

# Elementary Curriculum, Instruction, and Assessment

**Curriculum Overview:** Specific curriculum information can be accessed through the Scituate Public Schools Curriculum Office and at [www.scituate.k12.ma.us](http://www.scituate.k12.ma.us). The elementary classrooms are environments that foster active learning. The curriculum supports an inquiry-based, hands-on approach to learning. A variety of teaching techniques and strategies are emphasized in providing meaningful learning experiences. Classes are heterogeneously grouped with flexible grouping employed to allow for differentiated instruction to accommodate a variety of learning needs and styles.

- **Language Arts Curriculum:** The *Harcourt Reading* program in Grades K-5 and *Prentice Hall Language Arts* in Grade 6 are the anchors for literacy instruction. Reading, writing, listening, speaking, language, phonics, and spelling skills are taught in classrooms throughout the year. Additionally, teachers supplement the core program through the use of a variety of quality literature. Guided Reading opportunities and Literature Circles are used to develop skills in the areas of phonics, phonemic awareness, vocabulary, comprehension, and fluency during literacy lessons.
- **Mathematics Curriculum:** *Everyday Mathematics* (Grades K-5) and *McDougall-Littell* (Grade 6) are the core of our mathematics program and are aligned to the Massachusetts and NCTM standards. In addition to the use of these materials, teachers develop daily activities to support computation and problem solving abilities.
- **Science Curriculum:** The *Harcourt Science* program is used in conjunction with hands-on inquiry-based learning experiences. The curriculum includes units in Life Science, Earth Science, and Physical Science at each grade level. The students are actively engaged in observing, recording, and reporting on various experiments.
- **Social Science Curriculum:** Various materials are used in Grades K-6 to meet the goals defined in the Massachusetts Curriculum Frameworks. Students are introduced to their community, their state, their country, and the world during the elementary years. In Kindergarten and Grade One, concepts are taught through interdisciplinary lessons. In Grades Two through Six, texts are utilized to support the acquisition of concepts, content, and skills.
- **Open Circle:** This social competency program allows for the development of a common language and expectations regarding behavior and ways in which to resolve conflicts. The core concepts (creating a cooperative classroom environment, solving interpersonal problems, and building positive relationships) are explored in greater depth and reinforced as students move from one grade level to the next.
- **Technology:** Technology is integrated in all subject areas through the use of computer labs and classroom computers. All students have the opportunity to visit the computer lab each week. Computer software and Internet resources associated with the Mathematics, Language Arts, and Science Programs are utilized to support learning and research

**Specialty Subject Areas:** Students attend weekly classes in the areas of Wellness (Physical Education/Health), Art, and Music. Special subject teachers collaborate with classroom teachers to deliver lessons that provide interdisciplinary connections whenever possible.

**Student Support Services:** When students required a “helping hand,” support services are available for those in need of Reading, Mathematics, Counseling, Special Education, and ELL support. These services are delivered using in-class models when appropriate and pullout settings when indicated.

- **Social-emotional Support:** Guidance services are available for individual students to address self-esteem building and character development. This is delivered through a combination of staffing including school psychologists, guidance counselors (Jenkins/Wampatuck), and social workers.
- **Special Education:** Services are available to students who are determined eligible for services under federal and state guidelines. Special education teachers work in conjunction with the general education classroom teachers to deliver services. Occupational Therapy, Physical Therapy, Speech/Language Therapy, and Adaptive Physical Education services are also available for students determined in need of such support.
- **Reading Specialists:** Primary and intermediate reading specialists co-teach with general education teachers to provide literacy instruction and support. The reading specialists monitor student performance data to identify and implement appropriate interventions using the RTI model. If determined necessary, pullout services for students who are at-risk are available.
- **Mathematics Specialists:** Mathematics specialists visit classrooms to co-teach with general education teachers and provide pullout services for students when necessary. The math specialists monitor

*Cushing, Hatherly, Jenkins and Wampatuck Elementary Schools are equal opportunity employers ensuring that its programs and facilities are accessible to the public. We do not discriminate on the basis of age, sex, disability, national origin, race, or sexual orientation.*

student performance data to identify and implement appropriate interventions using the RTI model. If determined necessary, pullout services for students who are at-risk are available.

- **E.L.L. (English Language Learner) Support:** Services are available to students whose first language is not English and qualify under state guidelines.

**Assessment Overview:** Students are routinely assessed (formally and informally) using formative and summative assessment measures. An overview of the SPS K-6 Comprehensive Assessment Plan is listed below.

## Scituate Public Schools K-6 Comprehensive Assessment Plan (SCAP)

**2009-2010**

ELEMENTARY K-6				
<u>Grade</u>	<u>Assessment</u>	<u>Schedule</u>	<u>Purpose(s)</u>	<u>Performance Target</u>
K	ESI-R DIBELS Authentic Student Work (Math/ELA) Developmental Reading Assessment (DRA)	Fall Fall, Winter, Spring Ongoing As Needed	Screening/ Diagnostic Diagnostic & Progress Monitoring Record of Progress Over Time Formative Assessment	Proficiency Level At or Above Benchmark  At or Above Benchmark
1	DIBELS Harcourt Authentic Student Work (ELA/Math) Everyday Math Developmental Reading Assessment (DRA)	Fall, Winter, Spring Harcourt Theme Assessments Ongoing Unit Test As Needed	Diagnostic & Progress Monitoring Formative/Summative Assessment Record of Progress Over Time Formative/Summative Assessment Formative Assessment	At or Above Benchmark At or Above Benchmark  At or Above Benchmark At or Above Benchmark
2	DIBELS Harcourt G.R.A.D.E. Authentic Student Work (Math/ELA) Everyday Math Assessments Developmental Reading Assessment (DRA)	Fall, Winter, Spring Harcourt Theme Assessments Fall Ongoing Unit Test As Needed	Diagnostic & Progress Monitoring Formative/Summative Assessment Formative Assessment Record of progress Over Time Formative/Summative Assessment Formative Assessment	At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark  At or Above Benchmark At or Above Benchmark
3	DIBELS Harcourt G.R.A.D.E. Authentic Student Work (Math/ELA) Everyday Math Assessments	Fall, Winter, Spring Harcourt Theme Assessments Fall Ongoing Unit Test	Diagnostic & Progress Monitoring Formative/Summative Assessment Formative Assessment Record of Progress Over Time	At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark

*Cushing, Hatherly, Jenkins and Wampatuck Elementary Schools are equal opportunity employers ensuring that its programs and facilities are accessible to the public. We do not discriminate on the basis of age, sex, disability, national origin, race, or sexual orientation.*

	Developmental Reading Assessment (DRA) <b><u>MCAS: Reading and Math</u></b>	As Needed Spring	Formative/Summative Assessment Formative Assessment Summative Assessment	At or Above Benchmark At or Above Benchmark Proficiency Level
4	DIBELS (continued for at-risk students <b><u>only</u></b> ) Harcourt G.R.A.D.E. Authentic Student Work (Math/ELA) Everyday Math Assessments Developmental Reading Assessment (DRA) <b><u>MCAS: ELA and Math</u></b>	Fall, Winter, Spring Harcourt Theme Assessments Fall Ongoing Unit Test As Needed Spring	Progress monitoring Formative/Summative Assessment Formative Assessment Record of Progress Over Time Formative/Summative Assessment Formative Assessment Summative Assessment	At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark Proficiency Level
5	DIBELS (continued for at-risk students <b><u>only</u></b> ) Harcourt G.R.A.D.E. Authentic Student Work (Math/ELA) Everyday Math Assessments  Developmental Reading Assessment (DRA) <b><u>MCAS: ELA, Math, History/Social Science and Science and Technology</u></b>	Fall, Winter, Spring Harcourt Theme Assessments Fall Ongoing Unit Tests; Three Benchmark District Tests As Needed Spring	Progress Monitoring Formative/Summative Assessment Formative Assessment Record of Progress Over Time Formative/Summative Assessment Formative Assessment Summative Assessment	At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark Proficiency Level
6	DIBELS (continued for at-risk students <b><u>only</u></b> ) Prentice Hall (ELA) G.R.A.D.E. Authentic Student Work (Math/ELA) McDougal Littel (Math)  Developmental Reading Assessment (DRA) Scituate Math Placement Test/Extended Unit Tests <b><u>MCAS: ELA and Math</u></b>	Fall, Winter, Spring Completion of Unit Fall Ongoing Unit Tests; Three Benchmark District Tests As Needed November, March, June Spring	Progress Monitoring Formative/Summative Assessment Formative Assessment Record of Progress Over Time Formative/Summative Assessment Formative Assessment Summative Assessment Summative Assessment	At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark At or Above Benchmark Placement Decisions Proficiency Level

*Cushing, Hatherly, Jenkins and Wampatuck Elementary Schools are equal opportunity employers ensuring that its programs and facilities are accessible to the public. We do not discriminate on the basis of age, sex, disability, national origin, race, or sexual orientation.*

**DEFINITIONS OF ACRONYMS:**

DIBELS – Dynamic Indicators of Basic Early Literacy Skills

G.R.A.D.E. – Group Reading Achievement and Diagnostic Evaluation

In addition to traditional testing, our teachers may use the following options to present a complete snapshot of a child’s educational experience and development to his/her parents:

- Teacher-made tests
- Diagnostic tests
- Portfolios
- Student self-evaluations
- Checklists and inventories
- Notations and informal observations
- Interviews with parents and students
- Writing samples in all subject areas
- Journal entries in all subject areas
- Technology projects

**Instructional Support Team (IST):** When a student experiences difficulties with academics or adjustments to the school environment, the IST is convened. This team, which is comprised of Elementary Teachers (classroom and specialists), school psychologist, and administration, consult with the student’s classroom teacher to examine the child’s progress, attempt to identify the causes for his/her difficulties, and brainstorm intervention strategies to help the student. Following Response to Intervention (RTI) procedures, the IST Team provides an intervention plan and reconvenes at regular intervals to assess the effectiveness of intervention.