AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
Tuesday, May 26, 2015

I.   TIME AND PLACE

   1. 7 p.m. at the James P. Fugate Administration Building

II. ROLL CALL

   1. Roll call of board members

III. PLEDGE OF ALLEGIANCE

IV. AUDIENCE PARTICIPATION

   1. Written communications

   2. Scheduled communications

   3. Unscheduled communications

   4. Community groups and organizations

V.   LEGISLATIVE UPDATE

VI. STUDENT PARTICIPATION

   1. Mt. Baker Middle School PTSA report

   2. Activity/athletic report

   3. Requests for travel

VII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

   1. White River Valley Museum and Mary Olson Farm

   2. 2014-15 Lea Hill Elementary School PLC presentation

   3. Approval of inter-district agreements providing services to
       students with disabilities

   4. Approval of agreements providing services to students with
       disabilities

   5. High school English language arts common core state standard
       materials

   6. Advanced placement government and politics comparative
       curriculum

   7. 2015-16 state board waiver application and resolution no. 1204

VIII. PERSONNEL

   1. Certificated and classified personnel report

   2. Requests for travel

LEGISLATIVE UPDATE

The board will discuss legislative items.

STUDENT PARTICIPATION

1. Mt. Baker Middle School PTSA Report

    Ryan Foster, assistant superintendent of principal leadership and school
    programs, will introduce Greg Brown, Mt. Baker Middle School principal,
    who will introduce Michelle Baker, PTSA president, who will present the
    Mt. Baker Middle School PTSA report and answer questions from the board.

2. Activity/Athletic Report—Mt. Baker Middle School Band Program

    Greg Brown will introduce Kevin Paustian, Mt. Baker Middle School band
    teacher, who will introduce Elizabeth Harvey, Blossom Phillips, and
    Sol Han, students, who will present the Mt. Baker Middle School band
    program and answer questions from the board.

3. Requests for Travel

    a. Forty-five Auburn Mountainview High School students requested
        permission to travel to Goose Prairie, Thursday to Sunday,
        May 14-17. The purpose of the trip was to attend the JROTC Cadet
        Leadership Challenge Summer Camp. Lodging and meals were at Camp
        Fife and travel was by school bus. All expenses will be paid by the
        U.S. Army. Derrick Lewis, Auburn Mountainview High School prof-
        tech, requested permission to accompany the students. No substitute
        was needed.

        LeeAnn Kroon and Cam Pickens, parent chaperones, requested
        permission to accompany the students. *By prior administrative
        approval.*

    b. One Auburn High School student requests permission to travel to
        Kennewick, Wednesday to Thursday, May 27-28. The purpose of the
        trip is to compete in the state golf tournament. Lodging will be at
        the Hilton Garden Inn, meals will be local restaurants, and travel
        will be by personal car. All expenses will be paid by ASB funds.
        Jeremy Sagle, Auburn High School coach, requests permission to
        accompany the student. No substitute will be needed.

    c. One Auburn High School student and four Auburn Mountainview High
        School students request permission to travel to Kennewick, Thursday
        to Sunday, May 28-31. The purpose of the trip is to compete in the
        state tennis tournament. Lodging will be at the Hilton Garden Inn
        and Comfort Inn, meals will be local restaurants, and travel will be
        by rental car. All expenses will be paid by ASB funds.
        Philip Smetheram, Auburn High School teacher, and Kay Lorrain,
        Auburn Mountainview High School teacher, request permission to
        accompany the students. Two substitutes will be needed for two
        days.

    Recommendation: That the above trips be approved as
                                    requested.

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. White River Valley Museum and Mary Olson Farm

    Rhonda Larson, assistant superintendent of family engagement and student success, will introduce Rachael McAlister and Patricia Cosgrove, White River Valley Museum and Mary Olson Farm Curator of Education and Director, respectively. Ms. McAlister and Ms. Cosgrove will present a follow-up on the 2014-15 field trips to the White River Valley Museum and to the Mary Olson Farm. The team will provide a brief PowerPoint presentation and will answer questions from the board.

2. 2014-15 Lea Hill Elementary School PLC Presentation

    Ryan Foster will introduce Ed Herda, Lea Hill Elementary School principal, who will introduce teachers Fletcher Pierce (ELL), Shanna Jenkins (Grade 3), and Liz Ray (Grade 2). The team will give a brief PowerPoint overview of how the Professional Learning Community model has been utilized to increase student achievement at Lea Hill Elementary School and answer questions from the board. This presentation aligns with the 2013-16 District Strategic Plan: Goal 1, Objective 1, Strategy 1.

3. Approval of Inter-district Agreements Providing Services to Students with Disabilities from Auburn School District to Other Districts/Agencies

    Rhonda Larson will speak to how the district contracts annually with area school districts/agencies for educational programs for students with disabilities for which programs are not available in Auburn. Permission is requested to contract with the Federal Way, Kent, Highline, Renton, Tacoma, Puyallup, and Sumner School Districts, Washington State School for the Blind, Washington State Center for Childhood Deafness and Hearing Loss, Overlake Hospital Medical Center, Northwest School for the Hearing Impaired, Children's Hospital and Medical Center, Northwest School of Innovative Learning, Listen and Talk, Relife School, Academy Schools, Children's Institute for Learning Differences, Birth to Three Developmental Center, and South King Early Intervention Program (SKIP) for these services, as needed.

    Recommendation: That the superintendent/designee be authorized to sign the agreements as outlined.

4. Approval of Agreements Providing Services to Students with Disabilities from Enumclaw, Sumner, Kent, and Federal Way to Auburn

    Rhonda Larson will present to the board how in the past, the Auburn School District has provided educational programs for students with disabilities from districts whose needs are in excess of the program opportunities there. It is requested that the superintendent/designee be authorized to sign these agreements subsequent to approval by the Enumclaw, Sumner, Kent, and Federal Way School Districts' boards of directors.

Recommendation: That the superintendent/designee be authorized to sign the agreements as outlined.

5. <u>High School English Language Arts Common Core State Standards Materials Review and Adoption--Second Reading</u>

Heidi Harris, assistant superintendent of student learning, will introduce Tom McDermott, assistant director of college and career readiness, to present the High School English Language Arts CCSS Materials Review and Adoption for second reading and adoption and answer questions from the board. Goal 1 Student Achievement, Objective 1 Professional Communities, "Instruction is aligned to state, national common core and industry standards."

Recommendation: That the proposed High School English Language Arts CCSS Materials Review and Adoption curriculum be approved for second reading and adoption.

6. <u>Advanced Placement Government and Politics Comparative Curriculum-- First Reading</u>

Heidi Harris will introduce Cynthia Blansfield, executive director of high school and post-secondary programs, who will introduce Patrick McKeehan, Auburn Riverside High School teacher, who will present the advanced placement government and politics comparative curriculum for first reading. Goal 1 Student Achievement, Objective 5 High School Graduation, "Auburn School District and schools increase accelerated program offerings K-12 such as enrichment, advanced placement(AP), career and technical education (CTE), science, technology, engineering, math and fine arts."

Recommendation: That the proposed advanced placement government and politics comparative curriculum be approved for first reading with second reading and adoption scheduled for Monday, June 8.

7. <u>2015-16 State Board Waiver Application and Resolution No. 1204</u>

Heidi Harris will present board Resolution No. 1204 — Waiver from Minimum 180-day School Year Requirement and application plan for a waiver from the minimum 180-day school year requirement. Goal 3: Policies and Resource Management, Auburn School District policies and resources are aligned to the strategic plan. Objective 1: The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps, and accelerate academic achievement for every student.

Recommendation: That the board approve Resolution No. 1204 — Waiver from Minimum 180-Day School Year Requirement and application for submittal to the State Board of Education.
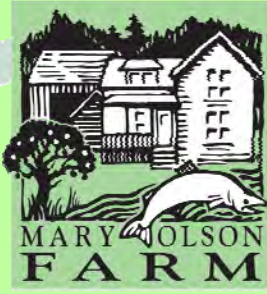
Meaning Making
FIELDTRIPS

at the White River Valley Museum and Mary Olson Farm

Fieldtrips at the Museum

Since 1998 the Museum has toured over 23,000 Kindergarteners and Third Graders from the Auburn School District

Fieldtrip curriculum was developed to specifically meet the needs of Auburn School District Teachers

In 2015 we will tour over 1,900 students from the District at the Museum – all but 1 class!

| K | Curious Careers | 3rd | Native Cultures | K- 3 | Sharing Our Stories |

Fall Fieldtrips at the Farm 2015

6th — Salmon Situation

1st — Food on the Farm

Farm fieldtrip program piloted in 2007 and since then we have seen almost 15,000 students from the Auburn School District

Asked the District how they would like to use the Farm and developed two fieldtrip curriculums

This fall we saw 1845 students, a number down from past years due to new science standards

NEXT GENERATION SCIENCE STANDARDS

For States, By States

&

Farm Fieldtrips

The Farm is a Valuable Resource for our Teachers!

The Mary Olson Farm and all the volunteers make first grader's experience memorable. **The hands-on learning in real life situations allows students activities and knowledge that are invaluable**. Thank you for this unique learning experience!!

This field trip continues to be an excellent resource for my first graders! **Many of them have never had any experience being around a farm and have very little background knowledge regarding farming and agriculture.** Thank you for providing this opportunity to children!

It was a great experience! **Seeing the salmon is wonderful!** They love going every year and **they definitely learned a lot**.

But how can the Farm be relevant with the NGSS?

Finding the Right Fit

- Exploring where and how the Farm's resources meet the NGSS

- Identifying which grade levels make the most sense to visit the Farm

- Adjusting our fieldtrip curriculum to meet the needs of new grade levels and better address specific NGSS

- Working with District administration to make sure that the experiential learning at the Farm can be a part of the new curriculum!

Thank YOU!
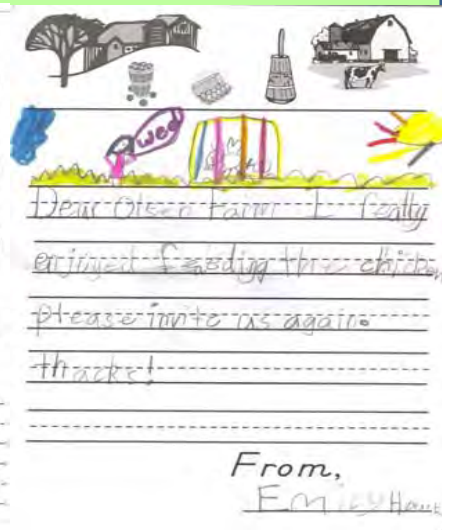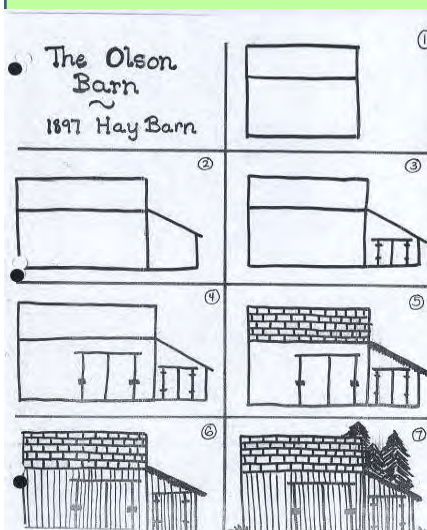
PLC'S @ LEA HILL!

- Impact on Learning
- The Four Questions
- Proximity
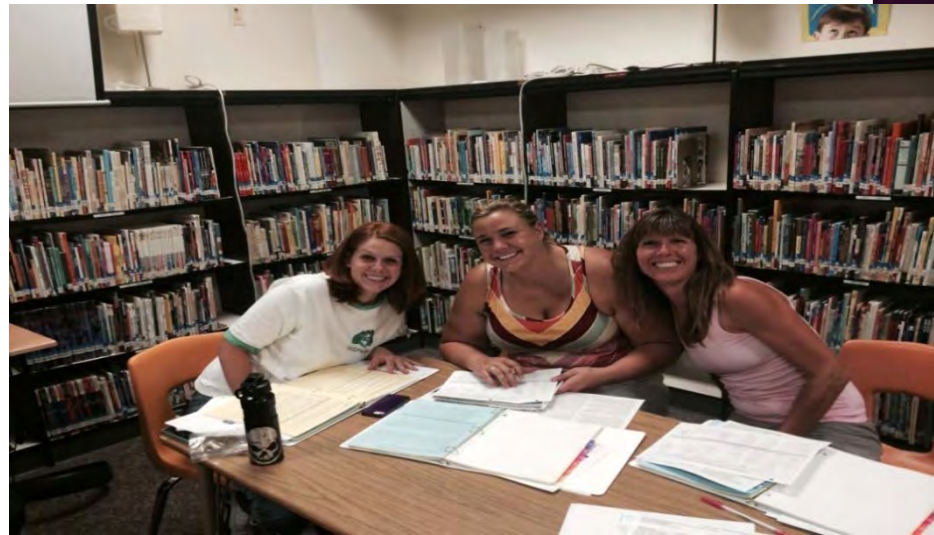
- 5.26.15
- Ed Herda
- Liz Ray
- Fletcher Pierce
- Shana Jenkins

ALL-TOGETHER IN ONE ROOM!

ADVANTAGES SINCE PLC IMPLEMENTATION

- Continuity and consistency within teams and across grade levels (FRSIP) (ELA/SS) (Math/Sci.)

- Efficient access to teams for principal, ELL, RR, LAP/Title

- Special programs at Lea Hill can be part of the entire instructional staff (ECE, AB)

- Sense of togetherness.

- More accountability and increased student achievement.

- Allows time to share successes and solve problems collaboratively (questions #3 & #4)

PLC AND QUESTIONS #3, #4

- PLC time allows Lea Hill staff to problem-solve additional time and support strategies for kids in reading and math.

- PLC time allows Lea Hill staff to provide extension/enrichment learning through things like core reading and accelerated math.

PLC'S AT LEA HILL = READING RESULTS

- Fall 2014 to Winter 2015

- DIBELS Benchmark Scores

- Lea Hill met or exceeded the district average in 4 out of 6 grades (very close in remaining 2)

- Lea Hill had more fifth grade students at "benchmark" (84%) than any other school!

PLC'S AT LEA HILL = MATH RESULTS

- As part of our FRSIP II:
- 1. All grades, pre-school through fifth are regularly practicing math fact fluency and sharing instructional strategies.
- 2. All grades are also assessing this learning monthly.
- 3. All grades are sharing the celebrations and challenges during pre-scheduled PLC time.
- 4. We are pleased with the results so far!

NEW TEACHERS? NEW TEAM? NO PROBLEM!

TECHNOLOGY AND DATA

MORE TECHNOLOGY AND DATA
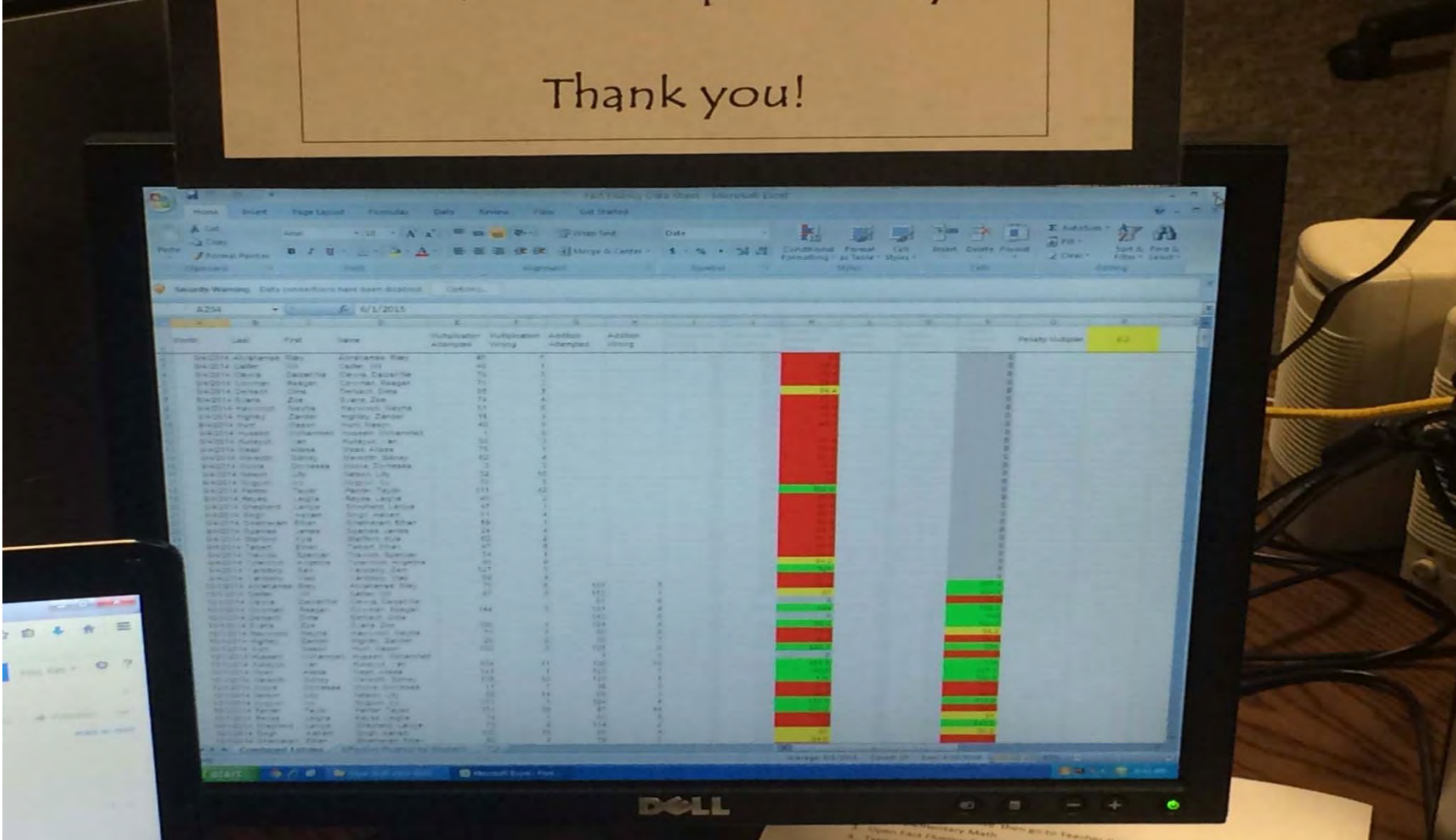
USING ASD TOOLS FROM DSL
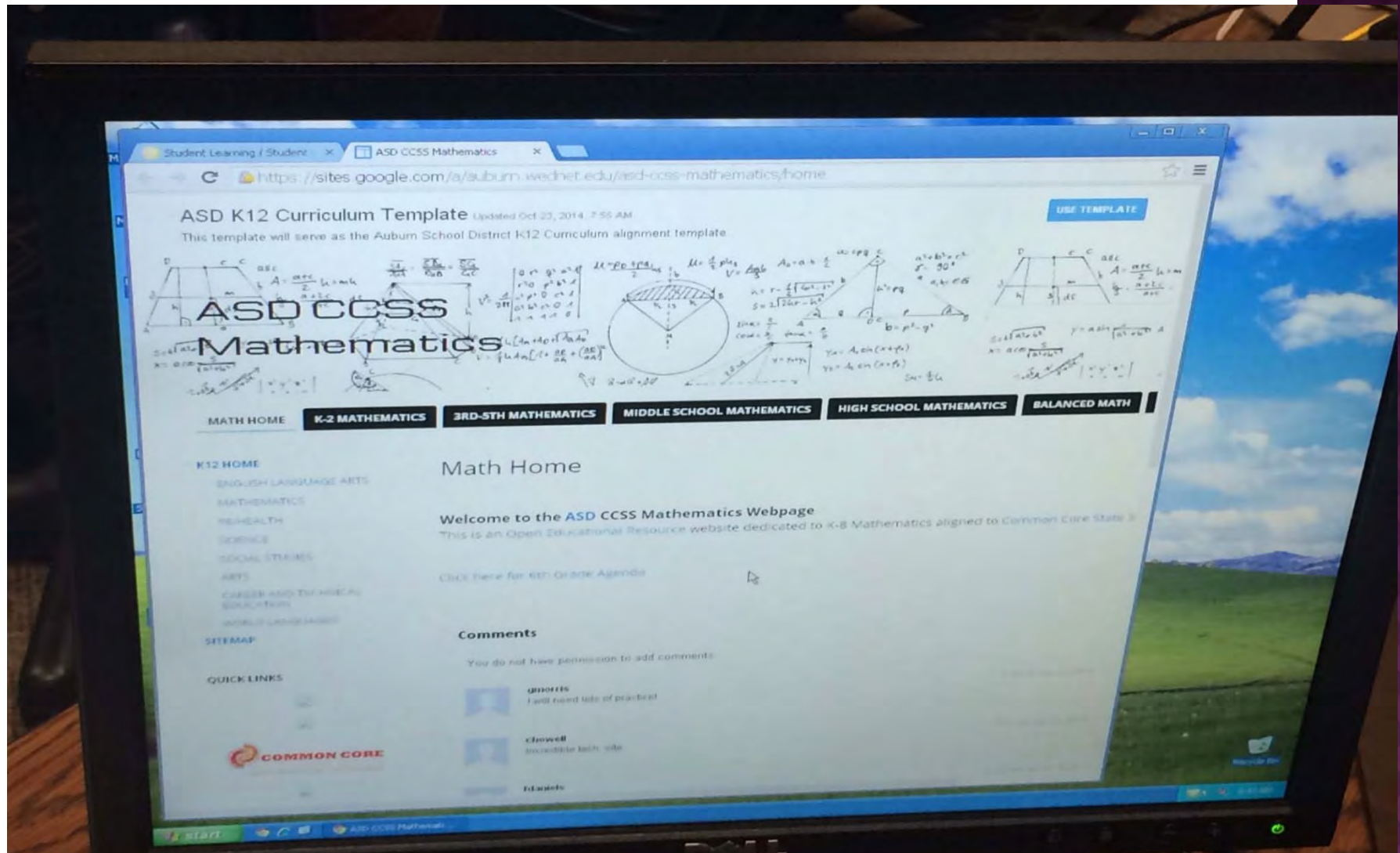
"VERTICAL" COLLABORATION – 4TH/5TH

VERTICAL COLLABORATION: 2ND, 3RD, RR

DIBELS PM (1ST GRADE TEAM)

MORE VERTICAL COLLABORATION

PLC FOR PRE-SCHOOL AT LEA HILL

COMMON FORMATIVE/SUMMATIVE ASSESSMENTS (QUESTION #2)

PLC'S ALLOW FOR COMMON PLANNING & PACING (QUESTION #1)

LEA HILL + PLC'S = WE'RE "ALL-IN!"

QUESTIONS?

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

High School
English Language Arts
Common Core State Standards
Materials Review and Adoption
2012-2015

Table of Contents

- *EQuIP Rubric, Pre-modification*

Background Information

The Journey to Common Core State Standards (CCSS)

The initial work that led to the High School (HS) English Language Arts (ELA) Common Core State Standards (CCSS) materials review and pilot began in the 2012-13 school year with the establishment of districtwide power standards. The purpose of power standards is to focus instruction and ensure a guaranteed and viable curriculum. The term refers to a subset of learning standards that educators have determined to be the highest priority or most important for students to learn. Power standards, therefore, are the prioritized academic expectations that educators determine to be the most critical and essential for students to learn. It is important to note that power standards do not preclude the teaching of other standards—they determine the highest-priority materials. For this reason, power standards are typically limited to between 7 and 10 per course; these standards will typically require students to acquire and demonstrate strong understanding of a complex subject or sophisticated skill.

In subsequent years, Auburn educators revised the power standards to reflect Washington State's shift away from the Essential Academic Learning Requirements (EALRs) to Common Core State Standards. The committee educated itself on the key design considerations of CCSS such as the relationship between the end-of-year grade-specific standards that are designed to create a cumulative progression that enables students to meet college and career ready expectations by the end of high school. The integrated model of literacy, the role of text complexity, and the shared responsibility for students' literacy development were all topics examined by the committee in preparation for piloting materials for potential adoption.

During the 2013-14 school year, the committee was presented with various curriculum materials from multiple publishers. Each high school was asked to draft a pilot plan for 2014-15 that would work well for their building. Publishers that appeared on each schools list were contacted by district representatives and materials were obtained wherever possible to support pilot plans.

Before evaluating pilot materials using a rubric adapted from the EQuIP Quality Review Process, the committee members participated in an analysis of the rubric (see *EQuIP Rubric Deep Dive* document in the CCSS Evaluation Rubric & Results section that follows). They then engaged their fellow department members in rigorous discourse about their applicability throughout the 2014-15 school year. Six questions guided and framed the discussions:

- Do the pilot materials provide scaffolding for learning that assists struggling readers?
- Do the pilot materials include multiple methods & opportunities for students to practice close reading?
- Do the pilot materials adequately address speaking and listening standards?
- Do the pilot materials adequately address language standards?

- Are the writing demands of the pilot materials sufficient to address the standards?
- Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?

Committee members produced a report that captured those key findings for their specific school; they are included in this document. They then shared these together and discussed before initial completion of the modified EQuIP rubric. The EQuIP rubric was developed through the efforts of Massachusetts, New York, and Rhode Island in a process facilitated by the non-profit *Student Achievement Partners,* sometimes simply called *Achieve.* The non-profit was founded by David Coleman, Susan Pimentel and Jason Zimba, lead writers of the Common Core State Standards. Their stated purpose is to help all students and teachers see their hard work lead to greater student achievement. The rubric is made available online and educators are invited by the creators to use or adapt it. A copy of the rubric before adapted for Auburn School district use can be found in the appendix.

The committee then shared the thinking behind their individual ratings and had the opportunity to revise their initial rating. This process was used for materials from both Springboard and Houghton-Mifflin-Harcourt's Collections. Only those schools that elected to pilot a publisher participated in completion of the rubric for that publisher although representatives from all schools were present for and had the opportunity to participate in the discussions. Senior materials were evaluated only by those who piloted them.

The goal of this process is to identify materials aligned with Common core State Standards for use in Auburn School District's high schools.

PHILOSOPHY

The study of English Language Arts at the high school level engages students in the interpretation and creation of meaning through language.

We believe that a Language Arts curriculum must provide opportunities for students to value language, gain insight into themselves and others, acquire a rich appreciation of various written forms, pursue life-long learning, express themselves clearly, and experience the enjoyment that is inherent in effective communication.

VISION

All students will make progress in developing English Language Arts skills: reading insightfully, writing clearly, and speaking thoughtfully.

MISSION

Every student brings unique experiences and needs to the classroom. On a daily basis, we provide opportunities to use their own experiences as a bridge to understanding the complex and technological world we all share. We provide support and encouragement to address their needs and develop a skill set that will prepare them for success in college, career, and life.

The Participants

ELA CCSS Materials Pilot Committee

Name	Position	Building
Tony Callero	Teacher/Dept. Chair	Auburn High School
Jan Erie	Teacher	Auburn High School
Sheryl Harmon	Teacher	Auburn High School
Anna Marshall	Teacher	Auburn High School
Teresa McLuen	Teacher	Auburn High School
Stacy Jordison	Assistant Principal	Auburn High School
Geri Rohlff	Teacher/Dept. Chair	Auburn Riverside High School
Sue Neu	Teacher/Dept. Chair	Auburn Riverside High School
Karyn Williamson	Teacher	Auburn Riverside High School
Angela Rigley	Teacher	Auburn Riverside High School
Dave Halford	Principal	Auburn Riverside High School
Heidi Bendt	Teacher/Dept. Chair	Auburn Mountainview High School
Janet Chu	Teacher/Dept. Chair	Auburn Mountainview High School
Nathan Lemanski	Teacher	Auburn Mountainview High School
Kamaria Johnson	Teacher	Auburn Mountainview High School
Teri Herren	Principal	Auburn Mountainview High School
Bill Bonnell	Teacher/Dept. Chair	West Auburn High School
Anna Johnson	Teacher	West Auburn High School
Catherine Peter	Teacher	West Auburn High School
Lauren Crater	Teacher	West Auburn High School
Lenny Holloman	Principal	West Auburn High School
Tom McDermott	Assistant Director	ASD/Administration
Cindi Blansfield	Executive Director	ASD/Administration

Pilot Plans by School

Auburn Riverside High School Pilot Plan

Resources

→ *Grades 9-11:   Springboard for core, honors, basic and Flight. Not AP.*

→ *Grade 12:   Postponed so we can explore community college/technical college writing texts*
(for core –remediation- class).
       Core (remediation): SBAC prep/technical writing
   For kids who pass SBAC:
     AP:
     College Writing:
     Creative Writing:
     Sports Lit:
     Shakespeare/Humanities:

→ *Novels:*

To be reviewed with PLCs

- *Grade 9:   Romeo & Juliet, To Kill A Mockingbird, Animal Farm, Odyssey, Lord of the Flies*
  & Independent Reading
- *Grade 10: Things Fall Apart, Hamlet/Taming of the Shrew, Antigone*
  & Independent Reading
- *Grade 11: Crucible, Into The Wild, Their Eyes Were Watching God, Fahrenheit 451*
  & Independent Reading

Pilot

→ *Grades 9-11 will pilot two Springboard units per semester.*
→ *Grades 9-11 will determine which four units will be piloted.*
→ *Grades 9-11, if teachers complete the four units, they can use extra time on curriculum choice.*
 Preferably this will happen fourth quarter.
→ *The pilot will last all year.*

School Plan

- *9th, 10th, and 11th grade classes will use Springboard.*
- *12th grade needs to make a plan for possible "remediation" courses (for kids who don't pass SBAC). Plan will be geared toward their future career pathways.*
- *Recommend SPED/ELL can use the materials as they see fit.*

Auburn High School English Department Pilot Plan
Amended April 23, 2014

Resources
– *We will pilot materials from two publishers: SpringBoard and Pearson, as well as the online version of Collections by Holt, Mifflin, and Harcourt, and supplementary vocabulary and grammar curriculum (yet to be determined).*

Pilot
– *Pilot duration will be one semester per publisher.*
– *Publishers will be piloted at the 9th-, 10th-, and 11th-grade levels.*
– *The goal is to have three-four teachers in each PLC (9th, 10th, 11th); teachers will work in groups of two within the PLC when piloting. (Ex: Teachers A, B, C, and D are in the 10th-grade PLC. A and B pilot SpringBoard during first semester; C and D pilot Pearson second semester.)*
– *PLCs during pilot may be flexible, allowing some meetings for teachers at the same grade level and others for teachers who are piloting the same publisher.*
– *Senior elective teachers can request materials for piloting.*
– *Every teacher will participate in the pilot.*

School Plan
– *We hope to narrow our options to one publisher that will be adopted for 9th-11th grade.*
– *All piloting must be finished by May; the department will meet in mid-May to make a decision.*
– *The goal is to have some paid time before the pilot (ideally before the 2014-2015 school year begins) to plan and after the pilot to review and come to a decision.*
– *ELL and Resource Room will be piloting the Mirror and Windows levels four and five curriculum in addition to the English department pilot.*

Auburn Mountainview High School Pilot Plan

Resources

Each teacher will need a class set of curriculum (materials) for each grade level he/she teaches in grades 9-11, plus one consumable per student per piloted program (e.g.: three classes—90 consumables for each program) and all supplemental and online resources for both programs. (See attached requested materials list)

- _We would like thematic novel units with curriculum that can be integrated into the piloted programs._
- _It is essential that we have technology offered with each program. If we are planning to use a program with technology or online component, we need the computers for our students to access those pieces. Each teacher will need one class set of 33 Chrome Books and Wi-Fi access. We need to have enough bandwidth to accommodate all of the teachers who are piloting the materials._
- _We will need one Spring Board consumable per student who is participating in the pilot and one Collections student material set per student who will participate in the pilot._
- _Teachers will need paid time for grade-level teams to meet prior to the end of the school year and prior to September 2014 to select and plan for implementation of which units from each program we will be piloting._
- _Teachers will also need paid time to discuss their findings from our pilots and come to a consensus so we can select the program(s) to adopt department wide._
- _AMHS encourages the district to facilitate a meeting of the four high school language arts department heads to reassess the existing novel list for each grade level and reallocate existing novel resources._

School Pilot Plan

- _The adoption committee team from AMHS will narrow down the programs presented at the district meeting to three programs that are most closely aligned the CCSS. During the first three quarters of 2014-2015, each member of the grade level team in grades 9-11 will pilot materials from the selected programs (Spring Board, Pearson and Collections) one per quarter each._
- _Grade level teams will pilot the same materials at the same time. Teachers piloting the materials will track how students respond and learn from the materials, survey students at the end of each quarter and collect student work samples and assessments for later review in the department team. At the end of the third quarter pilot, grade-level teams can choose to extend the pilot of either program into second semester._

Auburn Mountainview High School Pilot Plan (continued)

- *In addition to the grades 9-11 pilot, the honors/AP level and elective English classes (12th grade) may pilot two resources to meet the demands of the CCSS and higher level learner needs.*
- *The ELL, Special Ed and Lion's Den language arts teachers will be encouraged and given the opportunity to pilot the same three programs in conjunction with the language arts department. They will also be given the opportunity to select three additional resources for struggling readers to pilot.*

AMHS School Plan

- *At the end of the pilot program, the AMHS language arts department will adopt coherent programs that we will use for all grades 9-12, with a strategic plan to ensure vertical alignment. ELL, Special Ed, Lion's Den and language arts teachers will be encouraged to use the same adopted materials to encourage further alignment and collaboration.*
- *Novels will be dedicated by grade level both in the building and (we hope) across the district. Existing novels should be reviewed and assigned to grade levels according to the CCSS and building needs.*
- *Old materials will be reallocated or boxed up and eventually sent to surplus after the adoption process is complete and new materials have arrived.*

Auburn Mountainview High School Pilot Plan (continued)

Grade Level	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
LA-9 **(5 teachers, 12 sections including Honors)**	*Springboard* *Unit 1: Coming of Age* *Image Grammar – High School* *Amsco Vocabulary for the High School Book A*	*Collections* *Unit 1: Finding Common Ground* *Unit 2: Struggle for Freedom?*	*Warriors Don't Cry*	*Romeo and Juliet*
LA-9 *Lion's Den* **(1 teacher, 3 sections)**	*Springboard* *Unit 1: Coming of Age* *Image Grammar – High School* *Perfection Learning's Everyday Words from Classic Origins*	*Pearson's Common Core Literature Program with all related, supplemental materials.*	*Continue with Pearson or Springboard at teacher's discretion*	*Continue with Pearson or Springboard at teacher's discretion*
HLA-9	*Springboard* *Unit 1: Coming of Age*	*Collections* *Unit 1: Finding Common Ground*	*To Kill a Mockingbird*	*Romeo and Juliet*

	Unit 2: Defining Style?	*Unit 2: Struggle for Freedom*		
LA-10 *(2 teachers, 7 sections)*	*Springboard:* *Unit 1: Voices of Modern Culture (Narrative)* *Unit 2: Cultural Conversations (synthesis paper)*	*Collections* *2 Units, persuasive writing, Literary Analysis*	*Continue with Collections or Springboard, or add Pearson at teacher's discretion (Persuasive Writing, Test Prep)*	*Continue with Collections or Springboard, or add Pearson at teacher's discretion (Shakespeare, Speaking & Listening)*
	Image Grammar – High School Amsco's *Vocabulary For The High School – Book B*			
HLA-10 *(2 teachers, 5 sections)*	*Springboard:* *Unit 1: Cultural Conversations* *(synthesis paper)* *Unit 2: Cultural Perspectives* *(Narrative)*	*Collections* *2 Units, persuasive writing, Literary Analysis*	*Les Miserables or Night with test prep at teacher discretion*	*Shakespeare or 1984 or Lord of the Flies at teacher discretion*
	Image Grammar – High School *Perfection Learning's Everyday Vocabulary from Classic Origins book 2*			

Auburn Mountainview High School Adoption Plan (continued)

American Lit.	*Springboard* *Unit 1: The American Dream*	*Collections* *Unit 2: Building A Democracy*	*Collections* *Unit 3: The Individual and Society*	*Collections* *Unit 4: A New Birth of Freedom*

LA-9 Adoption Requests

- *Spring Board materials for five teachers and 375 freshmen students.*
- *Collections materials for five teachers and one class set of student books for 375 students. In addition, any supplemental materials available for the program.*
- *Pearson Common C̲̅   t books and supplem̲̅*   We may try to incorporate Fahrenheit 451. Also, we reserve the right to change to Springboard at the teacher's discretion.
- *One class set of Im̲̅   s.*
- *One class set of Amsco Vocabulary for the High School Book A for each of the five 9ᵗʰ grade language arts teachers.*
  For Springboard's Literature Circle assignment, 20 copies of each of the following titles:

  Black Boy, Siddhartha, Great Expectations, Jane Eyre, The Joy Luck Club

LA-10 Adoption Requests

- *Spring Board materials for four teachers and 330 10ᵗʰ grade students.*
- *Collections materials for four teachers and one class set of books for each class taught by the instructor. In addition, any supplemental materials available for the program.*
- *One class set of Image Grammar books for each of the four 10ᵗʰ grade language arts teachers.*
- *One class set of Amsco Vocabulary for the High School Book B for each of the four 10ᵗʰ grade language arts teachers.*
  For Springboard's Literature Circle assignment, 20 copies of district approved titles not currently taught in the LA10 classes, at least 6 different titles.

LA-11 Adoption Requests

- *Spring Board materials for three teachers and 250 American Literature students.*
- *Collections materials for three teachers and one class set of student books for each class taught by the instructor. In addition, any supplemental materials available for the program.*

- *One class set of Image Grammar books for each of the three 11th grade language arts teachers.*
- *One class set of Amsco Vocabulary for the High School for each of the three 11th grade language arts teachers.*

LA-12 Adoption Requests

- *One class set of Image Grammar books for each of the five 12th grade language arts teachers.*
- *One class set of Amsco Vocabulary for the College Bound for each of the five 12th grade language arts teachers.*

Creative Writing:

- *One copy of Heinemann's <u>Narrative Writing: Learning a New Model for Teaching</u> to pilot.*
- *One student edition and one Teaching and Assessment resource of Perfection Learning's <u>American Short Stories</u>.*
- *One copy of Prestwick House's <u>100 Writing Prompts</u>*

College Writing:

- *Set of 30 books and teacher's edition and one test pack and one alternative test pack of Prestwick House's <u>Vocabulary for the College Bound 12th Grade</u>.*
- *One copy of Heinemann's <u>Teaching Argument Writing</u> to pilot*
- *One set of Heinemann's <u>Come to Class: Lessons for High School Writers</u> includes 5 unit books, teaching guide and CD-ROM to pilot.*
- *One copy of each of Heinemann's <u>Teaching Students to Write: The Dynamics of Writing Instruction Series</u>*
  - *Comparisons/Contrast Essays*
  - *Personal Narratives*
  - *Research Reports*
  - *Argument*
  - *Essays that Define*
  - *Fictional Narratives*

Poetry:

- *One copy of Perfection Learning's <u>Poetry in Six Dimensions</u> Student Edition softcover and Teacher Guide to pilot with the option of purchasing after the pilot.*
- *One student edition and one answer key of Perfection Learning's <u>Poems: American Themes</u> to pilot with the option of purchasing more after the pilot.*
- *One copy of Prestwick House's <u>The Making of a Poem</u>*
- *One copy of Prestwick House's <u>33 Lessons in Poetry</u>*

Societies of the Future*:*

- *One set of Perfection Learning's <u>The Sci-Fi Factor</u> teacher package (includes online professional learning, a Teacher Guide, interactive whiteboard lessons, a Great Books Discussion Guide for Teachers and a copy of the Student Edition) for piloting with the option of purchasing an additional teacher package and/or student books after the pilot.*
- *One copy of Prestwick House's <u>Anthem</u> teaching unit*
- *One copy of Prestwick House's Anthem activity pack*
- *One copy of Prestwick House's Mini Lessons for Literature Circles*

Theatre/Acting classes:

- *One copy of Perfection Learning's <u>Basic Drama Projects</u> to pilot. Will need one student edition, one teacher wrap-around edition and one teacher resource binder*
- *One copy of <u>Drama for Reading and Performance Collection One</u>, softcover student edition and teacher resource .*
- *One copy of <u>Drama for Reading and Performance Collection Two</u>, softcover student edition and teacher resource.*

Individualized Literature:

- *One copy of Heinemann's <u>Note & Notice: Strategies for Close Reading</u>*
- *One copy of Heinemann's <u>Falling in Love with Close Reading</u>*
- *One copy of Heinemann's <u>Note & Notice Literature Log</u>*

Communicative Arts*:*

- *One copy of Heinemann's Crafting Digital Writing: Composing Texts Across Media and Genres*
- *One copy of Media Literacy: Keys to Interpreting Media Messages by Art Silverblatt*

Newspaper:

- *One copy of High School Journalism student workbook*
- *One copy of High School Journalism teacher's workbook and guide*
- *One copy of High School Journalism textbook*
- *One copy of Inside Reporting: A Practical Guide to the craft of Journalism*
- *One copy of The Newspaper Designer's Handbook*

Yearbook:

- *One copy of <u>1, 2, 3 Yearbook Guide</u> by Jostens*
- *One copy of <u>Get the Picture: A Guide for the Yearbook Photographer</u>*
- *One copy of the <u>NSPA Yearbook Guidebook</u>*

West Auburn High School – Pilot Plan#

Resources:

The Piloting team will choose one program per grade to implement at West Auburn at the conclusion of the curriculum review for use within the school. Teachers will use the curriculum at least 65% of the time to provide consistency within the school course progression. Special Education and resource rooms will be encouraged to use the same curriculum with needed adjustments or supplemental materials based on grade level student needs.

Core materials will be made available to all students Tier I-III. Students with special needs will be provided with supplemental materials as needed. Novel sets supporting curriculum will be provided in classroom sets. After completing the pilot, additional materials may be piloted by specialist teachers for struggling readers.

Old materials will be sent to surplus after new curriculum is chosen, except for novel sets or materials that are not available with the new curriculum.

Pilot

- *To pilot, the school will pilot the materials for 10 weeks.*
- *Teachers will choose a curriculum unit and teach that unit at least 65% of classroom time.*
- *A reasonable amount of PLC time will be used with all LA teachers (even those not participating) during the 10 week period, to discuss needs and materials as the pilot is progressing. At end of pilot teachers will use a work release or waiver day to review and compile findings. Teachers will evaluate curriculum alignment to common core. Following the unit, teachers will reflect on student achievement, student work quality and rigor of material to grade level.*
- *Novels – teachers may pilot a novel associated with one of the above curriculum after the initial pilot to further investigate the use of the novel.*

School Plan

West can accommodate piloting two programs, one in a LA9 and another in either 1 LA10 or AM LIT

The two teachers (one from 9th grade and one from 10th) will pilot one curriculum for one quarter and submit findings. The teachers will run parallel pilots. The LA9 will run a pilot for Springboard, then a pilot for Collections, while the LA10 will run a pilot for Springboard, then Collections. Materials would be offered for all Tier I-III students and SPED or LAP, if requested.

After completing the curriculum, two teachers will pilot a novel set with curriculum to determine novel appropriateness and teacher support for novel.

As an alternate to LA10, one of the LA teachers could choose to run a pilot with American Literature.

Teachers will compile findings for the pilot units based on alignment to common core, grade level rigor, and teacher material supports.

Simultaneously, the SPED teacher will run a pilot using 9th grade Springboard with her LA resource room to evaluate the materials for use as foundational skill curriculum.

Materials Requested

Collections:
LA9 Classroom set of 28, plus teacher set, plus online access
Supplemental resources plus consumables for 2 classrooms of 28 students
LA10 Classroom set of 28, plus teacher set plus online access
Supplemental resources plus consumables for 2 classrooms of 28 students

Springboard:
3 classroom sets for LA9, 25 students each
2 classroom sets for LA10, 28 students each

Placing Our Work in Context

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

1. *Regular practice with <u>complex texts</u> and their academic language*

2. *Reading, writing, and speaking <u>grounded in evidence from texts,</u> both literary and informational.*

3. *Building knowledge through content-rich nonfiction.*

From the CCSS webpage 8/18/14

CCSS Instructional Process, CEL 5D+, & PLC

1. Select Text
(Literary or Informational)
CEL 5D - CP1
PLC Q1

2. Identify the standard/target
CEL 5D - P1, P2, CP1
PLC Q1

3. Identify Tier II Vocabulary
CEL 5D - CP5, CP6
PLC Q1

4. Develop/define text dependent questions and activities
(close reading & DOK)
CEL 5D - CP3, CP4, CP6, SE1, SE2
PLC Q1, Q2, Q3, Q4

5. Integrate Reading, Writing, Speaking, and Listening
CEL 5D - P1, P4, P5, CP1, CP6, CP7
PLC Q1

6. **Identify or create a formative assessments and an assessment schedule**
CEL 5D - A2, A3, A5, A6
PLC Q2, Q3, Q4

The Common Core State Standards: Text Complexity

The Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading standards 1–9). The Standards thus approach the intertwined issues of what and how student read.

A Three-Part Model for Measuring Text Complexity
As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

(1) **Qualitative dimensions of text complexity**.
In the Standards, *qualitative dimensions* and *qualitative factors* refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

Figure 1: The Standards' Model of Text Complexity

(2) **Quantitative dimensions of text complexity**. The terms *quantitative dimensions* and *quantitative factors* refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

(3) **Reader and task considerations**. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Parent Perspective on ELA CCSS Pilot Materials

The following feedback from parents of current Auburn high school students were offered during the Spring of the 2014-15 school year after the students had had the opportunity to engage with the piloted materials:

- *The curriculum used this year is very focused on developing the deeper thinking skills emphasized in the CCSS. I have been very impressed by the level of analysis and thought that is required, and also by its multi-disciplinary nature. For instance, the need to write poetry that incorporates specific elements studied in class requires that the students fully understand the concept and, most importantly, are able to put it into practice rather than simply describe it. Having them actually perform a poem or song in front of the class was a brilliant way to further layer on learning of public speaking and to build confidence. These are all great things to learn and they achieve the CCSS stated goal of preparing students for the workplace.*

- *I love the idea of tying everything together across subject areas and I have to believe this will equate to a more complete learning experience. I am not a fan of homework for its own sake, and I would hope that a program like this would help make the work more meaningful. It appears to provide additional study areas for students who need to keep challenging themselves.*

- *While I'm not sure I've seen all the Springboard materials, I will comment on what I've seen as a very challenging, very creative, and grounding program to master common core standards. I especially like the reading materials assigned as they present standards in literature that deal with its more noble aims: Love, honor, pity, pride, compassion and self-sacrifice. Faulkner. I applaud the reading of books like To Kill a Mockingbird, by Harper Lee, as a model of engaging the values of the human condition.*

- *Building creativity into a curriculum involves expression of ideas. The students expressing themselves. In the Oxford model, the student expresses both with their fellow students and again with their instructor in small and large groups, voicing their opinions and hearing objections. Defending an idea creates a layer of learning that is long lasting. Humans do 2 things, they copy and they modify. Many memories create alternatives, choices, and sometimes the choices are new, and creative. Cultivating that kind of thinking takes time, and practice. I would encourage the same freedom to express with both reading and writing - Reading and discussing, writing and reading your own words can free the flow of their minds. Free expression without boundaries of subject matter frees the creative process. Timed writing - 3-30 minutes without stopping can reach into that imagery of our right brains as in Natalie Goldberg, Writing Down to the Bones.*

- *Is there repetition? If not managed properly, is it just more work? Does the work tie in with the upcoming test?*

- *The required quality of work is much higher than middle school. While that is a good thing, the transition is perhaps a bit steep for some students. However some struggle early on in the semester will ultimately build character and will prepare them for the inevitable larger transition going into college.*

CCSS Publishers' Criteria

Pages 28 through 58 show the publishers' criteria for SpringBoard by College Board and Collections by Houghton Mifflin Harcourt. Publishers' criteria represent documentation of alignment with Common Core State Standards.

SpringBoard®

COMMON CORE ALIGNMENT

CollegeBoard

The SpringBoard Difference:

Our integrated model of literacy provides thematic units that integrate reading, writing, speaking and listening and language skills. These units emphasize the strong connection between reading and writing while providing grammar and vocabulary instruction in context. This unique design creates a balanced and vertically aligned system of literacy development that engages students and prepares them for success with Common Core State Standards.

Common Core State Standards for ELA include...	SpringBoard provides...
1. CCSS Reading:	**SpringBoard Reading:**
Literature and Informational Texts Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range and Level of Text Complexity **As the official pre-AP program of The College Board, SpringBoard prepares students for the rigorous textual analysis expected in AP English courses.**	Literary and Informational Texts selected to be both challenging and engaging for students Explicit instruction in close reading and the opportunity to annotate within the student text A wide range of research-based reading strategies that empower students Scaffolded instruction that moves students toward independence
2. CCSS Writing:	**SpringBoard Writing:**
Text Types and Purposes (Argument, Informative, Narrative) Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing **Strategies are embedded within the instructional activities to encourage best practices and sustain independent student learning.**	Guided instruction for writing arguments, informative texts, and narratives Mode-specific Writing Workshops, open-ended prompts and Embedded Assessments with Scoring Guides An Emphasis on Purpose and Audience Formal and Informal Writing Tasks Multiple opportunities for short and extended student research A wide range of research-based writing strategies
3. CCSS Speaking and Listening:	**SpringBoard Speaking and Listening:**
Comprehension and Collaboration Presentation of Knowledge and Ideas **SpringBoard develops students' skills with focused discussions such as Socratic Seminars and Literature Circles.**	A student-focused classroom where collaboration is fostered A variety of nonprint texts including films Multiple opportunities for student presentations, including speeches and performances Specific strategies for collaboration and oral communication
4. CCSS Language:	**SpringBoard Language:**
Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use **SpringBoard includes the essential rules while also considering how craft enhances choices about grammar, conventions, vocabulary, and style.**	Signal Boxes that provide grammar support and instruction in the context of actual reading and writing An emphasis on style analysis that transfers to students' own use of language An awareness of language as a flexible tool that can be adapted for specific contexts A direct and integrated approach to vocabulary instruction that includes in-context and academic vocabulary, Greek and Latin roots, multiple-meaning words, and literary terms defined at point of use

I. Key Criteria for Text Selection	
1. CCSS Text Complexity:	**SpringBoard Text Complexity:**
A. Texts per grade align with complexity requirements	Evaluations of text complexity and an emphasis on access, engagement, and balance between reader and task
B. All students have extensive opportunities to encounter grade-level complete texts	More direct and explicit scaffolding Responsive to user feedback from users on age-appropriate materials Explicit reading pedagogy incorporated more explicitly into scaffolded lessons (before – during – after reading) Close reading strategies emphasized – marking/annotating and questioning the text Example Texts: • "Stranger in the Village" by James Baldwin • "Everyday Use" by Alice Walker • "Grant and Lee: A Study in Contrasts" by Bruce Catton
C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade	Encourage multiple readings of a text for comparison and deeper analysis Emphasize style and literary analysis Facilitate additional analysis of structure and its relation to effective argument and analysis Text examples: • "Eleven" by Sandra Cisneros • "O Captain, My Captain" by Walt Whitman • "Gift of the Magi" by O. Henry • "The Story of an Hour" by Kate Chopin • "Speech to the Virginia Convention" by Patrick Henry
D. Novels, plays, other extended full length readings with opportunities for close reading	Stronger connections to building skills through independent reading Multiple longer texts requiring sustained research Emphasizes close reading of passages with connections and contextualizing Literature Circles Added independent reading support in materials Students read a novel and/or a drama at every level. Example texts: • *Othello* • *Romeo and Juliet* • *The Giver* • *Fahrenheit 451*
E. Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base & joy in reading	Includes lists of suggested independent readings (focused on a variety of complex texts) including high-interest young adult literature as well as canonical literature Offers links to independent reading that are explicitly connected to lessons and skills taught in the unit

2. CCSS Range and Quality of Texts:	SpringBoard Range and Quality Texts:
B. In grades 6–12, shift balance of texts/ instructional time to reading substantially more literary nonfiction	Increased number of literary non-fiction texts across all grade levels (essays, speeches, opinion pieces, historical documents) Includes relevant multi-disciplinary non-fiction (seminal documents) Example Texts: • *Declaration of Independence* • "Speech to the Virginia Convention" by Patrick Henry • "Letter from Birmingham Jail" by Martin Luther King Jr.
C. The quality of the suggested texts is high —they are worth reading closely, and exhibit exceptional craft/thought or useful information	Emphasizes evaluating text complexity to assure users of text quality based on quantitative, qualitative, and reader task criteria High-quality texts worthy of close and repeated reading prominently featured
D. Specific texts or text types named in standards are included	Foundational documents used in each level with specific units focused on American and World literature, Shakespeare, and American drama Example Texts: • *Declaration of Independence* • Preamble to the Constitution • The Bill of Rights • "Lincoln's 2nd Inaugural Address" by Abraham Lincoln
E. Within sequence or collection of texts, specific anchor texts are selected for especially careful reading	Anchor texts used within thematic units of study Example Unit: Literary Theory study in 12th grade • "Shooting an Elephant" by George Orwell • *Pygmalion* by George Bernard Shaw All units have central and ancillary texts.

II. Key Criteria for Questions and Tasks	
CCSS:	**SpringBoard:**
High-Quality Text-Dependent Questions and Tasks (A – F)	New "key ideas and details" focus on text-based questions (interpretive questions) Example Texts: • "The Cask of Amontillado" by Edgar Allan Poe • "Advice to Youth" by Mark Twain Increase in the number of performance based tasks (writing and performing) Example tasks: • Literary analysis essays • Interpretive performance of text • Informal and formal oral presentations that require citing textual support • EA: "Presenting a Literary Work Through Multiple Critical Perspectives" Many writing tasks are based on analysis of text and require citing textual evidence. For example: • L5U1 Writing a Synthesis Essay • L2U3 Writing a Literary Analysis Before – During – After reading (instructional design) fosters deeper understanding and insight Informational and argumentative texts have been revised to reflect current issues to increase student interest and engagement.
Cultivating Students' Ability to Read Complex Texts Independently (A–F)	Literature Circles assignments and activities for independent reading are closely tied to instruction in skills and concepts in each unit Reading strategies are embedded and in context of close reading and independent use by students. For example: • Socratic Seminar • Literature Circles Textual suggestions for outside reading increase in complexity and are tiered to support diverse learners (e.g. ELL) Graphics are positioned as text, not in support of text (e.g. close reading of graphic novels and art) • *The Arrival* by Shaun Tan Graphics included as means of supporting reading comprehension • "Facts About Marketing to Children"

III. Key Criteria for Academic Vocabulary	
CCSS:	**SpringBoard:**
Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction	New emphasis on cross-disciplinary vocabulary as distinct from domain-specific terms Identified Tier 2 words within each unit and provide focused instruction surrounding vocabulary Vocabulary Notebooks give students ownership of their increasing growth in understanding.

IV. Key Criteria for Writing to Sources and Research

CCSS:	SpringBoard:
1. Materials portray writing to sources as a key task	Extensive addition of writing prompts require students to write in response to sources "Be sure to" for writing tasks explicitly set forth writing requirements Scoring Guides include "relevant and appropriate textual evidence" Embedded Assessments require students to analyze, reflect and research in response to texts. On-line writing prompts ask students to write in response to sources: Writing activities include Response to Literature; Research and Argumentative Writing Workshops reinforce skills in writing literary nonfiction.
2. Materials focus on forming arguments as well as informative writing	Focus less on personal writing and more on argumentative & informative/explanatory writing. For example: • L5U2EA2: Creating an Argument • L1U3 EA2: Writing an Expository Essay Genre-specific writing instruction moves toward blended writing and full academic writing. For example: • Creating a News Outlet • Narrative Interview • Multi-Genre Research Project
3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question	Increased emphasis on student choice in format and mode depending on audience and task (Writing Workshop Series) Writer's Craft activities focus on application of language and usage to achieve coherence and structure. More activities focus on the deliberate use of language to achieve a specific effect. Strategies such as SOAPSTone encourage students to analyze audience and purpose in reading and focus on audience and purpose when writing.
4. Students are given extensive practice with short, focused research projects	More purposeful use of research with a greater degree of independence. For example: • L1U3: Research and Debating a Controversy • L3U4: Presenting a Multi-Media Campaign Research emphasizes the need to find logical evidence to use in writing Students reflect on how research informs their understanding and interpretation of what they are reading. For example: • L4U5: "Shakespeare's Globe"

V. Additional Key Criteria for Student Reading, Writing, Listening and Speaking

CCSS:	SpringBoard:
1. Materials provide systematic opportunities for students to read complex text with fluency	Includes more complex elements of oral reading (inflection, rehearsal, etc.) For example: • L4U5: Presenting a Dramatic Interpretation • L6U2: Writing and Presenting a Speech
2. Materials help teachers plan substantive academic discussions	Student-centered classroom and student-led discussions remain the focus of the instructional framework. Text-based academic discussions are featured throughout materials: • Socratic Seminars • Literature Circles • Structured Academic Controversy • Debates • Discussion Groups
3. Materials use multimedia and technology to deepen attention to evidence and texts	New "technology connections" to encourage creative and independent use of technology Online interactive text materials Student presentations incorporate multimedia components. Same text, different text: • *Romeo and Juliet* • *Othello* • *Midsummer Night's Dream*
4. Materials embrace the most significant grammar and language conventions	Writers Craft asks students to apply grammar and language conventions in their own writing with precision. Grammar and language instruction is integrated and taught in the context of authentic reading and writing. Students study how published authors use grammar and language stylistically Includes Editor's Checklists Scoring Guides indicate when formal conventions are expected New explicit mini-lessons on grammar and language use added

Visit www.collegeboard.org/springboard for more information.

Publishers' Criteria
Common Core State Standards

English Language Arts and Literacy
Evaluation Rubric

Houghton Mifflin Harcourt

collections

Grades 6–12

▶ I. Key Criteria for **Text Selection**

1. **Text Complexity:** The Common Core State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
A. Texts for each grade align with the complexity requirements outlined in the standards (Reading Standard 10).	***Collections*** offers complex and rigorous texts that reflect the Common Core State Standards grade-level bands and represent the spiraling ladder of text complexity among Grades 6–12. Text selections are based on the comprehensive text complexity standards, including the Lexile® score, qualitative aspects, and reader and task expectations, as well as student appeal. Text complexity rubrics for each selection in the program are included in the Teacher eBook so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the *Close Reader*. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with the wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts.	*Text Complexity Rubric* Grade 6 TE, pp. 3A, 99A, 105A, 156b, 240b, 281A Grade 7 TE, pp. 39A, 111A, 126b, 249A, 320b, 327A Grade 8 TE, pp. 71A, 75A, 98b, 143A, 235A, 404b Grade 9 TE, pp. 20b, 72b, 89A, 133A, 325A, 420b Grade 10 TE, pp. 24f, 25A, 160b, 161A, 210A, 319A Grade 11 TE, pp. 36A, 140b, 284b, 285A, 351A, 444b Grade 12 TE, pp. 131A, 212b, 213A, 231A, 394b, 409A *Varied Genres of Texts* Grade 6 TE, pp. 3-12, 99-102, 117-124, 156c-156f, 196c-196g, 253-258 Grade 7 TE, pp. 31-34, 111-124, 126c-126e, 137-140, 169-170, 185-188 Grade 8 TE, pp. 31-36, 53-66, 120c-120e, 143-147, 151-162, 279-352 Grade 9 TE, pp. 3-6, 32c-32e, 73-76, 89-92, 141-143, 181-278 Grade 10 TE, pp. 24g-24i, 25-35, 160c-160f, 161-166, 213-289, 319-336 Grade 11 TE, pp. 37-68, 140c-140d, 284c-284e, 285-290, 352-355, 444c-444g Grade 12 TE, pp. 131-136, 212c-212e, 213-215, 235-353, 394b-394h, 409-424

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
B. All students, including those who are behind, have extensive opportunities to encounter grade-level complex text.	All students, including struggling learners, have rich opportunities to read and comprehend grade-level text in the **Collections** program. The focus of the instructional approach is to support all learners as they experience the required tasks of close reading and analysis. Each Collection opens with Academic Vocabulary that provides a list of the words, their definitions, and related forms that students can preview before encountering them in the texts and using them in their text-based discussion and written work. To help students who have difficulty understanding how to do a "close reading" or have difficulty understanding a challenging text, they can access short, instructive Close Read Screencasts for key selections to hear readers model how to discuss, analyze, and annotate significant passages. By viewing "close reads" in action, students discover what it means to look carefully at an author's choices and draw conclusions about the impact of those choices on the meaning of a text. For immediate application, teachers will find in the Teacher Edition a suggested passage from the same selection so that pairs of students can practice the kind of close reading they have just observed. Students also apply the lessons from the Student Edition with new, different, and scaffolded texts in the *Close Reader*. In the Student eBook and Close Reader eBook, annotation tools, including highlighters and sticky notes, allow students to conveniently note the author's use of stylistic devices and language and learn the routines for close reading. The *Close Reader* offers consistent and concrete practice with the routines of "Read," "Re-Read," and "Cite Evidence" so that students internalize these approaches and eventually apply them naturally. In the Teacher eBook, additional differentiation notes—"When Students Struggle..." and "Scaffolding for ELL Students"—provide ideas for scaffolding instruction for complex texts. These suggestions appear in the Teacher Edition for selections in both the Student Edition and the *Close Reader*. The convenience for teachers is that the scaffolding suggestions for all selections—in both Student Edition and *Close Reader*—are included and integrated at point-of-use in the all-in-one Teacher's Edition. In an "Extend & Reteach" section in the Teacher's Edition at the end of each Collection, teachers will find specific suggestions and mini-lessons for both reteaching and extending the concepts. For further support, "Interactive Whiteboard Lessons" provide engaging instruction for reading and writing about literature, informational text, and media. For students who will benefit from additional practice with close reading of short texts, the Common Core Enrichment App for **Collections** provides Guided Read and React lessons with extra support for learning *how* to do a close read of texts across genres, using modeled screencasts and interactive practice. After guided practice, students "unlock" independent practice with additional texts.	*Opportunities and Support for Encountering Complex Texts* Grade 6 SE, pp. 2, 72, 210, 134, 138, 252; *annotation tools*, pp. 14, 34, 40, 126, 226, 334 Grade 6 TE, pp. 4, 261; *Close Read Screencast*, pp. 3, 285; *Extend and Reteach*, pp. 58a, 62a; *Close Reader*, pp. 16c-16f, 116c-116e, 240c-240k Grade 7 SE, pp. 2, 62, 136, 184, 220, 264; *annotation tools*, pp. 23, 108, 174, 214, 280, 325 Grade 7 TE, pp. 19, 112; *Close Read Screencast*, pp. 31, 137; *Extend and Reteach*, pp. 52b, 70a; *Close Reader*, pp. 70c-70f, 126c-126e Grade 8 SE, pp. 3, 88, 142, 212, 278, 394; *annotation tools*, pp. 28, 96, 149, 258, 376, 432 Grade 8 TE, pp. 99, 325; *Close Read Screencast*, pp. 143, 213; *Extend and Reteach*, pp. 70a, 120a; *Close Reader*, pp. 30c-30f, 98c-98f Grade 9 SE, pp. 2, 46, 102, 162, 306, 364; *annotation tools*, pp. 18, 94, 176, 288, 348, 430 Grade 9 TE, pp. 51, 406; *Close Read Screencast*, pp. 47, 401; *Extend and Reteach*, pp. 10a, 350a; *Close Reader*, pp. 32c-32e, 96c-96g Grade 10 SE, pp. 2, 50, 92, 154, 202, 318; *annotation tools*, pp. 36, 56, 88, 187, 198, 371 Grade 10 TE, pp. 52, 361; *Close Read Screencast*, pp. 3, 319; *Extend and Reteach*, pp. 14a, 350a; *Close Reader*, pp. 128c-128e, 188c-188e Grade 11 SE, pp. 2, 174, 328, 410; *annotation tools, pp.* 33, 85, 126, 218, 263, 357 Grade 11 TE, pp. 253, 479; *Close Read Screencast*, pp. 331, 413; *Extend and Reteach*, pp. 166a, 168a; *Close Reader*, pp. 150c-150f, 220c-220f Grade 12 SE, pp. 2, 76, 150, 230, 408, 476; *annotation tools*, pp. 127, 166, 210, 216, 397, 426 Grade 12 TE, pp. 132, 466; *Close Read Screencast*, pp. 151, 409; *Extend and Reteach*, pp. 62a, 356a; *Close Reader*, pp. 394c-394h, 428c-428i

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.	Shorter, challenging texts are provided at each grade level in the Student Edition and in the *Close Reader* for close reading and re-reading. Within the offerings of texts in the two primary tools, there is a diverse mix of shorter and longer selections. The annotation tools in the eBook support students' close reading in an environment that is both intuitive and interactive. Students' highlighting and sticky notes are then saved and organized in *my*Notebook. Both student and teacher can see and evaluate the usefulness and effectiveness of the notes. Also, the fyi website (hmhfyi.com) showcases short, challenging texts that are informational, curated monthly, and aligned to topics in **Collections**. Additional short informative selections are included in the Teacher Resources section of the Teacher eBook. These short nonfiction texts are primarily historical documents. In addition, literary selections are also available in the Teacher Resources.	*Short Challenging Texts* Grade 6 SE, pp. 41-46, 102-104, 185-192; *Close Reader*, pp. CR9-CR12, CR25-CR28, CR53-CR59 Grade 7 SE, pp. 19-22, 77-84, 193-196, 221-228; *Close Reader,* pp. CR67-CR74, CR95-CR102 Grade 8 SE, pp. 41-49, 369-374, 419-423; *Close Reader,* pp. CR9-CR12, CR125-CR130, CR131-CR134 Grade 9 SE, pp. 3-6, 21-24, 339-346, 433-436; *Close Reader,* pp. CR19-CR22, CR91-CR94 Grade 10 SE, pp. 15-16, 61-66, 129-132, 161-166; *Close Reader,* pp. CR9-CR10, CR51-CR54 Grade 11 SE, pp. 121-124, 129-136, 297-298, 391; *Close Reader,* pp. CR27-CR28, CR61-CR64 Grade 12 SE, pp. 21-26, 113-118, 361-365, 501-513; *Close Reader,* pp. CR11-CR16, CR33-CR36 *Annotation tools* Grade 6 SE, pp. 42, 43, 48; *Close Reader*, pp. CR11, CR28, CR58 Grade 7 SE, pp. 23, 86, 166; *Close Reader,* pp. CR15, CR32, CR53 Grade 8 SE, pp. 51, 416, 425; *Close Reader,* pp. CR10, CR12, CR85 Grade 9 SE, pp. 25, 94, 438; *Close Reader,* pp. CR5, CR8, CR34 Grade 10 SE, pp. 17, 68, 134, 357; *Close Reader,* pp. CR10, CR53 Grade 11 SE, pp. 33, 299; *Close Reader,* pp. CR13, CR24, CR32, CR62 Grade 12 SE, pp. 28, 120, 367, 515; *Close Reader,* pp. CR16, CR34 *Additional Informational Texts* Grade 6, Student eBook, link to hmhfyi.com from pp. 2, 72, 138, 210, 252, 312 Grade 7, Student eBook, link to hmhfyi.com from pp. 2, 62, 136, 184, 220, 264 Grade 8, Student eBook, link to hmhfyi.com from pp. 2, 88, 142, 212, 278, 394 Grade 9, Student eBook, link to hmhfyi.com from pp. 2, 46, 102, 162, 306, 364 Grade 10, Student eBook, link to hmhfyi.com from pp. 2, 50, 154, 202, 318 Grade 11, Student eBook, link to hmhfyi.com from pp. 2, 108, 276, 328, 410 Grade 12, Student eBook, link to hmhfyi.com from pp. 2, 76, 150, 230, 408, 476
D. Novels, plays, and other extended full-length readings are also provided as opportunities for close reading.	Within the Student Edition, plays and novel excerpts are included for students' close reading and analysis. These longer texts are often labeled in the Table of Contents as "Anchor Texts" because of their complexity. Each extended text has multiple scaffolds, questions, and features that support students' analyses of these longer works. Additionally, a list of suggested novels and full-length informational texts is provided conveniently on the Teacher Resources section of the Teacher eBook. These works have been selected for their complexity and thematic or topical relationship with the Collections in each grade level. Teachers may choose from these longer works for extended reading opportunities related to the topics in **Collections**. Additional resources such as study guides and PowerPoint® presentations are available for teachers to enhance instruction for these full-length works.	*Extended Texts* Grade 6 SE, pp. 17-32, 73-88, 139-152, 211-218, 313-326, 345-360 Grade 7 SE, pp. 3-14, 111-124, 221-228, 249-254, 283-302 Grade 8 SE, pp. 3-26, 167-172, 213-224, 279-352, 395-400, 405-414 Grade 9 SE, pp. 11-16, 55-68, 103-118, 181-278, 369-416 Grade 10 SE, pp. 25-34, 93-105, 171-179, 213-289, 319-336 Grade 11 SE, pp. 5-18, 37-68, 207-216, 235-246, 331-346, 457-539 Grade 12 SE, pp. 3-14, 47-59, 77-88, 199-208, 235-353, 433-448 Grades 6–12 Teacher Resources: NovelWise; Nonfiction Connections

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
E. Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.	The fyi website at hmhfyi.com is an ideal asset to address students' interest and knowledge as well as their love of reading. For each Collection in the program, per grade level, the site will provide initially five current informational texts from the most current sources. Then monthly, an additional selection per Collection, per grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and for background knowledge. The selections also serve as excellent support for short research tasks linked to the Selection Performance Tasks throughout **Collections**. In addition to these highly contemporary selections, additional short, historical documents and informational pieces are provided in Nonfiction Connections found in the Teacher Resources section in the Teacher eBook. These too can be used for independent reading, research, or as links to selections in the primary resources. Additionally, other favorite literary selections are available in the Teacher Resources.	*Increasing Independent Reading* Grade 6, Student eBook, link to hmhfyi.com from pp. 2, 72, 138, 210, 252, 312 Grade 7, Student eBook, link to hmhfyi.com from pp. 2, 62, 136, 184, 220, 264 Grade 8, Student eBook, link to hmhfyi.com from pp. 2, 88, 142, 212, 278, 394 Grade 9, Student eBook, link to hmhfyi.com from pp. 2, 46, 102, 162, 306, 364 Grade 10, Student eBook, link to hmhfyi.com from pp. 2, 50, 154, 202, 318 Grade 11, Student eBook, link to hmhfyi.com from pp. 2, 108, 276, 328, 410 Grade 12, Student eBook, link to hmhfyi.com from pp. 2, 76, 150, 230, 408, 476 Grades 6–12 Teacher Resources: Nonfiction Connections

2. **Range and Quality of Texts:** The Common Core State Standards require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in Grades 6–12.

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
A. In Grades 3–5, literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts.	NA	NA
B. In Grades 6–12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction.	**Collections** adheres to the suggestions for emphasizing a multi-genre approach from *The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. To achieve the "range of text types" noted in the Standards, **Collections** includes the larger text types of stories, drama, poetry, and literary nonfiction—and detail genres within each of these larger text-type categories. Also, as the Standards suggest, the program includes an emphasis on content-area reading, including informational texts in history/social studies, science, and technical subjects. With the increased emphasis on literary nonfiction, students will read a wide variety of literary nonfiction in **Collections**, including biography, autobiography, memoir, essays, documentary, speeches, science writing, and historical fiction. The varied genres included in **Collections** provide students with the range of text types critical for developing skills and strategies for independently and proficiently reading fiction, literary nonfiction, informational texts, and media. In addition, these texts serve as models for students as they write in varied genres.	*Range of Text Types* Grade 6 SE, pp. 93-95, 105-112, 197-198, 223-225, 253-258; *Close Reader*, pp. CR87-CR96 Grade 7 SE, pp. 137-140, 185-188; *Close Reader*, pp. CR31-CR34, CR45-CR50, CR63-CR66, CR83-CR86 Grade 8 SE, pp. 31-36, 53-66, 125-128, 143-147; *Close Reader*, pp. CR13-CR18, CR43-CR48 Grade 9 SE, pp. 3-6, 123-128, 307-312; *Close Reader*, pp. CR3-CR8, CR19-CR22, CR77-CR84 Grade 10 SE, pp. 129-132, 161-166, 319-336, 341-347; *Close Reader*, pp. CR11-CR14, CR63-CR66 Grade 11 SE, pp. 5-18, 167, 285-290; *Close Reader*, pp. CR11-CR18, CR83-CR90, CR116-CR122 Grade 12 SE, pp. 21-26, 113-118, 151-164; *Close Reader*, pp. CR7-CR10, CR45-CR48, CR75-CR84

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
C. Quality of the suggested texts is high—they are worth reading closely and exhibit exceptional craft and thought or provide useful information.	High-quality literature and informational texts—worthy of close reading and text-based analysis—are at the center of the **Collections** program. Contemporary selections include such notables as Anna Quindlen, Louise Erdrich, Ursula Le Guin, Naomi Nye, Russell Freedman, Haruki Murakami, Margaret Atwood, Jhumpa Lahiri, Rebecca Makkai, Margaret Peterson Haddix, and Malcolm Gladwell. These contemporary authors' writings reflect real-life experiences that today's students can relate to, and their works demonstrate a balance of genders and ethnicities. Each grade level also includes classic selections from such masters as Charles Dickens, Stephen Crane, James Thurber, William Shakespeare, Geoffrey Chaucer, and Walt Whitman. For a quantitative analysis of text complexity, teachers have the "Instructional Overview" that gives the Lexile level for each text that forms a part of the Collection. As they plan instruction, teachers will also find a "Text Complexity Rubric" to help in identifying the dimensions of each complex text. Each selection opens with a feature in the Teacher's Edition entitled "Why This Text?" that provides a rationale for the text and highlights its strengths and the features that make it effective for instructional use. "Anchor Texts," complex and challenging texts at the core of each Collection, provide a cornerstone for exploring the Collection topic and are integral to the "Collection Performance Task." Anchor Texts focus students on specific topics for text-based study—with related selections included in the program's *Close Reader*. In **Collections**, complex texts of all genres—with rich themes, distinctive language, stylistic elements, and high knowledge demands—challenge students to grow as readers and thinkers.	*High-Quality Texts* Grade 6 SE, pp. 17-32, 233-236, 281-282, 345-360; *Close Reader*, pp. CR43-CR52, CR115-CR124 Grade 7 SE, pp. 71-72, 149-152, 283-302, 307-314, 321-323; *Close Reader*, pp. CR35-CR39 Grade 8 SE, pp. 89-94, 143-147, 199-200; *Close Reader*, pp. CR43-CR48, CR49-CR62, CR63-CR68 Grade 9 SE, pp. 3-6, 103-118, 173-175, 181-278, 289-296; *Close Reader*, pp. CR97-CR112 Grade 10 SE, pp. 71-74, 155-157, 361-369; *Close Reader*, pp. CR3-CR8, CR27-CR44, CR48-CR50 Grade 11 SE, pp. 37-68, 177-183, 200-203, 457-539, 581-583; *Close Reader*, pp. CR42-CR46 Grade 12 SE, pp. 3-16, 47-59, 77-88, 177-183, 213-215; *Close Reader*, pp. CR49-CR52

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
D. Specific texts or text types named in the standards are included.	All text types named in the grade-level standards are included in **Collections** in the appropriate grade-level texts. High-quality classic and contemporary literature and informational texts include those named in the major categories and subcategories of texts that students should use in applying the Reading Standards as outlined in Standard 10: Range, Quality, and Complexity of Texts—Stories (historical fiction, mysteries, myths, science fiction, allegory, satire, and graphic novels); Dramas (one-act and multi-act plays); Poetry (narrative, lyrical, free verse, sonnets, odes, ballads, and epics); Literary Nonfiction; and Historical, Scientific, and Technical Texts (argument, functional texts, essays, speeches, biographies, memoirs, scientific, and historical accounts, including digital texts). **Collections** is organized by units called "Collections" made up of multi-genre texts related to one topic or theme. This Collection organization provides interest and depth that benefit students as they learn how to analyze and synthesize information across several texts. The program organization also specifically follows the suggestion by Common Core in Standard 10: Range, Quality, and Complexity of Texts: "At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth."	*Specific Text Types from CCSS by Collection* Grade 6 SE, pp.73-124 (C2); 139-198 (C3); 253-300 (C5) Grade 7 SE, pp. 3-48 (C1); 63-124 (C2); 137-172 (C3) Grade 8 SE, pp. 213-266 (C4); 279-386 (C5); 395-433 (C6) Grade 9 SE, pp. 47-92 (C2); 103-151 (C3); 163-296 (C4) Grade 10 SE, pp. 3-39 (C1); 93-143 (C3); 203-310 (C5) Grade 11 SE, pp. 109-163 (C2); 277-320 (C4); 325-403 (C5) Grade 12 SE, pp. 151-219 (C3); 409-467 (C5); 477-513 (C6)
E. Within a sequence or Collection of texts, specific anchor texts are selected for especially careful reading.	At each grade level, **Collections** is organized around six topically related Collections of multi-genre, complex texts. In each Collection, one or more anchor texts are featured because of their richness and complexity. These anchor texts clearly reflect the topic of the Collection and provide extensive opportunities for discussion and writing because of their complexity and relationship to other texts in the Collection. These anchor texts have additional scaffolding with "Close Read Screencasts" that provide models of analytical conversations about the texts. The screencasts are models for both teachers as they teach and students as they apply close reading strategies to challenging text. The anchor texts' richness is further emphasized by the additional selections in the *Close Reader* eBook. The *Close Reader* selections directly relate to the topic and skills/standards instruction in the Student eBook. By reading and analyzing the *Close Reader* selections, students apply learning from the anchor texts, gradually increasing their independence with close reading and analysis of complex texts.	*Anchor Texts for Close Reading* Grade 6 SE, pp. 3-12, 41-46, 73-88, 139-152, 285-290, 313-326 Grade 7 SE, pp. 31-34, 63-67, 111-124, 137-140, 185-188, 221-228 Grade 8 SE, pp. 53-66, 89-94, 143-147, 167-172, 279-352, 395-400 Grade 9 SE, pp. 55-68, 103-118, 123-128, 181-278, 307-312, 351-352 Grade 10 SE, pp. 51-54, 71-74, 141-143, 161-166, 213-289, 319-336 Grade 11 SE, pp. 5-18, 111-116, 121-124, 177-183, 221-229, 279-280 Grade 12 SE, pp. 151-164, 199-208, 235-353, 379-390, 409-425, 477-480

II. Key Criteria for **Questions and Tasks**

1. **High-Quality, Text-Dependent Questions and Tasks:** Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
A. A significant percentage of tasks and questions are text dependent.	In both the print and eBook, post-reading questions called "Analyzing the Text" direct students to re-enter the text and to cite specific textual evidence to support all responses. Often, questions direct students to specific lines of text to use in forming conclusions about the text. A "Collaborative Discussion" question following each selection also directs students to the text for focused discussion of the question with their peers. In the *Close Reader*, print and digital, each selection is directly related to an anchor text in the Student Edition. This construct emphasizes the relationship of the two primary resources and provides a structure for application of skills. The directions and questions for students focus solely on the text. The *Close Reader* requires students to read and re-read specific sections of text with an emphasis on drawing conclusions from repeated readings and from text-dependent prompts and questions. ***Collections*** features line numbers on every selection in all program materials. This commitment emphasizes the focus on the text and the related text-dependent and text-specific questions used throughout the program.	*Consistent Text-Dependent Questions* Grade 6 SE, pp. 14, 48, 90, 94; *Close Reader*, pp. CR8, CR12, CR24 Grade 7 SE, pp. 84, 86, 142, 173; *Close Reader*, pp. CR34, CR50 Grade 8 SE, pp. 28, 68, 118; *Close Reader*, pp. CR8, CR18, CR34 Grade 9 SE, pp. 50, 53, 69, 130; *Close Reader*, pp. CR28, CR56 Grade 10 SE, pp. 56, 168, 289, 291; *Close Reader*, p. CR22, CR66 Grade 11 SE, pp. 18, 20, 126, 128, 136; *Close Reader,* pp. CR10 Grade 12 SE, pp. 126, 130, 210, 499; *Close Reader,* pp. CR48, CR128
B. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.	High-quality sequences of text-dependent questions require students' close attention to the text and to the author's use of rhetorical tools to convey ideas and create effects. These questions and tasks begin with the preview of the two Collection Performance Tasks that students will complete at the end of the Collection. These tasks require students to further analyze the selections in the Collections and to synthesize ideas about their analyses. With the brief "Setting a Purpose" (Grades 6–8) and "As You Read" (Grades 9–12) for each selection, ***Collections*** directs students to pay particular attention for particular reasons to specifics in each text. Text-dependent questioning continues with the Teacher's Edition questions that direct students to analyze particular lines and to support their analyses with text evidence. Further high-quality questions come after reading in "Analyzing the Text" where students interpret, evaluate, synthesize, make inferences, and compare texts—all supported by textual evidence.	*Sequences of Text-Dependent Questions* Grade 6 SE, pp. 105, 114, 211, 220, 285, 292 Grade 6 TE, pp. 4, 83, 86, 107, 218, 225 Grade 7 SE, pp. 71, 73, 213, 214, 307, 314 Grade 7 TE, pp. 94, 149, 284, 290, 299, 322 Grade 8 SE, pp. 3, 26, 28, 151, 164, 213 Grade 8 TE, pp. 26, 112, 116, 147, 169, 187 Grade 9 SE, pp. 81, 103, 147, 253, 283, 339 Grade 9 TE, pp. 51, 104, 117, 231, 325, 352 Grade 10 SE, pp. 15, 51, 71, 203, 361, 373 Grade 10 TE, pp. 34, 94, 185, 320, 352, 355 Grade 11 SE, pp. 112, 301, 312, 413, 433, 435 Grade 11 TE, pp. 209, 210, 331, 414, 484, 489 Grade 12 SE, pp. 93, 151, 164, 166, 361, 367 Grade 12 TE, pp. 63, 187, 266, 333, 336, 453

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
C. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.	All selection questions in the margin of the Teacher's Edition call for the citing of textual evidence as students make inferences, analyze text elements, and draw conclusions. Also, all post-reading questions in the Student Edition require students to support their responses with evidence from the text. In the *Close Reader*, print and digital, as students respond directly within the text, they annotate and highlight material that they later use as evidence for responses to specific text questions. Students also write answers to Short Response questions, supported by textual evidence. A Performance Task, following each selection and each Collection in the program, requires students to use specific text references, quotes, and paraphrases of texts that are featured in the program as well as research material. The Common Core Assessment resource also provides practice for students in responding to text-specific questions and tasks in each three-part lesson. Step 1, Analyze the Model, teaches the process of responding to text-dependent questions and analysis using model texts; Step 2, Practice the Task, provides scaffolded practice; and Step 3, Perform the Task, offers independent practice and reveals students' readiness for completing new performance-based assessments independently. All parts focus on specific responses to text-dependent questions and the use of text evidence.	*Requirement of Text Evidence* Grade 6 SE, pp. 14, 48, 90, 96, 114, 370 Grade 6 TE, pp. 118, 119, 120; *Close Reader*, pp. 50e, 116d-116e, 196e-196f Grade 7 SE, pp. 171, 173, 198, 230, 238, 244 Grade 7 TE, pp. 24, 42, 75-77, 272; *Close Reader*, pp. 18h, 192d-192e, 240e Grade 8 SE, pp. 233, 244, 258, 260, 402, 425 Grade 8 TE, pp. 24, 48, 166a; *Close Reader*, pp. 98d-98g, 198f-198g, 228e-228g Grade 9 SE, pp. 144, 150, 157, 170, 176, 206 Grade 9 TE, pp. 73, 105, 133; *Close Reader*, pp. 96d-96g, 316d-316g, 324e-324f Grade 10 SE, pp. 181, 187, 193, 208, 231, 244 Grade 10 TE, pp. 246, 261, 270, 278; *Close Reader*, pp. 144c-144d, 170c-170e Grade 11 SE, pp. 20, 33, 70, 99, 126, 138 Grade 11 TE, pp. 112, 120, 130, 583; *Close Reader*, pp. 96d-96g, 404e Grade 12 SE, pp. 175, 184, 186, 196, 210, 220 Grade 12 TE, pp. 192, 193, 199, 206; *Close Reader*, pp. 18c-18e, 96d-96j

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D. Instructional design cultivates student interest and engagement in reading rich text carefully.	The instructional design of **Collections** emphasizes the richness of texts, focuses students on the specifics of each text, and fosters student engagement in reading and re-reading texts. Each Collection begins with an introduction to the Collection Performance Task that students will complete at the end of the Collection. This task review helps students to pay close attention to the important elements in a rich array of complex texts. Knowing the expectations for the Performance Task helps students focus on the specifics in texts during their reading and analyses and to prepare for the Collection Performance Task. The instructional design purposefully includes a minimum of background and author information before each text in order to keep the focus clearly on the text and on the reading and analysis of the text. The pedagogically sound feature before each selection—"Read with a Purpose" (Grades 6–8) and "As You Read" (Grades 9–12)—provides students with specific ideas and tasks for reading to help focus and give purpose to reading. The actual student pages are devoid of instructional interruptions in order to keep students engaged and focused on the text. In the Student eBook, students may "click" on vocabulary words to hear and see a definition and sentence. In the Teacher eBook, teachers will find questions and prompts that ask students to re-enter the texts for specific text-based responses. After each selection, a "Collaborative Discussion" prompt echoes and extends the "As You Read" direction from the beginning. These peer discussions engage students and deepen learning. In the *Close Reader* eBook, as students apply the standards instruction from the Student Edition, they use the annotation tools of highlighting and note taking with texts that are related to the Collection topic and anchor texts. Working together, these two primary student resources—Student Edition and *Close Reader*—support students' close reading and text analysis with intuitive, interactive tools for learning and practicing the needed skills for careful reading of rich texts. Working in a familiar digital environment, students will be more engaged with texts by using the mark-up tools and interacting with digital lessons for writing, speaking, and listening. Another motivational tool for interacting with text is the personal *my*Notebook for students to collect, organize, and tag text evidence for use later in writing assignments. The instructional design includes the fyi website at hmhfyi.com that is an ideal asset for stimulating interest in current topics and encouraging the reading of complex texts. For each Collection in the program, per grade level, five current informational texts from the most current sources are provided as a starting point. Monthly, an additional selection per Collection, per grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections to research topics, to compare authors' ideas, and to gather evidence for writing.	*Designed for Student Engagement* Grade 6 SE, pp. 71-72, 137-138, 139, 142, 147, 152; *Close Reader* (annotation tools), pp. CR11, CR28, CR38, CR39, CR58 Grade 7 SE, pp. 135-136, 183-184, 193, 195, 196, 204; *Close Reader* (annotation tools), pp. CR15, CR32, CR53, CR64, CR65, CR66 Grade 8 SE, pp. 211-212, 277-278, 279, 281, 293, 304; *Close Reader* (annotation tools), pp. CR10, CR12, CR85, CR94, CR95 Grade 9 SE, pp. 305-306, 363-364, 369, 375, 383, 406; *Close Reader* (annotation tools), pp. CR5, CR8, CR34, CR98, CR100 Grade 10 SE, pp. 49-50, 51, 53, 54, 153-154, 317-318; *Close Reader* (annotation tools), pp. CR10, CR18, CR19, CR20, CR21, CR53 Grade 11 SE, pp. 173-174, 327-328, 331, 332, 336, 345; *Close Reader* (annotation tools), pp. CR13, CR24, CR32, CR62, CR74, CR75 Grade 12 SE, pp. 1-2, 3, 9, 11, 14, 75-76; *Close Reader* (annotation tools), pp. CR4, CR6, CR8, CR10, CR16, CR34 *Stimulating Interest in Current Topics:* Grade 6, Student eBook, link to hmhfyi.com from pp. 2, 72, 138, 210, 252, 312 Grade 7, Student eBook, link to hmhfyi.com from pp. 2, 62, 136, 184, 220, 264 Grade 8, Student eBook, link to hmhfyi.com from pp. 2, 88, 142, 212, 278, 394 Grade 9, Student eBook, link to hmhfyi.com from pp. 2, 46, 102, 162, 306, 364 Grade 10, Student eBook, link to hmhfyi.com from pp. 2, 50, 154, 202, 318 Grade 11, Student eBook, link to hmhfyi.com from pp. 2, 108, 276, 328, 410 Grade 12, Student eBook, link to hmhfyi.com from pp. 2, 76, 150, 230, 408, 476

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E. Materials provide opportunities for students to build knowledge through close reading of specific texts.	Reading complex texts can provide content or background knowledge from the rich content in or "around" the selections as well as from the close reading and analyses of selections. Clearly, **Collections** provides students with a wealth of opportunities for building content and background knowledge from reading the rich variety of literary and informational texts—including both literature and literary nonfiction such as speeches, essays, biographies, memoirs, scientific writings, historical accounts, and media selections. In addition, the annotation tools available to students through their eBooks enhance their ability to perform the tasks of close reading—annotation, identification of specific text evidence, drawing conclusions, and making inferences based on evidence. Students have multiple opportunities to apply the background information and acquired skills independently with the variety of texts within each Collection. Whether students are reading classic dramas from Shakespeare, contemporary informational text from science, historical documents, or traditional short stories, the knowledge demands for each are richly diverse and instructive. Students will acquire these through the **Collections** series because of the diversity of complex texts.	*Build Knowledge through Close Reading of Texts* Grade 6 SE, pp. 105-112, 117-124, 185-192; *Close Reader,* pp. CR25-CR28, CR29-CR34, CR53-CR60 Grade 7 SE, pp. 63-67, 157-164, 185-188, 193-196; *Close Reader,* pp. CR51-CR54, CR63-CR66 Grade 8 SE, pp. 71-72, 143-147, 151-162, 177-194; *Close Reader*, pp. CR43-CR48, CR63-CR68 Grade 9 SE, pp. 27-28, 123-128, 317-320, 325-334; *Close Reader,* pp. CR19-CR22, CR53-CR56 Grade 10 SE, pp.15-16, 61-66, 129-132; *Close Reader*, pp. CR9-CR10, CR11-CR14, CR23-CR26 Grade 11 SE, pp. 23-31, 141-146, 301-310, 549-564, 569-577; *Close Reader*, pp. CR145-CR150 Grade 12 SE, pp. 151-164, 379-390, 429-430, 453-467; *Close Reader,* pp. CR39-CR44, CR100-CR112
F. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.	The use of informational texts in the **Collections** series is designed to maximize the role of the information in the texts so that the content enriches students' knowledge of current and historical topics. These texts also provide models for students' own writing. The instruction that follows the argumentative texts presents approaches and techniques that authors use for developing sound arguments. Following this instruction and modeling for argument, "Analyze the Text" questions and tasks require students to analyze and evaluate the specific elements of sound arguments. With the Selection Performance Tasks, students respond to a writing, speaking, listening, or research task for which they work with a specific element of argument. With the culminating Collection Performance Tasks, students demonstrate their skills and knowledge in such tasks as giving a persuasive presentation or developing a written argument.	*Learn to Analyze Argument* Grade 6 TE, pp. 93, 94, 95, 98a, 227, 228 Grade 6 SE, pp. 94, 96, 226, 227, 230, R22 Grade 7 TE, pp. 24, 25, 30a, 186, 187, 192a Grade 7 SE, pp. 27, 188, 189, 190, R23; *Close Reader*, pp. CR63-CR66 Grade 8 TE, pp. 235, 236, 246a, 419, 424, 426a Grade 8 SE, pp. 243, 244, 424, 425, R22; *Close Reader,* pp. CR83-CR88 Grade 9 TE, pp. 3, 10a, 317, 321, 324a, 440a Grade 9 SE, pp. 7, 8, 321, 322, 437, 438 Grade 10 TE, pp. 203, 204, 206, 319, 320, 321 Grade 10 SE, pp. 208, 337, 338, 356, 357, 360 Grade 11 TE, pp. 279, 280, 549, 552, 564, 565 Grade 11 SE, pp. 280, 281, 282, 565, 566; *Close Reader*, pp. CR57-CR60 Grade 12 TE, pp. 151, 155, 157, 164, 166, 168a Grade 12 SE, pp. 28, 164, 184, 366, 367, R16

Key Criteria for **Questions and Tasks**

2. **Cultivating Students' Ability to Read Complex Texts Independently:** Another key priority of the Common Core State Standards is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth. State Standards is that students be able to read closely and gain knowledge from texts.

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A. Scaffolds enable all students to experience rather than avoid the complexity of the text.	The goal for the **Collections** program is that each and every student has access to complex texts as required by Common Core State Standards. Each Collection begins with a preview of the expectations for the Performance Task coming at the end of the Collection. Academic Vocabulary is also introduced and defined. For each selection, "Background" helps to fill in potential gaps in historical and/or cultural knowledge while "Setting a Purpose" (Grades 6–8) and "As You Read" (Grades 9–12) help students with purposeful reading. As students tackle the rich anchor texts beginning each Collection, "Close Read Screencasts" model discussions of two readers doing a close reading of the text. Clicking the Close Read icons in their eBooks, students hear readers asking the questions and doing the thinking required for close reading. To further support students' reading and analyzing of the anchor texts, teachers have in the Teacher Edition specific notes and questions under "Close Read" for directing students to particular lines of the text. Using these questions as scaffolds, teachers can teach and model the kind of thinking and questioning students need to learn for text analysis. The "*Close Reader*" provides students with new, topically related selections for the practice and application of close reading strategies they learn in the Student Edition. For this practice, students find a consistent and streamlined approach for recording their comments and questions about the selection with the directions of "Read," "Re-Read," and "Cite Evidence" for analyzing particular parts of the text. Additional support to help all students experience complex text includes the embedded vocabulary definitions in the eBook, the audio recordings that students can turn on and off to fit their reading pace, and Level Up Tutorials for those who need background information on the craft and structure of texts. Teachers also have instructional strategies to use with each text such as "When Students Struggle..." and "Scaffolding for ELL Students."	*Scaffolding for Complex Texts* Grade 6 SE, pp. 2, 72, 210, 134, 138, 252 Grade 6 TE, pp. 4, 261; *Close Read Screencast,* pp. 3, 285; *Close Reader*, pp. 16c-16f, 116c-116e, 156c-156f, 240c-240k, 292c-292d, 362c-362j Grade 7 SE, pp. 2, 62, 136, 184, 220, 264 Grade 7 TE, pp. 19, 112; *Close Read Screencast*, pp. 31, 137; *Close Reader*, pp. 70c-70f, 126c-126e, 192c-192e, 232c-232f, 282c-282g, 306c-306e Grade 8 SE, pp. 3, 88, 142, 212, 278, 394 Grade 8 TE, pp. 99, 325; *Close Read Screencast,* pp. 143, 213; *Close Reader*, pp. 30c-30f, 98c-98f, 150c-150f, 246c-246f, 354c-354l, 418c-418f Grade 9 SE, pp. 2, 46, 102, 162, 306, 364 Grade 9 TE, pp. 51, 406; *Close Read Screencast,* pp. 47, 401; *Close Reader*, pp. 10c-10f, 32c-32e, 96c-96g, 122c-122j, 282c-282i, 324c-324f Grade 10 SE, pp. 2, 50, 92, 154, 202, 318 Grade 10 TE, pp. 52, 361; *Close Read Screencast,* pp. 3, 319; *Close Reader*, pp. 12c-12f, 24g-24i, 58c-58f, 128c-128e, 188c-188e, 292c-292o Grade 11 SE, pp. 2, 111, 174, 177, 328, 410 Grade 11 TE, pp. 253, 479; *Close Read Screencast,* pp. 331, 413; *Close Reader,* pp. 96c-96g, 102c-102d, 140c-140d, 150c-150f, 220c-220f, 233d-233h Grade 12 SE, pp. 2, 76, 150, 230, 408, 476 Grade 12 TE, pp. 132, 466; *Close Read Screencast,* pp. 151, 409; *Close Reader*, pp. 46c-46f, 92c-92j, 168c-168f, 220c-220e, 394c-394h, 428c-428i

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B. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.	All strategic reading approaches in **Collections** involve students with close reading as well as gathering knowledge and insight from specific texts. The analysis of the text, with students applying close reading strategies, is the center of each lesson. Each selection begins with the sound strategy of setting a purpose for reading that focuses students on the text. Background material and author information have been greatly reduced, with options for additional information online, so that students can easily focus on the text rather than extraneous activities. The tools that accompany the selections in the Student eBook and the *eClose Reader* indicate that the focus of every selection is the text itself. Using these mark-up tools, students focus on the close reading of the text, their analysis of syntax and diction, and the author's use of literary or rhetorical devices. Also, with the Close Read Screencasts provided for key texts, visual and audio conversations about key parts of texts give students concrete examples of careful text analyses. The *eClose Reader* also indicates the intentional focus on the text as the directions, "Read" and "Re-Read," state quite simply that the main task for students is to read the text itself closely and then read again with a clear purpose of focusing on the text; analyzing for meaning, structure, and craft; and supporting conclusions with textual evidence. Questions in the Teacher's Edition for each selection relate to close reading and analysis of text and require citing of text evidence.	*Reading Strategies for Comprehension* Grade 6 SE, pp. 2, 210, 139, 157; *Close Reader*, pp. CR9-CR12, CR25-CR28 Grade 6 TE, pp. 139, 140, 142, 144, 146, 149 Grade 7 SE, pp. 62, 137, 184, 220, 264; *Close Reader*, pp. CR31-CR34, CR51-CR54 Grade 7 TE, pp. 63, 64, 71, 72, 74, 77 Grade 8 SE, pp. 3, 89, 121, 143, 419; *Close Reader*, pp. CR71-CR78 Grade 8 TE, pp. 229, 230, 231, 235, 236, 237 Grade 9 SE, pp. 3, 103, 163, 307; *Close Reader*, pp. CR19-CR22, CR53-CR56 Grade 9 TE, pp. 73, 74, 75, 163, 164, 165 Grade 10 SE, pp. 51, 93, 203, 301, 319; *Close Reader,* pp. CR57-CR60 Grade 10 TE, pp. 295, 296, 297, 301, 302, 303 Grade 11 SE, pp. 5, 111-112, 177, 331, 413; *Close Reader*, pp. CR57-CR60 Grade 11 TE, pp. 413, 414, 415, 446, 447, 448 Grade 12 SE, pp. 77, 151, 409, 477; *Close Reader*, pp. CR39-CR44, CR100-CR112 Grade 12 TE, pp. 21, 22, 23, 78, 79, 80

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C. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.	***Collections*** provides ongoing opportunities for students to interact in a whole-group setting as well as with small groups of peers and to work individually to develop their abilities for independent analysis, thinking, and writing. Following the modeled discussions with the Close Read Screencasts, the Teacher's Edition suggests follow-up activities for whole-group and small-group discussion and practice. For the text analysis instruction following each selection in the Student Edition, teachers have Strategies for Annotation, providing specific activities (for either guided or independent analysis) that ask students to annotate key elements of the text. Teachers may choose to do these close reading activities as whole-group, small-group, or independent work. After each selection, students have a "Collaborative Discussion" question that ties to the purpose-setting question at the beginning. Students discuss their thoughts with a partner, draw their conclusions, and support their answers with textual evidence. Performance Tasks, after each selection and at each Collection's end, may be used with small groups, but they are also excellent instructional and assessment tools for students to practice and demonstrate their independent knowledge and capabilities. For students who do not need the text analysis practice in the *Close Reader*, they have opportunities on the fyi website at hmhfyi.com for further independent work and research.	*Balance of Group and Individual Instruction* Grade 6 SE, pp. 48, 54, 60, 88, 154, 370 Grade 6 TE, (*Close Read Screencast*), pp. 3, 139, 185, 223, 260, 285 Grade 7 SE, pp. 86, 92, 106, 124, 140, 334 Grade 7 TE, (*Close Read Screencast*), pp. 3, 31, 63, 111, 137, 169 Grade 8 SE, pp. 30, 36, 70, 72, 98, 194, 378 Grade 8 TE, (*Close Read Screencast*), pp. 53, 89, 125, 143, 213, 235 Grade 9 SE, pp. 16, 35, 51, 170, 252, 354 Grade 9 TE, (*Close Read Screencast*), pp. 47, 266, 307, 351, 371, 401 Grade 10 SE, pp. 34, 39, 54, 106, 168, 357 Grade 10 TE, (*Close Read Screencast*), pp. 3, 15, 18, 213, 232, 319 Grade 11 SE, pp. 78, 146, 156, 163, 292, 357 Grade 11 TE, (*Close Read Screencast*), pp. 177, 221, 279, 331, 413, 457 Grade 12 SE, pp. 104, 110, 130, 196, 225, 399 Grade 12 TE, (*Close Read Screencast*), pp. 151, 199, 237, 263, 284, 409
D. Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.	In addition to the emphasis on close reading in ***Collections,*** the "Analyzing the Text" questions after each selection are crafted so that students encounter the analysis questions calling for directly stated textual evidence before the questions calling for higher-order thinking of synthesis and evaluation. Also, because the selection Performance Tasks require students to return to each text, they gain deeper understanding of each author's purpose and craft before they complete the Collection Performance Task where they synthesize knowledge and skills gained from reading and analyzing several texts. The *Close Reader* allows students to focus on "chunks" of the text for the practice of reading, re-reading, and citing textual evidence before they formulate an answer to the culminating Short Response question that deals with the text as a whole.	*Comprehension Before Interpretation* Grade 6 SE, pp. 220, 226, 229, 230, 238; *Close Reader*, pp. CR87-CR96 Grade 7 SE, pp. 30, 42, 76, 108; *Close Reader*, pp. CR31-CR34, CR45-CR50 Grade 8 SE, pp. 164, 174, 244, 354; *Close Reader*, pp. CR13-CR18, CR43-CR48 Grade 9 SE, pp. 227, 252, 354; *Close Reader*, pp. CR3-CR8, CR19-CR22, CR77-CR84 Grade 10 SE, pp. 68, 139, 298, 307; *Close Reader*, pp. CR11-CR14, CR63-CR66 Grade 11 SE, pp. 316, 322, 357; *Close Reader*, pp. CR11-CR18, CR83-CR90, CR116-CR122 Grade 12 SE, pp. 225, 490, 499; *Close Reader*, pp. CR7-CR10, CR45-CR48, CR75-CR84

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E. Materials make the text the focus of instruction by avoiding features that distract from the text.	Each of the rich and complex texts used in the **Collections** program is the focus of each instructional lesson. Background material and author information have been greatly reduced, with options for additional information online, so that students can easily focus on the text rather than other topics. Students' focus is not directed elsewhere with pages of standards instruction or literary terms in isolation. Instead, each selection begins with the pedagogically sound strategy of setting a purpose for reading that focuses on the text as well. The analysis of the text, with students applying close reading strategies, is the center of each lesson. But this approach is not done as merely an exercise. The focus on the text is in the service of studying the author's craft—how the author, operating in a context of time and place and topic, uses the rhetorical tools of the craft to convey ideas and to inspire and challenge the reader. Line numbers on every selection support students' locating and citing of textual evidence as they analyze, discuss, and write about the text.	*Focus on Text with Minimal Distractions* Grade 6 SE, pp. 220, 226, 229, 230, 238; *Close Reader*, pp. CR87-CR96 Grade 7 SE, pp. 30, 42, 76, 108; *Close Reader*, pp. CR31-CR34, CR45-CR50 Grade 8 SE, pp. 214, 215, 216, 218-222; *Close Reader*, pp. CR13-CR18, CR43-CR48 Grade 9 SE, pp.103-108, 110-113, 123-126; *Close Reader*, pp. CR3-CR8, CR19-CR22, CR77-CR84 Grade 10 SE, pp.161-162, 164, 166, 171-174; *Close Reader*, pp. CR11-CR14, CR63-CR66 Grade 11 SE, pp. 333, 334, 335, 342-344; *Close Reader*, pp. CR73-CR74, CR83-CR90 Grade 12 SE, pp. 477, 479, 480, 486-487; *Close Reader*, pp. CR115-CR116, CR120-CR121
F. Materials offer assessment opportunities that genuinely measure progress.	The **Collections** program features ongoing assessment and performance tasks that allow teachers to monitor students' progress and content mastery. Prescriptive remediation and reteaching lessons are provided for students that struggle with mastery. Teacher reporting is explicit and allows for individual learning prescriptions. Each selection in the program has an objective assessment test, a Selection Performance Task, and may be included in the Collection Performance Task. As well, each selection includes specific text analysis questions that require students to re-enter text and identify specific text evidence to support their responses. Each Collection concludes with one or two Collection Performance Tasks that reflect the focus of the Collection, including multiple texts and independent research that students may add to the performance task requirements, thereby extending their learning and further ensuring high-level success with Common Core assessments. In each case, students are not only using sources but also writing to the sources that they have chosen. This Collection Performance Task is accompanied by a rubric with specific student expectations such as how well a student has written to the selected sources, included specific textual evidence, and drawn original conclusions. Using a three-part model of instruction leading to writing assessment, the Common Core Assessment resource for each grade level takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the Common Core Assessment. After analyzing source materials in part 1 and practicing short related tasks in part 2, students then in part 3 perform the task of synthesizing new source materials and creating an original response. The Common Core Assessment resource not only provides practice for close reading of complex texts and writing from sources, but also serves as a monitor of students' readiness for independently completing performance-based assessments such as writing argument and informative essays.	*Assessment for Measuring Progress* Grade 6 SE, pp. 90, 96, 104, 114, 129-132, 133-136 Grade 6 TE, pp. 58a, 62a, 98a, 104a, 116a, 128a Grade 6 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-30, 33-38 Grade 7 SE, pp. 16, 53-56, 86, 92, 126, 198 Grade 7 TE, pp. 30a, 52a, 70a, 168a, 174a, 192a Grade 7 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-29, 33-38 Grade 8 SE, pp. 28, 103, 207-210, 244, 354, 425 Grade 8 TE, pp. 70a, 74a, 78a, 78b, 98a, 120a Grade 8 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-30, 33-39 Grade 9 SE, pp. 36, 41-44, 138, 144, 252, 354 Grade 9 TE, pp. 10a, 20a, 26a, 32a, 338a, 350a Grade 9 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-29, 33-38 Grade 10 SE, pp. 41-44, 68, 82, 106, 139, 357 Grade 10 TE, pp. 14a, 170a, 182a, 188a, 192a-192b, 350a Grade 10 Teacher Resources, Common Core Assessment, pp. 3-10, 13-19, 23-29, 33-39 Grade 11 SE, pp. 76, 108, 218, 267-270, 292, 357 Grade 11 TE, pp. 444a, 455a, 542a, 548a, 568a, 580a Grade 11 Teacher Resources, Common Core Assessment, pp. 3-9, 13-20, 23-30, 33-39 Grade 12 SE, pp. 66, 111, 120, 184, 399-402, 482 Grade 12 TE, pp. 62a, 66a-66b, 92a, 108a, 220a, 356a Grade 12 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-29, 33-39

III. Key Criteria for **Academic Vocabulary**

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
A. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.	Each Collection opening page begins with an overview of the Collection Performance Task that students complete at the end as well as Academic Vocabulary with words featured in the Collection. The academic vocabulary words are then used repeatedly in the instructional content as well as in the questions and tasks. In the Teacher's Edition, Critical Vocabulary from each selection is identified and expanded in order to enrich the application of selection vocabulary. The Teacher's Edition also includes suggestions for additional instruction in academic vocabulary in notes labeled "Applying Academic Vocabulary." This feature refers teachers to strategies they can use to enhance students' use of academic vocabulary in all related tasks in each Collection. Following each selection in the Student Edition, a complete page of instruction and practice includes "Critical Vocabulary" and "Vocabulary Strategy." This page includes additional practice with the selection's critical vocabulary as well as a mini-lesson and practice on a pertinent vocabulary strategy for learning word structures, patterns, and forms. Students are encouraged to use academic vocabulary and the critical vocabulary from the selections as they write about and discuss each selection and each Collection, including the "Collaborative Discussion" at the end of each selection and the performance tasks for which they share text analysis, research findings, or media-based literacy projects.	*Academic Vocabulary* Grade 6 SE, pp. 2, 15, 35, 63, 67, 247 Grade 6 TE, pp. 5, 38, 52, 60, 75, 94 Grade 7 SE, pp. 2, 53, 57, 109, 143, 178 Grade 7 TE, pp. 33, 47, 65, 72, 78, 91 Grade 8 SE, pp. 97, 119, 203, 207, 212, 389 Grade 8 TE, pp. 145, 152, 169, 182, 191, 200 Grade 9 SE, pp. 46, 102, 157, 171, 299, 446 Grade 9 TE, pp. 83, 91, 109, 112, 118, 125 Grade 10 SE, pp. 45, 92, 154, 308, 313, 339 Grade 10 TE, pp. 189, 204, 207, 235, 242, 250 Grade 11 SE, pp. 276, 324, 328, 358, 371, 406 Grade 11 TE, pp. 396, 415, 439, 452, 459, 545 Grade 12 SE, pp. 71, 150, 400, 470, 476, 483 Grade 12 TE, pp. 396, 413, 430, 435, 446, 454

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1. Materials portray writing to sources as a key task.	Writing instruction in **Collections** is presented in student-facing lessons organized in Digital Collections, reflecting each standard in the writing strand of the Common Core State Standards. These highly interactive lessons engage students in writing to sources, creating their own texts, and analyzing and critiquing the writing of their peers in a collaborative online setting. Utilizing the tools that today's students use intuitively, the Writing Collections enhance instruction in writing to sources. Following each selection in the Student Edition, a Selection Performance Task requires students to apply what they have learned from the reading and analysis of a specific text. The Selection Performance Task may also ask students to draw upon additional sources to complete their response. Following each Collection in the Student Edition, a Collection Performance Task that reflects the focus of the Collection provides students with the experience of synthesizing ideas from multiple texts and conducting short independent research. In each case, students are not only using sources but also writing to the sources that they have chosen. This Collection Performance Task is accompanied by a rubric of specific student expectations that include how well a student has written to the chosen sources, included specific textual evidence, and drawn original conclusions. Students can access their notes, annotations, and text markings stored in *my*Notebook to use in the completion of the performance tasks. Using the collaborative writing tool *my*WriteSmart, students may then draft and revise their responses, getting feedback from both their teacher and peers as they complete the project. For immediate feedback, students may submit their finished drafts to e-rater® for online scoring of their drafts and to Turnitin® for plagiarism checks. The finished written products are stored in a student's own digital Portfolio. After each selection in the *eClose Reader*, a Short Response prompt asks students to write about the text they have just read. At the end of each Collection In the Teacher's Edition, four additional lesson options require students to write to sources. Each of these Extend and Reteach lessons asks students to use additional resources and often asks for additional written or performance responses. Also, the Common Core Assessment resource requires students to write to sources as it prepares them for high stakes testing. Using a three-part model of instruction, Common Core Assessment, Grades 6–12, takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the performance-based task for Common Core Standards. After analyzing source materials in part 1 and practicing short related tasks in part 2, students then in part 3 perform the task of synthesizing new source materials and creating an original response.	*Writing to Sources as Key Task* Grade 6 Student eBook: Digital Collections, *Writing as a Process* (Task, Purpose, and Audience); *Producing and Publishing with Technology* (Writing for the Internet) Grade 6 SE, pp. 67, 230, 247, 278; *Close Reader*, pp. CR8, CR12 Grade 6 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38 Grade 7 Student eBook: Digital Collections, *Writing as a Process* (Task, Purpose, and Audience); *Producing and Publishing with Technology* (Writing for the Internet) Grade 7 SE, pp.126, 131, 142, 337; *Close Reader*, pp. CR12, CR16 Grade 7 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38 Grade 8 Student eBook: Digital Collections, *Writing as a Process* (Task, Purpose, and Audience); *Producing and Publishing with Technology* (Writing for the Internet) Grade 8 SE, pp. 79, 83, 96, 118; *Close Reader*, pp. CR48, CR124 Grade 8 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38 Grade 9 Student eBook: Digital Collections, *Writing as a Process* (Task, Purpose, and Audience); *Producing and Publishing with Technology* (Writing for the Internet) Grade 9 SE, pp. 301, 314, 336, 355; *Close Reader*, pp. CR8, CR18, CR22, CR36, CR56, CR60 Grade 9 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38 Grade 10 Student eBook: Digital Collections, *Writing as a Process* (Task, Purpose, and Audience); *Producing and Publishing with Technology* (Writing for the Internet) Grade 10 SE, pp. 193, 197, 260, 291; *Close Reader*, pp. CR26, CR112 Grade 10 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38 Grade 11 Student eBook: Digital Collections, *Writing as a Process* (Task, Purpose, and Audience); *Producing and Publishing with Technology* (Writing for the Internet) Grade 11 SE, pp. 267, 271, 526, 541; *Close Reader*, pp. CR26, CR60 Grade 11 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38 Grade 12 Student eBook: Digital Collections, *Writing as a Process* (Task, Purpose, and Audience); *Producing and Publishing with Technology* (Writing for the Internet) Grade 12 SE, pp. 471, 482, 490, 517; *Close Reader*, pp. CR16, CR84 Grade 12 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38

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2. Materials focus on forming arguments as well as informative writing.	As a fully aligned instructional resource for the English Language Arts Common Core State Standards, the **Collections** series mirrors the increased focus on argument and informative writing reflected in the standards. A Performance Task, following each selection in the Student Edition and the *Close Reader*, often requires students to write convincingly about the sources they have just read. By stating a claim and arguing convincingly to support their claim with arguments and specific textual evidence, students learn to present their ideas effectively and persuasively. From *my*Notebook, students can retrieve the stored notes they have made and tagged while reading selections in the program and use these notes for citing text evidence as they draft, revise, and edit their analytical arguments or informative pieces with the program's writing tool, *my*WriteSmart. Rubrics, aligned specifically to the argumentative and informational writing tasks, highlight the critical attributes of each type. The Digital Collections focus on argumentative and informative writing as well, providing interactive and engaging lessons with immediate application as students write and share their own original argumentative and informative pieces. The focus in **Collections** on argument and informative writing meets the demands and the intent of the Common Core State Standards.	*Argumentative and Informative Writing Instruction* Grade 6, Student eBook, Digital Collections: *Writing Arguments* (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); *Using Textual Evidence* (Summarizing, Paraphrasing & Quoting); *Writing Informative Texts* (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 6 SE, pp. 67-70, 133-136, 247-250, 307-310 Grade 7, Student eBook, Digital Collections: *Writing Arguments* (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); *Using Textual Evidence* (Summarizing, Paraphrasing & Quoting); *Writing Informative Texts* (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 7 SE, pp. 190, 210 Grade 8, Student eBook, Digital Collections: *Writing Arguments* (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); *Using Textual Evidence* (Summarizing, Paraphrasing & Quoting); *Writing Informative Texts* (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 8 SE, pp. 133-135, 273-275, 441-443 Grade 9, Student eBook, Digital Collections: *Writing Arguments* (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); *Using Textual Evidence* (Summarizing, Paraphrasing & Quoting); *Writing Informative Texts* (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 9 SE, pp. 8, 97-100, 336, 355-358 Grade 10, Student eBook, Digital Collections: *Writing Arguments* (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); *Using Textual Evidence* (Summarizing, Paraphrasing & Quoting); *Writing Informative Texts* (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 10 SE, pp. 36, 139, 149-152, 291, 377-380 Grade 11, Student eBook, Digital Collections: *Writing Arguments* (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); *Using Textual Evidence* (Summarizing, Paraphrasing & Quoting); *Writing Informative Texts* (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 11 SE, pp. 33, 103-105, 601-603 Grade 12, Student eBook, Digital Collections: *Writing Arguments* (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); *Using Textual Evidence* (Summarizing, Paraphrasing & Quoting); *Writing Informative Texts* (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 12 SE, pp. 141-143, 166, 367, 403-405, 469 Grades 6–12 eBooks, *my*Notebook; *my*WriteSmart activities

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.	The writing instruction and tasks in **Collections** focus on the elements of writing coherently with well-developed ideas, using sufficient evidence from texts, and writing clearly with a command of standard English. For example, within the Digital Collections, specific comprehensive lessons on argumentative, informational, and narrative writing provide compelling tasks and detailed instruction for students. These Digital Collections take students step by step through the process of analysis, creating and defending a claim, and supporting that claim with clear information. In lessons such as "Writing Argument," students work through segments about being aware of audiences, writing clearly for audiences, using techniques for creating coherence, avoiding unconvincing persuasion, identifying logical fallacies, and evaluating evidence. In lessons such as "Using Textual Evidence," students learn how to summarize main ideas of texts, make connections between several texts, synthesize information from several sources, and draw conclusions from the synthesis. Students may utilize the writing lessons in Digital Collections before tackling a Collection Performance Task. The writing performance tasks require students to re-enter the texts, do deeper analyses of texts, synthesize ideas across texts, and often do additional research. Also, each selection in the *Close Reader* is followed by a short response that requires students to write about the selection as a source with specific textual evidence.	*Responsive to Audience and Text in Question* Grade 6 Student eBook, Digital Collections: *Writing Arguments* (Building Effective Support, Concluding Your Argument); *Writing Informative Texts* (Developing a Topic); *Writing as a Process* (Task, Purpose, and Audience); *Conducting Research* (Starting Your Research); *Using Textual Evidence* (Synthesizing Information) Grade 6 SE, pp. 64, 68, 130, 202, 206, 248 Grade 7 Student eBook, Digital Collections: *Writing Arguments* (Building Effective Support, Concluding Your Argument); *Writing Informative Texts* (Developing a Topic); *Writing as a Process* (Task, Purpose, and Audience); *Conducting Research* (Starting Your Research); *Using Textual Evidence* (Synthesizing Information) Grade 7 SE, pp. 54, 127, 132, 176, 215, 259 Grade 8 Student eBook, Digital Collections: *Writing Arguments* (Building Effective Support, Concluding Your Argument); *Writing Informative Texts* (Developing a Topic); *Writing as a Process* (Task, Purpose, and Audience); *Conducting Research* (Starting Your Research); *Using Textual Evidence* (Synthesizing Information) Grade 8 SE, pp. 80, 138, 273-274, 390, 438, 442 Grade 9 Student eBook, Digital Collections: *Writing Arguments* (Building Effective Support, Concluding Your Argument); *Writing Informative Texts* (Developing a Topic); *Writing as a Process* (Task, Purpose, and Audience); *Conducting Research* (Starting Your Research); *Using Textual Evidence* (Synthesizing Information) Grade 9 SE, pp. 42, 99, 155, 303, 357, 447 Grade 10 Student eBook, Digital Collections: *Writing Arguments* (Building Effective Support, Concluding Your Argument); *Writing Informative Texts* (Developing a Topic); *Writing as a Process* (Task, Purpose, and Audience); *Conducting Research* (Starting Your Research); *Using Textual Evidence* (Synthesizing Information) Grade 10 SE, pp. 36, 43, 83-84, 149-150, 371, 377-378 Grade 11 Student eBook, Digital Collections: *Writing Arguments* (Building Effective Support, Concluding Your Argument); *Writing Informative Texts* (Developing a Topic); *Writing as a Process* (Task, Purpose, and Audience); *Conducting Research* (Starting Your Research); *Using Textual Evidence* (Synthesizing Information) Grade 11 SE, pp. 20, 323-324, 357, 435, 579, 601-603 Grade 12 Student eBook, Digital Collections: *Writing Arguments* (Building Effective Support, Concluding Your Argument); *Writing Informative Texts* (Developing a Topic); *Writing as a Process* (Task, Purpose, and Audience); *Conducting Research* (Starting Your Research); *Using Textual Evidence* (Synthesizing Information) Grade 12 SE, pp. 44, 175, 367, 403-404, 469, 472

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
4. Students are given extensive practice with short, focused research projects.	Short research projects, as called for in the Common Core State Standards, are prevalent in the **Collections** series. A Performance Task after each selection and Collection that relates to students' close reading and analysis may require additional short research. For example, the task frequently asks students to further explore historical background or cultural connections, or to find and analyze additional texts that enrich the topical Collection or provide compelling contrast. The Performance Tasks at the end of each Collection are particularly complex and often require independent research for completion. Utilizing gathered evidence from close reading and analysis that they have stored in *my*Notebook, students will draft, revise, and edit their writing with collaborative assistance of peers and teacher using their online writing tool, *my*WriteSmart. Once the written response is complete, the student can send it to Turnitin for plagiarism checks and to e-rater for online scoring. Additional research opportunities reside in the Digital Collections section of the eBook. In 12 robust Digital Collections, all standards coverage for writing, speaking, and listening is provided in compelling and collaborative student-facing lessons. With unique drag-and-drop features and engaging interactivity, the Digital Collections include Evaluating Sources and Conducting Research with specific real-world relevant tasks. In the Teacher's Edition, the "Extend and Reteach" section for each Collection provides more opportunities for short research. Many of these assignments challenge students to complete original research tasks related to topics of interest.	*Short, Focused Research Projects* Grade 6 Student eBook, Digital Collections: *Conducting Research* (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); *Evaluating Sources* (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); *Using Textual Evidence* (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution) Grade 6 SE, pp. 67-68, 133-134, 194, R8-R9 Grade 6 TE, pp. 194, 196a Grade 7 Student eBook, Digital Collections: *Conducting Research* (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); *Evaluating Sources* (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); *Using Textual Evidence* (Synthesizing Information, Writing an Outline, Summarizing, and Quoting, Attribution) Grade 7 SE, pp. 57, 190, 216, 260, R8-R9 Grade 7 TE, p. 88a Grade 8 Student eBook, Digital Collections: *Conducting Research* (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); *Evaluating Sources* (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); *Using Textual Evidence* (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution) Grade 8 SE, pp. 80, 134, 196, 204, 207 Grade 8 TE, p. 198a Grade 9 Student eBook, Digital Collections: *Conducting Research* (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); *Evaluating Sources* (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); *Using Textual Evidence* (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution) Grade 9 SE, pp. 78, 446, R8-R9 Grade 9 TE, pp. 36a, 80a, 152b Grade 10 Student eBook, Digital Collections: *Conducting Research* (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); *Evaluating Sources* (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); *Using Textual Evidence* (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution) Grade 10 SE, pp. 76, 83-85, 187, 348, R8-R9 Grade 10 TE, pp. 78a, 331 Grade 11 Student eBook, Digital Collections: *Conducting Research* (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); *Evaluating Sources* (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); *Using Textual Evidence* (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution) Grade 11 SE, pp. 579, R8-R9 Grade 11 TE, pp. 266a, 304, 433, 472, 513, 542a Grade 12 Student eBook, Digital Collections: *Conducting Research* (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); *Evaluating Sources* (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); *Using Textual Evidence* (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution) Grade 12 SE, pp. 184, R8-R9 Grade 12 TE, pp. 170, 184, 417, 470e, 485

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
1. Materials provide systematic opportunities for students to read complex text with fluency.	Many instructional opportunities in **Collections** include models for reading complex texts as well as speaking and listening activities to reinforce reading fluency. The anchor texts—so designated because of their rich complexity, link to the Collection topic, and suitability for standards instruction—have additional scaffolding and support. Close Read Screencasts for anchor texts provide audio and visual models of readers analyzing significant passages within the anchor texts. These modeled conversations about the texts demonstrate to students how to read closely and how to discuss and annotate a text. Another tool in the eBook that supports fluency is the self-paced audio reading that students can start and stop to hear portions of the text read as they work through the full selection. In the *Close Reader* selections, the text itself is "chunked" or divided into sections for deeper analysis. Directions for the analysis ask students to read a section of text with a specific purpose and then re-enter and re-read the text for specific textual evidence to help them draw conclusions and formulate a response. The streamlined directions of "Read" and "Re-Read" provide students with many opportunities not only for applying close reading skills they have learned in the eBook but also for reading and re-reading to build fluency. This targeted focus on the text is further enhanced by the use of the same annotation tools as in the eBook to assist students in learning how to "mark up" a text for careful analysis. "Analyzing the Text" questions that follow selections often ask students to re-read portions of the text, an activity that can be done with a partner or small group and one that promotes fluency. Selection Performance Tasks that ask students to do a dramatic reading or oral presentation of parts of the text also encourage fluency. In the Teacher's Edition, strategies under "When Students Struggle" and activities for "Extend and Reteach" often include suggestions for having students read, re-read, read aloud, and perform choral and dramatic readings, all activities for promoting fluency.	*Opportunities to Read with Fluency* Grade 6 SE, pp. 40, 56, 154, 362, 370 Grade 6 TE, pp. 3, 40, 285; *Close Reader,* pp. 16d-16f, 116d-116e, 240d-240k Grade 7 SE, pp. 69, 148, 166, 230, 280, 334 Grade 7 TE, pp. 31, 63, 111, 137; *Close Reader,* pp. 70d-70f, 126d-126e Grade 8 SE, pp. 28, 202, 207, 354, 416, 425 Grade 8 TE, pp. 89, 143, 213; *Close Reader,* pp. 30d-30f, 98d-98f, 418d-418f Grade 9 SE, pp. 18, 30, 144, 150, 265, 354 Grade 9 TE, pp. 3, 11, 47, 401; *Close Reader*, pp. 32d-32e, 96d-96g Grade 10 SE, pp. 40, 56, 68, 83, 88, 312 Grade 10 TE, pp. 3, 15, 18, 319; *Close Reader*, pp. 128d-128e, 188d-188e Grade 11 SE, pp. 101, 185, 218, 292, 294, 544 Grade 11 TE, pp. 111, 121, 331, 413; *Close Reader*, pp. 150d-150f, 220d-220f Grade 12 SE, pp. 44, 120, 262, 310, 355, 428 Grade 12 TE, pp. 31, 77, 151, 409; *Close Reader,* pp. 394d-394h, 428d-428i
2. Materials help teachers plan substantive academic discussions.	**Collections** offers numerous opportunities for students' academic discussions, and the teaching support offers teachers guidance for planning and conducting grade-level-appropriate discussions during the analysis of complex texts, comparison of texts, and synthesizing ideas across texts. The Collection organization of related texts around one topic or theme is perfect for teachers in planning discussions of the similarities and differences in the way several authors and texts address a common theme. In the Teacher's Edition, teachers have Close Read questions that can be used with students when analyzing and discussing a text. These questions require students to return to the text, to analyze literary and informational elements, to make inferences, and to draw conclusions. These analyses questions will stimulate energetic discussions of students' interpretations of the author's intent and provide practice in finding appropriate evidence to support that interpretation. After students watch a Close Read Screencast, the modeled conversations of two readers as they re-read and analyze an anchor text, teachers have in their Teacher's Edition a suggested passage for pairs of students to practice the techniques they have watched in the screencast. These independent close readings and resulting interpretations are natural stimuli for conducting academic discussions about the text. Another opportunity for teachers to plan academic discussions comes with the selection Performance Task. These tasks encourage students to re-enter the text and to deepen their understanding of the text and the author's effective style through tasks that include writing, speaking, listening, and research. Many of these activities call for small-group work and require discussions of the text, research, evidence, conclusions, and broader issues. Teachers will also find questions and activities in their teacher materials called "To Challenge Students" and "Dig Deeper"—all intended to inspire critical thinking and generate academic discussions. Another excellent opportunity for substantive peer discussions comes in the Collection Performance Tasks. For example, when students are preparing a persuasive speech or an oral commentary, they find suggestions for practicing their delivery with a peer and getting feedback on their presentation. A task-specific rubric is provided for critiquing performance on the task. This activity will stimulate students' discussions about effective content, relevant evidence, and techniques for oral presentations.	*Conducting Substantive Discussions* Grade 6 SE, pp. 46, 154, 201-204, 302, 368, 370 Grade 6 TE, pp. 3, 96, 154, 284, 285, 370 Grade 7 SE, pp. 29, 59, 67, 126, 181, 238 Grade 7 TE, pp. 10, 14, 31, 137, 323, 332 Grade 8 SE, pp. 26, 207-208, 260, 352, 354, 388 Grade 8 TE, pp. 143, 209, 213, 218, 219, 220 Grade 9 SE, pp. 43, 150, 155, 303, 359-362, 447 Grade 9 TE, pp. 11, 47, 55, 103, 123, 401 Grade 10 SE, pp. 10, 82, 145-147, 151, 298, 315 Grade 10 TE, pp. 3, 107, 155, 161, 213, 319 Grade 11 SE, pp. 76, 196, 269, 282, 297, 486 Grade 11 TE, pp. 111, 121, 177, 279, 331, 413 Grade 12 SE, pp. 73, 227, 310, 392, 404, 519 Grade 12 TE, pp. 151, 237, 263, 284, 311, 409

PUBLISHERS' CRITERIA	FEATURES	PAGE REFERENCES
3. Materials use multimedia and technology to deepen attention to evidence and texts.	**Collections** features powerful instructional tools that promote critical analysis of complex text and rich media to engage and support 21st-century learners. For key selections in their eBook, students can access short, instructive Close Read Screencasts in which readers model how to discuss, analyze, and annotate significant passages. By viewing "close reads" in action, students discover what it means to look carefully at an author's choices and draw conclusions about the impact of those choices on the meaning of a text. Students have annotation tools in their eBook—highlighters and sticky notes—to do an informed close read of any Student Edition or *Close Reader* selection. By utilizing these tools to mark evidence, students strengthen their ability to identify key details and formulate solid interpretations grounded in text evidence. Purposeful annotation, however, is just the beginning. Students can rely on *my*Notebook to collect, organize, and tag text evidence for use in specific writing assignments, discussions, or performance tasks. The *Common Core Enrichment App* provides Guided Read and React lessons with extra support for learning *how* to do a close read of texts across genres, using modeled screencasts and interactive practice. After guided practice, students "unlock" independent practice with additional texts. Students complete all program writing and performance task assignments in *my*WriteSmart, a dynamic digital workspace for writing, revising, collaboration, and peer editing. Students have the option to store the best of their work within their personal *my*Portfolio. When students need help with writing, research, and speaking and listening skills, they can access 12 robust digital Collections in their eBook. Offering such lessons as *Writing a Claim, Evaluating Sources,* and *Speaking Constructively,* the Digital Collections provide comprehensive coverage of all writing, speaking, and listening Common Core State Standards—all with interactive instruction and real-world practice. Students also have access to hmhfyi.com, the FYI website that showcases current informational texts linked to Collection topics. These recommended texts—curated by **Houghton Mifflin Harcourt** and refreshed monthly—may be assigned or read independently, used for research, or simply accessed for learning more about high-interest topics. **Collections** goes beyond the teaching of traditional texts, acknowledging that commercials, news reports, documentaries, films, and images are texts that are equally deserving of analysis and evaluation. For that reason, media lessons are integrated into the core Table of Contents; students learn how authors working in other mediums deliver specific messages and why it's important to approach any media text with a critical eye. The **Collections** series is designed as a comprehensive, digital resource for instruction in the ELA Common Core State Standards—providing the perfect combination of rich content and engagement in an intuitive digital environment.	*Technology Increases Attention to Text* Grade 6 Student eBook, pp. 14, 34, 40, 126, 226, 334 Grade 7 Student eBook, pp. 23, 108, 174, 214, 280, 325 Grade 8 Student eBook, pp. 28, 96, 149, 258, 376, 43 Grade 9 Student eBook, pp. 18, 94, 176, 288, 348, 430 Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371 Grade 11 Student eBook, pp. 33, 85, 126, 218, 263, 357 Grade 12 Student eBook, pp. 127, 166, 210, 216, 397, 426 Grades 6–12 Student eBooks, Digital Collections: *Writing Collections* (Producing and Publishing with Technology, Conducting Research); *Speaking and Listening Collections* (Using Media in a Presentation) *Other Digital Resources* Grades 6–12, Student eBook, link to hmhfyi.com Grades 6–12, Student eBook, Resources: *my*WriteSmart; *my*Portfolio; *my*Notebook; Interactive Writing Lessons
4. Materials embrace the most significant grammar and language conventions.	In the Student Edition many of the complex texts serve as a context for grammar and language conventions lessons following designated selections. With these selections, a full page of instruction is included to address grammar and conventions that are evidenced in the selection. Labeled "Language and Style" at Grades 9–12 and "Language Conventions" at Grades 6–8, these complete pages provide contextualized grammar and language conventions instruction. Using specific textual evidence from the selection, lessons focus on the authors' use of the grammatical structure or convention and how that use heightens the effect and helps to accomplish the purpose. Additional practice with the grammatical conventions occurs in Practice and Apply, asking students to use the convention in their own writing, including that completed for the selection or Collection performance task.	*Addresses Key Language Conventions* Grade 6 SE, pp. 92, 98, 116, 128, 184, 372 Grade 7 SE, pp. 52, 88, 192, 200, 326, 336 Grade 8 SE, pp. 40, 70, 104, 132, 176, 378 Grade 9 SE, pp. 32, 80, 140, 172, 300, 350 Grade 10 SE, pp. 38, 78, 128, 140, 160, 170 Grade 11 SE, pp. 22, 96, 233, 284, 350, 437 Grade 12 SE, pp. 30, 108, 185, 198, 212, 500

Conclusion: Efficacy of Aligned Materials

Efficacy studies attest to the validity and reliability of **Collections** and will be provided upon request.

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Pilot Analysis

Auburn Mountainview HS English Department Springboard Pilot Findings

Question 1: Do the pilot materials provide scaffolding for learning that assists struggling readers?

Teachers do not believe Springboard provides enough scaffolding, not only for struggling readers but for all the students in the class. New teachers also struggle with understanding the materials.

Question 2: Do the pilot materials include multiple methods & opportunities for students to practice close reading?

Although there are multiple methods and opportunities for students to practice close reading, teachers felt the complexity of the text prevented students from understanding, no matter what methods are used.

Question 3: Do the pilot materials adequately address speaking and listening standards?

There are not enough assessments and assignments to address the speaking and listening standards.

Question 4: Do the pilot materials adequately address language standards?

The grammar lessons are a sidebar and thrown in without any scaffolding, enough practice or even clear instructions.

Question 5: Are the writing demands of the pilot materials sufficient to address the standards?

Teachers felt the writing was not adequately addressed. There were little instructions on how to teach writing pieces and not enough clear instructions on how to score them.

Question 6: Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?

Teachers felt there was a lack of formative assessments, instead relying on 2 summative assessments per unit.

Auburn Riverside HS English Department
Springboard Pilot Findings

Good stuff

- *Connection between years (from 9th to 10th to 11th). It builds on skills. Can see benefits after the first year.*
- *Tightly aligned to CCSS -- targets, assignments/activities/practices/assessments.*
- *Online materials lend themselves to future use (a tablet vs a 80lb anthology).*
- *Ability to annotate and interact with the text.*
- *Progressive steps (like with presentations) -lessons are aligned, strong long-term scaffolding.*
- *Dry reading can be supplemented with similar lexile. (scores given for all readings)*
- *Variety within included readings.*
- *Vocabulary use in discussing text and in assignments and activities; vocab retention improves throughout a unit*
- *Kids are surprising us with how they interact and analyze a text (compared to years past).*
- *Activities set foundations and help start conversations.*
- *Makes collaboration among teachers easier and more purposeful.*
- *It's a lot more writing (good for them) AND quality of student writing is better than it was prior to Springboard.*
- *Many of the activities/writing assignments can be used as formative assessments.*
- *Routine: cuts down on classroom management stuff (copies, lost work, absent kids, sub plans)*
- *Multiple opportunities within each unit (actually, weekly) for close reading practice and many strategies to use.*
- *Accommodations/ support for ELL and other struggling learners -- included with many activities.*
- *Opportunities for extended learning -- further activities to challenge our stronger students*
- *Helps with planning because learning targets, entry tasks, exit slips, etc are in the text.*
- *Some creative liberty within each unit (will get more creative as we get comfortable with the core curriculum).*
- *Lessons are completely laid out– all resources, activities, assessments in one place. Discussion guides, possible answers, assignments, choices, extra resources, variety of discussion formats, even suggested responses.*
- *Background information and context building leading up to the novels and stories is excellent.*
- *Addition of creative writing.*
- *Each grade level is predicated on the previous grade's book (Kids who have done Springboard before have a great advantage in their learning).*

Not-so-good stuff

- *The first time through, it's a LOT of work to get ready for each lesson.*
- *Can't assess the whole curriculum after one unit (or even one year).*
- *Dry reading selections.*
- *Lack of complete variety of cultures represented (when culture is a focus).*
- *Lame novel for unit 3 (sophomore level); would want time to supplement with a different text.*
- *It's a lot more writing (lots to grade and harder to find time to give timely feedback kids deserve).*
- *We miss some of the old units we used to do (poetry, novels).*
- *The online materials/resources are good – wish there were online modules for grammar, more for vocab.*
- *The activities do not always fully prepare students for the Embedded Assessments and some activities don't seem relevant.*

We believe most of our not-so-good findings can be addressed/managed by the instructor…

- *Pacing guides are not realistic for our kids.*
- *Sometimes over emphasizes skills (beats a dead horse).*
- *Quantity vs. Quality (Students are doing a lot of work, but may not be understanding the information)*
- *Each grade level is predicated on the previous grade's book. This can be tough if the kids have never been exposed to springboard (transient students from other districts).*
- *The pace of springboard is so rigorous and it becomes very obvious to the teacher, early in the year, which students will not be able to keep up. This district and the school have nothing in place to assist these students.*
- *Embedded Assessments are weighed too heavily (So much of the student's grades are predicated on the heavy weight of the EA.)*
- *Need more formative assessments instead of all summative (Embedded Assessment)*

Auburn Senior HS English Department
Springboard Pilot Findings

Question 1: Is there sufficient scaffolding for struggling readers?

Student directions were insufficient. After students struggled and got confused, we broke directions into smaller steps and added steps for our students to understand the task. We added multiple readings, color-coding, show vs. tell activities so that students could understand the effect of imagery. We added graphic organizers for the vocabulary that students needed to know for this unit. We assigned the words into four categories and then used visuals to introduce the terms: "Ministry of Silly Walks" for denotation/connotation. Texts are appropriate for students reading at grade level or above and if they have been using SB since 6th grade, but not relevant and/or accessible to lower level students: "Poetry"-Neruda, "Ego-Tripping" Nikki Giovanni. Majority of activities were built towards writing original poems with an emphasis on writing a literary analysis essay and having in-depth discussions about the poem's themes. Scaffolding for low level readers in this area was not sufficient. A few activities asked students to analyze a poem using TWIST, and then the next steps were to write a thematic paragraph with a group on "Hanging Fire" and then to complete one independently on a new poem. We had to provide a lot of scaffolding in order for students to analyze the poems and to write their own poems. We added multiple reads with color-coding, visuals, ideas of contrasting images for extended-metaphor poem, samples of different poems more accessible to students were used such as "To Slide a Bannister", and "Ex-Basketball Player". Teacher note on page 280 shows the expected entry level students will have- that they can independently identify verbals, gerunds, and infinitives. The gradual release of support is based on the assumption that the students have been using SB since 6th grade, and have been successful. It does not provide opportunities to re-teach or properly introduce new concepts. In many cases, directions dictate that teachers should just introduce a term without checking for understanding and it is difficult to know if students have learned the term/concept.

For LA10, we felt reading selections were difficult to the point students often gave up struggling on their own to comprehend. The scaffolding was not sufficient to overcome their deficits without teacher intervention.

Question 2: Do the Materials practice close reading?

The publisher believes they have included them but difficult questions about difficult texts proved to create frustration opposed to eliciting a productive struggle. Lessons asked questions about the effect of poetic elements in a poem and asked for TAG statements. Not enough work before hand on the essential concepts was included. Front loading of vocabulary definitions was cursory at best.
Texts were often above student comprehension level and scaffolding was ineffective at both making the text accessible and creating a personal connection to the text. Lessons are choppy and incomplete. They do not always build on each other, but rather have assumptions that students have mastered the skills on lessons of previous years. For example, the poem titled "Poetry" was not an effective entry point due to a lack of scaffolded close reading. Having students "pool their ignorance" did not prove be a successful close reading strategy.

In the supplemental/optional section, one non-fiction text was added and chapters from Poemcrazy along with some visuals. This section does not include any direct reading instruction.

Springboard provided some close reading opportunities, however, especially the literary reading selections were non-engaging and too subtle for our students to practice skills of comprehension, so they were frequently unsuccessful in completing assignments independently

While the curriculum offered lots of opportunities for close reading, it was rife with assumptions about what the students had done previously. Rather than teaching terms, it was assumed the students already knew the terms (often, they did not). Typically, the curriculum said "use a close reading tool to aid comprehension," but there was no suggestion of what tool should be used. Additionally, opportunities to check comprehension were nonexistent. While there were opportunities for students to find examples of irony in The Crucible, students were rarely asked about their understanding of the events in the play. Additionally, the close reading opportunities were geared toward the embedded assessment (which, in this case, was an acting activity) and did not focus on understanding of the play or the literary and historical importance of the play.

Questions 3, 4 and 5: Do the materials address the speaking, listening, language and writing standards?

A correlation exists between skills that are targeted and lessons to be taught. For example, the poetry mixer on page 254 is somewhat connected to the skills needed for the Embedded Assessments. The integration of the language arts is forced. Purpose for instruction is present but modifications are required to make the purpose of the lesson explicit to students. Texts selected are varied in thematic content, tone, writing style and I assume qualitative measures would place selected poems in the 9-10 grade band. Selections are similar to exemplars. An example is the inclusion of "Ozymandias" as a supplemental text. Standards on page 255 not aligned with activities. None of the lessons provide multiple opportunities to reflect. Analysis was never in depth as emphasis is on creating original poems. Unit does not include an opportunity for incorporating independent reading. Other than the PPT that students had to create for their presentation for EA#2, SB did not provide opportunities to use technology. We added the Anthology and Presentation on Google classroom so students had multiple opportunities to use technology.

Springboard incorporated partner collaboration and group collaboration in projects, but no class presentations.

Springboard is particularly weak in this area, no exercises for students to work with on language standards, lots of embedded definitions that are pretty meaningless to students. Springboard's embedded assessments were writing-centered, however, the materials for students to practice to prepare were weakly linked or non-existent.

Again, we saw multiple opportunities for the students to practice speaking skills, especially in the second part of the unit (the embedded assessment was a speech). In other units, there are opportunities for practicing speaking skills, but on a smaller scale. As for the embedded assessment, the assignment didn't set up expectations that matched the rubric. Students read speeches and watched them be presented and then were asked to create their own based on the structure of Patrick Henry's speech. The parts of a persuasive speech were taught the previous year in SpringBoard but were not included in this textbook, and the rubric did not include an opportunity to grade students based on whether they included all parts of the speech (concession and refutation, for example). There does not seem to be any overt opportunities for practicing or improving listening skills.

In general, there is an assumption that students have this already. Vocabulary words are included periodically, but there is no check for understanding of the words or tips on how to incorporate them into the lesson. For example, "syntax" has a pullout box on one page and then is referred to only in that lesson: "Use the My Notes space for your remarks, questions, and insights about syntax." There are no practice assignments or assessments specifically geared toward grammar, although grammar is included in the embedded assessment ("uses varied syntax in a way that adds to the persuasive impact").

For the unit on The Crucible and persuasive speeches, the writing component was inadequate. The embedded assessments offered students a chance to write a portion of a play and a persuasive speech; the speech is an appropriate assignment (although the rubric was focused more on the presentation than the written draft), but the play assignment did was not rigorous nor making the best use of assisting our students in developing their writing skills. The wording for all writing prompts is not student friendly or accessible and needed many revisions in order to be used by students. The writing rubric also is inadequate (as mentioned above). One unit in the curriculum did emphasize writing (definition essay), and there was a short persuasive response that could be turned into a longer essay. However, this unit had the strongest writing of all units. Overall, students' time is not devoted to writing.

Question 6: Do assessments allow for collaboration and data to inform future instruction?

All assessments are geared toward the embedded assessments; if that assessment does not work for students, the rest of the unit is moot. The rubrics had too narrow of a scope and did not afford the opportunity to really determine where students are at on a large scale. For example, ideas, structure and use of language were the three categories in the rubric, and they had only three bullet points each. The scope is too narrow. This is not helpful for students to evaluate themselves. The lessons did not prepare students for meeting the expectations on the rubric, even though the lessons all were clearly focused on the embedded assessment. The rubric didn't match up with stated standards for the unit (did not necessarily assess the skills that were emphasized within the unit).

It does, but does not provide scaffolded opportunities for all students to get there. The assessments, both formative and summative, are not accessible to low level/ELL students. Only two rubrics included. Not specific enough as the next unit in SB would not allow an opportunity to re-teach skills. It was necessary to modify EA# 1 and #2 by having students analyze their own poem in order to show how they used poetic elements to communicate an idea. We had to provide a template for their PPT presentations. The essay (that we did not assign) did not have a scaffolded process for our students nor were there opportunities for them to revise their poems. We added opportunities for revision. The students were told to research an author without any scaffolding.

Springboards unit multiple choice summative assessments were easy to compare between teachers. However, we ended up writing our own assessments to create data for comparison and collaboration as Springboards materials were not adequate.

West Auburn Senior HS English Department
Springboard Pilot Findings

Time Frame
- *Were units appropriate for the time frame?*
  - *Time frame was first semester, 12-14 weeks*
  - *All four class pilots took longer than expected for one unit (suggested was 5 weeks), 1 class completed unit in 10 weeks, 2 classes in 11 weeks, one stopped teaching it after 12 weeks*
- *Did materials support the recommended time frame? Did you make adjustments?*
  - *The materials did not support the recommended times as they required: interventions, building background skills, supplemented assistance, breaking lessons down further and teacher instruction was more intense than time recommended to complete. (Particularly when re-teaching skill or material)*

Age and Learning Levels
- *Were the materials appropriate to the age level recommended?*
  - *The materials were not appropriate to all the age/grade levels due to prior learning gaps in education such as reading levels, grammar knowledge*
- *Do the pilot materials provide scaffolding for learning that assists struggling readers?*
  - *Materials to support struggling students were available online, which required extra time to find and adapt. Some suggestions were offered in the lessons to offer scaffolding but it was inconsistent.*

Supplementing/Additional Learning
- *What was missing or could have been added to curriculum to support learning?*
  - *Lessons in the text which build and support writing. While writing opportunities are offered in the lessons, direct instruction for writing itself are only available as a supplemental online lesson*
- *Did you need to supplement or add further instruction?*
  - *Supplementation within the unit were: writing skills, basic of writing organization, grammar foundations, grammar usage, conventions, rules of citation, vocabulary, online website/computer skills, formatting of materials etc. Large chunks of time were required to deepen understanding for inference and drawing conclusions from a text in all four class pilots and in two classes basic reading skills.*
  - *The Learning Center noted that the Springboard materials cannot be used in their program effectively due to the nature of the consecutive skill building. The LC program requires that students be able to work out of order on specific projects based on student need and the materials could not align easily with this need.*

Meeting Standards for ELA

- _Do the pilot materials include multiple methods & opportunities for students to practice close reading?_
  - _Lesson emphasis offered close reading in all four pilots for every lesson. Each lesson was either built around reading a text, close reading of the text or responding to the text. Only a few lessons (such as the preview for unit or assessments deviated from this._
- _Do the pilot materials adequately address speaking and listening standards?_
  - _Other than class participation, speaking and listening standards were not really addressed within the unit piloted. Opportunities to extend the materials into SL skills were there, however._
- _Do the pilot materials adequately address language standards?_
  - _Several lessons addressed grammar directly, although all four teachers reported needing to build foundations for the grammar. Other language standards such as conventions, language use etc were not addressed within the lessons explicitly. Editing and revising were not included in the 9th or 10th grade lesson materials, although in the performance assessment they were necessary and required supplementation._
- _Are the writing demands of the pilot materials sufficient to address the standards?_
  - _The pilot demands for writing were limited regarding writing standards. Most of the individual lessons required only short responses, although some further writing was recommended under "check for understanding" sections, but not possible in the time frame recommended – nor was space offered in the book. This assumes homework or additional class time required._

Assessments

- _Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?_
  - _The formative assessments and summative assessments were beautifully aligned to lessons and supported the unit lessons or accessed the unit lessons for completion. This allowed for further extension of close reading and prior knowledge to be demonstrated in the performance (summative) lessons._

  - _The lessons were aligned to build knowledge and student skill lesson to lesson, all lessons could be easily aligned with CCSS due to the learning targets for each lesson, and the final assessments._
- _Was this curriculum able to improve student learning?_
  - _Student learning was improved; however, student connection to the texts was a struggle. 3 of the 4 classes cited lack of student interest in the materials/topics which leads to disengagement. Students could not connect with the overly strong emphasis on being college bound (technical or trade school options?)_

Comments

- *Online resources were adequate and worked well*
- *Units were prepared for students with connected, thoughtful assessments*
- *Students appreciated the skill based approach and connections to state learning assessments*
- *Lesson format with before, during and after alignment to close reading was useful*
- *Note space was appreciated and used*
- *Multiple forms of activities and organizers for reading and analysis were well done (3 teachers)*
- *Ability to jump forward or backward with lessons in the unit was great for timing*
- *Pre-done lessons for planning was a time-saver*
- *Vocabulary for academic learning was great*

Data from Assessments

LA9 General Classroom

LA9 groups performance assessment 1 Narrative/Interview

- *20 students, 80% or higher = 5 students, 70-80% = 4 students, >60% = 11 students*

LA9 groups performance assessment 2 Argument Writing

- *20 students, 80% or higher = 6 students, 70 – 80% = 7 students, >60% = 7 students*

LA9 Special Education Data

- *5 students, 1 students was able to read and create questions about material, 1 student could read and respond but not create questions, 3 students were unable to complete reading or responses*

- *4 students reading an interview narrative – 0 were able to do independently, 4 completed the reading with teacher assistance.*

Auburn Senior HS English Department
Collections Pilot Findings

Question 1: Is there sufficient scaffolding for struggling readers?

Scaffolding was imbedded in the curriculum in a variety of ways. The Close Reader book was especially helpful in supporting students as they read – including assistance with making annotations, citations, understanding vocabulary, and comprehending complex readings. Additionally, lessons in the textbook include pull-out boxes with assistance for ELL students as well as low readers, and the website offers additional support. These instructional supports cultivate students' interest in the language arts through the use of multiple, scaffolded activities and lessons. The supports are integrated thoughtfully and are intended to make the most difficult portions of the selection accessible to all students. The lower level and ELL students are supported as well as those students who perform above grade level. The media connections, and the use of journaling allows for authentic, student-centered learning. Finally, the textbook calls out and defines vocabulary students need to know.

Question 2: Do the materials practice close reading?

Again, the Close Reader was perfect for supporting students in this activity. The questions included in the Close Reader align well with questions students will see on the SBA, so they will be well prepared. The quizzes supplied by Collections also assessed students' close reading skills by checking vocabulary knowledge and ability to make inferences and identify literary devices. Another bonus is that the quizzes are editable. The inclusion of the timely-placed academic vocabulary allows students to build discipline knowledge through the studying of the most complex portions of the text and most importantly the activities include scaffolding such that each student should be able to connect to the starting point of the instruction.

Questions 3: Do the materials address the speaking and listening standards?

Collections includes audio files for every single reading! This allows students to both listen to and read the literature, and appeals to students with multiple learning styles. Additionally, this will be helpful to them when taking the SBA, during which they will listen to a reading and then answer questions. The curriculum also includes modeled discussions that prepare students for Socratic seminars. Finally, speaking skills are addressed by the inclusion of oral defense in addition to the discussion assignments.

Questions 4: Do the materials address the language standards?

The language standards are woven in well. The Close Reader has students focus on nouns and verbs and also asks students to identify topic sentences and to determine how the topic sentences defend the authors' points. The material also highlights advanced grammar skills such as parallel structure, as well as poetry terms and free verse. The online component includes very effective PowerPoint presentations that boost students' grammatical awareness along with assignments and quizzes to supplement student learning. The assessments and activities consistently provide strong opportunities to access the selection. The activities are explained in a detailed, clear, and explicit manner which makes using the teacher support materials effective at integrating the language arts such that language standards are advanced. Collections has an excellent grammar component which students liked. There are thorough power points which are interactive, with worksheets, quizzes already made which made this an easy to use without adjust anything. The level-up Tutorials is an excellent individual student review for students who

are unsuccessful taking a grammar test. They can review the section of grammar they struggled in before retesting.

Questions 5: Do the materials address the writing standards?

Collections addresses writing effectively. The scaffolding was appropriate to help students succeed on their essays. The prompts also are well suited to our students. Units include helpful guidelines on how to write different types of papers (such as narratives), which is helpful for students and teachers alike. Examining textual evidence to read closely and write from sources is a great strength of this curriculum. The rubrics align well with Common Core rubrics for writing, but one teacher felt they were not easy to use and are not especially student-friendly.

Question 6: Do assessments allow for collaboration and data to inform future instruction?

Overwhelmingly, YES. The Collections-created assessments, which include a variety of types of questions, offer a decent baseline for understanding student comprehension, as well as a user-friendly basis for PLCs to create common assessments. The assessments are editable and were an excellent resource during the pilot and would continue to be so with additional time available for planning multiple units. The writing prompts are directly tied to the literature, which was appreciated. Finally, the assessments focus on higher-level questions, much like will be seen on the SBA test and which encourages students to think thoughtfully about the literature. There also is an emphasis on students finding textual evidence to back up their responses. The assessment of the students' acquisition of the standards-based content and skills can be improved through the inclusion of additional formative rubrics, more self -evaluation opportunities and more performance tasks that elicit directly observable skills in action.

West Auburn Senior HS English Department
Collections Pilot Findings

Time Frame
- *Were units appropriate for the time frame?*
  - Most teachers found that the materials were adaptable and easy to fit into the needed time frame. More material was available then needed for the year, but divisions of "collections" allowed for flexibility.
- *Did materials support the recommended time frame? Did you make adjustments?*
  - The materials within each collection were easy to add or drop materials into allowing for flexibility for timing and choice for teachers.

Age and Learning Levels
- *Were the materials appropriate to the age level recommended?*
  - The materials fit the age level with some challenging texts. Close reader challenged more directly to the readers.
- *Do the pilot materials provide scaffolding for learning that assists struggling readers?*
  - Online materials provided a lot of scaffolding. The guided questions were also helpful in providing scaffolding for text selections. Background information set up readings well also.

Supplementing/Additional Learning
- *What was missing or could have been added to curriculum to support learning?*
  - Missing from the materials were more instructions for writing assignments, perhaps selected and guided ways to develop writing. These were available online to both students and in class work.
- *Did you need to supplement or add further instruction?*
  - Some writing instructions were needed.

Meeting Standards for ELA
- *Do the pilot materials include multiple methods & opportunities for students to practice close reading?*
  - Both in text reading and the additional close reader text offered many opportunities for students to strengthen close reading.
- *Do the pilot materials adequately address speaking and listening standards?*
  - Some opportunities were offered, especially with regards to listening to online readings of text and presentation options. Classroom discussion opportunities were also available for showcasing speaking and listening skills.
- *Do the pilot materials adequately address language standards?*
  - All language standards were addressed, some more lightly than others but grammar, conventions, variety of text, editing/revising and reading standards were covered multiple times.

- *Are the writing demands of the pilot materials sufficient to address the standards?*
  - The writing demands were well aligned to meet the standards. Different options for assignments were given throughout each collection along with performance tasks opportunities at the end of the collection.

Assessments

- *Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?*
  - The assessments were very flexible to align with unique teacher situations. Teachers with independent students were able to assign individual sections with online pieces, while other students were able to work with physical text and submit written pieces. Assessments were distributed into different forms of writing response and allowed for varying writing length.
  - In class formative assessments offered data for student progression, in class checks for movement through the text were more difficult to create
  - Summative, performance tasks were offered in each collection. Not all task were appropriate to length of time needed, but were adaptable
- *Was this curriculum able to improve student learning?*
  - Students were very successful in utilizing online resources such as the recordings and videos which supplemented each text section.
  - The curriculum also offered lessons and materials to support grammar, conventions and argument writing.
  - Close reader text will prepare students for SBA state testing and other writing tasks.

Comments

- *Online materials, such as audio and extra materials, were amazing and an incredible resource for teachers and students – from multiple teachers*
- *Online support was not awesome.- hard to reach and did not always have an answer*
- *Online gradebooks and assignments were clumsy and difficult to work through, although some aspects of online materials really added to meeting standards and developing student skills*
- *Online assignments and grading of online journals became problematic and were dropped in favor of in class journals.*
- *Student access to online materials was problematic in the LA9 courses – halfway through we moved to paper only.*

CCSS Evaluation Rubric &

Results

Modified from the EQuIP Quality Review Process

Pages 75 through 79 show the modified EQuIP rubric used to evaluate materials during the pilot. The EQuIP rubric was developed through the efforts of Massachusetts, New York, and Rhode Island in a process facilitated by the non-profit Student Achievement Partners, sometimes simply called Achieve. The non-profit was founded by David Coleman, Susan Pimentel and Jason Zimba, lead writers of the Common Core State Standards. Their stated purpose is to help all students and teachers see their hard work lead to greater student achievement. The rubric is made available online and educators are invited by the creators to use or adapt it. A copy of the rubric before adapted for Auburn School district use can be found in the appendix.

Reviewer Name or ID:

School:

Curriculum item title: **High School Springboard**

<u>*Rating Scale for Dimensions I, II, III, IV:*</u>

4: *The pilot materials consistently provide strong teaching & learning support in this area.*

 3:   *The pilot materials consistently provide adequate to high quality teaching & learning support in this area.*

2: *The pilot materials consistently provide less than adequate teaching and learning support in this area.*

  1: *The pilot materials consistently provide little to no teaching and learning support in this area.*

I. Alignment to the Depth of the CCSS
The lessons/units align with the letter and spirit of the CCSS: *Targets a set of grade-level CCSS ELA/Literacy standards.* *4*   *3*   *2*   *1* *Includes a clear and explicit purpose for instruction.* *4*   *3*   *2*   *1* *Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).* *4*   *3*   *2*   *1* <u>*The units or longer lessons:*</u> *Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.* *4*   *3*   *2*   *1*
Comments:

II. Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS:

Reading Text Closely: *Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.*

4   3   2   1

Text-Based Evidence: *Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).*

4   3   2   1

Writing from Sources: *Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays).*

4   3   2   1

Academic Vocabulary: *Focuses on building students' academic vocabulary in context throughout instruction.*

4   3   2   1

The units or longer lessons:

Increasing Text Complexity: *Focus students on reading a progression of complex texts drawn from the grade band. Provide text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.*

4   3   2   1

Building Disciplinary Knowledge: *Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.*

4   3   2   1

Balance of Texts: *Within a collection of grade level units, a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).*

4   3   2   1

Balance of Writing: *Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.*

4   3   2   1

Comments:

III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

Cultivates student interest and engagement in reading, writing, and speaking about texts.

  4   *3*   *2*   *1*

Addresses instructional expectations and is easy to understand and use.

  4   *3*   *2*   *1*

Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.

  4   *3*   *2*   *1*

Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.

  4   *3*   *2*   *1*

Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.

  4   *3*   *2*   *1*

Provides extensions and/or more advanced text for students who read well above the grade level text band.

  4   *3*   *2*   *1*

The units or longer lessons:

Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).

  4   *3*   *2*   *1*

Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).

  4   *3*   *2*   *1*

Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.

  4   *3*   *2*   *1*

Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).

  4   *3*   *2*   *1*

Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

  4   *3*   *2*   *1*

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).

4   3   2   1

Assesses student proficiency using methods that are unbiased and accessible to all students.

4   3   2   1

Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

4   3   2   1

 Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

4   3   2   1

Equip Rubric Deep Dive   **_Group: _____**

The rubric is divided into 4 parts: Alignment, Shifts, Instructional Supports, & Assessment.

Focusing only on the section designated to your group, please answer questions 1-4. Discuss as a group. Record on this paper what your group reaches consensus about.

Questions to consider:

1. *What language in the rubric is of particularly high value to us? Why?*

2. *What language is unclear to us? What could it mean?*

3. *Are there elements of value to us (within the context that a rubric can capture) that appear (at first glance) to be missing?*

Before answering question 4, review the other 3 parts of the rubric.

4. *What connections/relationships do you see between your group's designated part and the other three? What relationships exist between the 4 parts?*

Pages 81 through 108 show the results from completion of the adapted EQuIP rubric for English Language Arts Common Core State Standards piloted materials during the 2014-15 school year.

SPRINGBOARD

Review Area Questions	Review #1	Review #2	Review #3	Review #4	Review #5	Review #6	Review #7	Review #8	Review #9	Review #10	Review #11	Review #12	Review #13	Review #14	Average
I. Alignment to the Depth															
1. Targets	3	2	2	4	3	4	4	4	4	4	4	3	4	4	3.5
2. Clear & Explicit	3	3	3	3	3	3	3	4	4	4	3	2	3	4	3.2143
3. Selects Text(s)	2	3	3	3	3	4	4	3	3	3	1	1	1	4	2.7143
4. Integrates	2	2	3	2	3	3	3	3	3	3	3	3	3	4	2.8571
II. Key Shifts in CCSS															
6. Reading Text Closely	2	3	3	3	2	4	4	4	3	3	3	3	3	4	3.1429
7. Text-Based Evidence	2	2	2	3	3	4	4	4	3	3	2	2	2	3	2.7857
8. Writing from Sources	3	2	2	3	3	4	4	4	3	4	4	3	4	3	3.2857
9. Academic Vocabulary	2	1	1	2	3	3	3	3	2	2	2	1	1	4	2.1429
10. Increasing Text Complexity	1	2	2	2	2	4	4	4	3	2	1	1	1	4	2.3571
11. Building Disciplinary	2	3	3	3	3	4	4	3	3	2	3	1	3	4	2.9286
12. Balance of Texts	1	4	3	4	3	3	3	3	2	1	1	1	1	3	2.3571
13. Balance of Writing	2	1	2	3	3	4	4	4	2	3	2	2	1	4	2.6429
III. Instructional Supports															
14. Student Interest	1	2	2	2	3	3	3	2.5	2	1	1	1	1	2	1.8929
15. Instructional Expectations	2	2	2	2	2	3	3	2	2	3	2	2	2	4	2.3571
16. Opportunities to Engage	1	1	1	2	1	4	4	3	2	2	1	1	1	3	1.9286
17. Challenging Sections	2	3	2	3	3	3	3	4	3	3	2	3	2	3	2.7857
18. Integrates Supports	1	1	1	2	1	2	2	2	1	1	1	1	1	3	1.4286
19. Provides Extensions	3	1	3	4	4	3	3	3	3	2	3	4	4	3	3.0714
20. Progression of Learning	2	4	4		3	4	4	4	3	1	3	3	3	4	3.2308
21. Remove Supports	3	3	3	3	3	4	4	4	2	2	2	1	2	4	2.8571
22. Authentic Learning	2	2	2	3	3	4	4	4	3	2	3	3	3	4	3
24. Students Accountable	1	1	2		3	2	2	2	2	1	2	3	2	4	2.0769
25. Use Technology	2	2	2	4	3	3	2	3	3	3	2	2	2	3	2.5714
IV. Assessment															
26. Observable Evidence	3	2	2	3	2	4	4	3	3	3	3	2	2	4	2.8571
27. Assess Student Proficiency	2	1	1	2	2	3	3	3	3	2	1	1	1	4	2.0714
28. Includes Aligned Rubrics	2	1	1	2	3	2	2	3	3	4	1	2	2	3	2.2143
29. Use Varied Assessments	2	2	2	2	2	3	3	3	3	3	3	3	4	4	2.7857

HOUGHTON MIFFLIN HARCOURT COLLECTIONS

AUBURN SD ELA CCSS HMH COLLECTIONS PILOT SURVEY RESULTS 4-23-15						
Review Area Questions	Review #1	Review #2	Review #3	Review #4	Review #5	Average
I. Alignment to the Depth						
1. Targets	4	4	4	4	4	4
2. Clear & Explicit	4	4	4	4	4	4
3. Selects Text(s)	4	4	4	4	4	4
4. Integrates	4	4	4	3	3.5	3.7
II. Key Shifts in CCSS						
6. Reading Text Closely	4	4	4	4	4	4
7. Text-Based Evidence	4	4	4	3	3	3.6
8. Writing from Sources	4	4	4	4	4	4
9. Academic Vocabulary	4	3	3	3	3	3.2
10. Increasing Text Complexity	4	3	3	3	4	3.4
11. Building Disciplinary	4	4	4	4	4	4
12. Balance of Texts	4	4	3	4	4	3.8
13. Balance of Writing	4	4	4	4	4	4
III. Instructional Supports						
14. Student Interest	4	4	4	4	4	4
15. Instructional Expectations	4	4	4	4	4	4
16. Opportunities to Engage	4	4	4	3	4	3.8
17. Challenging Sections	4	4	4	4	3	3.8
18. Integrates Supports	4	4	4	4	4	4
19. Provides Extensions	4	4	4	3	4	3.8
20. Progression of Learning	4	4	4	4	3.5	3.9
21. Remove Supports	3	3	3	4	4	3.4
22. Authentic Learning	3	3	3	4	4	3.4
24. Students Accountable	2	3	3	3	3	2.8
25. Use Technology	4	4	4	4	4	4
IV. Assessment						
26. Observable Evidence	4	4	4	4	4	4
27. Assess Student Proficiency	4	4	4	3	4	3.8
28. Includes Aligned Rubrics	4	4	4	4	4	4
29. Use Varied Assessments	3	3	3	3	3	3

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Teaching Argument Writing
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	3
3. Selects Text(s)	3
4. Integrates	3
Comments:	The book is a narrative overview of how to teach argumentative writing. The book goes through different strategies and processes that can be used, and it tells the story of how teachers have done these lessons in their classroom. It is not broken down lesson by lesson, but rather provides overviews of different techniques teachers can incorporate.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	4
10. Increasing Text Complexity	3
11. Building Disciplinary	4
12. Balance of Texts	2
13. Balance of Writing	3
Comments:	The texts included in this book are mostly informational because it is all about writing the argument paper. Several student and professional examples are included in each chapter. Academic vocabulary is referenced but there aren't specific lessons included.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	2
16. Opportunities to Engage	2
17. Challenging Sections	2
18. Integrates Supports	2
19. Provides Extensions	2
20. Progression of Learning	3
21. Remove Supports	3
22. Authentic Learning	3
24. Students Accountable	1
25. Use Technology	2
Comments:	This book wouldn't be the easiest for teachers to implement because the lessons aren't exactly ready to go. Teachers will have to put in a significant amount of time preparing materials and texts in order to make these lessons work. However, they are engaging activities that will get students thinking critically. There does seem to be a lack in intervention techniques for struggling students. You could easily incorporate more activities for an extension, but they don't tell you what to do with your struggling learners.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	2
Comments:	Assessment assignment sheets and rubrics are not included. However, they have provided opportunities within the described activities for teachers to do formative assessment and to adjust teaching accordingly.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Come to Class: Lessons for H.S. Writers
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	4
3. Selects Text(s)	3
4. Integrates	3
Comments:	This set of booklets provides teachers with ready to go lessons on a variety of writing topics. It includes five booklet, one each on a different topic: Writing to Explain, Writing to Persuade. Each booklet has a series of progressive lessons that walk teachers through a unit on that particular writing mode.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	3
8. Writing from Sources	3
9. Academic Vocabulary	3
10. Increasing Text Complexity	3
11. Building Disciplinary	3
12. Balance of Texts	3
13. Balance of Writing	4
Comments:	Good Balance of both texts for students to read and prompts for students to write. It's nice how the curriculum is broken down into smaller chunks that make it easier for the teacher to incorporate.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	4
16. Opportunities to Engage	3
17. Challenging Sections	3
18. Integrates Supports	1
19. Provides Extensions	4
20. Progression of Learning	3
21. Remove Supports	4
22. Authentic Learning	3
24. Students Accountable	1
25. Use Technology	1
Comments:	No independent reading component included and no tech unless you count researching and typing. There are extensions provided for strong students, but there is a clear lack of intervention strategies for struggling students.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	3
Comments:	Good variety of assessment modes, but no rubrics.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Teaching Students to Write
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	4
4. Integrates	4
Comments:	This series is broken down into six small booklets, each focused on how to teach students to write in a differed mode: Argument, Essays that Define, Compare/Contrast, Personal Narrative, Research Reports and Fictional Narrative. Each booklet is broken down into different units with "episodes" in each. The episodes are lesson plan ideas that cover reading, writing, speaking and listening. This curriculum promotes discussion and interaction.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	4
10. Increasing Text Complexity	4
11. Building Disciplinary	3
12. Balance of Texts	4
13. Balance of Writing	4
Comments:	The series of booklets covers a good mix of writing modes and texts from which students can write. The texts are both informational and literary.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	3
16. Opportunities to Engage	3
17. Challenging Sections	4
18. Integrates Supports	2
19. Provides Extensions	4
20. Progression of Learning	4
21. Remove Supports	4
22. Authentic Learning	4
24. Students Accountable	1
25. Use Technology	2
Comments:	Each lesson provides several opportunities for extension; however, remediation is missing.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	4
Comments:	There are several opportunities for assessment throughout each unit. No rubrics are included. This booklet series in intended to be used in conjunction with the classroom teacher's own assessments.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Anthem Teaching Unit
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	3
3. Selects Text(s)	3
4. Integrates	2
Comments:	No speaking and listening is targeted, but reading and writing is clear. Speaking and listening can be incorporated through class discussion.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	4
8. Writing from Sources	3
9. Academic Vocabulary	2
10. Increasing Text Complexity	2
11. Building Disciplinary	3
12. Balance of Texts	2
13. Balance of Writing	3
Comments:	The text itself (Anthem) isn't very challenging on the surface. However, it is written in a formal, old fashioned tone that provides some challenges to students. Also, thematically, there are some challenging concepts for students to tackle. This curriculum guide has vocabulary for each chapter, student activities and study questions. There are, also, multiple final assessment options.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	3
16. Opportunities to Engage	3
17. Challenging Sections	3
18. Integrates Supports	2
19. Provides Extensions	2
20. Progression of Learning	3
21. Remove Supports	3
22. Authentic Learning	4
24. Students Accountable	1
25. Use Technology	1
Comments:	Not a lot of media or tech stuff in this unit guide. There is, also, a lack of intervention and extension activities. However, this guide provides more activities than needed for students, so the teacher could rework some to be intervention and some to be extension.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	3
Comments:	A variety of assessment ideas are provided; however, the rubrics are not included, nor are the assignment sheets themselves. The teacher would have to do a significant amount of work to prepare these assessments, but the ideas for them are included.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Mini Lessons for Literature Circles
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	4
3. Selects Text(s)	1
4. Integrates	4
Comments:	Lots of variety in the activities provided, and they touch on reading, writing, speaking and listening. There are no texts included in this book because students are meant to choose their own books to read in small groups. This book provides teachers with activitites for either a class or small reading groups. It breaks down each idea with how to set up the kids, how to deliver the info and get them engaging, sample work from real students, and even a section on what can go wrong and how to avoid it. This is a very practical approach to introducing new material.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	3
10. Increasing Text Complexity	1
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	3
Comments:	There's a lot of work with text-based evidence, which will promote deeper reading and meanings from texts. The balance of texts in N/A here because this book doesn't include the texts themselves.
III. Instructional Supports	
14. Student Interest	4
15. Instructional Expectations	4
16. Opportunities to Engage	4
17. Challenging Sections	4
18. Integrates Supports	4
19. Provides Extensions	4
20. Progression of Learning	2
21. Remove Supports	3
22. Authentic Learning	4
24. Students Accountable	4
25. Use Technology	1
Comments:	There's a lot of wiggle room here for teachers to choose which activities to use and when. This is great for extension and intervention lessons. Students can really dig into their texts through these activities. Media and technology is lacking; however, some activities can be extended by using computers to produce the final products.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	Explicit assessment isn't really provided. However, each of these activities acts as a formative assessment to gauge student understanding and comprehension. The teacher could easily turn many of these suggested activities into a summative assessment as well. Rubrics are not provided.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: High School Journalism
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	2
3. Selects Text(s)	2
4. Integrates	2
Comments:	This is mostly an informational textbook, with chapters covering all aspects of high school journalism. The chapters are very informational heavy, with only a few vaguely described activities at the end of each chapter. The teachers would have to put in a lot of work to make this a day by day curriculum.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	2
8. Writing from Sources	2
9. Academic Vocabulary	4
10. Increasing Text Complexity	3
11. Building Disciplinary	4
12. Balance of Texts	3
13. Balance of Writing	3
Comments:	This book definitely helps students build disciplinary knowledge as they read each chapter, but the lack of activities and writing opportunities is clear. Now, using the knowledge they gain from the text, students should be able to go and write actual pieces for the school newspaper. However, those assignments are missing and teachers will have to develop them.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	2
16. Opportunities to Engage	2
17. Challenging Sections	3
18. Integrates Supports	1
19. Provides Extensions	1
20. Progression of Learning	1
21. Remove Supports	1
22. Authentic Learning	1
24. Students Accountable	1
25. Use Technology	1
Comments:	Not a lot of the traditional unit plan here. This is mostly informational, and teachers will have to design their own lessons to use this text.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	Assessments not provided. However, a teacher could turn one of the suggested activities at the end of a chapter into an assessment.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Inside Reporting
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	3
3. Selects Text(s)	3
4. Integrates	2
Comments:	This is an informational text. It isn't meant to be a teacher's day-by-day unit plan. It is more meant to be assigned as a resource for information on how to be a good reporter. Teacher will have to develop own lesson plans to make this work in the classroom. However, it is an excellent resource. Great information presented in a very easy-to-consume way. Great graphics with really strong examples of fine reporting.
II. Key Shifts in CCSS	
6. Reading Text Closely	NA
7. Text-Based Evidence	1
8. Writing from Sources	1
9. Academic Vocabulary	2
10. Increasing Text Complexity	3
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	2
Comments:	Great for building disciplinary knowledge. The balance of texts is kind of there, in that students are learning to write in a variety of journalistic modes. Text-based evidence and writing from sources doesn't really apply here.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	1
16. Opportunities to Engage	1
17. Challenging Sections	1
18. Integrates Supports	1
19. Provides Extensions	1
20. Progression of Learning	1
21. Remove Supports	1
22. Authentic Learning	1
24. Students Accountable	1
25. Use Technology	1
Comments:	This is an informational text, so the lessons aren't there. This whole section doesn't really apply.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessments included.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: The Newspaper Designer's Handbook
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	2
3. Selects Text(s)	2
4. Integrates	3
Comments:	This is an informational resource, more like a textbook, so it doesn't include lesson plans and activities. It is meant to be used as an informational supplemental material, not as a primary lesson-by-lesson teaching tool. Activities and assessments are not included, just information. However, the information is easy to read, accessible to students, and the writer has included a multitude of really great real-life examples. This is a book you could hand to a newspaper student who is planning to design a page, and the student could use it as a guide and inspiration for great design ideas.
II. Key Shifts in CCSS	
6. Reading Text Closely	1
7. Text-Based Evidence	1
8. Writing from Sources	1
9. Academic Vocabulary	1
10. Increasing Text Complexity	1
11. Building Disciplinary	1
12. Balance of Texts	1
13. Balance of Writing	1
Comments:	Minimal lessons/activities included. Occasionally a practice activity is included, but mostly this is an informational text.
III. Instructional Supports	
14. Student Interest	2
15. Instructional Expectations	2
16. Opportunities to Engage	1
17. Challenging Sections	NA
18. Integrates Supports	1
19. Provides Extensions	1
20. Progression of Learning	1
21. Remove Supports	2
22. Authentic Learning	4
24. Students Accountable	1
25. Use Technology	2
Comments:	Again, not a lot of activities are included, but the few that are do allow students to practice skills. By nature of the book, they are going to be learning hands-on skills, and when they create the newspaper design, the teacher will be able to assess them accordingly. But those instructional activities aren't necessarily included in this text itself.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	Little to no formal assessments included.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Basic Drama Projects
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	4
4. Integrates	4
Comments:	Strong variety of lessons and projects included here. This is a sequential program that walks students through a full year of drama class. The units include playwriting, acting, blocking, set design, lighting and even sound. It, also, includes units of study on musical theatre, slam poetry, movies and TV.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	1
8. Writing from Sources	1
9. Academic Vocabulary	4
10. Increasing Text Complexity	3
11. Building Disciplinary	4
12. Balance of Texts	4
13. Balance of Writing	2
Comments:	They aren't doing a lot of text-based writing because this is a theatre curriculum. However, there are comprehension questions and writing assignments throughout the book for students to do at the teacher's discretion. Students read about different elements of theatre, discuss, do written work, plan pieces and present later on them. This book really does cover all the reading, writing, speaking and listening skills required of a language arts class.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	4
16. Opportunities to Engage	3
17. Challenging Sections	3
18. Integrates Supports	1
19. Provides Extensions	4
20. Progression of Learning	3
21. Remove Supports	4
22. Authentic Learning	4
24. Students Accountable	4
25. Use Technology	3
Comments:	Very authentic learning happening here. ELLs might struggle because of the language barriers and because some of the pieces students present are challenging. Teacher would have to adjust accordingly. Several extension activities provided with each chapter. Skills build throughout units.
IV. Assessment	
26. Observable Evidence	4
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	3
29. Use Varied Assessments	4
Comments:	The strongest assessment pieces here are the performances students do. The teacher resources, also, include tests on all subjects and key, as well.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Drama for Reading & Performance Collection 1 & 2
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	4
4. Integrates	4
Comments:	This is an impressive collection of plays and lessons that go with each play. Collection 1 and 2 are structured the same and have the same types of lessons and assignments. The only difference is that each collection is its own set of plays. Having both collections will really provide drama teachers with a lot of variety to choose from. These collections both include 17 full length plays for students with information, lessons and assignments to help them comprehend and then perform each piece.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	4
10. Increasing Text Complexity	2
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	2
Comments:	Low balance of text and balance of writing because this is all theatre based. The texts are only plays, though some brief "how to" info is included with each play. The text complexity seems about the same throughout the collections.
III. Instructional Supports	
14. Student Interest	4
15. Instructional Expectations	4
16. Opportunities to Engage	4
17. Challenging Sections	4
18. Integrates Supports	2
19. Provides Extensions	4
20. Progression of Learning	3
21. Remove Supports	4
22. Authentic Learning	3
24. Students Accountable	4
25. Use Technology	1
Comments:	Great instructional support provided for teachers, as both collections come with a teacher's guide. For each play, the teacher's guide provides the following: pre-reading background info and warm up activities, after reading discussion questions and performance activities, and a section on how to present the play.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	3
29. Use Varied Assessments	2
Comments:	Assessment is somewhat varied, though it is primarily aimed to be done through performance. Some written assessment included.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Poetry in Six Dimensions
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	4
4. Integrates	4
Comments:	Great complexity of texts in this anthology. Lessons integrate reading, writing, speaking and listening in creative and engaging ways.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	4
10. Increasing Text Complexity	N/A
11. Building Disciplinary	4
12. Balance of Texts	4
13. Balance of Writing	3
Comments:	Lessons on vocabulary included, lots of evidence-based analysis questions and activities. Close reading is the clear focus of this anthology.
III. Instructional Supports	
14. Student Interest	4
15. Instructional Expectations	4
16. Opportunities to Engage	2
17. Challenging Sections	4
18. Integrates Supports	1
19. Provides Extensions	4
20. Progression of Learning	4
21. Remove Supports	4
22. Authentic Learning	4
24. Students Accountable	4
25. Use Technology	3
Comments:	One big concern is that this collection and teacher's guide is clearly designed for upper level students (it even says so in the introduction). These poems and activities were selected for college bound students. Not a lot of support for intervention or remediation is provided. The teacher would have to develop that on his/her own.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	4
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	4
Comments:	No rubrics provided. However, a variety of assessment methods are suggested and writing prompts are given for the end of lessons.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: The Making of a Poem
I. Alignment to the Depth	
1. Targets	1
2. Clear & Explicit	1
3. Selects Text(s)	4
4. Integrates	2
Comments:	This is a poetry anthology, not a curriculum ready for teachers to use. It has good complex poems with some analysis included, but it doesn't come with lessons, assessments, teaching strategies. It is intended to be used as a source for poems in our poetry class, not a source for pedagogical methods.
II. Key Shifts in CCSS	
6. Reading Text Closely	1
7. Text-Based Evidence	1
8. Writing from Sources	1
9. Academic Vocabulary	1
10. Increasing Text Complexity	4
11. Building Disciplinary	3
12. Balance of Texts	1
13. Balance of Writing	1
Comments:	This is a poetry anthology, so it is all literary text. No lessons included.
III. Instructional Supports	
14. Student Interest	2
15. Instructional Expectations	1
16. Opportunities to Engage	1
17. Challenging Sections	2
18. Integrates Supports	1
19. Provides Extensions	2
20. Progression of Learning	1
21. Remove Supports	1
22. Authentic Learning	1
24. Students Accountable	1
25. Use Technology	1
Comments:	This anthology is thorough and is broken up by form (verse, ballad, sonnet, etc.) so it can be used to teach form and structure quite easily. Lessons for analysis will have to be teacher generated outside of the book itself.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessments provided.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: 33 Lessons in Poetry
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	3
3. Selects Text(s)	3
4. Integrates	3
Comments:	Lessons are broken down thematically by what subjects students would be writing a poem about. Within each subject there are several lessons and ideas for teachers. There is a rational section at the start of the text that provides some introductory info and purpose statements for teachers.
II. Key Shifts in CCSS	
6. Reading Text Closely	2
7. Text-Based Evidence	2
8. Writing from Sources	1
9. Academic Vocabulary	4
10. Increasing Text Complexity	3
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	2
Comments:	The students will only be writing poetry with this supplemental material, so the balance of texts lacks. Lots of knowledge of poetry and poetic concepts being built over time. They aren't doing a lot of analysis of poems in this book. Instead, the focus is on lessons teachers can use to get students writing their own poetry.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	3
16. Opportunities to Engage	3
17. Challenging Sections	2
18. Integrates Supports	2
19. Provides Extensions	3
20. Progression of Learning	3
21. Remove Supports	3
22. Authentic Learning	3
24. Students Accountable	3
25. Use Technology	2
Comments:	Each unit has lessons that build upon each other and culminate with a final poem. Explicit extension and intervention lessons aren't provided, but the teacher can use different lessons for different levels of students according to ability. This book provides a nice way to differentiate in the classroom.
IV. Assessment	
26. Observable Evidence	4
27. Assess Student Proficiency	4
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	2
Comments:	No Rubrics provided. Most of the assessment is simply the poems students will write.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: 100 Writing Prompts
I. Alignment to the Depth	
1. Targets	1
2. Clear & Explicit	2
3. Selects Text(s)	1
4. Integrates	1
Comments:	This book has a brief rationale provided for teachers and then just jumps into the 100 prompts. There are no lessons developed or explained, just a series of reproducible writing prompt handouts. The prompts are only mildly engaging. No speaking and listening or reading included. Only writing.
II. Key Shifts in CCSS	
6. Reading Text Closely	1
7. Text-Based Evidence	1
8. Writing from Sources	1
9. Academic Vocabulary	1
10. Increasing Text Complexity	N/A
11. Building Disciplinary	2
12. Balance of Texts	1
13. Balance of Writing	2
Comments:	There are a variety of topics for kids to write about. Some are creative, some introspective, some speculative. None of them require research or other texts or writing about texts.
III. Instructional Supports	
14. Student Interest	1
15. Instructional Expectations	1
16. Opportunities to Engage	1
17. Challenging Sections	1
18. Integrates Supports	1
19. Provides Extensions	1
20. Progression of Learning	1
21. Remove Supports	1
22. Authentic Learning	1
24. Students Accountable	1
25. Use Technology	1
Comments:	No instructional support or progression of learning is present. The prompts seem to be about the level of difficulty (which isn't very difficult) throughout the text.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessment or rubrics provided. I suppose teachers could collect students' responses and assess those with their own rubrics, but there aren't any lessons to teach skills and then assess.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: American Short Stories
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	4
4. Integrates	3
Comments:	Not a lot of speaking and listening lessons are included, but many opportunities to read and write are available.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	3
10. Increasing Text Complexity	4
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	2
Comments:	This is a literature collection, so there aren't many assignments provided where students write longer pieces in response. There are some relatively vague ideas but they aren't flushed out very well. It will say something like, "Write a short tale or drama employing the mysterious stranger motif" at the end of a short story lesson. Also, these are all short stories, so no informational text is provided aside from a blurb about each author and the author's style before each story. However, it is an excellent, comprehensive collection.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	3
16. Opportunities to Engage	3
17. Challenging Sections	4
18. Integrates Supports	3
19. Provides Extensions	3
20. Progression of Learning	4
21. Remove Supports	3
22. Authentic Learning	4
24. Students Accountable	1
25. Use Technology	1
Comments:	No independent reading component because this is an anthology. Lack of technology incorporated. Skills do progress throughout the book. Each story comes with a variety of activities and assessments teachers can choose to use, but these assignments will require some work to put together. It isn't exactly canned and ready to use, but more vague ideas for teachers to develop. These stories also include annotations and glossaries, which will be helpful for struggling students.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	3
Comments:	Variety of assessment methods included, but lacks rubrics.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Media Literacy -Keys to Interpreting Media Messages
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	4
4. Integrates	4
Comments:	This is a complicated text, probably geared for the college level. It is a good survey of mass media with chapters about the history of mass media, the culture of mass media, journalism, advertising and current issues in the field.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	3
8. Writing from Sources	3
9. Academic Vocabulary	4
10. Increasing Text Complexity	4
11. Building Disciplinary	4
12. Balance of Texts	2
13. Balance of Writing	1
Comments:	This is mostly a text, and it is not a comprehensive set of classroom units with lessons and activities. There are some reading guide questions at the end of chapters to aid with comprehension and analysis. This book would be a good source for assigned reading, or it would be good as a basis for a communicative arts teacher's lectures.
III. Instructional Supports	
14. Student Interest	2
15. Instructional Expectations	1
16. Opportunities to Engage	1
17. Challenging Sections	1
18. Integrates Supports	1
19. Provides Extensions	1
20. Progression of Learning	1
21. Remove Supports	2
22. Authentic Learning	2
24. Students Accountable	1
25. Use Technology	1
Comments:	Little to no T & L support provided because this is a textbook, not a curriculum book with ready to go teaching units. Though the book is organized in a logical way into units of study, the lesson plans aren't included, just the information.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessments provided.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Crafting Digital Writing: Composing Texts Across Media and Genre
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	1
4. Integrates	4
Comments:	This text includes lots of ideas for how to get students creating digital texts instead of just writing the same old essay project. There is a section that explains how the activities are tied to CCSS and there is a long rationale chapter, as well.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	3
8. Writing from Sources	3
9. Academic Vocabulary	4
10. Increasing Text Complexity	1
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	3
Comments:	This book doesn't include texts for students to read. Rather it is a supplemental resource for teachers to use once a text has been read. Teachers can use this in conjunction with their other texts read in class. This book provides lots of ideas for alternative assessments and projects. And these projects are all media and technology based.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	3
16. Opportunities to Engage	3
17. Challenging Sections	1
18. Integrates Supports	2
19. Provides Extensions	3
20. Progression of Learning	3
21. Remove Supports	3
22. Authentic Learning	3
24. Students Accountable	2
25. Use Technology	4
Comments:	Lots of neat ways to incorporate technology into the curriculum. Step by step instructions for doing these tech projects are included, as well. The book isn't really divided into lessons, but rather provides an overview of how to get students to create a variety of media projects.
IV. Assessment	
26. Observable Evidence	3
27. Assess Student Proficiency	3
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	2
Comments:	Rubrics are not included. Opportunities for formative assessment are available throughout the production of each project.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Notice and Note
I. Alignment to the Depth	
1. Targets	4
2. Clear & Explicit	4
3. Selects Text(s)	3
4. Integrates	3
Comments:	This is a teacher manual for how to teach deeper reading skills to students. There are many different lesson ideas in here, but it is not a set curriculum with lesson-by-lesson units. Instead, the authors provide you with a description of lots of different strategies you can use in your classroom.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	4
10. Increasing Text Complexity	3
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	3
Comments:	Balance of texts is low only because the book doesn't provide many texts for teachers to use. Instead, it expects teachers to take these reading strategies and lesson ideas and use them in their classrooms with whatever text is already being read. This transferable approach is an excellent feature of this book.
III. Instructional Supports	
14. Student Interest	4
15. Instructional Expectations	4
16. Opportunities to Engage	4
17. Challenging Sections	4
18. Integrates Supports	4
19. Provides Extensions	4
20. Progression of Learning	4
21. Remove Supports	4
22. Authentic Learning	4
24. Students Accountable	3
25. Use Technology	1
Comments:	Great authentic learning opportunities for students of any skill level. These strategies are particularly helpful for struggling readers, but I can see how helpful these strategies would also be for strong readers tackling difficult pieces. The only thing lacking here is technology.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No formal assessments or rubrics provided. However, teachers could turn any of these activities into an assessment if they chose to do so. The assignments and activities described are clear indicators of what students know and are able to do, and what their comprehension levels are.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Falling in Love with Close Reading
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	4
3. Selects Text(s)	3
4. Integrates	4
Comments:	Strong integration of reading, writing, speaking and listening in the activities outlined in this book. This book presents different ideas to use in the classroom through a narrative style. Ready-to-go lesson plans and handouts aren't included, but teachers can read this book and take the ideas explained and use them in their own classroom.
II. Key Shifts in CCSS	
6. Reading Text Closely	4
7. Text-Based Evidence	4
8. Writing from Sources	4
9. Academic Vocabulary	4
10. Increasing Text Complexity	3
11. Building Disciplinary	3
12. Balance of Texts	4
13. Balance of Writing	3
Comments:	This book doesn't really lay out sequenced lessons for teachers. Instead, it has a series of teaching strategies that can be used in any order. It includes student work samples and lots of inside glimpses into what the teacher would say aloud to students during the activities described.
III. Instructional Supports	
14. Student Interest	4
15. Instructional Expectations	3
16. Opportunities to Engage	3
17. Challenging Sections	3
18. Integrates Supports	3
19. Provides Extensions	4
20. Progression of Learning	3
21. Remove Supports	4
22. Authentic Learning	4
24. Students Accountable	4
25. Use Technology	1
Comments:	These activities can be used to engage students of all levels in close reading. That's one of this book's strongest elements. Many engaging activities are described to create authentic learning for students.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessments provided. However, teachers can easily incorporate their own assessments into the lesson ideas described in the book. Or teachers can take an activity from the book and turn it into an assessment.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: 1,2, 3 Student Yearbook Guide
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	3
3. Selects Text(s)	3
4. Integrates	4
Comments:	This is a solid text book for student journalists in a yearbook class. It covers all aspects of yearbooking that students need to know, from ethics and law to fundamentals of journalism and the role of the yearbook.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	3
8. Writing from Sources	2
9. Academic Vocabulary	4
10. Increasing Text Complexity	3
11. Building Disciplinary	4
12. Balance of Texts	1
13. Balance of Writing	2
Comments:	The texts included in this book are mostly informational because this is a yearbook how-to-book. There are lots of samples of student yearbook writing and photography and design throughout the book, which provides students readying the text with some great examples. It is all informational text, however, because this is not a literature book.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	3
16. Opportunities to Engage	4
17. Challenging Sections	1
18. Integrates Supports	1
19. Provides Extensions	4
20. Progression of Learning	3
21. Remove Supports	4
22. Authentic Learning	4
24. Students Accountable	3
25. Use Technology	4
Comments:	Great for student progress and growth, as each chapter builds upon the one before it. Eventually by the end of the book, students should have every skill necessary for yearbooking.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessments are provided with this book. However, I'm guessing if we purchased a teacher's guide, we could get those. This is just the student book.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: Get the Picture
I. Alignment to the Depth	
1. Targets	2
2. Clear & Explicit	3
3. Selects Text(s)	2
4. Integrates	1
Comments:	This is an informational textbook about photography for students in a high school journalism class. It would work well for both newspaper and yearbook students. It is broken down into different chapters that instruct students on the basics of photography, from photo composition, to technical hands-on work with cameras, to editing to photo assignment and management. This book is a comprehensive Photo 101 kind of book for a high school photographer on a yearbook or newspaper staff.
II. Key Shifts in CCSS	
6. Reading Text Closely	3
7. Text-Based Evidence	1
8. Writing from Sources	1
9. Academic Vocabulary	2
10. Increasing Text Complexity	1
11. Building Disciplinary	3
12. Balance of Texts	1
13. Balance of Writing	1
Comments:	This is all information texts. Students will be reading tips and background info and then looking at sample photos that are provided as examples for the info provided in the text.
III. Instructional Supports	
14. Student Interest	2
15. Instructional Expectations	3
16. Opportunities to Engage	1
17. Challenging Sections	1
18. Integrates Supports	1
19. Provides Extensions	1
20. Progression of Learning	3
21. Remove Supports	1
22. Authentic Learning	1
24. Students Accountable	1
25. Use Technology	3
Comments:	There aren't lessons provided here. This is an informational textbook for students. However, if they read each chapter progressively, they would end up with a strong knowledge base of journalistic photography.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessments provided.

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

Review Area Questions	Curriculum: NSPA Yearbook Guide
I. Alignment to the Depth	
1. Targets	3
2. Clear & Explicit	1
3. Selects Text(s)	1
4. Integrates	1
Comments:	This isn't intended to be curriculum. Instead, it is a guide for teachers about fundamentals of scholastic journalism. It provides the necessary info yearbook teachers need to know in order to teach the right skills to students.
II. Key Shifts in CCSS	
6. Reading Text Closely	1
7. Text-Based Evidence	1
8. Writing from Sources	1
9. Academic Vocabulary	4
10. Increasing Text Complexity	1
11. Building Disciplinary	1
12. Balance of Texts	1
13. Balance of Writing	1
Comments:	There aren't units with this text. It is a supplemental to the yearbook curriculum. It shows teachers ideas of what to teach but not how to teach. This guide is mostly to show teachers what a strong scholastic journalism program looks like and to help kids produce award-winning yearbooks.
III. Instructional Supports	
14. Student Interest	3
15. Instructional Expectations	2
16. Opportunities to Engage	1
17. Challenging Sections	1
18. Integrates Supports	1
19. Provides Extensions	1
20. Progression of Learning	3
21. Remove Supports	1
22. Authentic Learning	2
24. Students Accountable	1
25. Use Technology	1
Comments:	Again, there aren't lessons with this supplemental. It is just an informational piece. It will be a good starting off point for a new yearbook teacher. The guide is broken down thematically, with each chapter covering a different topic ranging from law to interviewing to writing and editing to designing and even selling the yearbook.
IV. Assessment	
26. Observable Evidence	1
27. Assess Student Proficiency	1
28. Includes Aligned Rubrics	1
29. Use Varied Assessments	1
Comments:	No assessment provided with this resource.

Summary of eQuip Rubric Results from AMHS English Department (The Scifi Factor)				
Majority	*4*	*3*	*2*	*1*
I. Alignment to the Depth of the CCSS		**Targets a set of grade-level CCSS standards.* **Includes a clear and explicit purpose for instruction* **Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.*	**Integrate reading, writing, speaking, & listening so that students apply and synthesize advancing literacy skills.*	
This is a literature-based anthology. Good mix of fiction and non-fiction. Some complex texts by well known sci fi writers. There is a good selection of texts, but the activities are mostly pen and paper. Teachers will have to adapt and design curriculum to meet speaking and listening standards.				
II. Key Shifts in the CCSS	***The Units or longer lessons:*** **Balance of Texts*	**Reading Text Closely* **Text-Based Evidence* ***The Units or longer lessons:*** **Increasing Text Complexity* **Building Disciplinary Knowledge*	**Writing From Sources* ***The Units or longer lessons:*** **Balance of Writing*	**Academic Vocabulary*
The literature included is thematically organized. The reading skills addressed are closely aligned with common core and include analyzing, hypothesizing, drawing conclusion and independent thinking. The only concern I have here is with writing. Many of the tasks are vague or only require students to produce a short piece of writing.				
III. Instructional Supports		**Cultivates student interest and engagement in reading, writing, and speaking about texts.* **Addresses instructional expectations and is easy to understand and use.* **Provides extensions and/or more advanced text* ***The units or longer lessons:*** **Include a progression of learning* **Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection*	**Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level* **Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence* **Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band.* ***The units or longer lessons:*** **Gradually remove supports*	***The units or longer lessons:*** ** independent reading* **Use technology and media*
The texts do range in complexity, but there is a definite lack of extra challenging texts. These would work for most students and for many ELL or Sped students, but they don't necessarily challenge our higher level kids. The activities within the lessons are varied and include pre, during and post reading activities. There is no mulitmedia element to this text, nor is there an independent reading component.				
IV. Assessment		**Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s)* **Assesses student proficiency using methods that are unbiased and accessible to all students* **Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures*	**Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance*	
There are vocabulary tests, assessment ideas and a couple of rubrics provided. But these are not user-ready. Teachers would need to take these ideas and develop the projects and assessments more carefully. Still, this book provides a nice jumping off point. Assessments and ideas included are varied and engaging. The activities within the lessons can easily be used as formative assessments as well.				

Summary of eQuip Rubric Results from AMHS English Department *(Vocabulary for the College Bound from Amsco Publishing)*				
Majority	*4*	*3*	*2*	*1*
I. Alignment to the Depth of the CCSS		**Includes a clear and explicit purpose for instruction* **Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.*	**Targets a set of grade-level CCSS standards.* **Integrate reading, writing, speaking, & listening so that students apply and synthesize advancing literacy skills.*	
This is a vocabulary-only instruction, so some of these conditions don't apply. However, the text is divided into chapters based on how one achieves vocabulary growth, which is helpful and effective. Ex: "Learning Vocabulary Derived from Greek and Latin" and "Learning New Words From the Context." The words are for college-bound seniors.				
II. Key Shifts in the CCSS	**Academic Vocabulary*		**Reading Text Closely*	**Text-Based Evidence* **Writing From Sources* ***The Units or longer lessons:*** **Increasing Text Complexity* **Building Disciplinary Knowledge* **Balance of Texts* **Balance of Writing*
Again, this is a vocabulary-only program, so many of these questions don't apply.				
III. Instructional Supports		***The units or longer lessons:*** **Gradually remove supports*	**Cultivates student interest and engagement in reading, writing, and speaking about texts.* **Addresses instructional expectations and is easy to understand and use.* ***The units or longer lessons:*** **Include a progression of learning* **Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection* **Use technology and media*	**Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level* **Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence* **Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band.* **Provides extensions and/or more advanced text for students who read well above the grade level text band.* ***The units or longer lessons:*** ** independent reading* **Use technology and media to deepen learning and draw attention to evidence and texts as appropriate*
IV. Assessment	**Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s)* **Assesses student proficiency using methods that are unbiased and accessible to all students*		**Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures*	**Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance*
There are several formative assessment pieces included, such as the practice exercises for each chapter. There are also a few review tests in the back of the book. No summative assessments are included.				

Summary of eQuip Rubric Results from AMHS English Department *(Vocabulary for the College Bound by Prestwick House)*				
Majority	*4*	*3*	*2*	*1*
I. Alignment to the Depth of the CCSS	*Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.*	*Targets a set of grade-level CCSS standards.* *Integrate reading, writing, speaking, & listening*	*Includes a clear and explicit purpose for instruction*	
This includes reading comprehension practices and teaches words in context. The reading comprehension pieces are written by well known writers and philosophers				
II. Key Shifts in the CCSS			*Academic Vocabulary*	*Reading Text Closely* *Text-Based Evidence* *Writing From Sources* **The Units or longer lessons:** *Increasing Text Complexity* *Building Disciplinary Knowledge* *Balance of Texts* *Balance of Writing*
This category doesn't apply to this vocabulary-only curriculum.				
III. Instructional Supports		*Addresses instructional expectations and is easy to understand and use.* **The units or longer lessons:** *Gradually remove supports*	*Cultivates student interest and engagement in reading, writing, and speaking about texts.* *Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level* *Focuses on challenging sections of text(s) and engages students in a productive struggle...* **The units or longer lessons:** *Include a progression of learning* *Gradually remove supports* *Provide for authentic learning* * independent reading* *Use technology and media*	*Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band.* *Provides extensions and/or more advanced text for students who read well above the grade level text band.*
The inclusion of reading comprehension in the exercises for each chapter forces the students to apply the vocab they've learned; more authentic and useful for the PSAT and SAT.				
IV. Assessment	*Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s)* *Assesses student proficiency using methods that are unbiased and accessible to all students* *Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance* *Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures*			
Assessment is a strength of this program. It includes tests over individual lessons as well as mid-term reviews of four or five lessons and then a final test. Also includes pre and post assessments. The student workbook includes multiple formative assessments/practice exercises.				

Summary of eQuip Rubric Results from AMHS English Department (Image Grammar)				
Majority	*4*	*3*	*2*	*1*
I. Alignment to the Depth of the CCSS	*Targets a set of grade-level CCSS standards. *Includes a clear and explicit purpose for instruction	*Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. *Integrate reading, writing, speaking, & listening so that students apply and synthesize advancing literacy skills.		
This book is focused on the grammar of writing, not just finding mistakes and correcting them, but actually improving their style of writing. This seems to be closely aligned with the goal of the CCSS writing standards. The students are required to apply their skills in their own writing.				
II. Key Shifts in the CCSS	*Academic Vocabulary			*Reading Text Closely *Text-Based Evidence *Writing From Sources **The Units or longer lessons:** *Increasing Text Complexity *Building Disciplinary Knowledge *Balance of Texts *Balance of Writing
This is a grammar/style focused text. Many of these questions do not apply, although students are asked to find professional examples of style and to create their own. There are also a few short passages of reading used as examples throughout. Most of the texts included are visual.				
III. Instructional Supports	*Cultivates student interest and engagement in reading, writing, and speaking about texts. *Addresses instructional expectations and is easy to understand and use. *Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level **The units or longer lessons:** *Provide for authentic learning	*Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence *Provides extensions and/or more advanced text for students who read well above the grade level text band. **The units or longer lessons:** *Include a progression of learning *Gradually remove supports		*Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band. **The units or longer lessons:** * independent reading *Use technology and media
The units build naturally. Students apply the skills as they learn them. The nature of the curriculum allows students to show competence and go beyond that depending on their level of understanding. In other words, the activities can be completed on a more basic level for struggling students or a more in				
IV. Assessment		*Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s) *Assesses student proficiency using methods that are unbiased and accessible to all students	*Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures	*Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance
Mostly there are just formative assessments/exercises included. A teacher could turn an activity into an assessment, but they aren't labeled "assessments." We found we had to supplement with our own assessments we created.				

Final Committee Recommendations

The ELA CCSS materials pilot committee understands its role to be that of a recommending body to the school board. From the start, the committee was informed that it could frame its ultimate recommendation to the school board as a "menu of options".

Based on years of preparation for the pilot as well as full and thorough evaluation of the materials that included collaborative work across our high schools, we believe each school should have the ability to work with the menu of options to select the materials that serve each unique community of student's best. Springboard, Collections, and the materials included in this report identified for Senior Language Arts classes are recommended for inclusion on the menu of options. Both Springboard and Collections provide alignment with Common Core State Standards. That being said, each still demands a high degree of teacher planning, thoughtful scaffolding, & in-the-moment pacing decisions to help students develop skill.

The commonality provided by our engagement with CEL 5D+ and data cycle work in PLCs ensures common understanding of our goal – to provide students the support they need in becoming a literate and thoughtful person in the 21st century. We believe this recommendation best ensures that each school is equipped with the tools to meet students where they are and move them toward that goal.

The recommendation from the pilot committee is to adopt a menu of options that include Springboard, Houghton Mifflin Harcourt Collections, and the Senior Elective Materials identified in the previous section. If this recommendation is accepted, the plan for implementation is as follows: Springboard at Auburn Riverside HS, Collections from Houghton-Mifflin-Harcourt at Auburn Senior HS & West Auburn HS, and a combination of Springboard in the honors program and Collections from Houghton-Mifflin-Harcourt in the non-honors program at Mountainview HS. The committee will ensure that any novels implemented as part of the CCSS curriculum meet all program goals as well as district and community standards as identified in the instructional materials document employed by the Department of Student Learning. Senior elective materials were also piloted by Auburn HS teachers. Those that were recommended by the piloting teachers are also included in this report and should be made available to schools with appropriate advanced notice to be woven into current courses as needed and can include 12th grade materials from Springboard or Collections from Houghton-Mifflin-Harcourt.

ELA Publish Requests by School

	General Education	Honors/Pre-AP
Auburn Mountainview High School	Collections	SpringBoard
Auburn Riverside High School	SpringBoard	SpringBoard
Auburn Senior High School	Collections	Collections
West Auburn High School	Collections	N/A

Pilot Evaluation & Basic Instuctional Materials Request Forms

Submitted by: Tom McDermott on behalf of the ELA CCSS Material Pilot Committee

Content Area: English Language Arts   **Grade(s)** 9-12

1. Describe how the pilot meets the academic needs of the students as outlined in the pilot proposal.

The pilot centered upon the use and evaluation of of ELA curriculum materials that claimed to be deeply aligned with Common Core State Standards.

Before evaluating piloted materials using a rubric adapted from the EQuIP Quality Review Process, the committee members engaged their fellow department members in rigorous discourse about their applicability throughout the 2014-15 school year. Six questions guided and framed the discussions:

- Do the pilot materials provide scaffolding for learning that assists struggling readers?
- Do the pilot materials include multiple methods & opportunities for students to practice close reading?
- Do the pilot materials adequately address speaking and listening standards?
- Do the pilot materials adequately address language standards?
- Are the writing demands of the pilot materials sufficient to address the standards?
- Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?

Committee members produced a report that captured those key findings for their specific school; they are included in this document. They then shared these together and discussed before initial completion of the EQuIP rubric. The committee then shared the thinking behind their individual ratings and had the opportunity to revise their initial rating. This process was used for materials from both Springboard and Houghton-Mifflin-Harcourt's Collections. Only those schools that elected to pilot a publisher participated in completion of the rubric for that publisher although representatives from all schools were present for and had the opportunity to participate in the discussions.

2. **Describe outcomes of the pilot in regards to:**
  a. **Common Core State Standardsl :**

   Over the course of their work in the winter and spring of 2015, the committee determined that the piloted materials were in fact deeply aligned with Common Core State Standards.

  b. **School Improvement Plan:**
   Every school in the Auburn School District has a goal to increase student achievement in English Language Arts. The pilot of secondary ELA materials directly relates to school improvement plans due to the need to adopt and use materials aligned to CCSS.

  c. **District Goals:**
   Goal 1 of the District Strategic Plan states that with district support, leadership, and guidance, each student will meet or exceed state and district standards, graduate on time, and be prepared for career and college.

   The pilot supports this goal by reviewing and piloting materials as they align to CCSS to increase student achievement in ELA.

  d. **Instructional Programs (Changes in current delivery methods/trainings staff development):**
   The pilot of ELA CCSS materials included the review of support materials in delivery of instruction. Some of the training and staff development included tools to increase the number of strategies to be used in the classroom, methods for differentiating instruction and the focus on assessment.

  e. **Staff [increase or decrease staffing or require reassignment of existing staff including Student Support Services):**
   Through the pilot process, there is no change in staffing and there is no reassignment of existing staff including Student Support Services.

  f. **Materials and Equipment Cost (include initial and ongoing maintenance costs both to the district and building):**
   Please reference the Basic Instructional Materials Request and the cost breakdown found in this document.

  g. **Facilities:**
   There is no change in facilities necessary as a result of the pilot of core math materials.

    h. Support Services (purchasing, maintenance, transportation, and food services):

Support services have been a part of the delivery of the pilot materials to the four high schools in the district. The Department of Student Learning will work closely with Purchasing to ensure accurate and timely purchase of the adopted materials. Warehouse staff will support the conclusion of this pilot by delivering the materials to the four high schools.

3. Is the time allowed appropriate for the content to be taught?

This is student dependent, but the materials provide more than adequate lessons and activities for the traditional school calendar.

4. Feedback on the pilot from (or attach information):

Refer to information from the completion of the evaluation rubrics.

5. Describe unexpected or additional costs incurred as a result of the pilot.

None

6. Describe additional changes or corrections needed (if any).

None

(To be completed by piloting instructor(s) <u>at the end of the pilot period.</u>)

PILOT EVALUATION	SIGNATURES	DATE
1. Originator/Pilot Lead	*Thomas McDermott*	4/30/15
☒ *Approve request*		
☐ *Continuation of pilot*		
☐ *Request Denied*		
Comments:		

PILOT EVALUATION	SIGNATURES	DATE
Executive Director of High School and Post Secondary Programs		4-30-15
☒ *Approve request*		
☐ *Continue pilot***		
☐ *Deny request*		
Comments:		
Assistant Superintendent for K-12 Student Learning		4/30/15
☒ *Approve request*		
☐ *Continue pilot***		
☐ *Deny request*		
Comments:		

Auburn School District #408

Basic Instructional Materials Request

(Must include Evaluation of Basic Materials form for a minimum of two texts.)

SCHOOL DEPARTMENT OR COMMITTEE SUBMITTING REQUEST:

Department of Student Learning

List names of persons who evaluated this material:

NAME	POSITION	SCHOOL
See Committee Lists	

1. REQUESTED MATERIAL

Type of material being requested: ☒ Book ☐ Software ☒ CD/DVD ☒ Online/Web Resources ☐ Other

Title *SpringBoard English Language Arts for High School* Copyright 2014

Author *Multiple* Publisher *College Board* ISBN *Varies by grade level*

Range of readability levels *on grade level* Average readability level *on grade level*

2. COURSE INFORMATION

Subject in which requested material will be used: *English Language Arts*

Grade level(s) for which this material is being requested: *High School Grade Levels*

3. COST ANALYSIS

First year cost per student *$18.25-18.75* Number of students to use material *Approx. 1400*

Cost per student to maintain on yearly basis *$18.75*

Other costs (specify) *Teacher Editions: $96-$98*

Total cost of adoption for: Building *N/A* District *$29,000 (yearly)*

Basic Instructional Materials Request

PROGRAM GOALS. The requested basic instructional materials are consistent with district, building, department, and/or course goals including:

Criteria	Yes	No	N/A
1. Consistency with district and program mission, vision, goals and objectives	☒	☐	☐
2. Align with state- and district-defined Essential Academic Learning Requirements and/or Grade Level Expectations	☒	☐	☐
3. Further the systematic and sequence of the program across K-12	☒	☐	☐

DISTRICT AND COMMUNITY STANDARDS. The requested basic instructional materials are consistent with district and community standards including:

Criteria	Yes	No	N/A
Provides teachers guidelines to:			
1. Present differing viewpoints of controversial issues in order for students to develop the skills of critical analysis and informed decision making.	☒	☐	☐
2. Promote the diverse character of our world by:			
a. Presenting cultural and ethnic differences.	☒	☐	☐
b. Using language and examples which treat all human beings with respect and dignity.	☒	☐	☐
c. Helping students understand and accept the diversity in the heritage and culture of our nation's people.	☒	☐	☐
d. Recognizing various types of family structures.	☒	☐	☐
e. Recognizing differing socioeconomic levels.	☒	☐	☐
d. Recognizing differences in minorities and gender.	☒	☐	☐
e. Representing occupational diversity of populations.	☒	☐	☐
3. Materials are appropriate for the age, experience, and maturity level of the student for whom it is intended.	☒	☐	☐
a. Materials are free from inappropriate use of profane, obscene, or derogatory language.	☒	☐	☐
b. Materials are free from inappropriate written or visual graphic sexual incidents.	☒	☐	☐
6. Materials stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciations, aesthetic values, and the development of ethical and moral standards.	☒	☐	☐
7. Materials enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.	☒	☐	☐

Basic Instructional Materials Request

Materials adopted in the Auburn School District are appropriate for the age, experience, and maturity level of the student for whom they are intended. Teaching and learning materials should not include obscene language or graphic sexual incidents. Rationale must be presented and appropriate instructional goals included where potentially explicit topics or visual aids are used. Alternate learning opportunities will be provided upon request in the case that an objection is made to the approved instructional material.

REQUIRED SIGNATURES

FOR APPROVAL OF BASIC INSTRUCTIONAL MATERIALS

APPROVED BY	SIGNATURE	DATE
1. Executive Director of High School Programs	*(signature)*	4-30-15
2. Assistant Superintendent of K-12 Student Learning	*(signature)*	5/1/15
3. Board of Directors		

Auburn School District #408

Basic Instructional Materials Request

(Must include Evaluation of Basic Materials form for a minimum of two texts.)

SCHOOL DEPARTMENT OR COMMITTEE SUBMITTING REQUEST:

Department of Student Learning

List names of persons who evaluated this material:

NAME	POSITION	SCHOOL
See Committee Lists		

1. REQUESTED MATERIAL

Type of material being requested: ☒ Book ☐ Software ☒ CD/DVD ☒ Online/Web Resources ☐ Other

Title *Houghton-Mifflin-Harcourt Collections for High School* Copyright 2015

Author *Multiple* Publisher *Houghton Mifflin Harcourt* ISBN *Varied*

Range of readability levels *on grade level* Average readability level *on grade level*

2. COURSE INFORMATION

Subject in which requested material will be used: *English Language Arts*

Grade level(s) for which this material is being requested: *High School Grade Levels*

3. COST ANALYSIS

First year cost per student *See attached cost breakdown* Number of students to use material *Approx. 2100*

Cost per student to maintain on yearly basis *N/A*

Other costs (specify) *N/A*

Total cost of adoption for: Building *N/A* District *$300,000 (for 6 years)*

Basic Instructional Materials Request

PROGRAM GOALS. The requested basic instructional materials are consistent with district, building, department, and/or course goals including:

Criteria	Yes	No	N/A
1. Consistency with district and program mission, vision, goals and objectives	☒	☐	☐
2. Align with state- and district-defined Essential Academic Learning Requirements and/or Grade Level Expectations	☒	☐	☐
3. Further the systematic and sequence of the program across K-12	☒	☐	☐

DISTRICT AND COMMUNITY STANDARDS. The requested basic instructional materials are consistent with district and community standards including:

Criteria	Yes	No	N/A
Provides teachers guidelines to:			
1. Present differing viewpoints of controversial issues in order for students to develop the skills of critical analysis and informed decision making.	☒	☐	☐
2. Promote the diverse character of our world by:			
a. Presenting cultural and ethnic differences.	☒	☐	☐
b. Using language and examples which treat all human beings with respect and dignity.	☒	☐	☐
c. Helping students understand and accept the diversity in the heritage and culture of our nation's people.	☒	☐	☐
d. Recognizing various types of family structures.	☒	☐	☐
e. Recognizing differing socioeconomic levels.	☒	☐	☐
f. Recognizing differences in minorities and gender.	☒	☐	☐
g. Representing occupational diversity of populations.	☒	☐	☐
3. Materials are appropriate for the age, experience, and maturity level of the student for whom it is intended.	☒	☐	☐
c. Materials are free from inappropriate use of profane, obscene, or derogatory language.	☒	☐	☐
d. Materials are free from inappropriate written or visual graphic sexual incidents.	☒	☐	☐
8. Materials stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciations, aesthetic values, and the development of ethical and moral standards.	☒	☐	☐
9. Materials enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.	☒	☐	☐

Basic Instructional Materials Request

Materials adopted in the Auburn School District are appropriate for the age, experience, and maturity level of the student for whom they are intended. Teaching and learning materials should not include obscene language or graphic sexual incidents. Rationale must be presented and appropriate instructional goals included where potentially explicit topics or visual aids are used. Alternate learning opportunities will be provided upon request in the case that an objection is made to the approved instructional material.

REQUIRED SIGNATURES

FOR APPROVAL OF BASIC INSTRUCTIONAL MATERIALS

APPROVED BY	SIGNATURE	DATE
1. Executive Director of High School Programs		4-30-15
2. Assistant Superintendent of K-12 Student Learning		5/1/15
3. Board of Directors		

APPENDIX

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS:	*The lesson/unit addresses key shifts in the CCSS:*	*The lesson/unit is responsive to varied student learning needs:*	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:*
○ Targets a set of grade-level CCSS ELA/Literacy standards.	○ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	○ Cultivates student interest and engagement in reading, writing and speaking about texts.	○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).
○ Includes a clear and explicit purpose for instruction.	○ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	○ Addresses instructional expectations and is easy to understand and use.	○ Assesses student proficiency using methods that are unbiased and accessible to all students.
○ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).	○ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).	○ Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.	○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.
A unit or longer lesson should:	○ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	○ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.	*A unit or longer lesson should:*
○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.	*A unit or longer lesson should:*	○ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.	○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
○ (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.	○ Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.	○ Provides extensions and/or more advanced text for students who read well above the grade level text band.	
	○ Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.	*A unit or longer lesson should:*	
	○ Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).	○ Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).	
	○ Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.	○ Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*).	
		○ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.	
		○ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.	
		○ Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).	
		○ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.	
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials
- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

Step 2 – Apply Criteria in Dimension I: Alignment
- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV
- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments
- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.

If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps
- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance for ELA/Literacy – When selecting text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose, see *The Common Core State Standards in English Language Arts/Literacy* at www.corestandards.org/ELA-Literacy; and the *Supplement for Appendix A: New Research on Text Complexity as well as Quantitative and Qualitative Measures* at www.achievethecore.org/steal-these-tools. See *The Publishers' Criteria* for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales

Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scale for Dimensions I, II, III,IV:

3: Meets most to all of the criteria in the dimension
2: Meets many of the criteria in the dimension

1: Meets some of the criteria in the dimension
0: Does not meet the criteria in the dimension

Descriptors for Dimensions I, III, IV

3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in criterion-based observations.
2: Approaching CCSS Quality – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.
1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations.
0: Not representing CCSS Quality – does not address the criteria in the dimension.

Overall Rating for the Lesson/Unit:

E: Exemplar – Aligned and meets most to all of the criteria in dimensions I, II, IV (total 11 – 12)
E/I: Exemplar if Improved – Aligned and needs some improvement in one or more dimensions (total 8 – 10)

R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (total 3 – 7)
N: Not Ready to Review – Not aligned and does not meet criteria (total 0 – 2)

Descriptors for Overall Rating:

E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.
E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.
N: Not representing CCSS Quality – Not aligned and does not address criteria.

Advanced Placement Government and Politics: Comparative

INTRODUCTION

Course Name	Advanced Placement Government and Politics: Comparative	**Grade Level(s)**	12
Course Length	1 year	**Course Code (s)**	SOC 410, 411

Course Description: AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

Pathway Connections This course is beneficial for all college bound students.

Sample Sequence of Courses World Studies
US History
Civics or AP Government and Politics: United States
AP Comparative

Cross Credit and/or College Credit AP Comparative Government and Politics meets requirements for Global Issues credit for Seniors. College credit can be earned by passing the AP exam.

Basic Textbook Comparative Politics: Domestic Responses to Global Challenges

Equipment None

Software None

Supplemental Materials YouTube videos, The Economist, Washington Post, etc.

POWER STANDARDS

Course Name   Advanced Placement Government and
Politics: Comparative   **Grade Level(s)**   12

Students successfully completing this course will:

- Compare and contrast political concepts, themes, and generalizations;

- Describe and explain typical patterns of political processes and behaviors and their consequences;

- Compare and contrast political institutions and processes across countries and to derive generalizations; and

- Analyze and interpret basic data relevant to comparative government and politics.

Overview

This course is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. We will examine six countries in detail: China, Great Britain, Russia, Mexico, Nigeria, and Iran. These countries are taught because they are excellent examples of the six core topics of a comparative course. These topics include methodology, power, institutional structure, civil society, political/economic change and public policy. **[SC8]**

Course Materials

Assigned Textbook: Hauss, Charles. *Comparative Politics: Domestic Responses to Global Challenges AP Edition, 9th ed.* Belmont, CA: Wadsworth/Thompson Learning,
2015.

Instructor assigned articles from: the BBC, the *Economist,* the *New York Times*, the *Washington Post, The Atlantic, Journal of Democracy, Foreign Policy, Foreign Affairs*, and others as appropriate. **[SC12]**

Course Outline

The following is a listing of topics/sample readings. Please consult your assignment calendar for specific due dates of actual assignments.

I. Introduction to Comparative Politics (Weeks 1–4) [SC1]

    A. Reasons for Comparison

    B. Methods of Comparison

        1.)Normative/empirical, direct/inverse relationships, correlation/causation

        2.)Issues to Compare

        3.)Democracy/authoritarian, unitary/federal, presidential/parliamentary

        4.)SMD/proportional, pluralism/corporatism, merit/patronage, OECD/LDC, modernization/ globalization/fragmentation, judicial autonomy

        5.)Sources of Sovereignty, Authority and Power **[SC2]**

    Readings

      • Hauss: Chapter 1: Seeing with New Eyes (voc) Chapter 2: Industrialized Democracies (voc)

      • Democratization Briefing Paper with questions Comparison/Democracy Reading Packet with questions

SC 8 The course uses concrete examples from China, Great Britain, Iran, Mexico, Nigeria, and Russia including contemporary political changes, to illustrate the six major content areas of the course.

SC 12 The course includes supplemental readings that contain contemporary news analyses, thereby strengthening the students' understanding of the curriculum.

SC 1 The course provides instruction on an introduction to Comparative Politics.

SC 2 The course provides instruction in Sovereignty, Authority, and Power.

- "The Mountain Man and the Surgeon", *Economist* 12/20/05

- "Democracy as a Universal Value", *Journal of Democracy*, 7/99

Activities

1. Using CIA World Factbook, Freedom House website, the *Economist* website, construct comparison chart featuring population, territory, HDI, GDP, PPP, Economic, Political/ Civil Liberty Freedom figures. Analyze relationships using methods.

2. Using textbook, complete chart comparing six countries and United States on issues. **[SC10]**

> **SC 10** The course introduces students to the interpretation and analysis of data relevant to comparative government and politics.

Assessment

Test: 50 multiple-choice questions, short answers, and interpretive essay **[SC11]**

> **SC 11** The course requires students to write analytical and interpretive essays.

II. Democratic v. Authoritarian Regimes (Weeks 5-12)
A. Great Britain

1. Historical Foundations: constitutionalism, Legitimacy, Nation/State, Liberal Democracy **[SC3]**

> **SC 3** The course provides instruction in State and Nation.

2. British citizens, Society, and the state: Demographics, Cleavages, Civil Society **[SC4]**

> **SC 4** The course provides instruction in Citizens and Society and the State.

3. Political Institutions: Political Parties/Elections, Westminister Model **[SC5]**

4. Role of E.U.: Sovereignty

5. Public Policy: Thatcherism, N. Ireland, Role of NHS, Immigration, Terrorism

> **SC 5** The course provides instruction in Political Institutions.

Readings

- Hauss: Chapter 4: Great Britain (voc)

- British Election of 2005 briefing paper with questions

- Great Britain reading packet with questions

- "Brown Speech Promotes Britishness, " BBC 1/19/06

- "Blair to Push Ahead With Reforms", BBC 2/1/06

Activities

1. Watch current Prime Minister's Question Hour (C-SPAN)

2. PM *Question Time* Simulation: Party and Topic to be

assigned.

    3. Analyze recent election returns for trends.

Assessment

Test: 50 multiple-choice questions and short-answer (ID and interpretive essay)

B. Iran
  1. Historical Foundations: Revolution (Political Change)

  2. Iranian Citizens, Society, and the State: Globalization/Fragmentation

  3. Political Institutions: Role of Islam, Theocracy **[SC5]**

  4. Policy: Petropolitics, Nuclear Weapons, Iraq

> **SC 5** The course provides instruction in Political Institutions.

Readings

- Hauss: Chapter 13: Iran (voc)

- Iran briefing paper with questions

- Globalization briefing paper with questions

- Iran reading packet with questions

- "Victory for a Religious Hardliner in Iran," *Economist* 6/27/05

- "As Iran Presses Its Ambitions, Its Young See Theirs Denied," *Washington Post* 4/24/06

Activities

  1. Watch movie on Iranian Revolution (PBS)

  2. Complete comparison chart for Great Britain and Iran.

  3. Class Debate: "Should Iran develop nuclear weapons?"

  4. Analyze recent election returns for trends.

  5. Evaluate economic indicators.

Assessment
Test: 60 multiple-choice questions and short answer (ID and essay) **[SC11]**

> **SC 11** The course requires students to write analytical and interpretive essays.

III. The Crisis of Communism (Week 13–20)

A. Russia

1. Historical Foundations: Soviet Union/Russia, glasnost, post-Cold War

2. Russian Citizens, Society, and the State

3. Political Institutions: President/PM, Illiberal Democracy **[SC9]**

4. Policy: G8, Chechnya

Readings

- Hauss: Chapter 8: Current and Former Communist Regimes (voc) Chapter 9: Russia (voc)

- Russia's Elections Briefing Paper with questions

- Illiberal Democracy and Russia Briefing paper with questions

- Russia Reading Packet with questions

- "Still Calling for Help (Chechnya)", *Economist* 1/13/05

- "The Shock of the Old", *Economist* 1/20/05

- "The Kremlin's Control Freak", *Economist* 9/16/04

- "Vladimir Who?", *Economist* 2/9/06

Activities

1. Watch movie on Russian Revolution (People's Century).

2. Watch movie on Gorbachev coup attempt (ABC special).

3. Complete comparison chart of institutions/policies between USSR/Russia.

4. Complete comparison chart of Russia/Iran/Great Britain.

5. Class Debate: "Should Russia be in the G8?"

6. Analyze recent election results for trends.

7. Evaluate economic indicators.

Assessment

Test: 60 multiple-choice questions and short-answer questions (ID and interpretive essay) **[SC11]**

B. China

1. Historical Foundations: Revolution, Cultural Revolution, Economic Modernization **[SC6]**

2. Chinese Society: Rich/Poor Cleavages

3. Political Institutions: Guanxi, Corruption, Mass Line, Democratic Centralism

4. Policy: Privatization, Google, Falun Gong, Taiwan and Tibet **[SC7]**

> **SC 6** The course provides instruction in Political and Economic Change.

> **SC 7** The course provides instruction in Public Policy.

Readings

- Hauss: Chapter 10: China (voc)

- "Great Leap Forward," *Economist* 9/30/04

- Briefing Paper on China with questions

- China Reading Packet with questions

- "Country Profile: China." BBC

- "China's Intolerance of Dissent, " BBC 3/8/05

- "Worried in Beijing, " *Economist* 8/5/99

Activities

1. Watch movie on Chinese Revolution (People's Century)

2. Watch movie on Tiananmen Square (ABC special)

3. Watch movie on China's economy (Wall Street Journal)

4. Create comparison chart for China/Russia/Iran/GB

5. Class Simulation: CCP leading small group economic proposals

6. Analyze and evaluate economic indicator data

Assessment

Test: 60 mulitple-choice and short-answer questions (ID and essay)

IV. Emerging Economies (Weeks 21-28)

A. Mexico

1. Historical Foundations

2. Mexican Citizens, Society, and the State

3. Political Institutions: Camarilla, Corporatism, Legitimate Elections

4. Public Policy: NAFTA, Chiapas, Immigration, Structural Adjustment

Readings

- Hauss: Chapter 11: The Third World (voc) Chapter 16: Mexico (voc)

- Briefing paper on Mexico with questions

- Mexico reading Packet with questions

- "Redrawing the Federal Map", *Economist* 3/27/03

- "Putting The Brakes on Change", *Economist* 7/10/03

- "At Least I'm No Dictator, says Mr. Fox", *Economist* 9/8/05

- "The Sinking of a Flagship", *Economist* 2/23/06

- "The War on the Border Streets," *Economist* 6/30/05

- "A Few Shots at Power", *Economist* 9/18/03

Activities

- Watch movie on Mexican economy (*Wall Street Journal*).

- Create comparison chart for Mexico/China/Russia/Iran/ Great Britain.

- Simulation: Brown Choices Exercise: Mexico at the Crossroads.

- Analyze recent political election data for trends.

- Evaluate economic indicator data.

Assessment

Test: 60 multiple-choice with short answers (ID and essay)

B. Nigeria

1. Historical Foundations: Colonialism, Military Coups, Authority

2. Nigerian Citizens, Society, and the State

3. Political Institutions

4. Public Policy: Corruption, Terrorism, Poverty, Oil

Readings

- Hauss: Chapter 15: Nigeria (voc)

- "Guns, Boats, and Oil", *Economist* 5/12/05

- "A Spectre of Turmoil and Conflict", *Economist* 2/23/06

- Briefing Paper on Nigeria with questions

- Nigeria Reading Packet with questions

- "Nigeria's Country Controversy, " BBC 4/5/06

- "The Bumpy Road to Democracy, " *Economist* 4/23/03

- "Reforming the Nearly Unreformable, " *Economist* 8/5/04

- "When the Cops are Robbers, " *Economist* 8/18/05

- 'The Fat of the Land, " *Economist* 8/27/05

Activities

1. Create comparison chart with Mexico/China/Russia/Iran/Great Britain.

2. Class Debate: "Future of Nigeria."

3. Analyze recent political election data.

4. Evaluate economic indicator trends.

Assessment

Test: 60 multiple-choice questions and short answers
(ID and essay) **[SC11]**

> **SC 11** The course requires students to write analytical and interpretive essays.

V. Final Comparisons (Weeks 29–32)

A. Compare six comparative government countries and United States to review for AP Exam

Activities

1. Country Group presentations/discussion

2. Complete final comparison charts

Assessment

Final Exam: To be taken before the national AP Comparative Government and Politics Exam.

SCHOOL DEPARTMENT OR COMMITTEE SUBMITTING REQUEST:

Auburn Riverside High School Social Studies

List names of persons who evaluated this material:

NAME	POSITION	SCHOOL
Patrick McKeehan	*Teacher*	*Auburn Riverside*

> *This request for basic instructional materials must be accompanied with a curriculum framework outlining, at a minimum, units of instruction, Essential Academic Learning Requirements and/or Grade Level Expectations, assessments, and thinking skills. A curriculum framework document is included in the Curriculum Framework section of this handbook.*

1. REQUESTED MATERIAL

Type of material being requested: ☒ Book ☐ Software ☐ CD/DVD ☐ Online/Web Resources ☐ Other

Title *Comparative Politics: Domestic Responses to Global Challenges* Copyright *2015*

Author *Charlie Hauss* Publisher *Cengage Learning* ISBN *978-1-285-74142-0*

Range of readability levels _____ Average readability level _____

2. COURSE INFORMATION

Subject in which requested material will be used: *AP Comparative Government and Politics*

Grade level(s) for which this material is being requested: *12*

3. COST ANALYSIS

First year cost per student *$86* Number of students to use material *35*

Cost per student to maintain on yearly basis *0*

Other costs (specify) _____

Total cost of adoption for: **Building** *0* **District** *$3,625.55*

PROGRAM GOALS. The requested basic instructional materials are consistent with district, building, department, and/or course goals including:

Criteria	Yes	No	N/A
1. Consistency with district and program mission, vision, goals and objectives	☒	☐	☐
2. Align with state- and district-defined Essential Academic Learning Requirements and/or Grade Level Expectations	☒	☐	☐
3. Further the systematic and sequence of the program across K-12	☒	☐	☐

DISTRICT AND COMMUNITY STANDARDS. The requested basic instructional materials are consistent with district and community standards including:

Criteria	Yes	No	N/A
Provides teachers guidelines to:			
1. Present differing viewpoints of controversial issues in order for students to develop the skills of critical analysis and informed decision making.	☒	☐	☐
2. Promote the diverse character of our world by:			
a. Presenting cultural and ethnic differences.	☒	☐	☐
b. Using language and examples which treat all human beings with respect and dignity.	☒	☐	☐
c. Helping students understand and accept the diversity in the heritage and culture of our nation's people.	☐	☐	☒
d. Recognizing various types of family structures.	☐	☐	☒
e. Recognizing differing socioeconomic levels.	☒	☐	☐
d. Recognizing differences in minorities and gender.	☒	☐	☐
e. Representing occupational diversity of populations.	☒	☐	☐
3. Materials are appropriate for the age, experience, and maturity level of the student for whom it is intended.	☒	☐	☐
a. Materials are free from inappropriate use of profane, obscene, or derogatory language.	☒	☐	☐
b. Materials are free from inappropriate written or visual graphic sexual incidents.	☒	☐	☐
6. Materials stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciations, aesthetic values, and the development of ethical and moral standards.	☒	☐	☐
7. Materials enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.	☒	☐	☐

Materials adopted in the Auburn School District are appropriate for the age, experience, and maturity level of the student for whom they are intended. Teaching and learning materials should not include obscene language or graphic sexual incidents. Rationale must be presented and appropriate instructional goals included where potentially explicit topics or visual aids are used. Alternate learning opportunities will be provided upon request in the case that an objection is made to the approved instructional material.

REQUIRED SIGNATURES
FOR APPROVAL of BASIC INSTRUCTIONAL MATERIALS

APPROVED BY	SIGNATURE	DATE
1. Director of Student Learning (elementary or secondary)	*(signature)*	5-19-15
2. Assistant Superintendent of K-12 Student Learning	*(signature)*	5/19/10
3. Board of Directors		

Application for Waiver under RCW 28A.305.140
from the 180-Day School Year Requirement of the
Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

Form and Schedule
School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at http://www.sbe.wa.gov. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:
1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
    - The basic education program requirement for which the waiver is requested.
    - The school year(s) for which the waiver is requested.
    - The number of days in each school year for which the waiver is requested.
    - Information on how the waiver will support improving student achievement.
    - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form. Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:
Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

> Jack Archer
> Washington State Board of Education
> P.O. Box 47206
> Olympia, WA 98504-7206
> 360-725-6035
> jack.archer@k12.wa.us

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Auburn School District #408
Superintendent	Dr. Dennis "Kip" Herren
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
Contact Person Information	
Name	Heidi Harris
Title	Assistant Superintendent Student Learning
Phone	253-931-4950
Email	hharris@auburn.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	Three (3) Days
School Years	2015-2016 School Year
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	Two half days
Remaining number of half days in calendar	Two half days
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

   In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan
[Click Here](#) – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report
      (Sept-Nov)
[Click Here](#) - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report
      (Dec-Feb)

The strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability or income level, achieves high standards of learning. Goals, objectives and strategies incorporated into the strategic improvement plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time and are prepared for career, college and success beyond high school.

The District Strategic Improvement Plan contains three over-arching goals.

Goal One—Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

Goal Two—Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Goal Three—Policies and Resource Management
Auburn School District polices and resources are aligned to the strategic improvement plan.

Under **Goal One – Student Achievement**, the following purposes of the strategic plan will be addressed using Waiver Days:

- **Refine the systematic assessment system** to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities (PLCs). This collaborative process provides teachers the opportunity to determine the instructional entry point, monitor student progress toward standard, refine instruction and personalize learning for students.

    - ✓ Engage in data disaggregation and analysis
    - ✓ Tailor and design Tiered Intervention opportunities
    - ✓ Continue restructuring and implementation of common formative and summative assessment systems by grade level including benchmark assessments (DIBELs, MAP, CBA/CBPAs…) and the College Board Assessment Suite (PSAT-8, PSAT, SAT)
    - ✓ Develop applications of technology use in assessment

- **Develop deep alignment of instructional practices** PK-12 across all content areas to our adopted Instructional Framework, Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) and the appropriate standards by grade level and course including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Career and Technical Education (CTE) Industry Standards.

    - ✓ Increase instructional rigor
    - ✓ Strengthen our understanding
    - ✓ Plan and implement culturally relevant instruction
    - ✓ Increase the scope of accelerated program offerings
    - ✓ Develop skills to apply the use of technology during instruction and for academic acceleration

- **Strengthen our parent and community engagement** to effectively address the unique needs of our high-needs populations which include socio-economically challenged, ethnically diverse groups, English Language Learners (ELL) and our special populations.

  ✓ Strengthen parent communication to encourage parent/school partnerships
  ✓ Provide on-going Parent Academy opportunities to strengthen parents' knowledge of successful navigation with their students through the PK-12 system
  ✓ Develop applications of technology through 24/7 Blended Learning and parent resources

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

   The Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement, transformation and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development and decision making. The school board defines the "what" while allowing for the individual schools, departments and instructional staff to define the "how" needed to implement the best practices and available resources to address the learning needs of each student.

   All Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using current student assessment data and perceptual data.

   School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, departments and individual staff need the waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts within their schools.

   Click Here – SIP – School Improvement Plans
   Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
   Click Here – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report
         (Sept-Nov)
   Click Here - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report
         (Dec-Feb)

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

   The Auburn School District 2013-2016 Strategic Improvement Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of

each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools.

District Aspiration
The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

District Mission
In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision
The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

Goal 1: Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.
Objective 1
Professional Learning Communities will be employed with integrity to plan, monitor and adjust instruction to impact student learning.
Objective 2
All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.
Objective 3
The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.
Objective 4
Technology will be integral to administration and teaching and learning to prepare all students for career, college and life beyond high school.
Objective 5
The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

Goal 2: Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
Objective
All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

Goal 3: Policies and Resource Management
Auburn School District policies and resources are aligned to the strategic plan.
Objective
The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps and accelerate academic achievement for every student.

These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. Progress on the objectives are reported through a *dashboard* format to the school board three times each year. Cabinet members engage in review and as needed revisions to the scope of work designed for each objective. Support for changes in the

scope of work that impact building level work are communicated to principals; staff is provided appropriate training and resources to ensure goals are achieved.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

The Auburn School District Board of Directors established our district focus and emphasis to be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged in at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals, and the superintendent's annual evaluation by the school board, are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

School Board Beliefs
A comprehensive public education is paramount. Effective leadership and high-quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:
- We believe every student can achieve high standards of learning
- We believe public schools are the foundation of good citizenship
- We believe in the responsible stewardship of resources
- We believe in sustainable community partnerships
- We believe in family and advocate involvement
- We believe public schools must value diversity
- We believe in safe and positive learning environments
- We believe in shared accountability for student success
- We believe in a culture of professional collaboration
- We believe in preparing students for success beyond high school

Click Here – School Board – Stated Goals for the District
Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click Here – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report
        (Sept-Nov)
Click Here - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report
        (Dec-Feb)

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading and mathematics. The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP) assessments in reading and mathematics are required for all grade three, five, six, seven, eight

and nine students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute-long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big ideas of early literacy: *Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language and Comprehension*. Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

[Click here](#) **Description** – (DIBELS) Dynamic Indicators of Basic Early Literacy Skills
[Click here](#) **Dashboard** – Auburn School District DIBELS Progress Reports

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

[Click here](#) **Description** – (MAP) Measurement of Academic Progress
[Click here](#) **Dashboard** – Auburn School District MAP Progress Reports

Data from our DIBELS and MAP assessments is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. Dashboards are disaggregated by grade level and demographics. To assure district and school-level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter and spring assessment windows) during regularly scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student-level results are presented to the principals during principal cadre meetings and are used as a component of the principals' professional learning communities (PLC). Teachers have access to their student assessment results via the DIBELS and NWEA websites.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, "the district focus and emphasis will be the goals and objectives described in the three-year

2013-2016 Auburn School District Strategic Improvement Plan". All priorities, resources, activities, and initiatives engaged at both the district level and school level will align to this plan.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

    The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a new three-year 2013-2016 District Strategic Improvement Plan. The new plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, K-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

    The negotiated agreement for September 1, 2013 through August 31, 2015 provides the following:

    District Designated Time –
    District designated time totals 58.5 hours per diem: 10.5 hours for district/building meetings, 7.0 hours for elementary report card/conference preparation or for secondary grading day, 28 hours for building determined days, 7.0 hours for individual determined day (occurs immediately after Labor Day) and 6.0 hours for principal determined time. District designated time is prorated based upon an employee's FTE status.

    Individual Responsibility Contract –
    Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours. Individual Responsibility hours are prorated based upon an employee's FTE status. Individual Responsibility Contract activities can be documented August 1 through July 31.

    The individual responsibilities are outlined below:
    A. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)

B. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
C. Student assessments
D. Classroom, lesson, and job preparation
E. Parent contacts

Commitment Stipend –
Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). Employees who are on Steps 0-3 of the SAM will receive a commitment stipend of ten per diem days plus an additional $100. Employees who are on Step 4 of the SAM will receive a commitment stipend of eleven per diem days. Employees who are on Steps 5-6 of the SAM will receive a commitment stipend of twelve per diem days. Employees who are on Steps 7 and above of the SAM will receive a commitment stipend of thirteen per diem days.

In addition to the above, a longevity commitment stipend of $1,750 for every staff member beyond year 16 to year 19 on the SAM in columns 1-9, $2,750 for every staff member from year 20 to year 24 on the SAM in columns 1-9, $3,750 for every staff member from year 25 to year 29 on the SAM in columns 1-9 and $4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

Click here **CBA** – 2013-2015 Collective Bargaining Agreement

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	2
Total	182

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2	100%			X
	Check those that apply			

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP), continuing transition and implementation of Common Core State Standards, Next Generation Science Standards, Twenty-four credit graduation requirements, Highly Capable Program requirements, new state assessments including Smarter Balanced Assessments (SBA),

kindergarten WA-KIDS assessments, and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district-directed activities take place during the last week in August. The teacher-directed activities take place the day after Labor Day in September.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

    During the 2014-2015 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 10, 2014, March 9, 2015, and May 11, 2015.

    The following describe the district strategic plan aligned waiver day activities conducted:

    Goal One—Student Achievement
    All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.
    -   Coordinated school day SAT requirements, including registrations
    -   Collaborated on Future Freshmen Night
    -   Collaborated with ELL colleagues to work on placement for next year
    -   Worked with math department to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra
    -   Met with general education teachers to implement Positive Behaviors Interventions and Supports (PBIS) plans/differentiated instruction
    -   Researched and constructed IEP goals which align to common core
    -   Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
    -   Developed weekly pre and post tests in ELA, Mathematics, and Science and progress monitoring plan
    -   Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
    -   Explored and practiced technology tools to help increasing effective teaching practices
    -   Increased educational rigor in lessons through the best practices of Understanding by Design, Cognitive Demand, Differentiating Instruction and Habits of Mind instructional models
    -   The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
    -   The grade level and content area teams looked at MAP scores and discussed if changes need to take place in our Tiered groups
    -   The librarians created lessons that align with the library Common Core integration document, in particular claim 4 research practices and research standards
    -   PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
    -   Updated pacing schedules in ELA and Math

    Goal Two—Community Engagement
    All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
    -   Communicated with parents / guardians regarding upcoming projects
    -   Identified underachieving students and contacted parents
    -   Made phone calls to arrange meetings to develop IEPs
    -   Developed article for Principal Newsletter and letter to parents highlighting upcoming SAT

- Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student. Questions were formed for future consideration.
- Prepared a presentation to help our ELL parents understand the American school, navigate all three levels of the American educational system and improve parent-teacher communication
- Prepared materials to improve teacher-parent communication regarding student learning

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement.

The waver days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for Tier 3 learners to become successful.

District leadership has provided teachers and principals with on-going and focused professional development and training on "Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, preadvanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment and interventions, our student academic achievement continues to improve.

For the fourth consecutive year, Auburn School District students in grades three through five outperformed the state average in math and reading. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6th Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 16.28% in at-risk readers and 20.9% increase in on-target readers was seen for a combined improvement average of 37.18%. For grades two through five winter DIBELS assessment for reading continued to improve with an average decrease of 1.77% at-risk readers and 1.47% increase in on-target readers for a combined improvement average of 3.24%.

At the middle school, grades 6, 7, and 8, MSP scores for 2014 showed a mixture of increases and decreases. Sixth grade reading scores increased slightly from 72.4% to 75.5% and math scores increased from 46.79% meeting standard to 55.6% meeting standard. In seventh grade, reading scores decreased from 65.2% to 59.7%, writing decreased from 65.7% to 61.79%, math also saw a decrease from 54.0% meeting standard to 47.1% meeting standard. Eighth grade scores increased in reading and in math, reading from 61.89% to 67.29% and math from 39.89% to 41.0%. Science decreased from 56.29% to 54.29%.

2014 HSPE results showed a decrease in reading from 82.9% to 77.8% and a decrease in writing from 84.9% to 83.8%. State End of Course (EOC) Algebra scores increased from 75.1% to 76.4% and EOC Geometry decreased from 82.9% to 76.8%, meeting standard. Comparisons of 9th grade first semester credit completion to 2014 showed significant improvement in at-risk students from 13.35% (2013) to 9.8% (2015) and an increase in on-target population from 67.52% (2013) to 71.17% (2015) for a combined improvement of 7.2%. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw a 15% increase in diverse population participation from 2009-2010 to 2014-15; high school advanced placement courses had an 18.17% increase in diverse population enrollment from 2009-10 to 2014-15; and high school honors courses had a 15.4% increase in diverse population enrollment from 2009-2010 to 2014-15.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. From the 2010-2011 school year to present, 1,461 students have completed 3,391 APEX on-line learning course enrollments recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs, continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2013-2014 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboards are posted on the Auburn School District website at:
Click here **Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – 2009-2012 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – Auburn School District DIBELS Progress Reports
Click here **Dashboard** – MAP Reading and MAP Mathematics Progress Reports
Click here **Dashboards** – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for

implementation beginning September 2013. The work of the 2014-2015 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District "student academic achievement." Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

   Fidelity to the 2013-2016 District Strategic Improvement Plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 District Strategic Improvement Plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 District Strategic Improvement Plan implementation will be widely and regularly communicated to the school board, parents, our community and staff district-wide.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

   Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendars were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

   Click here - **Parent Calendar** for the 2014-2015 School Year. The 2015-2016 Parent Calendar will be made available to parents in August 2015
   Click here - **Proposed District Calendar** for the 2015-2016 School Year.

C. Last Steps:
- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

AUBURN SCHOOL DISTRICT NO. 408
KING COUNTY, WASHINGTON

RESOLUTION NO. 1204

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution 1192 on May 27, 2014, requesting a renewal of the waiver from the minimum 180-day for the 2014-2015 school year; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.305.140, RCW 28A.655.180 (1), WAC 180-18-040 and WAC 180-18-050); and

WHEREAS, the purposes and goals of the previous waiver were met; and

WHEREAS, the Board of Directors of the Auburn School District has developed and adopted a new three-year (2013-2016) District Strategic Improvement Plan to address student academic achievement through restructuring initiatives, fully revised school improvement plans and data accountability; and

WHEREAS, the Board of Directors assures the Auburn School District will meet Total Instructional Hour Offering under RCW 28A.150.220(2)(a) for students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and RCW 28A.150.220(2)(b) for students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140, RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students kindergarten through grade twelve for the 2015-2016 school year.

Adopted at a regular open public meeting of the Board of Directors held on May 26, 2015, the following Directors being present and voting therefore:

<div align="right">

AUBURN SCHOOL DISTRICT NO. 408

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Secretary, Board of Directors

PERSONNEL--CERTIFICATED AND CLASSIFIED

1. <u>Certificated and Classified Personnel Report</u>

   Attached is the personnel report, for certificated and classified personnel, for the board's approval.

   Recommendation: That the board approve the attached report.

2. <u>Requests for Travel</u>

   a. Cheryl Moyd, Auburn Riverside High School teacher, requests permission to travel to Louisville, Kentucky, Saturday to Monday, May 30 to June 8. The purpose of the trip would be to read for the Educational Testing Service as an AP U.S. History Test Reader. Lodging will be at a hotel to be determined, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid by Educational Testing Service. A substitute will be needed for six days.

   b. Daniela Rowe and Sarah Andres, Pioneer Elementary School teachers, request permission to travel to Denver, Colorado, Monday to Thursday, July 27-30. The purpose of the trip is to attend the Comprehension Times Three (CX3) Conference. Lodging will be at a hotel to be determined, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid with grant funds. No substitutes will be needed.

   c. Deanna Holbrook, Pioneer Elementary School teacher, requests permission to travel to Tucson, Arizona, Friday to Sunday, October 23-25. The purpose of the trip is to attend the Physical Education Workshop. Lodging will be at a hotel to be determined, meals will be at local restaurants, and travel will be by airplane. All expenses will be paid by professional development funds. A substitute will be needed.

   Recommendation: That the above trips be approved as requested.

PERSONNEL REPORT - CERTIFICATED

Classification	Job Type	Building	Name	Start Date	Hours	Rate of Pay	Comment
Curriculum-Noncurriculum							
CERTIFICATED	21ST CCLC EST DAY PROG	PIO	DEGROOT, KAREN	4/6/2015	10.5	$ 41.90	
CERTIFICATED	21ST CCLC EST DAY PROG	PIO	HILL, ANGELA	4/6/2015	10.5	$ 45.79	
CERTIFICATED	21ST CCLC EST DAY PROG	PIO	MASSIMINO, JOSEPH	4/6/2015	10.5	$ 35.27	
CERTIFICATED	21ST CCLC EST DAY PROG	PIO	MATTOX, LINDA	4/6/2015	10.5	$ 30.77	
CERTIFICATED	21ST CCLC EST DAY PROG	PIO	MCKINLEY, MICHEL	4/6/2015	10.5	$ 38.29	
CERTIFICATED	21ST CCLC EST DAY PROG	PIO	MCLAUGHLIN, MELYSSA	4/30/2015	4.5	$ 27.02	
CERTIFICATED	21ST CCLC EST DAY PROG	PIO	VERLANDER, MELISSA	4/6/2015	10.5	$ 27.73	
CERTIFICATED	CAMP AUBURN	ALP	BECKETT, MARYELLEN	4/27/2015		STIPEND $409	
CERTIFICATED	CAMP AUBURN	LH	BEEKSMA, STEPHANIE	5/1/2015		STIPEND $409	
CERTIFICATED	CAMP AUBURN	PIO	MASSIMINO, JOSEPH	4/28/2015		STIPEND $409	
CERTIFICATED	CAMP AUBURN	ALP	MILLER, TANA	4/27/2015		STIPEND $409	
CERTIFICATED	CAMP AUBURN	LV	MIRACLE, CYNDIE	4/27/2015		STIPEND $409	
CERTIFICATED	CAMP AUBURN	ALP	NICKEL, LISA	4/27/2015		STIPEND $409	
CERTIFICATED	CLEAN OUT CLASSROOM	LV	DALE, ROBERT	4/22/2015	14	$ 38.29	
CERTIFICATED	CTSO COMPETITION	AHS	KELIHER, LEWIS	########	35	$ 48.04	
CERTIFICATED	EXAM INDUSTRY CERT TRNG	AMHS	CHAVEZ, LONNIE	5/11/2015	1.5	$ 45.82	
CERTIFICATED	EXAM INDUSTRY CERT TRNG	ARHS	JENSEN, KELLY	5/11/2015	1.5	$ 49.93	
CERTIFICATED	EXAM INDUSTRY CERT TRNG	AHS	KEEFE, REBECCA	5/11/2015	1.5	$ 50.93	
CERTIFICATED	EXAM INDUSTRY CERT TRNG	AMHS	LOCKE, ROBERTA	5/11/2015	1.5	$ 32.51	
CERTIFICATED	EXAM INDUSTRY CERT TRNG	AHS	PARSONS, KRISTA	5/11/2015	1.5	$ 40.66	
CERTIFICATED	EXAM INDUSTRY CERT TRNG	AMHS	SCOTT, TIMOTHY	5/11/2015	1.5	$ 50.93	
CERTIFICATED	EXTRA PLANNING TIME	OLY	PRICE, CHRISTY	4/27/2015	20	$ 38.67	
CERTIFICATED	EXTRA PLANNING TIME	OLY	RICHARDSON, MOLLY	4/27/2015	20	$ 33.82	
CERTIFICATED	HICAP ASSMT	WA	HARVEY, BONNIE	2/1/2015		STIPEND $150	
CERTIFICATED	HOME VISITS/LAP	LH	BUTLER, REGINA	5/1/2015	12	$ 48.04	
CERTIFICATED	IEP MEETINGS	ANNEX	CLARK, MONICA	3/1/2015	15	$ 50.93	
CERTIFICATED	INST TECH SUPP	IL	SPRENGER, PETER	5/4/2015	10	$ 50.93	
CERTIFICATED	IPAD LIBRARY PROJECT	PIO	HOSKIN, DAVID	4/27/2015	8.75	$ 45.79	
CERTIFICATED	KINDERGARTEN ROUND UP	ALP	BROWN, SARAH	5/6/2015	2	$ 27.73	
CERTIFICATED	KINDERGARTEN ROUND UP	ALP	ESCALERA, JILL	5/6/2015	2	$ 30.51	
CERTIFICATED	KINDERGARTEN ROUND UP	ALP	HEIER, ADRIENNE	5/6/2015	2	$ 37.30	
CERTIFICATED	KINDERGARTEN ROUND UP	ALP	KESSLER, CHELSI	5/6/2015	2	$ 33.82	
CERTIFICATED	KINDERGARTEN ROUND UP	ALP	SCOTT, SARAH	5/6/2015	2	$ 28.09	
CERTIFICATED	KINDERGARTEN ROUND UP	ALP	WAGNER, VICKI	5/6/2015	2	$ 50.93	
CERTIFICATED	TITLE PARENT INVOLVEMENT	MTB	CARTER, JEREMIAH	3/1/2015	3	$ 41.27	
CERTIFICATED	TITLE PARENT INVOLVEMENT	MTB	MARCOTTE, REBECCA	3/1/2015	3	$ 50.93	
Leave							
CERTIFICATED	TEACHER/SPEC ED	CAS	RAMIREZ-DILLARD, REBECCA	9/9/2015			RELOCATION
New Hire							
CERTIFICATED	TEACHER/SPEC ED (.5)	LV	OLVER, CATHERINE	5/5/2015			C4, S0
Resignation							
CERTIFICATED	TEACHER/KINDERGARTEN	HZ	DUCKWORTH, APRIL	6/18/2015			RELOCATION
CERTIFICATED	TEACHER/MUSIC (.6)	LH	HUO, BEVERLY	6/18/2015			PERSONAL
CERTIFICATED	TEACHER/SPEC ED	CAS	RAMIREZ-DILLARD, REBECCA	9/9/2015			RELOCATION
CERTIFICATED	TEACHER/SPEC ED	AHS	WOODY, LISA	6/19/2015			PERSONAL

PERSONNEL REPORT - CLASSIFIED

Curriculum-Noncurriculum

CLASSIFIED	21ST CCLC - SPRING BRAK DAY CAMP	PIONEER	BERGLAND, LORI KIM	4/6/2015	10.5	$15.89
CLASSIFIED	ASSISTANT COACH - FASTPITCH	AUBURN RIVERSIDE	PEGRAM, DEREK	3/1/2015	180	TIPEND - $3,475
CLASSIFIED	COACH - 6TH GRADE TRACK	OLYMPIC	MAY, JONNA	4/1/2015	21.86	$36.32
CLASSIFIED	EXTRA HOURS - FIFTH GRADE CAMP	CHINOOK	BERMUDEZ JR., ARMANDO	5/5/2015	6/5 OT	$16.52/$24.78
CLASSIFIED	EXTRA HOURS - FIFTH GRADE CAMP	HAZELWOOD	GOSK, APRIL	5/5/2015	4/5 OT	$16.21/$24.32
CLASSIFIED	EXTRA HOURS - KINDERGARTEN REGISTRATION	ILALKO	COKE, MARGARET JEANNE	4/23/2015	2	$16.38
CLASSIFIED	EXTRA HOURS - KINDERGARTEN REGISTRATION	ALPAC	OSBORNE, MARTA	5/6/2015	2	$16.53
CLASSIFIED	EXTRA HOURS - PLC PREP/PRESENTATION	GILDO REY	TRUJILLO, NELDA	4/1/2015	2	$16.95
CLASSIFIED	TUTOR	ANNEX	HERREN, KIRSTEN	9/1/2014	40	$17.65

New Hire

CLASSIFIED	PARA EDUCATOR LAP/PLAYGROUND	ARTHUR JACOBSEN	JOY, ANGELA	5/12/2015	3.0/1.0	$15.89/$14.64	QUALIFIED APPLICANT
CLASSIFIED	PARA EDUCATOR SPECIAL ED. SPECIAL KIDS	AUBURN HIGH	ATAFUA, JEAN	5/12/2015	3	$ 16.21	QUALIFIED APPLICANT
CLASSIFIED	PARA EDUCATOR SPECIAL ED. SPECIAL KIDS	LEA HILL	HODGE, STEPHANIE	5/8/2015	6.5	$ 16.21	QUALIFIED APPLICANT
CLASSIFIED	TRANSPORTATION ASSISTANT	TRANSPORTATION	TURNER, ASHLEE	5/8/2015	5.2	$16.40	QUALIFIED APPLICANT

Rehire

Resignation

CLASSIFIED	ADMINISTRATIVE ASSISTANT - ASSISTANT PRINCIPALS	AUBURN RIVERSIDE	OKE, JANET	6/30/2015	RETIREMENT
CLASSIFIED	ADMINISTRATIVE ASSISTANT - ATTENDANCE 187	OLYMPIC	WALETZKO, JILL	7/10/2072	RETIREMENT
CLASSIFIED	HEAD CUSTODIAN - ELEMENTARY	GILDO REY	JEFFERIES, ANGELA	3/28/2069	PERSONAL
CLASSIFIED	PARA EDUCATOR PARA POOL	ADMINISTRATION	GOULET, LISA	5/12/2015	PERSONAL

Supervision

CLASSIFIED	DISTRICT/NON-DISTRICT; ATHLETIC/ACTIVITIES	POOL	GONZALEZ-YOXTHEIMER, GABR	4/28/2015	$20.00	AS NEEDED

BUILDING PROGRAM

1. Authorization of Award of Contract—Portable Classrooms Spring 2015 Electrical

   Bids for the Portable Classrooms Spring 2015 Electrical project were opened May 19, 2015. Bids were received from one contractor.

   The low responsive base bid was submitted by Dutton Electric Company, Inc. of Lynnwood, Washington, in the amount of $313,000.00. A bid tabulation and recommendation from the project Engineer are attached.

   Jeffrey Grose, executive director of capital projects, will be present to recommend award of the contract.

   Recommendation: That the contract for the Portable Classrooms Spring 2015 Electrical project be awarded to the low responsive bidder, Dutton Electric Company, Inc. for their bid of $313,000.00.

2. Auburn High School Modernization and Reconstruction Project

   Attached are copies of Change Order Nos. 69, 70 and 71 for the Auburn High School Modernization & Reconstruction project which should be considered to permit a change in the construction contract amount and contract time.

Original Contract	$80,570,700.00
Previously Approved	3,489,458.00
Change Order No. 69	38,843.00
Change Order No. 70	391,097.00
Change Order No. 71	+$ 20,202.00
New Contract Amount	$84,510,300.00

   Change Order No. 70: 21 day increase in contract time for Area E PAC.

   Jeffrey Grose will be present to recommend acceptance of these change orders.

   Recommendation: That Change Order Nos. 69, 70, and 71 be accepted for the Auburn High School Modernization & Reconstruction project and the contract amount be increased by $450,142.00 for a new contract amount of $84,510,300.00, and the contract time for Area E PAC be increased by 21 days.

3. Auburn High School—Work in Progress Report
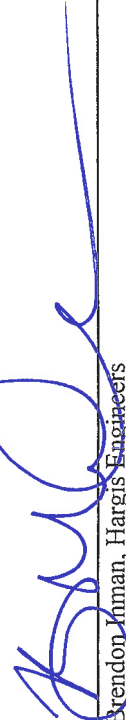
   Jeffrey Grose will be present to report on the progress of the Auburn High School Modernization & Reconstruction project.

BID TABULATION

Project: **Portable Classrooms Spring 2015 Electrical**
Owner: Auburn School District No. 408
Architect: Hargis Engineers

Bid Date: May 19, 2015
Bid Time: 4:00 PM local time
Place: ASD Administration Building Conference Room

Contractor	Base Bid	Trench Excavation Safety Provisions	Acknowledgements		
			Bid Security	Bid Signed	License & Registration #s
Dutton Electric Company, Inc. 12407 Mukilteo Speedway, Suite A170 Lynnwood, WA 98087	$313,000.00	$0.00	X	X	X

The bid amount and information provided above were reviewed by Hargis Engineers and to the best of their knowledge is an accurate reflection of the bid submitted.

Brendon Inman   5/19/15

Brendon Inman, Hargis Engineers   Date

BID FORM

PORTABLE CLASSROOMS SPRING 2015 ELECTRICAL
Alpac, Dick Scobee, Evergreen Heights, Gildo Rey and Washington Elementary Schools

DUE DATE AND TIME: 4:00 P.M., Tuesday, May 19, 2015

TO: Auburn School District No. 408, herein called "Owner".

FOR: Portable Classrooms Spring 2015 Electrical
            Alpac, Dick Scobee, Evergreen Heights, Gildo Rey, and Washington Elementary Schools

The undersigned agrees to fully perform the work in accordance with the bidding documents titled Portable Classrooms Spring 2015 Electrical – Alpac, Dick Scobee, Evergreen Heights, Gildo Rey, and Washington Elementary Schools, including furnishing all labor, material and services required to complete the work for the following sum of money:

BASE BID: THREE HUNDRED THIRTEEN THOUSAND ___dollars   ($ 313,000 .⁰⁰)
(Do not include State and Local Sales Taxes in Base Bid)

If the bid amount contains any work which requires trenching exceeding a depth of four feet, all costs for trench safety shall be included in the Base Bid and indicated below for adequate trench safety systems in compliance with RCW Chapter 39.04, RCW Chapter 49.17, and WAC 296-155-650. Bidder must include a lump sum dollar amount in the blank below (even if the value is $0.00) to be responsive. **This cost is included in the Base Bid.**

TRENCH EXCAVATION SAFETY PROVISIONS:

_____ZERO_____dollars ($ 0.⁰⁰   )
(Do not include State and Local Sales Taxes)

BID SECURITY

The Undersigned agrees that the enclosed bid guarantee (bid bond, certified or cashier's check) in the amount of five percent (5%) of the Base Bid sum made payable to the Owner, shall be kept in escrow with the Owner; that its amount shall be a measure of liquidated damages Owner will sustain by failure of the Undersigned to execute the agreement and furnish the insurance and bond required by the Contract Documents. Should this Bid not be accepted within Forty-Five (45) calendar days after the date and time of Bid opening, or if the Undersigned executes Agreement and submits insurance and bond, the Bid Guarantee shall be returned.

The Owner reserves the right to reject any or all quotes.

ADDENDA ACKNOWLEDGMENT (TO BE COMPLETED ONLY IF ADDENDA ARE ISSUED)

Receipt of Addenda Number(s) _0_____is hereby acknowledged.

COMPANY NAME: Dutton Electric Company, Inc.

BUSINESS ADDRESS: 12407 Mukilteo Speedway, A-170

Lynnwood, WA 98087
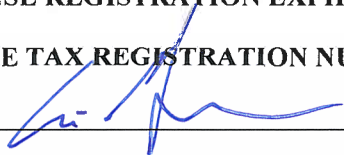
TELEPHONE NUMBER: (425) 347-7600   **FAX NUMBER:** (425) 355-1610

EMAIL ADDRESS: info@duttonelectric.com

CONTRACTOR'S LICENSE REGISTRATION NUMBER: DUTTOEC137P3

CONTRACTOR'S LICENSE REGISTRATION EXPIRATION DATE: 10/27/2015

CONTRACTOR'S EXCISE TAX REGISTRATION NUMBER: 601 052 701

SIGNATURE:

PRINTED NAME: Erin Gallagher

TITLE: Project Manager/Estimator

BID OR PROPOSAL BOND

KNOW ALL BY THESE PRESENTS, That we,   Dutton Electric Company, Inc.

of   Lynnwood, Washington   (hereinafter called the Principal),

as Principal, and   Contractors Bonding and Insurance Company

(hereinafter called the Surety), as Surety, are held and firmly bound unto   Auburn School District #408

(hereinafter called the Obligee) in the penal sum of   Five Percent of the Total Amount Bid

                                                                                    Dollars ($ 5%   )

for the payment of which the Principal and the Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

SIGNED and SEALED this   1st   day of   May   ,   2015 .

THE CONDITION OF THIS OBLIGATION IS SUCH, That, whereas the Principal has submitted or is about to submit a proposal to the

Obligee on a contract for   Portable Classrooms Spring 2015 Electrical

        Alpac, Dick Scobee, Evergreen Heights, Gildo Rey, and Washington Elementary Schools

NOW, THEREFORE, if the said contract be timely awarded to the Principal and the Principal shall, within such time as may be specified, enter into the contract in writing, and give bond, if bond be required, with surety acceptable to the Obligee for the faithful performance of the said contract, then this obligation shall be void; otherwise to remain in full force and effect.

Dutton Electric Company, Inc.

                                                                                    Principal

By   _Bruce Deene_, VP

Contractors Bonding and Insurance Company

By   _Nancy N. Hill_   Attorney-in-Fact
        Nancy N. Hill

SEAL

RLI cbic
an RLI Company

9025 N. Lindbergh Dr. | Peoria, IL 61615
Phone: (800)645-2402 | Fax: (309)689-2036

POWER OF ATTORNEY
RLI Insurance Company
Contractors Bonding and Insurance Company

Know All Men by These Presents:

That this Power of Attorney is not valid or in effect unless attached to the bond which it authorizes executed, but may be detached by the approving officer if desired.

That this Power of Attorney may be effective and given to either or both of **RLI Insurance Company** and **Contractors Bonding and Insurance Company**, required for the applicable bond.

That **RLI Insurance Company** and/or **Contractors Bonding and Insurance Company**, each Illinois corporations (as applicable), each authorized and licensed to do business in all states and the District of Columbia do hereby make, constitute and appoint:

Holly E. Ulfers, Roxana Palacios, Steven W. Palmer, Nancy N. Hill, Katie Snider, Heather Allen, jointly or severally

in the City of _____ Seattle _____, State of _____ Washington _____, as Attorney in Fact, with full power and authority hereby conferred upon him/her to sign, execute, acknowledge and deliver for and on its behalf as Surety, in general, any and all bonds, undertakings, and recognizances in an amount not to exceed _____ **Ten Million** _____ Dollars (**$10,000,000.00**) for any single obligation.

The acknowledgment and execution of such bond by the said Attorney in Fact shall be as binding upon this Company as if such bond had been executed and acknowledged by the regularly elected officers of this Company.

RLI Insurance Company and **Contractors Bonding and Insurance Company**, as applicable, have each further certified that the following is a true and exact copy of the Resolution adopted by the Board of Directors of each such corporation, and now in force, to-wit:

> **"All bonds, policies, undertakings, Powers of Attorney or other obligations of the Corporation shall be executed in the corporate name of the Corporation by the President, Secretary, any Assistant Secretary, Treasurer, or any Vice President, or by such other officers as the Board of Directors may authorize. The President, any Vice President, Secretary, any Assistant Secretary, or the Treasurer may appoint Attorneys in Fact or Agents who shall have authority to issue bonds, policies or undertakings in the name of the Corporation. The corporate seal is not necessary for the validity of any bonds, policies, undertakings, Powers of Attorney or other obligations of the Corporation. The signature of any such officer and the corporate seal may be printed by facsimile or other electronic image."**

IN WITNESS WHEREOF, **RLI Insurance Company** and/or **Contractors Bonding and Insurance Company**, as applicable, have caused these presents to be executed by its respective Vice President with its corporate seal affixed this 6th day of February, 2015.

State of Illinois
County of Peoria } SS

RLI Insurance Company
Contractors Bonding and Insurance Company

Roy C. Die _____ Vice President

CERTIFICATE

On this _____ 6th _____ day of _____ February _____, _____ 2015 _____, before me, a Notary Public, personally appeared _____ Roy C. Die _____, who being by me duly sworn, acknowledged that he signed the above Power of Attorney as the aforesaid officer of the **RLI Insurance Company** and/or **Contractors Bonding and Insurance Company**, and acknowledged said instrument to be the voluntary act and deed of said corporation.

Jacqueline M. Bockler _____ Notary Public

"OFFICIAL SEAL"
JACQUELINE M. BOCKLER
NOTARY PUBLIC STATE OF ILLINOIS
COMMISSION EXPIRES 01/14/18

I, the undersigned officer of **RLI Insurance Company**, and/or **Contractors Bonding and Insurance Company**, each Illinois corporations, do hereby certify that the attached Power of Attorney is in full force and effect and is irrevocable; and furthermore, that the Resolution of the Company as set forth in the Power of Attorney, is now in force. In testimony whereof, I have hereunto set my hand and the seal of the **RLI Insurance Company** and/or **Contractors Bonding and Insurance Company** this 1st day of May, 2015.

RLI Insurance Company
Contractors Bonding and Insurance Company

Roy C. Die _____ Vice President

4675439020212

A0059115

May 20, 2015

Auburn School District No. 408
915 Fourth Street NE
Auburn, WA 98002

Attention: Bob Kenworthy

Regarding: Portables Classrooms Spring 2015 Electrical – Award of Contract

We have received the bid tabulation and Dutton Electric Company, Inc. of Lynnwood, WA is the apparent low bidder, and has included all required acknowledgments with their bid. Based upon previous working experience with Dutton Electric, including a portable classroom addition at Lakeland Hills Elementary in winter of 2014 and multiple portable classroom addition projects for the Everett and Lake Washington School Districts, we find that Dutton Electric is a suitable electrical contractor and recommend award of contract.

If you have any questions, please contact us at your convenience.

Sincerely,

Brendon Inman, PE
Principal, Electrical

Change Order

PROJECT: AUBURN HIGH SCHOOL MODERNIZATIONS   CHANGE ORDER NO.:   **69**
             & RECONSTRUCTION
             800 Fourth Street NE, Auburn, WA 98002   DATE: May 19, 2015

TO CONTRACTOR: Lydig Construction Company   CONTRACT DATED: February 18, 2013
                  3180 139th Ave SE, Suite 110
                  Bellevue, WA 98005   ARCHITECT'S PROJECT NO.:   121-10016

The Contract is changed as follows:

1.	CCA-357	Provide storm drainage modifications at Temp. Classroom Building.	$6,639.00
2.	CCA-366	Modify Locker Room walls and floor base.	($5,934.00)
3.	CCA-407	Modify hardware at Door 063-A.	$2,980.00
4.	CCA-418	Modify Door 1602-A.	$704.00
5.	CCA-419	Provide additional volleyball standards.	$7,227.00
6.	CCA-421	Provide ceiling access panel at Corridor 074	$2,193.00
7.	CCA-428	Provide clock at Gym Lobby 071.	$3,029.00
8.	CCA-433	Provide expansion joints in walls at Corridor 074	$7,526.00
9.	CCA-438	Provide saddle flashing at Phase 2 parapet walls.	$12,856.00
10.	CCA-439	Provide electrical pull boxes at baseball and softball fields.	$1,623.00
		Total This Change Order	$38,843.00

The original Contract Sum was	$	80,570,700.00
Net change by previously authorized Change Orders	$	3,489,458.00
The Contract Sum prior to this Change Order was	$	84,060,158.00
The Contract Sum will be increased by this change order	$	38,843.00
The new Contract Sum including this Change Order will be	$	84,099,001.00

The Contract Time will remain unchanged by   0 days
The date of Substantial Completion as of the date of this Change Order therefore is   July 1, 2016

Pursuant to the Contract, the execution of this Change Order constitutes a waiver of claims by the Contractor arising out of the Work to be performed or deleted pursuant to this Change Order, except as specifically described herein. Reservation of rights will be deemed waived and are void unless the reserved rights are specifically described in detail to the satisfaction of the Owner and are initialed by the Owner.

NAC|Architecture	Auburn School District #408	Lydig Construction Company
2025 First Avenue, Suite 300	915 Fourth Street NE	3180 139th Ave SE, Suite 110
Seattle, WA 98121	Auburn, WA 98002	Bellevue, WA 98005

By: _____   By: _____   By: _____
    Brent Compton   Michael Newman   Brandon Watts
Date: May 19, 2015   Date: _____   Date: ___5-20-2015___

Change Order

PROJECT: AUBURN HIGH SCHOOL MODERNIZATIONS   CHANGE ORDER NO.:   **70**
                      & RECONSTRUCTION
                      800 Fourth Street NE, Auburn, WA 98002   DATE: May 19, 2015

TO CONTRACTOR: Lydig Construction Company   CONTRACT DATED: February 18, 2013
                      3180 139th Ave SE, Suite 110
                      Bellevue, WA 98005   ARCHITECT'S PROJECT NO.:   121-10016

The Contract is changed as follows:

1.	CCA-363R4	Provide mold abatement and exterior wall replacement at PAC.	$357,517.00
		Increase Contract Time 21 days for PAC Area E.	
2.	CCA-420	Provide overtime work for mold abatement and wall replacement at PAC.	$33,580.00
		Total This Change Order	$391,097.00

The original Contract Sum was	$	80,570,700.00
Net change by previously authorized Change Orders	$	3,528,301.00
The Contract Sum prior to this Change Order was	$	84,099,001.00
The Contract Sum will be increased by this change order	$	391,097.00
The new Contract Sum including this Change Order will be	$	84,490,098.00

The Contract Time will be changed for PAC Area E   21 days
The date of Substantial Completion as of the date of this Change Order for PAC Area E only therefore is   August 28, 2015

Pursuant to the Contract, the execution of this Change Order constitutes a waiver of claims by the Contractor arising out of the Work to be performed or deleted pursuant to this Change Order, except as specifically described herein. Reservation of rights will be deemed waived and are void unless the reserved rights are specifically described in detail to the satisfaction of the Owner and are initialed by the Owner.

NAC|Architecture	Auburn School District #408	Lydig Construction Company
2025 First Avenue, Suite 300	915 Fourth Street NE	3180 139th Ave SE, Suite 110
Seattle, WA 98121	Auburn, WA 98002	Bellevue, WA 98005

By: _____   By: _____   By: _____
    Brent Compton   Michael Newman   Brandon Watts   5-20-2015
Date: May 19, 2015   Date: _____   Date: _____

Change Order

PROJECT:	AUBURN HIGH SCHOOL MODERNIZATIONS & RECONSTRUCTION 800 Fourth Street NE, Auburn, WA 98002	CHANGE ORDER NO.:	**71**
		DATE:	May 19, 2015
TO CONTRACTOR:	Lydig Construction Company 3180 139th Ave SE, Suite 110 Bellevue, WA 98005	CONTRACT DATED:	February 18, 2013
		ARCHITECT'S PROJECT NO.:	121-10016

The Contract is changed as follows:

1.	CCA-385	Provide batt insulation at PAC exterior walls.	$2,502.00
2.	CCA-399	Remove and reinstall electrical conduit in PAC	$906.00
3.	CCA-400	Provide access panel below Stair 061	$588.00
4.	CCA-423	Provide wall improvements at north side of PAC balcony.	$7,067.00
5.	CCA-436	Provide gypsum wallboard at west wall of PAC Lobby	$3,805.00
6.	CCA-440	Provide wall improvements at Restroom 607.	$ 5,334.00
		Total This Change Order	$20,202.00

The original Contract Sum was	$	80,570,700.00
Net change by previously authorized Change Orders	$	3,919,398.00
The Contract Sum prior to this Change Order was	$	84,490,098.00
The Contract Sum will be increased by this change order	$	20,202.00
The new Contract Sum including this Change Order will be	$	84,510,300.00

The Contract Time will remain unchanged by	0 days
The date of Substantial Completion as of the date of this Change Order therefore is	July 1, 2016

Pursuant to the Contract, the execution of this Change Order constitutes a waiver of claims by the Contractor arising out of the Work to be performed or deleted pursuant to this Change Order, except as specifically described herein. Reservation of rights will be deemed waived and are void unless the reserved rights are specifically described in detail to the satisfaction of the Owner and are initialed by the Owner.

NAC|Architecture	Auburn School District #408	Lydig Construction Company
2025 First Avenue, Suite 300	915 Fourth Street NE	3180 139th Ave SE, Suite 110
Seattle, WA 98121	Auburn, WA 98002	Bellevue, WA 98005

By: _____	By: _____	By: _____
Brent Compton	Michael Newman	Brandon Watts 5-20-2015
Date: May 19, 2015	Date: _____	Date: _____

FINANCE

1. <u>Vouchers</u>

    Vouchers will be presented.

    Recommendation: That these vouchers be signed.

2. <u>Financial Statements</u>

    Financial statements for the month of April will be presented for the board's information.

The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of May 26, 2015, the board, by a _____ vote,
approves payments, totaling $1,384,073.79. The payments are further identified
in this document.

Total by Payment Type for Cash Account, US Bank of Washington:
Warrant Numbers 425424 through 425671, totaling $1,384,073.79

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
425424	3 WIRE GROUP INC	05/26/2015	41.06
425425	AASA	05/26/2015	200.00
425426	ACADEMY SCHOOLS	05/26/2015	4,598.20
425427	AGRISHOP INC	05/26/2015	124.65
425428	ALPINE PRODUCTS INC	05/26/2015	870.53
425429	AMERICAN ACADEMY ~ GRADUATION	05/26/2015	21,645.00
425430	AMERICAN RED CROSS	05/26/2015	474.20
425431	APOLLO MECHANICAL CONTRACTORS	05/26/2015	7,167.87
425432	APPLES TO GO	05/26/2015	2,775.00
425433	ARAMARK UNIFORM SERVICES	05/26/2015	43.09
425434	ASSET TECHNOLOGIES LLC	05/26/2015	6,993.59
425435	AUBURN ELECTRICAL SERVICE INC	05/26/2015	1,084.05
425436	AUBURN ELECTRICAL SERVICE INC	05/26/2015	398.58
425437	AUBURN ELECTRICAL SERVICE INC	05/26/2015	534.36
425438	AUBURN ELECTRICAL SERVICE INC	05/26/2015	284.16
425439	AUBURN ELECTRICAL SERVICE INC	05/26/2015	273.42
425440	AUBURN ELECTRICAL SERVICE INC	05/26/2015	1,014.11

Check Nbr	Vendor Name	Check Date	Check Amount
425441	AUBURN SCHOOL DIST 408 **	05/26/2015	10,410.07
425442	AUBURN SENIOR H S	05/26/2015	672.08
425443	AUBURN YOUTH RESOURCES INC	05/26/2015	6,768.75
425444	BARGREEN ELLINGSON INC	05/26/2015	3,560.40
425445	BELLEVUE COMM COLLEGE	05/26/2015	2,449.72
425446	BIRTH TO THREE DEVELOPMENTAL C	05/26/2015	25,600.00
425447	BRENTS ALIGNMENT AND REPAIR IN	05/26/2015	102.44
425448	BRINKS INC	05/26/2015	417.25
425449	BRYSON SALES & SERVICE	05/26/2015	201.61
425450	BUDGET OFFICE PRODUCTS LLC	05/26/2015	1,133.33
425451	CASE PARTS COMPANY	05/26/2015	203.50
425452	CCP INDUSTRIES	05/26/2015	2,049.84
425453	CDW GOVERNMENT INC	05/26/2015	1,393.12
425454	CERVANTEZ-FOLEY, REBECCA MARIE	05/26/2015	260.00
425455	CHAPIN, DANA	05/26/2015	74.75
425456	CHILDRENS INSTITUTE FOR LEARNI	05/26/2015	8,378.38
425457	CITY OF FEDERAL WAY	05/26/2015	150.00
425458	CITY OF PACIFIC	05/26/2015	1,799.57
425459	Vendor Continued Check	05/26/2015	0.00
425460	COASTWIDE LABORATORIES	05/26/2015	4,713.01
425461	CONSOLIDATED ELECTRICAL DIST I	05/26/2015	163.03
425462	COSTCO	05/26/2015	43,580.12
425463	CRITES, CAM	05/26/2015	60.00
425464	CUADROS, ANDREA	05/26/2015	3.00
425465	CUBILLOS MORENO, GABRIELA	05/26/2015	261.97

Check Nbr	Vendor Name	Check Date	Check Amount
425466	CUMMINS INC	05/26/2015	923.22
425467	DAIRY FRESH FARMS INC	05/26/2015	25,942.81
425468	DAIRY FRESH FARMS INC	05/26/2015	250.69
425469	DAKTRONICS INC	05/26/2015	4,099.68
425470	DB SECURE SHRED	05/26/2015	134.34
425471	DEER CREEK STUDIO	05/26/2015	722.70
425472	DENNISON, HEATHER S	05/26/2015	5.00
425473	DISCOUNT SCHOOL SUPPLY	05/26/2015	1,597.72
425474	DISHNETWORK	05/26/2015	109.36
425475	DRUG FREE BUSINESS	05/26/2015	165.00
425476	Vendor Continued Check	05/26/2015	0.00
425477	DYNAMIC LANGUAGE CENTER INC	05/26/2015	397.92
425478	EASTBAY INC	05/26/2015	2,002.55
425479	EB BRADLEY COMPANY	05/26/2015	79.19
425480	ECOLAB INC	05/26/2015	48.30
425481	EK BEVERAGE COMPANY	05/26/2015	367.30
425482	EVANS, JEFFREY B DBA SIMPLY MA	05/26/2015	435.00
425483	EVELYN N PROBERT LITERACY CONS	05/26/2015	2,512.50
425484	FAIRFAX HOSPITAL INC	05/26/2015	9,555.00
425485	FERGUSON ENTERPRISES INC #3007	05/26/2015	341.18
425486	FOLLETT SCHOOL SOLUTIONS INC	05/26/2015	3,300.15
425487	GITTS SPRING COMPANY	05/26/2015	58.43
425488	GONZALEZ, JUAN	05/26/2015	150.00
425489	GOODY MAN DISTRIBUTING INC	05/26/2015	696.16
425490	GOPHER SPORT	05/26/2015	64.29

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Check Nbr Vendor Name                     Check Date              Check Amount

   425491 GRAINGER DEPT 810392688         05/26/2015                    234.58

   425492 GREEN RIVER COMMUNITY COLLEGE   05/26/2015                370,013.09

   425493 GREGG, BREAH                    05/26/2015                     48.00

   425494 GUARDIAN SECURITY SYSTEMS INC   05/26/2015                  1,592.00

   425495 HAMMOND ASHLEY VIOLINS          05/26/2015                  5,630.21

   425496 HARPER BRUSH DISTRIBUTORS INC   05/26/2015                     30.09

   425497 HEALTH CARE AUTHORITY DIVISION  05/26/2015                 50,517.47

   425498 HIGHLINE COMMUNITY COLLEGE      05/26/2015                 71,120.92

   425499 HOBART SERVICE                  05/26/2015                    273.07

   425500 HOLM, CYNTHIA                   05/26/2015                  1,078.00

   425501 INTEGRATED SYSTEMS  LLC         05/26/2015                  3,876.30

   425502 J. DE HAVEN CONSULTING          05/26/2015                  2,925.00

   425503 JONES, LYNDA                    05/26/2015                    152.95

   425504 JW PEPPER & SON INC             05/26/2015                    110.53

   425505 KANKAKEE SPIKEBALL INC          05/26/2015                    214.62

   425506 KING, KALIN C                   05/26/2015                  1,564.00

   425507 KING COUNTY DIRECTORS ASSN      05/26/2015                    361.36

   425508 KING COUNTY FINANCE METRO BUS   05/26/2015                    150.00

   425509 LAKESHORE LEARNING MATERIALS    05/26/2015                  1,146.47

   425510 LANGUAGE CONNECTION LLC         05/26/2015                    120.00

   425511 LEGO EDUCATION                  05/26/2015                  5,471.69

   425512 LEWIS, DANIELLE                 05/26/2015                      5.00

   425513 LOWES HIW INC                   05/26/2015                  1,108.23

   425514 M ROSE ENTERPRISES DBA          05/26/2015                    582.90

   425515 MAXIM STAFFING SOLUTIONS        05/26/2015                  9,889.25
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Check Nbr	Vendor Name	Check Date	Check Amount
425516	MCGANN ELECTRIC LLC	05/26/2015	3,532.10
425517	METAL SUPERMARKETS	05/26/2015	399.09
425518	MICONTROLS INC	05/26/2015	349.91
425519	MIDAMERICA BOOKS	05/26/2015	263.47
425520	MILL SUPPLY INC	05/26/2015	29.95
425521	MILLER PAINT CO	05/26/2015	1,952.33
425522	MOTOR OIL SUPPLY INC	05/26/2015	1,862.93
425523	MSC INDUSTRIAL SUPPLY CO	05/26/2015	223.56
425524	MUSIC & ARTS CENTER	05/26/2015	808.94
425525	NW BATTERIES	05/26/2015	67.89
425526	NW CASCADE INC	05/26/2015	1,031.68
425527	NW CASCADE INC	05/26/2015	339.45
425528	NW CASCADE INC	05/26/2015	657.00
425529	NW CASCADE INC	05/26/2015	0.31
425530	NW CASCADE INC	05/26/2015	776.90
425531	NW SCHOOL FOR DEAF & HARD OF H	05/26/2015	3,700.00
425532	OCCUPATIONAL HEALTH SERVICES	05/26/2015	250.00
425533	ORCA PACIFIC INC	05/26/2015	367.59
425534	PALOS SPORTS	05/26/2015	409.72
425535	PETRO CARD	05/26/2015	50,320.57
425536	PHONAK LLC	05/26/2015	3,141.89
425537	PIERCE COLLEGE	05/26/2015	3,449.67
425538	PITNEY BOWES POSTAGE BY PHONE	05/26/2015	5,500.00
425539	PLANK ROAD PUBLISHING INC	05/26/2015	214.50
425540	POSTMASTER AUBURN	05/26/2015	440.00

Check Nbr	Vendor Name	Check Date	Check Amount
425541	PRAXAIR DISTRIBUTION INC	05/26/2015	7.62
425542	PREG O'DONNELL & GILLETT PLLC	05/26/2015	2,600.00
425543	PROGRESSUS THERAPY INC	05/26/2015	27,775.65
425544	PUGET SOUND ENERGY ELECTRIC	05/26/2015	121,288.99
425545	Vendor Continued Check	05/26/2015	0.00
425546	PUGET SOUND ENERGY NAT GAS	05/26/2015	21,887.57
425547	PUGET SOUND ESD	05/26/2015	595.00
425548	RENTON SCHOOL DISTRICT #403	05/26/2015	7,555.65
425549	RENTON TECHNICAL COLLEGE	05/26/2015	3,780.46
425550	Vendor Continued Check	05/26/2015	0.00
425551	REXEL INC	05/26/2015	4,851.18
425552	SCHETKY NW SALES INC	05/26/2015	571.80
425553	SCOTTYS GENERAL CONSTRUCTION I	05/26/2015	8,723.23
425554	SCOTTYS GENERAL CONSTRUCTION I	05/26/2015	422.54
425555	SEATTLE KING CO PUBLIC HEALTH	05/26/2015	593.00
425556	SERVICE ALTERNATIVES INC	05/26/2015	3,570.00
425557	SHARP BUSINESS SYSTEMS	05/26/2015	24.99
425558	SIMPSON, KRISTINA	05/26/2015	48.00
425559	SIX ROBBLEES INC	05/26/2015	1,032.87
425560	SNYDERS PIANO SERVICE	05/26/2015	100.00
425561	SOLIANT HEALTH	05/26/2015	7,312.50
425562	SONITROL PACIFIC	05/26/2015	24.00
425563	SOPHUS HEALTH CARE INC	05/26/2015	1,660.50
425564	SOUND ELECTRONICS	05/26/2015	743.51
425565	SOUND ELECTRONICS	05/26/2015	954.84

Check Nbr	Vendor Name	Check Date	Check Amount
425566	SOUTH KING EARLY INTERVENTION	05/26/2015	12,400.00
425567	SPRAGUE ISRAEL GILES INC	05/26/2015	4,189.50
425568	STANLEY CONVERGENT SECURITY SO	05/26/2015	845.23
425569	STATE AUDITOR'S OFFICE LEGIS B	05/26/2015	10,362.70
425570	STEVE WEISS MUSIC INC	05/26/2015	963.70
425571	STUSSER ELECTRIC COMPANY	05/26/2015	444.37
425572	SUPERIOR FIRE ELECTRIC INC	05/26/2015	2,190.00
425573	SUPPLEMENTAL HEALTH CARE	05/26/2015	9,585.00
425574	TACOMA SCREW PRODUCTS INC	05/26/2015	4.46
425575	TAP TOOL REPAIR INC	05/26/2015	255.89
425576	TED BROWN MUSIC COMPANY	05/26/2015	370.75
425577	TELDATA SYSTEMS INC	05/26/2015	8,580.17
425578	TELDATA SYSTEMS INC	05/26/2015	410.53
425579	TENTS AND EVENTS PARTY RENTALS	05/26/2015	6,340.05
425580	THERMAL SUPPLY INC	05/26/2015	273.84
425581	THOMAS, TIFFANY	05/26/2015	278.59
425582	THYSSENKRUPP ELEVATOR CORP	05/26/2015	1,065.56
425583	TOP ECHELON CONTRACTING INC	05/26/2015	5,535.76
425584	TRANSOURCE	05/26/2015	35.62
425585	ULTIMATE ACCESS CARD LLC	05/26/2015	36.13
425586	UNIFIRST CORPORATION	05/26/2015	733.12
425587	UNIVERSAL LANGUAGE SERVICE INC	05/26/2015	499.25
425588	USA MOBILITY WIRELESS INC	05/26/2015	342.86
425589	WASH ARCHITECURAL HARDWARE	05/26/2015	254.04
425590	WASH ASSN OF EDUCATIONAL GRANT	05/26/2015	500.00

Check Nbr	Vendor Name	Check Date	Check Amount
425591	WASH STATE ASSN FOR SUPERVISIO	05/26/2015	10,000.00
425592	WEST MUSIC	05/26/2015	59.00
425593	WESTERN WASH WRESTLING OFFICIA	05/26/2015	537.96
425594	WHITE RIVER VALLEY MUSEUM	05/26/2015	368.00
425595	WORLD LANGUAGE SERVICES LLC	05/26/2015	178.10
425596	WSIPC NW ESD FISCAL AGENT	05/26/2015	484.65
425597	A T S AUTOMATION INC	05/26/2015	3,947.09
425598	CASCADE LAND SURVEYING	05/26/2015	400.00
425599	CONTRAX GROUP LLC	05/26/2015	1,559.36
425600	DAILY JOURNAL OF COMMERCE	05/26/2015	475.80
425601	DESIGN AIR LTD	05/26/2015	1,735.58
425602	EMERSON, LEO S	05/26/2015	7,200.00
425603	INSLEE BEST DOEZIE & RYDER PS	05/26/2015	89.00
425604	KING COUNTY DIRECTORS ASSN	05/26/2015	85,960.29
425605	MCKINNEY TRAILERS & CONTAINERS	05/26/2015	230.50
425606	MICRO COMPUTER SYSTEMS INC	05/26/2015	49,214.84
425607	NAC ARCHITECTURE INC	05/26/2015	40,596.97
425608	OETC	05/26/2015	1,069.86
425609	RED HAWK FIRE & SECURITY LLC	05/26/2015	313.17
425610	SHOCKEY PLANNING GROUP INC	05/26/2015	2,862.77
425611	WATERSHED COMPANY	05/26/2015	380.00
425612	WELSH COMMISSIONING GROUPS INC	05/26/2015	9,688.75
425613	ALFREY, DANI	05/26/2015	300.00
425614	AREA 5 DECA	05/26/2015	1,579.00
425615	AUBURN FOOD BANK	05/26/2015	2,781.64

Check Nbr	Vendor Name	Check Date	Check Amount
425616	Vendor Continued Check	05/26/2015	0.00
425617	AUBURN SCHOOL DIST 408 **	05/26/2015	2,429.00
425618	AUBURN HIGH SCHOOL DECA	05/26/2015	285.00
425619	BOISE STATE UNIVERSITY	05/26/2015	300.00
425620	BUST A MOVE DJ	05/26/2015	400.00
425621	CHINOOK ELEMENTARY	05/26/2015	424.65
425622	CLOVER PARK SCHOOL DISTRICT	05/26/2015	60.00
425623	Vendor Continued Check	05/26/2015	0.00
425624	COSTCO	05/26/2015	4,217.49
425625	DECARTERET DESIGNS LLC	05/26/2015	419.20
425626	DUGANS INCORPORATED	05/26/2015	1,488.66
425627	EASTBAY INC	05/26/2015	2,078.44
425628	EK BEVERAGE COMPANY	05/26/2015	533.07
425629	EWEBANKS CREATIONS	05/26/2015	87.60
425630	FIRST CLASS FUNDRAISING	05/26/2015	6,385.80
425631	FRANKLIN PIERCE SCHOOL DISTRIC	05/26/2015	48.00
425632	FREE THE CHILDREN	05/26/2015	1,897.66
425633	Vendor Continued Check	05/26/2015	0.00
425634	GOSNEY MOTOR PARTS INC	05/26/2015	134.19
425635	IMAGE MASTERS INC	05/26/2015	135.78
425636	JOSTENS	05/26/2015	700.80
425637	K D GRAZIE INC	05/26/2015	360.00
425638	KING COUNTY DIRECTORS ASSN	05/26/2015	644.04
425639	MCCONKEY COMPANY	05/26/2015	180.11
425640	NEEDLEWORKS INC	05/26/2015	1,413.65

Check Nbr	Vendor Name	Check Date	Check Amount
425641	NOLAN FUNDRAISING	05/26/2015	210.00
425642	PACIFIC WELDING SUPPLIES	05/26/2015	24.09
425643	PENINSULA SCHOOL DISTRICT	05/26/2015	170.00
425644	PUGET SOUND COACH LINES	05/26/2015	2,175.00
425645	REHON GREENHOUSE	05/26/2015	6,190.75
425646	SANDLAND PROMOTIONS	05/26/2015	357.30
425647	SEATTLE OFFICIALS WOMENS BASKE	05/26/2015	2,001.84
425648	SENG, KIMBERLY THELMA	05/26/2015	9.00
425649	SON, ERIKA ANNA	05/26/2015	75.00
425650	SOUTH KING COUNTY SOCCER REFER	05/26/2015	2,239.15
425651	STERLING ATHLETICS	05/26/2015	71.11
425652	SUNRISE DISTRIBUTION INC	05/26/2015	505.40
425653	VANDEGRIFT, STEVEN MICHAEL	05/26/2015	100.00
425654	VAVER, KEITH	05/26/2015	5.00
425655	WALMART SAMS CLUB	05/26/2015	25.34
425656	WASH HIGH SCHOOL BOYS LACROSSE	05/26/2015	1,610.00
425657	WASH INTERSCHOLASTIC ACTIVITIE	05/26/2015	30.00
425658	WESTERN WASH WRESTLING OFFICIA	05/26/2015	1,872.42
425659	WINNING SEASONS	05/26/2015	383.25
425660	YANKEE CANDLE COMPANY INC	05/26/2015	57.60
425661	ALPAC ELEM	05/26/2015	133.00
425662	AUBURN MOUNTAINVIEW H S	05/26/2015	160.00
425663	AUBURN RIVERSIDE H S	05/26/2015	107.00
425664	AUBURN SCHOOL DIST CHILD NUTR*	05/26/2015	7,746.50
425665	AUBURN SENIOR H S	05/26/2015	420.00

Check Nbr	Vendor Name	Check Date	Check Amount
425666	AUBURN SENIOR H S	05/26/2015	27.50
425667	CHINOOK ELEMENTARY	05/26/2015	1,809.00
425668	CHINOOK ELEMENTARY	05/26/2015	64.57
425669	GILDO REY ELEM	05/26/2015	165.00
425670	Vendor Continued Check	05/26/2015	0.00
425671	WEST AUBURN HIGH SCHOOL	05/26/2015	881.00

   248 Computer   Check(s) For a Total of   1,384,073.79

```
       0     Manual       Checks For a Total of                    0.00

       0     Wire Transfer Checks For a Total of                   0.00

       0     ACH          Checks For a Total of                    0.00

     248     Computer     Checks For a Total of            1,384,073.79

Total For 248   Manual, Wire Tran, ACH & Computer Checks   1,384,073.79

Less      0     Voided       Checks For a Total of                 0.00

                            Net Amount                     1,384,073.79
```

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	99,568.10	10,803.82	1,009,068.29	1,119,440.21
20	Capital Projects	-101.64	0.00	205,825.62	205,723.98
40	ASB Fund	0.00	89.00	47,307.03	47,396.03
70	Private Purpose	0.00	0.00	11,513.57	11,513.57

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 26, 2015, the board, by a _____ vote, approves payments, totaling $124,570.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank Wire Transfers:
Wire Transfer Payments 201400675 through 201400707, totaling $124,570.22

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
201400675	GOSNEY MOTOR PARTS INC	05/11/2015	678.12
201400680	KING COUNTY DIRECTORS ASSN	05/26/2015	2,207.96
201400681	STAPLES ADVANTAGE	05/26/2015	33.84
201400681	STAPLES ADVANTAGE	05/26/2015	1,343.17
201400682	UNITED PARCEL SERVICE	05/26/2015	114.95
201400690	DEGOEDE BROTHERS LLC	05/26/2015	3,240.00
201400691	EASTBAY INC	05/26/2015	671.80
201400692	PRAXAIR DISTRIBUTION INC	05/26/2015	29.15
201400693	GLM CHARTER BUS SERVICE	05/26/2015	4,136.00
201400694	MJB SCREENPRINT	05/26/2015	385.66
201400695	PACIFIC PUBLISHING COMPANY	05/26/2015	613.50
201400696	UNIVERSAL CHEERLEADING ASSOCIA	05/26/2015	9,776.00
201400697	GOSNEY MOTOR PARTS INC	05/25/2015	2,284.43
201400699	AT & T	05/26/2015	181.84
201400700	CEDAR GROVE ORGANICS RECYCLING	05/26/2015	2,559.60
201400701	CENTURY LINK	05/26/2015	3,579.36
201400702	CENTURY LINK	05/26/2015	33,494.22

Check Nbr	Vendor Name	Check Date	Check Amount
201400703	CITY OF AUBURN UTILITIES	05/26/2015	52,032.62
201400704	REPUBLIC SERVICES #176	05/26/2015	3,178.38
201400705	VERIZON WIRELESS	05/26/2015	207.11
201400706	WASTE MANAGEMENT RECYCLE COMPA	05/26/2015	1,669.51
201400707	BRAX SPIRIT CUPS	05/26/2015	2,153.00

            22   Wire Transfer Check(s) For a Total of   124,570.22

```
        0     Manual        Checks For a Total of                          0.00

       22     Wire Transfer Checks For a Total of                    124,570.22

        0     ACH           Checks For a Total of                          0.00

        0     Computer      Checks For a Total of                          0.00

Total For 22     Manual, Wire Tran, ACH & Computer Checks            124,570.22

Less      0     Voided        Checks For a Total of                        0.00

                              Net Amount                             124,570.22
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F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,252.86	0.00	102,278.41	103,531.27
40	ASB Fund	0.00	0.00	21,038.95	21,038.95

The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of May 26, 2015, the board, by a _____ vote,
approves payments, totaling $199,992.74. The payments are further identified
in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 141501944 through 141502073, totaling $199,992.74

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
141501944	AARSTAD, JON DOUGLAS	05/26/2015	500.00
141501945	ABOVE AND BEYOND LEARNING INC	05/26/2015	385.58
141501946	ACUNA, ANDREA LOUISE	05/26/2015	120.09
141501947	AIKEN, JOHN JOSEPH	05/26/2015	49.97
141501948	ALONZO, VICKI LEE	05/26/2015	374.05
141501949	ANDERSON, AMY LYNN	05/26/2015	35.69
141501950	AUBURN SCHOOL DIST REVOLVING F	05/26/2015	1,745.00
141501951	BACHELDER, PATRICIA A	05/26/2015	93.55
141501952	BARKER, CAROL JEAN	05/26/2015	15.93
141501953	BAUER, TAMI JEAN	05/26/2015	35.54
141501954	BOCK, CHRISTINA MARIE	05/26/2015	75.61
141501955	BOLL, KONNI K	05/26/2015	56.16
141501956	BURCHATZ, KEVIN SCOTT	05/26/2015	500.00
141501957	BURT, TIFFANY ANN	05/26/2015	83.72
141501958	CAMPBELL-AIKENS, JANIS GAIL	05/26/2015	245.40
141501959	CAMPBELL, JULIE D	05/26/2015	16.39
141501960	CARRIZOSA, CARLA	05/26/2015	253.00

Check Nbr	Vendor Name	Check Date	Check Amount
141501961	CARRIER, KYLE ANDREW	05/26/2015	50.00
141501962	CARSTENS, TIMOTHY ANDREW	05/26/2015	76.61
141501963	CAVENEE CONSULTANT SERVICES	05/26/2015	2,812.50
141501964	CHEAN, CLEROBONG C	05/26/2015	246.10
141501965	CLARK, MONICA ALICIA	05/26/2015	213.67
141501966	CLOUSER, JENNIFER LYNN	05/26/2015	224.26
141501967	COLBURN, SALLY ANNE	05/26/2015	143.56
141501968	COLE, BRANDI NOELLE	05/26/2015	50.15
141501969	CRUICKSHANK, CRISTI LOUISE	05/26/2015	210.00
141501970	CUMBERLAND THERAPY SERVICES LL	05/26/2015	10,200.00
141501971	DANIELS, DENISE CLARISE	05/26/2015	181.01
141501972	ELLIOTT, NAOMI E	05/26/2015	14.76
141501973	FAWVER, RICHARD ALLEN	05/26/2015	34.44
141501974	FERGUSON, SANDRA LOUISE	05/26/2015	500.00
141501975	FIKSDAL, KELLY M	05/26/2015	13.14
141501976	FOOD SERVICES OF AMERICA **	05/26/2015	12,761.22
141501977	GALLAGHER, LINDSEY KAY	05/26/2015	49.05
141501978	GARNICA, EBONIE LEE	05/26/2015	109.25
141501979	GAYMAN, MARY ANNE	05/26/2015	372.04
141501980	GRIMM, LORI LYNN	05/26/2015	328.37
141501981	GUEST, JOANNA LYNN	05/26/2015	200.00
141501982	GUISINGER, CHAD MICHAEL	05/26/2015	14.95
141501983	HENRY, KATIE EMILY	05/26/2015	322.00
141501984	HERING-PHILLIPS, CAROL S	05/26/2015	34.73
141501985	HETTERLY, ELAINE M	05/26/2015	112.79

Check Nbr	Vendor Name	Check Date	Check Amount
141501986	HOKSBERGEN, MARILYN J	05/26/2015	7.14
141501987	IBBETSON THERAPEUTIC SERVICES	05/26/2015	9,664.00
141501988	ISELIN, DENISE ANN	05/26/2015	77.97
141501989	JENSEN, KELLY ANN	05/26/2015	11.66
141501990	JONES, JANA LYNN	05/26/2015	13.40
141501991	KIILSGAARD, LESLIE LOUISE	05/26/2015	141.03
141501992	KIM, MIRA	05/26/2015	28.41
141501993	KING, DEYANNA JO	05/26/2015	12.98
141501994	KINKELA, MERILEE	05/26/2015	49.39
141501995	KRALIK, GAVIN D	05/26/2015	63.95
141501996	KUKORS, JAAPJE A	05/26/2015	94.34
141501997	LAM, TAN VAN	05/26/2015	13.92
141501998	LEAF-DENT, KATHERINE MARIE	05/26/2015	500.00
141501999	LEE, KATHLEEN L	05/26/2015	36.80
141502000	LEITZKE, TAMARA L	05/26/2015	189.99
141502001	LOPEZ, RICO M	05/26/2015	51.40
141502002	LOUIE, ALISA LYNN	05/26/2015	500.00
141502003	MATHEWS, TERI LYNN	05/26/2015	35.00
141502004	MAYER, MARGARET S	05/26/2015	53.53
141502005	MCKEOUGH, KIMBERLY ANN	05/26/2015	21.72
141502006	MISCHKE, EMILY RAMISCAL	05/26/2015	78.72
141502007	MORROW, RICHARD	05/26/2015	19.86
141502008	MULICK, PATRICK JAMES	05/26/2015	56.93
141502009	NEWCOMB, AKIKO NITTA	05/26/2015	33.47
141502010	OLSON, THOMAS EDWARD	05/26/2015	500.00

Check Nbr	Vendor Name	Check Date	Check Amount
141502011	PAYNE, STEVEN JAMES	05/26/2015	1,020.00
141502012	PETERS, DOROTHEA F	05/26/2015	20.90
141502013	POTTER, CHRISTINA SILVESTRIN	05/26/2015	250.00
141502014	REIN, JENNIFER LEE	05/26/2015	312.57
141502015	RICE, SARA ELIZABETH	05/26/2015	86.80
141502016	RICHARDS, CHERYL A	05/26/2015	35.65
141502017	RUDOLPH, JEANNE MARIA	05/26/2015	77.68
141502018	SAMUELSON, JENNIFER M	05/26/2015	34.67
141502019	SANDLAND, GINA M	05/26/2015	2,266.24
141502020	SAXON, JAN K	05/26/2015	25.13
141502021	SCHAPER, KELLY JEAN	05/26/2015	33.35
141502022	SHU-MINUTOLI, KAREN	05/26/2015	35.65
141502023	SKIFF, CARL LEONARD	05/26/2015	77.93
141502024	SNYDER, CHERYL	05/26/2015	83.94
141502025	SPYKSMA, CARITA LAURE	05/26/2015	69.00
141502026	STAFFORD, DAVID LEE	05/26/2015	36.23
141502027	SUNBELT STAFFING LLC	05/26/2015	2,812.50
141502028	SWANSON, PENNI J	05/26/2015	21.85
141502029	TECHNOLOGY EXPRESS	05/26/2015	1,048.32
141502030	THOMAS, PAULINE MILDRED	05/26/2015	252.53
141502031	TITUS, WENDY SIMS	05/26/2015	51.80
141502032	Vendor Continued Check	05/26/2015	0.00
141502033	US BANK CORP PROCUREMENT CARD	05/26/2015	42,992.49
141502034	Vendor Continued Check	05/26/2015	0.00
141502035	US BANK CORP TRAVEL PAYMENT	05/26/2015	16,971.95

Check Nbr	Vendor Name	Check Date	Check Amount
141502036	US BANK CTE PCARDS	05/26/2015	15,535.73
141502037	WARD, MECHELLE K	05/26/2015	50.00
141502038	WESTLAKE, ROWENA LYNN	05/26/2015	50.00
141502039	WILKINSON, LISA M	05/26/2015	35.49
141502040	WRIGHT, SHELLEY VERENE	05/26/2015	500.00
141502041	ZABRISKIE, SUZANNE ELIZABETH	05/26/2015	771.11
141502042	EDNETICS INC	05/26/2015	19,205.38
141502043	TECHNOLOGY EXPRESS	05/26/2015	6,289.92
141502044	US BANK CORP PROCUREMENT CARD	05/26/2015	671.59
141502045	Vendor Continued Check	05/26/2015	0.00
141502046	Vendor Continued Check	05/26/2015	0.00
141502047	AUBURN SENIOR HIGH IMPREST	05/26/2015	4,040.85
141502048	CHAR, JAMES A	05/26/2015	50.30
141502049	DAVIS, MARK S	05/26/2015	29.69
141502050	DEGROOT, KAREN MARIE	05/26/2015	93.50
141502051	DOZIER, ALETHEA CARLOS	05/26/2015	50.35
141502052	Vendor Continued Check	05/26/2015	0.00
141502053	FOOD SERVICES OF AMERICA	05/26/2015	3,034.81
141502054	JENSEN, KELLY ANN	05/26/2015	34.16
141502055	KEAGLE, STEPHANIE E	05/26/2015	109.87
141502056	MATTIOLI, STEVEN PAUL	05/26/2015	35.94
141502057	OLSON, KEVIN PATRICK	05/26/2015	16.29
141502058	PAYNE, STEVEN JAMES	05/26/2015	315.60
141502059	Vendor Continued Check	05/26/2015	0.00
141502060	PIZZA TIME	05/26/2015	2,358.69

Check Nbr	Vendor Name	Check Date	Check Amount
141502061	PORTMANN, KELLY ANN	05/26/2015	130.11
141502062	RAPHAEL, KATHLEEN L	05/26/2015	23.57
141502063	ROWE, ALESHA MARIE	05/26/2015	9.79
141502064	SLATER, ROBIN SHANTELLE	05/26/2015	20.44
141502065	SWANSON, PENNI J	05/26/2015	44.88
141502066	THOMAS, JANA DARLENE	05/26/2015	286.76
141502067	Vendor Continued Check	05/26/2015	0.00
141502068	US BANK CORP PROCUREMENT CARD	05/26/2015	16,096.84
141502069	US BANK CORP TRAVEL PAYMENT	05/26/2015	10,094.38
141502070	WHARTON, TRICIA ANNE	05/26/2015	240.32
141502071	WILKINSON, LISA M	05/26/2015	103.23
141502072	WOODY SR, JOHN WILLIAM	05/26/2015	24.95
141502073	US BANK CORP PROCUREMENT CARD	05/26/2015	4,905.13

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        130   ACH          Check(s) For a Total of            199,992.74
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        0     Manual        Checks For a Total of                    0.00

        0     Wire Transfer Checks For a Total of                    0.00

      130     ACH           Checks For a Total of              199,992.74

        0     Computer      Checks For a Total of                    0.00

Total For 130   Manual, Wire Tran, ACH & Computer Checks       199,992.74

Less      0     Voided        Checks For a Total of                   0.00

                              Net Amount                         199,992.74
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F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,262.23	0.00	130,413.17	131,675.40
20	Capital Projects	0.00	0.00	26,166.89	26,166.89
40	ASB Fund	-195.39	0.00	37,440.71	37,245.32
70	Private Purpose	0.00	0.00	4,905.13	4,905.13

AUBURN SCHOOL DISTRICT NO. 408

FINANCIAL STATEMENTS
FOR
APRIL 2015

AUBURN SCHOOL DISTRICT NO. 408
MONTHLY FINANCIAL REPORTS
TABLE OF CONTENTS

AUBURN SCHOOL DISTRICT NO. 408
BALANCE SHEETS - GOVERNMENTAL FUNDS
April 30, 2015

	GENERAL	TRANSPORT VEHICLE	CAPITAL PROJECTS	DEBT SERVICE	ASB
ASSETS					
Cash and cash equivalents	19,687,124	1,366,203	58,636,524	7,598,293	1,682,614
Restricted Cash	28,054	3,455	121,199	37,581	5,483
Property taxes receivable	21,444,239	-41	4,757,903	7,965,271	
Accounts receivable	219,024				0
Interest receivable	-2,453	-313	-14,382	-1,130	-302
Due from other funds	0	0	0	0	0
Due from other governments	0		88,583		
Inventory of supplies	311,614				
Prepaids	0				0
Total Assets	41,687,602	1,369,304	63,589,827	15,600,015	1,687,796
LIABILITIES and EQUITY					
Liabilities:					
Accounts payable	1,652,953		0		22,566
Estimated Unemployment Payable	26,506				
Due to other governments	12,691	1,553	54,476	16,978	2,477
Due to other funds	0		0		0
Deferred revenue	21,444,239	-41	4,764,607	7,965,271	0
Total Liabilities	23,136,389	1,511	4,819,083	7,982,249	25,043
Equity:					
Non Spendable Fund Bal--Inven	444,925				671
Restricted for Food Services	2,096,940				
Restricted from Bond Proceeds			31,590,600		
Restricted from Levy Proceeds			7,187,541		
Restricted from Impact Fees			519,068		
Restricted for Fund Purpose		1,415,645			1,662,081
Restricted to Debt Service				1,655,164	
Assigned to Contingencies	300,000				
Assigned to Other Purposes	1,800,000				
Assigned To Fund Purposes		-47,853	19,473,534	5,962,602	
Unassigned Fund Balance	13,909,348				
Total Equity	18,551,213	1,367,792	58,770,743	7,617,766	1,662,752
Total Liabilities and Equity	41,687,602	1,369,304	63,589,827	15,600,015	1,687,796

AUBURN SCHOOL DISTRICT NO. 408
BALANCE SHEETS - TRUST FUNDS AND ACCOUNT GROUPS
April 30, 2015

	TRUST FUNDS		ACCOUNT GROUPS	
	PRIV PURP TRUST	NBN EMPLOY BENEFITS	GENERAL FIXED ASSETS	GENERAL LONG-TERM DEBT
ASSETS				
Cash and cash equivalents	587,480	119,907		
Restricted Cash	2,638	772		
Due From Other Funds	0	0		
Accounts receivable				
Interest receivable	-114	-12		
Fixed assets			276,544,570	
Other debits:				
Amount available in Debt Service Fund				7,617,766
Amount to be provided for retirement				117,266,462
of general long-term obligations				
Total Assets	590,003	120,667	276,544,570	124,884,228
LIABILITIES and EQUITY				
Liabilities:				
Accounts Payable	0	0		
Compensated absences payable				2,764,228
Due to other governments	1,187	347		
Due To Other Funds		0		
General obligation bonds payable				122,120,000
Total Liabilities	1,187	347	0	124,884,228
Equity:				
Investment in general fixed assets			276,544,570	
Fund balances:				
Assigned To Fund Purposes	588,816	120,320		
Total Equity	588,816	120,320	276,544,570	0
Total Liabilities and Equity	590,003	120,667	276,544,570	124,884,228

Auburn School District No. 408
General Fund Budget Status Summary

Fiscal Year 2014 - 15	REVENUE			EXPENDITURES			FUND BALANCE
	Average Cum %	Actual Cum %	Actual Monthly	Average Cum %	Actual Cum %**	Monthly Amount	Beginning 9,416,432
September	5.64%	5.63%	9,600,271	6.59%	11.23%	11,493,198	7,523,505
October	19.96%	19.93%	24,381,007	14.62%	18.99%	13,998,540	17,905,973
November	27.27%	26.57%	12,457,337	22.71%	26.78%	14,097,667	15,140,231
December	33.90%	33.18%	11,280,745	30.57%	34.44%	13,715,438	12,705,623
January	40.39%	39.91%	11,049,790	38.24%	42.20%	13,366,760	10,814,353
February	46.91%	46.82%	11,114,885	46.01%	49.17%	13,541,044	8,936,027
March	54.03%	54.20%	12,123,196	54.11%	54.11%	14,124,959	7,367,771
April	68.71%	69.23%	24,991,693	62.38%	64.91%	14,418,327	18,551,214
May							
June							
July							
August							
		Revenue			Expenditure	Fund Balance	
Anticipated - First Budget		170,274,046			174,344,494	8,435,466	
Actual - At Fiscal Year End							
** Includes encumbrances.							

Fiscal Year 2013-14	REVENUE			EXPENDITURES			FUND BALANCE
	Average Cum %	Actual Cum %	Actual Monthly	Average Cum %	Actual Cum %**	Monthly Amount	Beginning 10,133,329
September	6.76%	6.51%	9,950,137	11.19%	11.15%	11,113,769	8,969,697
October	19.63%	20.36%	21,159,285	19.66%	19.15%	13,247,446	16,881,536
November	26.73%	27.23%	10,494,071	27.00%	26.90%	12,563,614	14,811,993
December	34.26%	34.39%	10,933,571	34.53%	34.40%	12,617,333	13,128,231
January	41.53%	41.28%	10,526,689	42.31%	41.97%	12,539,519	11,115,401
February	48.89%	48.60%	11,182,251	50.04%	49.91%	12,981,238	9,316,414
March	56.54%	56.29%	11,749,451	57.80%	57.60%	12,820,932	8,244,933
April	70.37%	71.31%	22,945,138	66.38%	65.65%	13,411,868	17,778,203
May	78.49%	79.14%	11,965,259	74.16%	73.50%	13,119,004	16,624,458
June	83.94%	84.41%	8,057,108	81.77%	82.10%	13,808,972	10,872,594
July	91.49%	92.10%	11,749,445	89.63%	90.25%	13,713,359	8,908,680
August	100.07%	101.48%	14,319,827	97.25%	98.14%	14,002,912	9,225,640
		Revenue			Expenditure	Fund Balance	
Anticipated - First Budget		152,776,040			158,891,993	4,808,633	
Actual - At Fiscal Year End		155,029,778			155,939,966	9,416,432	
** Includes encumbrances.							

Fiscal Year 2012-13	REVENUE			EXPENDITURES			FUND BALANCE
	Average Cum %	Actual Cum %	Actual Monthly	Average Cum %	Actual Cum %**	Monthly Amount	Beginning 10,124,983
September	6.82%	6.42%	8,900,174	11.29%	11.34%	10,305,120	8,720,037
October	19.42%	20.17%	19,051,681	19.75%	19.60%	11,569,382	16,202,336
November	26.65%	27.71%	10,449,525	27.06%	27.23%	11,707,538	14,944,323
December	34.17%	34.95%	10,139,001	34.56%	34.82%	11,514,929	13,568,395
January	41.52%	41.78%	9,357,387	42.30%	42.71%	11,723,970	11,201,812
February	48.99%	48.59%	9,430,085	49.97%	50.23%	11,154,522	9,477,376
March	56.68%	56.00%	10,127,724	57.72%	58.12%	11,851,062	7,754,037
April	70.29%	70.42%	20,127,079	66.29%	65.91%	11,606,241	16,274,875
May	78.42%	79.73%	12,906,563	73.99%	74.22%	12,397,109	16,784,329
June	83.89%	84.80%	6,958,226	81.58%	82.21%	11,709,618	12,032,937
July	91.43%	92.10%	10,139,829	89.52%	90.51%	12,774,041	9,398,725
August	99.98%	101.04%	12,434,576	96.92%	97.78%	11,694,692	10,138,609
		Revenue			Expenditure	Fund Balance	
Anticipated - First Budget		138,577,729			143,182,856	4,696,764	
Actual - At Fiscal Year End		140,016,041			140,007,695	10,133,329	
** Includes encumbrances.							

AUBURN SCHOOL DISTRICT No. 408 GENERAL FUND

2014 - 15
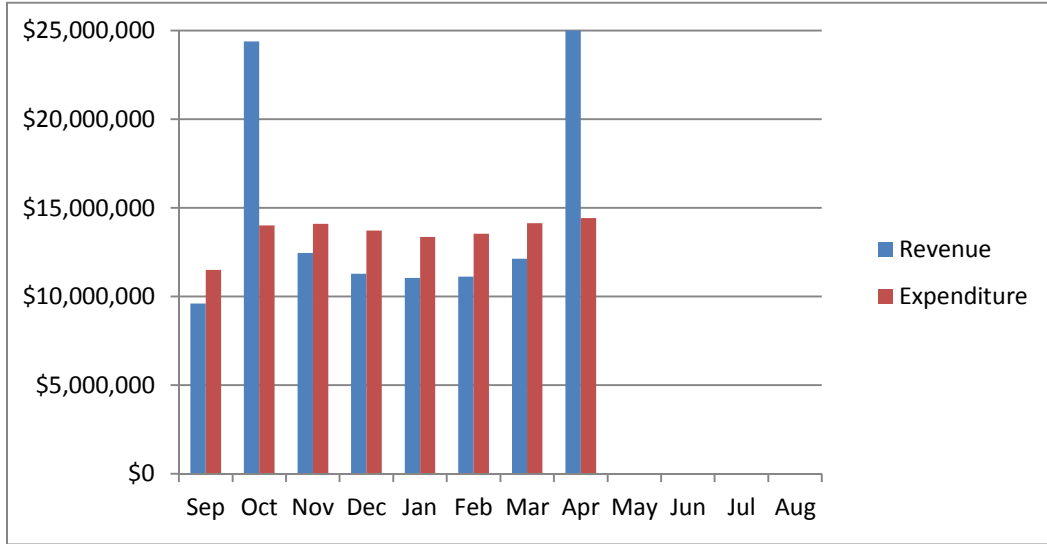
2013-14
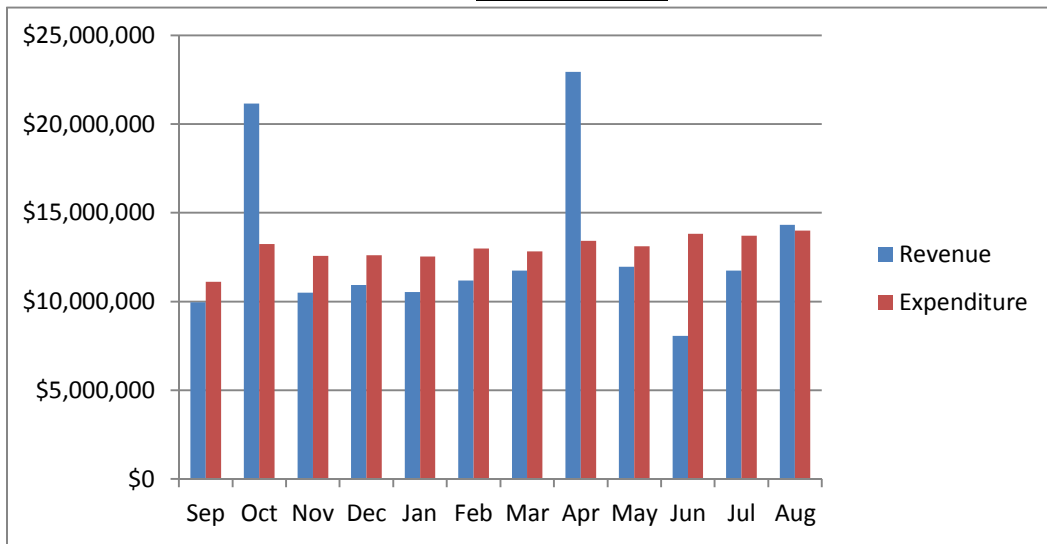
2012-13
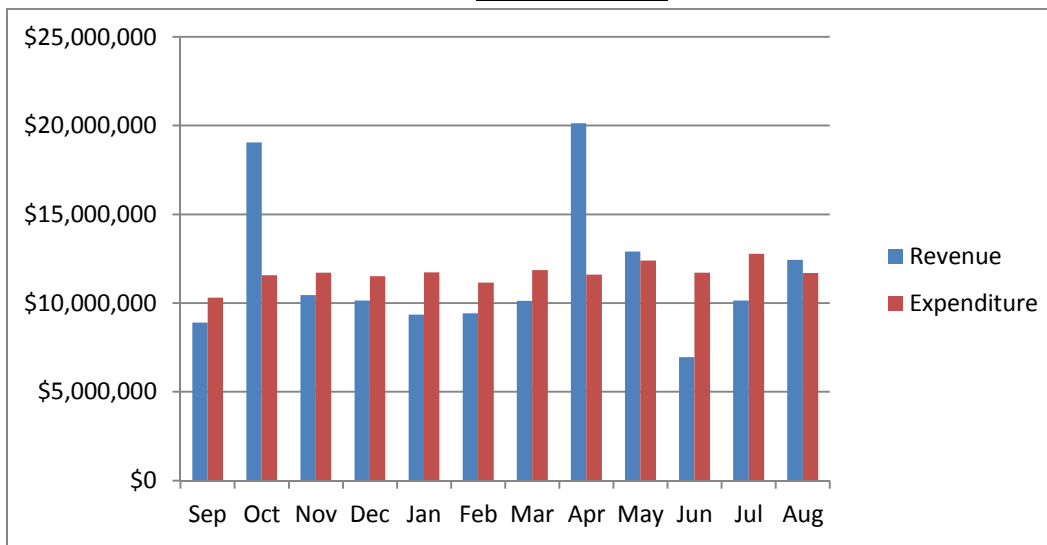
Auburn School District No. 408
General Fund Budget Status
For the Month of April, 2015

	Annual Budget	Actual For Month	Total For Year	Encumbrance	Balance	Percent
TOTAL BEGINNING FUND BALANCE	$ 10,033,331		9,416,432			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes	33,794,082	12,568,443	29,067,838		4,726,244	86.01%
2000 Local Non-Tax	6,923,066	303,342	3,281,359		3,641,707	47.40%
3000 State, General Purpose	90,896,758	9,268,709	61,503,917		29,392,841	67.66%
4000 State, Special Purpose	22,611,696	2,103,630	15,653,602		6,958,094	69.23%
5000 Federal, General Purpose	8,383	5	21,667		(13,284)	258.46%
6000 Federal, Special Purpose	15,325,069	742,230	8,081,171		7,243,898	52.73%
7000 Revenues from Other District	612,292	2,635	272,237		340,055	44.46%
8000 Revenues from Other Agencies	102,700	2,700	3,736		98,964	3.64%
9000 Other Financing Sources	-	-	2,247		(2,247)	0.00%
Total Revenues & Other Finance Sources	170,274,046	24,991,693	117,887,773	-	52,386,273	69.23%
EXPENDITURES						
00 Regular Instruction	95,437,623	7,825,596	61,858,738	29,566,510	4,012,375	95.80%
10 Federal Stimulus	1,443,999	128,807	612,506	56,892	774,601	46.36%
20 Special Ed Instruction	20,774,578	1,869,398	13,688,162	6,796,610	289,806	98.60%
30 Vocational Instruction	6,860,021	520,249	3,935,181	2,072,287	852,553	87.57%
50&60 Compensatory Education	11,447,243	902,566	6,512,981	3,172,788	1,761,474	84.61%
70 Other Instructional Pgms	3,116,527	77,247	825,223	356,964	1,934,340	37.93%
80 Community Services	1,310,238	64,249	458,412	164,256	687,569	47.52%
90 Support Services	33,954,265	3,030,213	20,861,788	9,206,090	3,886,387	88.55%
Total Expenditures	174,344,494	14,418,327	108,752,991	51,392,398	14,199,105	91.86%
Excess Revenues/Other Financing Sources Over (under) Expend & Oth Financing Uses	(4,070,448)	10,573,367	9,134,782			
Total Ending Fund Balance	$ 5,962,883		18,551,214			
Ending Fund Balance Accounts						
GL 821 Restricted for Carryovers						
GL 828 Restricted for Food Services	-		2,096,940			
GL 840 Nonspendable Fund Bal - Inv	-		444,925			
GL 875 Unrsrvd Dsgntd-Conting	-		300,000			
GL 888 Assigned to Other Purposes	-		1,800,000			
GL 890 UnRsrvd Undsgntd Fnd Bal	5,962,884		13,909,348			
Total Ending Fund Balance	$ 5,962,884		$ 18,551,213			

Auburn School District No. 408
Capital Projects Fund Budget Status
For the Month of April, 2015

	Annual Budget	Actual For Month	Total For Year	Encumbrance	Balance	Percent
TOTAL BEGINNING FUND BALANCE	$ 74,402,644		$ 69,083,979			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes	6,261,416	2,801,889	5,197,802		1,063,614	83.01%
2000 Local Non-Tax	1,857,503	172,885	1,133,127		724,376	61.00%
3000 State, General Purpose		-	-	-	-	0.00%
4000 State, Special Purpose		1,655,510	2,256,457		(2,256,457)	0.00%
5000 Federal, General Purpose		-	-		-	0.00%
6000 Federal, Special Purpose		-	-		-	0.00%
7000 Revenues from Other District		-	-		-	0.00%
8000 Revenues from Other Agencies		-	-		-	0.00%
9000 Other Financing Sources	-	-	-		-	0.00%
Total Revenues & Other Financing Sources	8,118,919	4,630,284	8,587,386	-	(468,467)	105.77%
EXPENDITURES						
10 Sites	3,013,535	-	23,755	-	2,989,780	0.79%
20 Buildings	40,774,497	2,612,193	17,050,321	4,049,039	19,675,137	51.75%
30 Equipment	6,000,000	122,266	949,750	264,203	4,786,048	20.23%
40 Energy	-	8,483	876,796	90,414	(967,210)	0.00%
50 Sales & Lease Expenditures		-	-	-	-	0.00%
60 Bond Issuance Expenditures		-	-	-	-	0.00%
90 Debt		-	-	-	-	0.00%
Total Expenditures	49,788,032	2,742,941	18,900,622	4,403,655	26,483,755	46.81%
Excess Revenues/Other Financing Sources Over (under) Expend. & Oth Financing Uses	(41,669,113)	1,887,343	(10,313,236)			
Total Ending Fund Balance	$ 32,733,531		$ 58,770,743			
Ending Fund Balance Accounts						
GL 861 Restricted from Bond Proceeds	27,715,193		31,590,600			
GL 862 Restricted from Levy Proceeds	(2,944,680)		7,187,541			
GL 863 Restricted from State Proceeds	5,902,644					
GL 865 Restricted from Other Proceeds	(78,335)					
GL 866 Restricted from Impact Fees	(5,980,210)		519,068			
GL 889 Assigned to Fund Purpose	8,118,919		19,473,534			
GL 890 UnRsrvd Undsgntd Fnd Bal						
Total Ending Fund Balance	$ 32,733,531		$ 58,770,743			

Auburn School District No. 408
ASB Fund Budget Status
For the Month of April, 2015

	Annual Budget	Actual For Month	Total for Year	Encumb	Balance	Percent
TOTAL BEGINNING FUND BALANCE	$ 1,090,784		$ 1,428,831			
REVENUES AND OTHER FINANCING SOURCES						
1000 General Student Body	1,753,002	34,025	561,458		1,191,544	32.03%
2000 Athletics	243,220	12,357	191,353		51,867	78.68%
3000 Classes	254,953	11,840	65,321		189,632	25.62%
4000 Clubs	1,757,792	101,095	879,881		877,911	50.06%
6000 Private Moneys	102,460	2,005	46,355		56,105	45.24%
Total Revenues & Other Financing Sources	4,111,427	161,321	1,744,369	-	2,367,058	42.43%
EXPENDITURES						
1000 General Student Body	1,349,174	52,375	364,206	33,033	951,936	29.44%
2000 Athletics	340,421	20,734	206,482	24,709	109,230	67.91%
3000 Classes	273,273	12,176	52,280	11,789	209,203	23.45%
4000 Clubs	1,955,558	146,406	854,929	74,876	1,025,753	47.55%
6000 Private Moneys	106,876	16,515	32,550	1,956	72,369	32.29%
			-			
Total Expenditures	4,025,302	248,205	1,510,447	146,363	2,368,491	41.16%
Excess Revenues/Other Financing Sources Over (under) Expend. & Oth Financing Uses	86,125	(86,884)	233,921			
Total Ending Fund Balance	$ 1,176,909		$ 1,662,752			
Ending Fund Balance Accounts						
GL 819 Restricted for Fund Purpose	1,176,909		1,662,081			
GL840 Nonspendable-Inven/Prepaid			671			
GL 889 Assigned to Fund Purposes						
Total Ending Fund Balance	$ 1,176,909		$ 1,662,752			

Auburn School District No. 408
Debt Service Fund Budget Status
For the Month of April, 2015

	Annual Budget	Actual For Month	Total Year	Encumbrance	Balance	Percent
TOTAL BEGINNING FUND BALANCE	$ 6,430,043		$ 6,422,376			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes	15,217,563	4,633,318	13,428,435		1,789,128	88.24%
2000 Local Non-Tax	48,100	1,263	15,792		32,308	32.83%
3000 State, General Purpose		-	-		-	0.00%
5000 Federal, General Purpose		-	-		-	0.00%
6000 Federal, Special Purpose		-	-		-	0.00%
9000 Other Financing Sources		-	-		-	0.00%
Total Revenues & Other Financing Sources	15,265,663	4,634,581	13,444,227		1,821,436	88.07%
EXPENDITURES						
Matured Bond Expenditures	8,795,000	-	8,795,000	-	-	100.00%
Interest on Bonds	6,808,036	-	3,453,568	-	3,354,468	50.73%
Interfund Loan Interest		-	-	-	-	0.00%
Bond Transfer Fees	100,000	-	269	-	99,731	0.27%
Arbitrage Rebate		-	-	-	-	0.00%
Underwriter's fees		-	-	-	-	0.00%
Total Expenditures	15,703,036	-	12,248,837	-	3,454,199	78.00%
Other Financing Uses		-	-			
Excess Revenues/Other Financing Sources Over (under) Expend. & Oth Financing Uses	(437,373)	4,634,581	1,195,390			
Total Ending Fund Balance	$ 5,992,670		$ 7,617,766			
Ending Fund Balance Accounts						
GL 810 Reserved For Other Items			-			
GL 830 Reserved For Debt Service	6,430,043		1,655,164			
GL 889 Assigned to Fund Purposes	(437,373)		5,962,602			
GL 890 UnRsrvd Undsgntd Fnd Bal			-			
Total Ending Fund Balance	$ 5,992,670		$ 7,617,766			

Auburn School District No. 408
Transportation Vehicle Fund Budget Status
For the Month of April, 2015

	Annual Budget	Actual For Month	Total For Year	Encumb	Balance	Percent
TOTAL BEGINNING FUND BALANCE	$ 2,148,615		$ 2,151,834			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes	-	17	17		(17)	0.00%
2000 Local Non-Tax	10,768	913	6,341		4,427	58.89%
3000 State, General Purpose		-	-		-	0.00%
4000 State, Special Purpose	723,485	-	-		723,485	0.00%
5000 Federal, General Purpose		-	-		-	0.00%
8000 Revenues from Other Agencies		-	-		-	0.00%
9000 Others Financing Sources		-	13,573		(13,573)	0.00%
Total Revenues & Other Financing Sources	734,253	929	19,931	-	714,322	2.71%
EXPENDITURES						
Type 30 Equipment	2,077,290	385,903	385,903	-	1,691,387	18.58%
Total Expenditures	2,077,290	385,903	385,903	-	1,691,387	18.58%
Excess Revenues/Other Financing Sources Over (under) Expend & Oth Financing Uses	(1,343,037)	(384,973)	(365,972)			
Total Ending Fund Balance	$ 805,578		$ 1,785,862			
Ending Fund Balance Accounts						
GL 819 Restricted for Fund Purposes	2,148,615		1,415,645			
GL 889 Assigned to Special Fund Purposes	(2,147,747)		(47,853)			
GL 890 UnRsrvd Undsgntd Fnd Bal			-			
Total Ending Fund Balance	$ 868		$ 1,367,792			
Reconciling Difference Per Reprot	804,710		(418,069)			

AUBURN SCHOOL DISTRICT No. 408
ASB FUND
APRIL, 2015

HIGH SCHOOLS

	Auburn High	Auburn Mountainview	Auburn Riverside	West Auburn	TOTAL
	401	405	408	504	
BEGINNING BALANCE	$ 218,605.95	$ 268,672.33	$ 354,629.62	$ 9,036.77	$ 850,944.67
REVENUES	$ 426,221.01	$ 444,260.66	$ 462,657.83	$ 1,742.41	$ 1,334,881.91
EXPENDITURES					
General	$ 45,550.27	$ 78,894.45	$ 57,809.47	$ 161.68	$ 182,415.87
Athletics	88,626.90	28,253.00	71,834.80	-	188,714.70
Classes	8,985.43	17,301.72	13,805.71	-	40,092.86
Clubs	268,880.81	252,709.85	252,985.31	1,364.80	775,940.77
Private Monies	4,639.48	5,316.86	6,080.56	318.53	16,355.43
TOTAL EXPENDITURES	$ 416,682.89	$ 382,475.88	$ 402,515.85	$ 1,845.01	$ 1,203,519.63
TRANSFERS					
General	$ 37,632.64	$ 32,203.84	$ 39,091.81	$ 1,500.00	$ 110,428.29
Athletics	(26,559.76)	(7,184.89)	(16,531.70)	-	(50,276.35)
Classes	(1,142.00)	(675.00)	(1,360.60)	-	(3,177.60)
Clubs	(9,930.88)	(24,343.95)	(21,033.51)	(1,500.00)	(56,808.34)
Private Monies	-	-	(166.00)	-	(166.00)
TOTAL TRANSFERS	$ -	$ -	$ -	$ -	$ (0.00)
OVER/ (UNDER)	$ 9,538.12	$ 61,784.78	$ 60,141.98	$ (102.60)	$ 131,362.28
ENDING BALANCE	$ 228,144.07	$ 330,457.11	$ 414,771.60	$ 8,934.17	$ 982,306.95

AUBURN SCHOOL DISTRICT No. 408
ASB FUND
APRIL, 2015
<u>MIDDLE SCHOOLS</u>

	Cascade	Mt. Baker	Rainier	Olympic	TOTAL
	202	207	206	203	
BEGINNING BALANCE	$ 70,318.09	$ 55,379.27	$ 103,268.24	$ 102,871.70	$ 331,837.30
REVENUES	$ 55,828.21	$ 61,054.17	$ 65,958.70	$ 40,502.40	$ 223,343.48
EXPENDITURES					
General	$ 23,253.05	$ 10,154.18	$ 18,828.17	$ 13,121.34	$ 65,356.74
Athletics	4,287.75	3,924.45	3,682.41	5,872.86	17,767.47
Classes	-	463.20	-	-	463.20
Clubs	12,515.05	27,919.18	23,780.70	11,688.29	75,903.22
Private Monies	3,315.31	2,399.96	158.00	173.28	6,046.55
TOTAL EXPENDITURES	$ 43,371.16	$ 44,860.97	$ 46,449.28	$ 30,855.77	$ 165,537.18
TRANSFERS					
General	$ 7,422.78	$ 15,148.98	$ 6,700.00	$ 6,719.00	$ 35,990.76
Athletics	(6,000.00)	(7,468.77)	(6,500.00)	(6,659.72)	(26,628.49)
Classes	1,908.63	(2,705.14)	-	-	(796.51)
Clubs	(3,331.41)	(4,975.07)	(200.00)	(59.28)	(8,565.76)
Private Monies	-	-	-	-	-
TOTAL TRANSFERS	$ -	$ -	$ -	$ (0.00)	$ (0.00)
OVER/ (UNDER)	$ 12,457.05	$ 16,193.20	$ 19,509.42	$ 9,646.63	$ 57,806.30
ENDING BALANCE	$ 82,775.14	$ 71,572.47	$ 122,777.66	$ 112,518.33	$ 389,643.60

AUBURN SCHOOL DISTRICT NO. 408
PRIVATE PURPOSE TRUST FUND STATEMENT
April 30, 2015

REVENUES:

InvestED   19,613

Scholarship Donations:

6003	Daan Ansingh	1,000
6007	Pat Kuhlman	1,000
6016	Auburn Community	74
6023	Optimist Scholarship	3,300
6065	ARHS Couselting	1,002
6076	Hirose Memorial	100
6083	Juan Huseby	4,000
6103	Linda Cowan	200
6107	AHS Hanan	983
6112	AHS S Leonard	350
6121	Andrew Bonwell	500
6204	Auburn Noon Lions	2,000
6402	American Legion	400
6406	AAWP	800
6409	PEO Scholarship	1,000
6501	Invest Ed- AHS	7,253
6502	Invest Ed - Casc	1,529
6503	Invest Ed - Oly	1,529
6505	Invest Ed - AMHS	2,251
6520	Invest Ed - RAI	650
6521	Invest Ed - WAHS	881
6527	Invest Ed - MTB	1,126
6528	Invest Ed - ARHS	4,394
7003	Pioneer Shoe Fund	2,150
7004	ARHS Win Wishes	772
7005	AHS Booster Club	5,175
7006	Native Am Students	19,000
7010	Food Bank	423

Total Scholarship Donations   63,842

Interest   1,780

Total Revenues   65,621

EXPENDITURES:

InvestED   16,323

6007	Pat Kuhlman	-150
6016	Auburn Community	375
6405	AAEOP	400
6501	Invest Ed- AHS	7,060
6502	Invest Ed - Casc	1,492
6503	Invest Ed - Oly	944
6505	Invest Ed - AMHS	1,998
6520	Invest Ed - RAI	532
6527	Invest Ed - MTB	255
6528	Invest Ed - ARHS	4,043
7003	Pioneer Shoe Fund	1,004
7004	ARHS Win Wishes	712
7005	AHS Booster Club	1,968
7006	Native Am Students	17,791
7009	Chinook Shoe Fund	261
7010	Food Bank	423

Total Expenditures   39,107

Excess of Revenue over (under) Expenditure   26,514

Fund Balance - Beginning of the Year   562,302

Fund Balance - Year to Date $ 588,816

AUBURN SCHOOL DISTRICT NO 408
NBN Employee Benefits Trust Fund Statement
April 30, 2015

ADDITIONS:

Contributions from Plan Members	$ 192,671.00
Investment Earnings	232.31
Total Additions	192,903.31

DEDUCTIONS:

Benefits Claims	176,395.41
State Program Fees	350.00
Total Deductions	176,745.41

NET DEDUCTIONS   16,157.90

Net Assets at Beginning of Year   104,161.93

Net Assets Year To Date $ 120,319.83

AUBURN SCHOOL DISTRICT NO. 408
Local Grants Received in April, 2015

Donor	Recipient	Amount
Communities in Schools	Glido Rey	$2,853.16
Communities in Schools	Dick Scobee	$3,386.45
Communities in Schools	Terminal Park	$3,564.21
Communities in Schools	Cascade	$4,250.73
Communities in Schools	Olympic	$3,419.02
Communities in Schools	Mt. Baker	$3,283.91
Schoolstore.com	Chinook	$137.09
Box Tops	Pioneer	$332.00
PTA	Hazelwood	$91.85
Box Tops	Hazelwood	$487.10
PTA	Lakeland Hills	$5,370.00
PTA	Rainier	$600.00
Discover Brighter Futures Fund	Auburn High	$4,150.00
Puget Sound ESD	ASD	$15,838.76
4 Culture Grant	ASD	$2,700.00
	Total	$50,464.28

DIRECTORS

1. <u>Approval of Minutes</u>

    The minutes of the regular meeting of Monday, May 11, have been forwarded to the board.

    Recommendation: That the minutes be approved.

2. <u>Discussion</u>

3. <u>Executive Session</u>

CERTIFICATED RESUMES

a. Catherine Olver--special education (.5)--Lake View Elementary

    Ms. Olver earned her bachelor degree at Central Washington University
    and her master degree at the University of Alaska.

    Catherine completed her student teaching in the Auburn School District.