
CURRICULUM OVERVIEW
PROFESSIONAL DEVELOPMENT Q & A

Q- Can alerts be made when changes are made to testing calendar?

A- Yes. An email will be sent out to FCSD.

Q- In regards to Common Assessments, can we try them on Chromebooks so kids have computer practice?

A- Great idea! Start by discussing possibilities with your grade level or department team. The curriculum department can assist with formatting.

Q- What is the schedule for 3rd graders who are not taking OAA or PARCC?

A- Grade 3 students who are not successful on the Fall OAA (reading) will need to retake the OAA (reading) in the Spring. Grade 3 students who earn a passing score on the Fall OAA (reading) will take the PARCC assessment (reading) in the Spring.

Q- When I followed district pacing my students scored lower and were more confused because of skipping lessons. When I taught my way, there was higher understanding and kids in accelerated and advanced scored higher. Do we have to follow pacing?

A- Yes. The district approves the individual content/grade level pacing guides. Teachers are expected to teach the NLS in the order of the pacing guide. If you believe changes should be made to the pacing guides, please begin discussions at department/grade level meetings.

Q- Do I need to give SLO assessments if I am retiring?

A- Yes, all teachers who do not have Value Added data are expected to complete SLO assessments toward their evaluation unless exempted.

Q- Can we give SLO assessments sooner than March?

A- SLO assessments that have been rewritten during the 2014 summer have been aligned to the interval of instruction. These assessments should be given according to the testing calendar. Teachers utilizing SLO assessments from previous year, will work individually with the curriculum department if needed.

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Q- Will the cut off for the 3rd grade guarantee increase from 392 in the fall?

A- The TGRG passing score for 2014-15 OAA is 394. 400 is still considered proficient.

Q- Is there a district wide meeting for 3rd grade parents in regard to TGRG?

A- A district letter is provided to all buildings for students in grades K-3 after taking the fall diagnostic assessment. Individual buildings/teachers communicate with parents when establishing the RIMP and grade 3 parents clearly communicate the retention possibility at parent-teacher conferences. Elementary buildings conducted parent meetings to share TGRG information.
