

# **Grade Level and Grade Span Expectations**

Rhode Island Department of  
Education



**To teach all students,  
we must teach each student.**

Kame'enui (2002)

# A Short History



- 1983 A Nation at Risk
- 1990 States develop frameworks
- State assessments align with frameworks
- Development of state accountability systems
- NCLB Requirements

## What are Grade Level/Grade Span Expectations?

Content and skills students need to know and be able to do at a specific grade or grade span

## **Grade Level and Grade Span Expectations Provide Clear Expectations to:**

- Develop common state assessments
- Develop local assessments
- Support district curricula

# Grade Level and Grade Span Expectations

- **Grade Level Expectations (GLEs)** are grade specific (K, 1, 2, 3, 4, etc.)
- **Grade Span Expectations (GSEs)** include two or more grades (K-2, 3-4, 5-6, etc.)

# Navigating the GLEs and GSEs in...

- Mathematics
- Reading
- Written and Oral  
Communication
- Science

# State and Local GLEs/GSEs

## Mathematics, Reading, Writing and Oral Communications

- GLEs/GSEs located **inside** the bold rectangular boxes are for state assessment development.
- GLEs/GSEs located **outside** the bold rectangular boxes are expectations that schools and districts must address within their own curricula and **local** assessment system.

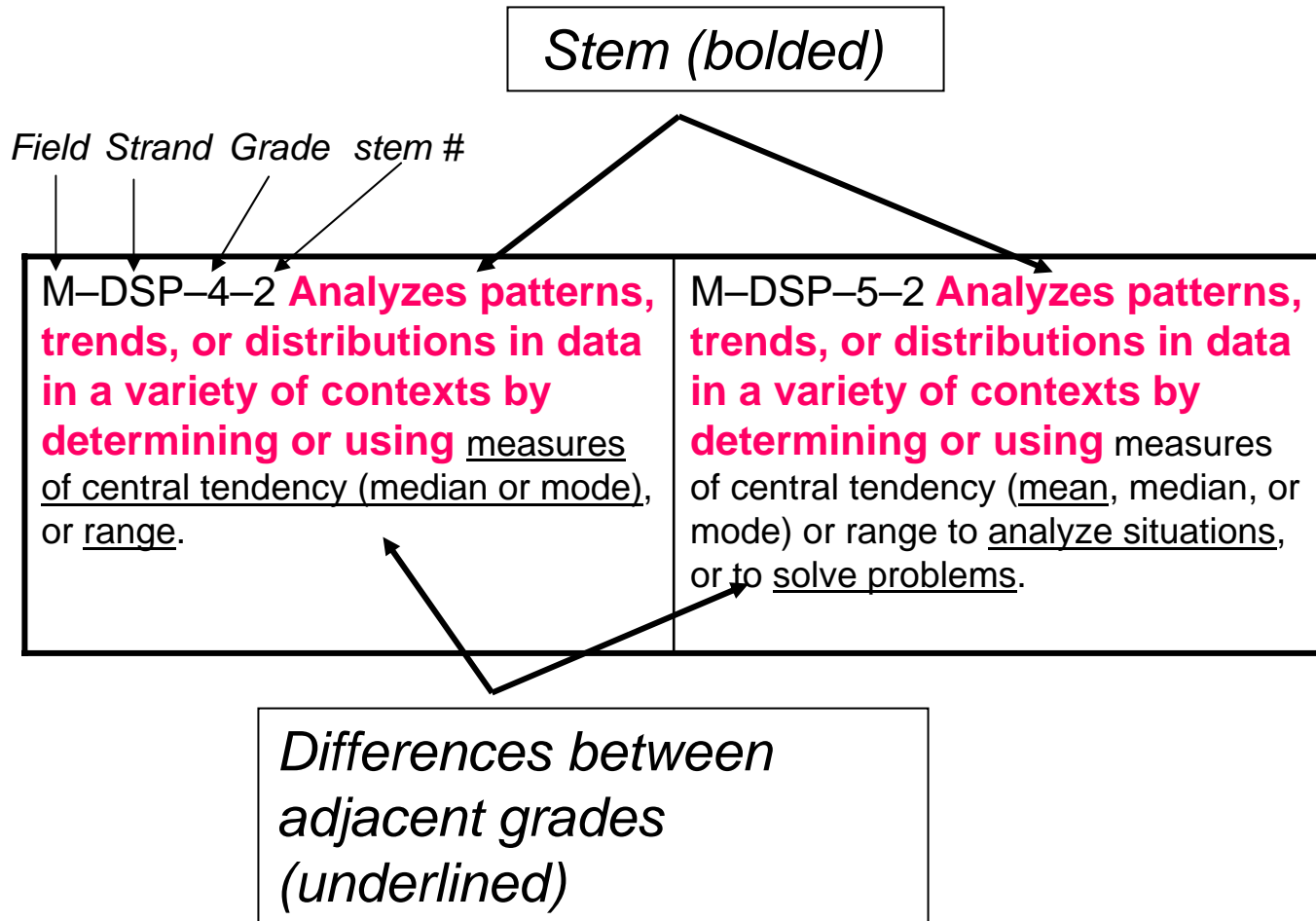
## Science

- All science GSEs, with the exception of Extensions at the High School level, are state assessed.

# Mathematics GLE/GSE Strands

- Number and Operation
- Geometry and Measurement
- Functions and Algebra
- Data, Statistics, and Probability

# A Mathematics GLE



# Process Strands for Mathematics

- Problem solving
- Reasoning
- Connections
- Communication
- Representation

are embedded through the sets of GLEs/GSEs

# Number parameters

For a given grade the number parameters in M(N&O)-X-1 and 2 apply to all GLEs and GSEs at that grade level or grade span unless otherwise specified.

## And, or, or<sup>sc</sup>

- GSE M(DSP)-10-4 **Uses counting techniques to solve contextualized problems** involving combinations or permutations (e.g. organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or<sup>sc</sup> others).

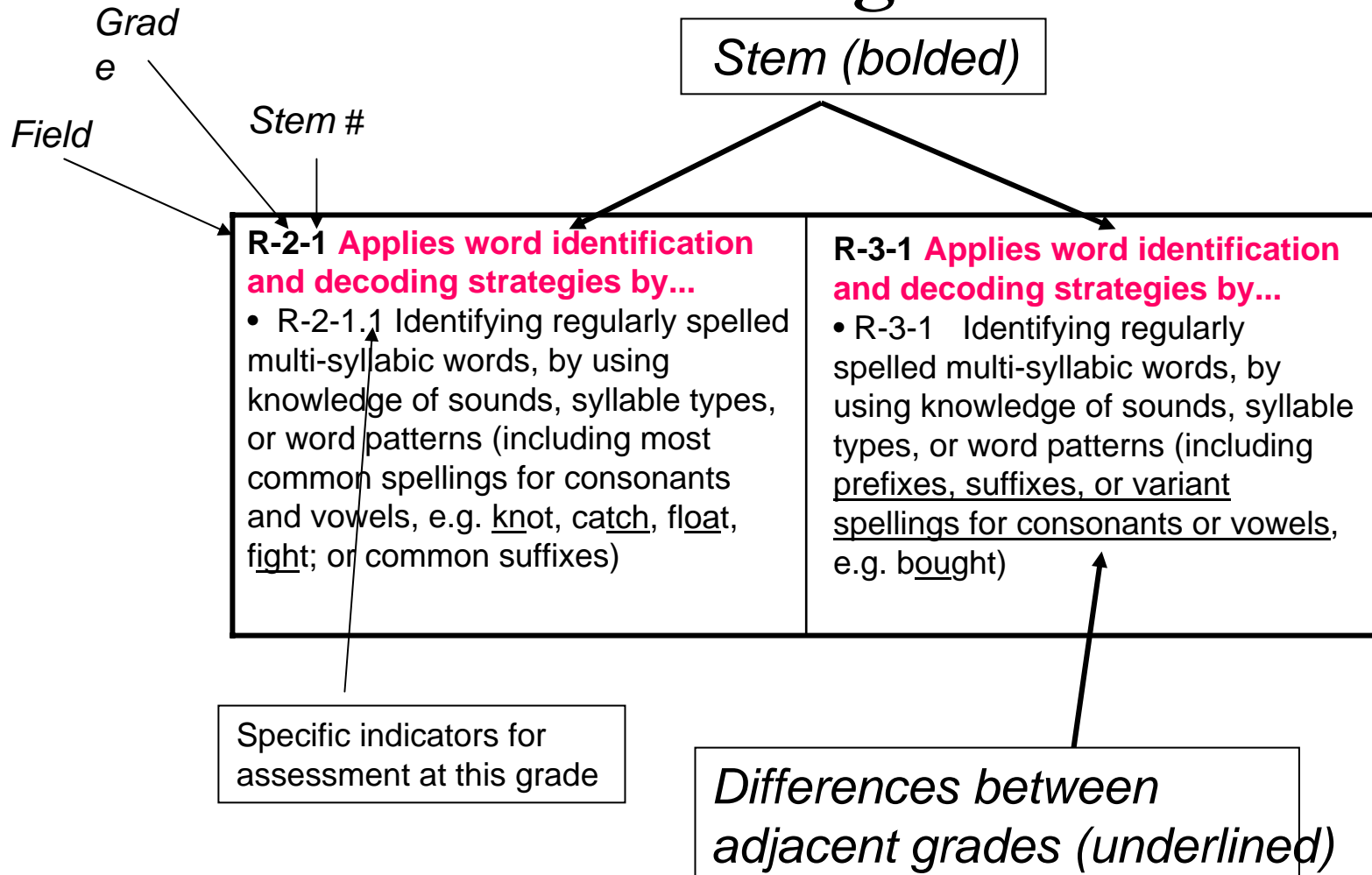
# Reading Clusters for State & Local Assessment

- Word Identification Skills and Strategies
- Vocabulary Strategies and Breadth of Vocabulary
- Initial Understanding of Literary Texts
- Analysis and Interpretation of Literary Texts, Citing Evidence
- Initial Understanding of Informational Text
- Analysis and Interpretation of Informational Text, Citing Evidence

# Reading Clusters for Local Assessment only

- Early Reading Strategies (grades K-1)
- Reading Fluency and Accuracy
- Literary Texts: Generating a Personal Response
- Reading Strategies
- Breadth of Reading

# A Reading GLE



# Written Communication Clusters for State & Local Assessment

- Structures of Language
- Writing in Response to Literary or Informational Text
- Expressive Writing: Narratives
- Informational Writing
- Writing Conventions

# Written Communication Clusters for Local Assessment only

- Habit of Writing
- Expressive Writing: Poetry & Reflective Essay

# A Written Communication GLE

Grade Field Stem # <b>Stem (bolded)</b>	
<b>W-6-2</b> <b>In response to literary or informational text, students show understanding of plot/ideas/concepts by...</b> <ul style="list-style-type: none"><li>● W—6—2.1 Selecting appropriate information to set context/background</li><li>● W—6—2.2 Summarizing key ideas</li><li>● W—6—2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas</li></ul>	<b>W-7-2</b> <b>In response to literary or informational text, students show understanding of plot/ideas/concepts by...</b> <ul style="list-style-type: none"><li>● W—7—2.1 <u>Selecting and summarizing key ideas to set context</u></li><li>● W—7—2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or the broader world of ideas</u>, by referring to <u>and explaining</u> relevant ideas</li></ul>

Specific indicators for assessment at this grade

*Differences between adjacent grades (underlined)*

# Oral Communication Clusters for Local Assessment only

## Oral Communication Strategies

- Interactive Listening
- Make Oral Presentations

# The Tri-State Science Assessment Framework

- Focuses on three broad domains of science  
Life            Physical            Earth & Space
- Subdivides the content of the three domains into broad Statements of Enduring Knowledge
- Organizes the science assessment around the Unifying Themes/Big Ideas of Science
- Identifies Science Assessment Targets in Broad Grade Bands K-4, 5-8, and 9-11

# Unifying Themes

## Unifying Themes/Big Ideas of Science

(Subheadings under each Unifying Theme/Big Idea suggest but are not limited to what might be addressed)

<b>Scientific Inquiry</b>	<b>Nature of Science</b>	<b>Systems &amp; Energy</b>	<b>Models &amp; Scale</b>	<b>Patterns of Change</b>	<b>Form &amp; Function</b>
<ul style="list-style-type: none"> <li>●Collect data</li> <li>●Communicate understanding and ideas</li> <li>●Design, conduct, &amp; critique investigations</li> <li>●Represent, analyze, &amp; interpret data</li> <li>●Experimental design</li> <li>●Observe</li> <li>●Predict</li> <li>●Question and hypothesize</li> <li>●Use evidence to draw conclusions</li> <li>●Use tools and techniques</li> </ul> <p>Unifying Themes represent the key organizing concepts that pervade science education, crossing traditional science domain boundaries and making up the inquiry tools that scientists use to better investigate and understand phenomena</p>	<ul style="list-style-type: none"> <li>●Accumulation of science knowledge (evidence &amp; reasoning, looking at work of others)</li> <li>●Attitudes and dispositions of science (avoiding bias, divergent ideas, healthy skepticism)</li> <li>●History of Science</li> <li>●Science/Tech/ Society</li> <li>●Scientific Theories</li> </ul>	<ul style="list-style-type: none"> <li>●Cycles</li> <li>●Energy Transfer</li> <li>●Equilibrium</li> <li>●Interactions</li> <li>●Interdependence</li> <li>●Order &amp; Organization</li> </ul>	<ul style="list-style-type: none"> <li>●Evidence provided through...</li> <li>●Explanations provided through...</li> <li>●Relative distance</li> <li>●Relative sizes</li> </ul> <p><i>Models include - experimental models, simulations, &amp; representations used to demonstrate abstract ideas</i></p>	<ul style="list-style-type: none"> <li>●Constancy and Change</li> <li>●Cycles</li> <li>●Evolutionary Change</li> </ul>	<ul style="list-style-type: none"> <li>●Natural World</li> <li>●Designed World</li> </ul>

(NAEP Science Framework, 1994).

# A Science GSE

## Statement of Enduring Knowledge

▶ **LS1 All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).**

**Target** → **LS1 (5-8) – INQ + SAE- 1 Using data and observations about the biodiversity of an ecosystem make predictions or draw conclusions about how the diversity contributes to the stability of the ecosystem**

**EK Number**

**Grade Span**

**Target Number**

**Stem**

**New Content Underlined**

**LS1 (5-6) – 1**

**Students demonstrate understanding of biodiversity by...**

**1a recognizing that organisms have different features and behaviors for meeting their needs to survive** (e.g., fish have gills for respiration, mammals have lungs, bears hibernate).

**GSE Number**

# **A Set of GLEs/GSEs**

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**Focused, coherent, and  
developmentally appropriate  
instruction without narrowing the  
curriculum**

# Maintaining Congruence Among Curriculum, Instruction and Assessment (CIA)

