

MoCo Monday Minute

Tuesday, October 18, 2016 (Due to Fall Break)

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The Orchestra Fall Concert was held last week.

Quote of the Week – “Everyone you meet is fighting a battle you know nothing about. Be kind. Always.” – Ian Maclaren.

Fire Prevention - Montgomery County Fire/EMS and Sparky, the Fire Prevention dog, visited students at the ELC and Mt. Sterling Elementary last week. Students received a combination of classroom teachings about fire readiness and safety, along with demonstrations and tours of the Safety Trailer and Fire Engines.



Boys' Soccer Team District Champs – The boys' soccer team won the district championship (3-0) Thursday night against Paris. Montgomery County will host the boys' 10th Region Tournament and will play on Thursday at 8 p.m. Their opponent will be the winner between Bishop Brossart and Mason County.



Perfect Attendance – Camargo had a perfect attendance incentive on Thursday. Students who had perfect attendance from the first day of school until the end of the nine week grading period were able to participate in an obstacle course.

Student Attendance – McNabb earned the highest one-day attendance with 95.27% on Tuesday, October 11th. MCIS claimed the weekly high attendance with 94.04%. Way to go!

LAST CHANCE! Mandatory Health Insurance Open Enrollment – Open Enrollment for health insurance will end on Monday, October 24th. **It will be mandatory for every employee who wishes to have health insurance or to waive insurance in 2017 to enroll this year.** You can complete Open Enrollment actions by [clicking here](#).

Benefits Fairs – Each fair will be located in the school’s media center. Dates and locations are as follows:



Wednesday, October 19th

9 a.m. to 12 p.m., Mapleton • 1:30 to 4:30 p.m., MCIS

Wednesday, October 26th

9 a.m. to 12 p.m., MSE • 1:30 to 4:30 p.m., McNabb

Regional Training – Montgomery County Schools hosted an Infinite Campus fall user group meeting on Thursday, October 13, with representatives from eleven school districts.



Dates:

- Oct. 18 – Mapleton PTO Meeting, 4:30 p.m.
- Oct. 18 – MCHS Academic Team VS Fleming County, 5:00 p.m.
- Oct. 18 – Board of Education Special Session, 6:30 p.m., MCHS Cafeteria
- Oct. 19 – Benefit Fair, 9 a.m. – 12 p.m., Mapleton Media Center
- Oct. 19 – Benefit Fair, 1:30 – 4:30 p.m., MCIS Media Center
- Oct. 19 – Mapleton PTO Meeting, 4:30 p.m.
- Oct. 21 – MCHS SBDM Meeting, 5:30 p.m.
- Oct. 21 – Camargo Fall Dance, 6:00-7:00 p.m.
- Oct. 25 – Board of Education Meeting, 6:30 p.m., MCHS Cafeteria
- Oct. 26 – Benefit Fair, 9 a.m. – 12 p.m., MSE Media Center
- Oct. 26 – Benefit Fair, 1:30 – 4:30 p.m., McNabb Media Center

- Oct. 27 – MCHS Academic Team VS Rowan County, 5:00 p.m.
- Oct. 28 – MCHS Football VS North Laurel, 7:30 p.m.
- Oct. 29 – JROTC Indian Challenge, 8:00 a.m. – 3:00 p.m., MCHS Arena
- Nov. 4 – Camargo Fall Festival, 5:30-8:00 p.m.
- **Nov. 7 – No School – Teacher Planning Day**
- **Nov. 8 – No School – Election Day**
- Nov. 9 – Camargo SBDM Meeting, 3:00 p.m.
- Nov. 11 – Veteran’s Day Program, 1:15 p.m., Camargo
- Nov. 14 – Camargo PTO Meeting, 4:00 p.m.



Nutrition staff showed their school spirit last week in recognition of National School Lunch Week.

Continuous Learning through Professional Literature

Getting Students Reading and Responding at Four Levels of Rigor

(Originally titled “Pursuing the Depths of Knowledge”)

“Good teachers resist the idea of ‘teaching to the test,’” says Nancy Boyles (Southern Connecticut State University) in *Educational Leadership*. “But aligning literacy instruction with assessment isn’t teaching to the test if that assessment is a valid measure of our students’ performance. If the test is rigorous – if it demands deep levels of knowledge – then alignment means asking ourselves, ‘How can we plan for this rigor in our instruction?’”

Teachers’ challenge is preparing students for the kind of rigor in Common Core-era assessments. Looking at the six levels of Bloom’s Taxonomy – *remember, understand, apply, analyze, evaluate, and create* – is unhelpful, says Boyles. That approach has even resulted in creative but decidedly non-rigorous projects like “Draw a map of your ideal bedroom.” A better approach, says Boyles, is using Webb’s depth-of-knowledge levels, all four of which are important to rigorous comprehension:

- *Level 1: Recall and reproduction* – Recalling facts and locating information in the text to answer questions about *who, what, when, where, why, and how*. Answers at this level are either right or wrong. Some sample PARCC and Smarter Balanced test items:

- What is the meaning of *trudged* as it is used in paragraph 10 of this folk tale?
- Which sentence from the folk tale helps the reader understanding the meaning of *trudged*?

What most commonly goes wrong at this level is students not going back to the text and finding the exact information. Rigor at this level, says Boyles, is “in maintaining high expectations for all learners and in providing honest, specific, and immediate feedback.”

- *Level 2: Skills and concepts* – Students need to make some decisions about how to approach the problem or activity, for example:

- What is the meaning of the quote, “One small step for man, one giant leap for mankind”?
- Which words *best* describe the character _____?

The rigor here is teachers explaining, modeling, and practicing. For students, the rigor is achieving independence, which involves the teacher gradually releasing responsibility.

- *Level 3: Strategic thinking and reasoning* – This involves using logic and evidence to think more abstractly about a text. Sample questions:

- What is the theme (or main idea) of the passage? Use details from the text to support your answer.
- What effect does the author create by using the phrase _____?
- What is the most likely reason the author included a map of _____?
- Which details from the text are irrelevant to the author’s claim?

Many students need practice at inferring – zeroing in on the main idea as they start reading, thinking about the author’s intent, understanding the external and internal structure of texts, and thinking critically about what they’re reading.

- *Level 4: Extended thinking* – Integrating information from multiple sources. Some sample items:

- A central idea of these articles is _____. Provide two pieces of evidence from different sources that support this idea and explain how each example supports it.
- Which source most likely has the most useful information about ____? Explain why this source is likely to be more helpful.
- Compare and contrast the way the author develops the central idea of ____ in the two texts we read. Use details from both sources to support your explanation.

To prepare students for questions like these, teachers need to plan lessons that ask students to make connections between two or more sources – including video, audio recordings, illustrations, and more. “But just including text-to-text lessons is not enough,” says Boyles. “A good text connection lesson will ask students to tap into a key similarity or difference between the sources, raising a question that brings students to a deeper knowledge of both texts through that connection point.”

“Pursuing the Depths of Knowledge” by Nancy Boyles in *Educational Leadership*, October 2016 (Vol. 74, #2, p. 46-50), available for purchase at <http://bit.ly/2dVtRsI>; Boyles can be reached at nancyboyles@comcast.net.

Be sure to notify the designated person at your school if you have calendar information that should be added to your website calendar.

Thank you so much for your effort and commitment to children. If you have questions about any of the information contained in this issue of The MoCo Monday Minute, please contact me at matthew.thompson@montgomery.kyschools.us.