Kindergarten Curriculum Handbook

Midland Public Schools
Inspiring Excellence

2024-25
Revised 06/2023

Midland Public Schools
Inspiring Excellence

MPS District Vision

Lead with respect, trust and courage. Ensure an equitable, collaborative and inclusive culture. Enable all to achieve success.

Welcome to Midland Public Schools

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public Schools' (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards.

Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public Schools' elementary assessment policy can be found at: https://www.midlandps.org/parents/curriculum

The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based programme allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Approaches to Teaching** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary

- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Approaches to Learning** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from
https://www.ibo.org/programmes/primary-years-programme/how-the-pyp-works/

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The programme uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who We Are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where We Are in Place and Time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the World Works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:
http://www.ibo.org/en/programmes/primary-years-programme/

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. - IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing lifelong learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

Progress Report

Approaches to Learning

Approaches to Learning are a set of strategies and skills that promote inquiry and learning across all subject areas. Development of these skills supports life-long learning and assists students in learning and succeeding inside and outside of the school setting.

Indicators for Approaches to Learning:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Does not yet exhibit the expected behaviors

Thinking Skills:

- **Critical-thinking skills** (analyzing and evaluating issues and ideas)
- **Creative-thinking skills** (generating novel ideas and considering new perspectives)
- **Transfer skills** (using skills and knowledge in multiple contexts)
- **Reflection/metacognitive skills** ((re)considering the process of learning)

Communication Skills:

- **Exchanging-information skills** (listening, interpreting, speaking)
- **Literacy skills** (reading, writing, and using language to gather and communicate information)
- **ICT skills** (using technology to gather, investigate and communicate information)

Self-Management Skills:

- **Organization** (managing time and tasks effectively)
- **States of mind** (mindfulness, perseverance, emotional management, self-motivation, resilience)

Social Skills:

- **Developing positive interpersonal relationships and collaboration skills** (using self-control, managing setbacks, supporting peers)
- **Developing social-emotional intelligence**

Research Skills:

- **Information-literacy skills** (formulating and planning, data gathering and recording, synthesizing, and interpreting, evaluating, and communicating)
- **Media-literacy skills** (interacting with media to use and create ideas and information)
- **Ethical use of media/information** (understanding and applying social and ethical technology)

Academic Indicators for the Progress Report:

Extending (EXT)	Demonstrates exemplary performance and understanding; takes action
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Little or no progress toward expectations
In Progress (IP)	Currently being taught
Not Assessed (NA)	Not assessed during this marking period

Literacy Standards can be found at ELA Standards

Oral Language Development

Sharing thoughts, ideas, feelings and perceptions with others is an important ability for young children to develop. By providing varied opportunities to use language, children gain the skills needed to speak confidently. Listening is also an important component of communication. In the normal course of child development, listening precedes speaking, and speaking precedes writing and reading. By developing listening skills, vocabulary is enhanced as well as the child's ability to read and write.

1. **Use oral language to communicate a message, to clarify understanding, and to express thoughts, feelings and experiences.**
    - Confirms understanding of a text read aloud or information presented (SL.K.2)
    - Asks and answers questions in order to seek help, get information or clarify something that is not understood (SL.K.3)
    - Describes familiar people, places, things and events, and with prompting and support provides additional details (SL.K.4)
    - Speaks audibly and expresses thoughts, feelings and ideas clearly (SL.K.6)

2. **Participate in collaborative conversations (SL.K.1)**
    - Follows agreed upon rules such as in listening to others, taking turns, and speaking about topics and texts under discussion
    - Continues a conversation through multiple exchanges

3. **Demonstrate an understanding of standard English grammar and usage when speaking**
    - Demonstrates command of the conventions of standard English grammar and usage when writing or speaking (SL.K.1)
        - Understands and uses question words
        - Produces and expands complete sentences in shared language activities
    - Uses pronouns correctly (ie: she/her)
    - Uses irregular past tense verbs (ie: ran, went, swam)

Reading

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interaction between the child and print, enabling the reader to build meaning. Through instruction, children learn a variety of strategies to derive meaning from print, to value reading as a learning tool and to view reading as pleasurable.

Reading Foundational Skills:

1. **Demonstrate understanding of organization and basic features of print (RF.K.1)**
    - Follow words from left to right, top to bottom and page by page
    - Match 1:1 with voice and print
    - Recognize that spoken words are represented in written language by specific sequences of letters
    - Understand words are separated by spaces in print
    - Recognize and name all upper and lowercase letters of the alphabet
    - Identify the front cover, back cover and title page of a book (RI.K.5)
2. **Demonstrate understanding of words, syllables and sounds (phonemes) (RF.K.2)**
    - Recognize and supply rhyming words
    - Count, produce, blend and segment syllables in spoken words
    - Blend and segment onsets and rimes of single-syllable spoken words
    - Isolate and produce the initial, media vowel and final sounds (phonemes) in three-phoneme (consonant/vowel/consonant, or CVC) words
    - Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
3. **Know and apply grade-level phonics and word analysis skills to decode words (RF.K.3)**
    - Demonstrate basic knowledge of letter-sound correspondence by producing the most frequent sounds for each consonant
    - Associate the long and short sounds with the most common spellings for the five major vowels
    - Distinguish between similarly spelled words by identifying the sounds of the letters that differ
    - Read common high-frequency words by sight
4. **Read emergent reader text with purpose and understanding (RF.K.4)**
    - Read emergent-reader texts with purpose and understanding
    - Read emergent-reader texts orally with accuracy, appropriate rate and expression on successive readings
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading Literature

1. **Construct meaning from narrative text**
    - Ask and answer questions about key details in a text (RL.K.1)
    - Retell familiar stories including key details (RL.K.2)
    - Describe the relationship between illustrations and the story in which they appear (RL.K.7)
    - Compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9)
    - Identify characters, settings, and major events in a story (RL.K.3)
    - Ask and answer questions about unknown words in a text (RL.K.4)
    - Recognize common types of texts (RL.K.5)
    - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

Reading Informational Text

1. **Construct meaning from informational text**
    - Ask and answer questions about key details in a text (RI.K.1)
    - Identify the main topic and retell key details of a text (RI.K.2)
    - Describe the connection between two individuals, events, ideas, or pieces of information in a text (RI.K.3)
    - Ask and answer questions about unknown words in a text (RI.K.4)
    - Describe the relationship between illustrations and the text in which they appear (RI.K.7)
    - Identify the reasons the author gives to support points in a text (RI.K.8)
    - Identify basic similarities in and differences between two texts on the same topic (RI.K.9)
    - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text

Writing

Writing is a means of thinking and communicating. Kindergarten children communicate their ideas through pictures and words using various tools. Writers rehearse, draft, revise and edit their writing in a process that is recursive and cyclical. Students engage in this process daily in a workshop approach to teaching writing that includes explicit instruction in writing strategies, time to practice, teacher and peer feedback and opportunities for self-assessment. Students publish their writing for a variety of audiences.

1. Hears and records sounds in words.
2. Engages productively in the writing process.
3. Use a combination of drawing, dictating, and writing to compose narratives.
4. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
5. Use a combination of drawing, dictating, and writing to compose opinion pieces.
6. Participate in shared research in order to answer a question and/or produce shared writing.

Fine Motor Skills

The kindergarten classroom emphasizes the acquisition of fine motor skills. The classroom teacher provides lessons and activities to aid physical development of large and small muscles to gain proficiency in body coordination.

1. Demonstrates fine motor skills (forms letters and numbers conventionally, uses scissors, draws, uses zippers, etc.)

Mathematics

In kindergarten mathematics, instructional time focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten is devoted to numbers than to other topics.

Grade K Overview: Counting and Cardinality

- Knows number names and count sequence
- Counts to tell the number of objects
- Compares numbers

Operations and Algebraic Thinking

- Understands addition as putting together and adding to and understands subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Works with numbers to gain foundations for place value

Measurement and Data

- Describes and compare measurable attributes
- Classifies objects and counts the number of objects in each category

Geometry

- Identifies and describes shapes
- Analyzes, compares, creates, and composes shapes

Mathematical Practices

The standard for mathematical practices describe a variety of expertise that should be developed in students in order to develop a mathematical mindset and to become a problem solver.

1. Makes sense of problems and perseveres in solving them
2. Reasons abstractly and quantitatively
3. Constructs viable arguments and critiques the reasoning of others
4. Models with mathematics
5. Uses appropriate tools strategically
6. Attends to precision
7. Looks for and makes use of structure
8. Looks for and expresses regularity in repeated reasoning

Counting and Cardinality

1. Counts in a sequence
    - Counts to 100 by ones and by tens
    - Counts forward beginning from a given number within the known sequence (instead of having to begin at 1)
    - Understands the relationship between numbers and quantities; connects counts to cardinality
    - Counts to answer “how many” question
2. Reads and writes numbers
    - Writes numbers from 0 to 20. Represents a number of objects with a written numeral 0-20.

3. Compares numbers
    - Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
    - Compares two numbers presented as written numerals

Operations and Algebraic Thinking

4. Represents addition and subtraction to solve problems
    - Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from. Also understands decomposing numbers
    - Solves addition and subtraction word problems and adds and subtracts within 10 by using objects or drawings to represent the problem
5. Knows addition and subtraction up to 5
    - Fluently knows addition and subtraction up to 5

Numbers and Operations in Base Ten

6. Works with numbers to gain foundations for place value
    - Compose and decompose from 11 to 19 into tens, ones and some further ones

Measurement and Data

7. Describes and compares measurable attributes
    - Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object
    - Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference
8. Classifies objects
    - Classifies objects into given categories, counts the numbers of objects in each category and sorts the categories

Geometry

9. Describes & compares shapes
    - Describes shapes and their positions
    - Identifies shapes as two-dimensional or three-dimensional
    - Analyzes and compares two- and three-dimensional shapes
    - Compose simple shapes to form larger shapes

Science

Students will be given opportunities to discover, reinforce, and apply scientific concepts. Concepts are determined by the Michigan Academic Standards. The engineering design process will be applied and extended through the use of Project Lead the Way modular units and grade level units.

1. **Demonstrate an understanding of Engineering, Technology, and Applications of Science**

- Students discover the design process, identify products around them designed by engineers, and use what they have learned to design their own paintbrushes.

2. **Demonstrate an understanding of Life Science**
    - Students will explain what living things need in order to survive
    - Students will explain how living things can change their environment to meet their needs
    - Students will represent the relationships between the needs of all living things and where they exist
    - Students will recognize the impact of humans on the environment and provide solutions for local problems

3. **Demonstrate an understanding of Earth and Space Science**
    - Students will observe the weather including the effects of the sun and patterns over time

4. **Demonstrate an understanding of Physical Science**
    - Students investigate different pushes and pulls and apply what they know to a swing set-installation project

Project Lead the Way

Project Lead the Way is the STEM Curriculum for Midland Public Schools. Each grade level engages in four interdisciplinary modules in the areas of life science, physical science, earth and space science, technology and engineering. The modules are designed with compelling activities, projects, and problems that build upon each other and relate to the world around them.

In kindergarten, students will be given opportunities to discover and reinforce scientific concepts. The scientific process skills will continue to be stressed and extended through the use of the following modular units:

- **Structure and Function: Exploring Design**
- **Pushes and Pulls**
- **Structure and Function: Human Body**
- **Animals and Algorithms**

Social Studies

In kindergarten, students will learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.”

1. **Demonstrates an understanding of history**
    - Students will distinguish among past, present, and future and create a general timeline using events from their own lives
    - Students will describe ways people learn about the past

2. **Demonstrates an understanding of geography**
    - Students will recognize that maps and globes represent places
    - Students will identify and explain places in their immediate environment
    - Students will explain how the environment provides our needs and wants

3. **Demonstrates an understanding of civics and government**
    - Students will explain reasons for rules
    - Students will identify the American flag as a symbol of our country
    - Students will explain fair ways to make decisions

4. **Demonstrates an understanding of economics**
    - Students will distinguish between goods and services and explain what it means to trade

5. **Demonstrates an understanding of public discourse, decision making, and citizen involvement**
    - Students will identify a classroom issue and express their position on the issue. They will develop a plan to address the issue and compare their viewpoint with that of another viewpoint.

Art

Experiences in kindergarten provide opportunities for children to use their imagination, express their feelings and emotions, and let their creativity blossom. Children learn to value uniqueness and individuality along with developing their own sense of what is beautiful. Effort and participation in dramatization, visual arts, music, creative movement and construction are promoted. Open-ended experiences in which the process is emphasized rather than the product build divergent thinking, problem-solving skills, and self-confidence.

Effort, participation and innovation in construction are promoted in the classroom setting. The classroom teacher provides the instruction and assessment in this area.

1. Is a cooperative learner
    EXT: Encourages others to follow directions, use supplies appropriately and respect the work of others.
    ACH: Follows directions, uses supplies appropriately, and respects the work of others.
    DEV: Follows directions, uses supplies appropriately, and respects the work of others, with reminder.
    LIM: Has difficulty following directions, respecting the work of others or using supplies appropriately.

2. Acquiring skills and concepts
   EXT: Demonstrates self-motivation to expand concepts and techniques taught.
   ACH: Consistently demonstrates an understanding of concepts and techniques taught.
   DEV: Generally demonstrates an understanding of concepts and techniques taught.
   LIM: Rarely demonstrates an understanding of concepts and techniques taught.

Music

Effort and participation in music and creative movement are promoted. A certified teacher provides the instruction and assessment in this area.

Skills acquired throughout the year:

- Differentiating singing voice and speaking voice
- Keeping a steady beat
- Showing cooperative behavior
- Handling instruments with care and concern
- Following directions
- Identifying melodic direction
- Distinguishing between high-low; loud-soft; fast-slow
- Demonstrating the ability to move through the classroom space safely during movement activities
- Learning to appreciate and enjoy a variety of musical styles and sounds

1. Is a cooperative learner
   EXT: Demonstrates to other students the proper techniques for the use of instruments; consistently serves as a positive role model for other students; encourages other students to follow directions and value vocal music; participates with an enthusiasm and maturity beyond their age.
   ACH: Shows care and concern for proper handling of instruments; works well with others; consistently follows directions; participates with enthusiasm.
   DEV: Demonstrates an understanding of the use of instruments but does not always use good judgment; learning to work with other students; generally follows directions; participates.
   LIM: Misuses instruments; mistreats other students; does not follow directions; does not participate.

2. Demonstrates understanding of basic musical concepts
   ACH: Demonstrates grade level standard for steady beat and singing voice
   DEV: Inconsistently demonstrates grade level standard for steady beat and singing voice
   LIM: Does not show an understanding of steady beat and/or singing voice

Physical Education

The kindergarten physical education program's primary emphasis is the acquisition of gross motor skills. The physical education specialist provides lessons, activities and experiences that allow children to develop the awareness, attitudes, and skills that lead to improved body control, wellness, and physical fitness. They also help the child in using large and small muscles to gain proficiency in body coordination. The certified physical education teacher provides the physical education assessment.

1. Demonstrates body control (includes observations made in gym, classroom and outside time)
   ACH: Controls body to avoid collisions; understands concept of space (own, others', room); demonstrates large motor dexterity
   DEV: Sometimes collides with others; beginning to judge space appropriately; improving large motor dexterity
   LIM: Bumps into people and/or objects; falls or trips frequently; lacks large motor dexterity

2. Participates appropriately in physical activities (includes observations made in gym, classroom and outside time)
   ACH: Joins in appropriately during physical activities; enjoys physical activities; follows directions and rules of the game; understands use of equipment and uses it appropriately
   DEV: Self-conscious during physical activities; seeks adult support often; generally follows directions; understands use of equipment but does not always use it appropriately; learning to play with classmates
   LIM: Avoids physical activities; refuses to participate; has difficulty following directions; does not use equipment correctly or appropriately

3. Is a cooperative learner
   ACH: Follows directions; follows rules of game; works well with classmates
   DEV: Generally follows directions; understands use of equipment, but does not always use good judgment; learning to play with classmates; occasionally makes negative remarks
   LIM: Misuses equipment; uses inappropriate language; disrespectful of others

World Language

Children today learn a world language through an approach different from when their parents were in school. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when comprehension and flexibility in thinking skills (such as concept learning, problem solving, and critical and divergent thinking) can be developed over time.

The kindergarten world language program reinforces basic skill areas by offering children a range of experiences connecting with mathematics, global awareness, language arts, music, physical

activities, technology, art, and science. Activities take into account different learning styles and abilities and include cultural games, songs, rhymes, storytelling, physical expression, and drawing. Developing listening comprehension in kindergarten is a very important part of the communication process. It precedes speaking and pre-reading.

1. Demonstrates listening comprehension in world language (following directions, repeating and responding)
   ACH: Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues consistently
   DEV: Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues
   LIM: Is not able to follow verbal directions, repeat or respond; is unable to respond to simple verbal, total physical response or concrete clues

2. Comprehends and uses vocabulary on familiar topics
   ACH: Comprehends general information and produces vocabulary consistently when using objects, visuals, gestures and illustrations; imitates modeled words and phrases and begins to use them independently
   DEV: Comprehends general information and uses some vocabulary when using objects, visuals, gestures and illustrations in speaking; imitates modeled words and phrases
   LIM: Is not able to comprehend general information or use vocabulary when manipulating objects, visuals, gestures or illustrations in speaking; is unable to imitate modeled words and phrases

3. Is a cooperative learner
   ACH: Makes eye contact with speaker and is an engaged listener; often demonstrates initiative; attempts new activities once introduced; volunteers often; contributes appropriately in learning activities
   DEV: Inconsistently makes eye contact with speaker; is hesitant but occasionally tries new activities with assistance and/or encouragement; contributes to learning activities with prompting
   LIM: Rarely makes eye contact with speaker; seldom contributes to learning activities even with prompting; demonstrates uncooperative behaviors with teachers and classmates

NWEA

NWEA MAP Growth - MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. NWEA MAP Growth is utilized grades 1-8 for Reading. NWEA MAP Growth is utilized grades DK-8 for Math. MAP Reading Fluency is used in Developmental Kindergarten and Kindergarten.