Literacy and Maths at SSIS

Showcasing our new programs

October 2021

We Live our Mission, Vision & Promise Everyday

MISSION

To provide an excellent international education to the children of expatriate families.

VISION

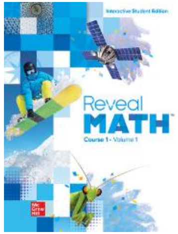
Encourage and enable students to be self-motivated, lifelong learners, who value other cultures and are responsible, meaningful participants in the international community.

PROMISE

To create students who thrive with high expectations for continual growth, the capacity to excel in a 21st Century global community, accepting themselves, showing compassion for others and welcoming all of the opportunities presented by a diverse world.

What is new this year?

- Teachers College Readers and Writers Workshop: KG to G8
- Reveal Math: KG to G10
- MAP testing (Reading and Mathematics): G2 to G10

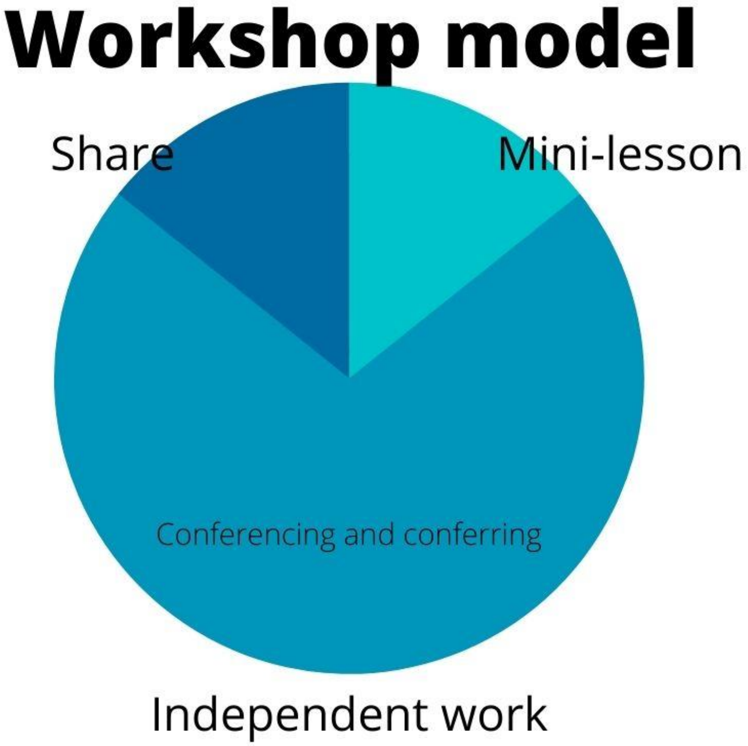


Why?

- Equity and access
- Coherence and continuity
- Standard aligned
- Progression across grades and divisions

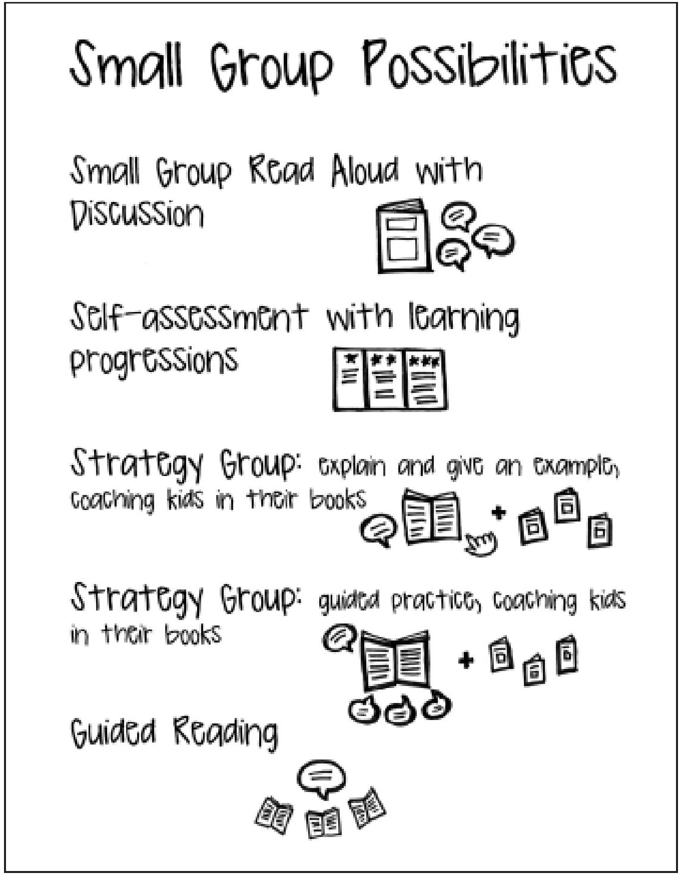
- Supports best practice
- Supports differentiation

What is Teachers College Writers and Readers Workshop?



How does this approach support the needs of every learner?

- Student voice and choice
- Students work at the level right for them
- Teachers work with individuals or groups to develop and extend skills



May be photocopied for classroom use. © 2015 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study for Teaching Reading (Heinemann: Portsmouth, NH).

What does this look like at SSIS?

How do I know what my child is learning in literacy?

Students explore three main text types in writing:

Narrative, Information, and Persuasive (Essay/Opinion/Argument)

In reading, students across grade levels will explore both Fiction and Non-Fiction texts

To find out more, please visit our website where you will find:

- A comprehensive overview of Writers and Readers workshop
- Grade level unit overviews
- Writing progressions

What do we believe about mathematics?

According to the NCTM the 7 Effective Mathematics Teaching Practices are:

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse
- Pose purposeful questions.
- Build procedural fluency from conceptual understanding.
- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking

What is Reveal Math?

What is Reveal Math?

How do number routines and games help my child to learn?

Be Curious

Which doesn't belong?

1, 2, 4, 8, 16, …

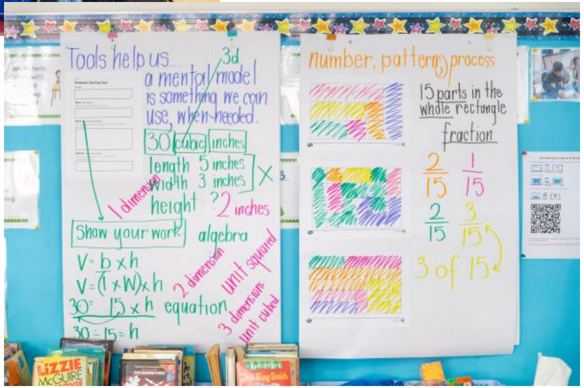
14, 12, 10, 8, 6, …

7, 9, 11, 13, 15, …

0, 4, 8, 12, 16, …

Math is… Mindset

What does this look like at SSIS?



How do I know what my child is learning in mathematics?

Please visit our website to view:

- Overview of the Reveal Math Programme
- Correlation to Common Core standards
- Scope and Sequence documents for every grade level

What about assessment of literacy and mathematics?

Literacy

- PM reading levels
- Ongoing assessment of reading and writing using TCWR assessment tools
- MAP data

Mathematics

- Assessment tools and opportunities are embedded in the programme
- MAP data

Measures of Academic Progress at SSIS

English and Math – Grades 2-10 - Fall and Spring

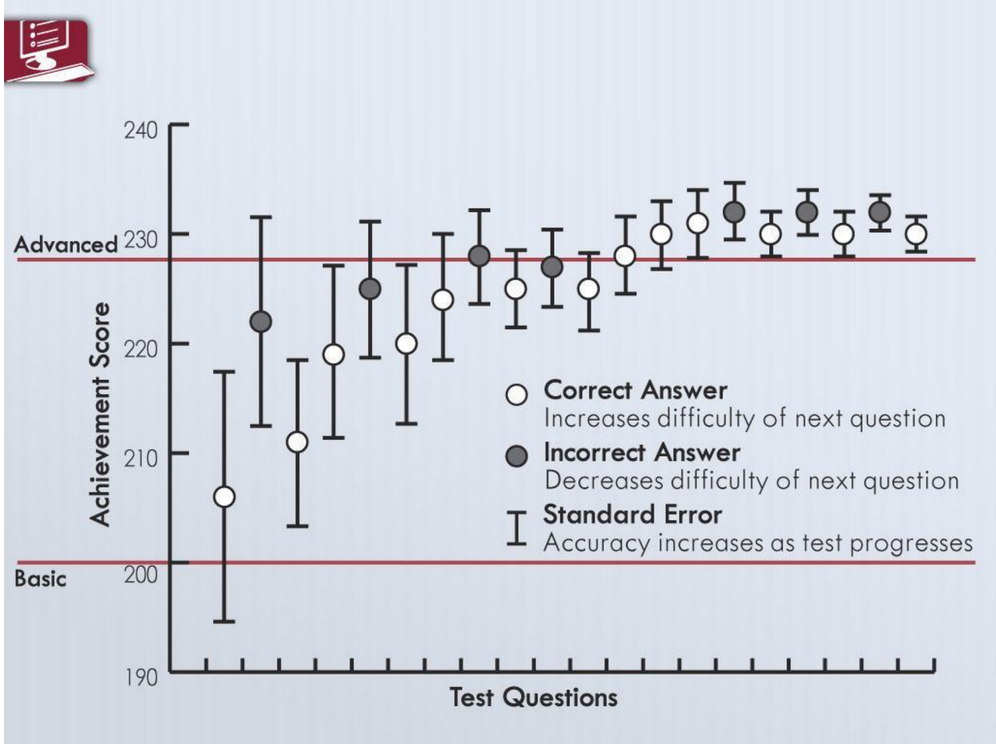
- **Measures growth over time**
- **Adapts to each student**
- **Informs instruction**

map GROWTH

nwea Professional Learning

Why MAP Assessment?

- 9 million students tested world-wide – used extensively at top international schools in Asia and around the world
- Compares student to self
- Designed to measure student achievement in the moment and over time, regardless of grade level
- Computer adaptive
- No time limit
- Schools can give it based on their own timeline
- Results are immediate
- Teachers are given extensive information on each student's readiness for new learning
- Used to analyze efficacy of whole program down to specific strands



Computer adaptive – ZPD

Slide provided by NWEA

The Learning Continuum – How teachers use MAP to guide instruction

Learning Continuum - Class View
MAP: Math 6+ Common Core 2010 V2

Edit Display Options

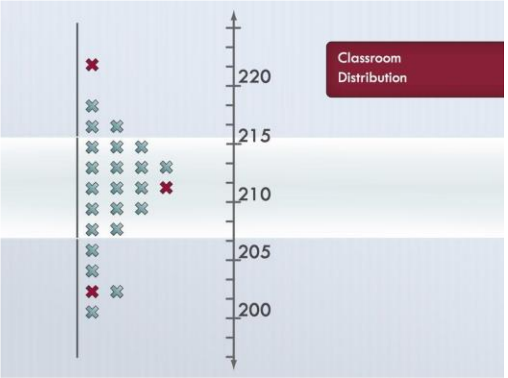
Operations and Algebraic Thinking

Expressions and Equations

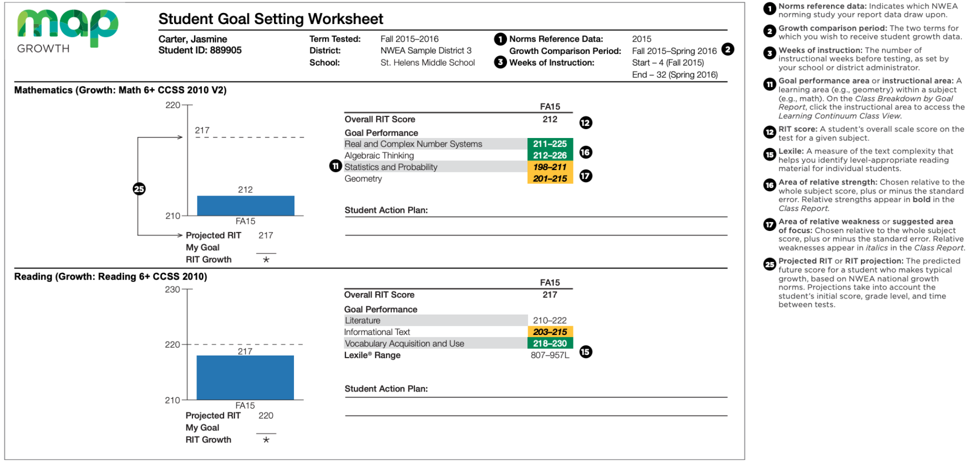
191-200	• Calculates unit rates • Completes complex conversions of more than two units of time • Completes simple conversions of customary units of capacity • Completes simple conversions of customary units of length • Completes simple conversions of customary units of weight • Completes simple conversions of units of time • Determines missing values in tables representing proportional relationships • Solves for a missing value in a proportion • Solves one-step capacity word problems involving whole number multiplication or division • Understands time interval concepts: quarter to, half past, etc. • Uses a given unit rate to solve a one-step real-world problem • Uses tables to represent real-world relationships described by a given unit rate • Writes equivalent fractions	**Natali, Devin** Overall RIT: 204 Goal Range: 189-198
201-210	• Calculates percents of numbers • Calculates unit rates • Completes complex conversions of customary units of length involving fractions, decimals, or more than wo units • Completes complex conversions of more than two units of time • Completes simple conversions of customary units of capacity • Completes simple conversions of customary units of length • Completes simple conversions of customary units of weight • Completes simple conversions of units of time • Converts between percents and fractions • Converts between percents and ratios expressed verbally or in the form a:b • Converts units of length between the customary and the metric systems • Determines missing values in tables representing proportional relationships • Identifies the ratio between two quantities	**Alverez, Simone** Overall RIT: 207 Goal Range: 198-210 **Bedran, Oliver** Overall RIT: 210 Goal Range: 201-211

What is the RIT score?

RIT:
1. An equal interval scale (like height)
2. Framework by which we measure student growth.
3. RIT range is a span of 10 points - statistical possibility for error 3 points each direction



Student Goal Setting Worksheet



How we will share Fall results

By November 19th, via email

Student Goal Setting Worksheet

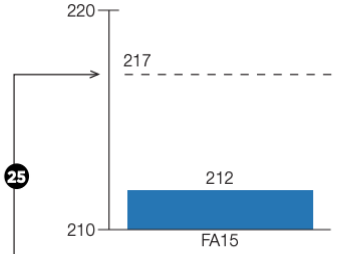
Student Goal Setting Worksheet

map GROWTH

Carter, Jasmine
Student ID: 889905

Term Tested:	Fall 2015–2016	❶ **Norms Reference Data:**	2015
District:	NWEA Sample District 3	**Growth Comparison Period:**	Fall 2015–Spring 2016 ❷
School:	St. Helens Middle School	❸ **Weeks of Instruction:**	Start – 4 (Fall 2015) End – 32 (Spring 2016)

Mathematics (Growth: Math 6+ CCSS 2010 V2)

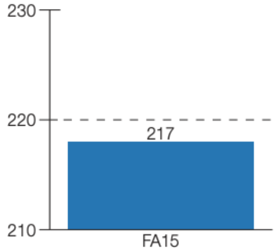


Projected RIT	217
My Goal	____
RIT Growth	*

	FA15
Overall RIT Score	212 ⓬
Goal Performance	
Real and Complex Number Systems	**211–225**
Algebraic Thinking	**212–226** ⓰
⓫ Statistics and Probability	***198–211***
Geometry	***201–215*** ⓱

Student Action Plan:

Reading (Growth: Reading 6+ CCSS 2010)



Projected RIT	220
My Goal	____
RIT Growth	*

	FA15
Overall RIT Score	217
Goal Performance	
Literature	210–222
Informational Text	***203–215***
Vocabulary Acquisition and Use	**218–230**
Lexile® Range	807–957L ⓯

Student Action Plan:

❶ **Norms reference data:** Indicates which NWEA norming study your report data draw upon.

❷ **Growth comparison period:** The two terms for which you wish to receive student growth data.

❸ **Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.

⓫ **Goal performance area** or **instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

⓬ **RIT score:** A student's overall scale score on the test for a given subject.

⓯ **Lexile:** A measure of the text complexity that helps you identify level-appropriate reading material for individual students.

⓰ **Area of relative strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

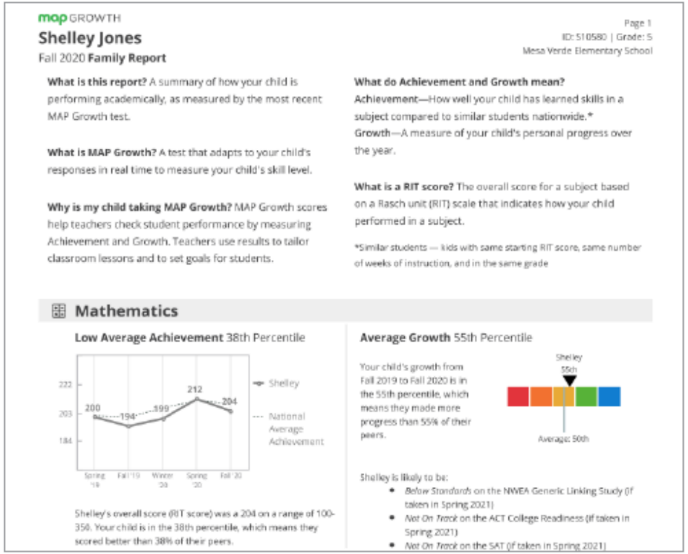
⓱ **Area of relative weakness** or **suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

㉕ **Projected RIT** or **RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

Sharing Spring results – 2 data points with projected growth

Mid-April 2022

Family Report



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Page 1

Shelley Jones

ID: 510580 | Grade: 5

Fall 2020 **Family Report**

Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

Low Average Achievement 38th Percentile

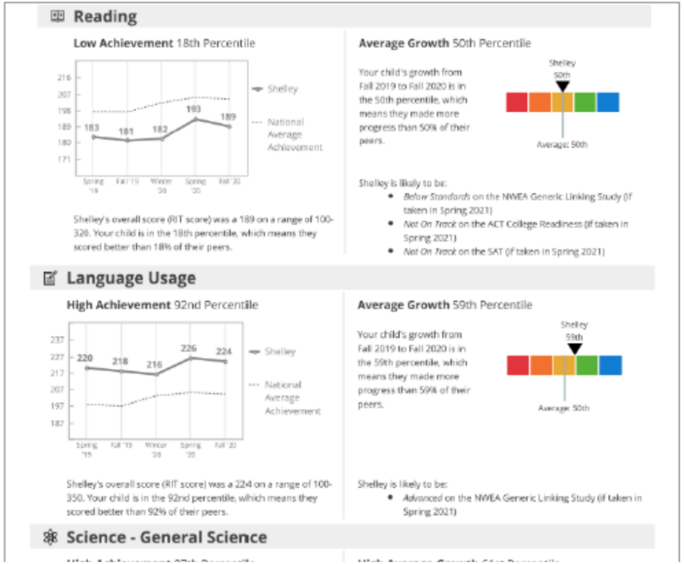
Shelley's overall score (RIT score) was a 204 on a range of 100-350. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

Average Growth 55th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)



Reading

Low Achievement 18th Percentile

Shelley's overall score (RIT score) was a 189 on a range of 100-320. Your child is in the 18th percentile, which means they scored better than 18% of their peers.

Average Growth 50th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)

Language Usage

High Achievement 92nd Percentile

Shelley's overall score (RIT score) was a 224 on a range of 100-350. Your child is in the 92nd percentile, which means they scored better than 92% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Science - General Science