

Proposal

BRYANT DORRIS
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PROPOSAL SUBMITTED TO: <i>ACADAMY OF Excellence</i>	JOB NAME <i>EXTERIOR, BLD, Rep</i>	JOB # <i>AOE-1-6-2015</i>
ADDRESS <i>425 N 36th Street</i>	JOB LOCATION <i>SAME</i>	DATE <i>6/2/2015</i>
<i>PHOENIX AZ 85008</i>	DATE OF PLANS <i>N/A</i>	ARCHITECT <i>N/A</i>
PHONE # <i>602.389-4271</i>	FAX #	

We hereby submit specifications and estimates for: **(PHAZE 1)**

- 1) TO PREPARE 5 BLD EXTERIOR SQUARE FOOTAGE, 7,201 SQ. FT.;
 - Ⓐ SECURE ALL PANELS (WOOD) OF EXTERIOR OF ALL MODULES BUILDINGS.
 - Ⓑ REPLACE ALL WATER DAMAGED BASE BOARD VERTICAL PANELS.

- 2) WEATHERIZATION OF EXTERIORS OF ALL BUILDINGS;
 - Ⓐ TO RESEAL ALL AREAS OF DOORS & WINDOW'S EXTERIOR'S
 - Ⓑ TO CAULK & FOAM WEATHERIZE, CORNERS & TRIM INTERSECTIONS;

PROPOSAL VOID AFTER 30 DAYS
FROM DATED ABOVE: 6/2/15

We propose hereby to furnish material and labor – complete in accordance with the above specifications for the sum of:

\$ **2,481.00** _____ Dollars

with payments to be made as follows: PAYMENT DRAW

Any alteration or deviation from above specifications involving extra costs will be executed only upon written order, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control.

Respectfully submitted

Bryant V Dorris

Note — this proposal may be withdrawn by us if not accepted within _____ days.

Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payments will be made as outlined above.

Signature _____

Date of Acceptance

6/2/2015

Signature

Bryant V Dorris

Academy of Excellence

Phone: 602-389-4271
www.academyofexcellenceaz.com
Email: edean@aoephx.com
425 N. 36th St.
Phoenix, AZ 85008

*Confirmation #
20229605*

Purchase Order

Dated As: June 5, 2015

Purchase Order #: AOE 2015-132

About Vendor:

Vendor Name: Customer Service Department
Company Name: Curriculum Associates, LLC.
Address: P. O. Box 2001 North Billerica, MA 01862-0901
Phone: 800-225-0248

Ship To:

Name: Dr. Eula Saxon Dean
Company Name: Academy of Excellence
Address: 425 N. 36th St. Phoenix, AZ 85008
City, State, Zip Code _____ Phone: 602-389-4271

Details	Quantity	Unit Price	Total
Ready CCSS Math Achieve Pack Instruction Grades 3-8	See attached quote		
Ready CCSS Reading Achieve Pack Instruction Grades 3-8	"		\$5311.79
Print Training Webinar 1 Hour Session	"		
1-Ready Diagnostic and instruction and Reading Site License 200 or fewer students 1 Year	See attached Quote		\$8472.70
1-Ready training webinar Getting Starting 60-90 minute session	"		
1-Ready Training Webinar Understanding Data and Instructional Decisions Making 60-90 minute session	"		
		Total	\$13,784.49

Additional Notes:

This order does not include Ready Writing Achieve Pack Instruction Grades 3, 4, and 5.



Eula Saxon Dean
Director/Board Chair

615715

ARIZONA SUNSCAPE
Property Maintenance
"A Cut Above"



601 E Palo Verde Dr #008
Phoenix, Arizona 85012
Phone (602-620-4800) Fax (602-324-5914)
www.azsunscape.com

June, 22 2015

Academy of Excellence
425 N 36th St

Enclosed you will find documents which summarize the services we shall provide. For questions or any additional adjustments, please call. Your comments are very important to us and we welcome any questions and/or concerns.

Bid is paint Exterior of the entire complex including all 5 buildings and wrought iron on windows. Any repairs on structure. Panting will include trim and pop outs. Doors inside and out. Clean up and trash removal.

Color to be determined before we begin project

To begin project 35% percent down and balance upon completion.

Total Cost \$11,000.00

Arizona Sunscape LLC.
601 E Palo Verde Dr #008
Phoenix, AZ 85012

Academy of Excellence

Arizona Sunscape Signature

Client Signature

Print Name/Title

Print Name/Title

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Units of Study and Assessment - English Language Arts

Criteria	Y/N	Comments
<p>I. The Shifts in Instruction and Learning</p> <p>Quality curricula that are aligned to the Common Core State Standards (AZCCRS) in <i>*ELA/literacy</i> should reflect these three shifts:</p> <ol style="list-style-type: none"> 1. Building knowledge through content-rich nonfiction 2. Reading, writing, and speaking grounded in evidence from text, both literary and informational 3. Regular practice with complex text and its academic language <p>For more information go to: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/</p> <p><i>*ELA/literacy: Starting in grades 6, AZCCRS standards exist for literacy in social studies, science, and technical subjects. According to the AZCCRS, "The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school" (p. 4). These three shifts should, therefore, be infused into curricula for social studies, science, and technical subjects, as well as English language arts.</i></p>	Y	<p>Common Core support embedded into the entire program</p> <p>Covers more than 90% of assessable standards in Grades K–8 as well as most standards in ELA. Assesses both procedural and conceptual fluency Presents a range of challenging informational and literary texts, including authentic texts and multimedia items.</p> <p>Prepares for College and Career Readiness expectations, including the Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and career expectations.</p>
<p>II. Curriculum Reading Framework</p> <p>The reading framework for the K-8 curriculum should be aligned as follows:</p> <p>K-5: 50% Literary; 50% Informational 6-8: 45% Literary; 55% Informational</p>	Y	<p>The <i>Ready® Reading</i> program uses a proven-effective, gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery on the new CCSS, while providing point-of-use professional development for teachers to help them teach the Common Core most effectively.</p>

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<p>III. Unit Organization and Purpose</p> <p>Curriculum units of study are built with the “end in mind.” That means the AZCCRS ELA/literacy standards should be the place where unit planning begins.</p> <p>Quality curricula are organized according to the following principles:</p> <ul style="list-style-type: none"> a) The unit begins with the learning goals—these goals come from the AZCCRS in ELA b) Units might be organized around a genre, theme, or even both. For instance, a sample 4th grade unit might be based upon “Informational Text” centered on the theme of “Heroism.” c) End-of-unit assessments are created before unit lesson planning begins. This allows teachers to see the “goal” of the unit. d) Standards are then unpacked and turned into learning objectives e) Strategies and formative assessments are planned, along with examples of differentiation <p>Quality curricula aligned to the AZCCRS contain the following characteristics:</p> <ul style="list-style-type: none"> a) Grade-level standards placed in the appropriate unit (s) b) Clear examples of interdisciplinary learning 	<p style="text-align: center;">Y</p> <p>Text Complexity: Students must engage with texts of sufficient complexity to prepare them for college and career. All texts in <i>Ready</i> have been carefully leveled to meet Common Core requirements for complexity.</p> <p>Intentional, Close Reading: Careful, close readings of complex texts teach students how to gather evidence and build knowledge. All <i>Ready</i> lessons contain activities requiring close reading, re-reading, and frequent interactions with text. On-page guidance models the good habits that successful readers employ.</p> <p>Text-based Evidence: Students’ interpretations and comprehension of the text must be supported by the words in the text. All the questions and activities in <i>Ready</i> lessons require students to cite evidence directly from the text. Instruction and hints throughout the lesson reinforce the importance of quoting from the text to substantiate interpretations.</p> <p>Wide Range of Genres, Emphasis on Nonfiction: Students must read a true balance of authentic literary and informational texts. Success in college and the real world requires that students master the skills needed to read a wide range of genres. <i>Ready</i> passages encompass the range of genres and text types cited in the Common Core, including articles, poems, historical text, technical text, scientific text, and dramas. 50% of <i>Ready</i> lessons focus on informational texts.</p>
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<p>c) Explicit, systematic development of foundational literacy skills (grades K-2)</p> <p>d) Infusion of 21st century learning goals (see http://www.p21.org/about-us/p21-framework)</p> <p>e) Methods of differentiation infused throughout the units of study (see Roman numeral VI below)</p> <p>f) Assessed standards are included in units prior to the administration date</p> <p>g) A balanced assessment system provides data regarding students' range of abilities through screening, formative, benchmark, and summative assessments</p>	Y	<p>Building Content Knowledge:</p> <p>Students should view reading as an opportunity to learn new information. As much as possible, therefore, have students read text on related topics that allow them to deepen their understanding.</p> <p>All passages in a <i>Ready</i> lesson are thematically linked. Many of the themes relate to grade appropriate science and social studies content, others to high-interest, appealing topics. Theme activities provide opportunities for students to see relationships between topics and deepen their content knowledge.</p>
<p>IV. Student Learning Objectives (SLOs)</p> <p>Student learning objectives for units of study and lesson plans are derived from the AZCCRS. They are specific and measurable. (Please note, while the AZCCRS has SLOs as part of the Model Curriculum framework, they are not the only SLOs that can, or should, be developed.)</p> <p>Sample SLO: AZCCRS.ELA-LITERACY.RI.8.6</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Student Learning Objectives: Students will read an excerpt from Frederick Douglass's the <i>Narrative of the Life of Frederick Douglass, An American Slave</i> in order to determine Douglas's purpose in writing the text.</p> <p>Students will analyze Douglas's text by identifying and writing about</p>	Y	<p>High-Quality Texts:</p> <p>It's important that students are exposed to wellcrafted texts that are worth reading closely and exhibit exceptional craft and thought or provide useful information.</p> <p><i>Ready</i> lessons include authentic texts that students will see in the real world, including text and images from websites, and newspaper and magazine articles from such publications as <i>The New York Times</i>, <i>National Geographic</i>, and <i>Highlights</i>.</p> <p>Integrated ELA Instruction:</p> <p>Use the texts as a source of rich language arts instruction, as opposed to isolated skill instruction. <i>Ready</i> integrates Speaking & Listening, Writing, and Language activities with every Reading lesson.</p> <p>Use of Technology and Digital Media:</p> <p>Students learn to use technology thoughtfully and efficiently to enhance their reading.</p> <p>Specific <i>Ready</i> Media Features and lessons allow students to integrate audio and visual media into their reading experience.</p>

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<p>how and why he responds to his critics.</p>	<p>Y</p>	<p>The adaptive logic enables a deep, customized evaluation of every student, tracking student growth consistently and continuously over a student's entire K–12 career and identifying gaps from prior years and areas for further enrichment.</p>
<p>V. End-of-Unit Assessments</p> <p>A. The “end-of-unit” assessment gauges to what extent students have achieved specific AZCCRS. Unit assessments should combine the processes of reading and writing. For instance, a 4th grade unit on reading informational text built around the theme of heroism. An end-of-unit assessment would include 2 appropriately leveled, complex texts with an applicable writing task. Refer to the AzMerit Model Curriculum End-of-Unit and sample Assessment items. (For example: Genres of Summative Assessments)</p> <p>Alignment to the AZCCRS in ELA/literacy means that end-of-unit assessments should be framed around three genres of writing (see the anchor standards for writing:</p> <p>This includes asking students to compose texts that are:</p> <ol style="list-style-type: none"> 1. Informative/Explanatory 2. Opinion/Argumentative 3. Narrative <p>Refer to AZMERIT evidence statements, performance-level descriptors and practice tests for information related to assessment: (assessment-blueprints-test-specs)</p>		<p>The Diagnostic results directly drive instantaneous reports that detail each student's proficiency levels and areas of need, highlighting immediate next steps for instruction and enabling individualized learning programs.</p> <p>The reports provide teachers with an action plan to make targeted, differentiated instruction a reality.</p> <p>The system also provides the tools to deliver that instruction in any style learning environment—including both online lessons and teacher-led instruction.</p>

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<p>VI. Special Needs Populations in Units of Study</p> <p>Quality units of study, which are aligned to the AZCCRS, must consider and appropriately plan for the needs of <i>All</i> students.</p> <ul style="list-style-type: none"> • Students with disabilities • English language learners • Below grade-level learners • Grade-level learners • Above grade-level learners <p>In quality units of study, planning for special needs populations should be infused throughout the curriculum, not as a “separate” category in the unit document.</p> <p>Instructional Supports and Scaffolds for Success in Implementing the AZCCRS Standards may be provide in Staff Development activities.</p>	<p>Y</p>	<p>Using Assessment Data to Meet Individual Student Needs: The adaptive logic enables a deep, customized evaluation of every student, tracking student growth consistently and continuously over a student’s entire K–12 career and identifying gaps from prior years and areas for further enrichment.</p> <p>The Diagnostic results directly drive instantaneous reports that detail each student’s proficiency levels and areas of need, highlighting immediate next steps for instruction and enabling individualized learning programs. The Student Profile Report provide teachers with an action plan to make targeted, differentiated instruction a reality. The system also provides the tools to deliver that instruction in any style learning environment —including both online lessons and teacher-led instruction</p>
<p>VII. Lesson Plans</p> <p>Most units and/or lessons meet the criteria to be rated exemplary on the EQUIP Rubric: http://www.achieve.org/EQUIP. The four categories of the EQUIP include:</p> <ul style="list-style-type: none"> • Alignment to the Depth of the AZCCRS • Key Shifts in the AZCCRS 	<p>Y</p>	<p>Ready math provides both Teacher instruction and Diagnostic is a computer-delivered, adaptive assessment in Reading and Mathematics for students in Kindergarten through High School.</p>

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<ul style="list-style-type: none"> • Instructional Supports • Assessment • Differentiation of instruction must also be included in lesson plans. For more information see: 	Y	<p>Provide valid and reliable information on skills students are likely to have mastered and the recommended next steps for instruction</p>
<p>VIII. Instructional Resources</p> <p>Instructional resources chosen for curriculum and units of study should match or exceed the criteria in the “Instructional Materials Evaluation Tool for AZCCRS Alignment in ELA Grades 3 -12 (IMET) – Student Achievement Partners.”</p> <p>See http://achievethecore.org/page/783/instructional-materials-evaluation-tool-imet</p>	Y	<p>Accurately and efficiently assess student knowledge by adapting to each student’s ability for the content strands within each subject. Offer an accurate assessment of student knowledge, which can be monitored over a period of time to measure student growth.</p>
<p>IX. Text Complexity</p> <p>Reading Anchor Standard 10 (see below) addresses complex text. Built within the units of instruction, a quality curriculum will provide students with ample opportunities to engage with grade-appropriate complex text. A curriculum unit might include samples of complex text.</p> <p>To engage and support students successfully when reading complex</p>	Y	<p><i>Text Complexity:</i> Students must engage with texts of sufficient complexity to prepare them for college and career. All texts in <i>Ready</i> have been carefully leveled to meet Common Core requirements for complexity.</p>

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<p>text, teachers should consider some of these instructional/reading strategies:</p> <ul style="list-style-type: none"> • Close Reading • Text-Dependent Questions • Reading with an Annotation System • Paired Reading • Small-group Instruction (i.e. Guided Reading) <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	Y	<p><i>Intentional, Close Reading:</i> Careful, close readings of complex texts teach students how to gather evidence and build knowledge.</p> <p>All <i>Ready</i> lessons contain activities requiring close reading, re-reading, and frequent interactions with text. On-page guidance models the good habits that successful readers employ.</p>
<p>X. Research Writing & Technology</p> <p>Two Anchor standards in the AZCCRS speak to the vital skill of infusing technology with writing:</p> <p><u>AZCCRS.ELA-LITERACY.CCRA.W.7</u> Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><u>AZCCRS.ELA-LITERACY.CCRA.W.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Quality curricula aligned to the AZCCRS should contain numerous</p>	Y	<p><i>Use of Technology and Digital Media:</i> Students learn to use technology thoughtfully and efficiently to enhance their reading. Specific <i>Ready</i> Media Features and lessons allow students to integrate audio and visual media into their reading experience. They learn to evaluate the pros and cons of various media and to employ the best medium to achieve a particular purpose.</p>

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<p>experiences for students using “multiple print and digital resources” to conduct “short, as well as more sustained, research projects.” This may include internet research for gathering and using information, multimedia tools and presentations, and online communications. Of particular importance is for students to be critical consumers of language and information. This aspect of technology and research fits with the 21st century theme of “Information, Media and Technology Skills”</p>	Y	
<p>XI. Speaking and Listening</p> <p>The anchor standards for speaking and Listening include two main components:</p> <ul style="list-style-type: none"> • Comprehension and Collaboration • Presentation of Knowledge and Ideas <p>Quality curricula should include numerous opportunities for students to speak knowledgeably and critically about course content. Additionally, students should be given opportunities to</p>	Y	<p><i>Ready</i> integrates Speaking & Listening, Writing, and Language activities with every Reading lesson.</p>

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<p>XII. Language Development</p> <p>Curriculum in all disciplines should address skillful acquisition and use of language, especially in terms of vocabulary development.</p> <p>Quality curricula aligned to the AZCCRS will afford students opportunities to demonstrate</p> <ul style="list-style-type: none"> a) Mastery of Conventions of English (i.e. grammar, mechanics, and usage) b) Knowledge of How Language Works(i.e. stylistic choices) c) Mastery of Vocabulary Acquisition and Use 	<p>Y</p>	<p>AZCCRS emphasizes the use of text-based strategies, such as context and word structure, to determine word meaning.</p> <p><i>Ready</i> provides this type of instruction in the Teacher Resource Book lessons by identifying challenging Tier Two words in a passage and giving the teacher explicit text-based strategies to support students in unlocking their meanings.</p>
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Units of Study and Assessment – Mathematics

Criteria	Y/N	Comments
<p>I. Course Content</p> <p>A. Are all grade level and appropriate course standards included?</p> <ul style="list-style-type: none"> • K – 8: Compare with the AZCCRC grade level 	Y	<p>Common Core support embedded into the entire program</p> <p>Covers more than 90% of assessable standards in Grades K-8 as well as most standards in Math. Assesses both procedural and conceptual fluency Presents a range of challenging informational and literary texts, including authentic texts and multimedia items. Prepares for College and Career Readiness expectations, including the Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and career expectations.</p>
<p>II. Unit Organization</p> <p>A. Are the Major/Supporting/Additional Standards well-balanced throughout the curriculum?</p> <ul style="list-style-type: none"> • Major standards are continuously taught throughout the year and account for the majority of instructional time • Supporting and additional standards are intentionally and meaningfully incorporated with the content of major standards <p>B. Is there a coherent placement of the Standards across units, which takes into account pacing and within-grade content dependencies?</p> <ul style="list-style-type: none"> • AZCCRC Model Content Frameworks suggest standard linking and sequence for coherence of content. 	Y	<p>The adaptive Diagnostic covers the main Common Core domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry</p>

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<ul style="list-style-type: none"> • Are the standards that are assessed on the Performance Based Assessment (PBA) included in units prior to the assessment administration date? • Check evidence statements for standards that will be assessed on the PBA <u>(assessment-blueprints-test- specs)</u> <p>The AZ Model Curriculum can be used as a reference/example</p>	Y	<p style="text-align: center;">(See AZ Department of Education) K-8 Math Standards</p> <p>Proven to be Valid and Reliable:</p> <ul style="list-style-type: none"> • Developed and reviewed by well-known experts in Educational Measurement, Computer Adaptive Testing, Mathematics, English Language Arts and the Common Core • Adheres to the Standards of Psychological and Educational Testing (AERA, 1999) and was independently audited for adherence to the Standards by researchers from the University of Massachusetts at Amherst • Extensive stand-alone and embedded field testing with over 2 million students
<p>III. Student Learning Objectives Reflect the Rigor of the Standards</p> <p>The following is an exercise with guiding questions to look at learning objectives aligned to standards and should be repeated for at least all major content standards at each grade level (including all course standards will constitute a more thorough review)</p> <p>A.</p> <p>Do the objectives require students to perform at a Level 4: Strong Command? Example: 6.NS.1-2 <i>Applies and extends previous understandings of multiplication and division to solve word problems involving division of fractions by fractions.</i></p>	Y	<ul style="list-style-type: none"> • Approved by high profile review committees for New York, Ohio, Virginia, Chicago, Dallas, and many more • Strong test metrics: Low SEMs; good item discrimination among students of different abilities • Linked to National Measures recognized by Common Core: Lexiles measures, Quantile measures (refer to Appendix III for more details on these linking studies) • Strongly correlated to Common Core assessments based on third-party research from the Educational Research Institute of America (ERIA)

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<p>B. Compare with the AZ Model Curriculum End of Unit Assessments Will the objectives prepare students to successfully complete items included on the Unit Assessments? Ex: for 6.NS.1 A farmer receives a shipment of $40\frac{1}{2}$ kilograms of animal food. The animal food comes in bags weighing $13\frac{1}{2}$ kilograms each.</p> <p><u>Part A</u> What is the value of $40\frac{1}{2} \div 13\frac{1}{2}$</p> <p><u>Part B</u> What does your solution from Part A represent in the context of the problem?</p> <p>C. Compare with the AZCCRC Practice Test See AZMERIT</p> <p>D. Will the objectives prepare students to successfully complete the Quarterly Benchmarks? (Complete steps A – C for all standards that have been identified as major content in all grades and courses in the Model Content Frameworks.)</p>	Y	<p>Ready is a rigorous, on-grade level instruction and practice program that fully prepares students for College and Career Readiness while providing teachers with the tools needed to seamlessly implement Common Core.</p> <p style="text-align: center;">Compare with AZCCRC Performance Level Descriptors (PLDs) K-8 Math Standards</p>
<p>IV. Standards for Mathematical Practice</p> <p>A. Are the Standards for Mathematical Practice meaningfully and appropriately reflected in the student learning objectives?</p> <ul style="list-style-type: none"> • Compare with the AZCCRC Evidence Statements. • Will students be able to successfully meet the evidence 	Y	<p>In mathematics, there is an increased demand for balance between conceptual understanding (why), procedural fluency (how), and application (when).</p>

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<p>statements? <i>Ex: 6.C.3 Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.</i> <i>Content Scope: Knowledge and skills articulated in 6.NS.1</i></p>		
<p>V. Benchmark/Unit Assessments</p> <p>A. Are the assessment items measuring the full scope and intent of the standards?</p> <ul style="list-style-type: none"> • Use the AZCCRC Evidence Statements for the End-of-Year (EOY) and Performance-Based Assessments (PBA) to determine if the assessment items are measuring the intent of the standards. <i>Ex. Criteria for items aligned to 6.RP.3d</i> <ul style="list-style-type: none"> i) <i>Pool should contain tasks with and without contexts</i> ii) <i>Tasks require students to multiply and/or divide dimensioned quantities</i> iii) <i>0% of tasks require students to correctly express the units of the result.</i> iv) <i>Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42.) The initial numerator and denominator should be whole numbers.</i> v) <i>Items for assessing standard 6.RP.3d should require the use of Mathematical Practices 2,5,6,7,8</i> vi) <i>Students can use a calculator for items assessing standard 6.RP.3d</i> <p>B. Are the item types varied to fully assess content and practices? Compare with items types using AZCCRC description of Task Types <i>Ex.</i></p>	<p>Y</p>	<p>The adaptive logic enables a deep, customized evaluation of every student, tracking student growth consistently and continuously over a student's entire K-12 career and identifying gaps from prior years and areas for further enrichment.</p> <p>The Diagnostic results directly drive instantaneous reports that detail each student's proficiency levels and areas of need, highlighting immediate next steps for instruction and enabling individualized learning programs.</p> <p>The reports provide teachers with an action plan to make targeted, differentiated instruction a reality.</p> <p>The system also provides the tools to deliver that instruction in any style learning environment—including both online lessons and teacher-led instruction.</p>

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<p>VI. Special Needs Populations in Units of Study</p> <p>A. Do your units of study consider and appropriately plan for the needs of <i>all</i> students? This includes:</p> <ul style="list-style-type: none"> • Students with disabilities • English language learners • Below grade-level learners • Grade-level learners • Above grade-level learners <p>in quality units of study, planning for special needs populations should be infused throughout the curriculum, not as a “separate” category in the unit document.</p> <ul style="list-style-type: none"> • Instructional Supports and Scaffolds for Success in Implementing the AZCCRC Standards may be provide in Staff Development activities. 	Y	<p>Using Assessment Data to Meet Individual Student Needs: The adaptive logic enables a deep, customized evaluation of every student, tracking student growth consistently and continuously over a student’s entire K–12 career and identifying gaps from prior years and areas for further enrichment.</p> <p>The Diagnostic results directly drive instantaneous reports that detail each student’s proficiency levels and areas of need, highlighting immediate next steps for instruction and enabling individualized learning programs. The Student Profile Report provide teachers with an action plan to make targeted, differentiated instruction a reality. The system also provides the tools to deliver that instruction in any style learning environment—including both online lessons and teacher-led instruction</p>
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Instructional Materials and Lesson Plans		
Criteria	Y/N	Comments
<p>VII. Instructional Materials and Tools</p> <p>A. Initial guiding questions</p> <p>(1) Do classroom materials focus where the standards focus?</p> <p>(2) Do classroom materials include a balance of the three components of rigor (conceptual understanding, procedural skill and fluency, and application)?</p> <p>(3) Do classroom materials meaningfully connect the Standards for Mathematical Practice with the content standards?</p> <ul style="list-style-type: none"> • To answer these questions, evaluate classroom materials using the AZCCRC Publisher’s Criteria and the Instructional Materials Evaluation Tool from Student Achievement Partners • Grades K-8 : <ul style="list-style-type: none"> AZCCRC Math Core Standards SAP’s Instructional Materials Evaluation Tool http://achievethecore.org/page/287/imet-mathematics-grades-k-8-detail-pg 	Y	<p>i-Ready math provides both Teacher instruction and Diagnostic is a computer-delivered, adaptive assessment in Reading and Mathematics for students in Kindergarten through High School.</p> <p>Provide valid and reliable information on skills students are likely to have mastered and the recommended next steps for instruction</p> <p>Link assessment results to instructional advice and student placement decisions</p>

Academy of Excellence - AZCCRS Curriculum Evaluation Tool

<p>B. Do the tasks and formative assessments in instructional materials accurately measure the scope and rigor of the standards? For example, are students given the opportunity to demonstrate Performance-Level Descriptor (PDL), Level 4 (Strong) and 5 (Distinguished) command?</p> <ul style="list-style-type: none"> • Use the PLDs to compare the rigor needed for students to perform at Level 4 (Strong) and level 5 (Distinguished) command <p>Ex. 6.NS.4: <i> Finds greatest common factors and least common multiples. In most cases, uses the distributive property to rewrite the sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor.</i></p>	Y	<p>Accurately and efficiently assess student knowledge by adapting to each student's ability for the content strands within each subject. Offer an accurate assessment of student knowledge, which can be monitored over a period of time to measure student growth.</p>
<p>VIII. Lesson Plans</p> <p>A. Do most units and/or lessons meet the criteria to be rated exemplary on the EQUIP Rubric?</p> <ol style="list-style-type: none"> a. Use the EQUIP Rubric to evaluate instructional units and/or lessons. http://www.achieve.org/files/EQUIPmathrubric-06-17-13.1.pdf b. Professional Learning for use of the EQUIP Rubric http://equipmodules.achieve.org/1/story.html 	Y	<p>VIII. Instructional Materials and Tools</p> <p>See comments above.</p>

Glossary/Acronym Key:

EOY – End-of-Year Assessment (AZCCRC)

PBA – Galileo Performance-Based Assessment

EQUIP – Educators Evaluating the Quality of Instructional Products (Achieve)

(AZCCRC) SAP – Student Achievement Partners

AZCCRC –AZ College and Career Readiness Standards

Student Learning Objectives – student learning goals/objectives aligned to the Common Core State Standards (names may vary by district)