Istation

Supporting Educators. Empowering Kids. Changing Lives.

www.istation.com

Ocean Springs School District
Request for Proposal
ELA & Math Instructional Program FY22

PREPARED FOR

Istation

8150 N. Central Expressway
Dallas, TX 75206
866-883-7323
www.istation.com

Proposal Assurances
We do furnish and deliver the services and products as listed in the proposal according to your specifications and quantities at the unit prices listed. These prices will be guaranteed until December 31, 2021 (please enter date).

Both unit prices and total prices have been submitted with the understanding that we will be responsible for making complete delivery accordingly. We also agree not to request permission to withdraw our bid after bids have been publicly opened.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the company in submitting this Request for Proposal and Assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

The items should be included in your response to ELA and Math Instructional Program SY22:

X Original marked bid proposal

X Submission Cover Sheet and Summary including the following:

X Proposal Guidelines and Requirements

X Program Specifications

X Vendor Profile and Questions

X IRS W-9 Form, if not a current OSSD Vendor

n/a Proposal Exception Summary Form if applicable

n/a 2 copies of the proposal **electronic submission

X References

n/a Posted Addend if applicable

BID SUBMITTED BY:

Istation	75-2805901 5/25/2021
Name of Company	**Federal Tax ID** **Date of Bid**
8150 N. Central Expressway, Suite 2000	Monika Flood, Chief Financial Officer
Mailing Address of Company	**Typed Name and Position of Representative**
Dallas, TX 75206	Monika Flood
City, State, Zip Code	**Signature of Representative**
866-883-7323	proposals@istation.com
Telephone Number	**Email Address**

Proposal Guidelines and Requirements

Configuration Summary

In 100 words or less, provide a summary of the main components of products/services offered in your proposal.

Istation is an award-winning, comprehensive e-learning program used by more than four million students nationwide. Known for its accurate assessments, engaging curriculum, robust data, and trusted teacher tools, Istation mixes teaching with technology to differentiate instruction, prescribe explicit and direct lessons, and provide targeted interventions based on specific needs and abilities. Built for teachers by teachers, Istation puts more instructional time in the classroom. Powerful resources increase measurable outcomes, drive student engagement, and deliver effective intervention and instruction for all learners in a blended learning environment.

Istation

Ocean Springs School District

Cost Proposal

Istation's pricing structure is based on total school enrollment.

Istation Assessments and Instruction

School	Reading	Math	Total
Magnolia Park Elementary	$12,688	$6,968	$19,656
Oak Park Elementary	$10,806	$5,470	$16,276
Ocean Springs Upper Elementary	$12,688	$6,968	$19,656
Pecan Park Elementary	$10,806	$5,470	$16,276
Ocean Springs Middle *(assessment only)*	$5,355	$5,355	$10,170
Teacher Resources and Support			No charge
Maintenance Fees			No charge
			$82,034
			-10% discount
Subtotal			**$73,831**

Recommended Professional Services

Service Type	Cost
Professional Development, Premium Package *(Details are attached)*	$2,800
*3 Onsite Professional Development Sessions *(Full day sessions with up to 40 participants)*	$9,900 *($3,300 per session)*
Subtotal	**$12,700**

**All sessions can be converted to virtual sessions if needed/desired.*

District Total Cost

Service Type	Cost
Istation Assessments and Instruction	$73,831
Recommended Professional Services	$12,700
Total	**$86,531**

Optional Professional Services

The following services can be purchased ***in addition to*** the recommended offerings.

	Service Type	Cost
***Virtual Services**	Silver Coaching Services	$5,000
	Gold Coaching Services	$7,500
	Platinum Coaching Services	$10,000
Onsite Services	Onsite Training *(up to 40 participants)*	$3,300/session
	Onsite Training *(up to 80 participants)*	$6,000/session

**Components of each virtual package are attached.*

Istation Virtual Professional Development

Premium Coaching Services | $2800

What is included with Premium Services:

- Designated Professional Development Specialist(s)
- Onboarding Guidance: importing student rosters, downloading application, setting IP address range, and student ID format
- Two Webinars up to 2 hours each (may be live or recorded)
    - ***Sample Session Titles*:***
        - *Getting Started*
        - *Beyond Day One*
        - *Data Driven Instruction*
        - *Early Childhood*
        - *RTI/MTSS*
- Two data consultation (may be live or recorded)
- Monthly assessment reminder emails
- Four report highlight emails
- Eight consecutive months within current product subscription - no rollover

***Webinars and data consults are customized and delivered based on consultation.**

Contact your sales representative for additional professional development services and topics.

@Istationed

Learn More

Istation

Istation Virtual Professional Development

Silver Coaching Services | $5,000

What is included with Silver Services:

- Designated Professional Development Specialist(s)
- Onboarding Guidance: importing student rosters, downloading application, setting IP address range, and student ID format
- Three Webinars up to 2 hours each (may be live or recorded)
- Three data consultation (one hour each)
- One Pre-recorded parent webinar

Services delivered during current product subscription with no rollover

Sample Timeline of Services and Topics

Month 1	Month 2	Month 3	Month 4
Webinar 1: Getting Started	Data Consultation 1	**Webinar 2:** Beyond Day One	
Month 5	**Month 6**	**Month 7**	**Month 8**
Data Consultation 2	**Webinar 3:** District Specific		Data Consultation 3

Webinars and data consults are customized and delivered based on consultation.

Contact your sales representative for additional professional development services and topics.

Istation Virtual Professional Development

Gold Coaching Services | $7500

What is included with Gold Services:

- Designated Professional Development Specialist(s)
- Onboarding Guidance: importing student rosters, downloading application, setting IP address range, and student ID format
- Four Webinars up to 2 hours each (may be live or recorded)
- Three data consultation (one hour each)
- One Middle of Year Written Data Review
- One Pre-recorded parent webinar

Services delivered during current product subscription with no rollover

Sample Timeline of Services and Topics			
Month 1	**Month 2**	**Month 3**	**Month 4**
Webinar 1: Getting Started live or recorded	**Webinar 2:** Beyond Day One (live or recorded)	Data Consultation 1	**Webinar 3:** District-Specific
Month 5	**Month 6**	**Month 7**	
Data Consultation 2 Middle of Year written data-review report	**Webinar 4:** District - Specific	Data Consultation 3	

Webinars and data consults are customized and delivered based on consultation.

Contact your sales representative for additional professional development services and topics.

Istation Virtual Professional Development

Platinum Coaching Services | $10,000

What is included with Platinum Services:

- Designated Professional Development Specialist(s)
- Onboarding Guidance: importing student rosters, downloading application, setting IP address range, and student ID format
- Seven Webinars up to 2 hours each (may be live or recorded)
- Three data consultation (one hour each)
- One Middle of Year Written Data Review
- One End of Year Written Data Review
- One Pre-recorded parent webinar

Services delivered during current product subscription with no rollover

Sample Timeline of Services and Topics

Month 1	Month 2	Month 3	Month 4
Webinar 1: Getting Started for Administrators **Webinar 2:** Getting Started for Teachers	**Webinar 3:** Beyond Day One for Administrators **Webinar 4:** Beyond Day One for Teachers	Data Consultation 1	**Webinar 5:** District-Specific
Month 5	**Month 6**	**Month 7**	**Month 8**
Data Consultation 2 Middle of Year written data-review report	**Webinar 6:** District - Specific	Data Consultation 3	**Webinar 7:** District Specific End of Year written data report

Webinars and data consults are customized and delivered based on consultation.

Contact your sales representative for additional professional development services and topics.

Program Specifications

#	Specification	Meets Spec.	Does Not meet Spec.	Points
1	Online and offline lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and-Career-readiness Standards (MCCRS) that target English-Language Arts instruction to the sub-skill level	✓		20 points
2	Online and offline lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and-Career-readiness Standards (MCCRS) that target English-Mathematics instruction to the sub-skill level	✓		20 points
3	Appropriate embedded scoring procedures and printable reports including student, class, school, and district level real-time reporting	✓		10 points
4	Acceptable normed statistical characteristics including evidence of validity and reliability as well as appropriateness of use with all students	✓		20 points
5	Online, vendor hosted, adaptable diagnostic assessment for students in grades K-8 in English-Language Arts on the Mississippi Department of Education approved list of universal screeners	✓		15 points
6	Online, vendor hosted, adaptable diagnostic assessment for students in grades K-8 in Mathematics on the Mississippi Department of Education approved list of universal screeners	✓		15 points
7	Online customizable learning progressions for individual students, classes, and grade levels with instructional grouping capabilities	✓		10 points
8	Automated individual learning progressions that are supported with computer-assisted instruction, which also provide and assign additional point-of-use instructional support material and activities based on skill progression.	✓		20 points

9	Longitudinal data reports available for multiple years for individual students, instructional groups, class, school, and district levels.	✓		5 points
10	User-friendly reporting system with easy-to-read reports with standard and flexible performance level bands.	✓		5 points
11	Addresses the 5 components of reading at the appropriate level: comprehension, phonics, phonemic awareness, vocabulary, and fluency.	✓		5 points
12	Addresses at least 3 components of mathematics at the appropriate level: numeracy, computation, and problem solving.	✓		5 points
13	Addresses Response to Intervention requirements by providing online progress monitoring assessments with flexible scheduling weekly or monthly as needed.	✓		10 points
14	Emphasis on complex, authentic texts with informational and literary texts included equally and separately.	✓		5 points
15	Supports the eight mathematical practices with a focus on conceptual math understanding and procedural fluency.	✓		5 points
16	Online instruction must provide the ability for teachers/administrators to customize the sequence of instruction for enrichment or remediation across grade levels.	✓		10 points
17	Offline accessibility to paper/pencil teacher and student supplemental resources aligned to the MCCRS for Mathematics and English Language Arts across grade levels.	✓		10 points
18	Online accessibility to printable teacher and student resources aligned to MCCRS for Mathematics and English Language Arts across grade levels.	✓		10 points
19	Compatible with Chrome OS 64 or greater; iOS 11.3 or greater, MAC OS 10 or greater, and Windows 10 or greater.	✓		10 points

20	Data must be protected under Student Confidentiality and Privacy Rights.	✓		10 points
21	API with automated data sync daily or with custom scheduling with Student Information System.	✓		10 points
22	Provides unlimited customer service and technology support at no cost.	✓		10 points
23	Vendor must provide onsite professional development and ongoing support for teachers and administrators to assist with fidelity or implementation.	✓		10 points

Vendor Profile and Questions

Provide a brief history and description of your company/organization including years in business and total number of employees.

Product Overview

Provide a brief overview of your product solution addressed in this bid that outlines how the product meets the specifications on page 4.

Professional Learning Support Systems

Describe the professional development services provided with the product. Be sure to indicate whether the services are imbedded, onsite, virtual, etc.

Research Foundation

Describe your product's research base to include in-house and third-party studies that outline significant findings. Include recommended usage to obtain desired results.

Quality Control

Describe your ability to provide consistent support of the program for an extended period.
Describe your policy and/or procedures for addressing the obsolescence of key components when under contract and when no longer under contract.
By what means does your company alert customers of impending program feature changes or upgrades? How often are components/features upgraded?

Customer Support

Describe your company's support capabilities as it relates to the product and performance including the hours of availability. Describe in detail your customer support. Is it located within the boundaries of the United States? Is it staffed with employees or third-party contractors?

Table of Contents

Specifications

English-Language Arts

Online and offline lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and-Career-readiness Standards (MCCRS) that target English-Language Arts instruction to the sub-skill level Istation's Indicators of Progress (ISIP)

Designed for grades preK-8, Istation's computer-adaptive reading content aligns to the Mississippi College and Career-Readiness Standards (MCCRS) for English-Language Arts.

Students are provided with computer-adaptive assessments and instruction that cover the critical skills needed to be successful readers:

- Reading Comprehension (literature and information texts)
- Reading Foundations
- Writing (text types and purposes)
- Listening
- Language (conventions, knowledge of language
- Vocabulary Acquisitions

The online curriculum follows a continuum of learning that, research indicates, is predictive of later reading success. Skills build upon skills, and the sequence of subtests builds upon prior subtests. As skills of lower-level difficulty are eliminated from the test battery, more difficult skills that rely on achievement of the prior skills are added.

Upon completion of Istation's Indicators of Progress (ISIP™) diagnostic assessment, students are seamlessly placed into online adaptive curriculum. Placement is based on their demonstrated ability level, and each student follows an individualized path at their own pace. Some students might demonstrate enough mastery over a skill that they receive an accelerated path while others might need more time to learn a skill and therefore receive reteach activities.

The curriculum's frequent embedded skill checks note when students are having trouble with a skill. When this occurs, students receive reteach activities, giving them another opportunity to learn the skill before moving ahead. Activities are carefully sequenced from easy to more complex exercises and skills.

Istation's adaptive reading curriculum identifies needs and adjusts to each student's abilities through...

- purposeful instruction that identifies needs and adjusts to each student's abilities;
- layered scaffolding which offers differentiation and supports increasing complexity;
- interactive lessons that digitally present content with engaging animation;
- explicit and direct instruction that connects lessons and activities to help increase understanding and engagement; and
- responsive reteaching which supports student-centered classrooms to ensure that students master concepts before progressing.

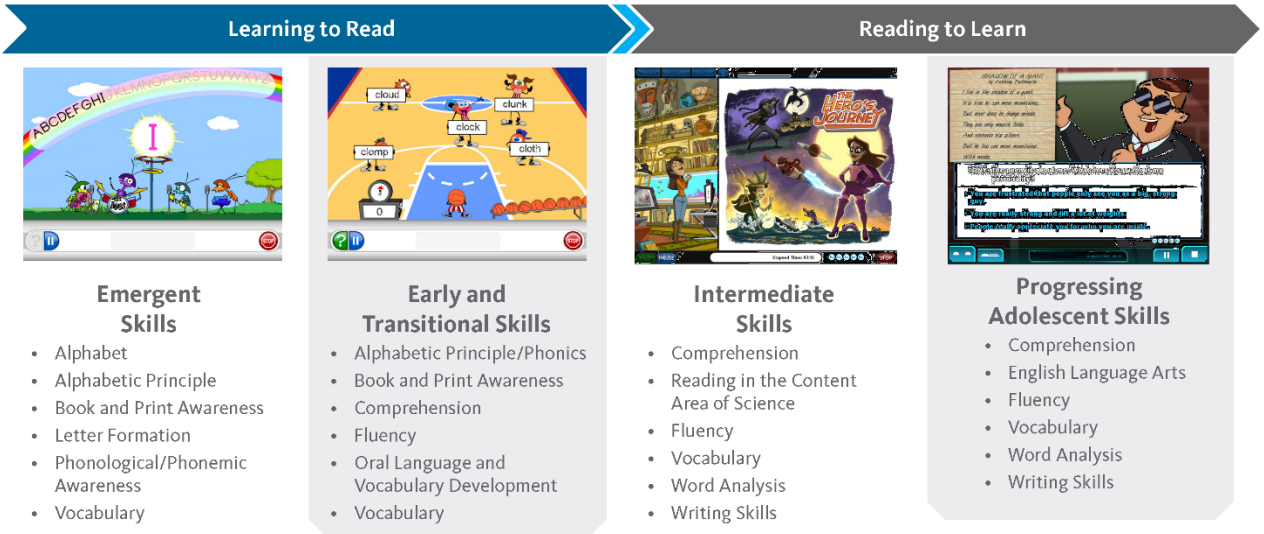
Reading correlations are available at https://www.istation.com/Product/Correlations.

Istation Reading Instruction

Based on scientific evidence and comprehensive research, Istation Reading is powered by the science of reading and covers the National Reading Panel's "Big Five" essential components: phonemic awareness, alphabetic knowledge and decoding skills (phonics), fluency, vocabulary, and comprehension.

Adaptive Curriculum - Reading

Cycles of Instruction



The explicit and systematic curriculum instructs students according to their reading ability rather than age or grade level, and maintains an interdisciplinary focus incorporating science and social studies content and writing instruction into the program. The computer-adaptive curriculum is organized by sequential, cumulative cycles of instruction ranging from the foundational base code for reading to the final cycle. There are 16 cycles plus several units of Timeless Tales (for advanced readers), with scaffolded curriculum content for grades pre-K and up.

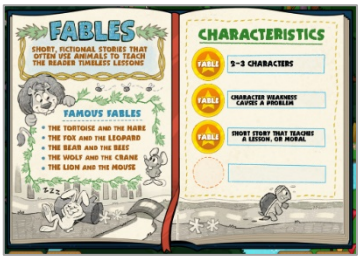
While foundational skills are dominant in early cycles, the content in each subsequent cycle scaffolds to higher-level skill content. Students move automatically among the levels as they progress. Schools and districts have the option to view student achievement through one of three performance scales: classic three-tier RTI system, extended tier ranges, or quintile levels.

Grades PreK-3

The early reading cycles for grades PreK-3 focus primarily on the skills necessary for students to learn to read with fluency and understanding. Instruction has been designed with purposeful scaffolding to provide struggling learners with the support needed for success.

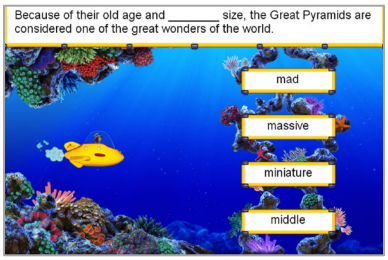
The early cycles of instruction include:

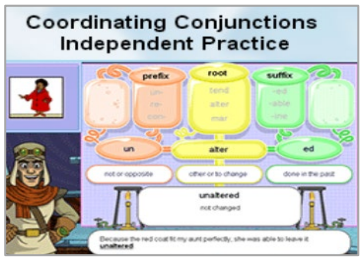
- Phonological/Phonemic Awareness
- Alphabetic Principle/Phonics
- Oral Language and Vocabulary Development
- Fluency
- Comprehension



Grades 4-8

In the higher cycles of instruction, comprehension strategy lessons guide students in interacting with text across a variety of genres. At this level, students learn word analysis skills in order to decode multisyllabic words as well as context clues to determine the meanings of unknown words. Learners expand their vocabulary by building words with affixes and Latin and Greek roots. Content-specific science and social studies vocabulary is also introduced in conjunction with content-area reading instruction.





The higher cycles of instruction include:

- Comprehension
- Word Analysis
- Fluency
- Vocabulary

Mathematics

Online and offline lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and-Career-readiness Standards (MCCRS) that target English-Mathematics instruction to the sub-skill level

Istation Math Instruction

Aligned to the Mississippi College- and Career-Readiness Standards (MCCRS) for Mathematics, Istation Math is an engaging, adaptive intervention program for students in grades pre-K – 5. Explicit instruction in a game-like design addresses concepts and skills across all mathematical domains.

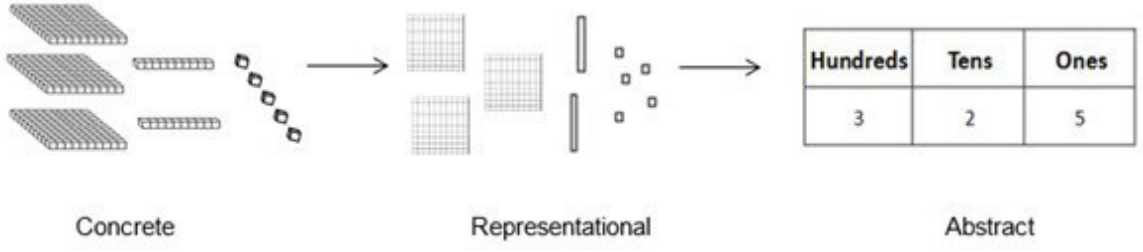
Based on the results of the ISIP Math formative assessment, students are placed into the curriculum at an appropriate instructional level. While content in the program is correlated to grade-specific standards, students are provided with a personalized learning path to meet their needs, regardless of age or grade level, without requiring teacher intervention.

Concrete – Representational – Abstract (CRA) Sequence of Instruction

Istation Math has been developed so students reap the benefits of research-based teaching practices that meet the needs of learners of all abilities. When students who struggle in math can first develop a concrete understanding of a concept or skill, they are much more likely to master that skill and understand concepts atthe abstract level.

By sequencing instruction using the Concrete-Representational-Abstract model of understanding, students can make meaningful connections through a graduated framework.

CRA helps passive learners to make meaningful connections, teaches conceptual understanding by connecting concrete understanding to abstract math processes, and blends conceptual and procedural understanding in structured way.



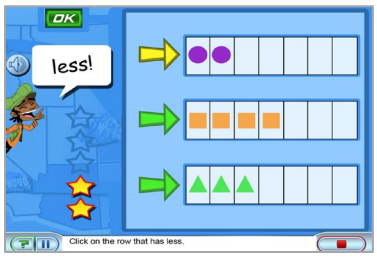
Grades PreK-1

The animated instruction incorporates an ongoing, engaging storyline for students to follow as they work through their learning paths. Students in *grades pre-K–1* become Math Superstars as they join rock band Donnie and the Decimals on a U.S. concert tour and practice math skills at each concert stop. Lessons rich in research-based content and best practices guide students toward a deeper understanding of mathematics. Each lesson is presented by bandmates Donnie, Stix, and Angel, and provides instructional scaffolding and support with immediate corrective feedback, and modeled instruction.

Istation Math instruction for grades PreK-1 addresses the following domains:

- Number sense and Operations
- Computations and Algebraic thinking
- Geometry

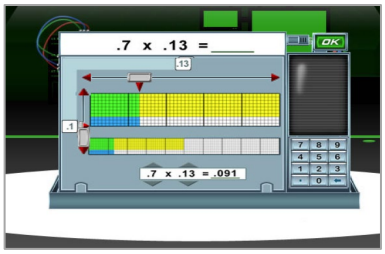
- Measurement and Data Analysis

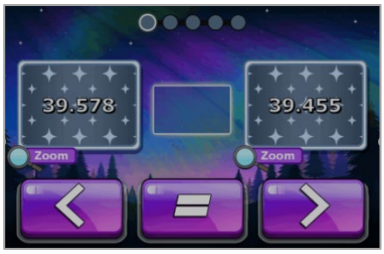


Grades 2-5

Students in *grades 2–5* partner again with Donnie and the Decimals, who have taken on covert identities as Secret Equation Man and his undercover friends. The engaging plot and recurring characters increase motivation as students work through their learning paths, defeating conniving villains by using their math skills.

Each lesson begins with training in the lab with an instructional guide to enhance their math skills. The students then practice and apply their newly acquired skills through missions with secret agents Donnie, Angel, and Stix. They work together to defeat villains like Mr. X, Pie Face, and Miss Match.





Istation Math instruction for grades 2-5 addresses the following domains:

- Number sense and Operations
- Computations and Algebraic thinking
- Geometry
- Measurement and Data Analysis

Personalized Data Profiles

Appropriate embedded scoring procedures and printable reports including student, class, school, and district level real-time reporting

Growth information is provided in graphical and numerical formats on every monthly measure throughout the school year. If students need more frequent progress monitoring to track growth, on-demand assessments can be given as frequently as needed. Data included in our easy-to-interpret, web-based reports allows teachers to gauge the impact of individualized instruction provided and make informed decisions regarding further intervention strategies.

Data-rich reports allow teachers to plan for whole-class, small-group, and individual student instruction or intervention. Immediate and actionable data provides teachers with next steps as they make instructional decisions and deliver meaningful and effective intervention.

Istation's reports offer...

- graphical and detailed numerical format on every measure;
- teacher guidance for instructional decision making;
- automatic student grouping by need;
- direct links to critical intervention lessons and resources;
- drill-down capabilities with detailed session information for each student; and
- intervention documentation for audit trails.

Istation's reports help guide instructional decision-making and give teachers the resources they need to provide students with targeted, effective instruction in a blended learning environment.

The table below lists our reports and the level(s) for which each is available:

Report	District	Campus	Classroom	Student
Assessment Completion	X	X	X	
At-Risk Report				
Classroom Summary			X	
Distribution			X	
Domain Growth (Math)	X	X	X	X
Domain Growth by Level (Math)	X	X	X	X

Report	District	Campus	Classroom	Student
Executive Summary	X	X		
ISIP Summary	X	X	X	
Level Movement	X	X	X	
Lexile Trend	X	X	X	
Priority			X	
Priority Summary	X	X	X	
Progress			X	
Quantile Trend	X	X	X	
Rate of Improvement	X	X	X	
Skill Growth (Reading)	X	X	X	X
Skill Growth by Level (Reading)	X	X	X	X
Status	X	X	X	
Student Summary Handout			X	X
Tier Movement	X	X	X	
Usage	X	X	X	
Usage Trend	X	X	X	

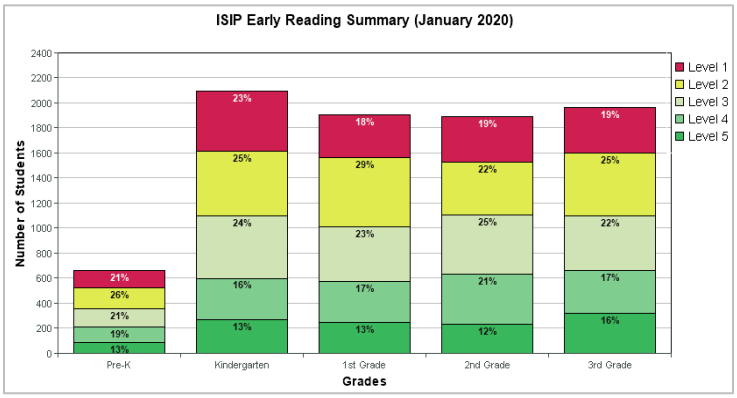
Examples of a few reports are on the following pages.

See Appendix A for examples of all reports.

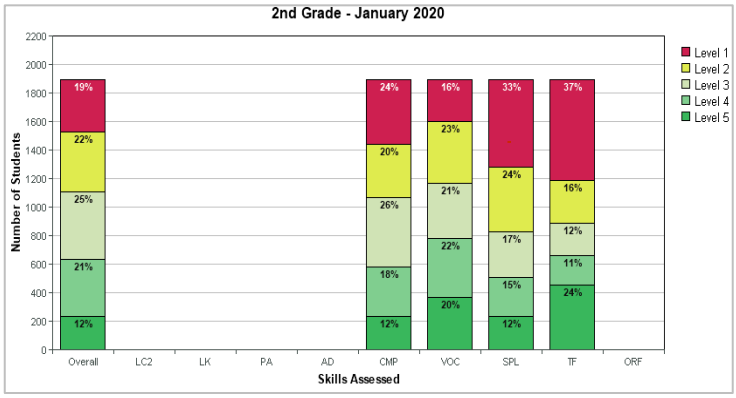
Executive Summary Report

The Executive Summary report provides aggregate and disaggregate data of the current monthly ISIP assessment as well as tracks student performance by tier or level for each grade throughout the school year. This report allows administrators to...

- monitor monthly progress;
- view results for an entire district, individual campuses, and grade-levels;
- filter data to show results for all students or for specific demographics; and
- easily identify areas of improvement.

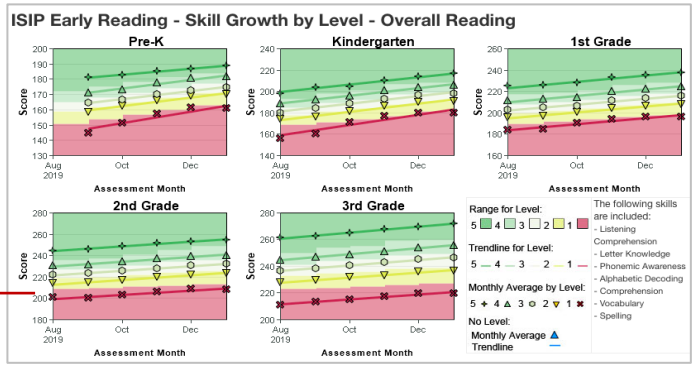


The percentage of students in each performance level or tier by grade level.



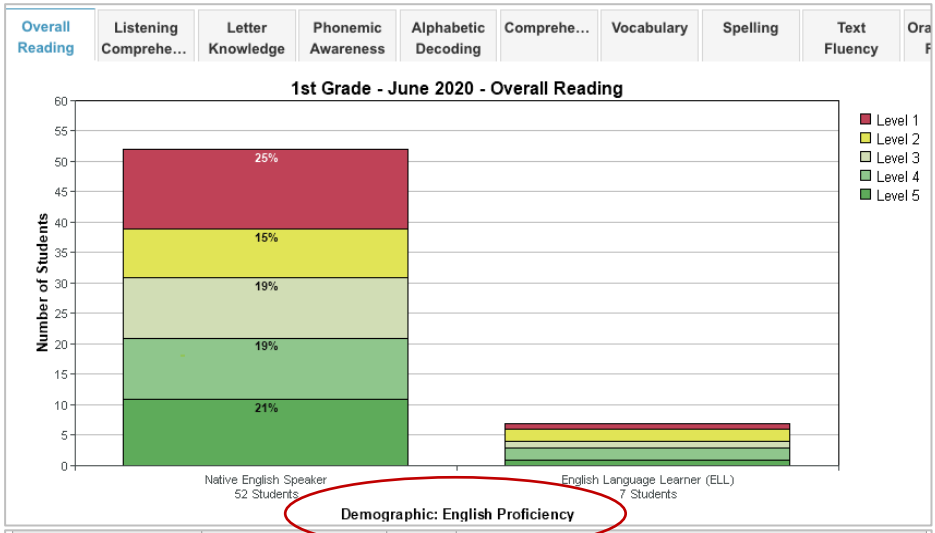
The percentage of students in each performance level or tier by subtest.

The values plotted on the graph show the average performance for the group of students identified.



Skill-level growth displayed for each grade.

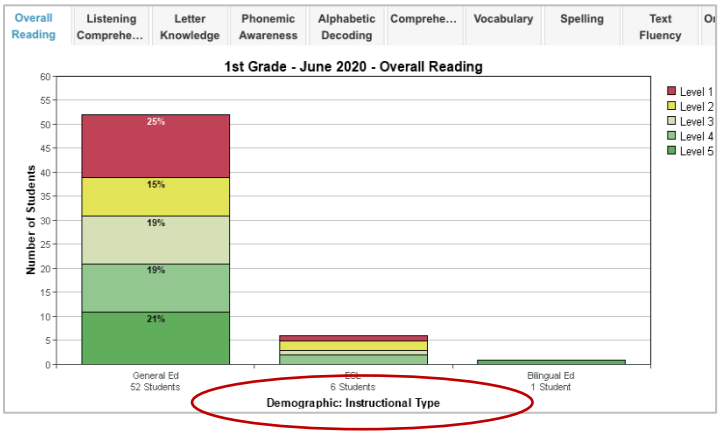
Data can also be compared across demographics for a district, campus, and grade-level.

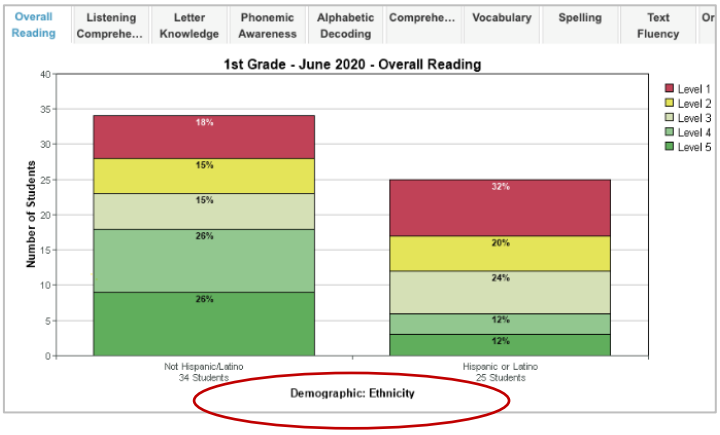


View results at a district level, or for individual campuses.

School	Demographic: English Proficiency	Total Students	Percentage / Number of Students by Level									
			Level 1		Level 2		Level 3		Level 4		Level 5	
[+] Elementary School	Native English Speaker	1	100%	1	0%	0	0%	0	0%	0	0%	0
	English Language Learner (ELL)											
	Not Specified											
[+] Elementary School	Native English Speaker	1	0%	0	0%	0	100%	1	0%	0	0%	0
	English Language Learner (ELL)											
	Not Specified											
[+] Elementary School	Native English Speaker	2	50%	1	0%	0	0%	0	50%	1	0%	0
	English Language Learner (ELL)	2	50%	1	50%	1	0%	0	0%	0	0%	0
	Not Specified											

Data can be compared across demographics.

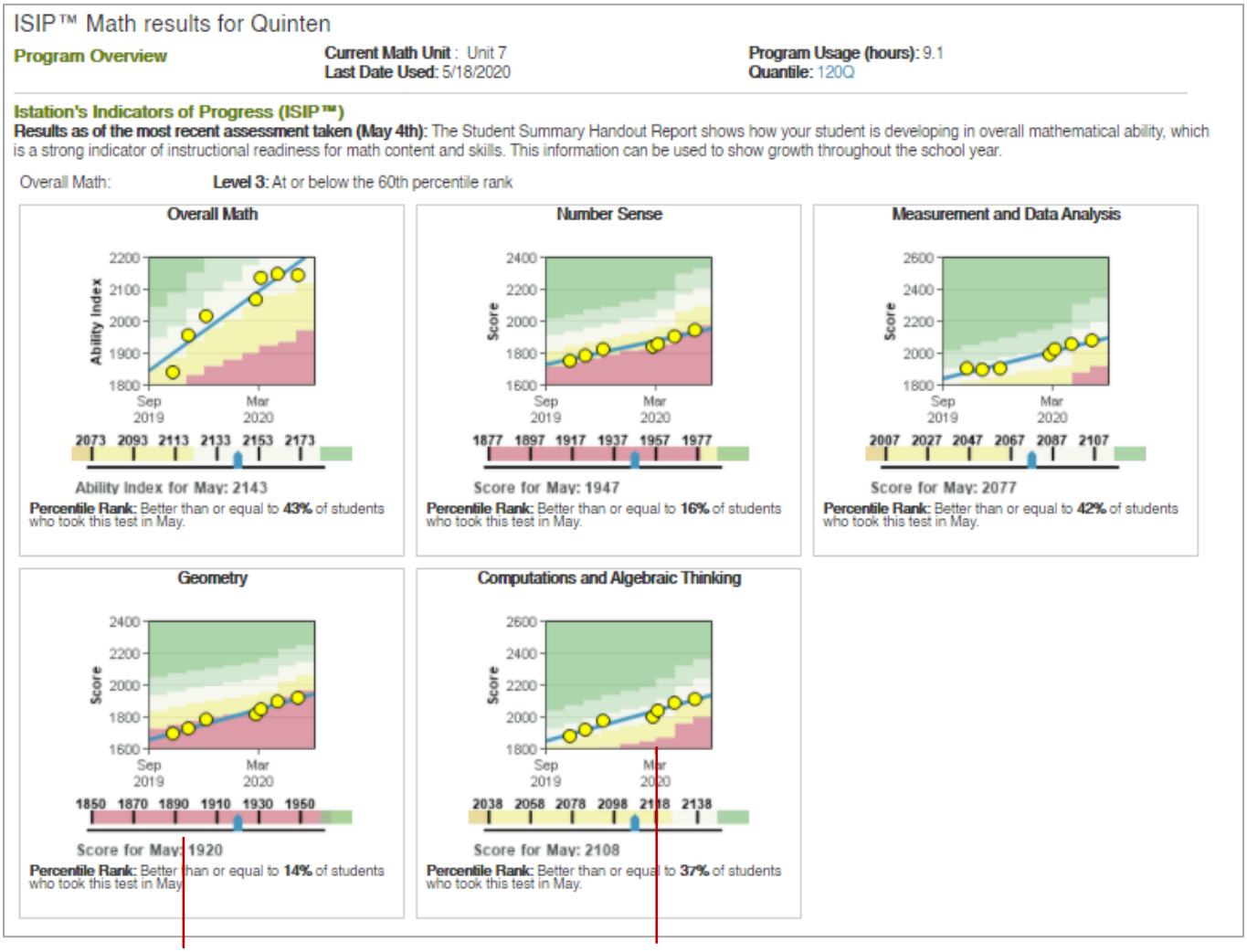




Student Summary Handout

The Student Summary Handout provides student performance data from the most recently completed ISIP assessment. This report allows educators to...

- track individual student progress across time;
- view the most recent ISIP score and percentile rank as compared to national norms;
- identify skill-specific needs and evaluate intervention plans; and
- access detailed session and activity information for each student through interactive data points.



Colors represent instructional tiers or levels for visual representation of growth over time.

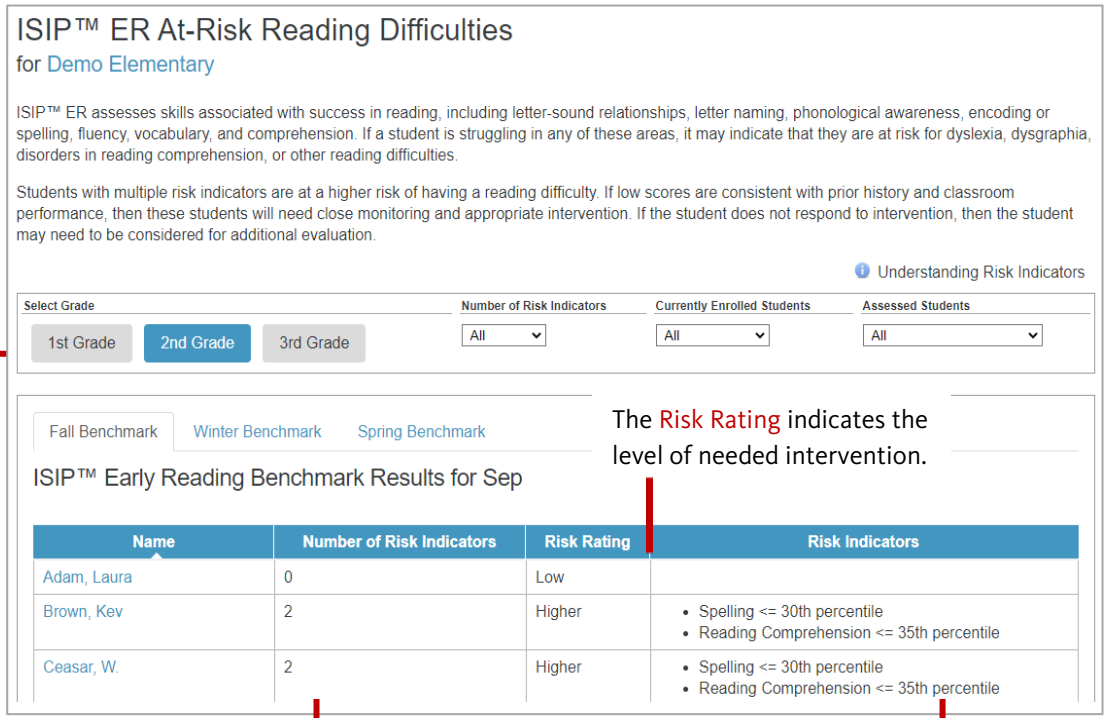
Interactive data points drill down to individual activity and session detail information such as questions asked, number of correct or incorrect answers, and response time.

ISIP ER At-Risk Reading Difficulties Report

This report identifies students in first through third grade who may be struggling with the skills assessed on ISIP Early Reading (letter-sound relationships, letter naming, phonological awareness, encoding or spelling, fluency, vocabulary, and comprehension). If a student is struggling in any of these areas, it may indicate that they are at risk for dyslexia, dysgraphia, disorders in reading comprehension, or other reading difficulties. This report is not intended to be used as a diagnostic, but is intended to highlight risk indicators. Data is provided at the subtest level to better distinguish the types of skills that may need intervention or remediation.

This report allows educators to...

- easily identify risk indicators at the subtest level to allow for more targeted intervention;
- monitor student performance on the ISIP assessment, classroom assignments, and activities; and
- track results for schools, grade levels, and individual students for fall, winter spring benchmarks.



Filter results by benchmark.

The Risk Rating indicates the level of needed intervention.

View the number of risk indicators and specific risk indicators.

Statistical Characteristics

Acceptable normed statistical characteristics including evidence of validity and reliability as well as appropriateness of use with all students

Normative Grouping

Upon ISIP completion, students are compared to a national sample of students who have also completed the ISIP assessment. By determining these norms, called Instructional Tier/Level Goals, we enable teachers, parents, and students to compare scores against a representative sample of children in the appropriate grade for the period (month) in which the test is administered. All norming samples were obtained as part of Istation's ongoing research in assessing student ability.

National norms are part of the score reports. Percentile ranking of students, as they relate to national norms, are available with student data. Local normative performance is also reported at the district, campus, and classroom levels. Detailed student data extracts support rank ordering of students within the campus and district levels.

Validity and Reliability

The ISIP assessments are used as a progress-monitoring tool through automatic monthly administration and provide reliable evidence of rates of growth and level of performance.

Additional characteristics of the product include the following:

- **Briefness** – ISIP may be given to an entire class in 40 minutes or less, and all results are instantaneous.
- **Repeatability** – Numerous items are available for each reading subtest and math domain, making them repeatable throughout the school year (e.g., monthly).
- **Sensitivity to improvement over time** – ISIP automatically provides continuous measurement of student progress throughout the year in all critical areas of reading and math. Assessments are administered on the first day of each month for consistency with rotating skills questions that make them sensitive to growth.
- **Multiple equivalent forms** – Screening assessments enable the teacher to gauge short-term growth (weekly or every other week). ISIP's item pool contains multiple forms for progress monitoring students' growth. Each dynamically created form includes items on the same ability scale that have been proven to be equivalent through Item Response Theory and reliability and validity studies.

- **Reliability and validity** – Validity and reliability studies have been conducted using both ISIP Reading and ISIP Math assessments. Data were examined for internal consistency, test-retest reliability, concurrent validity with external measures, and predictive validity.

Results for **ISIP Reading** showed moderate to strong evidence of reliability and validity with regards to...

- phonemic awareness;
- alphabetic knowledge;
- vocabulary;
- reading comprehension; and
- overall reading ability.

Results for **ISIP Math** showed moderate to strong evidence of reliability and validity with regards to...

- number sense;
- operations;
- algebra;
- geometry;
- measurement; and
- data analysis

The above attributes, as well as monthly assessments, a multi-tiered prevention system, and data-based decision making, contribute to ISIP's being rated highly by the National Center of Intensive Intervention (NCII) as a universal screener and progress-monitoring tool. Full studies can be found on our website at www.istation.com/studies.

Diagnostic Assessments

Using a computer-adaptive testing algorithm, students' incremental improvements are instantly measured. The assessment evaluates and monitors progress toward achieving learning objectives. ISIP is a sophisticated, web-delivered, computer-adaptive assessment system that provides continuous progress monitoring by frequently assessing and reporting student achievement.

ISIP...

- provides automatic monthly screening through a computer-adaptive assessment;
- prioritizes critical interventions;
- consists of an engaging, game-like environment;
- seamlessly places students on individualized learning paths; and
- quickly and efficiently screens an entire class in approximately 30-40 minutes

Additionally, schools and districts can choose to administer ISIP assessments in a manner that best fits their needs.

	Benchmark	Progress Monitoring
Population	• All students	• Class/small group/student
Frequency	• Automatic monthly	• Biweekly/weekly/daily
Administration	• Based on when the state/district determines assessment periods	• Automatically, monthly or on-demand assessments
Purpose	• Identify students at risk • Monitor growth	• Monitor students at risk • Monitor specific skill growth
Assessment Type	• Individualized computer-adaptive assessment	• Individualized computer-adaptive assessment
Implications	• Initial intervention planning • Continue or revise plans based on student performance	• Continue or revise plans based on student performance

ISIP Reading Assessment Suite

Online, vendor hosted, adaptable diagnostic assessment for students in grades K-8 in English-Language Arts on the Mississippi Department of Education approved list of universal screeners

Online and vendor-hosted, the MCCRS-aligned ISIP Reading computer-adaptive assessments are designed to identify students at risk for reading difficulties, provide automatic continuous progress monitoring of skills that are predictors of later reading success, and provide immediate and automatic linkage of assessment data to student learning needs, which facilitates differentiated instruction

Order of Domains

The table below shows the domains assessed for each grade level:

Grade/Level Starting Points	ISIP ER				ISIP AR
	Pre-K	K	1	2-3	4-8
Listening Comprehension	X	X			
Letter Knowledge	X	X	X		
Vocabulary	X	X	X	X	X
Phonemic Awareness	X	X	X		
Alphabetic Decoding			X	X	
Spelling/Word Analysis			X	X	X
Comprehension			X	X	X
Text Fluency			X	X	X

ISIP Early Reading (ISIP ER)

ISIP ER automatically provides continuous measurement of progress for students in prekindergarten to third grade throughout the school year in the instructional units most critical to early reading development: phonemic awareness, alphabetic knowledge and skills, vocabulary, reading comprehension, and fluency.

ISIP ER is presented to students in an engaging, game-like format where they are players on the game show *Show What You Know.* The first question in the assessment is on grade level, with subsequent questions being tailored to the needs of each individual student based on the computer-adaptive algorithm.

The significance of the early reading instructional units and the subtests representing each unit are described below.

Phonemic Awareness

The Phonemic Awareness subtest is comprised of two types of items: Beginning, Ending, and Rhyming Sounds and Phonemic Blending.

Beginning, ending, and rhyming sound items assess a student's ability to recognize the initial, final, or rhyming sound in an orally presented word. Four items appear on the screen at once. The narrator names each picture while a highlighted box appears around each. The student is asked to click on the picture that has the same beginning, ending, or rhyming sound as the sound spoken by the narrator.

Phonemic blending items assess a student's ability to blend up to six phonemes into a word. Four pictures appear on the screen with a box in the middle that contains an animated side view of a face. The narrator says the name of each picture as the box around it highlights. A word that represents one of the pictures is spoken aloud. Each phoneme or syllable is pronounced, and the animated face demonstrates how to pronounce each word.

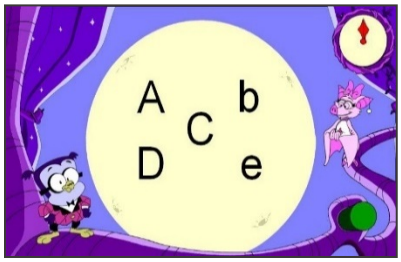
Alphabetic Knowledge and Skills

The **letter knowledge** subtest represents the most basic level of phonics knowledge and is comprised of two types of items: letter-name recognition and recognition of letter-sound correspondence.

It is important to note that only the most frequent letter-sound correspondences are included in this subtest. More complex elements such as variant spellings, diphthongs, vowel teams, and r-controlled vowels are embedded in the Alphabetic Decoding and Spelling subtests.

Letter-name recognition items measure alphabetic principle and assess how many letters a student can correctly identify in a minute. Five letters, in a combination of both uppercase and

lowercase, appear on screen at once. The student identifies the correct letter named by the narrator.



Letter-sound correspondence is a measure of alphabetic principle that assesses how many letter sounds a student can correctly identify in a minute. Five letters, in a combination of both uppercase and lowercase letters, appear on screen at once. The student identifies the correct letter named by the narrator.

The **alphabetic decoding** subtest measures a student's ability to blend letters into nonsense words in which letters represent their most common sounds. By using nonsense words, the test more accurately assesses the ability to match letters to sounds and the ability to decode an unknown word when it is presented. For this subtest, four items appear on the screen. The student is asked to identify the non-word that is pronounced by the narrator.

The **spelling** subtest determines if a student is developing specific orthographic representations of words. For each item, an array of letters appears on the screen, and the student is asked to spell a spoken word by clicking on the correct letter. The word is then formed on lines above the letter array. Items for this subtest have been constructed to move from easier to harder, using the sequence of difficulty defined in the Alphabetic Decoding subtest. Item parameters also include frequency of spelling.

Vocabulary

A student's vocabulary knowledge is measured in two ways to evaluate both the upper and lower bounds of this knowledge: picture items and synonym items.

Picture items establish the lower bound of vocabulary development**.** Pictures appear on the screen, and the narrator asks the student to identify the one that best illustrates the word that is orally produced by the narrator.

Synonym items establish the upper bound of vocabulary development. Four words appear on-screen, and the student is asked to identify the word that has the same or similar meaning as a word pronounced by the narrator.

Reading Comprehension

This subtest assesses the ability to read and understand sentences and paragraphs. This is accomplished through matching sentences with pictures and text completion tasks.

Matching sentences with pictures measures a student's knowledge of semantic and syntactic information for which pictures can support reading. A sentence and four pictures appear on the screen. The student reads the sentence and identifies the picture that best illustrates the sentence meaning.

Text completion measures a student's ability to use word meanings and word order to understand a sentence. A sentence, sentences, or a paragraph appears on the screen with one word missing from the text. The student reads the text and chooses from four words the one that best fits.

Connected Text Fluency

Text fluency measures a student's ability to read fluently with comprehension. This subtest is constructed in a very different manner than others. Rather than increasing text difficulty across time, the test assesses students on passages of equivalent difficulty to measure growth over time against a constant level of difficulty. Each of these passages was carefully written to conform to specific word-level features, follow linear story grammar structure, and have readability according to a commonly accepted readability formula for end-of-grade-level expectations in each grade.

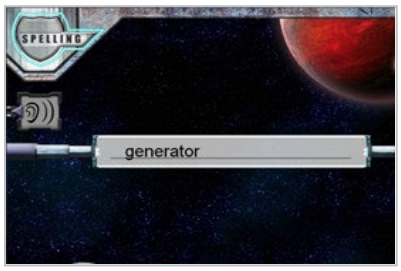
In order to assess reading text on the computer, a maze task is utilized, in which every fifth or sixth word is left blank from the text. For each blank, the student is given three choices from

which to choose the word that works in the sentence. It is the student's job to read the text and select the correct maze responses within two minutes.

ISIP Advanced Reading

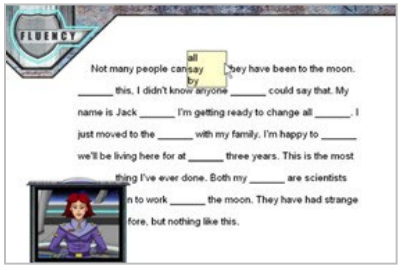
ISIP Advanced Reading (AR) for grades 4-8 measures growth in four critical domains of reading: word analysis, text fluency, vocabulary, and comprehension. Every time a new assessment begins for a student, ISIP AR automatically provides a test warm-up. The test warm-up includes all directions for the assessment, models completion of one or more items, and allows the student to complete practice items. Narrator correction and feedback are provided in student interactions in all practice items.

Word Analysis



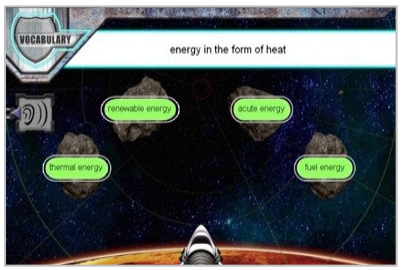
Word analysis assesses knowledge and identification of multi-syllabic words through spelling. The narrator says a word, uses it in a sentence, and then repeats the word. Students are then asked to spell the word by typing, using their computer's keyboard.

Text Fluency



Text fluency is constructed in a very different manner than the other subtests. Students are assessed on their ability to read text with meaning in a specified period of time. Students will demonstrate their ability to both read words quickly and to monitor for meaning while reading grade-level connected text. To assess text reading for understanding, a maze task is used, and every seventh word is left blank from the text. Within two-and-a-half minutes, a student is to read the text and select the best response from the three answer choices given.

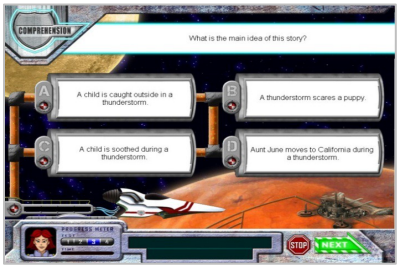
Vocabulary

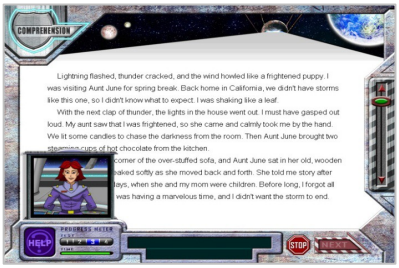


Vocabulary assesses knowledge of word meanings through synonyms or definitions, as well as the ability to infer meaning through context. Throughout the Vocabulary subtest, questions are asked in various formats. There is a mix of general vocabulary words and content vocabulary words, and students choose from among four possible answers.

Comprehension

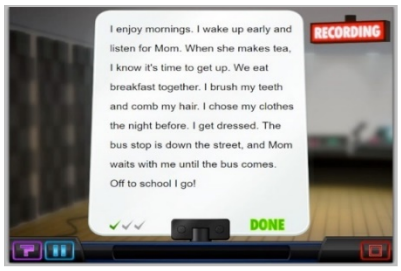
Reading comprehension determines how well students are processing text of increasing difficulty for meaning. To begin, students are instructed to read a passage for meaning. After reading, they answer four multiple-choice questions.





Oral Reading Fluency

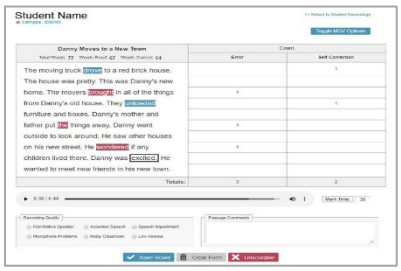
The ISIP Oral Reading Fluency (ORF) assessment measures a student's ability to read fluently and accurately in grades K-5. This test assesses students on passages of equivalent difficulty to measure growth over time against a constant level of difficulty. Each of these passages is carefully written to conform to specific word-level features, follow linear narrative structure, and have readability according to a commonly accepted readability formula for end-of-grade-level expectations in each grade. Using the latest voice recognition and digital recording technology, the assessment helps teachers measure oral reading fluency, accuracy, and more.



Students are given three brief passages to read during a session. The students' reading of the passages is recorded and stored for a teacher to review at their convenience on the Istation website. Each passage is scored with a words read correctly per minute (WCPM) calculation.

The mean score of the three passages read during the session is produced for educators to track growth and progress of students' oral reading fluency. All passages are auto-scored within the Istation system and do not require manual scoring or data input.

ISIP Oral Reading Fluency provides schools with:



- Grade-leveled passages for students to read and record in the Istation Recording Studio
- Audio playback features for teachers to play, advance, pause, and rewind recordings
- Online access to an archive of student recordings available to review at any time
- Automatic scoring that analyzes and measures accuracy, fluency, and expressiveness
- Note-taking features for documenting observations and remarks
- Real-time reports for progress monitoring and identifying students who may require more instruction
- Help features and virtual tours for administrative support and program instructions

Mississippi-Approved Screener

The Mississippi Department of Education, in collaboration with the Mississippi Reading Panel, has established an approved list of reading screeners to be used by local school districts. Istation's ISIP Early Reading has been approved as both a Universal Screener and Diagnostic Assessment for grades K-3.

ISIP Math Assessment Suite

Online, vendor hosted, adaptable diagnostic assessment for students in grades K-8 in Mathematics on the Mississippi Department of Education approved list of universal screeners

Online and vendor-hosted, the MCCRS-aligned ISIP Math assessment suite for students in grades PreK-8 is designed for all students receiving grade-level instruction. Overall proficiency and mathematical abilities are measured in approximately 30-40 minutes.

Grades PreK-2

ISIP Math assesses early learners in grades PreK-2 with an engaging, interactive assessment designed to help teachers easily identify students struggling to learn critical mathematics content. The singular interface theme of Mario's Food Mart immerses students in a familiar environment, allowing them to make real-world connections with minimal distractions and unnecessary cognitive load.

Assessment delivery is presented in a developmentally appropriate format with respect to students' reading skills, hand-eye coordination, and fine/gross motor skills, which informs navigation design and controls assessment interfaces, giving as much hands-on and manipulative-based interaction as possible.

For students in 2nd grade, the assessment changes from Mario's Food Mart to Secret Equation Man, which is an ongoing plot line for math instruction in grades 2-5. This assessment format includes multiple-choice items created for efficiency in computer delivery. Each item has one correct answer and three distractors that represent plausible misconceptions or different types of errors which include computational, conceptual, procedural, and strategic.

The assessment begins with an introduction from Chief, a familiar Istation Math character. To motivate, Chief briefly explains that the student will use mathematical knowledge and skills to become a secret agent and fight off evil villains.

Grades 3-8

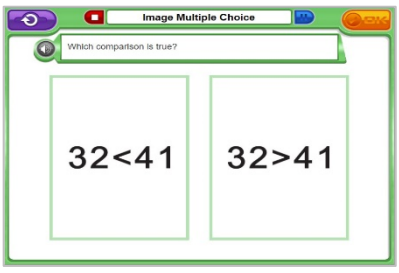
The Secret Equation Man plot continues for students in grades 3-8 and rigor increases as they progress.

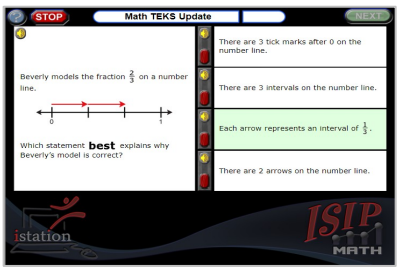
ISIP Math's measurement scale aligns student performance levels with the appropriate difficulty level of assessment items. Once the difficulty level at which the student can perform is determined, the assessment ends and the student is placed on a personalized learning path.

Descriptions of domains assessed in ISIP Math are below:

Number Sense

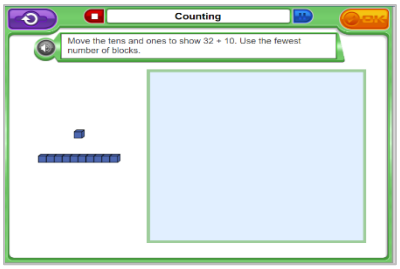
This domain in grades preK-5 refers to foundational math skills for students, including understanding properties of whole numbers, fractions, and decimals and the relationships between them. This includes representing numbers with visual models, understanding place value, counting, rounding, and comparing.

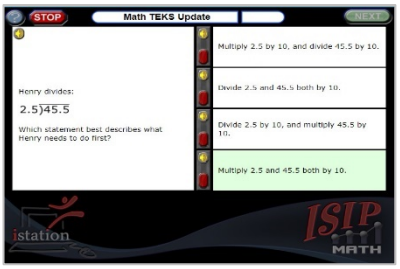




Computations and Algebraic Thinking

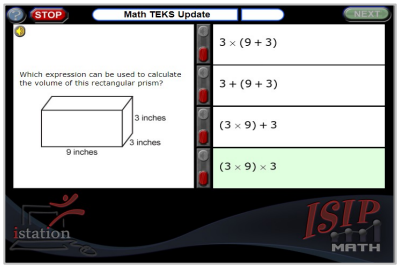
This domain for grades preK-8 involves performing operations and representing algebraic relationships. This includes recognizing and creating patterns, understanding symbols (+, −, ×, ÷), learning and applying computation strategies (solving for an unknown), recalling basic facts, and working with expressions and equations.



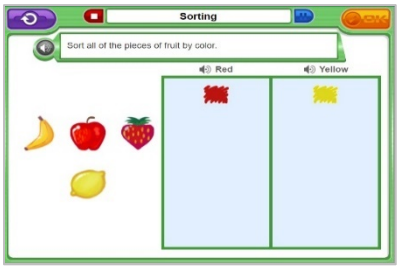


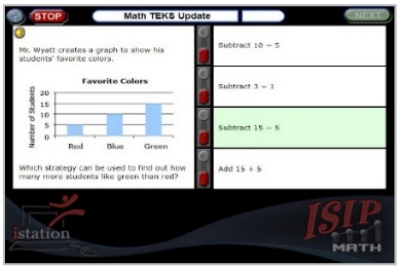
Measurement and Data Analysis

Measurement for grades PK-5 involves determining the size or amount of something. This includes length, weight, volume, area, perimeter, capacity (liquid volume), time, and money. Both the customary and metric systems are utilized.



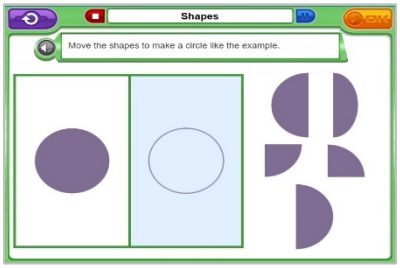
The **Data Analysis** domain for grades PK-5 includes sorting and classifying data into categories and using various types of graphs and tables to represent the data. It also involves interpreting and explaining patterns and drawing conclusions to solve problems about the data. Graphs include picture graphs, bar graphs, line/dot plots, tables, and more.

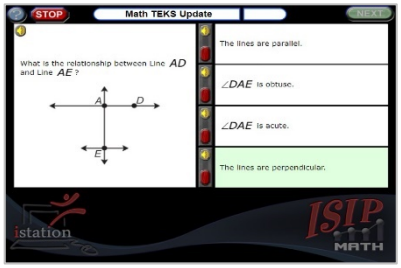




Geometry

This domain for grades PK-5 involves understanding properties and attributes of shapes (2-D and 3-D), lines, and angles. Students must sort, classify, name, describe, and create various shapes. This domain also includes graphing points on the coordinate plane.





ISIP Math assessments measure students' overall proficiency and mathematical abilities in less than 30 minutes with a computer-adaptive assessment. Upon completion, students are instantly placed in appropriate, game-like, individualized instructional path in which they follow based on their progress in the content. Teachers have immediate access to personalized data profiles to guide instructional decision-making.

Learning Progressions

- *Online customizable learning progressions for individual students, classes, and grade levels with instructional grouping capabilities*
- *Automated individual learning progressions that are supported with computer-assisted instruction, which also provide and assign additional point-of-use instructional support material and activities based on skill progression.*

Upon assessment completion, students are automatically placed into their own personalized, computer-adaptive learning path based on their demonstrated ability level identified by the ISIP assessment. Activities and lessons are carefully sequenced from easy to more complex with rigor increasing as they progress.

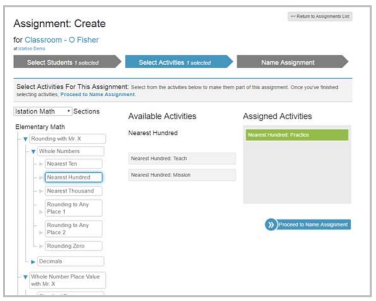
The curriculum's embedded assessments note when students are having trouble with a skill. When this occurs, students are given less-rigorous reteach activities and additional opportunities to learn the skill before moving ahead.

Istation's flexible resources and activities support diverse instructional approaches, allowing all students to learn in a way that best fits their learning style and skill needs. Teachers can deliver direct instruction, facilitate learning in groups, participate in discussions and problem-solving, and use the online instructional activities to teach or reinforce learning to whole- or small-groups.

Istation supports teachers and other school personnel with data so that they may more easily make informed decisions regarding each student's response to targeted reading and math instruction and intervention strategies. Teachers are provided with a variety of approaches and materials for all types of learners that can be used for supplemental instruction or enrichment activities.

Assignments

Using data from reports, teachers can assign extra practice at any time to a whole class, small groups, or individual students. Depending on student needs, these skill-specific lessons may be used for extra practice, remediation/reteaching, or for tracking intervention effectiveness.



Assignments are an optional feature for added practice and do not replace time spent in the instructional path.

Instructional Grouping

Instructional grouping is made easy with Istation's personalized data profiles. Various reports automatically group students according to intervention need and intensity, allowing teachers to plan for whole-class, small-group, and individual student instruction easily and strategically. Immediate, accurate results and relevant statistics help guide instructional decision-making and give teachers the resources they need to take **"next steps".**

Intervention strategies are provided to assist teachers in creating individualized instruction for individual or small group lessons.

Examples of reports with grouping abilities are available on the following pages.

See Appendix A for examples of all reports.

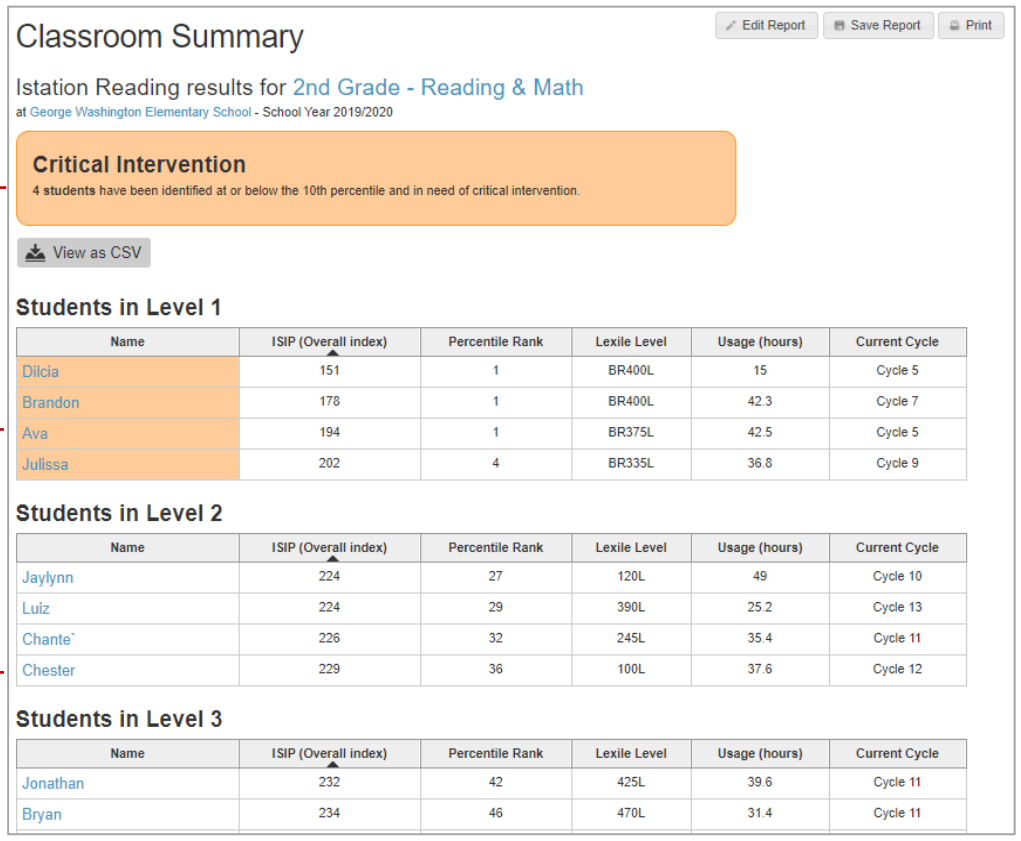
Classroom Summary Report

The Classroom Summary report provides student performance data from the most recently completed ISIP assessment. This report helps teachers to...

- identify students who may benefit from additional support;
- group students for small-group instruction; and
- identify the skill level of materials for small-group instruction.

Critical Intervention highlights the students who are in the 10th percentile or lower on a specific skill.

Students are displayed by overall ISIP score, beginning with those needing intensive intervention.



Classroom Summary

Edit Report | Save Report | Print

Istation Reading results for 2nd Grade - Reading & Math

at George Washington Elementary School - School Year 2019/2020

Critical Intervention

4 students have been identified at or below the 10th percentile and in need of critical intervention.

View as CSV

Students in Level 1

Name	ISIP (Overall index)	Percentile Rank	Lexile Level	Usage (hours)	Current Cycle
Dilcia	151	1	BR400L	15	Cycle 5
Brandon	178	1	BR400L	42.3	Cycle 7
Ava	194	1	BR375L	42.5	Cycle 5
Julissa	202	4	BR335L	36.8	Cycle 9

Students in Level 2

Name	ISIP (Overall index)	Percentile Rank	Lexile Level	Usage (hours)	Current Cycle
Jaylynn	224	27	120L	49	Cycle 10
Luiz	224	29	390L	25.2	Cycle 13
Chante`	226	32	245L	35.4	Cycle 11
Chester	229	36	100L	37.6	Cycle 12

Students in Level 3

Name	ISIP (Overall index)	Percentile Rank	Lexile Level	Usage (hours)	Current Cycle
Jonathan	232	42	425L	39.6	Cycle 11
Bryan	234	46	470L	31.4	Cycle 11

Easily group students by ISIP Score, Instructional Level or Percentile Rank.

Priority Report

At each assessment period, the Priority Report automatically alerts teachers to students in need of instructional support through a summary of skill-specific results. In this report, students are grouped by subtest according to the instructional level determined by their ISIP performance. Links to teacher-directed lessons and resources are provided to support differentiated instruction and deliver targeted intervention to small groups or individual students. to...

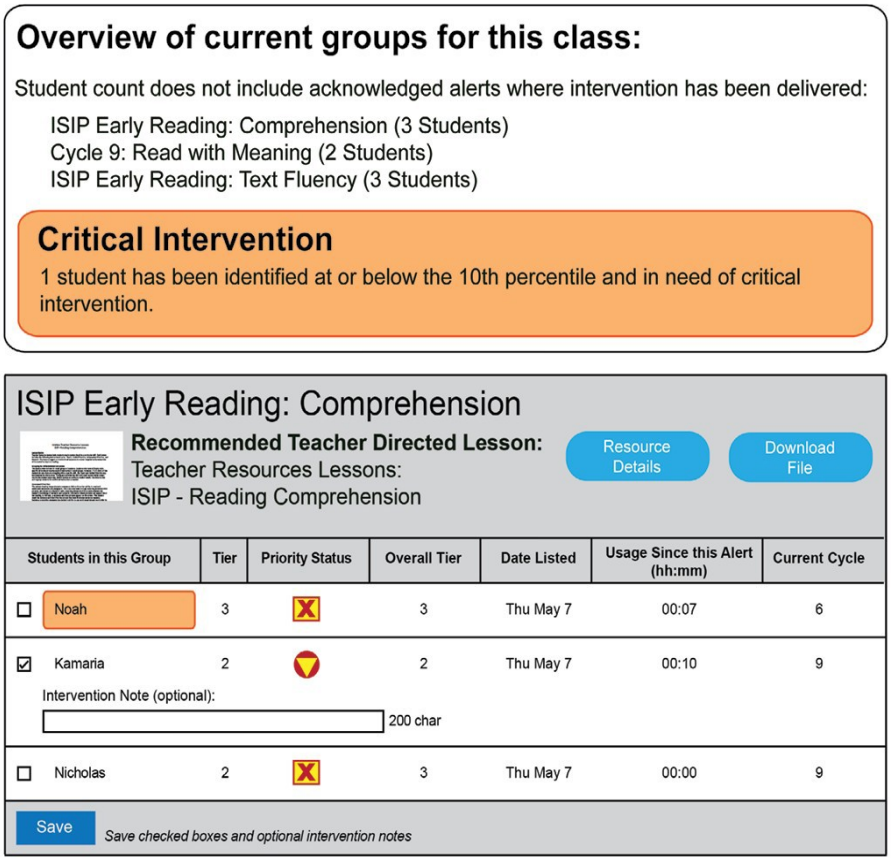
- easily differentiate instruction;
- streamline grouping students by instructional need;
- provide lessons and research-based interventions for small groups;
- documents interventions for RTI/MTSS for audit trails; and
- access recommended teacher-directed lessons specific to identified skill-needs.

Overview indicates by ISIP subtest the number of students struggling with a particular skill.

Critical Intervention highlights the students who are in the 10th percentile or lower on a specific skill.

Lessons are prescribed based on skill need.

Teachers can document delivered interventions, creating an audit trail.



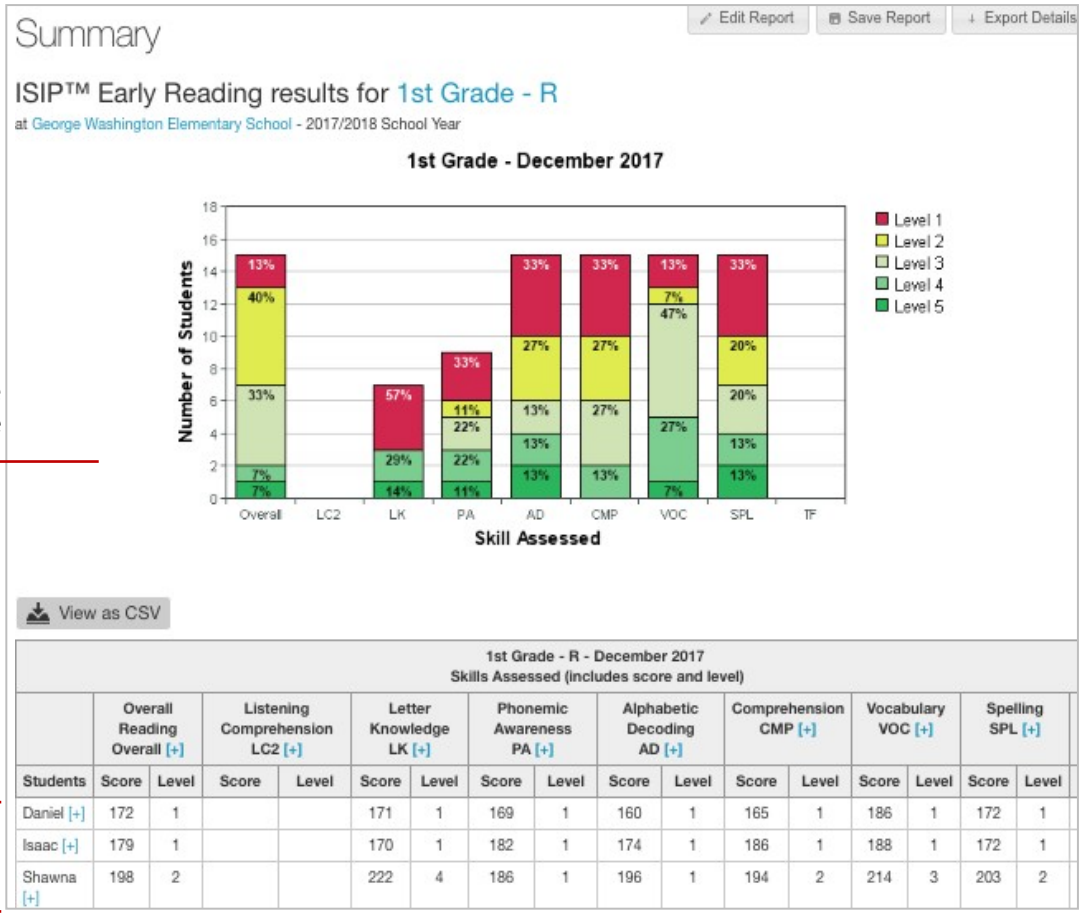
ISIP Summary Report

The ISIP Summary report shows the number and percentage of students in each instructional level for the current month when measured against performance goals. This report helps educators to...

- determine which skills need to be retaught in whole- or small-group instruction;
- identify students in need of additional support; and
- group students for targeted instruction.

After the ISIP assessment, students are automatically placed in one of five performance levels.

Easily group students by overall score, individual subtest score, or performance level placement.



Summary

Edit Report | Save Report | Export Details

ISIP™ Early Reading results for 1st Grade - R

at George Washington Elementary School - 2017/2018 School Year

1st Grade - December 2017

View as CSV

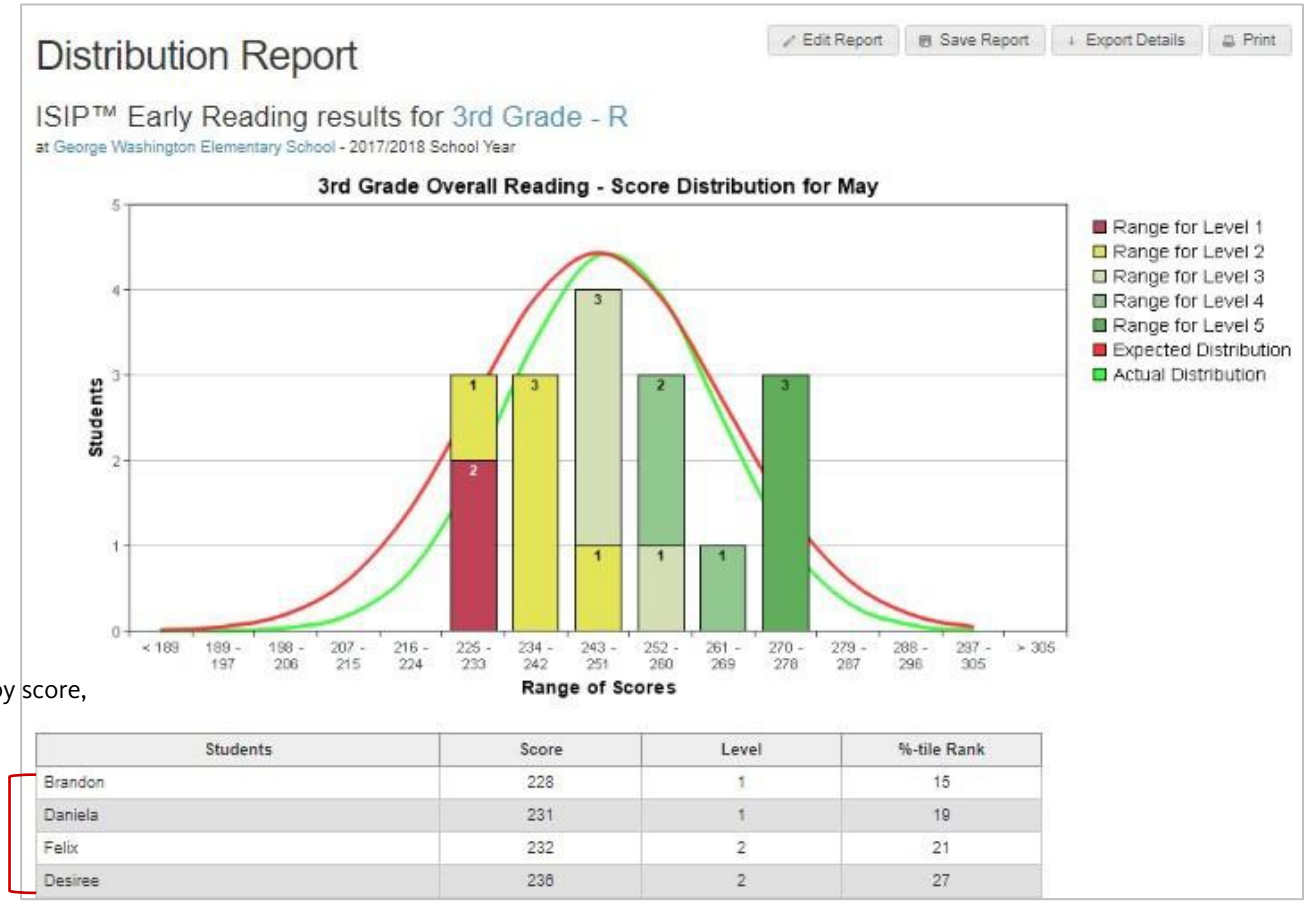
1st Grade - R - December 2017
Skills Assessed (includes score and level)

	Overall Reading Overall [+]		Listening Comprehension LC2 [+]		Letter Knowledge LK [+]		Phonemic Awareness PA [+]		Alphabetic Decoding AD [+]		Comprehension CMP [+]		Vocabulary VOC [+]		Spelling SPL [+]	
Students	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level
Daniel [+]	172	1			171	1	169	1	160	1	165	1	186	1	172	1
Isaac [+]	179	1			170	1	182	1	174	1	186	1	188	1	172	1
Shawna [+]	198	2			222	4	186	1	196	1	194	2	214	3	203	2

Distribution Report

The Distribution Report shows the number of students performing in different ranges of ability scores . Teachers can easily identify students in need of additional support and group student for targeted instruction. This report helps educators to...

- identify students in need of additional support;
- group students for targeted instruction;
- compare distribution for BOY, MOY, and EOY testing.



Students	Score	Level	%-tile Rank
Brandon	228	1	15
Daniela	231	1	19
Felix	232	2	21
Desiree	236	2	27

Easily group students by score, level, or percentile rank.

See Appendix A for samples of all reports.

Longitudinal Data

Longitudinal data reports available for multiple years for individual students, instructional groups, class, school, and district levels.

Istation's reporting system provides longitudinal data to track student progress throughout the current school year as well as from previous school years. Results and usage data are available for as long as a school or district has an active subscription with Istation.

In addition, Istation can easily transfer individual student data to another school within the district or state by using the unique student identifier.

User-Friendly Reports

User-friendly reporting system with easy-to-read reports with standard and flexible performance level bands.

Istation's reports provide thorough, relevant data to confirm student progress, guide proactive learning interventions, and document those interventions more easily. Data is instantaneous, and no manual input or synchronization is required. User-friendly and easy to read, Istation reports...

- provide immediate feedback, including complete graphical and contextual analysis of each student;
- are visible at the individual student, class, grade, school, and district levels;
- automatically link to recommended, skill-specific teacher resources and lessons for further intervention; and
- can be printed, downloaded as PDF or Excel files, and saved for speedy report updates.

Color-coded graphs showcase student placement in instructional tiers and performance level bands. Teachers can easily monitor the progress of students performing significantly below or above grade level expectations through monthly and on-demand assessments.

5 Components of Reading

Addresses the 5 components of reading at the appropriate level: comprehension, phonics, phonemic awareness, vocabulary, and fluency.

Powered by the science of reading, Istation's curriculum leads students through the sequence of the "Big Five." The platform includes a full library of tools and lesson plans aimed at addressing each phase of development.

Istation Reading includes a detailed scope and sequence that is divided into layers of instruction, or cycles. Each cycle addresses these five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic Awareness

Istation Reading curriculum provides instruction and practice in awareness of words and syllables leading into phonemic awareness activities. These activities teach identification, segmentation, and blending of initial, medial and final sounds as well as phoneme substitution. Instruction initially begins with phonemes before gradually moving to phonemes with graphemes. Activities also include poetry, alliteration, and identification of onset and rime.

Phonics

Students are systematically and explicitly guided as they learn the alphabetic principle — letter names; sound to letter relationships, including short and long vowels; consonant blends and digraphs; and r-controlled and variant vowels. Further instruction in decoding and word recognition skills includes sight word instruction in high frequency words and structural analysis (compound and multi-syllabic words). Students learn these relationships through activities that use words in isolation and then apply them in sentences, short passages, and books.

Fluency

Students have opportunities to develop their fluency skills in a variety of ways. Rapid naming activities (letters, sounds, and words) provide cumulative skill practice to help students develop automaticity while increasing accuracy and rate. Controlled reading passages provide students with fluency practice, while also measuring student accuracy and rate. Fluent reading is modeled and practiced in sentences, passages, and books. Guided oral reading practice for fluency is one of the key features of text reading in the program.

Vocabulary

The Istation Reading curriculum has a carefully constructed vocabulary component intertwined with every reading lesson. Instruction includes learning content words using expertly drawn illustrations and explanatory animations, integrating parts of speech to determine the meaning

of unknown words and phrases, using reference materials (dictionaries and glossaries) to determine meaning, building academic vocabulary through texts and virtual science lab integration, and using vocabulary words in context through educational gaming activities. Istation integrates vocabulary instruction across all subject areas, ensuring that students are exposed to a variety of approaches and settings.

Comprehension

As students move through their learning paths, they will read carefully leveled texts with a range of difficulties, ensuring that they read and comprehend at their independent and instructional levels. As they learn to quickly recognize words, they can focus attention on meaning.

Explicit instruction in comprehension strategies is provided through direct instruction as well as through the use of dialogic reading with animated, fanciful characters that point out information in text, provide additional clarification, and ask students questions during reading. Explicit comprehension instruction is provided for character, setting, story structure, details, compare and contrast, problem and solution, and cause and effect. Students can demonstrate their comprehension across multiple genres (narrative, expository) and with a variety of formats (sentence, passage, and story comprehension).

Mathematics Components

Addresses at least 3 components of mathematics at the appropriate level: numeracy, computation, and problem solving.

Istation Math is populated with age-appropriate contexts, ensuring that students see the content as relevant and interesting. Assessments and instruction are delivered at the appropriate grade level for each student, allowing teachers to identify where students fall within grade-level expectations.

Order of Domains

The table below shows the domains assessed for each grade level:

Domain	PK-1	2-5	6-8
Number Sense	X	X	
Measurement & Data Analysis	X	X	
Geometry	X	X	

Computations & Algebraic Thinking	X	X	X
Geometry and Measurement			X
Number System			X
Statistics and Data Analysis			X

Mental Math

Mental Math is integrated into the curriculum, allowing students to visualize mathematical processes and gain fluency in calculation and **problem solving** skills.

Istation Math provides ample opportunities for the explicit teaching of mental computation. In many activities, the characters speak directly to the subject of mental math and incorporate strategies for problem solving.

Istation's flexible lessons provide teachers with opportunities to. . .

- use instructional time to teach mental computation strategies;
- provide independent practice time for students to choose and use familiar strategies;
- support the use of materials and models to represent mental strategies;
- model and encourage the use of informal jottings to support mental computation; and
- provide opportunities for students to discuss and explain their strategies.

See also: ISIP Math Assessment Suite and Istation Math Instruction.

Response to Intervention

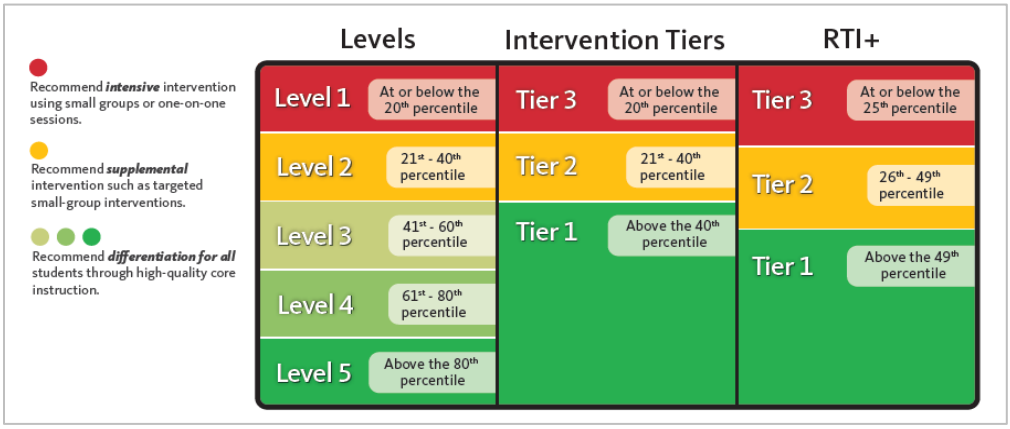
Addresses Response to Intervention requirements by providing online progress monitoring assessments with flexible scheduling weekly or monthly as needed.

Instructional Tier/Level Goals

Upon ISIP completion, the program automatically places students into instructional tiers or levels based on ISIP results. From response to intervention (RTI) to multi-tiered system of supports (MTSS), Istation's assessments can be used both to monitor progress and to screen students to determine those that need academic intervention.

Teacher-friendly data support intervention and blended learning with three distinct performance scales built to define achievement goals based on the strategic needs of school districts or individual schools: Levels, Intervention Tiers, and RTI+. Districts can choose which of the three performance scales they would like to use. All three of these multi-tiered systems of support utilize data from ISIP assessments, and they can be used to predict student success and provide teachers and administrators with the formative data they need to differentiate instruction.

This intervention strategy helps teachers intervene immediately to prevent struggling learners from falling behind. Areas of need are quickly identified, and academic progress is monitored while the student receives additional instruction and intervention to help close skill gaps.



Goal classifications are defined below.

Intervention Tiers

- **Tier 1** – above 40th percentile
- **Tier 2** – 21st to 40th percentile
- **Tier 3** – at or below 20th percentile
- **Customizable tiers** are an option for individual districts.

RTI+

Istation's RTI+ three-tier system offers extended tier ranges to identify and respond to students who are in danger of moving to Tier 2 or Tier 3 based on their performance.

- **Tier 1** – above 49th percentile
- **Tier 2** – 26th to 49th percentile
- **Tier 3** – at or below 25th percentile

Performance Levels

Instructional levels provide five equally spaced ranges that allow educators to distinguish growth at the upper end of the percentile ranges.

- **Level 5** – above 80th percentile
- **Level 4** – 61st to 80th percentile
- **Level 3** – 41st to 60th percentile
- **Level 2** – 21st to 40th percentile
- **Level 1** – at or below 20th percentile

Istation's Rate of Improvement report can be used to monitor tier or level growth across time.

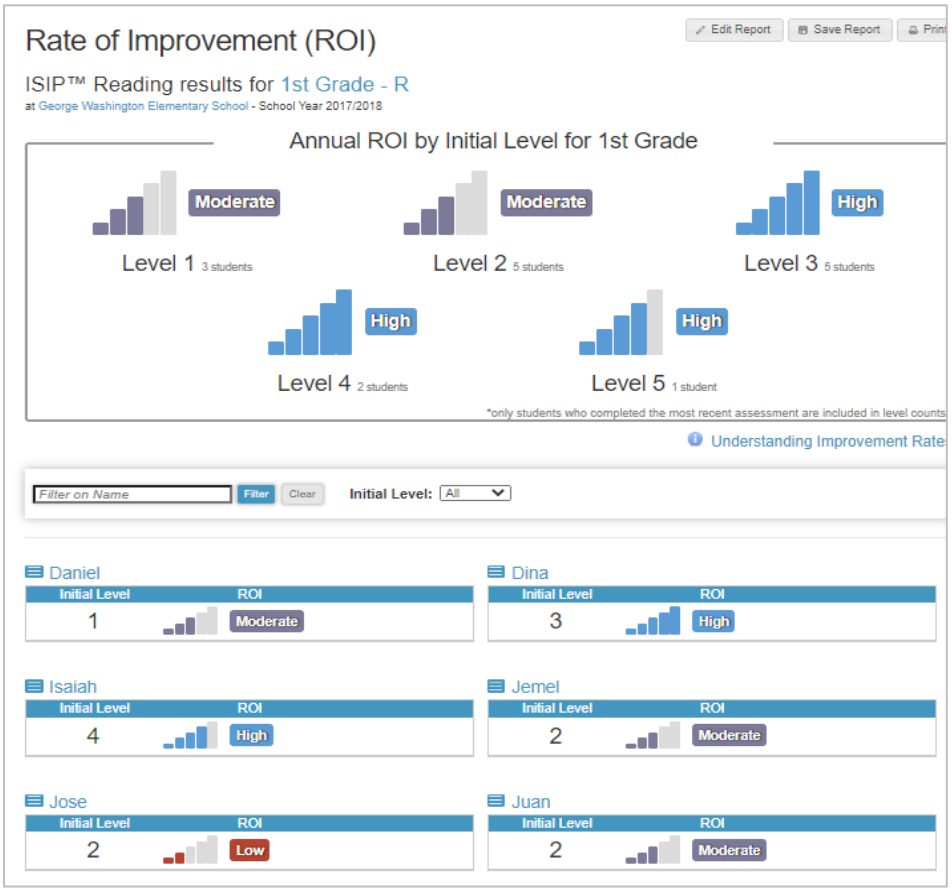
Rate of Improvement Report

The Rate of Improvement (ROI) report gauges students' improvement across the school year.

This report allows teachers to...

- view low, moderate, or high progress in each level or tier;
- track students' percentile ranks over time; and
- compare students' past ISIP performances to that of their peers across multiple months.

View individual student ROI.



Rating	Average Annual %-tile Change*	Description
High	Increase by 8+	Students improving faster than expected will have a high rate of improvement, and are greatly exceeding that of their peers.
Moderate	Between an increase of 8 and a decrease of 2	This is the expected rate of improvement. A student with a moderate rate of improvement is keeping pace with their improving peers.
Low	Decrease by 2+	A student who is under performing is rated low. This student is not improving as quickly as their peers.
N/A	N/A	In order to measure ROI, at least three months with a completed assessment are required. Students without this data will have an n/a rating.

View the legend for more information on improvement ratings.

Authentic Texts

Emphasis on complex, authentic texts with informational and literary texts included equally and separately.

Istation's curriculum includes fiction and nonfiction passages, e-books, and other factual texts that are representative of various cultures and traditions around the world. Students are immersed in engaging, authentic literature and interactive lessons that address the essential components of reading. Texts in early instructional cycles are picture-rich, while books and passages in higher cycles target fluency and comprehension skills and rely less on pictorial and visual support.

Visual/Pictorial Representations

Content and texts have an appropriate balance of visual or pictorial representations according to skill and age group, and include images that correspond with the topic or theme being taught. eBooks and passages in early instructional cycles are picture-rich with illustrations that support students as they learn to read by providing visual aids, clues, and pictures. In higher cycles of instruction, the content targets fluency and comprehension with less visual and pictorial support.

As students work through the Istation Reading curriculum, they will learn new skills and use their knowledge to make connections to various texts throughout the instruction. Cross-curricular, fiction and nonfiction books and passages across all levels of Bloom's Taxonomy give students exposure to multiple genres and culturally diverse texts that are delivered based on each student's reading ability levels.

Text Genres

Istation Reading places an emphasis on informational and literary texts that are complex and authentic. Hundreds of eBooks, passages, and other types of texts are incorporated throughout the instruction at all levels, and are also available for teachers to download and print. Additionally, each student has access to a library of eBooks that are level-appropriate and can be accessed at any time. These books have also been a part of lessons they have completed in their learning paths.

Genre categories and text examples are shown below:

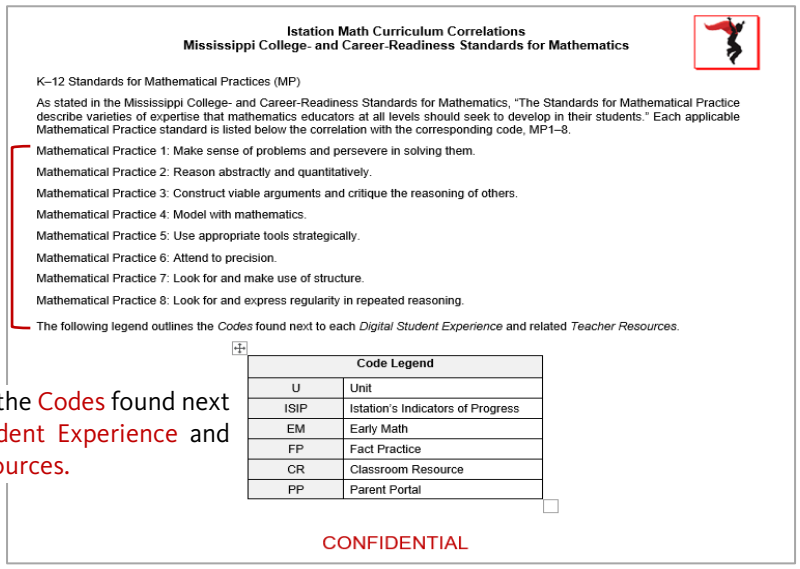
Fiction	Non-fiction
• Historical • Realistic • Adapted Fables • Folklore • Poetry • Plays	• Expository • Persuasive • Informative • Literary

Eight Mathematical Practices

Supports the eight mathematical practices with a focus on conceptual math understanding and procedural fluency.

Istation meets and supports each of the Eight Mathematical Practices. Our K-8 MCCRS Math correlations outline the specific online lessons and activities as well as the accompanying teacher resources, as shown in the screenshots below.

The first page of the Istation Math correlations outline the 8 Mathematical Practices.



Istation Math Curriculum Correlations
Mississippi College- and Career-Readiness Standards for Mathematics

K–12 Standards for Mathematical Practices (MP)

As stated in the Mississippi College- and Career-Readiness Standards for Mathematics, "The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." Each applicable Mathematical Practice standard is listed below the correlation with the corresponding code, MP1–8.

Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical Practice 2: Reason abstractly and quantitatively.
Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.
Mathematical Practice 4: Model with mathematics.
Mathematical Practice 5: Use appropriate tools strategically.
Mathematical Practice 6: Attend to precision.
Mathematical Practice 7: Look for and make use of structure.
Mathematical Practice 8: Look for and express regularity in repeated reasoning.

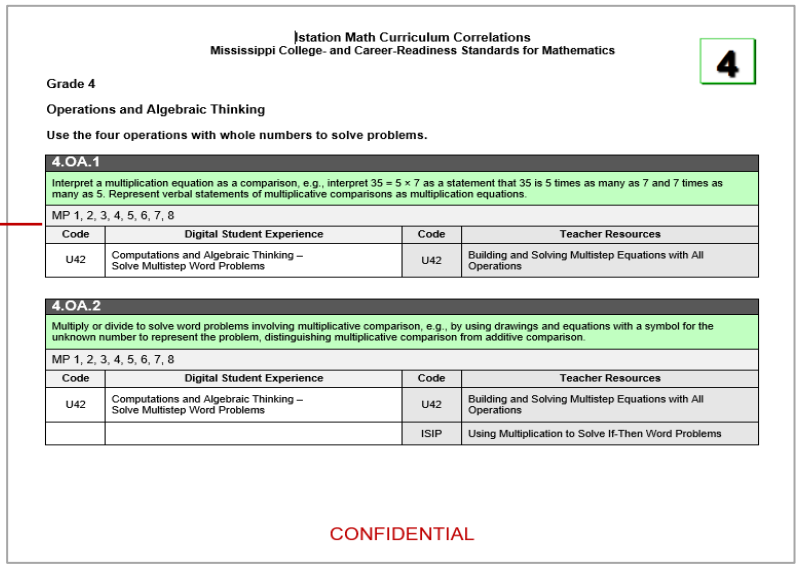
The following legend outlines the *Codes* found next to each *Digital Student Experience* and related *Teacher Resources*.

Code Legend	
U	Unit
ISIP	Istation's Indicators of Progress
EM	Early Math
FP	Fact Practice
CR	Classroom Resource
PP	Parent Portal

CONFIDENTIAL

The legend outlines the Codes found next to each Digital Student Experience and related Teacher Resources.

Each applicable Mathematical Practice standard is listed below the correlation with the corresponding code, MP 1–8.



Istation Math Curriculum Correlations
Mississippi College- and Career-Readiness Standards for Mathematics

4

Grade 4

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

4.OA.1

Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

MP 1, 2, 3, 4, 5, 6, 7, 8

Code	Digital Student Experience	Code	Teacher Resources
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations

4.OA.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

MP 1, 2, 3, 4, 5, 6, 7, 8

Code	Digital Student Experience	Code	Teacher Resources
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems

CONFIDENTIAL

Math correlations are available at https://www.istation.com/Product/Correlations.

Critical Math Strands

Using the taxonomy of cognitive engagement, ISIP Math assesses four out of five critical math strands:

- **Conceptual understanding** — comprehension of mathematical concepts, operations, and relations *(What does it mean to multiply or divide? How does that impact value?)*
- **Procedural fluency** — skill in carrying out procedures flexibly, accurately, efficiently, and appropriately *(How do I add or subtract numbers? What is the process for multiplying two-digit numbers?)*
- **Strategic competence** — ability to formulate, represent, and solve mathematical problems *(In which instance of a problem should I use multiplication? In which instance should I use division or subtraction? What are the efficient strategies for executing multiplication?)*
- **Adaptive reasoning** — capacity for logical thought, reflection, explanation, and justification *(How do I verify my answers? How do I justify my choice of strategy?)*

Math correlations are available at https://www.istation.com/Product/Correlations.

Sequence of Instruction

Online instruction must provide the ability for teachers/administrators to customize the sequence of instruction for enrichment or remediation across grade levels.

From intervention to enrichment, Istation gives all students the right instruction at the right time, regardless of age or grade level. Keeping them within their zone of proximal development, the online curriculum continuously adapts for each student based on embedded assessments within their learning paths. Corrective feedback, built-in scaffolding, and reteach activities are provided automatically, offering the support they need to move forward.

Each student's individualized learning path is dependent upon their performance on the ISIP assessment. Instruction is specific to their unique needs, allowing them to work at a comfortable and appropriate pace.

Students receiving elementary-level instruction do not choose lessons or activities to complete since Istation is designed to provide truly personalized learning to meet the needs of all learners. However, students receiving middle school-level instruction will be given content that integrates student choice, voice, and agency. The content for grades 6-8 contains a storyline that incorporates branching narratives, requiring students to make choices that will control the outcome. This approach allows them make choices within the program to control their learning, increasing motivation levels and creating meaningful experiences.

Istation also provides opportunities for high-performing students to receive more rigorous content that fosters unique learning styles while promoting creativity and complexity. They are given instruction that will require them to use higher-order thinking skills while working through challenging lessons and activities.

Supplemental Resources

Offline accessibility to paper/pencil teacher and student supplemental resources aligned to the MCCRS for Mathematics and English Language Arts across grade levels.

Istation offers a wide variety of supplemental tools and resources that are designed to help teachers provide targeted instruction and intervention to small groups and individual students.

Offline Instruction

The blended learning format provides formative and personalized data profiles that automatically link to skill-specific, printable teacher resources and lessons. Reports are designed to support and guide teachers as they customize and deliver purposeful instruction that is specific to each student's needs. The lessons can be used for both reinforcement and extended learning in large- and small-group settings, as well as with individual students.

Teacher-Directed Lessons

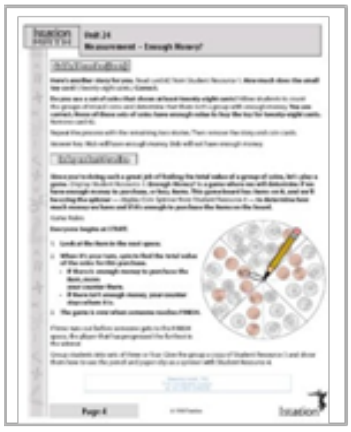
Istation gives teachers access to over 3,000 printable teacher-directed lessons (TDLs) to deliver research-based instruction and intervention in any easy-to-use format. TDLs make it easy for teachers to effectively differentiate and engage with small groups or in one-on-one settings with individual students.

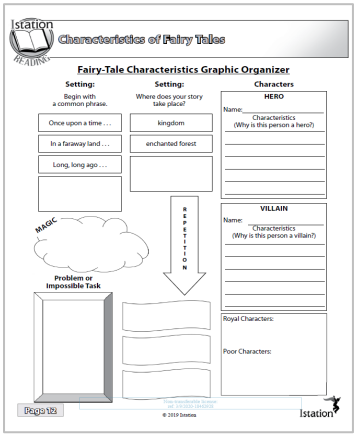
TDLs also...

- guide teachers through the instructional decision-making process;
- provide purposeful, research-based intervention strategies to target specific needs; and
- include resources to deliver lessons such as e-books, game boards, thinking maps, and manipulatives.

These fully scripted, teacher-friendly lessons are designed with an explicit teach, guided practice, and independent practice, and opportunities for reteach. They incorporate multiple levels of classroom technology and interactivity, including projector pages with embedded hyperlinks and interactive white board activities. All TDLs can be printed and made available for use in learning centers or stations as well. Each TDL's lesson cycle provides opportunities for students to work both cooperatively and independently on the concept being taught.

The Priority Report provides recommended, skill-specific resources that are linked directly to student data. In addition, teachers can search our database of teacher tools by keyword, skill, standard, and more.





See Appendix B for examples of teacher-directed lessons.

Printable Resources

Online accessibility to printable teacher and student resources aligned to MCCRS for Mathematics and English Language Arts across grade levels.

Teachers have online access to supplemental resources for whole class, small-group, and individual student instruction. The Teacher Toolbox contains teacher-directed lessons and other materials that are readily accessible to print and deliver purposeful intervention across grade and skill levels.

See also: Supplemental Resources

Technical Specifications

Compatible with Chrome OS 64 or greater; iOS 11.3 or greater, MAC OS 10 or greater, and Windows 10 or greater.

Students access Istation using the student application that runs natively on Windows, Mac, iPad, Android, and Chromebook platforms. Teachers and administrators primarily access the Reports and Management Portal through any supported web browser. Teachers and administrators can also access the student program through the app using their same website credentials.

As an installed app, Istation products run natively on Windows, Mac, iPad, Android, and Chromebook platforms and have very modest hardware requirements. A small Istation client app is installed on your desktop. No other software is required.

Istation is compatible with a variety of devices, operating systems, and browsers, which are shown below:

iPad	Supported Operating Systems: iOS 8.0 or later Processor: Compatible with iPad Hard Disk: 3 GB free space Internet Connection: 1.5 Mbps or greater
Android	Supported Operating Systems: Android 4.4 or later Processor: ARM or X86 CPU Memory: 1 GB RAM Storage: 3 GB free space Internet Connection: 1.5 Mbps or greater Screen Size: 8" or bigger recommended Resolution: 1024×768 minimum
Chrome device	Supported Operating Systems: Chrome OS Processor: ARM or X86 64-bit CPU Memory: 1 GB RAM Storage: 3 GB free space Internet Connection: 1.5 Mbps or greater

Windows	Supported Operating Systems: 7, 8, 8.1, and 10 Processor: 1.3 GHz Memory: 1 GB RAM Hard Disk: 3 GB free space Graphic Display: 1024×768 minimum Sound Card: With headphones Internet Connection: 1.5 Mbps or greater
Mac	Supported Operating Systems: OS X 10.8-10.11, Mac OS 10.12-10.14 Processor: 1.3 GHz Intel Memory: 512 MB RAM Hard Disk: 3 GB free space Graphic Display: 1024×768 minimum Sound Card: With headphones Internet Connection: 1.5 Mbps or greater

If using Istation assessment only products, the program can run as a completely web-based program with no required installations. The web-based versions of ISIP are supported on most modern web browsers:

Desktop

- Microsoft Edge
- Firefox 54+ (most recent version preferred)
- Chrome 51+ (most recent version preferred)
- Safari 10+ for Mac

Tablets

- ISIP Web for the iPad requires an iPad (4th generation or later) running iOS 10 or later with Safari mobile.
- ISIP Web for Android devices require Android version 6 or greater with Chrome.

- Minimum supported screen size for Android devices is 8 inches, and landscape orientation is strongly preferred.

Browser-Based Platform

Istation will soon be providing a new browser-based version to support the modern open web platform. With this addition, access to Istation content will be available through a URL link in supported browsers. The new platform will leverage the latest in WebAssembly open standards and is in the process of being rigorously tested. Initially, support will be provided for Chrome browsers, including Chromebooks. Support for Firefox and other browsers will follow as rapidly as the new WebAssembly W3C specification is fully supported in these browsers.

Data Protection

Data must be protected under Student Confidentiality and Privacy Rights.

Data is protected through our hosting partner Rackspace which provides redundant backups of allIstation applications and data. The application and data will not be affected if there is a system failure.

Test data and Personally Identifiable Information (PII) are securely stored and encrypted using industry-standard encryption before saving or transmitting data to servers. Information sent to Istation is encrypted during transmission, such as during login. Teacher and manager account credentials are salted and hashed when stored on the servers.

The Rackspace data center is in compliance with the following data center certifications, which will be maintained throughout the contract:

- ISO 27001:2005 Certified
- SSAE16 Type II SOC1, SOC2 (Security and Availability Only), and SOC3
- Safe Harbor Certified
- CDSA Content Protection and Security Standard Certified

Student Privacy

Istation has developed a comprehensive privacy policy in accordance with federal privacy guidelines for FERPA (Family Educational Rights and Privacy Act), CIPA (Children's Internet Protection Act), the PPRA (Protection of Pupil Rights Amendment) and COPPA (Children's Online Privacy Protection Act). These policies are available at all times on our website at

https://www.istation.com/Legal/PrivacyStatement. Istation has also signed the Student Privacy Pledge.

Project Unicorn Index

Istation recently received the highest possible score on the Project Unicorn Index, tier level 4. This third-party validation serves as confirmation of Istation's long-standing commitment to standards and practices that protect all user data. The Project Unicorn Index is backed by a steering committee that includes organizations with a shared mission to leverage data to create better outcomes for students, save time for teachers and increase efficiencies for schools. The committee includes organizations such the Michael & Susan Dell Foundation, InnovateEDU, Future of Privacy Forum, Data Quality Campaign, EdSurge, Ed-Fi Alliance, Common Sense and Digital Promise, among others.

Istation had previously signed the Project Unicorn Pledge, which affirmed the company's ongoing efforts to help students and families transition to connected classrooms, advocate for data interoperability within Istation's products, and ensure that all products meet industry standards and certification processes.

Personally Identifiable Information

All PII collected in the course of providing service is disclosed only to authorized parties. For example, teachers may only see students in his/her classroom, principals can see all students and teachers within a school, and district personnel have access to all campuses.

API Integration

API with automated data sync daily or with custom scheduling with Student Information System.

Istation integrations employ simple files formats such as CSV and a RESTful API enabling interoperability with most systems. All student data within the district are identified in Istation with the unique student ID. This unique ID is key to integrating with various system and ensures the integrity of the student record. Istation is capable of tracking students who transfer between schools within a district as well as districts across the state.

Istation supports integration with Student Information Systems (SIS) and data warehouses. Using extracts from the SIS, administrators can import student rosters into Istation and export results from Istation to be loaded into other databases using CSV files. Many schools have set automatic imports and exports each evening to maintain updated files. Istation supports the following integrations:

Roster Sync

- OneRoster v1.0 CSV import bulk & delta
- OneRoster v1.1 CSV rostering import bulk & delta
- Istation's 1file upload for students, teachers, and classrooms

Single Sign On (SSO)

- SAML 2.0
- LTI v1.0
- ClassLink
- Clever

Report Data Extract

- CSV download of Istation student result data
- Automated extract through RESTful API

Data Sync

Istation has experience integrating with the data requirements of most authorized systems. A periodic (e.g., nightly, hourly, on-demand) sync is performed with Student Information Systems (SIS) to ensure student rosters are complete and up to date in Istation. The SIS controls access to Istation by provisioning administrator, teacher, and student accounts. Accounts removed from the SIS are automatically deactivated in Istation upon the next sync. The export of student results from Istation to the customers' data store occurs periodically as needed. All data exports from Istation are available 24/7 in real time.

Ongoing Support

Provides unlimited customer service and technology support at no cost.

Phone and Email Support

Istation's toll-free help desk at 1-866-883-READ is staffed Monday–Friday, 7:30 a.m.–6:30 p.m. CST. Technical support is offered via email at support@istation.com during this same timeframe.

Help Center

Istation provides online tools 24 hours a day, 7 days a week, at www.istation.com. The Help Center provides guidance and resources such as videos, pre-recorded webinars, and a user's guide.

Getting Started

This section provides guidance for teachers and administrators on what to do with Istation on day 1, during month 1, during month 2, throughout the use of Istation, and when students are using Istation at home.

Training Videos

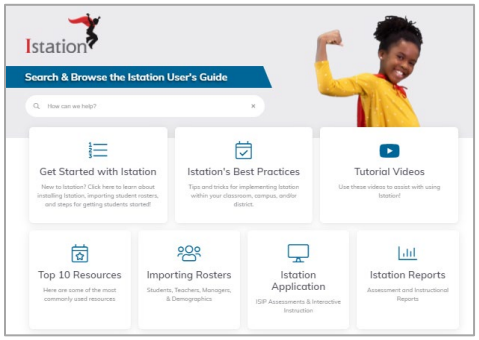
This section contains a library of informative training videos and pre-recorded webinars. Information is provided through video clips, recorded and live webinars, and printable how-to documents.

Recorded Webinars

In-depth webinars provide short, descriptive sessions about Istation. These webinars focus on key areas essential to the successful use of Istation, including importing, reports, teacher features, and more.

Istation User's Guide

Available at www.istation.com, this guide helps users manage Istation data and preferences. The user's guide contains information on all areas of Istation and descriptions of its interactive instructional program.



Professional Development Services

Vendor must provide onsite professional development and ongoing support for teachers and administrators to assist with fidelity or implementation.

Upon contract award, Istation will deploy an implementation project team consisting of an Account Executive, a Virtual Learning Specialist, a Customer Support team member, a Professional Development Specialist, and other staff as needed.

Training and virtual learning services will be provided using our proven coaching plan with a customized timeline based on the district's desired start date. Istation's dedicated team will devote the amount of time required to ensure that responsibilities are met and that the district is provided with the agreed-upon services. Timeline and tasks will be decided upon at the start of the implementation.

Prior to delivery, a customized plan will be built to meet the unique needs of all educators and students through a three-step strategic planning process:

1. **Consult and Collaborate.** Our team will meet with the district to discuss objectives, initiatives, and goals to determine and uncover growth opportunities.
2. **Outline and Optimize.** The district's dedicated Professional Development Specialist(s) will study tailored blueprints designed exclusively to help educators reach their goals.
3. **Plan and Produce**. Specially created, interactive and hands-on workshops will introduce resources and approaches proven to help schools succeed.

Vendor Profile and Questions

Vendor Profile and Questions

Company Overview

Provide a brief history and description of your company/organization including years in business and total number of employees.

Founded in 1998 and based in Dallas, Texas, Istation is a leading provider of dynamic, game-like educational technology that supports teachers and personalizes the learning experience for students.

Winner of several national educational technology awards, Istation believes that technology is a powerful tool for transforming learning. The computer-adaptive reading, math, and Spanish assessments and curriculum are aligned to educational standards and deliver intervention, growth, and enrichment to students based on their individual skills and needs. The differentiated instruction gives all students a way to exceed their own expectations and develop independent thinking.

Istation partners with schools and districts worldwide to deliver award-winning solutions that include a suite of formative assessments, adaptive curriculum, robust data, and instructional tools for targeted intervention and instruction. With approximately 300 employees, we are committed to continuous innovation and evolution that anticipates the needs of tomorrow's educators and students.

Essential Components

The Istation solution focuses on seven essential components for personalized learning:

- Formative Assessments
- Adaptive Curriculum
- Personalized Data
- Teacher Resources
- School-to-Home Connection
- Professional Development
- Proven Results

Formative Assessment

Istation's Indicators of Progress (ISIP) is a Computer-Adaptive Testing (CAT) system that provides continuous progress monitoring by frequently assessing and reporting student ability in critical areas of reading, math, and Spanish. Teachers are provided with relevant data, allowing them to make informed decisions and take next steps to target instruction and intervention to each student's needs.

Adaptive Curriculum

Results from ISIP assessments place each student on a personalized learning path with responsive instruction that supports increased complexity with explicit and direct lessons targeted to the student's level of ability.

Personalized Data Profiles

Reports offer immediate feedback and paint an accurate picture of the growth that a district, campus, class, or student is experiencing while also providing detailed information about potential skill deficiencies.

Teachers can use these easy-to-read and customizable reports to align curriculum, form small groups, and provide targeted interventions. Reports automatically link to appropriate Teacher Tools and are available in English and Spanish.

Teacher Resources

Istation provides flexible tools to support diverse instructional approaches. Teachers have access to a wide variety of resources, including...

- thousands of teacher-directed lessons (TDLs) to provide targeted small-group and one-on-one instruction;
- virtual labs and manipulatives;
- interactive content compatible with smart boards; and quick links to easy self-help resources.

School-to-Home Connection

With Istation Home, learning is extended beyond the classroom. Students have access to their individualized learning paths and practice activities, allowing them to continue learning outside of a school environment.

In addition, parents and guardians have access to the Parent Portal that includes printable lessons and activities for home use and student progress data.

Professional Development

Istation partners with districts to collaboratively develop targeted and customized professional development sessions. These sessions provide interactive learning based on adult learning theory and brain-based learning to meet the specific needs of all levels of educators within the district.

Proven Results

Istation's curriculum and assessments are based on data from scientific and independent research studies that have proven Istation's effectiveness in boosting academic success and its applicability to the classroom. Studies are available at www.istation.com/studies.

State-Level Experience

Istation has experience in providing, developing, implementing, and managing services in states, districts, and schools throughout the United States.

Over the past several years, Departments of Education in eight states have selected and implemented Istation as a statewide program and primary provider of student assessments and/or curriculum.

New Mexico Public Education Department (2016 – present)

Istation was awarded a five-year contract with the New Mexico Public Education Department to provide continuing maintenance and operation of their state-wide Formative Assessment System (FAS) for all students in grades K-3. Istation currently provides assessments in Reading, Math and Spanish

Arkansas Department of Education (2017-present)

Istation was awarded a statewide contract with the Arkansas Department of Education to provide ISIP Reading and Math assessments to students in grades K-2. This partnership provides students and teachers across Arkansas access to technology that saves teachers time and helps all students enhance their reading and math proficiencies.

Idaho State Department of Education (2017 – present)

Istation was awarded a statewide contract with the Idaho State Department of Education to provide ISIP™ Reading assessments to students in grades K-3. This contract applies to all school districts and charter schools in the state.

Texas SUCCESS (2012-2018)

In August 2012, Istation was awarded a three-year contract with the Texas Education Agency (TEA) through a statewide initiative known as Texas SUCCESS. The program offered Istation Reading at school and at home free of charge to all 2,300,000 Texas students in grades 3-8 at public schools and open enrollment charter schools. Istation worked with the TEA during the weeks prior to launch to ensure a successful and seamless sign-up, enrollment, and implementation process. Because of Istation's experience and unified procedures and processes, in less than 8 weeks, over 1,000,000 students were enrolled in Istation Reading through the Texas SUCCESS program.

By the end of the 2014-2015 school year, 98.62% of the 2,300,000 students in Texas were enrolled in Istation Reading. In the fall of 2015, Istation was awarded the Texas SUCCESS contract for another two years in reading for grades 3-8.

Kansas Reading Success (2015-2019)

Istation was awarded the statewide Kansas Reading Success contract, which provides Istation Reading to public school students throughout Kansas in grades K-8. As part of the contract, Istation partnered with Fort Hays State University to provide psychometric and data analysis to the state of Kansas. During the first few months of the contract, over 60% of the applicable public-school districts in Kansas signed up for the program.

Morgridge International Reading Center, University of Central Florida (2014-2017)

Through funding provided by the State of Florida to the University of Central Florida (UCF), Istation was selected in 2014 as the statewide reading vendor and partnered with the Morgridge International Reading Center at UCF for a statewide reading performance study among Florida students in grades PreK-5. Funding for the study lasted from 2014 through the 2016-2017 school year, with approximately 700,000 students enrolled during the final year of the study.

North Carolina Department of Public Instruction (2019-2020)

Istation was selected by the North Carolina Department of Public Instruction to support the Read to Achieve (RtA) diagnostic. Enacted by the North Carolina legislature, RtA is designed to ensure that all children in the state of North Carolina master the skills they need to become successful readers. The contract issued to Istation supports a three-year program beginning with the 2019-2020 school year.

Colorado Department of Education (2018-present)

Istation was awarded a five-year contract with the Colorado Department of Education to deliver ISIP Reading and ISIP Spanish assessments to students in grades K-3.

As part of the Early Literacy Assessment Tool Project, ISIP will be used to measure skill deficiencies and provide teachers the data, tools, and guidance they need to help students meet the requirements of the READ Act.

In addition to the statewide contracts above, Istation is also an approved vendor for assessments and instruction in the following states:

Alabama

Istation's ISIP Early Reading assessment has been vetted and approved by the Alabama State Department of Education (ALSDE) as one of six valid and reliable screening, formative, and diagnostic assessments for grades K-3.

As a part of the process, the Alabama Literacy Task Force conducted an additional review, and named ISIP as one of three highly recommended assessments.

Arkansas

Arkansas law requires the administration of a developmentally appropriate measurement or assessment for grades K-2 in literacy and mathematics. Istation is an approved assessment for students in grades K-2.

Colorado

All students in grades K-3 are to be screened as part of the state-wide Early Literacy Assessment Tool Project through the READ Act. This includes students with disabilities. Istation is one of two approved assessment providers for grades K-3.

The READ Act requires that interim assessments be administered to students with reading deficiencies. ISIP's Early Reading assessment is one of seven approved screeners and ISIP's Lectura Temprana is one of three approved screeners.

Florida

Students in third grade who do not score a Level 2 or above on the Florida Standards Assessment-English Language Arts (FSA-ELA) must be retained. The Alternative Assessments for Good Cause Promotion ruling states that districts can submit requests to the State Board of Education asking for approval of the administration of alternative reading assessments to be used as a good cause exemption for promotion. Istation is one of seven approved assessments for eligible students in 3rd grade.

Kansas

Istation has met the requirements from the state of Kansas to assess and identify dyslexia and other learning difficulties for early-screening purposes using Istation's Indicators of Progress Early Reading (ISIP™ ER). The state's requirements include measuring fluency in the following domains: letter naming, letter word sound, phoneme segmentation, nonsense words and oral reading. Istation also measures encoding or spelling, and reading comprehension.

Massachusetts

The Center for Instructional Support (CIS) approved early literacy screener vendors for a Master Service Agreement (MSA) to provide literacy assessment screening tools and a support and training package. Istation's ISIP Early Reading assessment is approved for grades K-2 under this grant.

Michigan

Initial assessments approved in Michigan are tools that are used early in the schoolyear and are used regularly to identify any potential issues or challenges for students in demonstrating literacy skills at grade level. Istation's ISIP Early Reading is an approved assessment for grades K-3.

Mississippi

The Mississippi Department of Education, in collaboration with the Mississippi Reading Panel, has established an approved list of reading screeners to be used by local school districts. Istation's ISIP Early Reading has been approved as both a Universal Screener and Diagnostic Assessment for grades K-3.

New Mexico

Approved New Mexico assessments meet state and federal requirements for Title I ,Title II, and Title III. Istation is the sole vendor selected as the approved literacy assessment for grades K-3.

Ohio

The Common Request for Qualifications (RFQ) is a unified process designed to help districts strategically identify vendor assessments for multiple purposes. Istation's ISIP Early Reading is an approved diagnostic assessment for grades K-3.

Oklahoma

The purpose of the Reading Sufficiency Act (RSA) is to ensure that all Oklahoma students are reading on grade level at the end of third grade. Istation is an approved reading screening instrument for grades K-3.

Texas

The State Board of Education issued *Proclamation 2019* which states that any adopted instructional materials must meet at least 50% of the Texas Essential Knowledge and Skills (TEKS) for the subject areas and grade levels for which the material(s) are intended. Istation Reading was selected for grades K-8 and Istation Reading en Espanol was selected for grades K-5.

Istation is Texas' highest-ranked screener and reading instrument for grades 3-8 used to assess students' reading development and comprehension. The screener also helps to identify students who may be at risk for reading disabilities, including dyslexia and other related disorders, according to a study conducted by American Institutes for Research.

Virginia

The Virginia Department of Education allows school districts to administer growth assessments to monitor student progress throughout the school year. ISIP's Early Reading, Advanced Reading, Early Math and Math assessments are approved for grades 3-8.

Washington

The Dyslexia Advisory Council recommends the following literacy screening tools for students in grades K-2 to identify students "who display indications of, or areas associated with, dyslexia" (RCW 28A.320.260). Istation is a recommended literacy screener for grades K-2

Product Overview

Provide a brief overview of your product solution addressed in this bid that outlines how the product meets the specifications on page 4.

This proposal demonstrates how Istation will provide the Ocean Springs School District with a comprehensive solution that can support a variety of educational approaches and goals, while meeting the needs of all learners district-wide. Our abilities to meet the specifications on pages 4-7 are thoroughly outlined in our response.

Istation is an award-winning, comprehensive e-learning program used by more than four million students nationwide. Known for its accurate assessments, engaging curriculum, robust data, and trusted teacher tools, Istation mixes teaching with technology to differentiate instruction, prescribe explicit and direct lessons, and provide targeted interventions based on specific needs and abilities. Built for teachers by teachers, Istation puts more instructional time in the classroom. Powerful resources increase measurable outcomes, drive student engagement, and deliver effective intervention and instruction for all learners in a blended learning environment.

Professional Development and Implementation Plan

Describe the professional development services provided with the product. Be sure to indicate whether the services are imbedded, onsite, virtual, etc.

Istation collaborates with districts and schools across the nation to develop targeted and customized, high-quality professional learning that is relevant, purposeful, and systematic to impact student growth. Each session is developed using a consultative approach to prepare educators for best practices while using Istation Reading and Istation Math, including Istation's Indicators of Progress (ISIP Reading and Math), a nationally-normed computer-adaptive universal screener and progress monitoring tool.

Istation's professional development team helps ensure fidelity of program implementation by coaching and training educators to differentiate instruction for effective screening and progress monitoring, disaggregate data for instructional use, and track growth toward state, district, and campus goals and initiatives. Program specialists use evidence-based best practices to..

- deepen educators' knowledge of the materials and tools;
- enhance skills for teaching mathematical concepts and skills and scientifically based literacy instruction;
- increase capacity in monitoring student progress and proficiency; and
- focus on instructional strategies proven to positively impact student performance.

Our goal is to work diligently towards a unified approach, and to build each interactive session to be appropriate for the time of year, appropriate for the type of participant, and appropriate for the projected outcomes.

In education, research has shown that teachers and school leaders are the most important factors in raising student achievement, and Istation believes in providing year-long support and professional development to all stakeholders.

Collaboration and Involvement

Ocean Springs School District will have access to a dedicated Professional Development Specialist that will collaborate with district staff to ensure all professional learning sessions and outcomes meet requirements/initiatives.

Evaluation of Professional Learning

After each professional learning session, participants will be asked to complete a survey regarding the effectiveness of the session. The surveys are designed as a systematic approach for collecting participant feedback. Results of the surveys, as well as comments received from participants, allows the Professional Development team to mine the feedback for insights, and incorporate the feedback to adapt the sessions to meet the needs of participants. The feedback also allows the team to review material and make any changes or improvements deemed necessary.

Plan Components

Each professional development plan includes the following components:

- A designated Professional Development Specialist(s)
- Onboarding guidance
    - Importing student rosters
    - Downloading student application
    - Setting IP address range
    - Student ID format
- Two webinars (up to 2 hours each). Sample session titles include:
    - Getting Started
    - Beyond Day One
    - Data-Driven Instruction
    - Early Childhood Implementation
    - RTI/MTSS
- Two district-level data consultations (live or recorded)
- Monthly assessment reminder email
- Four report highlight emails
- Three onsite professional development days for coaches.
    - Each six-hour onsite session is for up to 40 attendees

Proposed Onsite Professional Development Plan for Instructional Coaches

Session Title	Session Description	Modality	Suggested Plan
Getting Started with Istation: Data-Driven Leadership Best Practices *(suggested session topic; customization available based on need and initiative focus)*	This session will help establish effective implementation strategies to maximize student growth. Coaches will... • discover the benefits of Istation's Indicators of Progress (ISIP Reading and Math) as a formative assessment designed to pinpoint individual student needs • learn key details to prepare students to do their best on the initial ISIP and on demand assessments in order to get reliable data to drive interventions • explore reports and resources for making intervention groups • understand how Istation's reading program provides individualized, systematic instruction based on a student's Zone of Proximal Development	Onsite	Initial Session – Prior to Implementation • Each session includes 1 dedicated specialist. • AM Session – up to 40 participants for 3 hours. • PM Session - up to 40 participants for 3 hours. • AM and PM sessions will cover the same content.

Session Title	Session Description	Modality	Suggested Plan
Digging Deeper- Investigating Meaningful Data *(suggested session topic; customization available based on need and initiative focus)*	Istation facilitates data informed decision making through reports that provide instantaneous access to grade level/classroom/student results. In this session, coaches will dig in to identify data that shows how to plan skill groups and meet individual student needs: • Navigating Data • Finding appropriate resources for meeting individual student needs • Supporting multiple academic levels of instruction	Onsite	After BOY ISIP Assessment • Each session includes 1 dedicated specialist • AM Session – up to 40 participants for 3 hours • PM Session - – up to 40 participants for 3 hours • AM and PM sessions will cover the same content

Session Title	Session Description	Modality	Suggested Plan
RtI/MTSS and Istation Data: The Problem Solving Process and Goal Setting *(suggested session topics; customization available based on need and initiative focus)*	In this session, educators will dig in to identify skill groups and set individual goals based on research and student needs. Understanding How Istation Supports the MTSS Framework: • Identify the Problem • Analyze the Problem • Implement Plan • Set Goals • Measure and Reflect Identify skill gaps and learning trends: • School • Grade • Classroom • Student Creating Skills Focused Groups: • Using to construct skills focused groups • Locating resources for multiple levels of academic skills Creating Measurable Goals: • Understanding ROI	Onsite	After ISIP MOY Assessment: • Each session includes 1 dedicated specialist • AM Session – up to 40 participants for 3 hours • PM Session - – up to 40 participants for 3 hours • AM and PM sessions will cover the same content

	• Review research based goal setting • Set individual student goals • Create class record sheet		

Research Foundation

Describe your product's research base to include in-house and third-party studies that outline significant findings. Include recommended usage to obtain desired results.

Istation has research partnerships with some of the most prestigious research universities in the country, including Johns Hopkins University, the University of Central Florida, and Southern Methodist University. In addition to independent research, third party research has been conducted and dozens of studies have been published to affirm Istation's predictability, validity, and reliability, some of which are highlighted below.

Results from all studies were based on Istation's recommended usage guidelines.

- **30+ minutes per week:** Suggested for Tier 1 students (Levels 3, 4, and 5)
- **40+ minutes per week:** Suggested for Tier 2 and Tier 3 students (Levels 1 and 2)

Evidence of Effectiveness

Measuring the Predictability of Istation's Indicators of Progress (ISIP™) Early Reading scores on Renaissance STAR Reading®

This study provides evidence that ISIP Reading cut scores can predict the STAR Reading Assessment (STAR) statewide examination scores for all achievement levels among first and second grade students. The study examined kindergarten, first, and second grade ISIP-ER scores (Overall Reading Ability and Reading Comprehension) and STAR Reading scores. Data were collected during the 2017-2018 school year. A simple linear regression analysis was conducted to determine the correlation of the STAR Reading Scaled scores and the ISIP-ER overall reading scores. ISIP-ER scaled scores had a strong correlate to the STAR scores. Predictability "bands" were computed to identify the ISIP-ER cut scores that predict STAR Reading scores for all achievement levels.

Review this study by visiting:
https://www.istation.com/Content/downloads/studies/Star_Reading_Predictability.pdf

COVID-19 Learning Loss and Online Learning

Students who participated in online learning using Istation during the Spring of 2020 school closures due to the COVID 19 pandemic had higher achievement scores in the Fall of 2020 than students who did not engage in online learning. Students enrolled in higher poverty schools who engaged in online learning narrowed the achievement gap with students in lower poverty schools.

Review this study by visiting:
https://www.istation.com/Content/downloads/studies/Istation_Reading.Covid.2020.pdf

An Evaluation of Istation Curriculum on Student Reading Growth; A Quasi- Experimental Study Using Propensity Score Analysis

Istation meets ESSA Tier 2 or moderate evidence requirements. Moderate evidence is often seen as parallel with strong evidence with the difference being the use of quasi- experimental studies vs. randomized control trials which are required to meet strong evidence requirements. Istation uses the quasi-experimental method based on thecriticism that randomized control trials (RCT) can be unfair to participating students in thecontrol condition. In addition, RCTs are often based on small convenience samples withhyper vigilance for implementation practices (Deaton & Cartwright, 2018), which are unrealistic in a school setting. Use of quasi experimental methods, such as propensity score matching that controls for variance in the treatment and control groups, may be more replicable than an RCT.

Review this study by visiting:
https://www.istation.com/Content/downloads/studies/IstationCurriculumReadingGrowth-QuasiExperimentalStudy.pdf

Predictability Study for the ACT Aspire

ISIP Reading and ISIP Math are linked to the ACT Aspire end of year assessment. Proficiency projections are provided for students at the end of second grade and the middle of third grade to identify students that may need targeted intervention or differentiated instruction to increase the likelihood that the students will achieve the Ready or higher performance level. Cut points based on classification accuracy are provided for the third grade middle of the year scores.

Review this study by visiting:
https://www.istation.com/Content/downloads/studies/ACT_Aspire.pdf

Istation's Indicators of Progress (ISIP™) Math Validity Study

In fall 2016, researchers at Southern Methodist University conducted a study to evaluatethe appropriateness of Istation's Indicators of Progress (ISIP) Math for making screeningdecisions for students in kindergarten through 8th grade. Evidence for the technical adequacy of ISIP Math for making screening decisions was collected to help Istation provide educators reasonable confidence in the inferences they make when using the ISIP Math data.

Evidence gathered includes (a) generalizability of the sample, (b) classification accuracyof the performance level, (c) reliability of the scaled scores, (d) evidence for validity, and (e) evidence for reliability and validity disaggregated by relevant subgroup. Data for this study was obtained

from three school districts in Texas during the 2015-2016 school year.Participants included eight schools and 108 teachers. A total of 2,038 students receivedparental consent and assented to participate in the study. Overall, the evidence gathered suggests that the generalizability and reliability of ISIP Math within this study is moderate to strong across all grade levels.

Additional studies can be found at www.istation.com/studies.

Quality Control

a. *Describe your ability to provide consistent support of the program for an extended period.*
b. *Describe your policy and/or procedures for addressing the obsolescence of key components when under contract and when no longer under contract.*
c. *By what means does your company alert customers of impending program feature changes or upgrades?*
d. *How often are components/features upgraded?*

Extended Support

Istation will provide implementation services using our proven implementation plan and a customized timeline based on the desired program start date. Upon contract award, Istation will deploy an implementation team with project personnel consisting of a project manager, account executives, an implementation specialist, a technical support specialist, a professional development specialist, and other staff as needed. All staff assigned to the Ocean Springs School District will devote the amount of time required to ensure that the responsibilities of the position are met and that the district is provided with the agreed-upon services.

Key Component Obsolescence

Istation provides seamless, automatic updates of key components for Windows and Mac through the duration of the contract with vendors.

When districts are no longer under contract or have disabled updates, any changes to the system are sent to tech contacts prior to those changes, announcing update availability in stores.

System Alerts

Infrequently, Istation will release a required update to the application with different minimum system requirements, for instance, dropping support for an operating system, such as Windows XP. When this occurs, Istation will attempt to provide at least six months' warning, identify the schools and districts that will be affected by the change, and communicate our plans to them. Our process starts with the removal of official support for new installations and allows existing

customers ample time to move the application to supported systems while the installed applications continue to work.

System Upgrades

Istation products require almost no technical assistance once installed. Updates to content happen frequently as new content is added, and existing content is improved. Periodic changes and upgrades to the application and content are provided automatically, seamlessly, and with no intervention required by a user or administrator. Because Istation does not depend on software other than the operating system, interdependencies and side effects from system changes are minimized.

Customer Support

a. *Describe your company's support capabilities as it relates to the product and performance including the hours of availability.*
b. *Describe in detail your customer support. Is it located within the boundaries of the United States? Is it staffed with employees or third-party contractors?*

Support Capabilities

Istation's support line is available via online chat and toll free phone (866-883-7323, ext. 2). It is staffed Monday through Friday from 7:30a.m. to 6:30 p.m. (Central Time), which is when testing and student usage typically occur. If the support line is closed, a message can be left. In addition, the support team can be emailed at any time at support@istation.com.

Customer Support Team

Istation's Customer Support Team is housed at our corporate headquarters in Dallas, TX. The organizational structure consists of the following:

- Technical Support Manager
- 11 Level I Analysts
- 6 Level II Analysts
- 2 Level III Analysts

Team members are full-time, company-employed personnel who can answer questions about the program, or help solve problems that may arise. Istation's support staff members are fully trained on all aspects of the program, from logging in for the first time to running annual reports, allowing them to provide assistance quickly and accurately.

IRS W-9 Form

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Imagination Station, Inc.

2 Business name/disregarded entity name, if different from above

Istation

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☑ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

8150 North Central Expressway, Suite 2000

Requester's name and address (optional)

6 City, state, and ZIP code

Dallas, TX 75206

7 List account number(s) here (optional)

Remit to: PO Box 814409
Dallas, TX 75381-4409

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–		–				

or

Employer identification number

7	5	–	2	8	0	5	9	0	1

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here **Signature of U.S. person ▶** Monika Flood **Date ▶** 1/5/2021

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

References

References

Madison County Schools, MS	
Contact Name	Dr. Brenda Thompson
Title	Director of Federal Programs
Telephone	(601) 499-0744
Email	dsmith@hoover.k12.al.us

Mooresville Graded School District, NC	
Contact Name	Jemma Conley
Title	Elementary Curriculum Coordinator
Telephone	(704) 658-2603
Email	jconley@mgsd.k12.nc.us

Hoover City Schools, AL	
Contact Name	Dr. Debra Smith
Title	Director of Federal Programs
Telephone	(205) 439-1085
Email	dsmith@hoover.k12.al.us

Morgan County Schools, AL	
Contact Name	Dr. Cherie Humphries
Title	Director of Elem. Instruction and Curriculum
Telephone	(256) 309-2110
Email	achumphries@morgank12.org

Appendix A

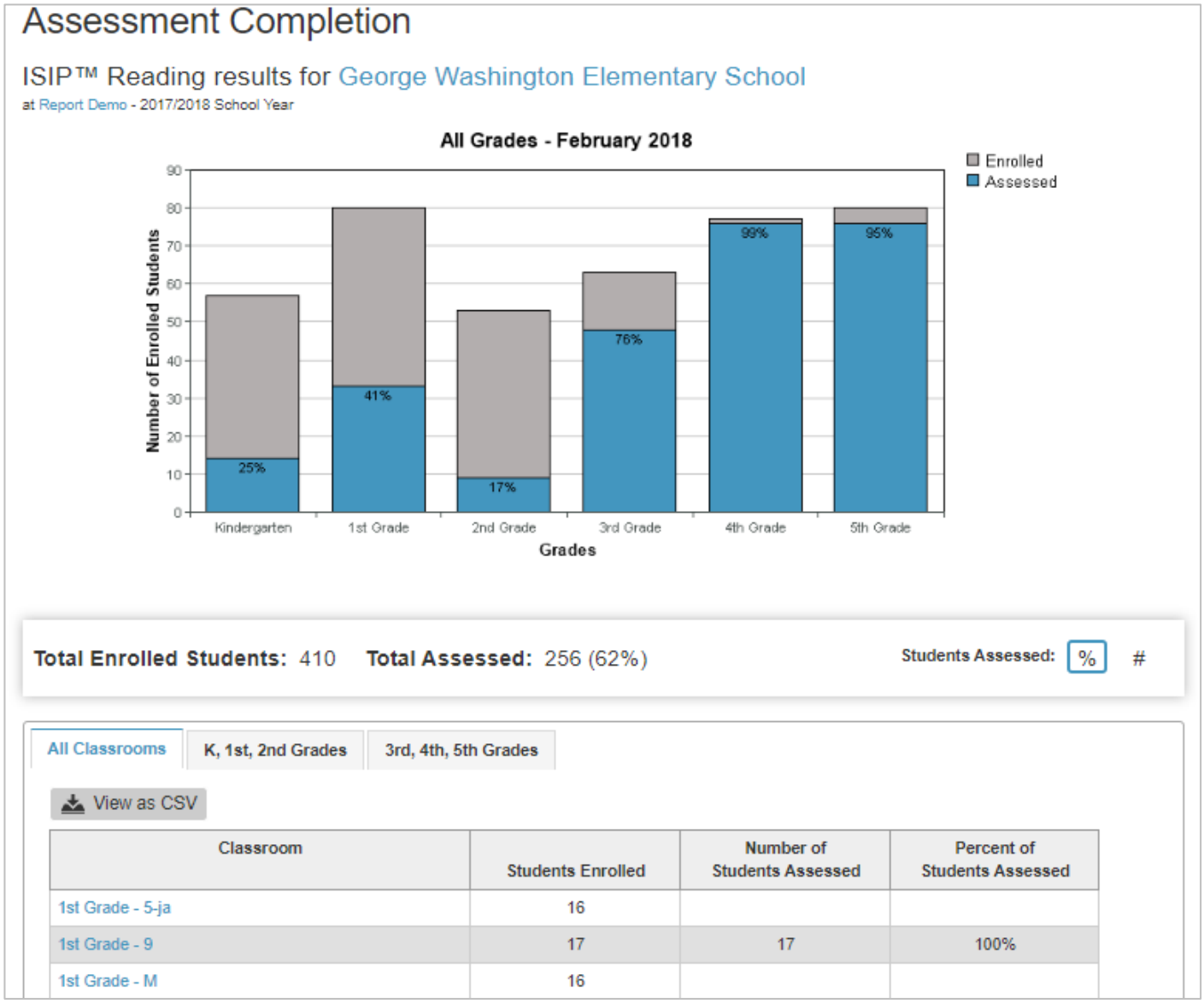
Reports

Assessment Completion

ISIP™ monthly assessment completion by grade level

The Assessment Completion report shows the percentage and number of students assessed each month in in ISIP.

- See percentage/number of students assessed by campus, grade level, and classroom.
- Monitor patterns or inconsistencies in assessing from month to month.
- Specific campuses or classrooms can be found at the bottom of the report for further insight.
- Customize results by reporting period, reporting year, critical intervention students, and initial assessment level placement.

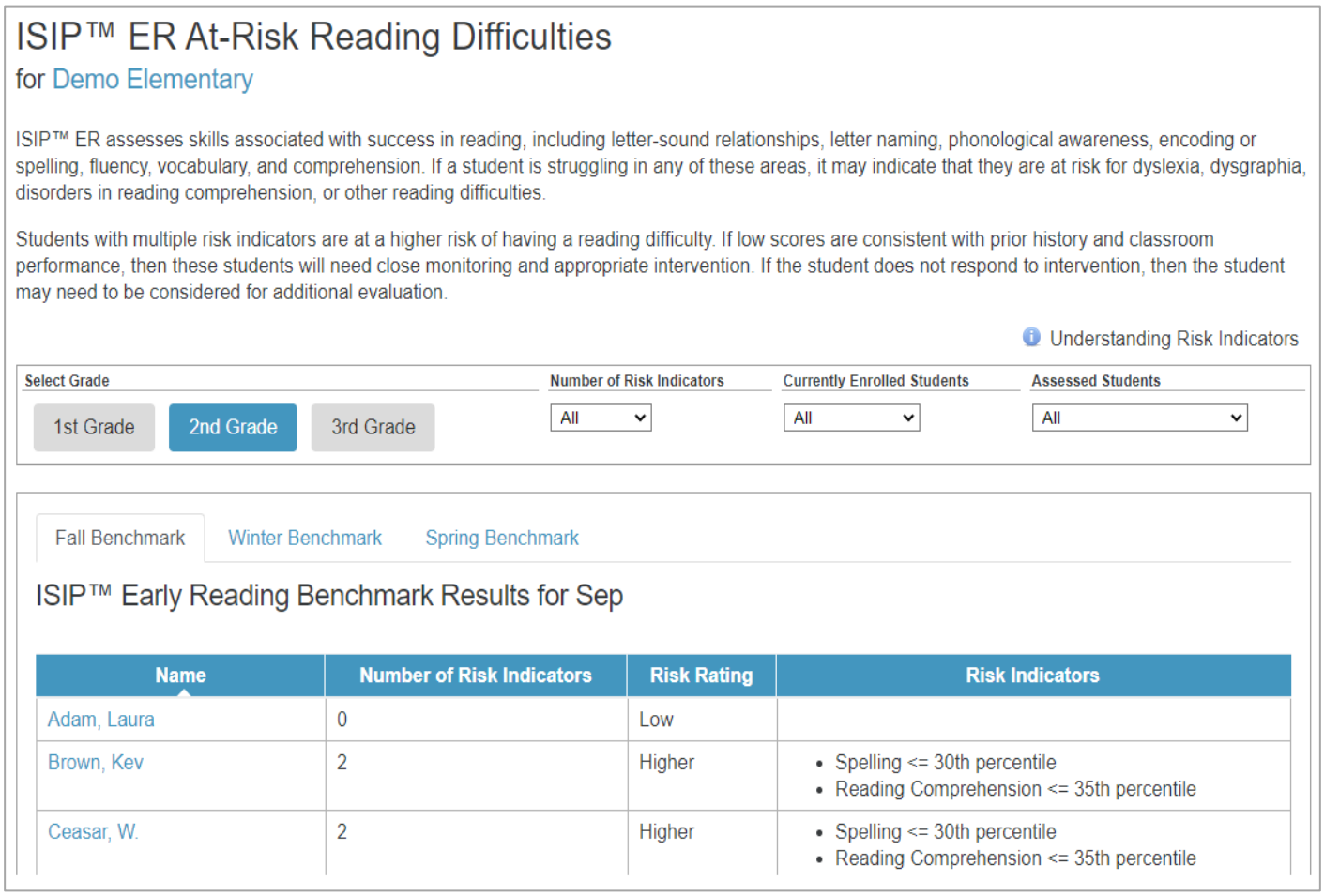


ISIP ER At-Risk Report

Identify students with multiple risk factors on the ISIP assessment

The At-Risk Report for ISIP Early Reading shows students who are at risk for reading difficulties including dyslexia and other learning disabilities.

- Risk indicators are provided at the subtest levels to allow for more targeted intervention.
- Results show the number of risk indicators, and the specific risk indicators.
- View results for individual schools, grade levels, and individual students.



ISIP™ ER At-Risk Reading Difficulties

for Demo Elementary

ISIP™ ER assesses skills associated with success in reading, including letter-sound relationships, letter naming, phonological awareness, encoding or spelling, fluency, vocabulary, and comprehension. If a student is struggling in any of these areas, it may indicate that they are at risk for dyslexia, dysgraphia, disorders in reading comprehension, or other reading difficulties.

Students with multiple risk indicators are at a higher risk of having a reading difficulty. If low scores are consistent with prior history and classroom performance, then these students will need close monitoring and appropriate intervention. If the student does not respond to intervention, then the student may need to be considered for additional evaluation.

Understanding Risk Indicators

Select Grade: 1st Grade | 2nd Grade | 3rd Grade

Number of Risk Indicators: All

Currently Enrolled Students: All

Assessed Students: All

Fall Benchmark | Winter Benchmark | Spring Benchmark

ISIP™ Early Reading Benchmark Results for Sep

Name	Number of Risk Indicators	Risk Rating	Risk Indicators
Adam, Laura	0	Low	
Brown, Kev	2	Higher	• Spelling <= 30th percentile • Reading Comprehension <= 35th percentile
Ceasar, W.	2	Higher	• Spelling <= 30th percentile • Reading Comprehension <= 35th percentile

This report can be filtered by the number of risk indicators or by specific risk indicators to help teachers identify students who need close monitoring or intensive intervention.

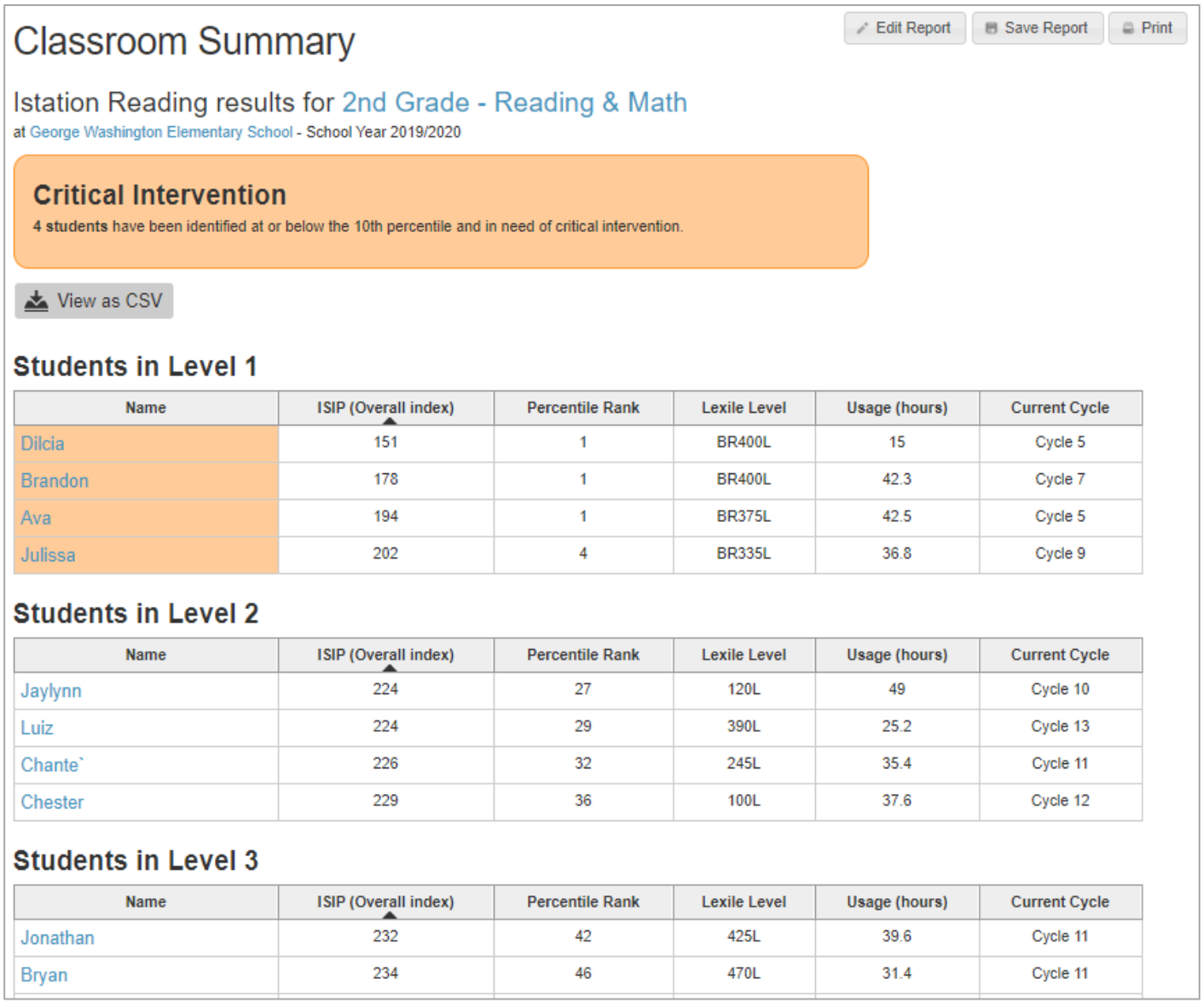
- **All Grades -** Students with no risk indicators are at low risk. While they may need some additional intervention in key areas, they are at a low risk for a learning difficulty.
- **First and Second Grades -** Students in first and second grades with one risk indicator are at a moderate risk, and students with two or more risk indicators are at a higher risk.
- **Third Grade -** For students in third grade, a single risk indicator puts them at a higher risk of a reading difficulty.

Classroom Summary

Track skill performance and group students

The Classroom Summary report provides student performance data from the most recently completed ISIP assessment and interactive instruction.

- Teachers can easily identify skill strengths and weaknesses for each student.
- Students are automatically grouped for small group instruction.
- Determine the skill level of materials for targeted instruction and intervention.



Classroom Summary

Edit Report | Save Report | Print

Istation Reading results for 2nd Grade - Reading & Math

at George Washington Elementary School - School Year 2019/2020

Critical Intervention

4 students have been identified at or below the 10th percentile and in need of critical intervention.

View as CSV

Students in Level 1

Name	ISIP (Overall index)	Percentile Rank	Lexile Level	Usage (hours)	Current Cycle
Dilcia	151	1	BR400L	15	Cycle 5
Brandon	178	1	BR400L	42.3	Cycle 7
Ava	194	1	BR375L	42.5	Cycle 5
Julissa	202	4	BR335L	36.8	Cycle 9

Students in Level 2

Name	ISIP (Overall index)	Percentile Rank	Lexile Level	Usage (hours)	Current Cycle
Jaylynn	224	27	120L	49	Cycle 10
Luiz	224	29	390L	25.2	Cycle 13
Chante`	226	32	245L	35.4	Cycle 11
Chester	229	36	100L	37.6	Cycle 12

Students in Level 3

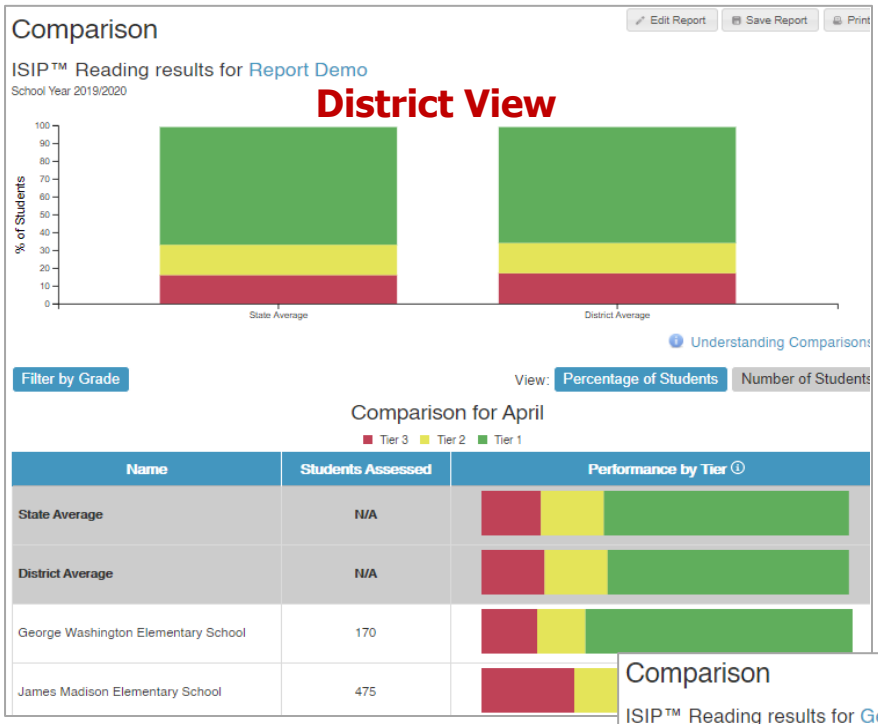
Name	ISIP (Overall index)	Percentile Rank	Lexile Level	Usage (hours)	Current Cycle
Jonathan	232	42	425L	39.6	Cycle 11
Bryan	234	46	470L	31.4	Cycle 11

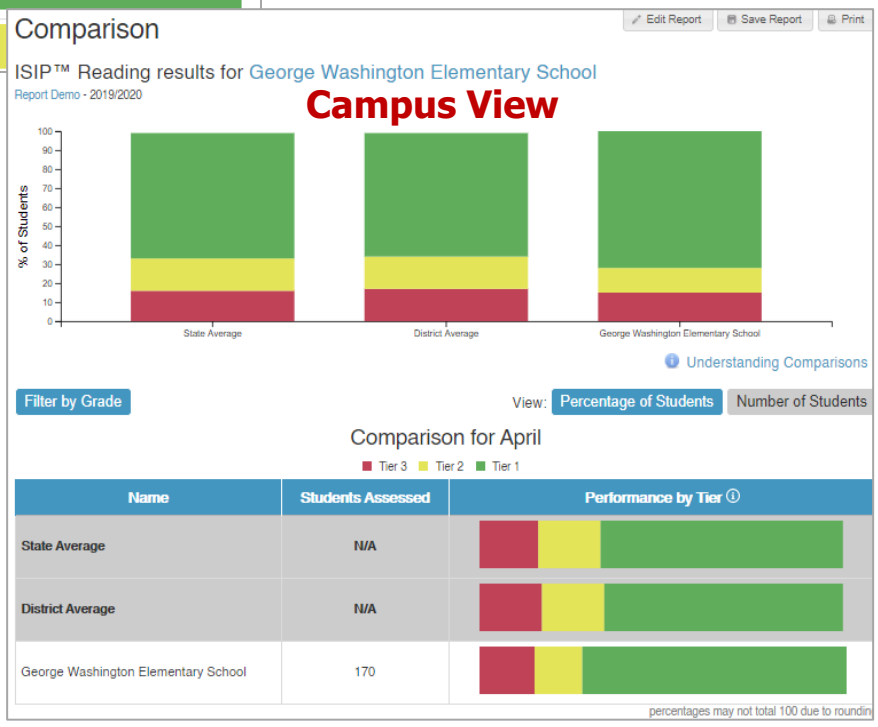
Comparison Report

Compare assessment performance to other schools or districts

The Comparison report allows a campus or district to compare their data to the state average as well as comparing campuses within a single district.

- View percentage and/or number of students at each instructional tier for the district or state.
- Filter results to allow for comparison among specific grades or groups.
- View data for specific months and school years.



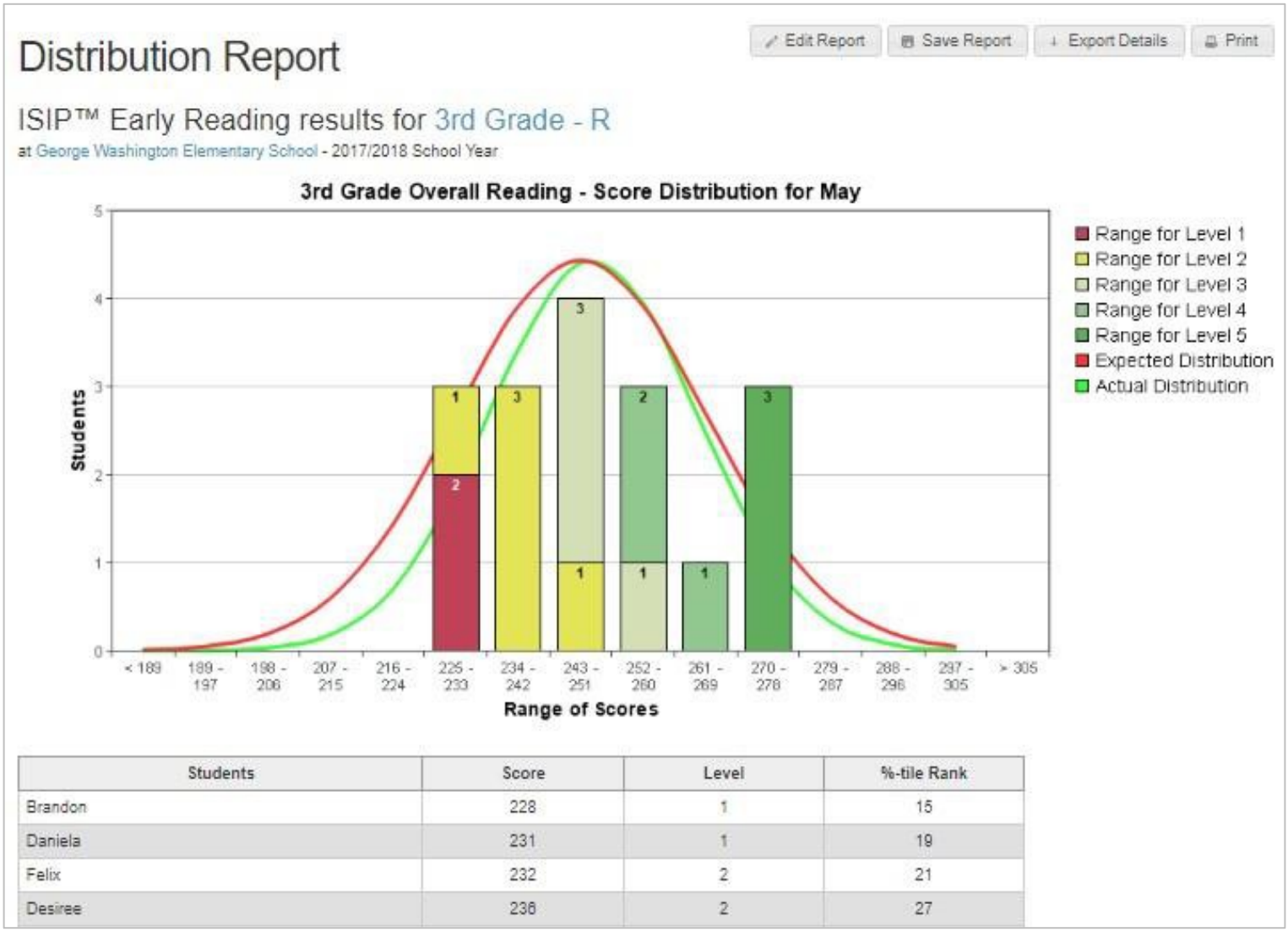


Distribution Report

Student performance in score ranges

The Distribution report shows the number of students performing in each range of scores by tier or level placement. It can be viewed by overall ability and individual subtests or domains on the ISIP assessment.

- View by performance level, score range, and percentile rank.
- Easily identify and form intervention groups.
- Shows number of students performing in ability ranges.



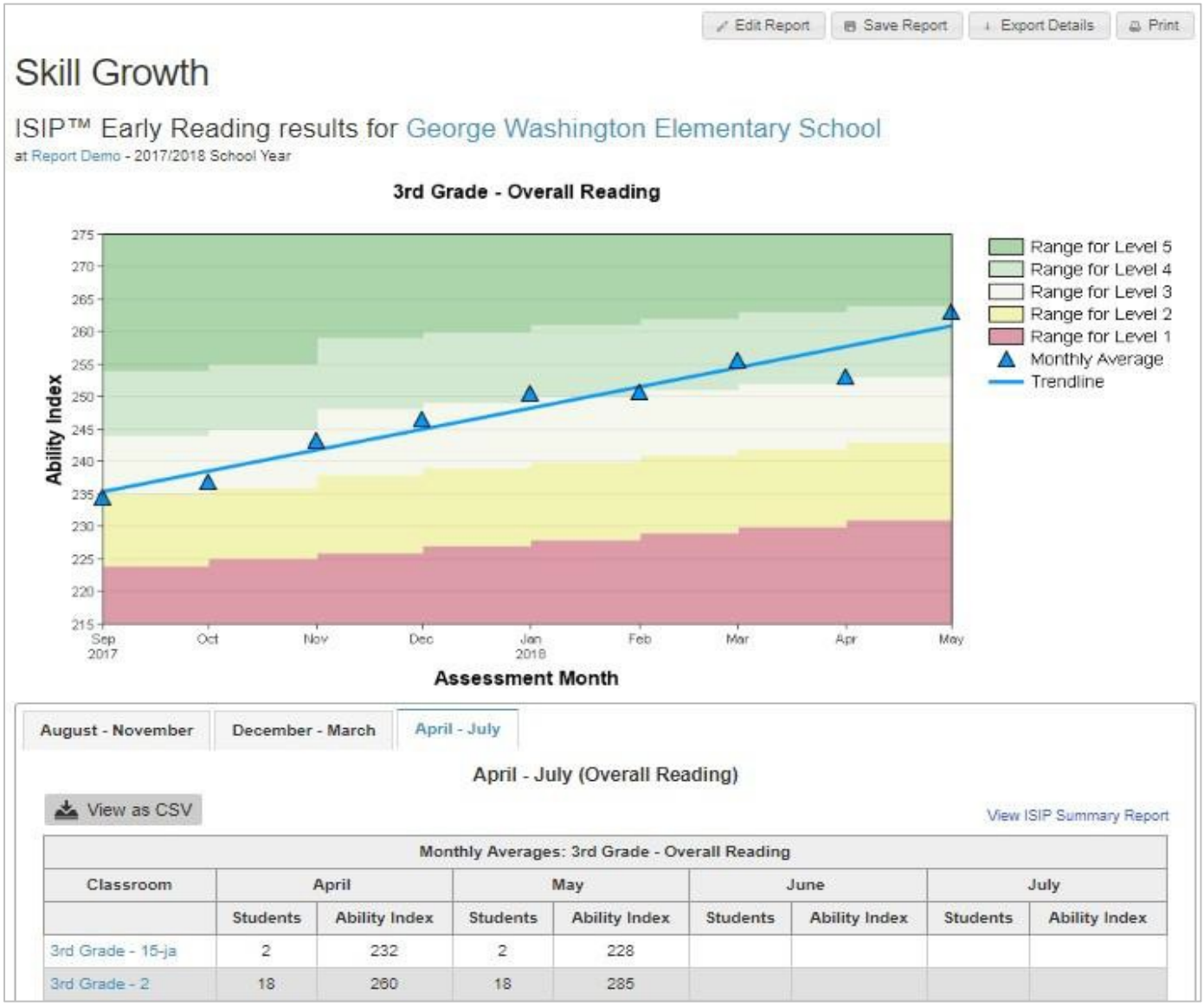
Students	Score	Level	%-tile Rank
Brandon	228	1	15
Daniela	231	1	19
Felix	232	2	21
Desiree	236	2	27

Domain Growth

View skill growth across time

The Skill Growth report shows the monthly progress for each skill assessed at the district, campus, classroom, and student levels.

- Shows progress made through the current month in Istation Math.
- View average performance across time.
- Track growth measurement across the entire school year.



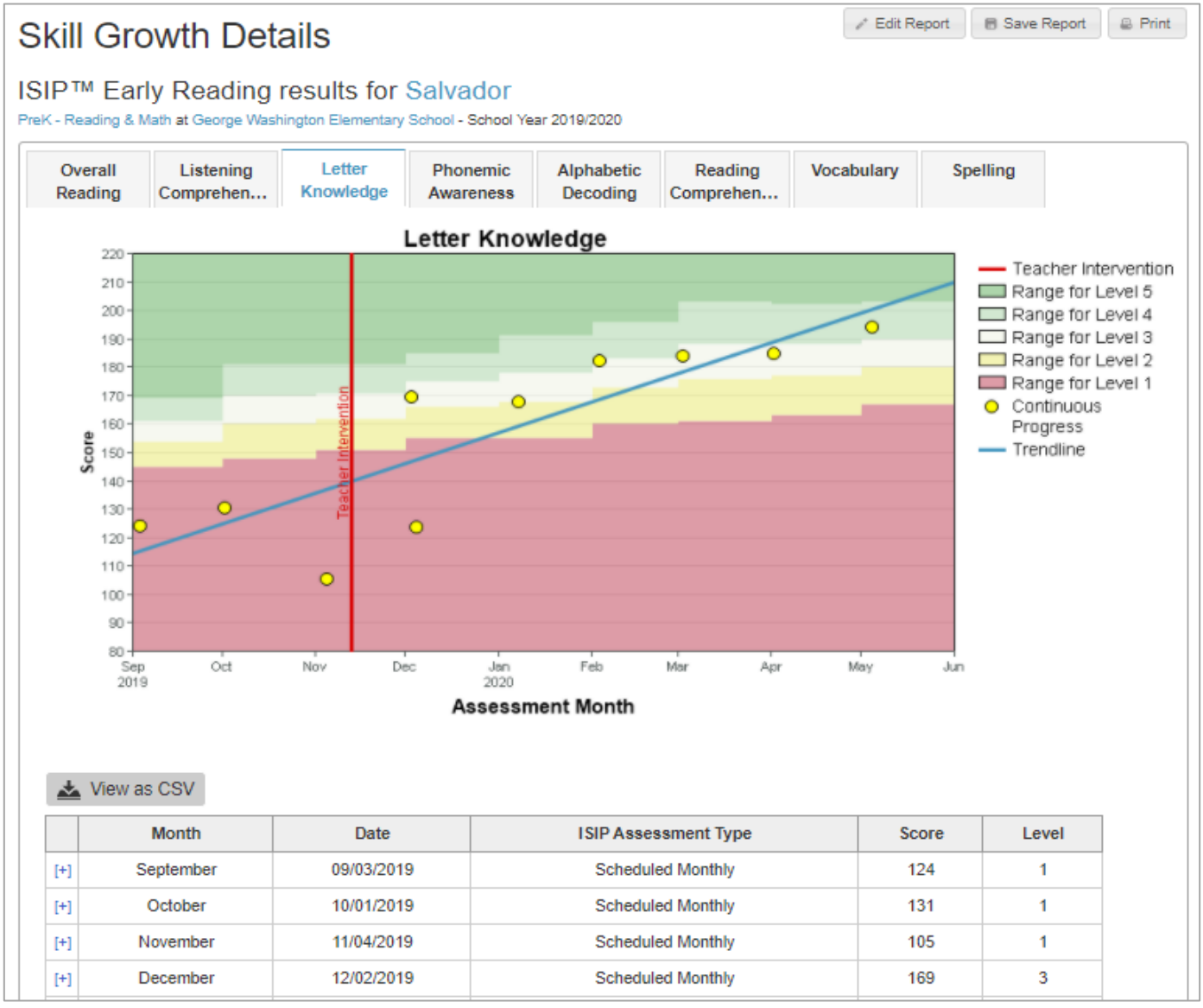
Monthly Averages: 3rd Grade - Overall Reading								
Classroom	April		May		June		July	
	Students	Ability Index	Students	Ability Index	Students	Ability Index	Students	Ability Index
3rd Grade - 15-ja	2	232	2	228				
3rd Grade - 2	18	260	18	285				

Domain Growth Details

View student growth across time for a specific student

The ISIP Skill Growth Details report shows a specific student's overall ability score through the current month and the score for each skill assessed.

- Shows progress made through the current month.
- View average performance across time.
- Track growth measurement across the entire school year.



	Month	Date	ISIP Assessment Type	Score	Level
[+]	September	09/03/2019	Scheduled Monthly	124	1
[+]	October	10/01/2019	Scheduled Monthly	131	1
[+]	November	11/04/2019	Scheduled Monthly	105	1
[+]	December	12/02/2019	Scheduled Monthly	169	3

Domain Growth by Level

Monthly ISIP Math domain data by performance level

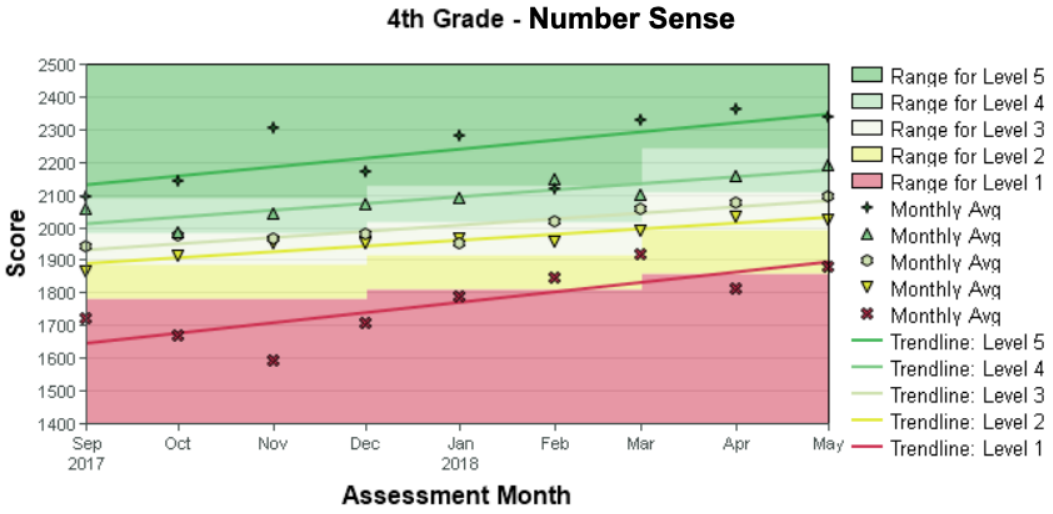
The Domain Growth by Level report shows ability assessed and the progress made by students through the current month as measured against performance goals within performance level groups.

- Shows overall and individual ability growth by levels through the current month.
- Provides interactive data points that provide more in-depth information.
- Track monthly scores, performance level placements, and percentile ranks across time.

Domain Growth By Level

ISIP™ Math results for 4th Grade - R/M

at George Washington Elementary School - 2017/2018 School Year



August - October | November - January | February - April | May - July

February - April Number Sense

Monthly Scores by Student - 4th Grade - Number Sense									
Students	February [+]			March [+]			April [+]		
	Score	Level	%-tile Rank	Score	Level	%-tile Rank	Score	Level	%-tile Rank
Alexandra	2118	4	79th	2327	5	89th	2361	5	92nd
Alexia	1982	3	54th	1971	2	37th	1974	2	37th
Alvaro	1853	2	28th	1963	2	35th	1742	1	9th

Domain Growth by Tier

Monthly ISIP Math domain data by tier

The Domain Growth by Level report shows ability assessed and the progress made by students through the current month as measured against performance goals within performance level groups.

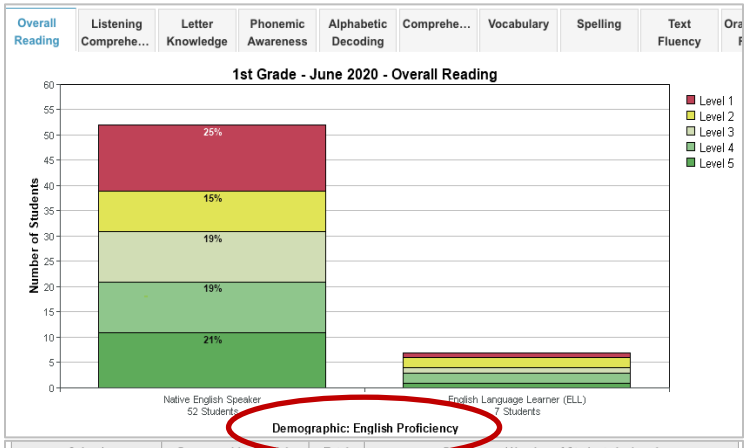
- Shows overall and individual ability growth by tiers through the current month.
- Provides interactive data points that provide more in-depth information.
- Track monthly scores, instructional tier placements, and percentile ranks across time.

Executive Summary

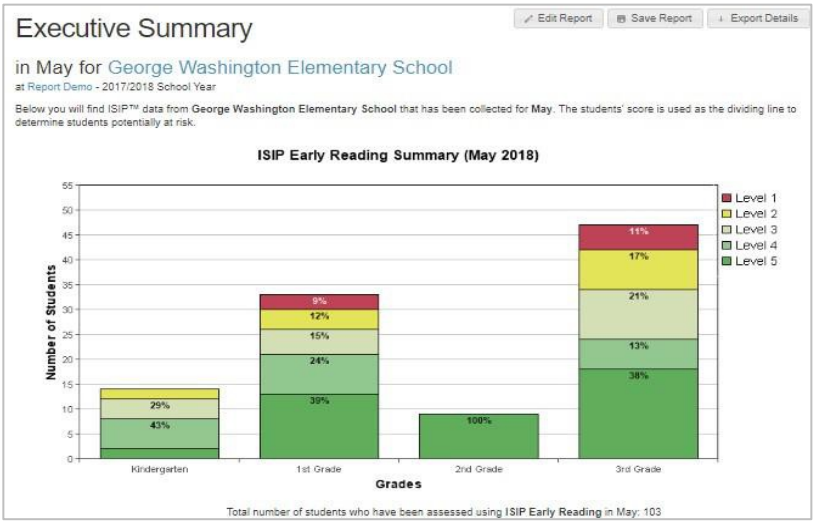
Overview of monthly ISIP results

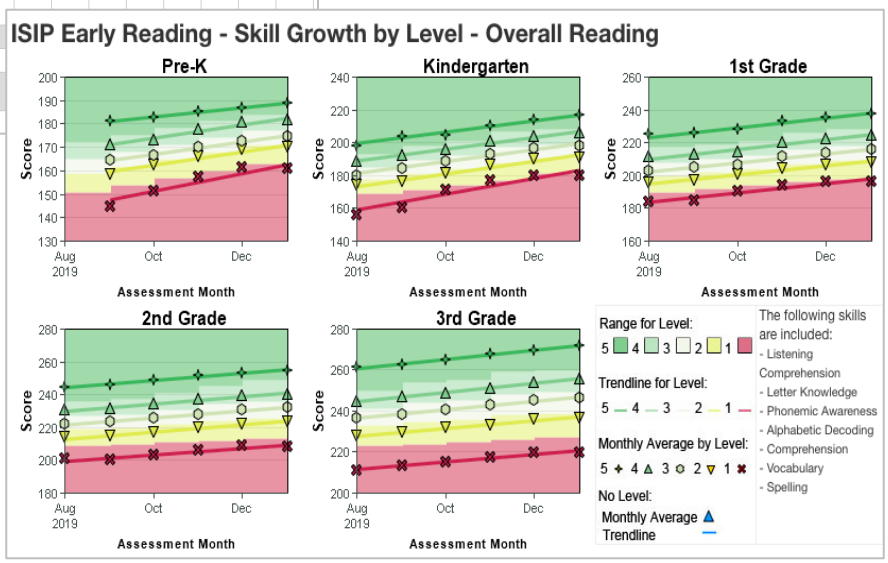
The Executive Summary report provides aggregate data of the current monthly ISIP assessment as well as tracks student performance by tier or level for each grade throughout the school year.

- Functions as a screening tool and provides diagnostic information.
- View data for all students or for specific demographics.
- View by district, campus, and grade level.
- Easily identify students in need of intervention.



School	Demographic: English Proficiency	Total Students	Percentage / Number of Students by Level									
			Level 1		Level 2		Level 3		Level 4		Level 5	
[+] Alderson Elementary School	Native English Speaker	1	100%	1	0%	0	0%	0	0%	0	0%	0
	English Language Learner (ELL)											
	Not Specified											
[+] Bayless Elementary School	Native English Speaker	1	0%	0	0%	0	100%	1	0%	0	0%	0
	English Language Learner (ELL)											
	Not Specified											
[+] Bean Elementary School	Native English Speaker	2	50%	1								
	English Language Learner (ELL)	2	50%	1								
	Not Specified											





ISIP Summary

Monthly snapshot of overall and subtest performance

The ISIP Summary report shows the number and percentage of students in each performance level for the current month when measured against performance goals.

This report allows educators to…

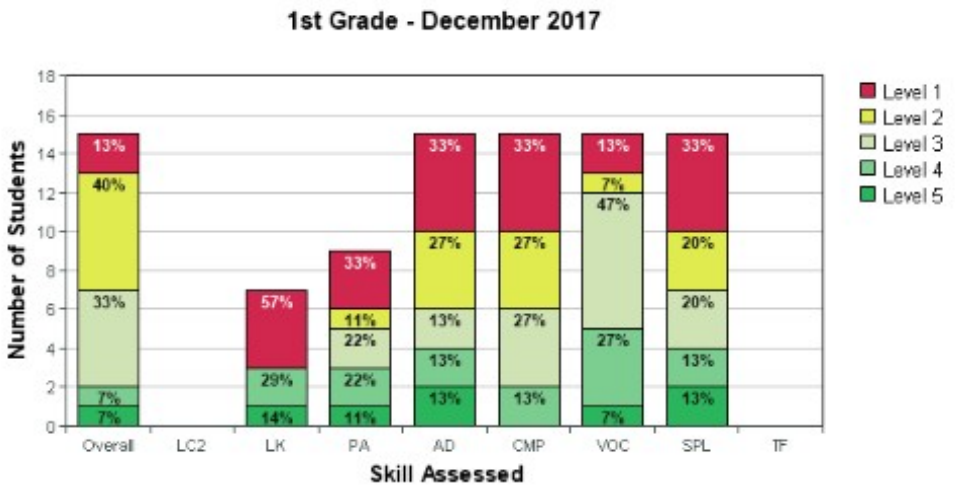
- identify skills that need emphasis in the classroom;
- determine if skills need to be retaught in whole-group or small-group instruction;
- identify students in need of additional support; and
- group students for targeted instruction.

Edit Report | Save Report | Export Details

Summary

ISIP™ Early Reading results for 1st Grade - R

at George Washington Elementary School - 2017/2018 School Year



View as CSV

1st Grade - R - December 2017
Skills Assessed (includes score and level)

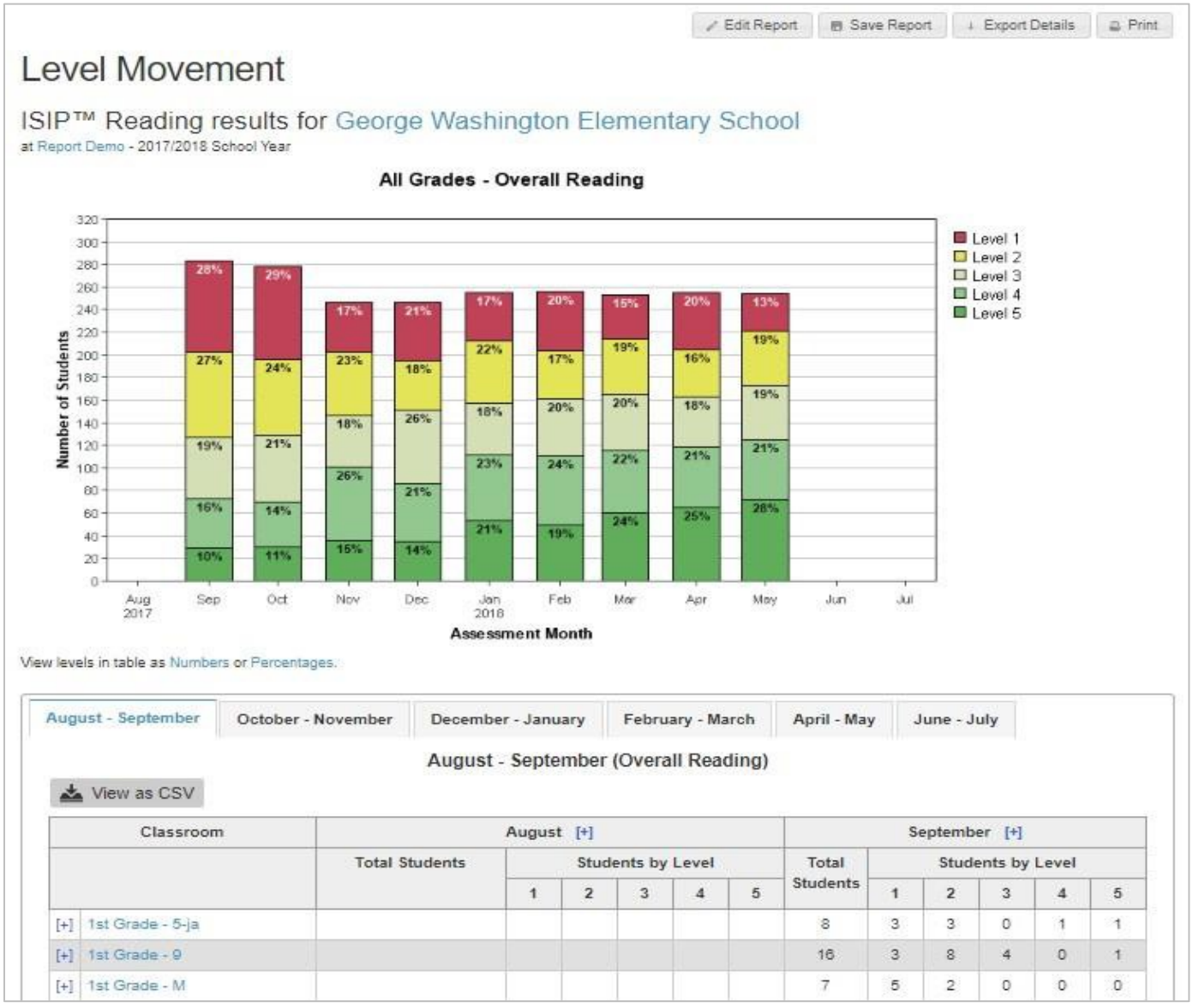
	Overall Reading Overall [+]		Listening Comprehension LC2 [+]		Letter Knowledge LK [+]		Phonemic Awareness PA [+]		Alphabetic Decoding AD [+]		Comprehension CMP [+]		Vocabulary VOC [+]		Spelling SPL [+]	
Students	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level
Daniel [+]	172	1			171	1	169	1	160	1	165	1	186	1	172	1
Isaac [+]	179	1			170	1	182	1	174	1	186	1	188	1	172	1
Shawna [+]	198	2			222	4	186	1	196	1	194	2	214	3	203	2

Level Movement

Monthly performance level placement

The Level Movement report shows a comparison of the number and percentage of students who were placed in performance levels 1-5 through the current month.

- Monitor the overall class and student movement between levels monthly.
- Use this report to calculate decreases or increases in specific levels over time.
- Click on a classroom to view students and specific details about their ISIP™ scores.



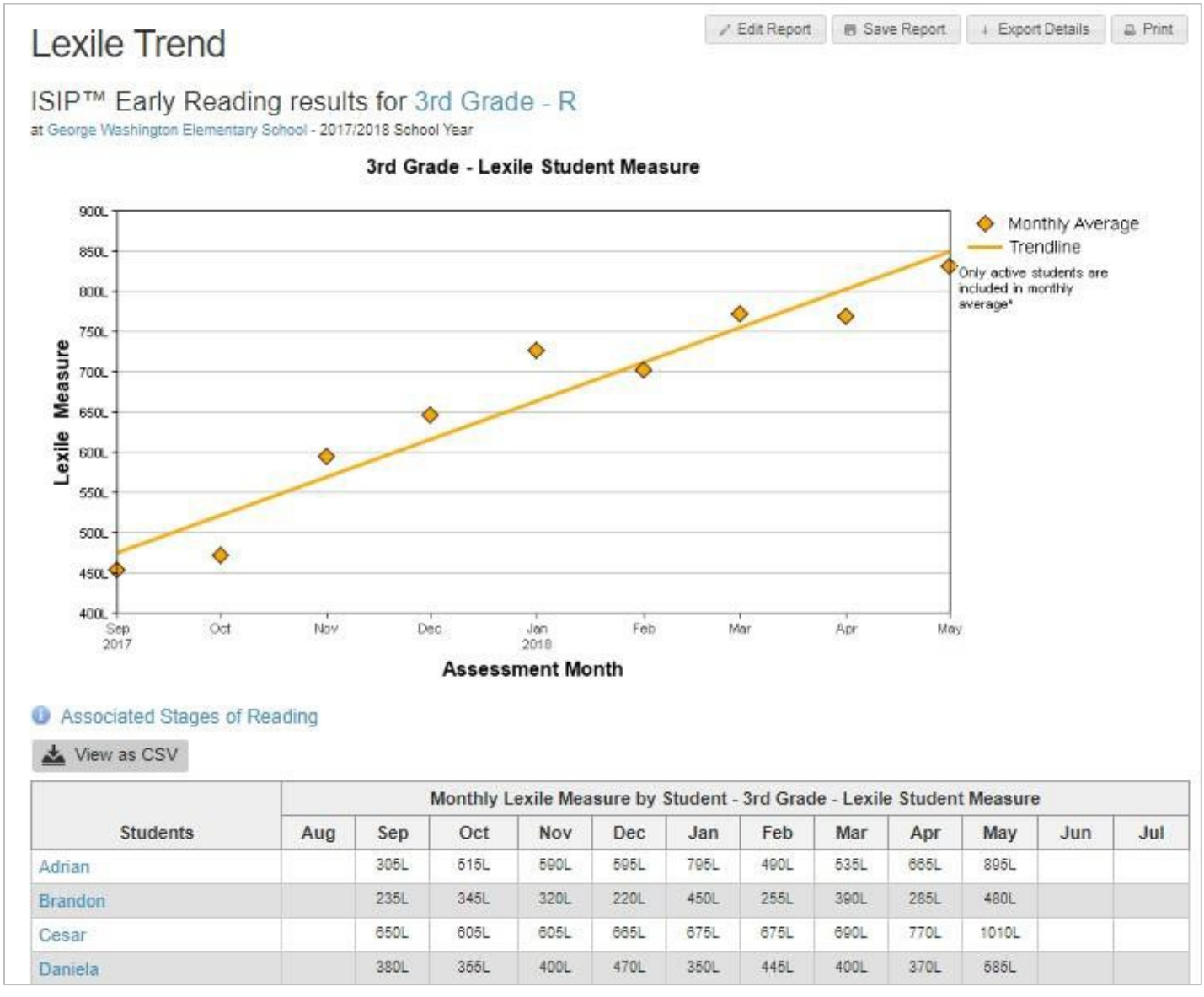
Classroom		August [+]						September [+]					
		Total Students	Students by Level					Total Students	Students by Level				
			1	2	3	4	5		1	2	3	4	5
[+]	1st Grade - 5-ja							8	3	3	0	1	1
[+]	1st Grade - 9							16	3	8	4	0	1
[+]	1st Grade - M							7	5	2	0	0	0

Lexile Trend

Student Lexile growth over time

The Lexile Trend report shows the average Lexile growth across time on the most recently completed reading comprehension ISIP subtest.

- Lexile Measures are derived from the Reading Comprehension subtest .
- View results by grade level, classroom, or individual student based on assigned user role.
- Form small groups by Lexile levels or ranges.



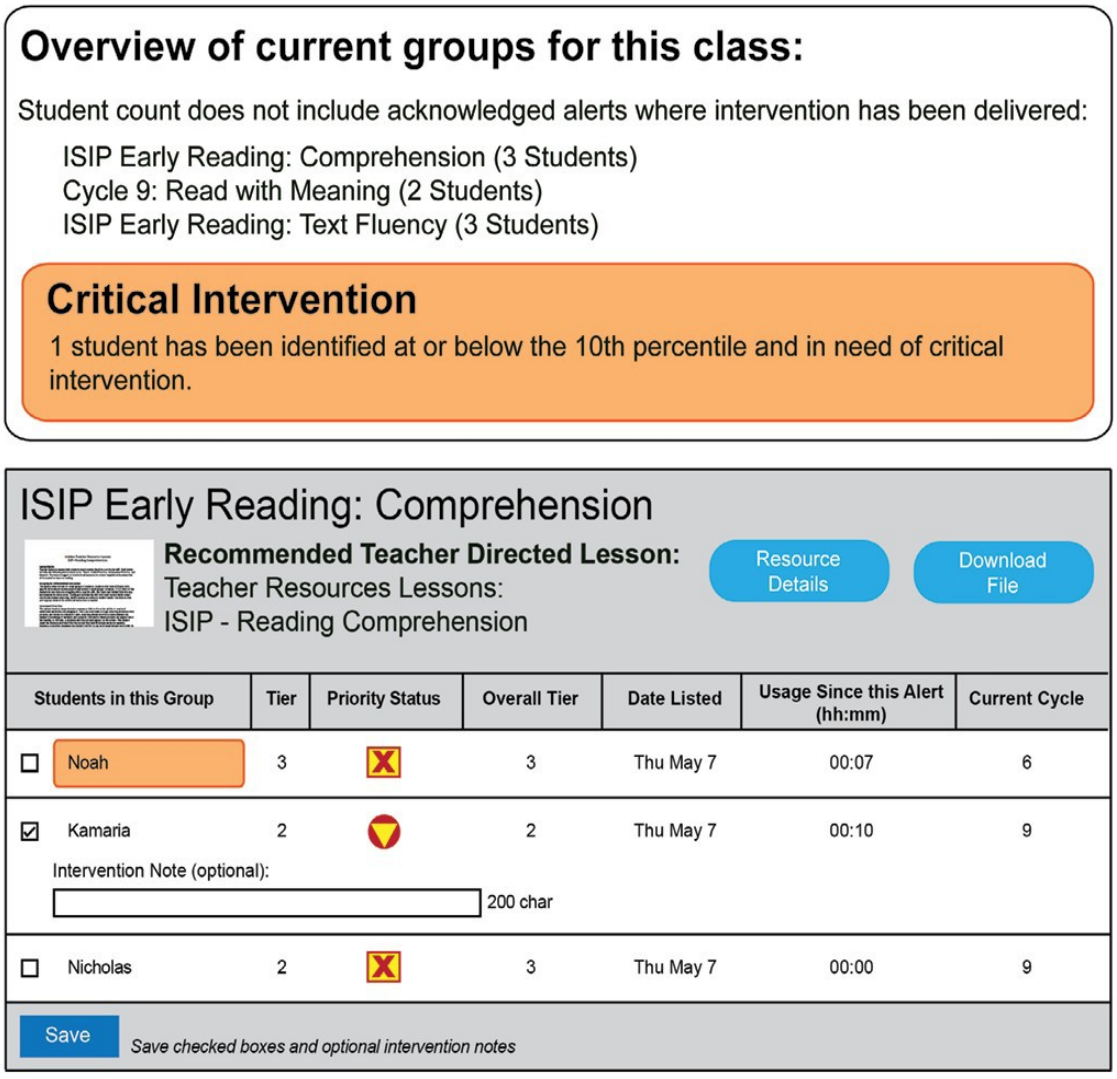
Students	Monthly Lexile Measure by Student - 3rd Grade - Lexile Student Measure											
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Adrian		305L	515L	590L	595L	795L	490L	535L	665L	895L		
Brandon		235L	345L	320L	220L	450L	255L	390L	285L	480L		
Cesar		650L	605L	605L	665L	675L	675L	690L	770L	1010L		
Daniela		380L	355L	400L	470L	350L	445L	400L	370L	585L		

Priority

Alerts teachers of student needs and provides interventions

The Priority report helps identify students who will benefit from further intervention and provides links to teacher-directed lessons (TDLs) and supplemental materials.

- Easily differentiate instruction.
- Streamline student grouping by instructional need.
- Lessons and research-based interventions are automatically provided for skill-specific instruction and intervention.
- Document interventions for RTI/MTSS audit trails.

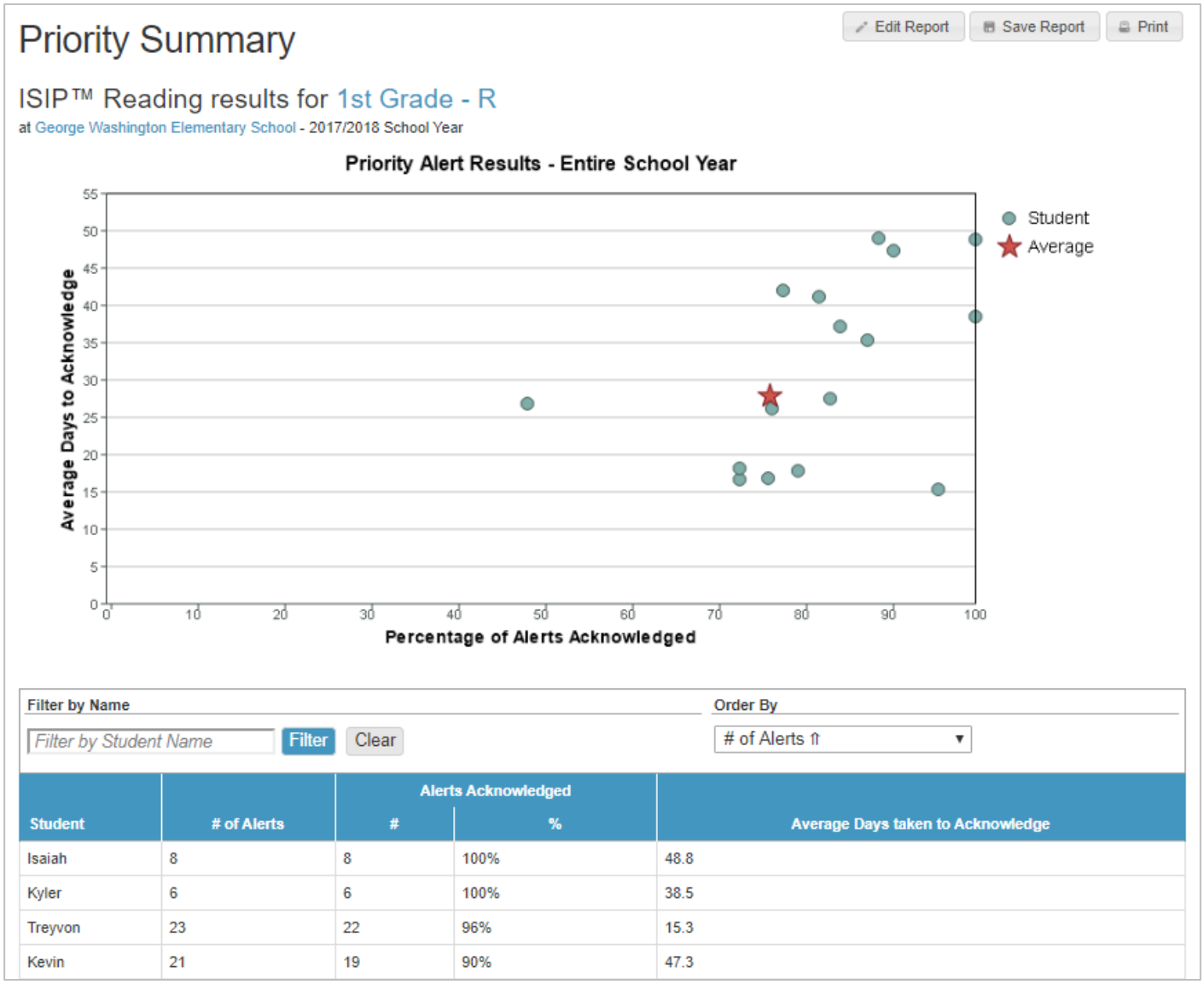


Priority Summary

Summarizes the use of the Priority Report

The Priority Summary report shows the usage of the Priority report by district, campus, and classroom.

- View the total number of alerts per class.
- The percentage of alerts acknowledged on the Priority report is recorded.
- Monitor the average number of days taken to acknowledge alerts on the Priority Report



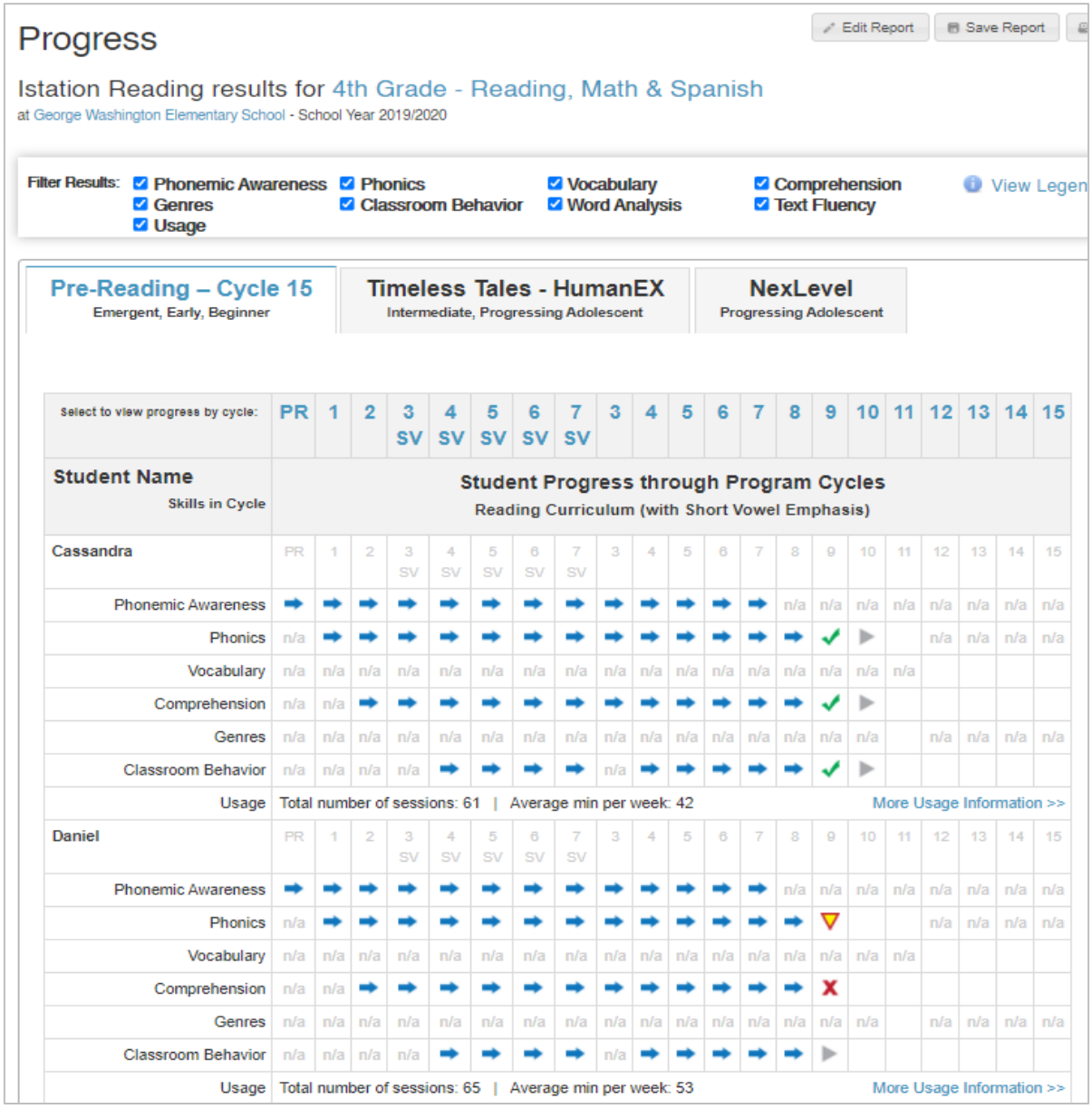
Student	# of Alerts	Alerts Acknowledged		Average Days taken to Acknowledge
		#	%	
Isaiah	8	8	100%	48.8
Kyler	6	6	100%	38.5
Treyvon	23	22	96%	15.3
Kevin	21	19	90%	47.3

Progress

Summarizes the use of the Priority Report

The Progress report shows student progress through the Istation instruction.

- Monitor student movement and performance through cycles of instruction.
- Identify student skill strengths and weaknesses.
- Discuss student performance with administrators and intervention teams.



Progress

Edit Report | Save Report

Istation Reading results for 4th Grade - Reading, Math & Spanish

at George Washington Elementary School - School Year 2019/2020

Filter Results: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Genres, Classroom Behavior, Word Analysis, Text Fluency, Usage — View Legen

Pre-Reading – Cycle 15 (Emergent, Early, Beginner) | **Timeless Tales - HumanEX** (Intermediate, Progressing Adolescent) | **NexLevel** (Progressing Adolescent)

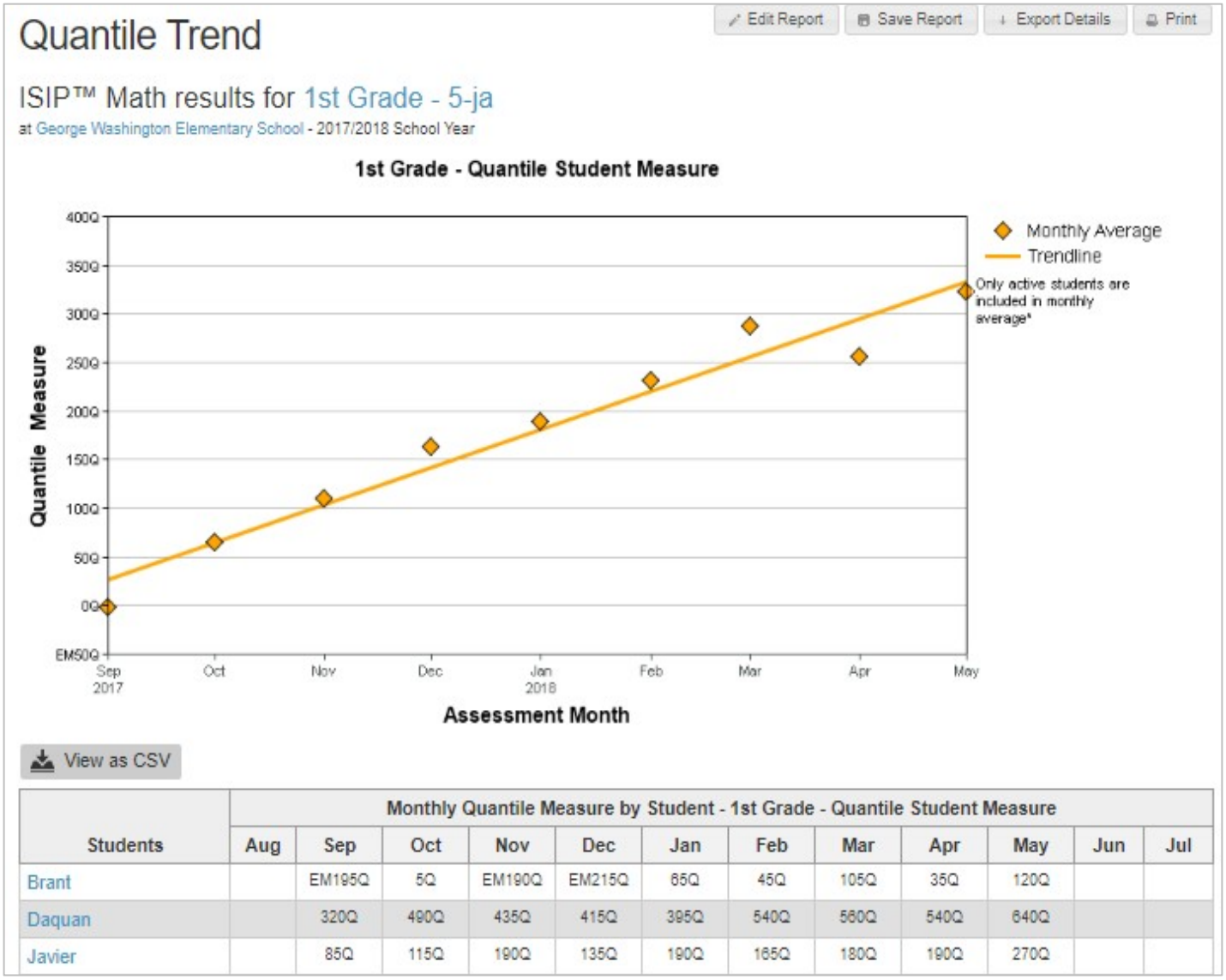
Select to view progress by cycle:	PR	1	2	3 SV	4 SV	5 SV	6 SV	7 SV	3	4	5	6	7	8	9	10	11	12	13	14	15
Student Name / Skills in Cycle	**Student Progress through Program Cycles** — Reading Curriculum (with Short Vowel Emphasis)																				
Cassandra	PR	1	2	3 SV	4 SV	5 SV	6 SV	7 SV	3	4	5	6	7	8	9	10	11	12	13	14	15
Phonemic Awareness	→	→	→	→	→	→	→	→	→	→	→	→	→	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Phonics	n/a	→	→	→	→	→	→	→	→	→	→	→	→	→	✓	▶		n/a	n/a	n/a	n/a
Vocabulary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
Comprehension	n/a	n/a	→	→	→	→	→	→	→	→	→	→	→	→	✓	▶					
Genres	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Classroom Behavior	n/a	n/a	n/a	n/a	→	→	→	→	n/a	→	→	→	→	→	✓	▶					
Usage	Total number of sessions: 61 | Average min per week: 42 — More Usage Information >>																				
Daniel	PR	1	2	3 SV	4 SV	5 SV	6 SV	7 SV	3	4	5	6	7	8	9	10	11	12	13	14	15
Phonemic Awareness	→	→	→	→	→	→	→	→	→	→	→	→	→	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Phonics	n/a	→	→	→	→	→	→	→	→	→	→	→	→	→	▽			n/a	n/a	n/a	n/a
Vocabulary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
Comprehension	n/a	n/a	→	→	→	→	→	→	→	→	→	→	→	→	✗						
Genres	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Classroom Behavior	n/a	n/a	n/a	n/a	→	→	→	→	n/a	→	→	→	→	→	▶						
Usage	Total number of sessions: 65 | Average min per week: 53 — More Usage Information >>																				

Quantile Trend

Shows students' Quantile scores across time

The Quantile Trend report highlights the average Quantile growth per month based on the most recently completed ISIP Math assessment.

- View results by grade level, class, or individual student.
- Form small groups by Quantile levels or ranges.
- Click on a student's name for a deeper look at each month's assessment results.



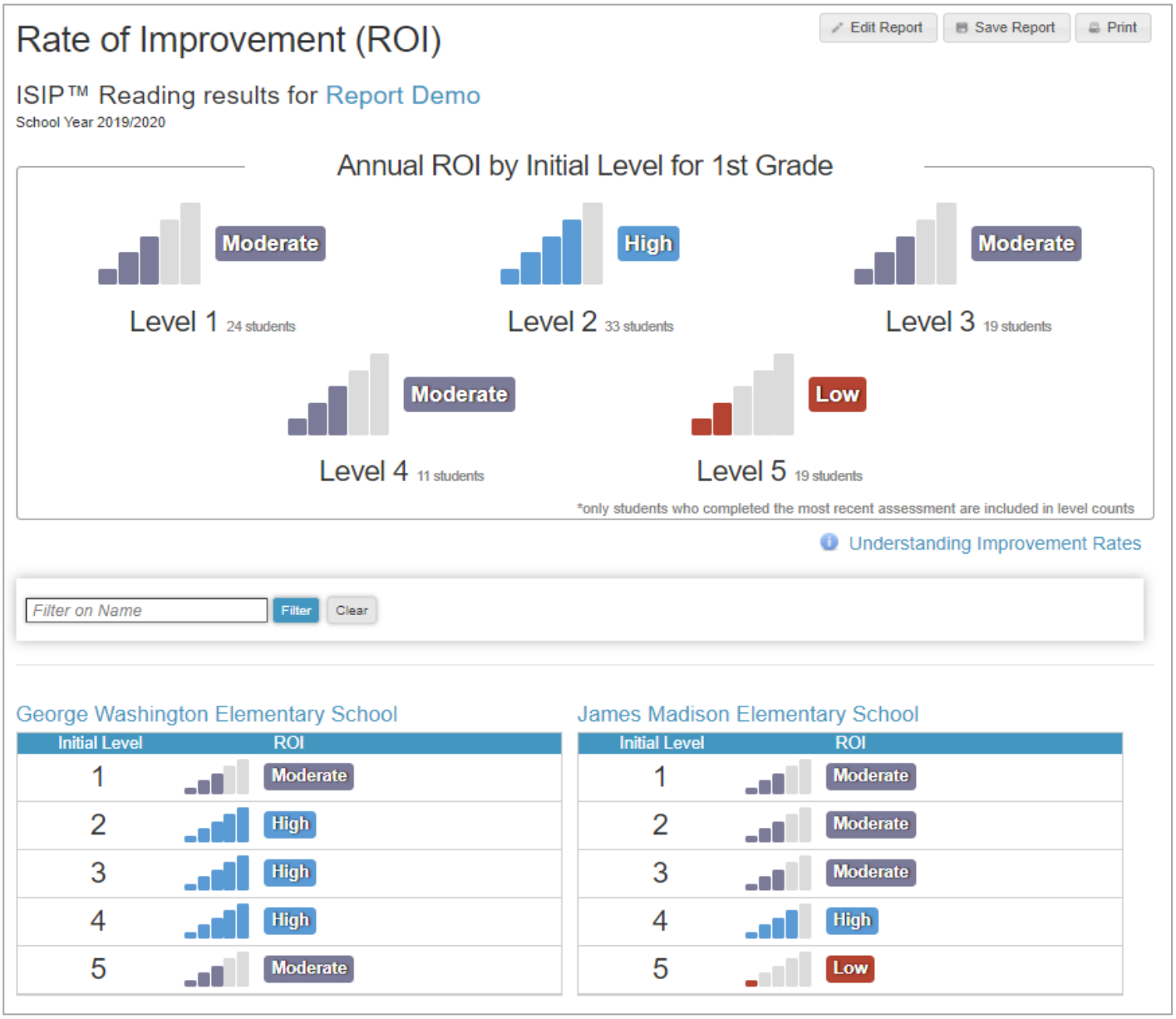
Students	Monthly Quantile Measure by Student - 1st Grade - Quantile Student Measure											
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Brant		EM195Q	5Q	EM190Q	EM215Q	65Q	45Q	105Q	35Q	120Q		
Daquan		320Q	490Q	435Q	415Q	395Q	540Q	560Q	540Q	640Q		
Javier		85Q	115Q	190Q	135Q	190Q	165Q	180Q	190Q	270Q		

Rate of Improvement (ROI)

Shows student progress over time

The Rate of Improvement report gauges students' improvement across the school year.

- View low, moderate, or high progress in each level or tier.
- Track students' percentile ranks over time.
- Compare past ISIP performances to that of their peers across multiple months.

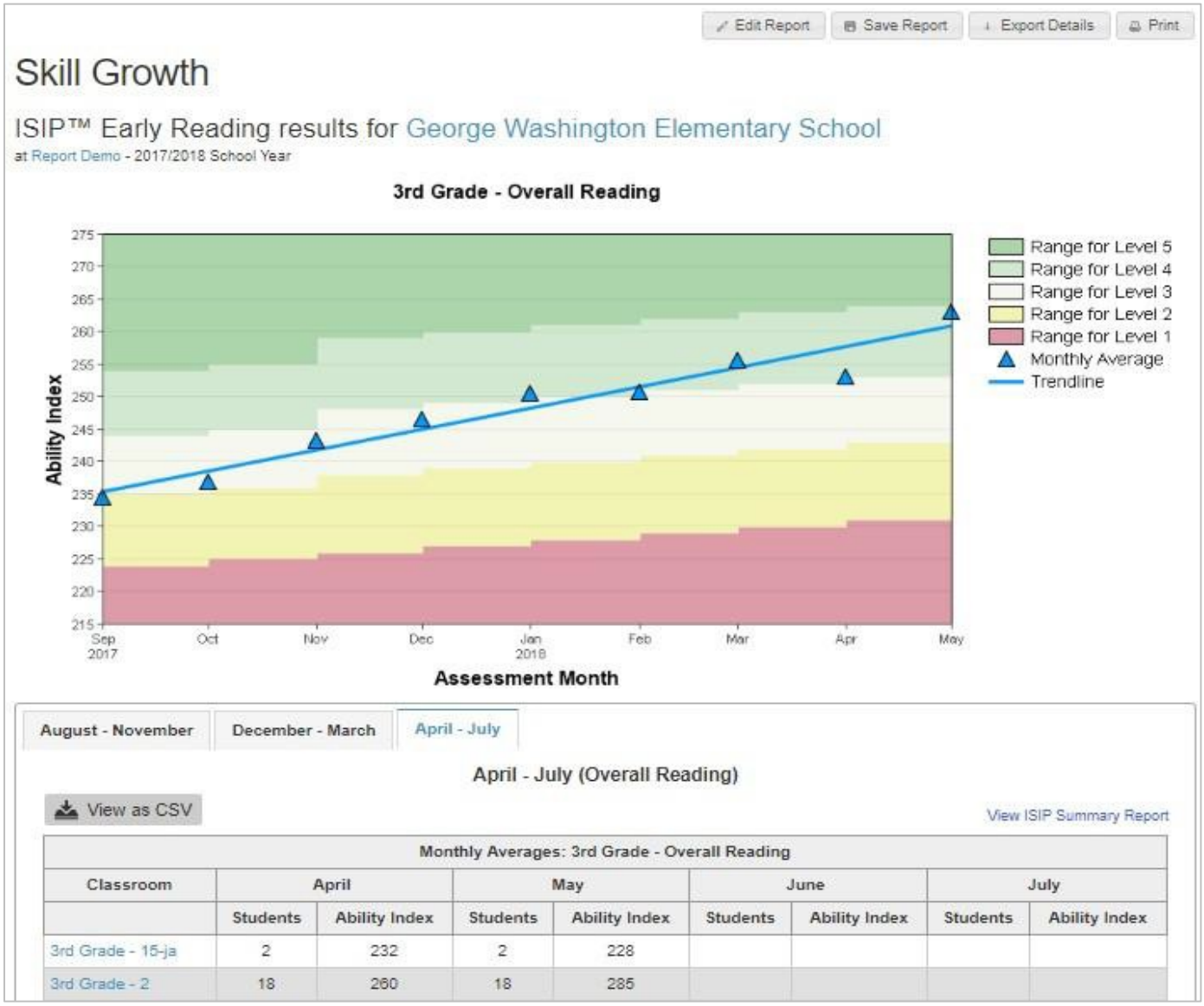


Skill Growth

View skill growth across time

The Skill Growth report shows the monthly progress for each skill assessed at the district, campus, classroom, and student levels.

- Shows progress made through the current month in Istation Reading and Istation Espanol.
- View average performance across time.
- Track growth measurement across the entire school year.



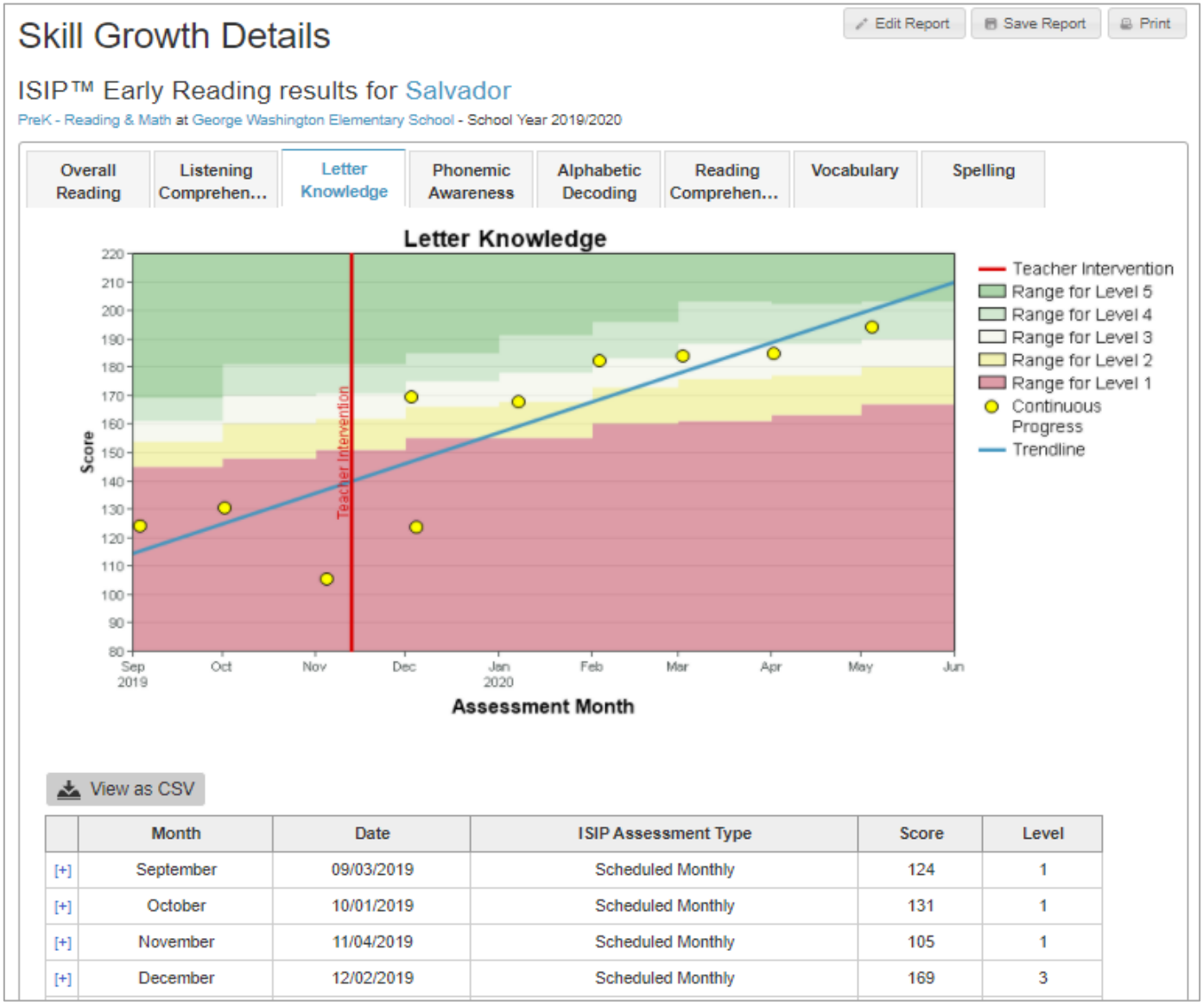
Monthly Averages: 3rd Grade - Overall Reading								
Classroom	April		May		June		July	
	Students	Ability Index	Students	Ability Index	Students	Ability Index	Students	Ability Index
3rd Grade - 15-ja	2	232	2	228				
3rd Grade - 2	18	260	18	285				

Skill Growth Details

View student growth across time for a specific student

The ISIP Skill Growth Details report shows a specific student's overall ability score through the current month and the score for each skill assessed.

- Shows progress made through the current month in Istation Reading and Istation Espanol
- View average performance across time.
- Track growth measurement across the entire school year.



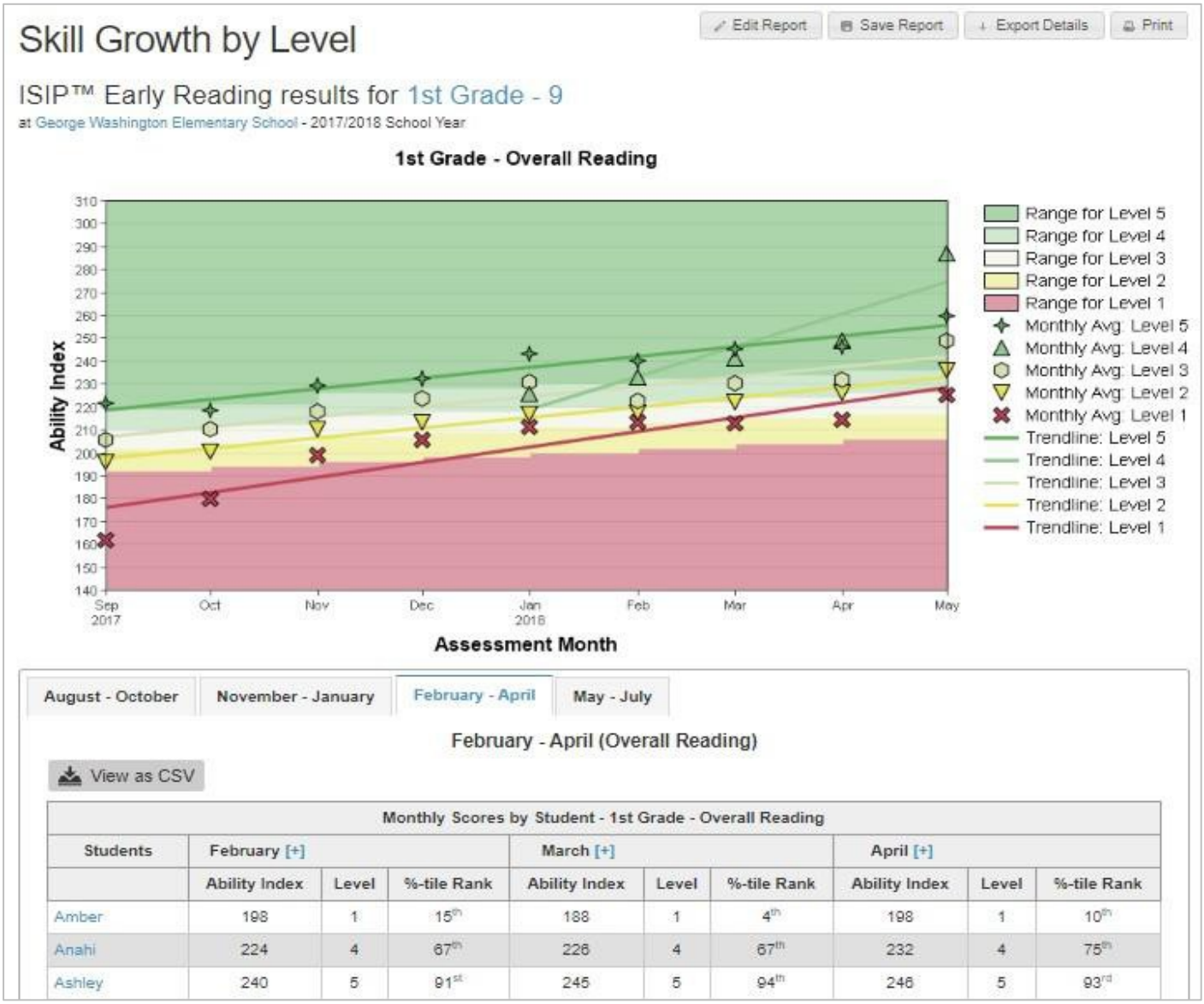
	Month	Date	ISIP Assessment Type	Score	Level
[+]	September	09/03/2019	Scheduled Monthly	124	1
[+]	October	10/01/2019	Scheduled Monthly	131	1
[+]	November	11/04/2019	Scheduled Monthly	105	1
[+]	December	12/02/2019	Scheduled Monthly	169	3

Skill Growth by Level

Shows monthly progress by performance levels

The Skill Growth by Level report shows each ISIP skill assessed and the progress made by the students through the current month as measured against performance goals within level groups.

- View the growth of students grouped by performance level as determined by their beginning of year assessment.
- Monitor level movement by skill and overall ability.
- Identify the level of support needed.



Monthly Scores by Student - 1st Grade - Overall Reading

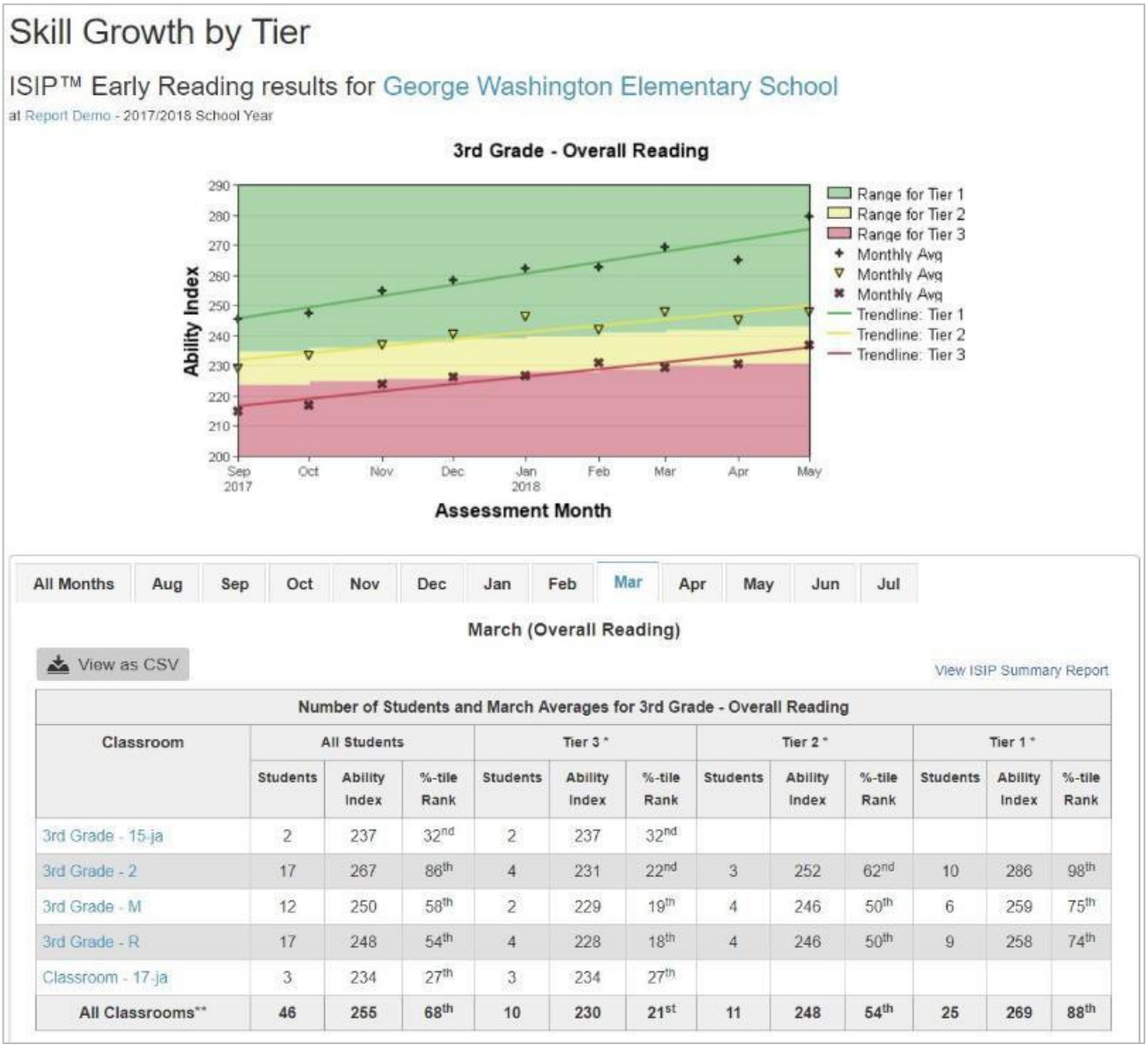
Students	February [+]			March [+]			April [+]		
	Ability Index	Level	%-tile Rank	Ability Index	Level	%-tile Rank	Ability Index	Level	%-tile Rank
Amber	198	1	15th	188	1	4th	198	1	10th
Anahi	224	4	67th	226	4	67th	232	4	75th
Ashley	240	5	91st	245	5	94th	246	5	93rd

Skill Growth by Tier

Shows monthly progress by instructional tier

The Skill Growth by Level report shows each ISIP skill assessed and the progress made by the students through the current month as measured against performance goals within level groups.

- View the growth of students grouped by instructional tier as determined by their beginning of year assessment.
- Monitor tier movement by skill and overall ability.
- Identify the level of support needed.



Number of Students and March Averages for 3rd Grade - Overall Reading

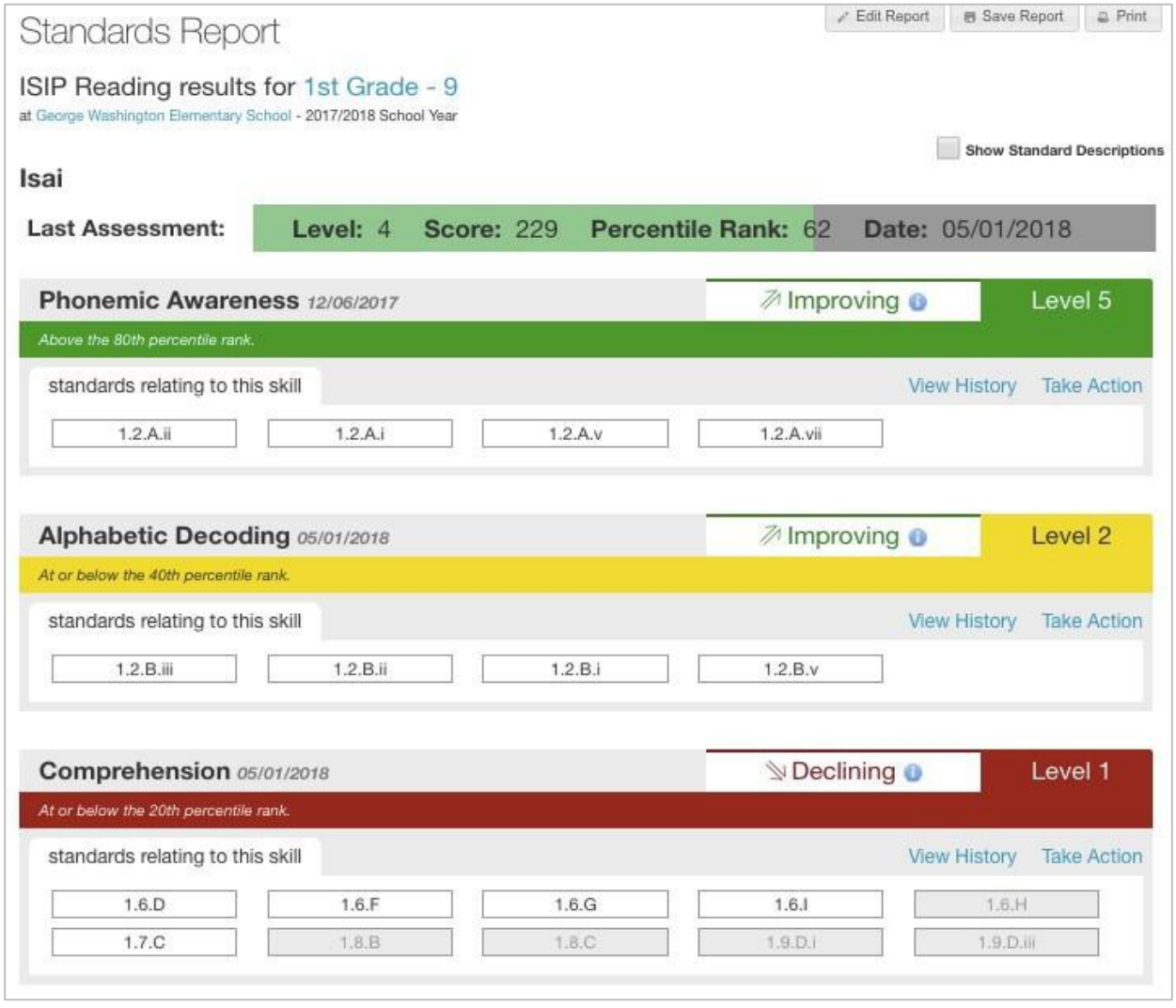
Classroom	All Students			Tier 3 *			Tier 2 *			Tier 1 *		
	Students	Ability Index	%-tile Rank	Students	Ability Index	%-tile Rank	Students	Ability Index	%-tile Rank	Students	Ability Index	%-tile Rank
3rd Grade - 15-ja	2	237	32nd	2	237	32nd						
3rd Grade - 2	17	267	86th	4	231	22nd	3	252	62nd	10	286	98th
3rd Grade - M	12	250	58th	2	229	19th	4	246	50th	6	259	75th
3rd Grade - R	17	248	54th	4	228	18th	4	246	50th	9	258	74th
Classroom - 17-ja	3	234	27th	3	234	27th						
All Classrooms**	**46**	**255**	**68th**	**10**	**230**	**21st**	**11**	**248**	**54th**	**25**	**269**	**88th**

Standards

Measure the progress of standards and skills assessed

The Standards report for ISIP Reading and ISIP Math groups the standards that relate to each assessed skill and provides actionable steps to help improve each skill.

- Results for completed subtests will be shown, and color coded based on the student's tier or level placement.
- See the status of improvement from the previous month by level or tier, overall ISIP score, and percentile rank.
- "Take Action" provides teachers with resources to support instruction on specific skills and/or schedule an on-demand assessment for additional progress monitoring.
- "View History" allows educators to see the Skill or Domain Growth Details report to review previous performance in each domain or subtest.

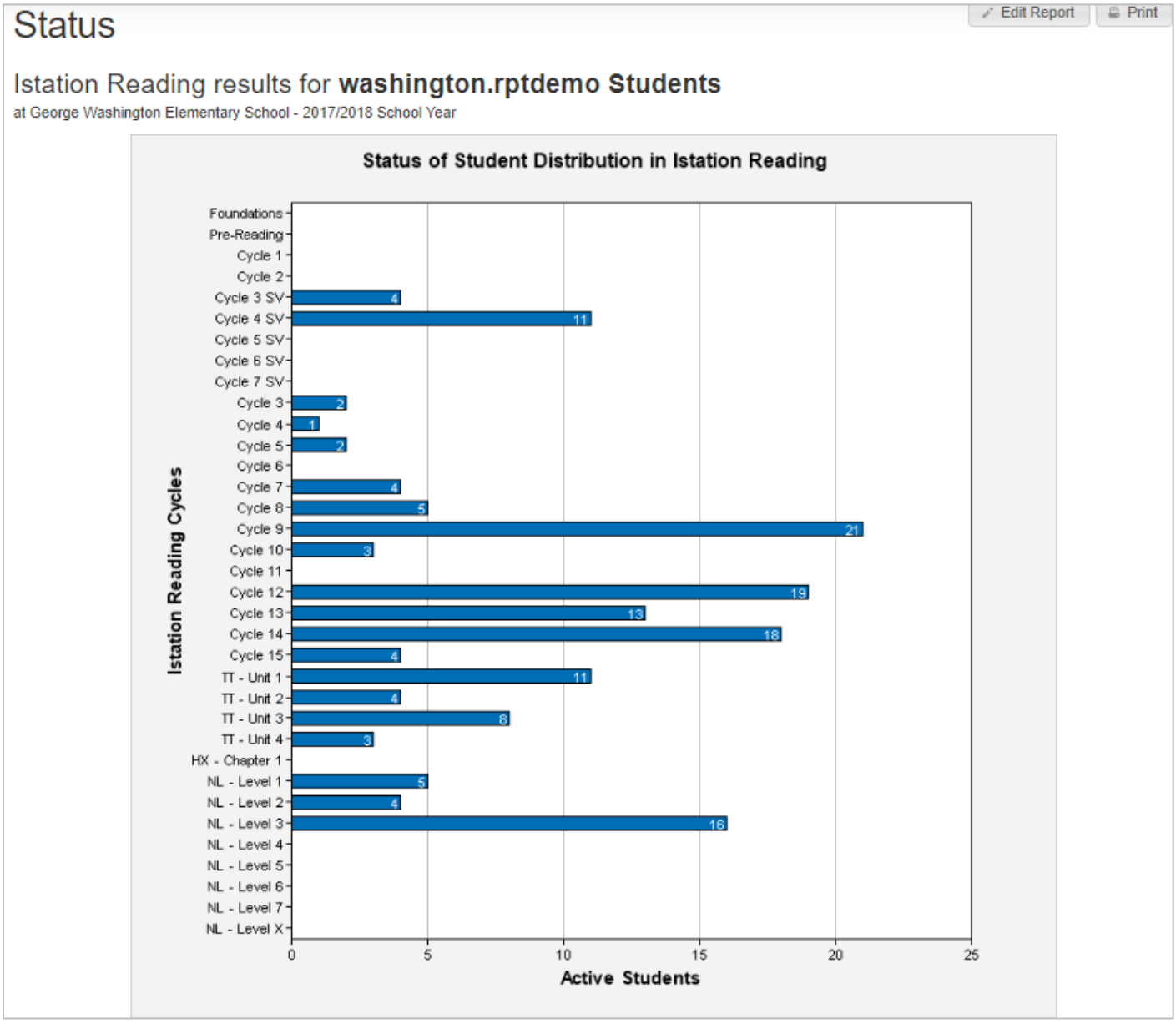


Status

Track movement through instructional cycles/units

The Status report shows the number of active students cycles of instruction or units.

- Monitor student movement throughout the program.
- View promotions as they are made.
- Track progress over the past 45 days or the entire school year.

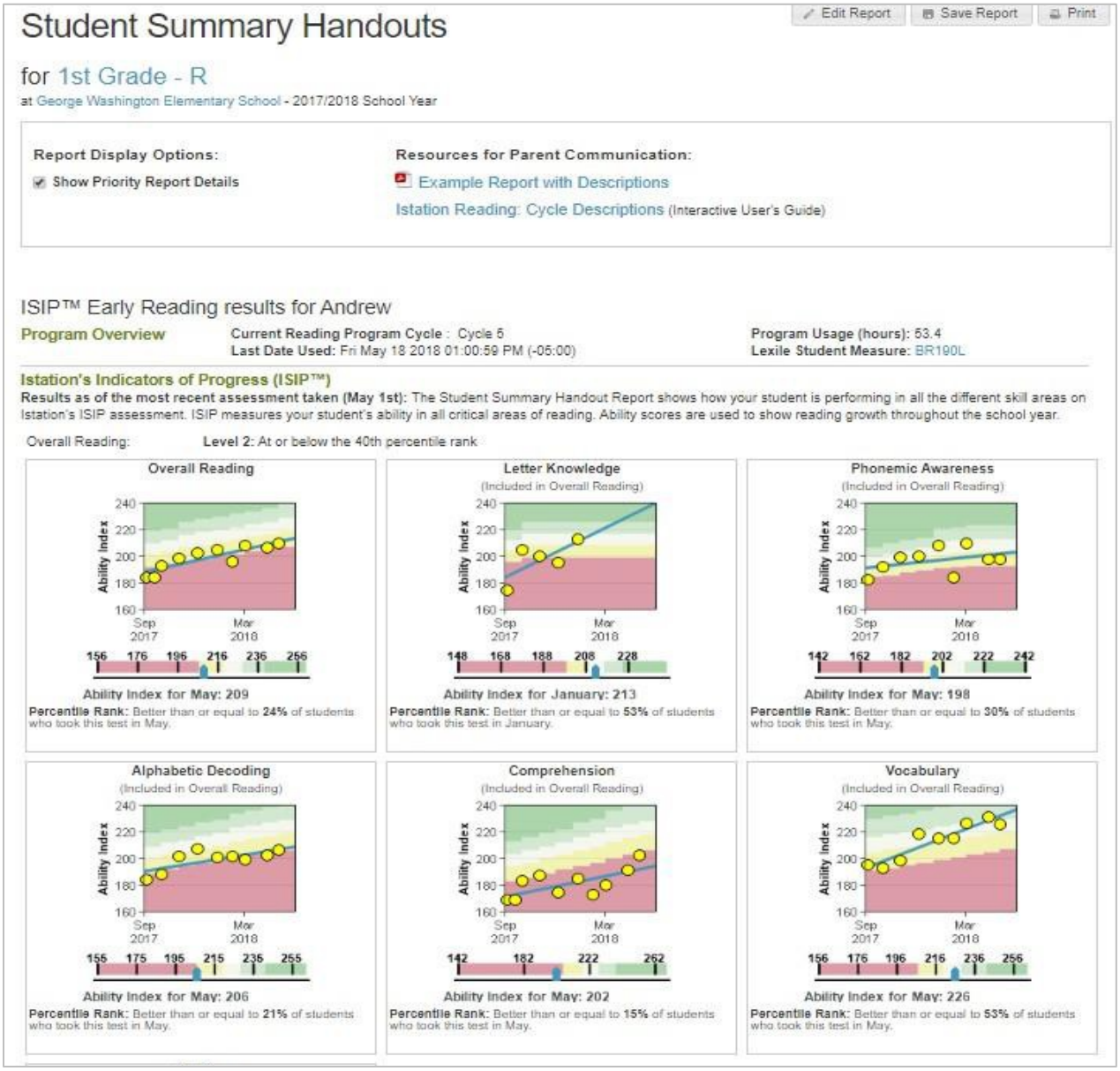


Student Summary Handout

Provides a summary of student performance data on the ISIP

The Student Summary Handout provides student performance data from the most recently completed ISIP assessment.

- Identify weaknesses and evaluate intervention plans.
- View Priority Report and intervention history.
- Monitor growth over time by instructional cycles, Lexile/Quantile measure, and performance level.
- Interactive data points allow teachers to drill down to specific lessons and activities.
- Use this report to discuss progress with students, parents, or other appropriate school personnel.

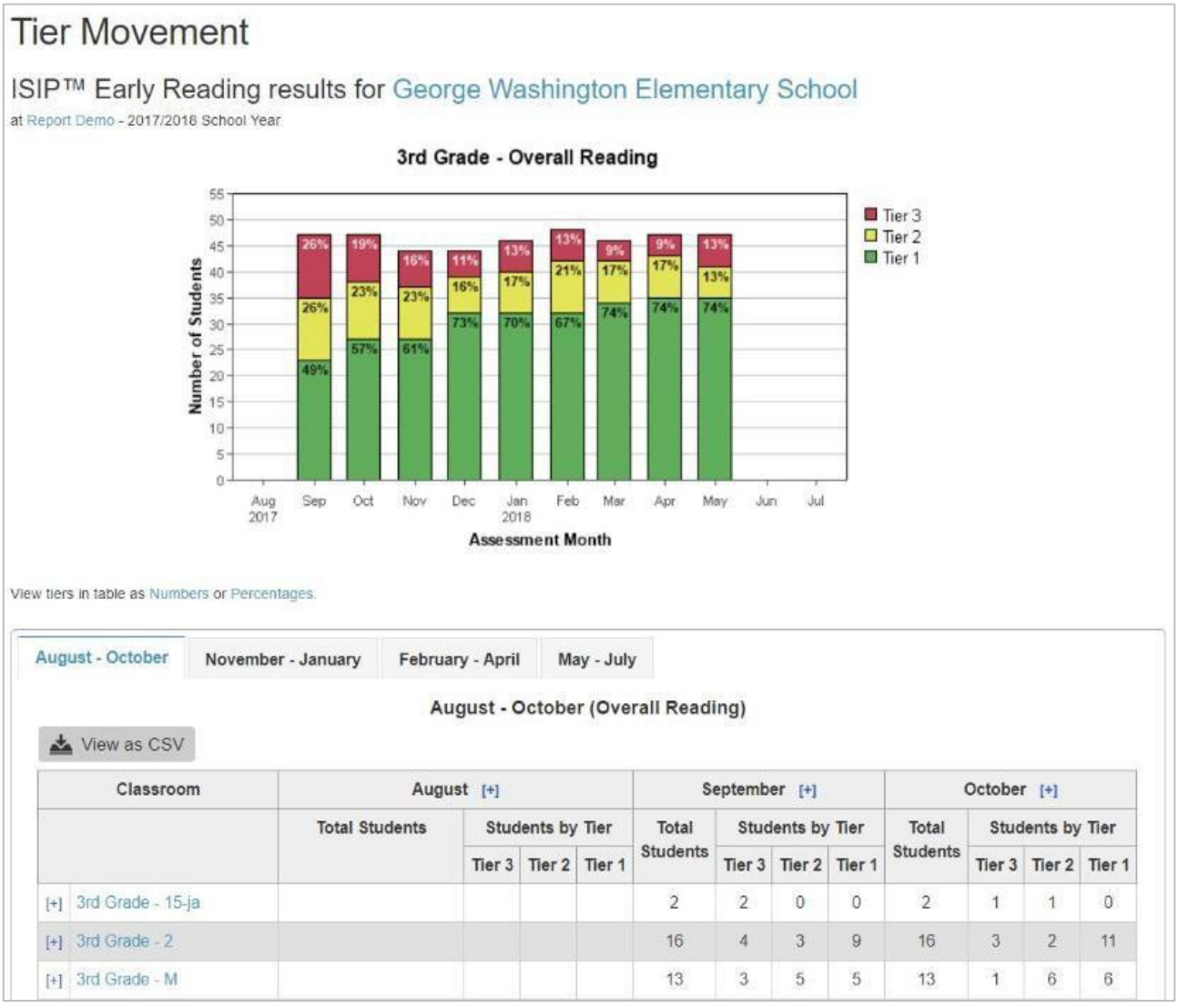


Tier Movement

Monthly instructional tier placement

The Tier Movement report shows a comparison of the number and percentage of students who were placed in instructional tiers 1-3 through the current month.

- Monitor monthly tier movement district, campus, and classroom.
- Use this report to calculate decreases or increases in specific levels over time.
- Click on a classroom to view students and specific details about their ISIP™ scores.



Tier Movement

ISIP™ Early Reading results for George Washington Elementary School

at Report Demo - 2017/2018 School Year

3rd Grade - Overall Reading

View tiers in table as Numbers or Percentages.

August - October | November - January | February - April | May - July

August - October (Overall Reading)

View as CSV

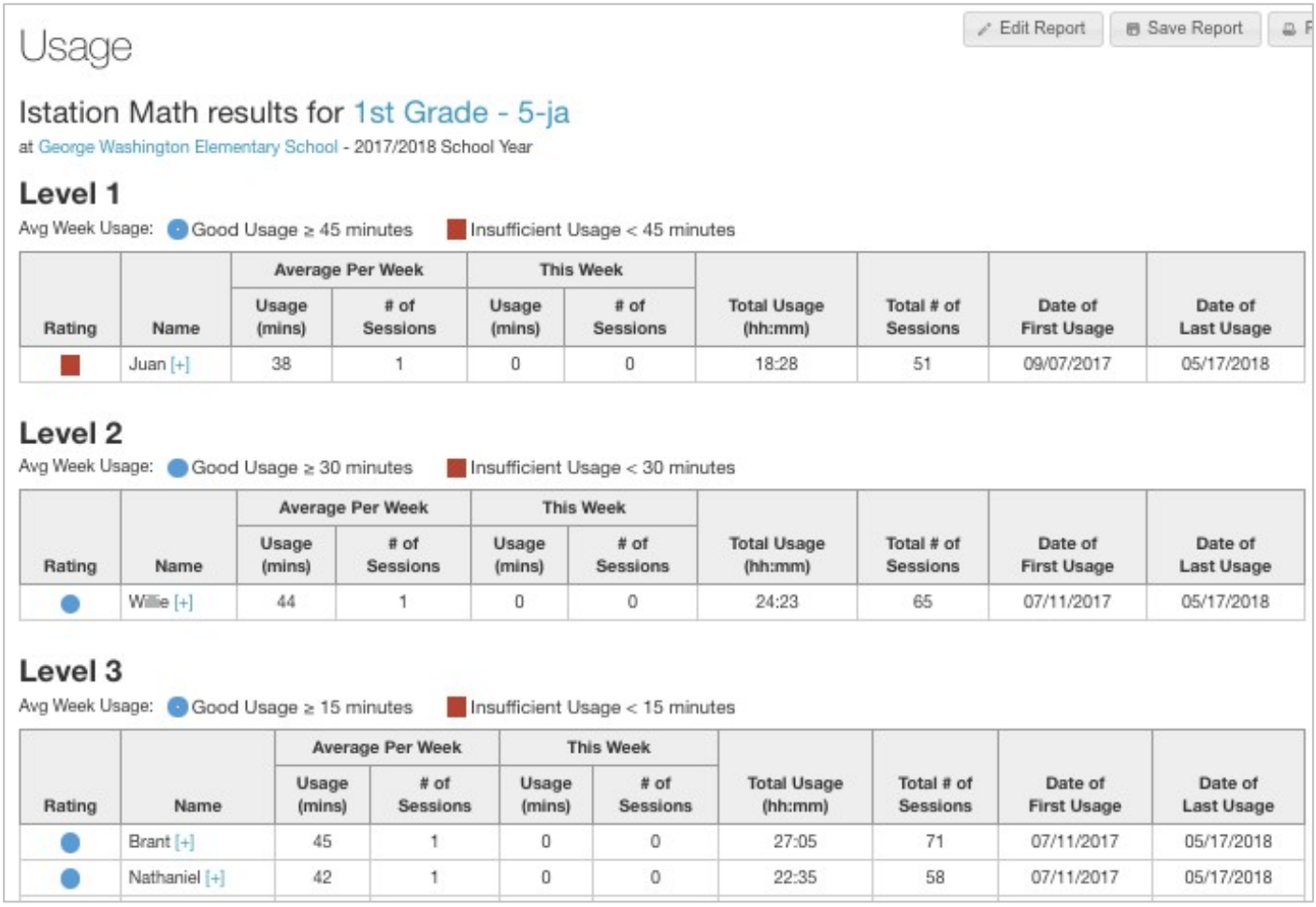
Classroom	August [+]				September [+]				October [+]			
	Total Students	Students by Tier			Total Students	Students by Tier			Total Students	Students by Tier		
		Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1
[+] 3rd Grade - 15-ja					2	2	0	0	2	1	1	0
[+] 3rd Grade - 2					16	4	3	9	16	3	2	11
[+] 3rd Grade - M					13	3	5	5	13	1	6	6

Usage

Shows recent usage for all students

The Usage report shows usage by tier or level for campuses and classrooms.

- Monitor average usage per week, number of sessions, and total usage in minutes.
- Prioritize student time on Istation when access to computers is limited.
- Evaluate and modify student usage plans as needed.



Usage

Edit Report | Save Report

Istation Math results for 1st Grade - 5-ja

at George Washington Elementary School - 2017/2018 School Year

Level 1

Avg Week Usage: Good Usage ≥ 45 minutes Insufficient Usage < 45 minutes

Rating	Name	Average Per Week		This Week		Total Usage (hh:mm)	Total # of Sessions	Date of First Usage	Date of Last Usage
		Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
■	Juan [+]	38	1	0	0	18:28	51	09/07/2017	05/17/2018

Level 2

Avg Week Usage: Good Usage ≥ 30 minutes Insufficient Usage < 30 minutes

Rating	Name	Average Per Week		This Week		Total Usage (hh:mm)	Total # of Sessions	Date of First Usage	Date of Last Usage
		Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
●	Willie [+]	44	1	0	0	24:23	65	07/11/2017	05/17/2018

Level 3

Avg Week Usage: Good Usage ≥ 15 minutes Insufficient Usage < 15 minutes

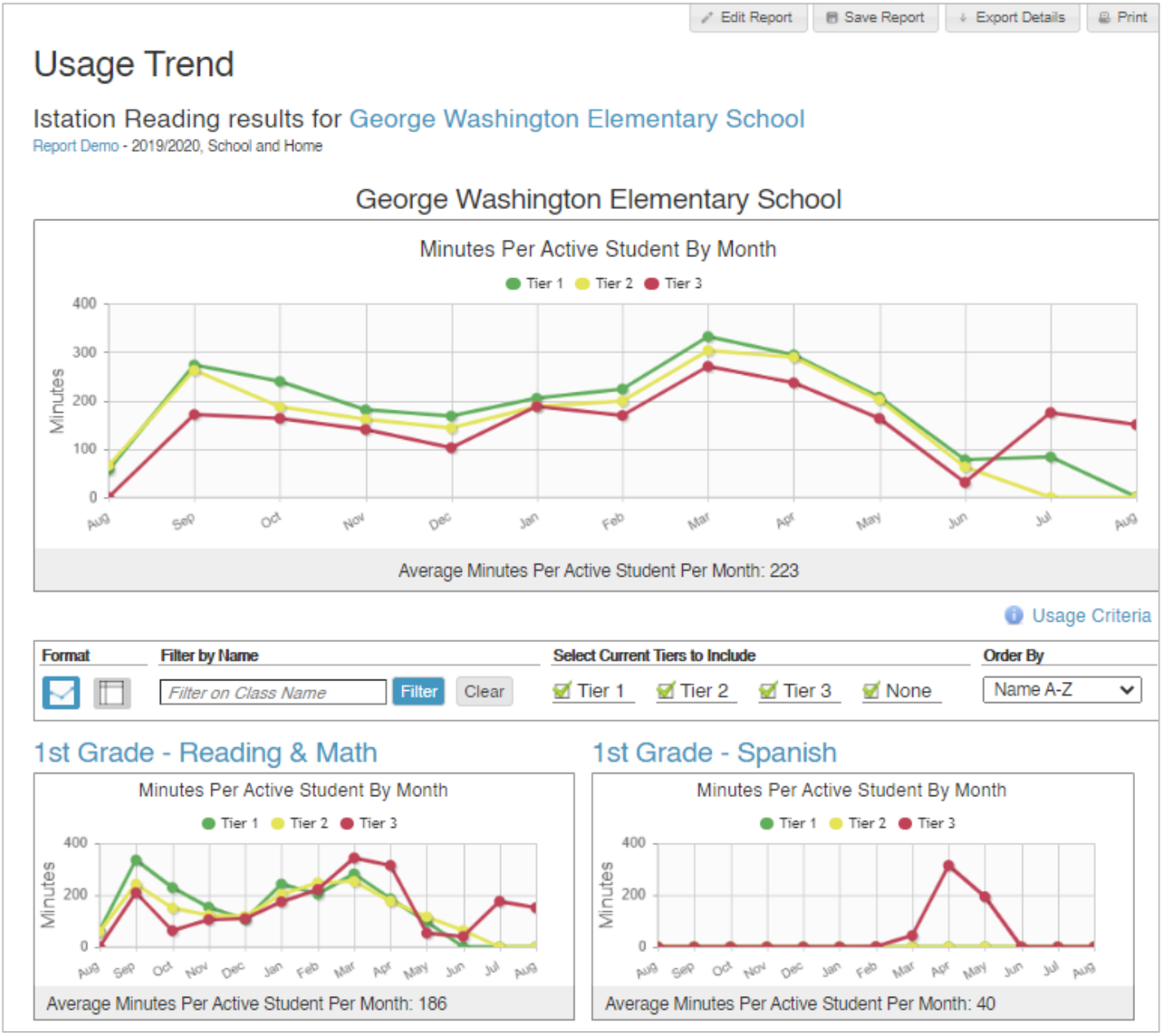
Rating	Name	Average Per Week		This Week		Total Usage (hh:mm)	Total # of Sessions	Date of First Usage	Date of Last Usage
		Usage (mins)	# of Sessions	Usage (mins)	# of Sessions				
●	Brant [+]	45	1	0	0	27:05	71	07/11/2017	05/17/2018
●	Nathaniel [+]	42	1	0	0	22:35	58	07/11/2017	05/17/2018

Usage Trend

Shows average usage across time

The Usage Trend report tracks student usage by month across the school year.

- Track usage for all active users grouped by tier or level.
- Monitor the average minutes per student for each month.
- Evaluate and modify student usage plans as needed.



Appendix B

Teacher-Directed Lessons

Characteristics of Fairy Tales

Contents

Objective: Students will learn the characteristics found in most fairy tales.

Preparation

- Materials: pencils, paper, chart paper, markers
- To save time, make charts for the mini lesson in advance.
- Make copies of the Cinderella passage for each student and the teacher.
- Make the pre-assessment (page 8) for each student and copy the recording sheet (page 9).
- Make the post-assessment (page 10) for each student.

Teacher notes

- The characteristics mini lessons can be taught in any order; however, it is suggested that setting be presented first since it is established at the beginning of the story.
- The story will not be read in its entirety during the mini lessons, so reading it at the end of the planning session will help give students context during the mini lessons.

Planning (10 min.)

- Distribute the matching game to each student. Direct students to work independently to match the pictures with the fairy-tale characteristics.
- Monitor students as they work. Use the recording sheet to mark what characteristics to teach.
- After giving the pretest, use the data to decide how to group students and which characteristics mini lesson(s) to teach.

Setting Mini Lesson (15 min.)

Introduce the Characteristic

- Facilitate a discussion about the setting of a story, ensuring students understand that the setting in any story is where and when it takes place.
- Explain that the settings of fairy tales are often similar, which is characteristic of fairy tales.

Discussion and Annotation

- Display the passage for students to see and provide them with their own copy. Direct students to read the first paragraph of the story to identify the setting. If students need assistance, use the displayed copy to help them locate where to begin reading.
- Discuss where the setting is located and ask students to show where they found the setting in the passage. Model underlining the description of the setting and annotating the text by writing the word *setting* in the margin of the passage. If students need assistance, remind them that the setting is where and when the story takes place.
- Explain that fairy tales are old stories that have been told for many years. To facilitate a discussion about the significance of the setting, ask the students, "Why do you think that the setting is different from the stories we write about our lives today?"
- Brainstorm and record some other types of descriptions for fairy-tale settings such as the following:
  - Once upon a time . . .
  - In a faraway land . . .
  - Long, long ago . . .
  - In a kingdom . . .
  - In an enchanted forest . . .

Wrap-Up Activity

- If teaching more than one characteristic today, use the Fairy-Tale Characteristics Graphic Organizer and have students fill in the *Setting* section. Save this for future use with other characteristics.
- If only teaching this one characteristic, use the Example/Non-Example Chart and have students record their representation of the characteristic and a non-example of the characteristic. Scaffold instruction as necessary.

Royalty Mini Lesson (15 min.)

Planning

Write or print character names on separate slips of paper and place in small bags for student pairs.

Introduce the Characteristic

- Facilitate a discussion about characters in a story, ensuring that students understand that the characters are who is in the story. These can be people, animals, or other things. Tell them they will learn about two different types of characters found in fairy tales.

Discussion and Annotation

- Display the passage for students to see and give them their own copy. Model for students how to look for the names of people in the story and highlight them when they find a new one. Make a list of all the characters they find in the passage.
- Distribute the character names in a small bag for each set of partners. Allow partners time to group the characters based on things they feel the characters have in common. Monitor and listen to students' conversations, but avoid giving any direction on how to sort them. After students have sorted them, let them explain how they sorted the characters and their thinking.
- Explain that now you will sort the characters into the following two groups, leaving the Good Witch out of the groups:

Group 1	Group 2
Prince King	Cinderella Stepmother Stepsisters

- Ask students what they think the characters in each group have in common. Accept all responses.
- Then explain the characteristic of *royalty* to students. Help them understand that fairy tales have special types of characters that you will find in almost all of them and that you have sorted the characters into two groups: royalty and poor characters. Explain that the word *royalty* comes from the base word *royal*. *Royal* means that someone is part of a family that rules a particular place.
- Use the following questions to help facilitate the discussion about royalty.
  - What are some other examples of royalty that you have seen or heard?
  - What are some other words that might help you determine whether characters are royalty?
- Explain that another type of character found in fairy tales is poor characters. These are usually the characters who are not royal or magic, and in many stories, some of the poor characters become royalty in the end.
- Quickly brainstorm and record some other names of both types of characters. If students have difficulty, provide some examples:

Group 1	Group 2
Prince King Princess Queen	Cinderella Stepmother Stepsisters The miller in "Rumpelstiltskin" Jane in "Rumpelstiltskin" George in "The Golden Goose"

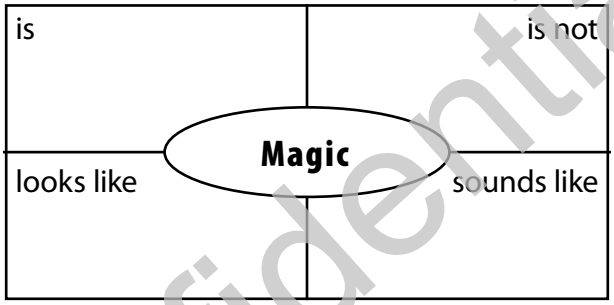
Royalty Wrap-Up Activity

- If teaching more than one characteristic today, use the Fairy-Tale Characteristics Graphic Organizer and have students fill in the portion about royal and poor characters. Save this for use with the other characteristics.
- If only teaching this one characteristic, use the Example/Non-Example Chart, and have students record their representation of each type of character and a non-example of the character. Scaffold instruction as necessary.

Magic Mini Lesson (15 min.)

Introduce the Characteristic

- Display a chart similar to the following:



- Using the chart, facilitate a discussion about magic that students have seen in movies or read about in books. Begin by asking them, "What is magic?" Let the students brainstorm a common definition for this word to go in the middle of the chart. Then fill in the outside squares to support their definition.
- Explain that magic is a characteristic of fairy tales and that they are going to look for it in the story.

Discussion and Annotation

- Display the passage for students to see and give them their own copy. Direct students to read the part of the story that begins with "*Ella ran to the garden . . .*" and to stop reading after "*. . . she disappeared.*" Remind them to look for magic in this part of the story.
- Ask students to show you where they found the magic in the story and how they knew it was magic. Model how to underline the context that helps them identify the magic, using the following examples:
  - *. . . a swirl of sparkles rose into the air.*
  - *I am a good witch.*
  - *. . . waved her magic wand.*
- Record these on the chart and brainstorm any other examples of magic they can add to the chart from other fairy tales. If students need assistance, use some of the following examples:
  - the goose's feathers in "The Golden Goose"
  - Rumpelstiltskin's turning straw to gold
  - the enchanted pea in the "Princess and the Pea"
- Explain that magic is an important characteristic of fairy tales because fairy tales all have some magic in them. Magic can come in many different forms depending on the story.

Magic Wrap-Up Activity

- If teaching more than one characteristic today, use the Fairy-Tale Characteristics Graphic Organizer and have students fill in the portion about magic. Save this for use with the other characteristics.
- If only teaching this one characteristic, use the Example/Non-Example Chart, and have students record their representation on each side of the chart.

Repetition Mini Lesson (15 min.)

Introduce the Characteristic

- Start a discussion about repetition by asking students if their parents ever tell them something more than once and why they think their parents might do this. Help students understand that the reason people tell us things more than once is so that we will remember them.
- Explain that *repetition* is a form of the word *repeat* and that repetition is a characteristic of fairy tales.
- Facilitate a discussion about why they think an author would use repetition in a story. Remind them that fairy tales were told to children over and over and help them understand that the storytellers probably used repetition so that people would remember the story.

Discussion and Annotation

- Display the passage for students to see and give them their own copy. Direct students to read the part of the story that begins with "*Ella ran to the garden . . .*" and to stop reading after "*. . . she disappeared.*" Remind them to look for repetition in this part of the story.
- Ask students to show you where they found repetition in the story and model underlining and annotating the text with the word *repetition*. Discuss the context that helps them know when something is repeating in the text, such as in the following examples:
  - *. . . waved her magic wand . . .*
  - *A second time . . .*
  - *A third time . . .*
- Brainstorm and record other examples of repetition that students have seen in other fairy tales, such as . . .
  - George's three tasks in "The Golden Goose"
  - Rumpelstiltskin's spinning gold three times
  - three chances to guess Rumpelstiltskin's name

Wrap-Up Activity

- If teaching more than one characteristic, use the Fairy-Tale Characteristics Graphic Organizer and have students fill in the portion about repetition. Save this for future use with the other characteristics.
- If only teaching this one characteristic, use the Example/Non-Example Chart, and have students record their representation on each side of the chart.

Impossible Task Mini lesson (15 min.)

Introduce the Characteristic

- Ask students if anyone has ever asked them to do something that seemed almost impossible. What was it and how did they do it? Allow students time to respond.
- Explain that characters in fairy tales typically have an impossible task to complete and that this becomes the problem in the story. Usually, magic is needed to complete the task.

Discussion and Annotation

- Display a chart similar to the following:

Impossible Task (Problem)	Magic (Solution)

- Display the passage so students can see it and give them their own copy. Direct them to read the part of the passage that begins "*Many years . . .*" and to stop reading after ". . . *she disappeared*." Remind them they are looking for an impossible task and how it is solved.
- Scaffold as necessary to help students understand the figurative language in this portion of the text, specifically for the following examples:
  - *have miles to go*
  - *catch the prince's eye*
  - *worked her fingers to the bone*
- When students have finished reading, facilitate a discussion about the impossible task/problem and the magic/solution and fill in the chart. Model how to underline the impossible task in the passage.
- Brainstorm and record some other impossible tasks from other fairy tales, such as . . .
  - drinking all the ginger ale in the castle in "The Golden Goose"
  - spinning straw into gold in "Rumpelstiltskin"

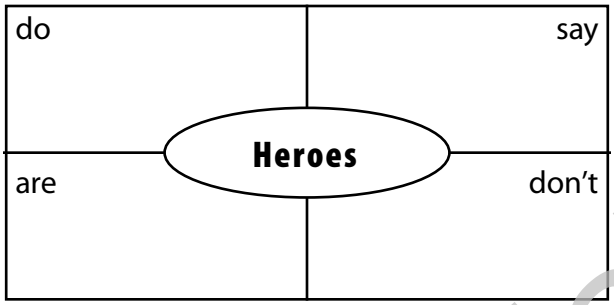
Wrap-Up Activity

- If teaching more than one characteristic today, use the Fairy-Tale Characteristics Graphic Organizer and have students fill in the portion about impossible tasks. Save this for use with the other characteristics.
- If only teaching this one characteristic use the Example/Non-Example Chart, and have students record their representation on each side of the chart.

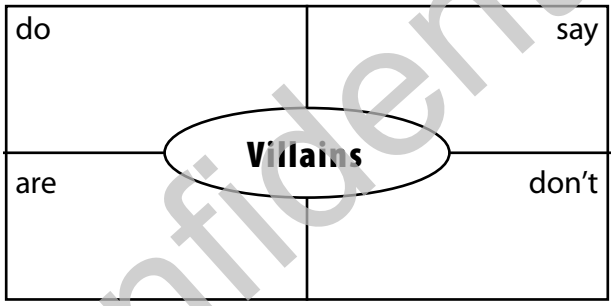
Hero vs. Villain Mini Lesson (15 min.)

Introduce the Characteristic

- Display the following chart:



- Ask students, "What is a hero?" Then facilitate a discussion to fill in the chart. If students need help, provide them with some examples of heroes in stories they have read or movies they have seen.
- Display the following chart:



- Ask students, "What is a villain?" Then facilitate a discussion to fill in the chart. If students need help, provide them with some examples of villains in stories they have read or movies they have seen.
- Explain that heroes and villains are types of characters in fairy tales, and this is a characteristic of fairy tales.

Discussion and Annotation

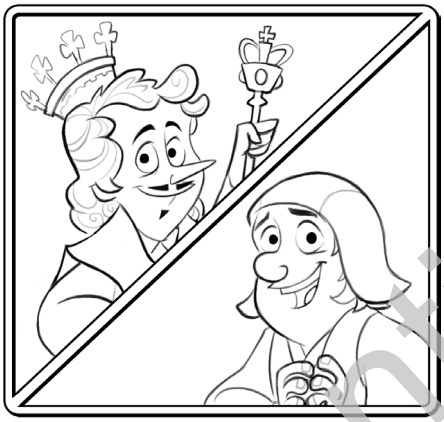
- Display the passage and give students their own copy. Model how to look through the passage and find the names of the characters. Highlight or underline each as you come to it in the story. Then record a list.
- Facilitate a discussion to decide which of the characters in the story are heroes and which are villains.
- Distribute the Hero/Villain Chart to each student. Have students choose a hero and a villain to use on the chart. Model how to look through the passage to begin filling in the chart. Then allow students to work with a partner to finish filling in the chart using the text as evidence.

Wrap-Up Activity

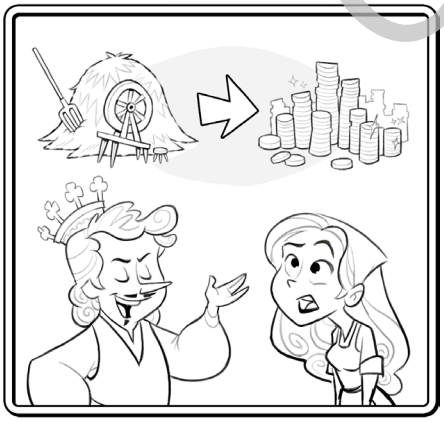
- If teaching more than one characteristic today, use the Fairy-Tale Characteristics Graphic Organizer and have students fill in the portion about heroes and villains. Save this for future use with other characteristics.

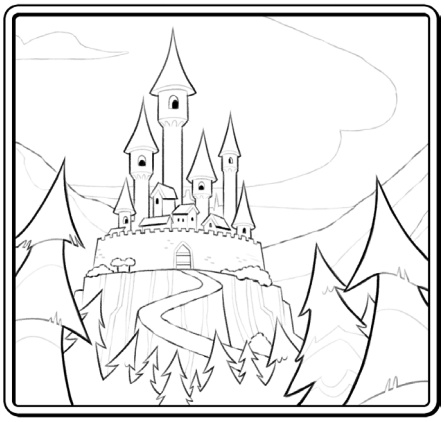
Fairy-Tale Characteristics Matching Game

Draw a line to match each example to the correct characteristic.



setting	magic	repetition	impossible task	royalty	hero vs. villain





Pre-Assessment Recording Sheet

Name	Setting	Royalty	Magic	Repetition	Impossible Task	Hero vs. Villain

Post Assessment (10-20 min.)

- Distribute a copy of the T-chart and the examples and non-examples of fairy-tale characteristics to students.
- Explain that students will use the examples and non-examples to demonstrate what they have learned about fairy-tale characteristics. They need to read each characteristic and decide whether it is an example or a non-example of a fairy-tale characteristic. Then cut it out and glue it in the correct column on the T-chart.
- Allow students time to complete the assessment.

Examples and Non-Examples of Fairy-Tale Characteristics

Examples and Non-Examples List		
Setting – Long ago and faraway		Setting – Long ago and faraway
Setting – Today at the mall . . .		Setting – Today at the mall . . .
Facts about something		Facts about something
Characters are real people.		Characters are real people.
Magic		Magic
Impossible task		Impossible task
Repeated events or repetition		Repeated events or repetition
Teaches a lesson		Teaches a lesson
The characters are animals.		The characters are animals.
There are royal and poor characters.		There are royal and poor characters.
There are heroes and villains.		There are heroes and villains.
There are steps in a process.		There are steps in a process.

Fairy-Tale Characteristics T-Chart

Examples	Non-Examples

Fairy-Tale Characteristics T-Chart

Examples	Non-Examples

Fairy-Tale Characteristics Graphic Organizer

Setting:

Begin with a common phrase.

- Once upon a time . . .
- In a faraway land . . .
- Long, long ago . . .

Setting:

Where does your story take place?

- kingdom
- enchanted forest

Characters

HERO

Name:_____

Characteristics
(Why is this person a hero?)

VILLAIN

Name: _____

Characteristics
(Why is this person a villain?)

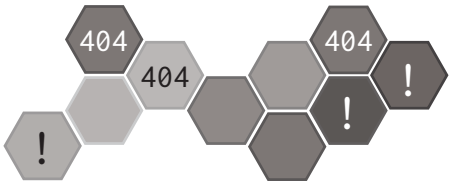
MAGIC

REPETITION

Problem or Impossible Task

Royal Characters:

Poor Characters:



Mood

Resource at a Glance

ENTRY POINT 1: Understanding and Analyzing Word Choice and Mood

30 mins

Teacher Note: Print, cut, and laminate Emoji Mood Boards (S-1) before lesson. Students will also need dry erase markers (one each) for this activity.

NexLevel: Extending the Lesson

Istation

Mood

Learning Target: analyze how the author's use of language contributes to mood.

ENTRY POINT 1: Understanding and Analyzing Word Choice and Mood

30 mins.

TEACH: Explain Mood

Give each student an Emoji Mood Board (S-1). On the whiteboard, write *How are you feeling today?* ***Use only emoji to answer on your laminated card.*** Have students use a dry erase marker to circle which emoji they feel at that moment. Monitor students to ensure they are participating. Allow them time to finish.

Who would like to share? Have a few students show their emoji boards and explain why they feel that way. **Today we are studying how authors create mood in their writing. You just used emoji to show your mood, and we will continue to use emoji to assist us during our lesson.**

Mood is how a text makes the audience feel. It can also be called the atmosphere. Authors use their words and descriptions to evoke certain feelings and reactions in their readers.

Display Passage One (T-1). **For example, let's look at this excerpt from *Wuthering Heights.*** Read the passage aloud or have a volunteer do so.

On your Emoji Mood Board, circle the emoji that you felt when you read this description. Give students a few seconds to do this. Then have them hold up their boards so you can see. Most students should have circled the emoji for *depressing* or *sad* or possibly even *scared*. **Good!**

Why did you pick that face? Have students volunteer to share or call out reasons. Write some of their reasons on the board, focusing on mood words and emotions. **So, it looks like the mood of this passage is depressing. How many of you chose an emoji that could be seen as depressing?**

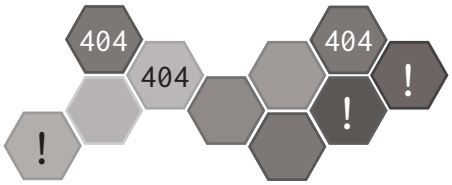
Emoji are just picture versions of mood. We're going to see how well we can translate our emoji into words. Pass out Word Choice Wheel (S-3). Display the emoji pictured below.

What emotion does this depict? Jot down answers the class calls out.

Sad is a possible answer. Use the Word Choice Wheel to navigate students through the process of finding a word with a more accurate connotation. **Look at your wheel and find *sad*. What type of sad do you think fits this emoji best?** Solicit student responses.

***Despair* is a good choice. How is *despair* different from *sad*?** Solicit student responses. **It is more intense. This emoji isn't just frowning; it has an open mouth and furrowed brows, and its eyes are swooping down with tears pouring out of them. That seems more intense than just sad.**

When describing mood, make sure that you use precise words. Sadness and despair are similar but have different connotations, or feelings, for the reader.



Mood

Learning Target: analyze how the author's use of language contributes to mood.

ENTRY POINT 1: Understanding and Analyzing Word Choice and Mood

30 mins.

TEACH: Explain Mood (cont.)

Redirect students to Passage One (T-1). **Now let's reread this passage and evaluate our mood word. So far, we have *depressed*. Look at all the blue words on your Word Choice Wheel. Do you think there is a better word than *depressed*?** Students will possibly choose *empty* or *lonely* or stick with *depressed*.

Which words from the passage led you to choose your mood word? Highlight phrases from the passage that have word choice connected with mood, such as *misty darkness* or *extinguished*. **These phrases would be good text evidence to prove why you chose the word that you did. For example, if I wanted to prove that this passage has an empty mood, I might say, "The author's use of *extinguished* leads the reader to feel that this place is empty. When something is extinguished, it is put out and leaves behind a void where light once was."**

GUIDE: Analyze Mood

Now I want you to try this process with your partner. Distribute Passage Two (S-2).

First, read the passage out loud with your partner. Then determine which mood word you think best suits the passage. Use the Emoji Mood Board if it helps you, but remember you must choose a specific and accurate word from your Word Choice Wheel. Then highlight the evidence that you believe supports your answer.

Once you have finished, raise your hand, and I will bring you a sticky note. On the sticky note, write 1 or 2 sentences that explain why you chose the word you did and what evidence you used from the text. Pass out and review the Student Discussion Rubric.

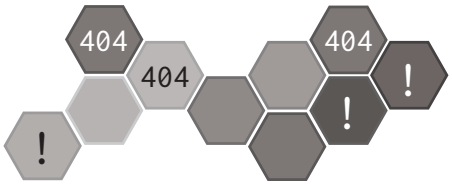
On the board, write:

What is the mood of the passage?

1. *Read the passage out loud.*
2. *Decide on a mood word with your partner.*
3. *Highlight supporting text evidence.*
4. *Raise your hand.*
5. *Write 1 or 2 sentences explaining your answer and giving your evidence.*

Circulate throughout the room to assist students and monitor progress. As students are ready, distribute one sticky note per pair. After most students are finished, announce: **When you are finished, send one person to the board with your sticky note. Put it on the board beside the question *What is the mood of the passage?*** Student answers will vary, but they should all come from the *Happy* section of the Word Choice Wheel.

Check answers and ensure that students are understanding the concept. Offer guidance as necessary.



Mood

Learning Target: analyze how the author's use of language contributes to mood.

ENTRY POINT 1: Understanding and Analyzing Word Choice and Mood

30 mins.

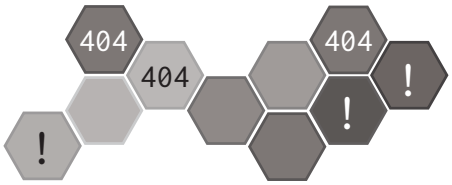
MONITOR: Practice Independently

Return to the Emoji Mood Board. Have students write one paragraph that focuses on evoking the mood of a selected emoji. The students can choose which emoji they want to represent. Have volunteers read their paragraphs while the group tries to figure out which emoji/mood is being evoked. Ask students to provide their reasoning.

Pass out copies of Mood Assessment (S-4). **I want you to read this passage and answer each question below. Notice that you must write evidence for each answer.**

Have students turn in their assessments according to your classroom procedures. Use data from this assessment to help you plan further instruction.

ANSWER KEY: 1. b 2. b 3. Answers will vary.

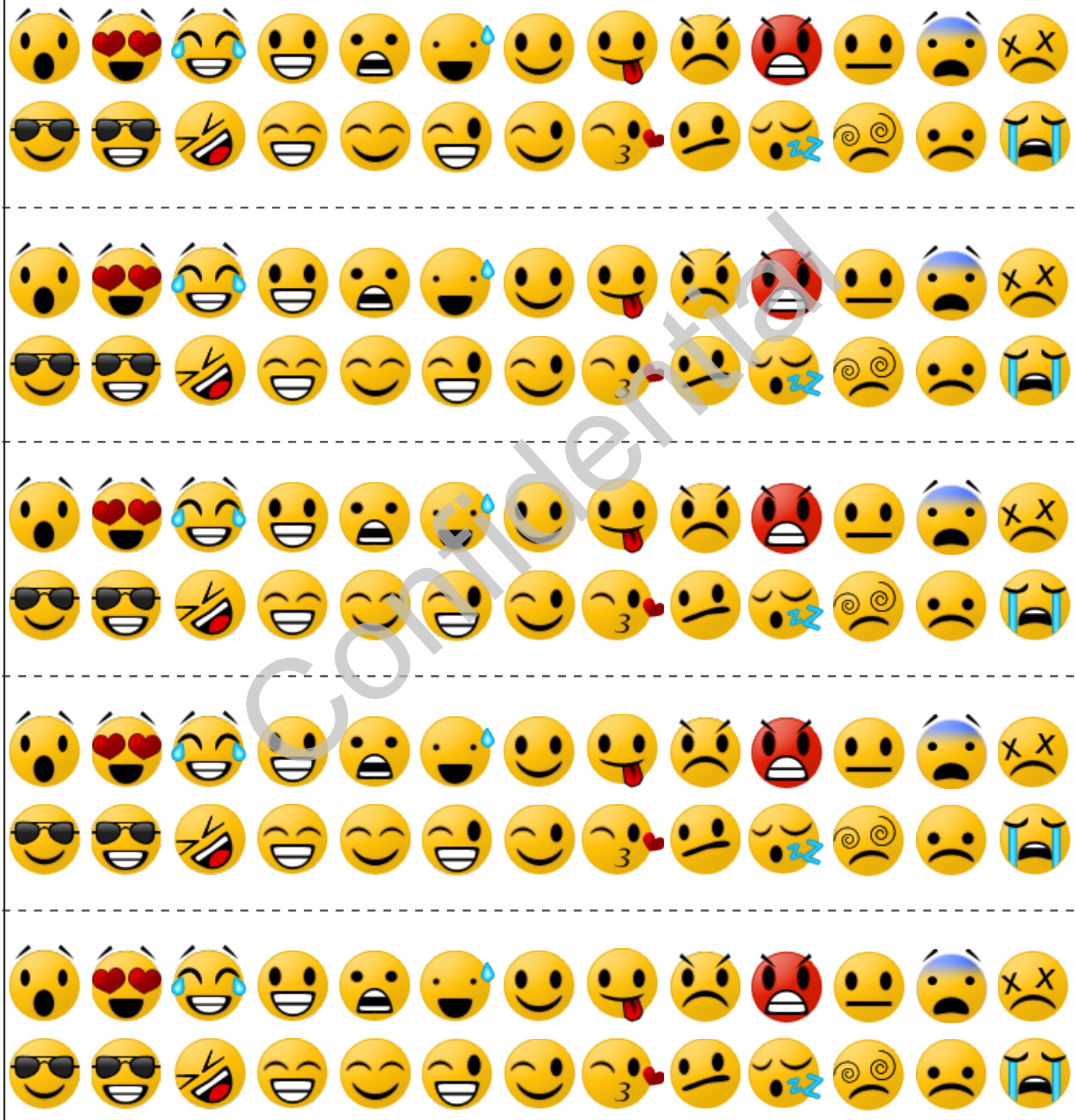


T-1: Passage One

From *Wuthering Heights* by Emily Bronte

There was no moon, and everything beneath lay in misty darkness: not a light gleamed from any house, far or near all had been extinguished long ago: and those at Wuthering Heights were never visible . . .

S-1: Emoji Mood Board



S-2: Passage Two

S-2: Passage Two

The sun was streaming through the soft white curtain. The songbirds sang happily from the cherry trees blooming in the yard. Miranda hummed to herself as she painted. The walls, which had once been a deep gray, were rapidly becoming daffodil yellow. Her paint roller danced across the wall, leaving sunshine in its wake.

S-2: Passage Two

The sun was streaming through the soft white curtain. The songbirds sang happily from the cherry trees blooming in the yard. Miranda hummed to herself as she painted. The walls, which had once been a deep gray, were rapidly becoming daffodil yellow. Her paint roller danced across the wall, leaving sunshine in its wake.

S-2: Passage Two

The sun was streaming through the soft white curtain. The songbirds sang happily from the cherry trees blooming in the yard. Miranda hummed to herself as she painted. The walls, which had once been a deep gray, were rapidly becoming daffodil yellow. Her paint roller danced across the wall, leaving sunshine in its wake.

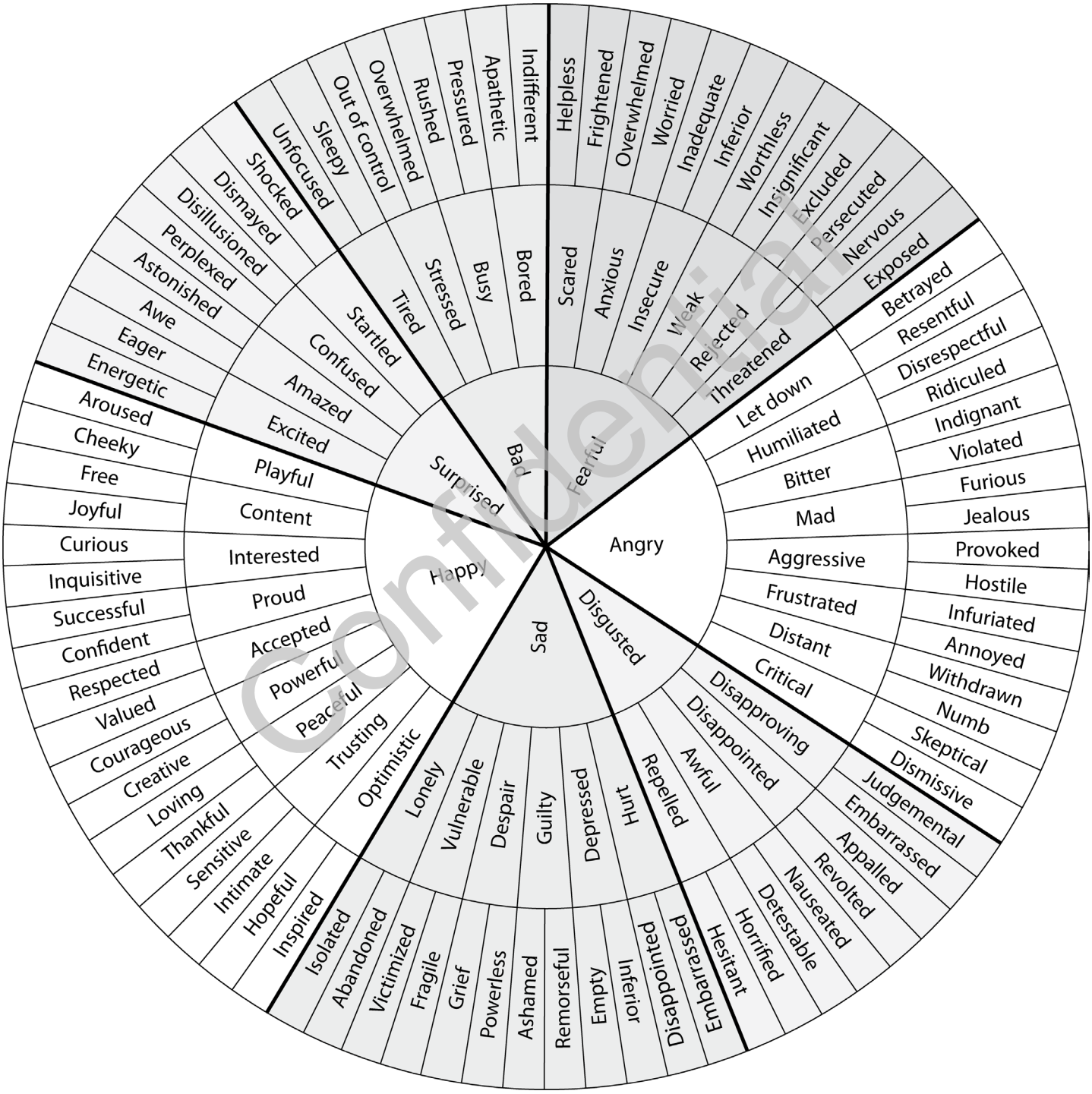
S-2: Passage Two

The sun was streaming through the soft white curtain. The songbirds sang happily from the cherry trees blooming in the yard. Miranda hummed to herself as she painted. The walls, which had once been a deep gray, were rapidly becoming daffodil yellow. Her paint roller danced across the wall, leaving sunshine in its wake.

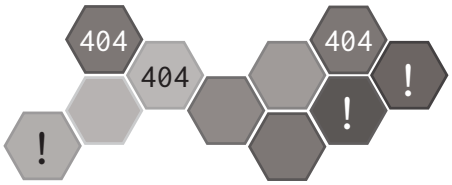
S-2: Passage Two

The sun was streaming through the soft white curtain. The songbirds sang happily from the cherry trees blooming in the yard. Miranda hummed to herself as she painted. The walls, which had once been a deep gray, were rapidly becoming daffodil yellow. Her paint roller danced across the wall, leaving sunshine in its wake.

S-3: Word Choice Wheel



Istation



S-4: Mood Assessment

Directions: Answer each question using the passage. Write an explanation and give your evidence for each question.

Excerpt from *The Midnight Prowler* by Jessica Peters

There was a desert **current** flowing that night. It was one of those hot, wet **Santa Anas** that comes down through the mountain passes, curls your **dorsal**, and makes your nerves jump and your scales itch. On nights like this, every party ends in a fight. Anything could happen.

Everyone was **nestled** away in the ornaments they called home: an old ship, a hollow skull, a boot much too small for any human foot. The seconds went by on tiptoe with their fingers to their lips.

Then just like that, the silence was shattered by a girl too good for this world.

Glossary:

current (noun) – a flow, as of a river

dorsal [fin] (noun) – relating to the back side or the fin on an animal's back

nestled (verb) – to lie close and snug, like a bird in a nest

Santa Anas (noun) – blustery, dry, and warm (often hot) winds that blow out of the desert

1. Which of the following words best describes the mood of the passage as a whole?

   a. excited b. foreboding c. confused d. remorseful

Evidence: _____

2. How does the following sentence create the mood in *The Midnight Prowler*? "It was one of those hot, wet **Santa Anas** that comes down through the mountain passes, curls your **dorsal**, and makes your nerves jump and your scales itch."

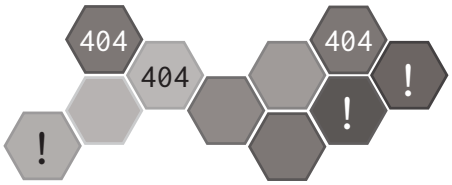
   a. The inclusion of the weather makes the reader believe that this is a real place.
   b. The description of a dorsal curling and nerves jumping makes the reader feel anxious.
   c. Scales and dorsals both describe fish, so the reader knows this takes place in an aquarium.
   d. Including mountain passes makes the reader feel adventurous.

3. In 2 or 3 sentences, explain why you think the author chose this mood for the story. Include text evidence where applicable.

_____

_____

_____



Student-Led Discussion Rubric

All good discussions require students to be active listeners, articulate their arguments, and productively exchange with their peers.

	5 points **Highly Effective**	3 points **Effective**	1 point **Developing**	0 points **Weak**
Active Listening	❑ **Consistently** summarizes what others say ❑ Often asks clarifying questions that build on others' ideas ❑ Always responds appropriately by making thoughtful comments	❑ **Sometimes** summarizes what others say ❑ Sometimes asks clarifying questions that may or may not build on others' ideas ❑ Usually appropriately by making comments	❑ **Rarely** summarizes what others say ❑ Rarely asks clarifying questions ❑ Rarely responds appropriately	❑ Fails to meet criteria
Communication	❑ **Consistently** uses clear communication ❑ Expertly gives and/or follows oral instructions that include multiple steps to perform a task, answer a question, or solve a problem (when applicable)	❑ **Sometimes** uses clear communication ❑ Adequately gives and/or follows oral instructions that include multiple steps to perform a task, answer a question, or solve a problem (when applicable)	❑ **Rarely** uses clear communication ❑ Rarely gives and/or follows oral instructions that include multiple steps to perform a task, answer a question, or solve a problem (when applicable)	❑ Fails to meet criteria
Participation	❑ **Consistently** asks for and considers suggestions from other group members ❑ Consistently takes notes during the discussion ❑ Thoughtfully identifies points of agreement and/or disagreement among group members	❑ **Sometimes** asks for and considers suggestions from other group members ❑ Sometimes takes notes during the discussion ❑ Identifies points of agreement and/or disagreement among group member	❑ **Rarely** asks for and considers suggestions from other group members ❑ Rarely takes notes during the discussion ❑ Sometimes identifies points of agreement and/or disagreement among group members	❑ Fails to meet criteria
Engagement	❑ **Consistently** engages in meaningful discourse ❑ Consistently provides constructive feedback to group members ❑ Consistently accepts and incorporates constructive feedback from group members	❑ **Sometimes** engages in meaningful discourse ❑ Sometimes provides constructive feedback to group members ❑ Sometimes accepts and incorporates constructive feedback from group members	❑ **Rarely** engages in meaningful discourse ❑ Rarely provides constructive feedback to group members ❑ Rarely accepts and incorporates constructive feedback from group members	❑ Fails to meet criteria

Total Score:

% Grade (Total Score × 5):

Comments:

Mood

NexLevel: Extending the Lesson

Gamify

- Create a slideshow or kahoot (kahoot.com) with various passages that show a certain mood. Have students work individually or in groups to guess what mood is present in each passage. Allow for a bonus point if students can point out the text evidence behind their correct answer.

Create

- Have students create a mood board. Assign each student a different mood word. Students will clip pictures from magazines, print photos, or use whatever supplies are on hand to create a poster that evokes their assigned mood. Then have students write a paragraph explaining how their mood board evokes the assigned mood.

Write

- Have students pick a mood they want to capture and have them write a short story using specific language to evoke their desired mood. Stories can be shared with the class or published in a class anthology.

Research

- One of the moodiest literary movements was Gothic horror. Assign students an author (Edgar Allen Poe, H.P. Lovecraft, etc.) from the genre. Have them research the author and at least one of the author's passages and either write a report or create a presentation about their findings.

Unit 24
Measurement – Enough Money?

Resource at a Glance

Primary Skills Addressed

- **Identifying the value of coins and compare amounts of money**

Supporting Skills

- **Knowing how to skip count**
- **Knowing the names and values of quarters, dimes, nickels, and pennies**
- **Understanding that a cents sign is used to indicate a value in cents**
- **Skip counting by coin value to determine the total of a collection of coins**

Unit 24
Measurement – Enough Money?

Teacher Directed Lesson

Lesson Objective

Students will correctly find the total value of a group of coins in order to determine if the amount is enough to purchase items.

Prerequisite Skills and Knowledge

- Knowing the names and values of quarters, dimes, nickels, and pennies
- Knowing that a cents sign is used to indicate a value in cents
- Knowing how to skip count

Vocabulary

dime – the ten-cent coin in US currency; round, silver in color and with ridges around the edges

nickel – the five-cent coin in US currency; round, silver in color and with smooth edges

penny – the one-cent coin in US currency; round, copper-brown in color and with smooth edges

quarter – the twenty-five-cent coin in US currency; round, silver in color and with rides around the edges

Materials and Resources

- Teacher Resource 1: Coins (precut)
- Teacher Resource 2: Model Cards (precut)
- Student Resource 1: Coin Stories (precut)
- Student Resource 2: Mixed Coins (precut)
- Student Resource 3: Enough Money? Game Board (one per group of 3-4 students)
- Student Resource 4: Coin Spinner (one per group of 3-4 students)
- counters or other small objects for game markers (one per student)
- large paper clip (one per group of 3-4 students)
- pencil (one per group)

Additional Accommodations

- If working one-on-one with a student, participate in the student discussion times.
- Real or plastic manipulative coins may be used instead of Teacher Resource 1.
- If students are using manipulatives that are new to them, give 2-5 minutes of free exploration time prior to their use in the lesson. This exploration time will allow students to become familiar with the objects and get the "play" out of the way before it is time to work with them.
- During the Model section, you may write the "count" of the coin(s) on the groups.
- While counting groups or mixed coins, you may circle the coins with the greatest value and/or circle like coins with different colors to indicate the ones that will be counted first.
- For students who need or want additional practice, this lesson may be used as a learning center activity.
- This lesson can be repeated multiple times using different values to address individual student needs.

Unit 24
Measurement – Enough Money?

Note: Words in bold are said aloud by the teacher.

Introduction

When I'm shopping, I always ask myself an important question "Do I have enough money to purchase, or buy, what I want?" If the answer is "no, I don't have enough money," then I can't get what I want or need. Today we're going to work together to find the value of a group of coins to determine if there's enough money to purchase certain items.

Model

Display Teacher Resource 1. **These strips have the names and pictures of the coins we use, and this will help us determine the total value of a group of coins.** Review the values of the coins by asking students to point to the coin that is worth a certain value. Continue until each coin has been reviewed. Praise correct responses and correct inaccurate identification.

Now let's look at some items and decide if we have enough money to buy them.

- Display and read one of the Model Stories from Teacher Resource 2.
- **Which of these coins could we use to pay for this item? How do you know?**
- Have students choose a coin from Teacher Resource 1 that has the value of the coin needed in the model story.
- Repeat this process until all stories and coins have been matched.

Nice work finding the coins needed to purchase these items based on their value. Now let's work together to do the same thing using a group of coins.

Guided Practice

I have a few more stories that I need your help in determining if there is enough money to buy the items. Read card #1 from Student Resource 1. **How much money does Kim need to buy the bag of chips?** *(Thirty-three cents.)* **That's right! Kim needs thirty-three cents.**

Display the coin cards from Student Resource 2. **These cards show groups of mixed coins with different values. We want to see if one of them has the amount Kim needs.**

Point to card D. **Let's count the value of the coins on this card. When counting a group of mixed coins, we begin with the coins that have the greatest value — which is a quarter this time. Then we'll continue counting the remaining coins' values.**

Count with me. Point to each coin as you count it. **Twenty-five, thirty-five, thirty-six, thirty-seven. Thirty-seven cents. Does Kim have enough money?** *(Yes.)* **How do you know?** *(Thirty-seven cents is more than thirty-three cents; the group/collection of coins make up more than the amount needed to buy the chips.)* Remove cards 1 and D.

Guided Practice (Cont.)

Here's another story for you. Read card #2 from Student Resource 1. **How much does the small toy cost?** *(Twenty-eight cents.)* **Correct.**

Do you see a set of coins that shows at least twenty-eight cents? Allow students to count the groups of mixed coins and determine that there isn't a group with enough money. **You are correct. None of these sets of coins have enough value to buy the toy for twenty-eight cents.** Remove card #2.

Repeat the process with the remaining two stories. Then remove the story and coin cards.

Answer Key: Nick will have enough money. Bob will not have enough money.

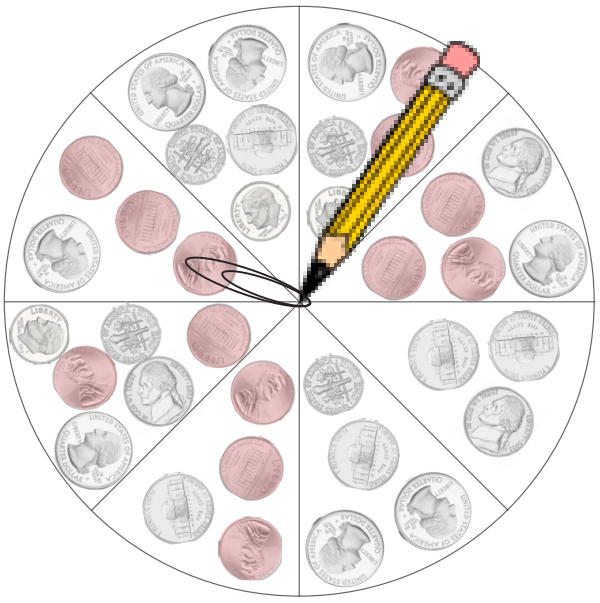
Independent Practice

Since you're doing such a great job of finding the total value of a group of coins, let's play a game. Display Student Resource 3. **Enough Money? is a game where we will determine if we have enough money to purchase, or buy, items. This game board has items on it, and we'll be using the spinner** — display Coin Spinner from Student Resource 4 — **to determine how much money we have and if it's enough to purchase the items on the board.**

Game Rules:

Everyone begins at START.

1. **Look at the item in the next space.**
2. **When it's your turn, spin to find the total value of the coins for this purchase.**
   - **If there is enough money to purchase the item, move your counter there.**
   - **If there isn't enough money, your counter stays where it is.**
3. **The game is over when someone reaches FINISH.**



If time runs out before someone gets to the FINISH space, the player that has progressed the farthest is the winner.

Group students into sets of three or four. Give the group a copy of Student Resource 3 and show them how to use the pencil and paper clip as a spinner with Student Resource 4.

Evaluation and Feedback

- When trying to determine if there is enough money to purchase the item:
  - **How much money do you need to buy that item?**
  - **When counting coins, start counting from the greatest value to the least value.**
- **Add up the total value of the group of coins to compare it to the cost of each item.**
- **Remind students to begin at zero when counting each new group.**

Closure

Awesome work today! Being able to find the total value of a group of coins will help you make better purchasing choices.

Unit 24
Measurement – Enough Money?

Coins

penny

nickel

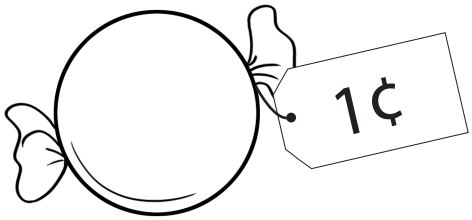
dime

quarter

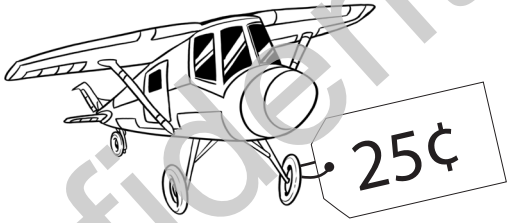
Unit 24
Measurement – Enough Money?

Model Cards

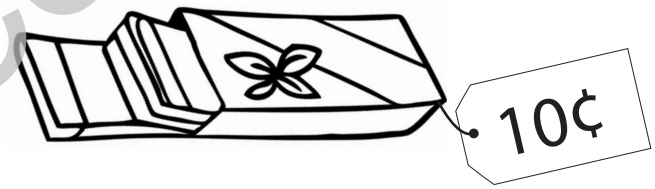
I saw a piece of candy. It costs one cent.
Do I have enough money?



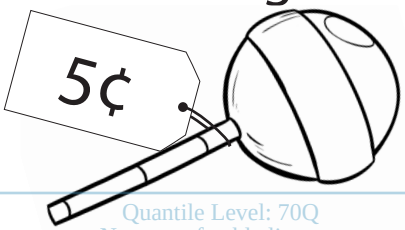
A small toy airplane costs twenty-five cents.
Do I have enough money?



I want to get a pack of gum. It costs ten cents.
Do I have enough money?

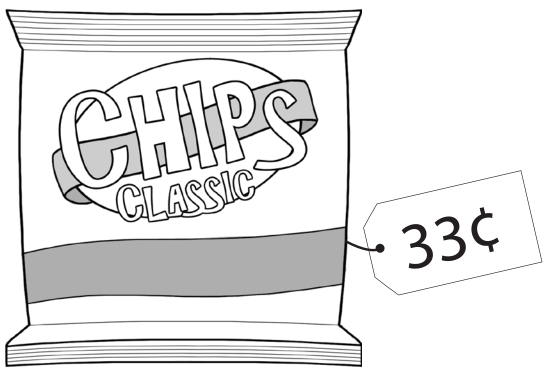


I saw a lollipop that costs five cents.
Do I have enough money?



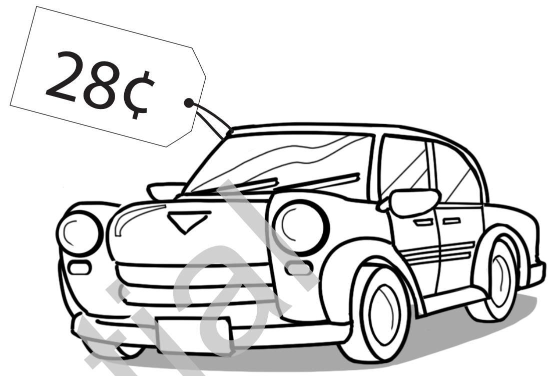
Coin Stories

1.



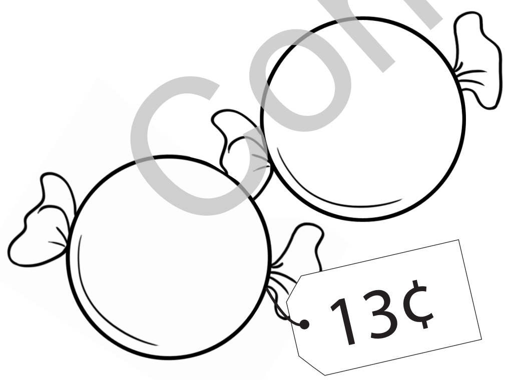
Kim is hungry and wants to buy a bag of chips. Chips cost thirty-three cents. Does Kim have enough money?

2.



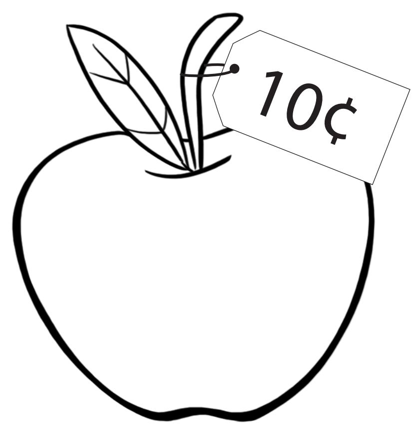
A small toy costs twenty-eight cents. Nelly would like to buy it. Does he have enough money?

3.



Nick wants to buy two pieces of candy that cost a total of thirteen cents. Does Nelly have enough money?

4.



Bob loves apples. Apples are on sale for ten cents each. Does Bob have enough money for an apple?

Istation MATH

Unit 24
Measurement – Enough Money?

Mixed Coins

A.

B.

C.

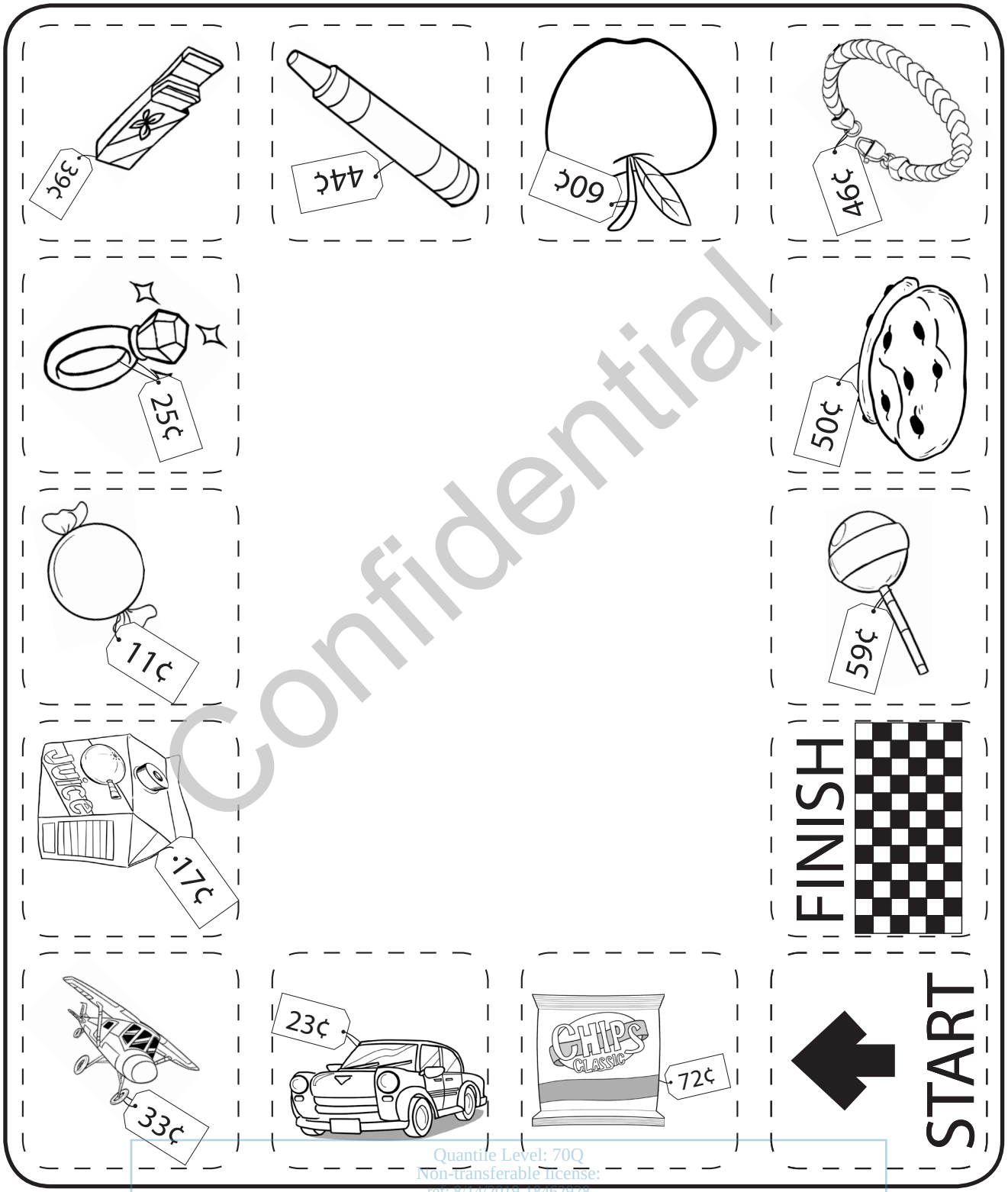
D.

Istation

Istation MATH

Unit 24
Measurement – Enough Money?

Enough Money? Game Board

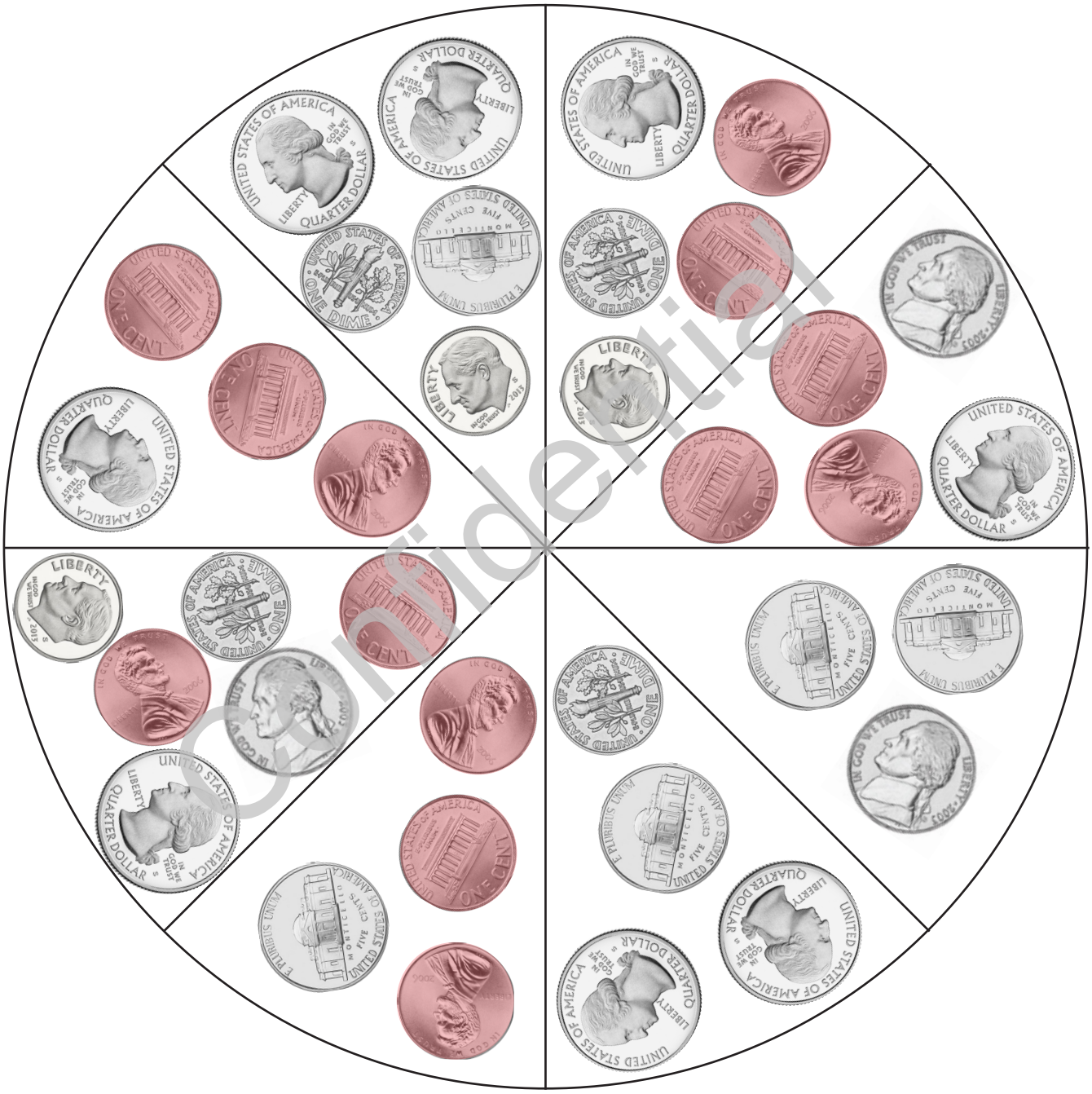


Istation

Istation MATH

Unit 24
Measurement – Enough Money?

Coin Spinner



Istation

ISIP Math Teacher Resource: Modeling Slope and Rate of Change

Resource at a Glance

Grade Level: 7

CFP 1: Number and Operations and Algebra and Geometry: Developing an understanding of and applying proportionality, including similarity

IES Recommendation 5: Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.

Istation

Teacher-Directed Lesson

Lesson Objective

Students will graph proportional relationships and determine the slope of the line by modeling it visually and abstractly. They will also identify that the slope of a line is the same as the rate of change.

Prerequisite Skills and Knowledge

- Graphing ordered pairs
- Simplifying fractions
- Basic operations with rational numbers
- Calculating rate of change

Materials and Resources

- Pencils
- Paper
- Teacher Resource 1 (optional)
- Independent Practice
- Graph paper

Additional Accommodations

Tiers 2 and 3: Students receiving interventions may benefit from having additional support when working with rate of change and slope. It may be helpful to only focus on the concrete and/or the pictorial methods for finding slope before introducing the abstract method. Teachers could also give students problems where the table of values already has a simplified rate of change given (e.g., cost per 1 hour). For instance, in the lesson to follow, the table could be modified as follows:

Time (hours)	1	2	3	4
Cost (dollars)	2	4	6	8

Students may also benefit from having an additional review of how to plot points on a coordinate grid when given a table of values.

Vocabulary

slope – a number describing the steepness of a line; otherwise known as rate of change

proportional – two quantities are proportional if one is a constant multiple of the other

ISIP Math Teacher Resource: Modeling Slope and Rate of Change

Note: Words in bold are said aloud by the teacher.

Introduction

In today's lesson, you will be looking at linear functions in real-world situations and comparing the rate of change to the slope when the points are graphed.

Before we start the lesson, let's review what we know about proportional relationships. What can you remember about proportional relationships? Elicit responses. *(Two ratios equal to each other, multiplied by a factor, when graphed, the line goes through the origin, equation y = kx.)*

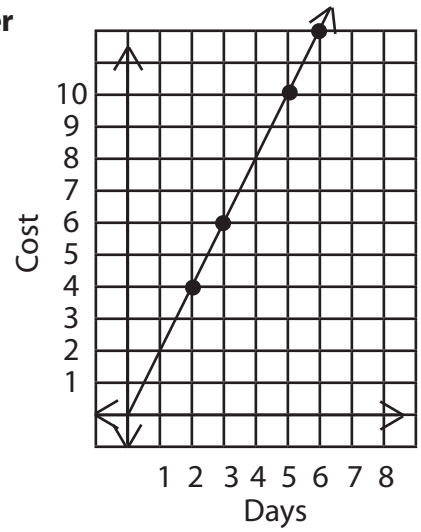
Model

To investigate slope, we are going to first model pictorially with graph paper and then abstractly with an equation. Let's look at the situation on the board. Project Teacher Resource 1 or draw the table and write the problem on the board as shown below. **Who can explain what the table represents?** Elicit responses. (*The number of days; the cost in dollars; the amount of money it will cost to when renting the game for the number amount of days listed.*)

The table below shows the cost of renting a video game for different numbers of days. Graph the points and find the slope of the line. Compare the slope of the line to the rate of change in the table.

Number of days (x)	2	3	5	6
Cost in dollars (y)	4	6	10	12

Now we are going to model it on a graph. Label your graph paper like this. Point to the graph on Teacher Resource 1 or draw it on the board, as shown to the right, waiting to plot and connect the points.



Go ahead and plot the four points from the situation on your grid and draw a line to connect them. Give students a minute to graph the points. Do the same on your model as shown to the right.

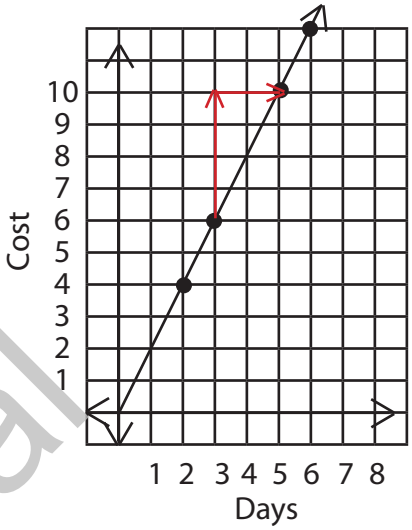
We are now going to find the slope of this line. The slope of a line describes the steepness of the line and is written as a fraction where the numerator is the difference between the *y*-values of your coordinates and the denominator is the difference between the *x*-values of your coordinates. One easy way to remember slope is $\frac{\text{rise}}{\text{run}}$. Write $\frac{rise}{run}$ on the board.

We are going to draw arrows to count the rise and the run and calculate the slope. Put your pencil on (3, 6). Now, count the number of spaces that you must rise to get to the next point.

Istation

Model (cont.)

You can draw an arrow to help you count the spaces. Model this for students, as shown in red. **How many spaces did we rise?** *(4.)* **That's right. Let's write 4 as the numerator of our slope.** Add to the equation on the board: $\frac{rise}{run} = \frac{4}{\ }$.



Now, let's determine the run, the change in *x* values. Draw an arrow from where your pencil ended to the next point on the graph to help you count the spaces. Model this for students, as shown in red. **How many spaces did you run?** *(2)* **Good. Let's put 2 as the denominator of our slope.** Complete the equation on the board: $\frac{rise}{run} = \frac{4}{2}$.

What is this fraction in simplified form? *(2.)* **So, our slope is 2. This makes sense because we can also count from (2, 4) to (3, 6) a rise of 2 and run of 1 for $\frac{2}{1}$.** Write $\frac{2}{1}$ on the board.

Abstract

We are going to learn one more method to find the slope of a line. This time, we are going to find the rise and the run algebraically. We can calculate the slope by determining the change in *y* values and the change in *x* values, as noted in the equation on the board. Write the equation on the board: $slope = \frac{rise}{run} = \frac{y_2 - y_1}{x_2 - x_1}$

To find the slope using this equation, we need to pick two different points from our line. Let's use (2, 4) and (5, 10). First we need to plug the *y*-values and *x*-values into the equation. Point to each part in the equation as it is described. **Do this on your paper with me.**

The first variable, y_2, is the *y*-value in the second ordered pair. What is y_2? *(10.)* **Let's put this value into the equation.** Write these values in the equation on the board as they are discussed, as shown below. **The second variable, y_1, is the *y*-value in the first ordered pair. What is y_1?** *(4.)* **x_2 is the *x*-value in the second ordered pair. What is x_2?** *(5.)* **x_1 is the *x*-value in the first ordered pair. What is x_1?** *(2.)* The equation written on the board should look like this:
$slope = \frac{rise}{run} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{10 - 4}{5 - 2}$

Finally, we need to simplify our expression. What is 10 – 4? *(6.)* **What is 5 – 2?** *(3.)* **After performing subtraction, what is our fraction?** *($\frac{6}{3}$)* **Great! What is $\frac{6}{3}$ in simplest form?** *(2.)* **Therefore, the slope is 2.**

This matches what we found when we plotted the points on our graph paper. Each time we chose different points but found the same slope. Why do you think this is? Elicit responses. **The slope is the steepness of the line. Regardless of which points you choose, the steepness will be the same. The rate of change is constant.**

The problem challenges us to compare the rate of change from the table with the slope of the line. We need to determine the rate of change in cost with respect to time. In other

Model (cont.)

words, we want to find the cost per day. Take a moment to look at the table and determine the rate of change. Give students a minute to calculate the rate of change.

What is the rate of change from the table? (*$2 per day.)* **How did you determine the rate of change?** *(Divided the cost by the number of days.)* **We can find the rate of change by dividing the cost by the number of days. 4 ÷ 2 = 2; 6 ÷ 3 = 2; 10 ÷ 5 = 2; and 12 ÷ 6 = 2. So, 2 is the rate of change. When we label this, we would write it as *$2 per day* or *2 dollars/day*.**

This situation is a proportional relationship. On day 0, the cost of renting a video is zero dollars. You can see this on the graph when the line is extended; it goes through the origin (0, 0).

What do you notice about the rate of change and the slope? (*They are equal.*) **The rate of change is the same value as the slope. This is because slope is the rate of change in a proportional relationship.**

Guided and Independent Practice

Make sure each student has a pencil and paper. Guide students through solving each problem. Project Teacher Resource 1 or write the following problems on the board. Ask students to work through the problems to find the rates of change from the table and graph the information to find the slope. Ask them to then confirm that the slope and rate of change are the same values.

1. The table below shows the distance a track runner runs over time. Find the rate of change in distance with respect to time. Then, graph the points and find the slope of the line.

Time (minutes)	0	2	4	6
Distance (meters)	0	640	1280	1920

2. The table below shows the cost of different numbers of boxes of cookies. Find the rate of change in cost with respect to the number of boxes. Then, graph the points and find the slope of the line.

Number of boxes	3	5	8	10
Cost in dollars	12	20	32	40

When students demonstrate complete understanding, give each student a copy of the Independent Practice worksheet. Have students complete the problems independently.

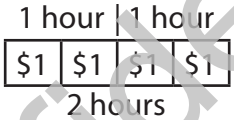
Istation

Evaluation/Feedback

Review independent practice problems with students. Ask a student volunteer to read a problem and then explain how he or she solved it. Make sure the student verbalizes in the way you verbalized in the teacher model. Write the solution out for the students as the student volunteer walks you through the solution, or if the student is comfortable writing out the solution on his or her own, have him or her write the solution on the board as he or she describes his or her reasoning. If the student struggles to come up with an answer or explanation, ask guiding questions to help him or her find the solution.

Reteaching/Extensions

Students may need additional guided practice opportunities if they struggle to correctly find the rate of change, graph the information, or find the slope. If students struggle to find the rate of change, reteaching opportunities could focus on teaching students strategies to use while working these problems. For example, a diagram could be drawn that models the information in the table to assist them in determining the rate of change. Here is an example of a diagram that could be used in the lesson above.



Students may also need help graphing the information and/or computing the slope. Additional reviews of these skills may be necessary as well.

To extend this lesson, students could practice writing equations to describe the relationships in the tables and the graphs. They could write the equations in the form $y = kx$, where k is the slope. Additionally, examples with negative slopes could be introduced as extensions.

Closure

Remind students that the objective of the lesson was to graph proportional relationships and determine the slope of the line by modeling it visually and abstractly. Ask students to reflect on other real world situations where these strategies could be used.

ISIP Math Teacher Resource: Modeling Slope and Rate of Change

Answer Key

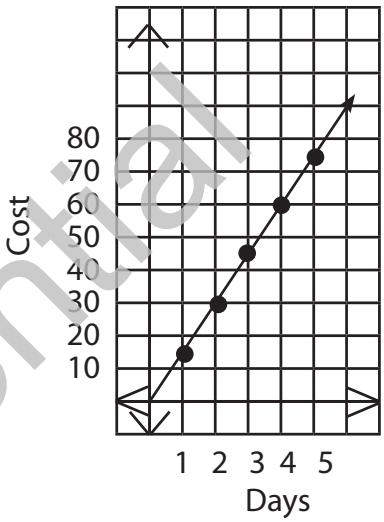
Guided Practice:

1. slope (rate of change) = 320 meters per minute
2. slope (rate of change) = $4 per box

Independent Practice:

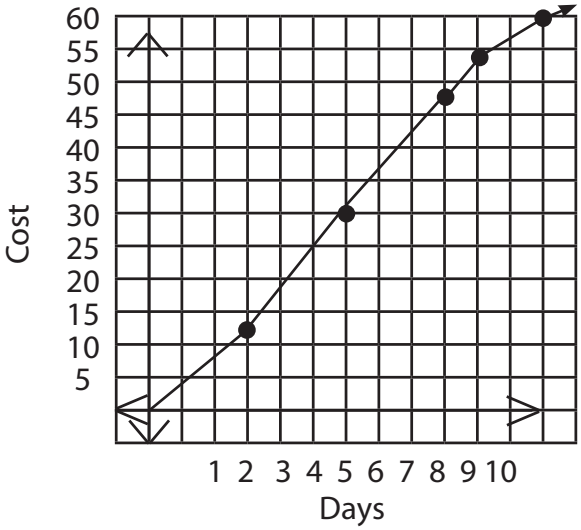
Days	1	2	3	4	5
Total Number of Minutes Margaret studied	15	30	45	60	75

slope (rate of change) : 15 minutes studied/day



Books	2	5	8	9	10
Total Cost	12	30	48	54	60

slope (rate of change) : $6/book



ISIP Math Teacher Resource: Modeling Slope and Rate of Change

Teacher Resource 1

This table shows the cost of renting a video game for different numbers of days. Graph the points and find the slope of the line. Compare the slope of the line to the rate of change in the table.

Number of days (x)	2	3	5	6
Cost in dollars (y)	4	6	10	12

Guided Practice Problems:

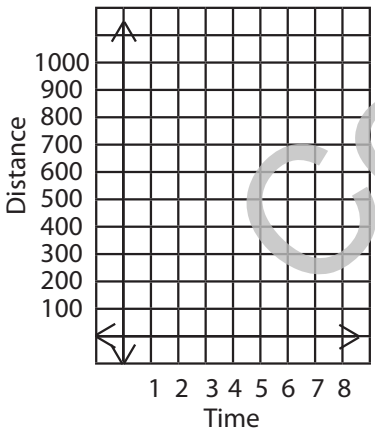
1. The table below shows the distance a track runner runs over time. Find the rate of change in distance with respect to time. Then, graph the points and find the slope of the line.

Time (minutes)	0	2	4	6
Distance (meters)	0	640	1280	1920

2. The table below shows the cost of different numbers of boxes of cookies. Find the rate of change in cost with respect to the number of boxes. Then, graph the points and find the slope of the line.

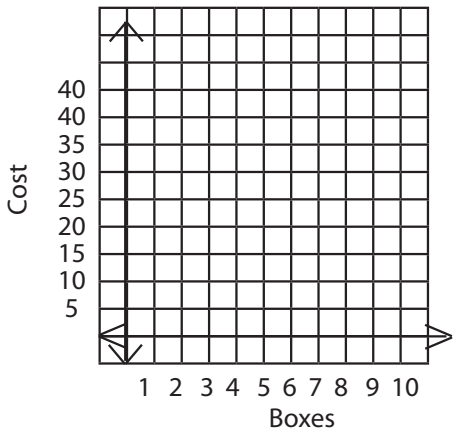
Number of boxes	3	5	8	10
Cost in dollars	12	20	32	40

Grid 1



slope (rate of change):
_____meters/minute

Grid 2



slope (rate of change):
_____cost/day

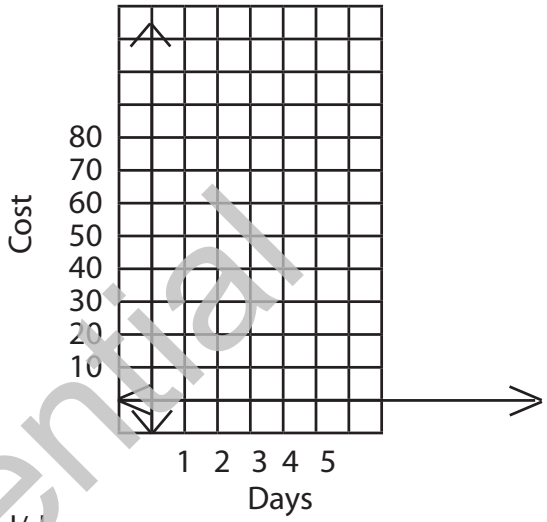
Ratio Problem Type: Proportional Relationships

Name: _____ **Date:** _____

Independent Practice

1. The table below shows the total number of minutes Margaret studied each day for five days. Graph the points and find the slope. Find the rate of change of minutes studied with respect to each day.

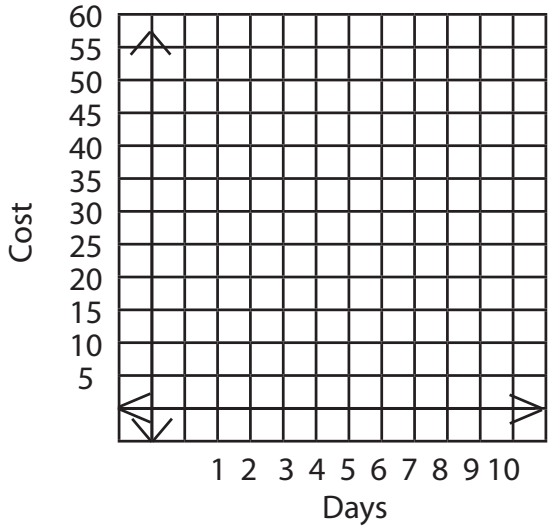
Days	1	2	3	4	5
Total Number of Minutes Margaret studied	15	30	45	60	75



slope (rate of change) : _____minutes studied/day

2. The table below shows the costs of different numbers of books. Graph the points and find the slope. Find the rate of change of the cost per book.

Books	2	5	8	9	10
Total Cost	12	30	48	54	60



slope (rate of change) : _____cost/book

Appendix

Integration of the Content and Research-Based Instructional Practice

The Institute of Education Sciences (IES) recommends using visual models to help students make the connection between concrete and abstract representations of concepts. By using visual models, students can build and deepen their understanding of abstract concepts such as percent, unit price, scale factor, and proportional relationships. Visual models can include manipulative models, number lines, or visual displays. For example, using 10×10 grids to depict percents and percent changes can strengthen students' conceptual understanding of these concepts. Diagrams can also be used to help students conceptually understand proportional relationships or price per unit. Careful planning is needed to ensure that lessons incorporate visual models that are successful and meaningful for student learning.

Visual representations may include: number lines, graphs, pictures, tallies, and/or simple line drawings. When paired with concrete representations, students begin to develop a comprehensive understanding of abstract symbols and concepts, thus leading to a stronger foundational basis on which to build future learning.

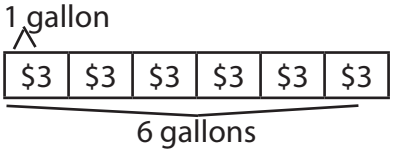
Strategies Identified to Change Student Outcomes

In connection with IES Recommendation 5 and Curriculum Focal Point 1 (CFP 1), intervention instruction should often include, but not be limited to, the following:

1. *Using tables and strip diagrams to illustrate relationships between units or quantities* – Struggling students may have difficulty recognizing or understanding patterns or relationships given in tables. Tables and strip diagrams can be used to help students organize information in a different way. For example, the following table could be created to demonstrate the relationship between the amount of gas a person puts in his car and the cost.

Amount (gallons)	3	4	5	6
Cost (dollars)	9	12	15	18

This table may help students see that the number of gallons multiplied by 3 equals the cost. It may also assist them in determining the unit rate. The following strip diagram could also be used to help students conceptually understand the multiplicative relationship between the number of gallons and the cost:



2. *Visual representations to develop conceptual understanding of the meaning of percent and percent change* – In seventh grade, students must solve a variety of percent problems, including problems involving discounts, interest, taxes, tips, and percent increase or

Istation

20 YEARS
EDUCATIONAL EXCELLENCE
FOUNDED 1998

Istation

Supporting Educators. Empowering Kids.
Changing Lives.

www.istation.com

@IstationEd

8150 North Central Expressway
Suite 2000
Dallas, TX 75206
info@istation.com
866-883-7323
www.Istation.com