

Definitions

Definitions

The following are used for the three levels of the document:

Standard: A curricular standard is a general statement of what a student should know and be able to do in academic subjects.

Benchmarks: A specific statement of what a student should know and be able to do at a specified time in his/her schooling.

Benchmarks are used to measure a student's progress towards meeting the standard. Statements outlining the specifics of what a student should know and be able to do can be found directly following the benchmark. The benchmarks emphasize a focus on alphabetics, fluency, vocabulary, comprehension, literacy concepts, writing, and research.

For the purposes of this document, benchmarks are defined for grades K, 1, 2, 3, 4, 5, 6, 7, 8, and grades 9-12 (cluster), with the recommendation that the Kansas Reading Assessments be administered yearly at grades 3, 4, 5, 6, 7, 8, and 9-11 (at end of opportunity to learn), Diagnostic Reading Assessment will be given at grade 2.

USD #294
Reading Curriculum

Indicators: A statement of the knowledge or skills which a student demonstrates in order to meet the benchmark. Indicators are critical to understanding the standards and benchmarks and are intended to be met by **all** students. The indicators listed under each benchmark are not listed in priority order, nor should the list be considered as all-inclusive.

Teachers should pay special attention to the benchmarks preceding the designated grade level being taught when a student is not performing and should also pay special attention to the benchmarks following the designated grade level being taught when a student is performing above the grade-level requirements. Special attention has been given to ensure content is identified at least one year before it has been identified for assessment. In order to ensure that students are afforded the opportunity to learn for the assessment, the indicators should be taught at the designated grade levels.

The Kansas Assessments will be composed of items designed to measure the knowledge or skill listed in the indicator. The following coding system will be used to assist teachers with assessment priorities:

Tier-1 Marked Indicators:

- ▲ marked indicator: item selected for state assessment
- teacher will receive a student report from this indicator
- up to 8-10 items will be written for this indicator

Tier-2 Marked Indicators:

- ▲▲ marked indicator: item selected for state assessment
- teacher **MAY** receive a benchmark report from this indicator
- up to 2-4 items will be written for this indicator

Small Deltas:

- ▲ appear within a list of items; distinguishes the items within the list to be tested

USD #294
Reading Curriculum

Certain words are italicized throughout the document. These italicized words are highlighted in yellow. Definitions for the italicized words are listed in the glossary.

Recommendations for cross-curricular instructional examples are color coded.

Red -	History/Government
Blue -	Mathematics
Green -	Science
Purple -	Arts