USING EDUCATION RESEARCH TO HELP YOUR CHILD EXCEL IN SCHOOL AND IN LIFE

INSERT DISTRICT LOGO KINDERGARTEN PARENT MEETING Date: Time: Location:

PARENTS HAVE A LOT OF QUESTIONS RELATED TO EDUCATION



WE WANT TO ANSWER THEM

AS WE REVIEW THE RESEARCH, KEEP IN MIND:



- ACHIEVEMENT GROWTH MATTERS
 Your child has 13 years to reach K 12 education goals
- Once students figure out how to take charge of their own learning, THEY EXCEL.

STARTING THE CONVERSATION ABOUT EDUCATION RESEARCH





DISPELLING COMMON MISCONCEPTIONS about STUDENT OUTCOMES with RESEARCH

Being Prepared Academically BEFORE High School Matters Most



The Forgotten Middle

Ensuring that All Students Are on Target for College and Career Readiness before High School



ACT

A Strong Start

Eighth-grade students' academic achievement has a larger impact on their readiness for college by the end of high school than anything that happens academically in today's high schools.

Students who are on target in eighth and ninth grade to be ready for college-level reading are substantially more likely to be on target to be ready for college in English, mathematics, and science.

Improvement in Eighth-Grade Academic Achievement and Being on Target for College and Career Readiness in Eighth Grade Are More Beneficial Than Any High School-Level Academic Enhancement

Improving Certain Behaviors of Middle School Students-- Particularly Academic Discipline-- Can Help Improve Students' Readiness for College and Career.

Life Cycle Skill Formation



- Skill formation is a life cycle process. It starts in the womb and goes on throughout life.
- Families play a role in the process that is far more important than the role of schools.
- There are multiple skills and multiple abilities that are important for adult success.
- Skill attainment at one stage of the life cycle raises skill attainment at later stages of the life cycle (self-productivity).

Time at home eclipses time at school



1890-2015





"Among the specific aspects of parental involvement influencing school outcomes, <u>parenting style</u> and <u>parents' expectations</u> and <u>aspirations</u> proved to be the most important variables."



"Different tasks require different skills in different levels and proportions."

Fostering and Measuring Skills: Improving Cognitive and Non-Cognitive Skills to Promote Lifetime Success --OECD

"...singular approaches to child and youth development will not sufficiently prepare young people for life. For example, a high quality math tutoring program might very well improve a child's math skills, but such a program will not help to guide the child through the trials and tribulations that characterize the first two decades of life."

> Putting Children Front and Center: Building Coordinated Social Policy for America's Children Jonathan F. Zaff, Becky Smerdon 2009

Ohio Department of Education

Ohio's State Tests

ITEM RELEASE

SPRING 2021

GRADE 5 SCIENCE

SKILLS REQUIRED TO SOLVE THIS SCIENCE PROBLEM

- Reading comprehension
- Graphic representation
- Mutualistic relationship concept
- Food web representation
- Problem-solving
- Technology

Sample Response: 2 points

Scientists study hippopotamuses (hippos), ticks, and carp (a species of fish) living in a river ecosystem. The hippos eat grasses, the ticks live on the skin of the hippos and feed on their blood, and the carp eat the ticks and algae.

While studying the ecosystem, the scientists notice that the number of carp in the river has increased.

- A. Use the Connect Line button to graph a line that shows the change in the number of ticks due to the increase in carp. The beginning population is plotted on the graph.
- B. Select each organism from the food web that is part of a mutualistic relationship in the river ecosystem.



Notes on Scoring

This response earns full credit (2 points) for correctly illustrating a single line showing the decrease in ticks in the ecosystem and identifying the hippos and carp as having a mutualistic relationship.

#Each**Child**Our**Future**

Standards by Grade Level

Kindergarten

Learning Continuum

Standards by Grade Level

Computer Science: 17 English Language Arts: 44 Financial Literacy (Elementary): 8 Fine Arts: Dance, Drama, Music and Visual Arts: 81 Mathematics: 30 Physical Education: 34 Science: 6 Social Studies: 12 Technology: 36 World Languages and Cultures (Novice Low): 28 Total Kindergarten Standards: 296



Department of Education

EARLY SKILLS SET THE STAGE FOR A LIFETIME OF LEARNING

	#Each Child Our Future			
COMPUTER SCIENCE				
	Networks and the Internet			
Topic 1: Netw	orking			
NI.N.K.a	With guidance and support, create a list of ways information can be shared electronically to gain a deeper understanding of how information is transmitted (e.g., email, social media).			
Topic 2: Cybersecurity				
NI.C.K.a	With guidance and support, identify and use secure practices (e.g., passwords) to protect private information.			
Data and Analysis				
Topic 1: Data	collection and storage			
DA.DCS.K.a	Identify data to collect and sort.			
DA.DCS.K.b	With guidance and support, demonstrate how data can be collected and stored in a variety of ways.			
Topic 2: Visualization and communication				
DA.VC.K.a	With guidance, organize and present data in various formats to make observations.			
Topic 3: Inference and modeling				
DA.IM.K.a	With guidance, create a model of an object or process to identify patterns.			
Algorithmic Thinking and Programming				
Topic 1: Algo	rithms			
ATP.A.K.a	With guidance and support, model a real-world process by constructing and following step-by-step directions (i.e., algorithms) to complete tasks.			
Topic 2: Variables and data representation				
ATP.VDR.K.a	Recognize that a group of items (e.g., numbers, symbols or pictures) can be used to represent data.			
Topic 3: Control structures				
ATP.CS.K.a	With guidance and support, model a sequence of instructions (i.e., program) with a beginning, middle and end to solve a problem or express an idea.			





KINDERGARTEN STANDARDS



Reading standards for foundational skills

Phonics Contributes to Reading Development

Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-toone grapheme (letter)-sound correspondences by producing the primary sound or many of

the most frequent sounds for each consonant.

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.



https://www.gemmlearning.com/can-help/reading/skills/

The Mastery of Reading and Writing Requires the Mastery of Many Skills

KINDERGARTEN STANDARDS

Ohio Department of Education

Establishing Mathematical Reasoning and Conventions



Standards for Mathematical Practice

MP.3 Construct viable arguments and critique the reasoning of others.

Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. They begin to develop the ability to reason and analyze situations as they consider questions such as "Are you sure that ___?", "Do you think that would happen all the time?", and "I wonder why ___?"

Mathematical Fluency Model



https://files.eric.ed.gov/fulltext/ED592432.pdf

Handwriting: The Benefits of Practice



Strategies to Develop Handwriting and Improve Literacy Skills

Tamara McEachern, Hon. B.Sc, and Dr. Jan C. Frijters

- Children spend up to half of their classroom time engaged in paper and pencil tasks daily
- Handwriting is significantly correlated with academic achievement
- Handwriting has been shown to be an integration of orthographic codes (letter forms), phonological codes (letter names and sounds), and graphomotor codes (written shapes)
- Orthographic-motor integration accounts for more than 50% of the variance in written language performance
- Handwriting contributes directly to compositional fluency and quality

K – 8 Benchmark Assessments Offer Students 30 Opportunities to Show Growth and Attain High Levels of Achievement



BENCHMARK ASSESSMENTS



Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline *achievement* data and measure *progress* toward a standard or set of academic standards and goals.



BENCHMARK ASSESSMENTS

- Early Essential Skill Development
- Academic Achievement
- Academic Growth
- Third Grade Reading Guarantee
- College and Career Readiness
- Gifted Identification
- Above-grade-level performance

PARENTS DON'T NEED TO KNOW EVERYTHING ABOUT EDUCATION THE COMPEXITY OF LEARNING [ACADIENCE MANUAL: PAGE 5 OF 169]



COMMUNICATE TO YOUR CHILD THE IMPORTANCE OF BENCHMARK PERFORMANCE AND YOUR **EXPECTATION** FOR ACHIEVEMENT

Dear Parent or Guardian,

Your child has been tested using the Acadience Reading assessment. The purpose of Acadience Reading is to monitor your child's development in reading, to identify students who need additional help, and to guide the teacher's classroom instruction. Acadience Reading should not be used to grade a child.

Acadience Reading consists of several brief tests that are used as indicators of critical skills that students need to master in order to become good readers. Much like measuring a child's height and weight provides an indicator of that child's overall growth, each Acadience test provides an indicator of how well a child is doing in learning a particular early reading skill. The scores tell us whether a child is likely to be "on track" for learning to read, or whether that child may need some additional help in learning important reading skills.

Glossary

When looking at the results below, here are some terms you should know:

Score Your child's score on the test.

Benchmark Status

A comparison of the student's score to the benchmark goal. Students who are At or Above Benchmark are on track and will likely meet later reading goals. Students who are Below Benchmark or Well Below Benchmark are likely to need additional help to meet later reading goals.

Benchmark Goal

The target goal that a child should reach in order to have the odds of becoming a good reader in his or her favor.



ALIGNING EXPECTATIONS WITH REQUIREMENTS FOR FUTURE OPPORTUNITIES

ACT and NWEA MAP College Readiness Benchmark Comparisons

Fall MAP Assessment	Mathematics, ACT = 24	Reading, ACT = 24
Grade 6	79 percentile	68 percentile
Grade 7	81 percentile	71 percentile
Grade 8	83 percentile	73 percentile

	Math	Reading
ACT	National	National
Score	Percentile	Percentile
36	100	100
35	99	98
34	99	96
33	98	94
32	97	91
31	96	89
30	94	86

ODE recognizes a score of 95 percentile and above on the NWEA MAP or the ACT test as gifted in math or reading achievement. Students who consistently perform well on MAP during middle school can be expected to maintain a similar performance on the ACT admissions test during high school.

NOTE: Percentile means the student scored as well as or better than that percent of students taking the test.

ALWAYS ASK YOUR CHILD'S TEACHER...

Confirming Your Expectations for School Performance

- Is my child doing his/her best?
- Is my child listening to your instruction and following your directions? **Effective questions to support growth**
- What can my child do in school to improve his/her school performance?
- What can we do at home to improve his/her school performance?





What can parents do to help their children succeed in school?

- Fifteen-year-old students whose parents often read books with them during their first year of primary school show markedly higher scores in PISA 2009 than students whose parents read with them infrequently or not at all.
- The performance advantage among students whose parents read to them in their early school years is evident regardless of the family's socio-economic background.
- Parents' engagement with their 15-year-olds is strongly associated with better performance in PISA.



GOLD STANDARD [Learning at Home]

"High-achieving children from all backgrounds tend to spend approximately 20 hours a week in constructive learning activities outside of school. Supportive guidance from adults is a critical factor in whether such opportunities are available.

In a given week, this would consist of four or five hours of discussion with knowledgeable adults or peers; four or five hours of leisure reading; one or two hours of various types of writing, such as grocery lists, telephone messages, letters, or diary entries; five or six hours of homework or study; several hours devoted to hobbies; two or three hours of chores; and four to five hours of games."

UNIVERSAL FOUNDATIONAL COMPETENCIES

Tier 1

Personal Effectiveness

Competencies

Tier 2

Academic Competencies

Tier 3

Workplace Competencies

COMPETENCY MODEL CLEARINGHOUSE

Building Blocks for Competency Models Foundational Competencies



Employment and Training Administration

COMPETENCY MODEL CLEARINGHOUSE

THE IMPORTANCE OF STUDENT APPROACHES TO LEARNING AND SCHOOL PERFORMANCE

Foundational Competencies

At the base of the model, Tiers 1 through 3 represent those competencies that provide the foundation for success in school and in the world of work. Employers have identified a link between foundational skills and job performance, and foundational skills are often a prerequisite for workers to learn new industry-specific skills. These foundational competencies are essential to a large number of occupations and industries and can be found in the **Building Blocks Model**, which is often used as the starting point for development of other competency models.

https://www.careeronestop.org/CompetencyModel/pyramid definition.aspx

BUILDING BLOCKS MODEL – Foundational Competencies			
COMPETENCIES	Area of Focus		
Fier 1: Personal Effectiveness Competencies			
1.1 Interpersonal Skills: Displaying the skills to work effectively with others rom diverse backgrounds.			
1.1.1 Demonstrating sensitivity/empathy			
1.1.1.1 Show sincere interest in others and their concerns.			
1.1.1.2 Demonstrate sensitivity to the needs and feelings of others.			
1.1.1.3 Looks for ways to help people and deliver assistance.			
1.1.2 Demonstrating insight into behavior			
1.1.2.1 Recognize and accurately interpret the communications of			
others as expressed through various formats (e.g., writing, speech,			
American Sign Language, computers, etc.)			
1.1.2.2 Recognize when relationships with others are strained.			
1.1.2.3 Show understanding of others' behaviors and motives by			
demonstrating appropriate responses.			
1.1.2.4 Demonstrate flexibility for change based on the ideas and			
actions of others.			
1.1.3 Maintaining open relationships			
1.1.1.3 Maintain open lines of communication with others.			
1.1.3.2. Encourage others to share problems and successes.			
1.1.3.3. Establish a high degree of trust and credibility with			
others.			
1.1.4 Respecting diversity			
1.1.4.1 Interact respectfully and cooperatively with others			
who are of a different race, culture, or age, or have different			
abilities, gender, or sexual orientation.			
1.1.4.2 Demonstrate sensitivity, flexibility, and open-mindedness			
when dealing with different values, beliefs, perspectives, customs			
or opinions.			
1.1.4.3 Value an environment that supports and accommodates a			
diversity of people and ideas.			

STUDENT EMPOWERMENT

SUPPORTING THE MASTERY OF SKILLS

BUILDING BLOCKS MODEL

300 FOUNDATIONAL COMPETENCIES

Examples: 1.4.3.2 Exert effort toward task mastery. 1.4.4.1 Develop own ways of working effectively and efficiently. 1.5.1.3 Diligently follow through on commitments and consistently complete assignments by deadlines. 1.5.3.2 Notice errors or inconsistencies and take prompt, thorough action to correct them. 1.6.2.3 Effortlessly shift gears and change direction when working on multiple projects or issues. 1.7.5.1 Use newly learned knowledge and skills to complete tasks, particularly in new or unfamiliar situations.

