



Illinois State Board of Education



Illinois Priority Learning Standards Capacity Building Series

March 2021

Equity • Quality • Collaboration • Community

Changing your name in Zoom



- Click “Participants” at bottom of window
- Hover over your name and click “More” then “Rename”
- BEFORE your name, please at the number that corresponds to your ROE area number (1-6)
 - Example: 3 Erica T (ISBE she/her)





Welcome

- Please sign in using the [link](#) in the chat feature
- [Link to slides](#)
- All resources are archived on ISBE's [Learning Standards](#) webpage.
<https://www.isbe.net/Pages/Learning-Standards.aspx>
- Navigating Zoom
 - Video Controls
 - Microphone
 - Chat
 - Breakout Rooms



Shared Norms



- Use the chat to provide feedback & interact (back channel)
- Unmute yourself to share during designated times
- Make your video available during small group break outs
- Be comfortable with feeling uncomfortable
- Use equity of voice
- Keep your mind & heart open
- Be future focused





Our Agenda

10:00 Welcome, PD Credit Information, & Funding Update - *Erica Thieman*

10:05 - Myth/Fact Activity & Breakout Discussion - *Maggie Brewner & Anji Garza*

10:20 Crosswalk of Standards or IAR Evidence items & IPLS - *Dara Carr*

10:45 Breakout Discussion

Develop list of questions for ISBE Assessment Department on IAR

11:20 Wrap up - *Katie Algrim*



Welcome



PD Credits: Microsoft Forms via email
April and June to be processed
Must have completed registration form



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Some misconceptions about the IPLS...





1. The IL Priority Learning Standards are only good for this school year.



IPLS will be in effect this year and moving forward into next year. The IPLS are not mandated, but every district should have PLS to address unfinished learning challenges.

2. The purpose of IPLS is to help teachers PRIORITIZE, not eliminate standards.



Teachers may skip the Standards not identified in IPLS. (Myth)





3. ISBE has identified PLS in every subject except World Language and CTE.



IPLS only prioritizes standards for Math and Literacy. (Myth)

4. IPLS are not viable because almost every standard is listed as a priority.



Comparing the original IL Standards with the IPLS will indicate that most subjects have prioritized select standards. (Fact)





5. If the district has identified its own PLS, they do not need additional assistance.



Identification and implementation of IPLS are NOT synonymous. Implementation includes a deeper dive into IPLS:

- vertical articulation
- learning activities & assessments with rigor, clarity, equity, differentiation, etc.



Breakout Room Activity

In groups from your area

5-8 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

Directions:

1. Introduce yourself
2. Discuss
 - a. What are additional “myths” or misconceptions that you are hearing around the priority learning standards from the field?
 - b. How have you or how might you address these misconceptions with stakeholders?



Area 1

Notetaker/Speaker: Katie

What are additional “myths” or misconceptions that you are hearing around the priority learning standards from the field?

- Many districts had already identified their own so how to we help when they feel they already went in and did a crosswalk. How can we take the work they have done and help them focus on PLS and their learning loss.
- Discussion on how to create PLS and what the PLS are is different than being able to implement them.
- So overwhelmed as it is, putting out fires don't really have time to dig deep into the PLS when in survival mode.

How have you or how might you address these misconceptions with stakeholders?

- Discussion on how to help districts revisit their PLS and revisit the matrix that were shared during the first session of the capacity building sessions.
- Provide discussion/support on implementation of PLS.
- IPLS and ELA workshops broken up K-2, 3-5, and 6-8 then doing similar work in math.
- Larry Ainsworth to NCISC to support PLS work.
- Stay with grade level standards but move up a grade level depending on academic rigor of students (gifted discussion) - Supporting on how to measure students with PLS.

Area 2

Notetaker/Speaker:

What are additional “myths” or misconceptions that you are hearing around the priority learning standards from the field?

Types of responses here.

- Not all districts are using them due to the late arrival of them. They have not taken time to use them.
- Some feel that the IPLS were not developed using proper research standards.
- So many educators were so busy they did not have time to look at them. They seem to be looking at them now.
- Hoping for more interest toward summer.
- Reiteration of the fact that we should prioritize the standards in the document.
-

How have you or how might you address these misconceptions with stakeholders?

Types of responses here.

- Those giving legal advice have recommended the use of IPLS.

Area 3
Notetaker/Speaker: Stephanie

What are additional “myths” or misconceptions that you are hearing around the priority learning standards from the field?

Types of responses here.

We haven't heard of any additional myths, but conversations about the Priority Standards are not at the top of administrators' lists of concerns.

How have you or how might you address these misconceptions with stakeholders?

Types of responses here.

We will continue to have conversations and offer support about the Priority Standards, which would include addressing the myths that were previously addressed and any new ones.

Area 4

Notetaker/Speaker: Katie

What are additional “myths” or misconceptions that you are hearing around the priority learning standards from the field?

Maybe not a myth, but a perception that there are so many standards listed that its mute point to implement.

Districts who already have power standards for report cards - might feel they do not need the standards or any professional learning associated with them.

How have you or how might you address these misconceptions with stakeholders?

A crosswalk or clustering (i.e. for example clustering) of the standards.

Clustering and assessments will help clear up.

Area 5
Notetaker/Speaker:

What are additional “myths” or misconceptions that you are hearing around the priority learning standards from the field?

Types of responses here.

How have you or how might you address these misconceptions with stakeholders?

Types of responses here.

Area 6
Notetaker/Speaker:

What are additional “myths” or misconceptions that you are hearing around the priority learning standards from the field?

Types of responses here.

Feel they have already prioritized and aligned

use all the support they can get but don't know what they need

Next year - overloaded

How have you or how might you address these misconceptions with stakeholders?

Types of responses here.

Talk to admin and explain what they are about

We are interested in the differences and similarities discussion



IPLS and the Illinois Standards





IPLS and the Evidence Tables

ELA Evidence Statements



ELA Evidence Tables

Grade: 3	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the Assessment
<p>RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)
<p>RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<ul style="list-style-type: none"> Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1) Provides a statement of the central message, lesson, or moral in a text. (2) Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)
<p>RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<ul style="list-style-type: none"> Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) Provides an explanation of how characters' actions contribute to the sequence of events. (2)
<p>RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<ul style="list-style-type: none"> Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza. (1) Provides a description of how each successive part of a text builds on earlier sections. (2)
<p>RI 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<ul style="list-style-type: none"> Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)
<p>RI 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<ul style="list-style-type: none"> Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series). (1) Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series). (2) Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

Grade: 4		
Claim: Writing: Students write effectively when using and/or analyzing sources.		
Items designed to measure this claim may address the standards and evidences listed below:		
Standards:	Evidences:	Evidences:
<p>W1</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. 	<p>Written Expression:</p> <ul style="list-style-type: none"> Development of Ideas <ul style="list-style-type: none"> The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements² by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. Organization <ul style="list-style-type: none"> The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. Clarity of Language <ul style="list-style-type: none"> The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas. Knowledge of Language and Conventions <ul style="list-style-type: none"> The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.
<p>W2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	

[ELA Evidence Statements on ISBE Website](#)



IPLS and the Evidence Tables

Math Evidence Statements
(Clarification on vocabulary used)

Grade 8 Evidence Statements

Type I Type II Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
Sub-claim A (20 of 52 points) & Sub-claim B (10 of 52 points)					
B	8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion, which repeats eventually into a rational number.	<ul style="list-style-type: none"> i) Tasks do not have a context. ii) An equal number of tasks require students to write a fraction a/b as a repeating decimal, or write a repeating decimal as a fraction. iii) For tasks that involve writing a repeating decimal as a fraction, the given decimal should include no more than two repeating decimals without non-repeating digits after the decimal point (i.e. 2.16666..., 0.23232323...). 	MP.7 MP.8	No
B	8.NS.2	Use rational approximations of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g. π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	<ul style="list-style-type: none"> i) Tasks do not have a context. 	MP.5 MP.7 MP.8	No
A	8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^4 = 3^6 = 512 = 512$.	<ul style="list-style-type: none"> i) Tasks do not have a context. ii) Tasks focus on the properties and equivalence, not on simplification. iii) Half of the expressions involve one property; half of the expressions involve two or three properties. iv) Tasks should involve a single common base or a potential common base, such as, a task that includes 3, 9 and 27. 	MP.7	No
A	8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	<ul style="list-style-type: none"> i) Tasks may or may not have a context. ii) Students are not required to simplify expressions such as $\sqrt{16}$ to $2\sqrt{2}$. Students are required to express the square roots of 1, 4, 9, 16, 25, 36, 49, 64, 81 and 100, and the cube roots of 1, 8, 27, and 64. 	MP.7	No
A	8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.		MP.4	No

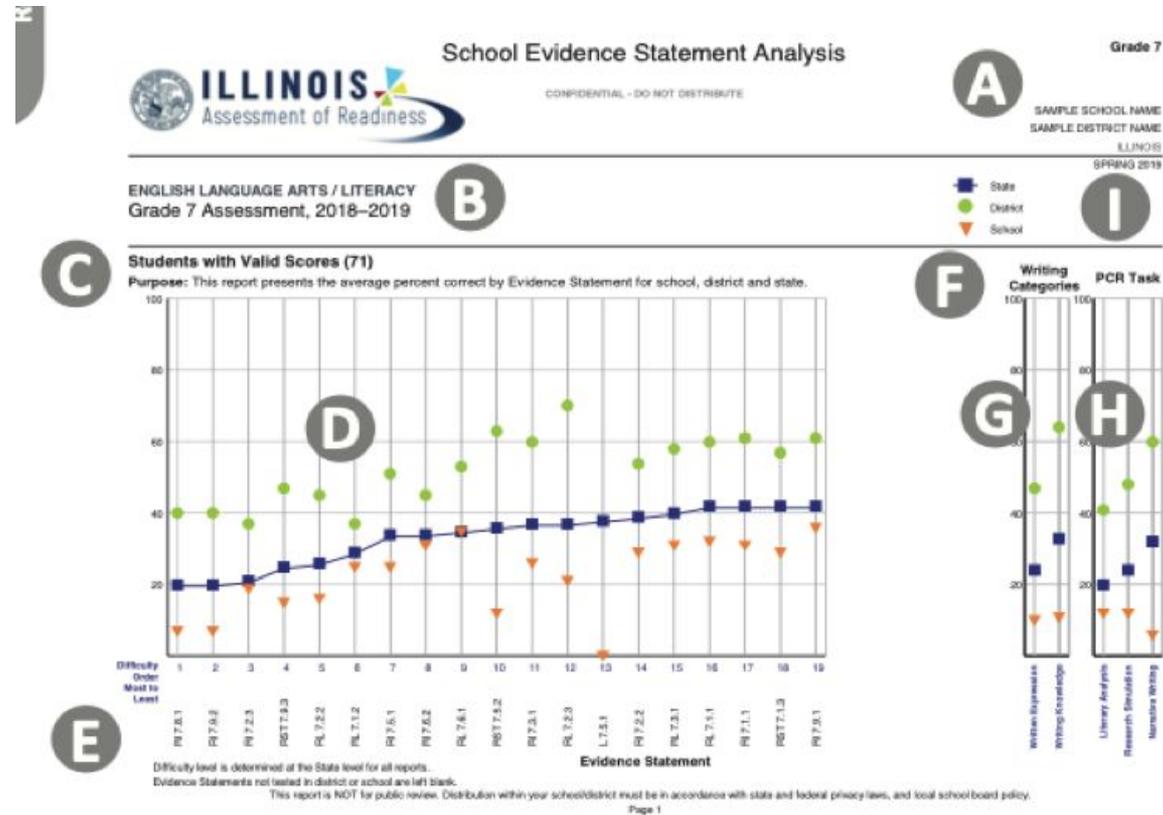
[Math Evidence Statements on ISBE Website](#)



IAR Data and the IPLS

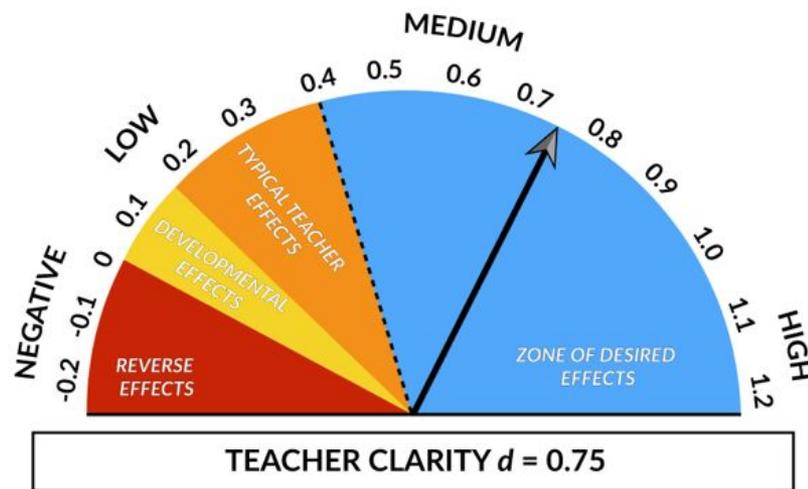


Evidence Statement Analysis (IAR Data)



Teacher Clarity

*What do these standards mean? What are the success criteria?
What are the different ways in which students can demonstrate their understanding?*



Teacher clarity is both a method and a mindset, and it has an effect size of 0.75 (Hattie, 2009). It's teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations.



Finding Clarity

Who teaches vocabulary?

How is it taught?

How is it assessed?



ELA Example



L 8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

from The Golden Apple

2. But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord had been left out because when ever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

Part A- Based on paragraph 2 what does the word discord mean?

Part B- Select two words from paragraph 2 that support your answer.



Math Example



5.NF.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

After a class lunch, the class has $\frac{9}{16}$ gallon of soup left over. They give $\frac{3}{8}$ gallon of this soup to the school office.

A student says they now have $\frac{3}{4}$ gallon of soup left over because when you subtract the numerators and denominators, the difference is $\frac{6}{8}$, and $\frac{6}{8}$ is equivalent to $\frac{3}{4}$ when you divide both the numerator and denominator by 2.

Explain the error in reasoning that the student made.

Explain how to correct the error. Include the correct amount of soup, in gallons, that is left over after giving soup to the school office in your explanation.

Enter your answer and your explanations in the space provided.



Illinois Item Digital Library



IAR Digital Item Library



SUBJECT

Select ▾

Welcome to the Illinois Assessment of Readiness Digital Item Library

The Digital Item Library provides access to items previously administered on an Illinois English language arts or mathematics assessment. The library categorizes items by Evidence Statements or Common Core State Standards and contains searchable fields to help find specific items. Items can be previewed in the format presented on the computer-based assessment or downloaded as individual or bulk PDFs.

To get started, please select **Subject** and **Grade** to start exploring or click on **Help** for more information on how to use the library

Gives items for every ELA and Math Priority Standard that is aligned to the Evidence Tables and is on the Evidence Statement Analysis!

Used together, brings **CLARITY**



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Tools to Achieve Teacher Clarity



4th Grade

Major Standards	Supporting Standards	Additional Standards	Required Fluency	Rigor	Prerequisites	Time Frame
Unit	Standard					
Chapter 1- Place Value, Addition, and Subtraction to One Million	4.NBT.A.1-Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.			Conceptual	3.NBT.A.1	15 Days
	4.NBT.A.2-Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.			Procedural Skill/ Fluency	3.NBT.A.1	
	4.NBT.A.3- Use place value understanding to round multi-digit whole numbers to any place.				3.NBT.A.1	
	4.NBT.B.4-Fluently add and subtract multi-digit whole numbers using the standard algorithm.			Procedural Skill/ Fluency and Application	3.NBT.A.1 3.NBT.A.2	

4.NBT.A.1-Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

About the Standard:

Our number system is a base ten system. Each place value is ten times as great as the place to its immediate right. So 100 is 10 times the tens place. You can use division to compare place values as well. For example, $7000 \div 700 = 10$ answers how many groups of 700 are in 7,000. It shows us that the place value to the left is ten times greater than the place value at the right. Also, $7,000 \div 10 = 700$ showing that 7,000 is ten times more than 700 or that 700 is one-tenth of 7,000.

- Explain the value of each digit as ten times the value of the digit to its right.

7,000 is ten times greater than 700, which is ten times greater than 70, which is ten times greater than 7. This understanding must be more robust than simply adding zeroes. Students should be able to represent this with models and explain the relationships.

- Explain the value of each digit as one-tenth of the value of the digit to its left.

7 is one-tenth of 70, which is one-tenth of 700, which is one-tenth of 7,000. The relationship between place values is different when we consider place values to the immediate left. Again, one can divide or remove zeroes to explain this relationship. However, students should also be able to explain this with place value models including base ten models and place value charts.



Tools to Achieve Teacher Clarity



Learning Target	Success Criteria	Mathematical Model or Strategy	Aligned Resources
<ul style="list-style-type: none"> Explain the value of each digit as ten times the value of the digit to its right. Explain the value of each digit as one-tenth of the value of the digit to its left. Describe patterns found in place value (i.e. 70,000 is ten times more than 7,000; 7,000 is ten times more than 700; b/c 10×10 is 100, 70,000 must be 100 times more than 700). Demonstrate place value understanding by working flexibly with numbers (i.e. what is a number between 5,000 and 5,500 with an odd number in the hundreds place, etc.) 	<ul style="list-style-type: none"> Accurately make sense of quantities by representing numbers using place value Correctly explain the relationship between place value positions in base-ten. Correctly use models to represent size and patterns in place value. Accurately compare the value of digits in numbers using a place value chart. Correctly identify the position and value of each place in a place value chart. Appropriately determine when a digit, its value or its place value position is needed Correctly decompose/rename whole numbers by regrouping Students can explain the multiplicative comparison relationship of place value, recognizing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 	<p>Base ten blocks Place value charts Picture models to represent a quantity</p> <p>Place Value Counters</p> <p>Digit vs. value Digit vs. number</p> <p>The role of zero in place value</p> <p>Number Talks</p>	<ul style="list-style-type: none"> Identify Place Value Relationship: Ten Times Greater (Links to an external site.) Identify and Explain Place Value Relationship: Ten Times Greater (Links to an external site.) Explain Place Value Relationship: Ten Times Greater (Links to an external site.) Use Multiplication and Division to Show Relationships Between Numbers
<p>Check for Pre-Requisite Skills: Addition and Subtraction within 1,000: High Quality Tasks (<i>Mine the Gap for Mathematical Understanding, Grades 3-5</i>) https://resources.corwin.com/sites/default/files/Student%20Performance%20Recording%20Sheet%20pdf.pdf</p>			
<p>Materials I am currently using: Number of the Day Reasoning Templates; Multiples of Ten math center; Place Value Sorts (Math Tech Connections); https://www.unbounded.org/math/grade-4/module-1/topic-a/lesson-2 (to supplement GoMath lessons 1.1 and 1.5); Place Value I Can activity - assessment Jump Start routines: https://resources.corwin.com/jumpstartroutines/elementary/student-resources/routine-3-the-missing</p>		<p>Remote learning: Virtual math manipulatives: https://www.didax.com/math/virtual-manipulatives.html Google Forms Assessments (Gr. 4): Numbers and Operations in Base Ten, 18 quizzes (Math Tech Connections)</p> <p>Zoom Model lessons using place value chips Student draw on virtual white board or slide</p>	



Templates



Math

General - Other Content Areas

Completed Math Sample

Complete Science Sample (different template)

***We will discuss other content areas in future sessions.*



Breakout Room Activity

In groups from your area

When the timer ends, please finish your thought and return to the main room within 1 minute.

Directions:

1. Discuss your takeaways from the Digital Item Library, Evidence Tables, and Teacher Clarity segments. How are you using these tools in your work to prioritize learning within districts? How could you use these tools?
2. What are some questions you have related to IAR that you would like to have answered by IAR assessment experts in April?



Area 1

Notetaker/Speaker: Katie

How are you using these tools in your work to prioritize learning within districts? How could you use these tools?

-(MS) When teachers were prioritizing standards didn't do the RHs and RSTs. Look at evidence statements and ensure that they are reflected in writing/reading connection.

-Digital library is already used by many educators and look at the released items; however New Meridian website is often missed so we look at that. Use the digital library as a way to write assessments and endure rigor.

-Level set common knowledge regarding IAR, Digital library, etc.. Many of these resources are kept at cabinet level or in district committees....what can we do to support non-committee educators with this work so that they can make rigor changes/instructional components within their classrooms.

-Reminding teachers it isn't about them, but could be an overarching curriculum issue to address.

What are some questions you have related to IAR that you would like to have answered by IAR assessment experts in April?

-Would love it if ISBE could also attend/present next month. Use authentic pieces of literature, not written pieces that are aligned to standards. Keep it authentic moving forward - Suggestion for future assessment writing.

-What resources would IAR suggest starting with or focusing on to support your non-committee educators who want to have more clarity around the standards and assessments??

-Data on Spring assessment and then data on the Fall assessments so that this data can be utilized without waiting for ALL districts (whether taking spring or fall can have their data quicker)??

-Literacy in Action website is not being updated any longer; however great resources...can this continue to be updated/discussed/added to our PLS resources??

Area 2

Notetaker/Speaker:

How are you using these tools in your work to prioritize learning within districts? How could you use these tools?

Clarity is a good way to create teacher buy-in. Teachers know the standards, but are lacking conversations related to success criteria and vertical articulations. Allows teachers to bring their teaching to the standards.

Allows teachers to pinpoint what they are doing and obtain a laser-like focus.

What does it look like if student are meeting the expectations? Approaching? Exceeding?

Has the potential to open doors to conversations about learning trajectories & standards based grading & reporting.

Everyone needs clarity - teachers, parents, administrators, students

Digital item library has been a great tool to focus questions writing and assessment.

Tools may provide a sense of relief & direction for districts.

Teacher want to be engaged in the right kind of work.

[2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) - ACHIEVE

What are some questions you have related to IAR that you would like to have answered by IAR assessment experts in April?

Changes for this year's assessment administration/format?

How will changes to the assessment this year impact reporting? (length, time)

How will variables impact data?

How can we use data to determine the effect the pandemic has had on students?

Future of assessment (benchmarking)?

Area 3
Notetaker/Speaker: Stephanie

How are you using these tools in your work to prioritize learning within districts? How could you use these tools?

We have used the Evidence Statement Analysis reports to help educators analyze data.

What are some questions you have related to IAR that you would like to have answered by IAR assessment experts in April?

Area 4

Notetaker/Speaker: Katie / Grant

How are you using these tools in your work to prioritize learning within districts? How could you use these tools?

1. Talking about Type II assessments first? Are they using the right assessments? Do the teachers understand the data collection from what they are using? --- We need to get an assessment into districts hands that emphasizes priority standards.
2. Making sure admins and teachers know about the Illinois Item Digital Library and are using it.
3. Working with districts to make sure they are utilizing and able to interpret the Evidence Statement Analysis
---- What have done a really good job at explaining the WHAT - now we need to look at the WHY.

What are some questions you have related to IAR that you would like to have answered by IAR assessment experts in April?

Teachers are having to do their own student data reports by hand between the type II assessment and IAR/or individual standards.

Area 5
Notetaker/Speaker:

How are you using these tools in your work to prioritize learning within districts? How could you use these tools?

Types of responses here.

What are some questions you have related to IAR that you would like to have answered by IAR assessment experts in April?

Types of responses here.

Area 6
Notetaker/Speaker:

How are you using these tools in your work to prioritize learning within districts? How could you use these tools?

We had conversations around writing. We looked at the evidence tables and great resources we need.

What are some questions you have related to IAR that you would like to have answered by IAR assessment experts in April?

We would like to see a guidance document and a crosswalk.



Wrap Up





Next Session:
April 19, 2021
10:00-11:30 a.m.



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