

Agenda for **INSTRUCTIONAL IMPROVEMENT COUNCIL** Meeting
3:45 – 5:00 p.m. Wednesday, May 11, 2011
Germantown School District – District Office Library

“REACHING FOR EXCELLENCE TOGETHER”

Connecting



Learning

- ❖ Course proposals/revisions
- ❖ Textbook adoptions

Managing

MAP Pilot season results

Closing

- ❖ Next meeting date/time: FALL 2011
 - Agenda items:
 -

Process for Course/Program Addition, Deletion or Modification

1. Recommendations for course/program additions, deletions or modifications shall be presented to the subject area curriculum steering committee by April 1 of the school year proceeding the school year in which the proposal shall be considered for adoption. High school course proposals shall have received the acknowledgment of the high school department and administration prior to submission to the steering committee.
2. K-12 curriculum steering committees shall provide an initial endorsement, an endorsement with modifications, or a rejection by May 1 of the same school year mentioned above. A definite Course outline is to be developed prior to further consideration by the K-12 committee in the fall.
3. By October 1, the finalized course proposal shall be presented to the subject area curriculum steering committee for review, adoption or rejection.
4. The approved proposals shall be presented to the Instructional Improvement Council by November 1 for discussion and review.
5. The Instructional Improvement Council shall take final action relative to course/program proposals at the scheduled end of November meeting.
6. The Board shall act on the proposals no later than its last meeting in December.

Instructional Improvement Council Responsibilities

The Instructional Improvement Council monitors and reviews all recommendations relative to the instructional program. The Council sends recommendations to the Administrative Council and to the Board of Education.

- A. To act on program modifications.
- B. To recommend modifications to the Administrative Council and Board.
- C. To endorse textbook adoptions.
- D. To receive and analyze reports that impact the instructional program:
 - a. achievement testing
 - b. curriculum evaluation, audit reports and implementation plans
- E. To recommend and assist in implementing effective staff development programs.
- F. To review curriculum steering committee goals.
- G. To update the K - 12 curriculum long-range action plan as necessary.

COMMITTEE MEETING DATES	POTENTIAL TOPICS
Wednesday, October 6, 2010	Course Additions Science Timeline School Improvement Plans and Curriculum Impact
Wednesday, November 10, 2010	Response to Intervention Overview RTI Implications on curriculum
Wednesday, December 15, 2010	New Teacher /Mentoring Activities K-12 District Writing Assessment Wisconsin Graduation Summit
Wednesday, January 12, 2011	Professional Development New Teacher Project ESEA Updates School Improvement Plans Mid-Year Review Textbook Adoption Requests/Instructional Materials Requests
Wednesday, February 9, 2011	Textbook Adoption Requests/Instructional Materials
Wednesday, March 16, 2011	Textbook Adoption Endorsements Course Proposals for 2010-11
Wednesday, April 13, 2011	
Wednesday, May 11, 2011	END OF YEAR REVIEW

GERMANTOWN SCHOOL DISTRICT

Course Proposal

Please check one of the following:

- New Course Proposal Revised Course Proposal Course Deletion Proposal Title Change

Date/Time Field	May 9, 20	Department	English	School	GHS
Person Initiating Proposal	Rachel Rauch, Patty Sibbernsen, Tom Kujawa, Jeff Schriber, and Dan Unertl				
Department Chair	Dan Unertl				
Course Title	English A (year 1), English B (year 2)				
Certification Required to Teach The Course	English (300)				

Reason for Deletion (If Appropriate):	Course title, English AB, will be deleted and replaced with course title English A, to run in even calendar years, and remain as is within the GHS curriculum. English B will be the second iteration of the course, a mirror with new materials, to run in odd calendar years. Redundancy exists in terms of curriculum and student representation and is the reason for this addition.
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Course Description:	English B is intended to be an Alternative English offering. English AB currently draws a small number of first (seldom), second and third year students, but a small number of those students end up enrolling in the course in successive years, resulting in redundancy. English B is intended to exist in order to provide a needed intervention for struggling GHS students without curricular duplication.
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Necessary Prerequisites:	Failure in English 9 or 10 or by teacher recommendation. The typical student has failed a semester of English 9 or 10, but could have failed both semesters of each course and, for example, could even be making up first semester of English 10 in English A or B and taking English 10 semester II at the same time.
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Course Objectives:	To recover a required English credit, provide opportunity to recover skills, and meet graduation requirements.
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Course Content / Outline: (Please attach to the form if more space is needed)	English B will mirror the current existing course, English AB in format; however, the course will offer alternative high interest readings, films, and materials in general.
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Course Evaluation:	Tests, quizzes, daily in-class assignments, etc...
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Identify the Student Need:

Students continue to fail English 9 and English 10. The only existing interventional course is English AB, which is the cause for redundancy for students in need of the intervention in successive years. The expansion of the course to both English A and English B and rotating the offered course will allow students additional opportunity for rebuilding skills and recover credits.

Target Audience:

Students who have failed English 9, English 10 or both.

Anticipated Enrollment:

Fifteen students per class.

Credit:

1/2 credit per semester, up to two credits.

Budget:

Extended contract hours for four to five English department members (approximately 40 total hours)

Additional Staff:

Rachel Rauch, Patty Sibbersen, Tom Kujawa, Jeff Schriber, and Dan Unertl

Instructional Materials:

To be developed and drawn from the English department budget.

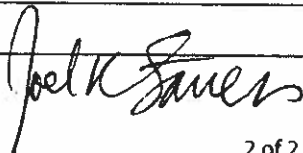
Space:

No additional space required.

Equipment:

No additional equipment required

Building Principal Signature:



Date:

5/9/11

may

GERMANTOWN SCHOOL DISTRICT Course Proposal

Please check one of the following:

- New Course Proposal
 Revised Course Proposal
 Course Deletion Proposal
 Title Change

Date/Time Field Department School

Person Initiating Proposal

Department Chair

Course Title

Certification Required to Teach The Course

Reason for Deletion (If Appropriate):

Course Description:

Necessary Prerequisites:

Course Objectives:

Course Content / Outline: (Please attach to the form if more space is needed)

Course Evaluation:

Identify the Student Need: Biotechnical Engineering is an up and coming field with many job opportunities. Better prepare students for post secondary education in the field of engineering.

Target Audience: Students interested in biotechnology and engineering.

Anticipated Enrollment: 40-50 students

Credit: 1 credit - *Science credit toward graduation*

Budget: *⊗ #20 student fee too*
\$5000 installment from Kern Foundation grant to pay for teacher training and expenses. An additional \$5000 will be needed to purchase necessary supplies not already in GHS science department.

Additional Staff: None needed

Instructional Materials: Curriculum is determined and provided by the national PLTW organization. <http://www.pltw.org>

Space: PLTW Classroom and Science Classroom

Equipment: See attached sheet

Building Principal Signature: *[Signature]*

Date: 3/31/11



Biotechnical Engineering (BE) Course Description

The major focus of the Biotechnical Engineering™ (BE) course is to expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems that can be accomplished in a high school setting related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bio-ethics.

The BE course is a high school course that may be taken by 11th or 12th grade students as part of the Project Lead The Way® sequence of courses or as an elective. Students should have experience in biology, chemistry, mathematics, and technology education. It is a project as well as problem-based curriculum similar to all Project Lead the Way® courses. Students in this course will apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems.

Biotechnical Engineering™ is one of the specialty courses in the Project Lead The Way® pre-engineering curriculum, which applies and concurrently develops secondary level knowledge and skills in biology, physics, technology, and mathematics.

The course of study includes:

- Safety and Documentation Review
- Introduction to Biotechnical Engineering
- Biochemical Engineering
- Environmental and Agricultural Engineering
- Biomedical

3.1.10. Identification and processing of DNA.

Unit 4 – Environmental and Agricultural Engineering (44 days)

Lesson 4.1 – Grow to Go (44 days)

- 4.1.1 Lactic-acid
- 4.1.2 Alcoholic fermentation
- 4.1.3 Bioreactors and useful products
- 4.1.4 Chemostats
- 4.1.5 Microbial metabolism and oil eating microbes
- 4.1.6 Optimization of reactants or substrates
- 4.1.7 Bioprocessing and renewable energy
- 4.1.8. Hydro-aquaponic system
- 4.1.9. Abiotic and biotic factors
- 4.1.10. Systems design

Unit 5 – Biomedical (61 days)

Lesson 5.1 - Biomedical Engineering (12 days)

- 5.1.1. Extensive and detailed procedures
- 5.1.2. Product evaluation
- 5.1.3. Communication and documentation
- 5.1.4. Continued education

Lesson 5.2 – Orthopedics (30 days)

- 5.2.1. Human musculo-skeletal anatomy
- 5.2.2. Human skeletal system
- 5.2.3. Common disorders
- 5.2.4. Artificial orthopedic devices
- 5.2.5. Specialized biocompatible materials
- 5.2.6 Design Solutions

Lesson 5.3 – Cardiovascular Devices and Imaging (19 days)

- 5.3.1. Cardiac function
- 5.3.2. Abnormal cardiac functions
- 5.3.3. Prosthetic devices
- 5.3.4. The heart
- 5.3.5. The ECG
- 5.3.6. Cardiac cycle.
- 5.3.7. Electrical fields and the human body
- 5.3.8 Design Solutions



Biotechnical Engineering Topical Outline

Unit 1 – Safety and Documentation Review (9 days)

Lesson 1.1 – Biotechnical Engineering Procedures (9 days)

- 1.1.1 Project Documentation
- 1.1.2 Communication
- 1.1.2 Laboratory Safety
- 1.1.3 Instrumentation Calibration

Unit 2 - Introduction To Biotechnical Engineering (29 days)

Lesson 2.1 – Biotechnical Engineering History and Industry (21 days)

- 2.1.1. Biotechnical engineering
- 2.1.2. Engineering concepts
- 2.1.3. Fields of biotechnology
- 2.1.4. Living organisms
- 2.1.5. Biotechnology industry
- 2.1.6. Commercial industry
- 2.1.7. Financial markets

Lesson 2.2 – Lessons from Prometheus (8 days)

- 2.2.1. Technology in life sciences
- 2.2.2. Bioethics
- 2.2.3. Making decisions
- 2.2.4. Positive and negative effects

Unit 3 – Biochemical Engineering (30 days)

Lesson 3.1 – CSI Forensics: Engineers Needed (30 days)

- 3.1.1. DNA sequence analysis
- 3.1.2. DNA amplification
- 3.1.3. Medicine
- 3.1.4. Forensic science
- 3.1.5. DNA sources
- 3.1.6. Isolating DNA
- 3.1.7. Storage and handling
- 3.1.8. Contamination
- 3.1.9. Analyzing DNA

#5800 for training

PLTW - Biotechnical Engineering (BE) Required Items

CRITICAL!!! You must read the Purchasing Manual Instructions to understand how to use this new workbook. It has undergone a major redesign from 2009.
 - This worksheet contains a list of specific REQUIRED items needed for the BE course.
 - For each course being taught, see the Core Class and Lab Inventory worksheet and order those general items IN ADDITION TO the specific items on this course worksheet.

UPDATES FOR THE 2010 - 2011 SCHOOL YEAR

- There are no updates to the curriculum for the 2010-2011 school year.
- However, there are a few changes to the items required due to availability, so please review the list of items below closely
- Special Classroom Notes - In addition to what is on this list, you will need the following items:
 Access to refrigerator/freezer, microwave, and a sink with hot and cold water.

V	Vend	Item #	Item Specification	Unit Cost	Unit	Fund Cat	Freq	Qty Recmd 20 Sids	Enter Qty to Order	Total Price	Price Type	Unit Timing
		****	Make sure that you have ordered the required items from the Core Class and Lab Inventory worksheet. Everything on this worksheet PLUS the general items are needed for BE.	**	**	**	**	**	**	**	**	**
Computer Software												
	Local Reseller	**	Autodesk	**	**	BE requires Autodesk software. See the "CORE CLASS AND LAB INVENTORY" worksheet for pricing information.						
	PLTW	**	Software available at no cost to PLTW schools can be downloaded from the PLTW Virtual Academy (VA)	**	**	In addition to the licensed software, there are many software applications needed for many units. See Software Table for more details.						
Hardware												
	SARG	4855	Dual Magnifier, Two lenses for varying magnification, view specimens two different ways. With a two-in-one durable plastic magnifier: Under 3X with 1 5/8" diameter lens, or 6X with 5/8" diameter lens. Overall size: 4 1/2" L x 2" W Wards Scientific #24 V 1112	\$0.50	Each	E	1x	6	0	\$ -	B	3
Engineering Specialty												
	FISH	1110	Green Fluorescent Protein (GFP) Chromatography Kit BioRad #166-0005EDU	\$57.49	Each	C	CS	1	0	\$115 -	B	3
	SARG	1207	Pure Latex General Purpose Tubing: Amb Tubing 3/16 x 1/16 Pk/12ft Fisher Scientific #S50616	\$4.00	Roll	E	1x	1	0	\$ 8 -	B	4
	FISH	1209	Tubing Assortment, Flint glass; 5 lb package includes 1 lb. Each of the 5, 6, 7, 8, and 9mm sizes, 4' lengths Fisher Scientific #S37612	\$37.11	Pkg/5	E	1x	1	0	\$75 -	B	4
	SARG	1508	Pipette, Transfer; Samaco; Nonsterile; Graduated; Polyethylene; Low-affinity surface; Type: Standard Bulb; Graduations: 0.25 to 1ml; Capacity: 1.0 ml 5 1/2 inch (14.0cm) long; Bulb draw: 2.2ml Drops: 25ml. Fisher Scientific #13-711-24	\$12.75	Box/500	C	3-5y	1	0	\$25 -	B	1

per 20

Technical Engineering (BE)
 and Items

V	Vendor	Item #	Item Specification	Unit Cost	Unit	Fund Cat	Freq	Qty Recmd 20 Stds	Enter Qty to Order	Total Price	Price /Type	Unit/ Timing
	FISH	1510	Disposable serological pipette, polystyrene, negative and reverse graduation, 5ml capacity, VWR #32314-008 consumable	\$6.76	Case/200	C	3-5y	1	0	\$ 14 -	B	1
	FISH	1515	Disposable serological pipette, polystyrene, negative and reverse graduations, 10ml capacity, VWR #53300-523 consumable	\$12.44	Case/200	C	3-5y	1	0	\$ 26 -	B	1
	FISH	1520	Bioremediation by oil eating bacteria, enough for 10 groups Edovrex #956	\$68.27	Kit	C	CS	1	0	\$ 140 -	B	4
	CBIO	1525	Where's the Victim? Blood Spatter Analysis Kit Carolina Biological #21-2100	\$37.50	Each	C	CS	1	0	\$ 76 -	SG	3
	Any Local Vendor	-	Glucose Exam Plate Medium J11024102	\$4.63	Box	C	3-5y	2	0	\$ X -	SG	3
	Any Local Vendor	-	Glucose Exam Plate Small TR024101	\$4.34	Box	C	3-5y	1	0	\$ X -	SG	3
	SARG	1555	a-D-(+) Lactose Monohydrate (Power/Certified ACS), Fisher Chemical > Amber Glass, 500g, send MSDS sheets with order. Fisher Scientific #L5-500	\$28.90	500g	C	CS	1	0	\$ 60 -	B	4
	FISH	1720	pGlo Bacterial Transformation Kit 166-0003EDU	\$57.49	Each	C	CS	2	0	\$ 230 -	B	3
	EE	4045	Triple Balance Beam Scale with weight set, 2610g capacity with weight set, 0.1g sensitivity	\$80.90	Each	E	1x	1	0	\$ 81 -	B	4
	EE	4800	Safety Red Spirit Thermometer, total immersion, -20 to + 150 deg. Fischer #S41574C	\$1.30	Each	E	1x	5	0	\$ 13 -	B	3
	EE	4805	Test Tubes Pyrex Borosilicate 20mm x 150mm, Pack of 72 general-purpose test tubes with medium weight walls and polished rims (Corning No. 9800), Stopper capacity: 32ml, size 1 Frey Scientific #15593484	\$34.00	Pkg/72	E	1x	1	0	\$ 68 -	B	4
	EE	4810	Test Tube Rack, plastic, rack holds six tubes. Frey Scientific #15263523	\$1.90	Each	E	1x	5	0	\$ X -	B	4
	STOPPER FREY	4815	250ml Erlenmeyer Flask, graduation range 50-225ml, 25ml intervals, rubber stopper #6, 89000-362	\$30.11	Pkg/12	E	1x	1	0	\$ X -	B	4
	FREY	4820	1 liter Erlenmeyer Flask, graduation range 250-1,000 mL, 50ml intervals, rubber stopper #9, VWR #89000-368	\$30.24	Pkg/6	E	1x	1	0	\$ 60 -	B	4
	FISH	4825	Hotplate: Isotemp; Ceramic Top; 4 x 4 in. heating surface; Temperature control to 540C; 120V 60 Hz Fisher Scientific #11-100-16H	\$151.74	Each	E	1x	3	0	\$ 460 -	B	4
	SARG	10375	1000ml Beaker. Corning 1000 Manufactured with spout & uniform wall thickness for maximum durability. Larger sizes (over 250ml) have double graduated measuring scale. All have large marking spot.	\$34.70	Pkg/6	E	1x	1	0	\$ X -	SG	4
	FISH	4831	Beaker, Pyrex; Pharmaceutical; Capacity: 500mL/16 oz.; Graduated in mL and oz. Fisher Scientific #02-558C	\$46.27	Each	E	1x	6	0	\$ X -	B	4



V	Vend	Item #	Item Specification	Unit Cost	Unit	Fund Cat	Freq	Qty	Recomnd	Enter Qty	Total Price	Price	Unit
								20 Sids	to Order		Type	Timing	
	FREY	4835	Stopper, Rubber, Assortment; Supplied in solid, one-hole and two-hole forms Size numbers molded into top; in Sizes No. 00-8; 2lb package Fischer Scientific #S34999	\$13.99	2lb/Pkg	E	1x	1	0	\$28	B	4	
	FISH	5010	Ring Stand, Support Stand with 2 Rings; Cast Iron, Rectangular base, Nickel-plated steel rod; Case Iron rings with nickel-plated steel thumb screws Fisher Scientific #S47815	\$18.38	Each	E	1x	3	0	\$56	B	4	
	FISH	5015	Economical Microcentrifuge 166-0603EDU	\$216.43	Each	E	1x	1	0	\$217	B	3	
	EE	6090	Wolfe Beta Monocular Microscope 10x widefield eyepiece(s), 4x, 10x, 40x, and 100x oil-immersion objectives (40x and 100x spring loaded); Halogen illumination 59-1147	\$156.00	Each	E	1x	10	0	\$1560	B	4	
	FISH	6110	Mini Incubator, temperature range - ambient to 60°C temperature uniformity +/- .5°C, capacity eighty 6.5 cm plates. Dimensions: exterior - 28 x 29 x 34 cm (W x D x H), chamber - 23 x 20 x 20 cm (W x D x H), Bio Rad #166-0501EDU	\$251.44	Each	E	1x	1	0	\$251.44	B	3	
General Store													
	Any Local Vendor		Paper towels	\$1.97	Roll	C	CS	1	0	\$1.97	SG	1	
	Any Local Vendor		Hand and dish soap	\$1.48	Each	C	CS	1	0	\$1.48	SG	1	
	Any Local Vendor		Index cards	\$1.24	Pkg, 100	C	CS	1	0	\$1.24	SG	2	
	Any Local Vendor		Coffee filters	\$1.16	Each	C	CS	10	0	\$1.16	SG	4	
	Any Local Vendor		Bag of ice	\$1.40	Each	C	CS	2	0	\$1.40	SG	3	
	Any Local Vendor		1 Gallon deionized water	\$1.28	Each	C	CS	1	0	\$1.28	SG	3	
	Any Local Vendor		1 lb. sucrose (granulated table sugar)	\$1.66	Each	C	CS	1	0	\$1.66	SG	4	
	Any Local Vendor		Bottle of corn syrup	\$1.50	Each	C	CS	1	0	\$1.50	SG	4	
	Any Local Vendor		Yeast (3 brands)	\$1.56	Each	C	CS	10	0	\$1.56	SG	4	
	Any Local Vendor		Balloons (10inch)	\$1.50	Pkg/25	C	CS	1	0	\$1.50	SG	4	
	Any Local Vendor		Metric ruler	\$0.69	Each	C	CS	8	0	\$0.69	SG	4	
	Any Local Vendor		Meter stick	\$4.29	Each	E	1x	4	0	\$4.29	SG	4	
	Any Local Vendor		1 Gallon bleach	\$4.52	Each	C	CS	1	0	\$4.52	SG	4	

RECEIVED
 School District
 Purchasing & Receiving Office

PERIOD



AP Biology

Germantown School District Textbook Evaluation Summary Sheet

Print Form

Directions: Following the completion of the Rubric for each textbook reviewed, complete the summary page by first, determining on a scale of 1-5 the importance of each category. Second, indicate the score from the Rubric for each category. Next, determine the overall weighted score for each category.

CATEGORY	WEIGHTED VALUE	TEXTBOOK # 1		TEXTBOOK # 2		TEXTBOOK # 3		
		Rubric Score	Weighted x Rubric Score	Rubric Score	Weighted x Rubric Score	Rubric Score	Weighted x Rubric Score	
1. STATE MANDATED CATEGORIES								
Correlation to Wisconsin Academic Standards and/or Framework Objectives		5		5		5		
Correlation to Wisconsin Framework Subskills		5		5		5		
Sensitivity to People with Disabilities		1		1		1		
Bias		5		3		5		
Multicultural Experiences		4		3		5		
2. DISTRICT PROGRAM ALIGNMENT CORRELATION								
Correlation to District Program Mission Statement		5		5		5		
Correlation to District Benchmark Skills		5		5		4		
3. ADDITIONAL DISTRICT CRITERIA								
Student Assessment Components		5		5		4		
Assessment Formats		5		4		5		
Problem Solving Components		5		5		3		
Student Technology Components		5		5		5		
Teacher Technology Components		5		5		5		
Curriculum Integration		3		2		2		
Home / School Communications		5		5		4		
Teacher Friendly		3		5		3		
Student User Friendly		5		5		5		
Hands-on Applications		1		5		1		
Quality of Information		5		3		3		
Curriculum Differentiation		3		2		4		
<i>Other Considerations</i>								
TOTAL		80		78		73		

Germantown School District
TEXTBOOK EVALUATION FORM

Print Form

Evaluator(s): Michelle Griffin-Wenzel and Jake Schroeder

Textbook Information

Please provide the following information for the textbook you are proposing to adopt:

Title: Principles of Life

Publisher: Bedford, Freeman and Worth Publishing

Author: David Hillis, et al.

Copyright: 2012

Current Cost for **Each** Book: (You **must** verify current price with publisher) \$105

Total # of Books Needed: 85

Total Current Cost Based on Publisher's Quotation: \$8925 not including S & H (7%)

Does this textbook replace an existing adopted text? NO YES

If yes, please list the text(s):

When was the existing text adopted?

Specify correct course title this book will be used in: AP Biology

Readability Levels

A. What is the readability of the text? Flesch-Kincaid 10.6

B. Is it appropriate for the students with whom you plan to use it? Why?
It is a comprehensive advanced biology text appropriate for a college-level course.
If not, explain how you will modify instruction to accommodate the readability level:

In one or two paragraphs, summarize why this new textbook is being requested for this class / course. (Use next page)

How will you address any weaknesses of the text as identified from the Rubric?

How could the text be phased in over a two-or three-year period if funding would not permit a full adoption? Require students to purchase their own books.

In one or two paragraphs, summarize why this new textbook is being requested for this class / course.

AP Biology is a new course at GHS. The College Board is in the process of restructuring the existing AP Biology curriculum. The book "Principles of Life" is written to support the restructure.

TEXTBOOK EVALUATION RUBRIC

Print Form

Complete the textbook evaluation rubric for every textbook you have reviewed and attach the rubrics to the Textbook Evaluation Form.

Directions: Respond to each category by identifying the degree to which the textbook being reviewed meets the intent and by providing evidence. Additional categories appropriate to subject area may be added.

TEXTBOOK TITLE #1: Principles of Life

1 - STATE MANDATED CATEGORIES

Correlation to Wisconsin Academic Standards and / or Framework Objectives				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Does not reflect the standard / objectives.		Partially reflects the standard / objectives.		Fully reflects the standard / objectives.

Evidence: Meets and exceeds Wisconsin Academic Standards for Biology Grade 12.

Correlation to Wisconsin Framework Subskills				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Does not reflect subskills.		Partially reflects subskills.		Fully reflects subskills.

Evidence: Meets and exceeds framework subskills for Biology Gr. 12

Sensitivity to People with Disabilities				
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does not portray people with disabilities.		Minimal attempt to include people with disabilities.		Is sensitive to people with disabilities and portrays them as valuable members of society.

Evidence: Did not find any pictures in textbook with depicted people with disabilities.

Bias				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Discriminates against sex, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disabilities in the area of bias and / or stereotyping.		Exhibits bias to at least one of the protected categories.		Does not discriminate against sex, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disabilities in the areas of bias and / or stereotyping.

Evidence: Includes male and female scientists and scientists from a variety of nationalities/religions.

Multicultural Experiences				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5
Portrays only one culture.		Provides limited multicultural experiences.		Provides meaningful multicultural experiences.

Evidence: Article to begin Ch. 39 discusses American Pima Indians.

2 - DISTRICT PROGRAM ALIGNMENT CORRELATION

Correlation to District Program Mission Statement		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Does not reflect the mission statement.	Partially reflects the mission statement.	Fully reflects the mission statement.

Evidence: Text is a perfect supplement to a challenging and rigorous program. It supplies the necessary knowledge & promotes the skills & disposition to understand & further explore the natural world

Correlation to District / Course Benchmark Skills		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Does not reflect the benchmarks.	Partially reflects the benchmarks.	Fully reflects the benchmarks.

Evidence: The text will take students well beyond all relevant district benchmarks. It is also well-aligned to the new AP Biology course framework.

3 - ADDITIONAL DISTRICT CRITERIA

Student Assessment Components		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Lacks a variety of authentic, performance based demonstrations of learning.	Partially supports a variety of authentic, performance based demonstrations of learning.	Supports a variety of authentic, performance based demonstrations of learning.

Evidence: Contains comprehensive test bank as well as self-check and adaptive online quizzes. These online quizzes allow the teacher to track individual and class strengths and misconceptions. Each section of book ends with questions that check for understanding.

Assessment Formats		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Lacks a variety of assessment formats.	Partially provides a variety of assessment formats.	Provides a variety of assessment formats.

Evidence: Test bank and CD rom

Problem Solving Components		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Problem solving is not real-life and lacks opportunities to demonstrate strategies.	Provides limited opportunities to develop strategies for real-life problem solving.	Provides numerous opportunities to develop strategies for problem solving and encourages real-life applications.

Evidence: Investigations spread throughout book provide many opportunities to solve problems with real data

Student Technology Components		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
No technology for student integration.	Only provided, but not integrated.	Provides and encourages the integration of technology and student application.

Evidence: Comprehensive online component allows students to self-check their understanding, supplement their learning with tutorials and read and take notes online. (e-book)

Teacher Technology Components		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5
No technology resources for teachers.	Limited technology resources for teachers.	Ample technology teacher resources.

Evidence: Comes with media library, power points, discussion forum with other instructors using same book.

Curriculum Integration		
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 5
No connections to other curricular areas.	Limited connections to other curricular areas.	Multiple connections to other curricular areas.

Evidence: Limited discussion about the history of scientific ideas.

Home / School Communications		
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 5	
No home / school communication.	Suggests activities to support curriculum.	Provides materials and suggestions for home activities that support curriculum.

Evidence: E-book contains clickable links to tutorials and activities. Web site contains animations, flashcards and study ideas.

Teacher Friendly		
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 5
Materials provided without directions.	Organized lessons without incorporating teacher materials or differentiation.	<ul style="list-style-type: none"> - Organized structures - Clear directions and expectations - Includes background information - Includes meaningful resource materials & websites - Includes strategies for curriculum differentiation

Evidence: This college-level text does not come with suggestions for differentiation, but does include meaningful resource materials and web sites.

Student User Friendly (Check the areas that apply in the "5" Column)		
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 5	
Includes 1/3 of the items on the list.	Includes 2/3 of the items on the list.	<ul style="list-style-type: none"> - Connects previous learning to new learning - Organizational features; e.g., table of contents, glossary, index - Organizational patterns that are appropriate to the content; e.g., cause & effect, sequential, compare/contrast - Summaries clarify the organizational pattern - Relevant and appealing graphics - Fosters motivation and extended thought - Relevant tasks - Clear, readable language - Text clearly explains new concepts that link to or expand on what students already know

(Include readability level here). Each chapter starts with a story to connect the material with the real world. Contains a table of contents, index and glossary. Chapters are organized by key concepts. Appropriate "research tools", checks of understanding, and investigations are within key concepts. Summaries at the end of each chapter are clear, comprehensive, and concise. "Apply the Concepts" and "investigation" sections encourage extended thought.

Germantown School District
TEXTBOOK EVALUATION FORM

Print Form

Evaluator(s): Michelle Griffin-Wenzel and Jake Schroeder

Textbook Information

Please provide the following information for the textbook you are proposing to adopt:

Title: Biology

Publisher: McGraw Hill

Author: Raven, Johnson et al

Copyright: 2011

Current Cost for Each Book: (You must verify current price with publisher) \$169.58

Total # of Books Needed: 85

Total Current Cost Based on Publisher's Quotation: \$14,414.30

Does this textbook replace an existing adopted text? NO YES

If yes, please list the text(s):

When was the existing text adopted?

Specify correct course title this book will be used in: AP Biology

Readability Levels

A. What is the readability of the text? Lexile 1330 L

B. Is it appropriate for the students with whom you plan to use it? Why?
If not, explain how you will modify instruction to accommodate the readability level:
It is a comprehensive advanced biology text appropriate for a college-level course.

In one or two paragraphs, summarize why this new textbook is being requested for this class / course. (Use next page)

How will you address any weaknesses of the text as identified from the Rubric?

How could the text be phased in over a two-or three-year period if funding would not permit a full adoption? Require students to purchase their own books.

In one or two paragraphs, summarize why this new textbook is being requested for this class / course.

AP Biology is a new course at GHS. The College Board lists Raven Biology as one of its suggested texts for teaching the AP Biology course.

TEXTBOOK EVALUATION RUBRIC

Print Form

Complete the textbook evaluation rubric for every textbook you have reviewed and attach the rubrics to the Textbook Evaluation Form.

Directions: Respond to each category by identifying the degree to which the textbook being reviewed meets the intent and by providing evidence. Additional categories appropriate to subject area may be added.

TEXTBOOK TITLE #2:	Biology
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1 - STATE MANDATED CATEGORIES

Correlation to Wisconsin Academic Standards and / or Framework Objectives		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Does not reflect the standard / objectives.	Partially reflects the standard / objectives.	Fully reflects the standard / objectives.

Evidence: This text meets and exceeds the Wisconsin Academic Standards for Biology Gr. 12.

Correlation to Wisconsin Framework Subskills		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Does not reflect subskills.	Partially reflects subskills.	Fully reflects subskills.

Evidence: This text meets and exceeds the Biology Gr. 12 subskills

Sensitivity to People with Disabilities				
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does not portray people with disabilities.	Minimal attempt to include people with disabilities.		Is sensitive to people with disabilities and portrays them as valuable members of society.	

Evidence: Text is heavy with content and only has a few pictures of scientists that made critical advancements in biology.

Bias				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Discriminates against sex, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disabilities in the area of bias and / or stereotyping.	Exhibits bias to at least one of the protected categories.		Does not discriminate against sex, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disabilities in the areas of bias and / or stereotyping.	

Evidence: Few pictures. Most are of the scientists that made critical advancements in biology.

Multicultural Experiences				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Portrays only one culture.	Provides limited multicultural experiences.		Provides meaningful multicultural experiences.	

Evidence: Had 1-2 pictures of children from various ethnic groups.

2 - DISTRICT PROGRAM ALIGNMENT CORRELATION

Correlation to District Program Mission Statement		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Does not reflect the mission statement.	Partially reflects the mission statement.	Fully reflects the mission statement.

Evidence: Provides students with a rigorous treatment of the material.

Correlation to District / Course Benchmark Skills		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Does not reflect the benchmarks.	Partially reflects the benchmarks.	Fully reflects the benchmarks.

Evidence: Meets and exceeds district benchmark skills. The new AP Biology framework focuses on the process of science more than the text.

3 - ADDITIONAL DISTRICT CRITERIA

Student Assessment Components		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Lacks a variety of authentic, performance based demonstrations of learning.	Partially supports a variety of authentic, performance based demonstrations of learning.	Supports a variety of authentic, performance based demonstrations of learning.

Evidence: Questions at the end of each section aligned with different levels of Blooms taxonomy. Offers active learning activities too.

Assessment Formats		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	
Lacks a variety of assessment formats.	Partially provides a variety of assessment formats.	Provides a variety of assessment formats.

Evidence: Test bank allows teacher to print paper test or administer test online.

Problem Solving Components		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
Problem solving is not real-life and lacks opportunities to demonstrate strategies.	Provides limited opportunities to develop strategies for real-life problem solving.	Provides numerous opportunities to develop strategies for problem solving and encourages real-life applications.

Evidence: Inquiry questions within text require students to apply material to text.

Student Technology Components		
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
No technology for student integration.	Only provided, but not integrated.	Provides and encourages the integration of technology and student application.

Evidence: Student web site is fully integrated within the text.

Teacher Technology Components				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
No technology resources for teachers.	Limited technology resources for teachers.	Ample technology teacher resources.		

Evidence: Power point resources include all text artwork, animations and lectures. For 6 years, teacher can assign quizzes and assignments online.

Curriculum Integration				
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
No connections to other curricular areas.	Limited connections to other curricular areas.	Multiple connections to other curricular areas.		

Evidence: Some of the in text inquiries and research method sections contain statistical analysis of data.

Home / School Communications				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
No home / school communication.	Suggests activities to support curriculum.	Provides materials and suggestions for home activities that support curriculum.		

Evidence: Ebook available online. Assignments and quizzes can be administered online. Six years of access is included. Free study materials available at companion web site.

Teacher Friendly				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Materials provided without directions.	Organized lessons without incorporating teacher materials or differentiation.	<ul style="list-style-type: none"> - Organized structures - Clear directions and expectations - Includes background information - Includes meaningful resource materials & websites - Includes strategies for curriculum differentiation 		

Evidence: Teacher's Manual for AP Biology available. Includes pacing, student misconceptions, activities, web resources, sample AP questions and lab suggestions.

Student User Friendly (Check the areas that apply in the "5" Column)				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Includes 1/3 of the items on the list.	Includes 2/3 of the items on the list.	<ul style="list-style-type: none"> - Connects previous learning to new learning - Organizational features; e.g., table of contents, glossary, index - Organizational patterns that are appropriate to the content; e.g., cause & effect, sequential, compare/contrast - Summaries clarify the organizational pattern - Relevant and appealing graphics - Fosters motivation and extended thought - Relevant tasks - Clear, readable language - Text clearly explains new concepts that link to or expand on what students already know 		

(Include readability level here). Lexile 1330L

Germantown School District
TEXTBOOK EVALUATION FORM

Print Form

Evaluator(s): Michelle Griffin-Wenzel and Jake Schroeder

Textbook Information

Please provide the following information for the textbook you are proposing to adopt:

Title: Campbell Biology

Publisher: McGraw Hill

Author: Reece, Urry et al

Copyright: 2011

Current Cost for **Each** Book: (You **must** verify current price with publisher) \$142.97

Total # of Books Needed: 85

Total Current Cost Based on Publisher's Quotation: \$13,124.65 including S & H

Does this textbook replace an existing adopted text? NO YES

If yes, please list the text(s):

When was the existing text adopted?

Specify correct course title this book will be used in: AP Biology

Readability Levels

A. What is the readability of the text?
Dale-Chall - 13.0
Dale-Chall Modified - 8.2

B. Is it appropriate for the students with whom you plan to use it? Why?
If not, explain how you will modify instruction to accommodate the readability level:
It is a comprehensive advanced biology text appropriate for a college-level course.

In one or two paragraphs, summarize why this new textbook is being requested for this class / course. (Use next page)

How will you address any weaknesses of the text as identified from the Rubric?

How could the text be phased in over a two-or three-year period if funding would not permit a full adoption? Require students to purchase their own books.

In one or two paragraphs, summarize why this new textbook is being requested for this class / course.

AP Biology is a new course at GHS. The College Board lists Campbell Biology as one of its suggested texts for teaching the AP Biology course.

TEXTBOOK EVALUATION RUBRIC



Complete the textbook evaluation rubric for every textbook you have reviewed and attach the rubrics to the Textbook Evaluation Form.

Directions: Respond to each category by identifying the degree to which the textbook being reviewed meets the intent and by providing evidence. Additional categories appropriate to subject area may be added.

TEXTBOOK TITLE #3:	Campbell Biology
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1 - STATE MANDATED CATEGORIES

Correlation to Wisconsin Academic Standards and / or Framework Objectives

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Does not reflect the standard / objectives.		Partially reflects the standard / objectives.		Fully reflects the standard / objectives.

Evidence: Meets and exceeds standards

Correlation to Wisconsin Framework Subskills

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Does not reflect subskills.		Partially reflects subskills.		Fully reflects subskills.

Evidence: Meets and exceeds subskills

Sensitivity to People with Disabilities

<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Does not portray people with disabilities.		Minimal attempt to include people with disabilities.		is sensitive to people with disabilities and portrays them as valuable members of society.

Evidence:

Bias

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Discriminates against sex, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disabilities in the area of bias and / or stereotyping.		Exhibits bias to at least one of the protected categories.		Does not discriminate against sex, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disabilities in the areas of bias and / or stereotyping.

Evidence: Includes text and pictures of male and female scientists from a various ethnic groups.

Multicultural Experiences

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Portrays only one culture.		Provides limited multicultural experiences.		Provides meaningful multicultural experiences.

Evidence: Pictures of various ethnic groups.

Correlation to District Program Mission Statement

1 2 3 4 5

Does not reflect the mission statement.

Partially reflects the mission statement.

Fully reflects the mission statement.

Evidence: The content of the text is rigorous.

Correlation to District / Course Benchmark Skills

1 2 3 4 5

Does not reflect the benchmarks.

Partially reflects the benchmarks.

Fully reflects the benchmarks.

Evidence: The text meets and exceeds district benchmarks, however the book is written in more of an encyclopedia fashion. It doesn't correlate to the new AP Biology framework.

Student Assessment Components

1 2 3 4 5

Lacks a variety of authentic, performance based demonstrations of learning.

Partially supports a variety of authentic, performance based demonstrations of learning.

Supports a variety of authentic, performance based demonstrations of learning.

Evidence: Each chapter contains synthesis/evaluation tasks in the review. Each section's "What If" question requires students to apply content to problems.

Assessment Formats

1 2 3 4 5

Lacks a variety of assessment formats.

Partially provides a variety of assessment formats.

Provides a variety of assessment formats.

Evidence: Includes CD-ROM test bank, online self-check quizzes, reading quizzes, students misconceptions pretest and end-of-chapter tests.

Problem Solving Components

1 2 3 4 5

Problem solving is not real-life and lacks opportunities to demonstrate strategies.

Provides limited opportunities to develop strategies for real-life problem solving.

Provides numerous opportunities to develop strategies for problem solving and encourages real-life applications.

Evidence: "Concept Checks" section contains at least one problem-solving question.

Student Technology Components

1 2 3 4 5

No technology for student integration.

Only provided, but not integrated.

Provides and encourages the integration of technology and student application.

Evidence: Online quizzes, practice tests, tutorials, ebook, videos, activities and investigations are all available.

Teacher Technology Components				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
No technology resources for teachers.	Limited technology resources for teachers.	Ample technology teacher resources.		

Evidence: Contains all figures and tables in text, power points with lecture notes, animations and videos.

Curriculum Integration				
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
No connections to other curricular areas.	Limited connections to other curricular areas.	Multiple connections to other curricular areas.		

Evidence: Some of the in-text inquiries and research methods contain statistical analysis of data.

Home / School Communications				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5
No home / school communication.	Suggests activities to support curriculum.	Provides materials and suggestions for home activities that support curriculum.		

Evidence: Mastering Biology tasks are relevant to the curriculum.

Teacher Friendly				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Materials provided without directions.	Organized lessons without incorporating teacher materials or differentiation.	<ul style="list-style-type: none"> - Organized structures - Clear directions and expectations - Includes background information - Includes meaningful resource materials & websites - Includes strategies for curriculum differentiation 		

Evidence: Contains a summary card that lists all materials available to the teacher and student for each chapter. Very few strategies for curriculum differentiation.

Student User Friendly (Check the areas that apply in the "5" Column)				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Includes 1/3 of the items on the list.	Includes 2/3 of the items on the list.	<ul style="list-style-type: none"> - Connects previous learning to new learning - Organizational features; e.g., table of contents, glossary, index - Organizational patterns that are appropriate to the content; e.g., cause & effect, sequential, compare/contrast - Summaries clarify the organizational pattern - Relevant and appealing graphics - Fosters motivation and extended thought - Relevant tasks - Clear, readable language - Text clearly explains new concepts that link to or expand on what students already know 		

(Include readability level here). Dale-Chall - 13.0
Dale-Chall Modified - 8.2

NWEA Measures of Academic Progress
Pilot Season Spring 2011
School Board Update May 9, 2011

What is MAP testing?

- reading, mathematics, language arts tests aligned to state standards
- universal screener for students in grades 3-9
- computerized, adaptive tests measuring students' instructional levels in the different academic areas
- results of the tests are used for instructional purposes as the results are ready within 24 hours and give teachers immediate feedback on student performance
- assessments will be given three times a year in September, January, and May.

Scoring?

- student receives an overall score, called RIT (Rasch Unit), indicating the instructional level appropriate for him or her
- equal interval scale is used to measure growth over time.

Instructional tools?

- DesCartes Learning Continuum
 - translates data into skills necessary for independent, instructional, and enhanced learning opportunities within each standard/goal strand.

During the first three weeks of April, approximately 1850 students took the MAP assessment in reading. Attached are the results of the pilot season.

NWEA Measures of Academic Progress Pilot Season Test Results Spring 2011

Reading

	Amy Belle RIT	Mean/Median	County Line RIT	Mean/Median	Rockfield RIT	Mean/Median	MacArthur RIT	Mean/Median
Grade 3	193-225	205/206	175-226	205/205	181-230	206/207	167-223	202/202
Grade 4	173-231	211/212	188-236	212/213	193-227	211/214	171-232	212/212
Grade 5	181-238	216/220	189-239	217/218	191-240	217/218	154-239	217/219

	RIT	Mean/Median
Grade 6	170-243	220/221
Grade 7	192-245	224/225
Grade 8	187-249	229/230

	RIT	Mean/Median
Grade 9	193-249	232/233

2008 MATHEMATICS STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year		Middle-of-Year		End-of-Year		Grade	Beginning-of-Year		Middle-of-Year		End-of-Year	
	Mean	Median	Mean	Median	Mean	Median		Mean	Median	Mean	Median	Mean	Median
K	146	147.6	151	152.4	155	156.3	K	148	149.5	152	153.1	158	158.1
1	160	160.2	167	166.5	173	171.9	1	164	163.4	171	169.9	178	176.7
2	179	179.7	186	186.0	190	189.6	2	179	179.5	186	186.5	191	190.8
3	192	191.6	197	196.3	200	199.0	3	192	192.1	199	198.0	203	202.4
4	201	200.1	205	203.7	207	205.8	4	203	203.0	208	207.6	211	211.4
5	208	206.7	211	209.6	212	211.1	5	212	211.7	216	216.0	220	219.2
6	213	211.6	215	213.8	216	214.8	6	219	218.3	222	221.4	225	223.8
7	217	215.4	219	217.3	219	217.9	7	225	224.1	228	226.4	230	228.3
8	220	219.0	222	220.6	223	221.2	8	230	229.3	232	230.9	234	232.7
9	222	220.9	223	221.9	224	222.6	9	233	231.6	234	232.5	236	234.0
10	226	223.9	227	224.9	228	225.4	10	237	235.2	238	235.9	239	237.1
11	227	225.2	228	225.6	227	225.6	11	239	237.1	240	238.5	241	239.8