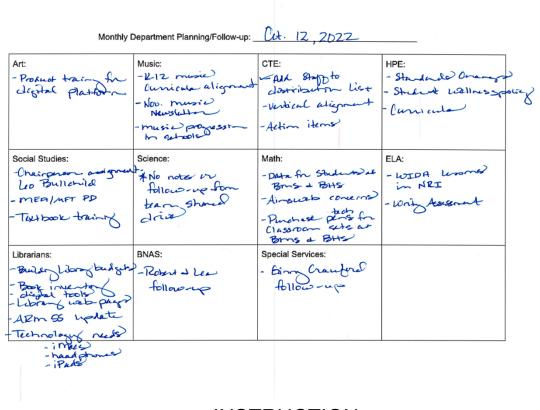# Department of Curriculum, Instruction, & Assessment
Submitted by: Rebecca Rappold, Director
October 2022

CURRICULUM

K-12 Elective Departments & 6-12 Content Area Teams Meet for Department Planning

The district elective and 6-12 departments/content area teams met on October 12th at the BPS Wednesday Extended Day for their second department meeting of the year. These department teams will continue to be supported by the Director of Curriculum & Instruction and the Quarterly SBE Team to implement curricula, design coherent instruction EK-12, and move the department forward in regard to student's acquisition of the content standards and skills within these programs. Some feedback and follow-up work from this team meeting is included in the Department Planning/Follow-up document below:

Monthly Department Planning/Follow-up: Oct. 12, 2022

Art:	Music:	CTE:	HPE:
- Product training for digital platform	- K-12 music curricula alignment - Nov. music Newsletter - music progression in schools	- Add Staff to distribution list - Vertical alignment - Action items	- Standards Changes - Student Wellness policy - Curricula
Social Studies:	**Science:**	**Math:**	**ELA:**
Chairperson assignment Leo Bullchild - MEA/MFT PD - Textbook training	*No notes or follow-up from team shared drive	- Data for Students at BMS & BHS - Airsquab concerns - Purchase plans for tech Classroom sets at BMS & BHS	- WIDA lessons in NRI - Writing Assessment
Librarians:	**BNAS:**	**Special Services:**	

- Bauder Library budgets
- Book inventory
- digital tools
- Library web-page
- ARM SS update
- Technology needs
  - iMacs
  - handphones
  - iPads
	- Robert & Lea follow-up	- Ginny Crawford follow-up	

INSTRUCTION

District Leadership Team & Pilot Group Working to Utilize Branching Minds Platform

The District Leadership Team and the Branching Minds Pilot Group will be utilizing the BrM digital platform this month to make instructional decisions regarding CORE health of ELA and mathematics instruction EK-12, as well as determine skill group placement for Tier II and III

intervention groups. The goals of this pilot project include; 1.) continue to fully implement data-based instructional decision-making for the district, schools, and classrooms 2.) align the work of the DLT to the SLTs, and classrooms, 3.) link the district-wide data bases to pull data from all benchmarking, progress-monitoring, and statewide assessment systems into one platform to look at the development of the "whole" child, 4.) at the EOY determine if this tool is useful and improves the district, school, and classroom decision-making processes for potential full-implementation in the 23-24 SY. The DLT used the platform at the October DLT meeting to monitor CORE health at each grade-level and SLTs and grade-level teams will use the platform for instructional decision-making in November. This work aligns to the continuous improvement cycle (CIC) BPS stakeholders have developed a strong commitment for under our Title I School Improvement efforts and participation in Montana Comprehensive Literacy Grant Programs.

ASSESSMENT

K-3 District Writing Assessment Revised and Aligned to Current Writing Research

   The K-3 District Writing Assessment Committee met on Tuesdays during the month of September & October to revise and update the process, procedures, and scoring of the K-3 BPS Writing Assessment. This revision aligns the writing assessment & scoring to current research and evidence-based practices in student literacy development. Below is the Student Writing Assessment Rubric that will be used for scoring. Teachers at KW-Vina and Browning Elementary School have received training on the Ehri's Phases of Literacy and Writing in prior years and will have professional development with the use of these new scoring methods in October and November. The BPS writing assessment is a Formative Writing Measure that informs teachers classroom instruction. With this change in the K-3 writing assessment, teachers in collaboration with grade-level partners will be scoring their own student's writing samples. After scoring, instructional coaches will lead classroom teachers through a planning session to plan and prepare for next steps in student writing development. The K-3 writing assessment will be conducted 3x this year with full implementation of a quarterly writing assessment during the 22-23 SY.

K-3 BPS Writing Assessment Rubric
Ehri's Phases of Literacy & Writing

Adapted from The Developmental Stages of Writing 8/10 on 10/3/22 by BPS K-3 Writing Committee Members

Ehri's Phases	Stage Description	Sample
1-PRE ALPHABETIC	**.1- Scribble Stage**-starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	

● Knows general print concepts ● Recognizes incidental visual features of words ● No letter-sound knowledge	**.2- Symbolic Stage-** starting point any place on page, pictures or random strokes/marks with an intended message	"I am happy."
	.3- Directional Scribble-scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	"I am playing."
	.4- Symbolic/Mock Letters-letter-like formations, may resemble letters but it isn't intentional, interspersed w/numbers, spacing rarely present	
	.5- Strings of Letters- long string of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
	.6- Groups of Letters-groupings of letters with spaces in between to resemble words	
	.7- Environmental Print- copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
2-EARLY ALPHABETIC ● Knows some letter-sound linkages ● Early phonological and phonemic skills: syllables, onset-rime, initial sound matching	**.1- Labeling pictures-** matching beginning sounds with the letter to label a picture	
	.2- Letter/Word Representation-uses first letter sound of word to represent entire word, uses letter sound relationships	(I went home.)
	.3-First/Last Letter Representation- word spelled phonetically using first and last sounds	(cat)
3-LATE ALPHABETIC ● Some automatic sight word recognition ● Uses letter-sound linkages	**.1-Medial Letter Representation-** word spelled phonetically using beginning, middle, and end sounds, attempts medial vowels, useless some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	(My cat is brown.)
	.2- Beginning Phrase Writing- using all of the above skills to construct phrases	

● Basic phonemic awareness: segmenting +blending of 3-4 phoneme words	that convey a message connected to their illustration	
	.3- Sentence Writing- construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, beginning, middle , and end with detail	I play with my frind. We like to jump rop!
4- CONSOLIDATED ALPHABETIC ● Continues to develop sight word recognition ● Uses orthographic mapping links, word families, syllable patterns, morphemes ● Demonstrates advanced phonemic awareness skills: deletion, substitution, reversal of phonemes	**.1-Six Traits of Writing**- students use Six Traits of Writing (conventions, organization, voice, ideas, word choice, sentence fluency)	We went out west last sumer. we drove a littel camper bus. We stoped in alot of Nashal Parks and went hikeing in the mountins. It was relly cool.

4-12 District Writing Assessment

The BPS 4th-12th grade writing assessment took place during the weeks of October 3rd-14th and continues to align with the acquisition of the 6+1 Traits of Writing for grades 4-8 and the ACT Writing Format & Rubric in grades 9-12. Napi Elementary will continue to support student writing development with the Step Up to Writing program adopted during the 21-22 SY. BHS and BMS are working to implement the No Red Ink (NRI) curriculum in grades 6-12. BHS is in year 3 of implementation and BMS is in year 1.