic (49-0%) 1 students

Data Points: 2/22/08

(10 students tested)

- Advanced and proficient (100-70%) 6 students
- Basic (69-60%) 3 student
- Below basic (59-50%) 1 students
- Far below basic (49-0%) 0 students



8th Grade Benchmarks & Test Results

Standards and Benchmarks:

(Algebra 1)

- 1.0 Identify and use arithmetic properties of subsets of integers and rational, irrational, and real numbers; including closure properties for the four basic arithmetic operations where applicable.
- 1.1 use properties of numbers to demonstrate whether assertions are true or false.
- 2.0 students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power; understand and use the rules of exponents.
- 3.0 Solve equations and inequalities involving absolute values.
- 4.0 simplify expressions prior to solving linear equations and inequalities in one variable.
- 5.0 solve multistep problems and provide justification for each step.
- 6.0 graph a linear equation and compute the x- and y- intercepts and sketch the area defined by linear inequality.
- 8.0 understand the concepts of parallel lines and perpendicular lines and how those slopes are related; find the equation of a line perpendicular to a given line that passes through a given point.
- 9.0 students solve a system of two linear equations in two variables algebraically and interpret the answer graphically; solve a system of two linear inequalities in two variables and to sketch the solution sets.
- 10.0 add, subtract, multiply, and divide monomials and polynomials; solve multistep problems using these techniques.
- 12.0 simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to lowest terms.
- 13.0 add, subtract, multiply and divide rational expressions and functions; solve both computationally and conceptually challenging problems by using these techniques.
- 14.0 solve a quadratic equation by factoring or completing the square.
- 15.0 apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- 19.0 know the quadratic formula and are familiar with its proof by completing the square.
- 20.0 use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- 21.0 graph quadratic functions and know that their roots are the x-intercepts.
- 23.0 apply quadratic equations to physical problems.
- 24.0 use and know simple aspects of a logical argument.
- 25.0 use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.

Baseline data: 8/27/2007

(8 students tested)

- Advanced and proficient (100-70%) 1 student
- Basic (69-60%) 3 students
- Below basic (59-50%) 2 students
- Far below basic (49-0%) 2 students

Data Points: 10/22/2007

(10 students tested)

- Advanced and proficient (100-70%) 5 students
- Basic (69-60%) 3 students
- Below basic (59-50%) 2 students
- Far below basic (49-0%) 0 students

Data Points: 12/20/2007

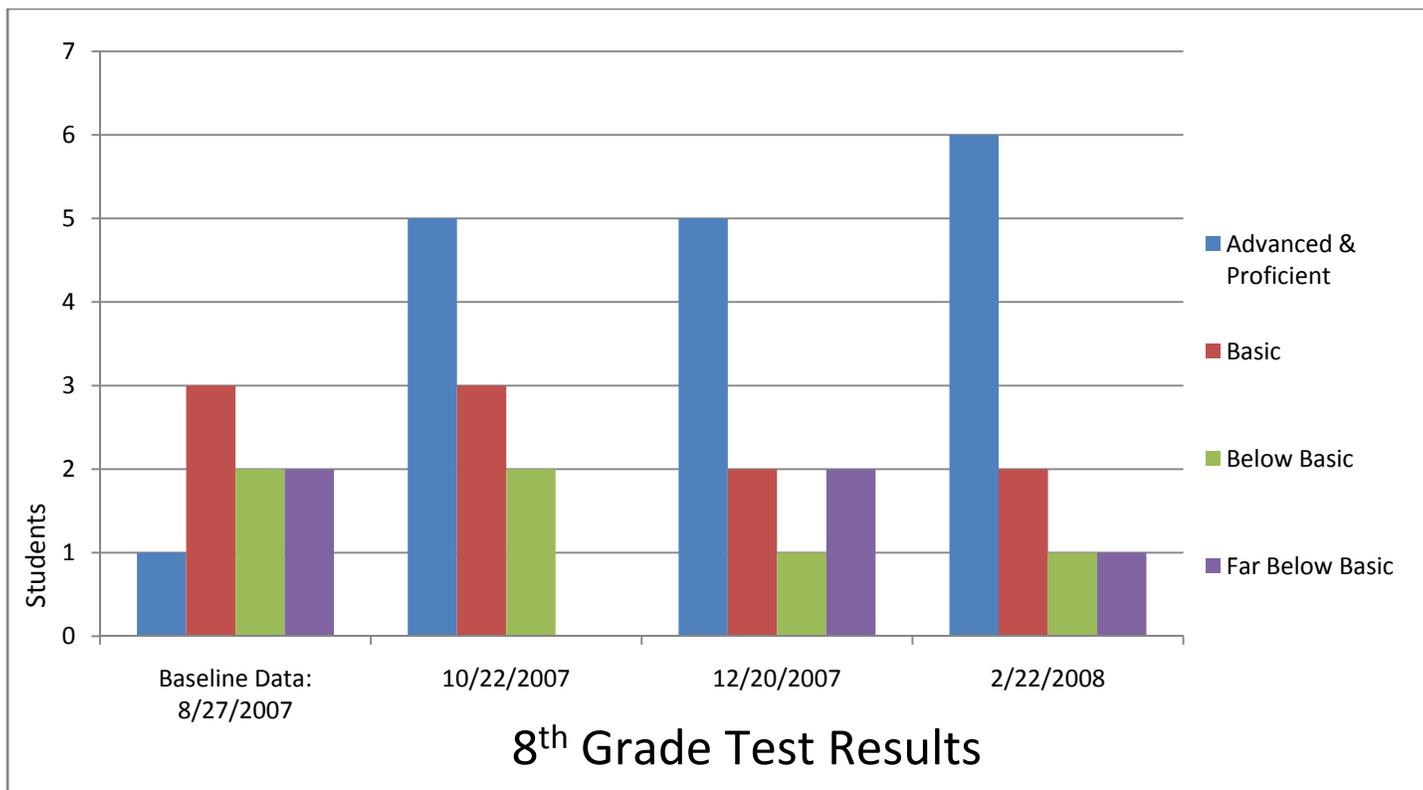
(10 students tested)

- Advanced and proficient (100-70%) 5 students
- Basic (69-60%) 2 students
- Below basic (59-50%) 1 student
- Far below basic (49-0%) 2 students

Data Points: 2/22/2008

(10 students tested)

- Advanced and proficient (100-70%) 6 students
- Basic (69-60%) 2 students
- Below basic (59-50%) 1 student
- Far below basic (49-0%) 1 student



School Wide Interventions Improving Student Achievement

During the 2007-08 school year Ridgecrest Charter School began to implement a systematic and directive intervention program that provides students with help as soon as they experience difficulty. The intervention requires students to devote extra time and receive additional assistance until they have mastered the necessary concepts. The collaborative grade-level teams are behind the intervention process. Teachers tutor their target students 2-3 times a week after school for 1 hour. Students rotate out on a monthly basis or when the teacher feels mastery is met.

Teachers meet every other week for 2-3 hours to review best practices and to take a serious look at the curriculum. Teams discuss effective instruction and examples of specific teaching strategies that have been most effective for improving their student's knowledge of the essential grade level materials they must master. This time is also used as a workshop to brainstorm amongst all grade levels to see where the school wide weaknesses are. This year a priority has become phonemic awareness and comprehension. Across the grade levels we have identified a general weakness. As a collaborative group we have identified vocabulary and spelling as a low point in student performance. This year students in grades K- 3rd have one hour per week of Zoo phonics as an intervention strategy to help with phonemic awareness, comprehension, grammar, and word usage and sight word recognition.

Students in grades K-8 who have been identified as struggling with reading comprehension also have a Reading Buddy. A reading buddy is a 4th-8th grade student that teams up one hour per week to work on reading and comprehension skills. The reading buddy has been trained by the teachers to listen to the student and ask questions regarding comprehension. The buddy provides the student with encouraging words and one-on-one reading interaction. This intervention program is designed to improve the reading comprehension levels in both the buddy and the reader. The buddy must be attentive to the reader in order to ask questions and help with reading.

Our RSP teacher has also established a rapport with the local community who has volunteered their Reading Dogs. A program designed for low achieving students to enhance their interest by using animals to motivate children. Reading Dogs is a 1 hour per week intervention for students in grades 1st- 3rd. Our Reading Specialist chooses 2 students to come in and read with the dogs. The Reading Dogs serve 12 students per week in ½ hour intervals.

RCS has also purchased a supplemental computer-based intervention program called Success Maker. This program incorporates curriculum, management, and intervention into a powerful results-driven learning system. The courseware offers interactive learning activities in reading and language arts, mathematics, and ESL instruction. Students in grades K-5 come to the computer lab one time a week for 30 minutes. Grades 6-8 come to the computer lab daily for ½ per session to work on the intervention software. This software is also being utilized in an after school tutoring program. Tutoring is offered to 28 students per day Monday through Thursday from 3:00- 3:55, upon teacher recommendation. Success Maker also provides benchmark data that is correlated to the proficiency levels of the California CST's.

Teachers also use Success Maker to analyze pupil outcomes. Data is generated on a weekly basis. Teachers meet with their teams to look for patterns and trends in the data and adjust their curriculum when they see deficiencies. This data is used as a supplemental measurement of student achievement.

Teachers have been serviced by the RSP teacher on the types of strategies to use in their classes when working with students who have IEP's. This year we have also been able to secure a Speech Therapist and a Psychologist who comes once a week and services our children.

Teachers also have an on-site mentor teacher. This teacher has 23 years of classroom experience. She models instructional techniques for them as well as provides evaluations and suggestions of their instructional program. She also has a MA in Curriculum and Instruction and helps teachers plan their lessons.

Additional Relevant Information

Attendance:

8/20/07.....	209
9/20/07.....	222
10/19/07.....	224
11/20/07.....	222
12/20/07.....	219
1/18/08.....	221
2/20/08.....	223
3/14/08.....	223

Teacher Retention:

Letters of Intent were given to teachers February 15, 2008. 12 of the 14 teachers signed letters stating their intent to return to RCS for the 2008-09 school years. We are losing 1 teacher to marriage/relocation and 1 teacher to retirement.

Teachers with a Master's degree or higher:

Mrs. Byerly
Mrs. Hogg
Mrs. Thompson
Mrs. Lewis
Mr. Johnson
Mrs. Ike
Mrs. Hayman

7 of the 14 or 50% of RCS teachers are highly qualified professionals.