CCSS Formative Assessment and Performance Management System
The IRLA Formative Assessment tool from American Reading Company (ARC) equips teachers with the tools they need to ensure that every student is moving toward grade-level mastery of the Common Core State Standards. Regular use of the IRLA ensures that teachers know the highest level of text complexity each student is currently able to read and understand independently, as well as what percentage of the Common Core State Standards the student can apply to his or her current highest level of text complexity.

Use of the IRLA ensures that the CCSS are the focus of instruction in every class, at every grade level, and in every school. Teachers use the IRLA to provide rigorously academic whole-group experiences, and targeted, differentiated support at each student’s independent reading level. The combination of clear grade-level performance expectations, customized supports, and daily practice with the CCSS, ensures that students are prepared to meet the challenge of Next Generation Assessments. Additionally, the IRLA’s clear, consistent, user-friendly format engages the larger community, including parents and community volunteers, in the dialogue around their students’ achievement.

ARC’s Performance Management System extends this dialogue to the school and district level. Classroom and support teachers can collaborate on and record student progress daily using online tools. This data is aggregated and summarized via dashboards and other reporting tools for school and district leadership. This real-time data lets school leadership know which groups are meeting their achievement and growth targets, enabling leaders to make informed decisions about additional supports that will maximize achievement for both teachers and students.

Professional Development, included in this proposal, enables district leaders and educators to harness the power of these tools to support the district achievement goals.
2G Independent Reading Level Overview
Accumulating 120 Power Words, Initial Blends & Digraphs

Learning Focus:
Power Words, Initial Blends & Digraphs
Power Words: 2G readers will know and use 120 very high-frequency Power Words, reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards) at Flash Speed. Power Words provide "islands of certainty" from which emergent readers can navigate the unknown. The combined Power Words in 1G and 2G make up 50% of all adult and student writing.

Initial Blends & Digraphs: When students come to a word they don’t know, they will successfully use initial blends and digraphs as clues.

Entry Requirements:
Must be in place before earning 2G designation.

Phonics:
- CCSS F.K.2c / F.1.3b: Blend and segment onsets and rimes of single-syllable spoken words.
- CCSS F.1.3a: Decode regularly spelled one-syllable words.

Word Recognition:
- CCSS F.1.3g: Recognize and read grade-appropriate irregularly spelled words.

Comprehension:
- CCSS F.1.4 / RL/I.1.1: Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Exit Requirements:
Must be in place before earning 1B designation.

Phonics:
- CCSS F.K.2c / F.1.3b: Blend and segment onsets and rimes of single-syllable spoken words.
- CCSS F.1.3a: Decode regularly spelled one-syllable words.

Word Recognition:
- CCSS F.1.3g: Recognize and read grade-appropriate irregularly spelled words.

Comprehension:
- CCSS F.1.4 / RL/I.1.1: Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.
Performance Management Systems

American Reading Company offers two powerful systems for performance management and progress monitoring: SchoolPace and the IRLA/eIRLA. Please note that the eIRLA is powered by SchoolPace and cannot be purchased independently.

SchoolPace

SchoolPace, ARC’s online achievement dashboard, provides real-time data for every student in every classroom, enabling teachers and administrators to know which students are expected to reach achievement targets. Performance targets can be assigned at the district, school, or grade level, and can be adjusted throughout the year to reflect expected growth. With SchoolPace, districts will have out-of-the-box access to reports, including:

- District Dashboard
- School Dashboards
- Classroom Dashboards
- Growth Reports
- Performance Reports based on custom district-, school-, and grade-level targets

IRLA/eIRLA: Independent Reading Level Assessment and CCSS Student-Growth Model

The IRLA/eIRLA is a Common Core State Standards-based formative assessment tool that can be used for student assessment, text leveling, and instructional planning. It outlines both the Foundational Skills Standards and Reading Comprehension Standards required at each grade level, K-12. The IRLA includes assessment pieces to evaluate student proficiency with each standard.

The IRLA/eIRLA enables educators to:

- Determine a student’s current level of reading proficiency, diagnose areas of strength and weakness, formulate an Action Plan for next steps, and track progress;
- Provide differentiated support that effectively meets the needs of all learners, including special education, second language, and gifted and talented students;
- Become an expert in reading instruction and the Common Core State Standards;
- Ensure that Grade-Level Instruction in reading is appropriately rigorous.

ARC’s Performance Management tools provide complete transparency, so that every teacher and administrator knows exactly which students are achieving and which will need additional supports to reach performance targets.
A 5-day module of job-embedded professional development allows educators to experience a full cycle of gradual release PD.

Day 1: Introductory Workshop

Day 2: Fishbowl demonstration lessons by the ARC Coach

Day 3: PLC/Grade Groups practice with elbow-to-elbow coaching by the ARC Coach

Day 4: Status checks give school leadership a snapshot of teachers' current proficiencies

Day 5: 1:1 visits provide additional support to teachers based on data collected during the status check
ARC Coaches support district and school leaders as they learn to organize all stakeholders around critical evidence of student learning. Additionally, ARC Coaches work with teachers in their own classrooms as they learn to integrate the Common Core State Standards into their daily practice.

All ARC professional development is structured around a gradual release model, starting out with a workshop, moving into grade group meetings and/or “fishbowl” demonstration lessons, and finally into 1:1 support and Status Checks, as needed.

**Recommended Minimum PD Module**

A 5-day module of job-embedded professional development allows educators to experience a full cycle of gradual release PD.

- **Day 1:** Introductory Workshop
- **Day 2:** Fishbowl demonstration lessons by the ARC Coach
- **Day 3:** PLC/Grade Groups practice with elbow-to-elbow coaching by the ARC Coach
- **Day 4:** Status checks give school leadership a snapshot of teachers’ current proficiencies
- **Day 5:** 1:1 visits provide additional support to teachers based on data collected during the status check
## 2G Independent Reading Level Assessment
### Entry Requirements: Cumulative Record

**Student:** Maria G.  
**Teacher:** Mrs. Lin  
**Room:** 103  
**Date Started:** 9/18

### 2G Entry Requirements

| Word Recognition | Read 2G Power Words  
|-------------------|---------------------- 
|                   | Recognize and read grade-appropriate irregularly spelled words (were, could, would, does, some), CCSS 3g.  

**Phonics**

| Self-Prompt for Initial Blends and Digraphs | Know the spelling-sound correspondences for common consonant digraphs (sh-, ch-, th-, wh-), CCSS 3a.  
|---------------------------------------------|--------------------------------------------------------------------------------- 
| Can make the initial sound for a minimum of 13 blends/digraphs. |

**Comprehension**

| Read and Comprehend Unfamiliar 2G Text  
| Apply Foundational Skills (Word-Solving) | Use a combination of initial sounds/blends, sight words, and context clues to read 2G text with purpose and understanding. A transitional 2G reader may be working out the words, rather than reading fluently; however, she is consistent that what she reads makes sense, stopping and trying again if something doesn’t look right, sound right, or make sense, CCSS 4.  
| Apply Reading Standards (Comprehension) | Determine what a text says explicitly and make logical inferences from it, CCSS 1-3. |

### Evidence/Date

<table>
<thead>
<tr>
<th>Scores</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>9/18</td>
</tr>
<tr>
<td>27</td>
<td>9/30</td>
</tr>
<tr>
<td></td>
<td>9/30</td>
</tr>
</tbody>
</table>

**A reader who is proficient at all of the above enters 2G with 1.00 points.**
Optional Component: Conferencing Resources

IRLA® Conference Notebook or IRLA® Conference Tablets

American Reading Company offers additional tools to support teacher conferencing, including the IRLA Conference Notebook and the IRLA Conference Tablets.

The IRLA Conference Notebook includes blackline masters of each IRLA level for easy photocopying.

The IRLA Conference Tablets include all the copies a classroom teacher would need for a full year of conferencing on easy-to-use tear-off tablets.
“Reading gets you into college. Writing gets you out.” —Dr. Alfred Tatum
Cost Summary 2014-2015
Proposal for CCSS Formative Assessment and Performance Management System

The chart below will help to determine the total charges for all schools.

Formative Assessment and Performance Management System

<table>
<thead>
<tr>
<th>Proposed Items</th>
<th>Quantity</th>
<th>Price Per ($)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRLA: Independent Reading Level Assessment</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>SchoolPace/eIRLA Annual Subscription</td>
<td>5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Optional Component: Professional Development

<table>
<thead>
<tr>
<th>Proposed Items</th>
<th># Schools</th>
<th>Price Per ($)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Day Professional Development Module</td>
<td>12,500</td>
<td>12,500</td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Optional Component: Conferencing Resources

<table>
<thead>
<tr>
<th>Proposed Items</th>
<th>Quantity</th>
<th>Price Per ($)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRLA Conference Notebook</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRLA Conference Tablets</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
Approval
Execution of this contract becomes effective upon our receipt of this proposal, and/or your company purchase order, bearing the signature of an authorized purchasing agent. Thank you for selecting American Reading Company.

Returns
You may return new, unopened items (except custom products) sold and fulfilled by American Reading Company within 30 days of delivery for an exchange. We’ll also pay the return shipping costs if the return is a result of our error (you received an incorrect or defective item, etc.).

If you need to exchange an item, please contact our Customer Concerns Department at customerconcerns@americanreading.com or 866-810-2665.

Professional Development
American Reading Company limits all workshops to a maximum of 25 participants (20 teachers and 5 support staff). If more than 25 people attend the workshop, your signature below indicates your agreement to pay $350 for each additional participant. Professional development training cannot be canceled or changed within 15 days of the event date. Customers that cancel professional development events within that timeframe will be billed for the canceled event.

Signature: _______________________________________________ Date: __________________________

Title: _______________________________________________ Approved Amount: ____________________

Please note: Prices are valid 60 days from date of proposal.