



Q & A

THIS SPRING MCAS/FALL iREADY ASSESSMENT & NEW MATH AND LITERACY CURRICULA

ZOOM MEETING FOR FAMILIES

10/24/2022

- Can you provide more information about what the criteria is for intensive, individualized interventions?

Interventions are determined by assessments, both formative and summative, and by teacher observation. Some of our interventions are provided by the classroom teacher during

- Workshop sounds wonderful for the students who get to the understanding first. How do the students who aren't as strong (or quick) make the same connection?

Aren't they more likely to accept the solution/method so they don't look inept rather than push through the full learning?

The workshop model is actually ideal for students who need more time to process and engage with the information. By focusing more on strategies rather than solutions at the start of each lesson, and by incorporating collaboration and peer discussion into the productive struggle, it becomes a group effort rather than an individual competition to see who gets the answer correct. Students who may not yet be as strong in these skills have the opportunity to discuss with and learn from their peers, and can engage in the class discussion by being able to state some of the ideas their group tried. In addition, the more active math class where students are engaged in hands-on games and center activities often is the best way to help students achieve that conceptual learning. It is a model based on collaboration, ideas, and concepts, rather than independent work, procedures, and a goal of always achieving correct answers.

- Is the typical growth line specifically for my child or any child in the same grade-level (regarding the results we received)?

The typical growth line on the individual student reports sent home is specific to your child.

- Where can we find the home-school connections?

The home-school connections letters are sent home by teachers, emailed by Mrs. Champagne, and will be posted on the curriculum section of the THES website.