Exhibit R

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 5, 2007

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON ARTICULATED INSTRUCTION MODULE (AIM)**

ORIGINATOR: Dr. Barbara Dezmon, Assistant Superintendent,
Office of Equity and Assurance

RESOURCE PERSON(S): Rebecca Schene, Webmaster, Computer and Network Support

INFORMATION

The Articulated Instruction Module (AIM) is an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents, educators, schools, and central office staff. The module provides reports that reinforce alignment with the Voluntary State Curriculum and other standards as well as affirm the relationship between written, taught, and assessed curriculum throughout the school system. In addition to the above, the module includes a component for reporting of student academic progress in specific content, knowledge, and skill areas. Overall, the Articulated Instruction Module is intended to enhance the education of all students throughout Baltimore County Public Schools.

Articulated Instruction Module

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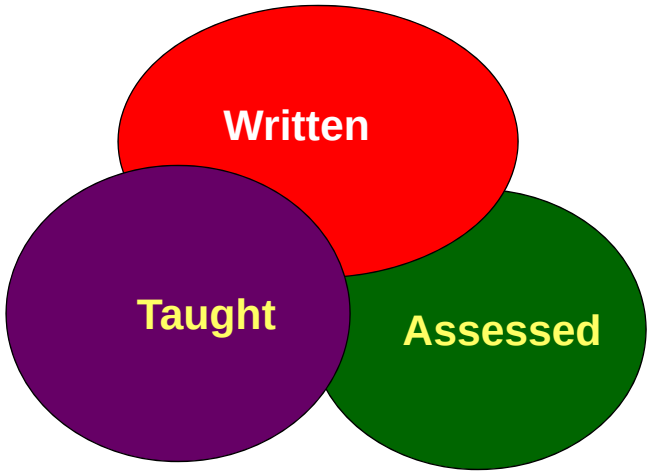
Articulated Instruction Module

Concomitant goals:

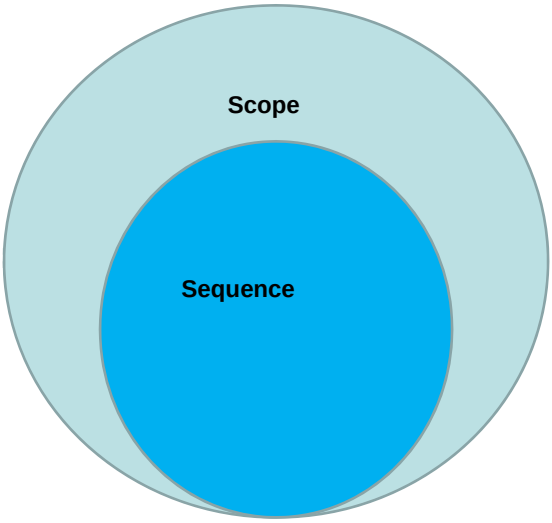
- Alignment
- Articulation

Alignment

Alignment



Curricular Context



AIM

- 2 Phases
  - **Curriculum Input/Output**
  - **Progress Input/Output (Optional)**

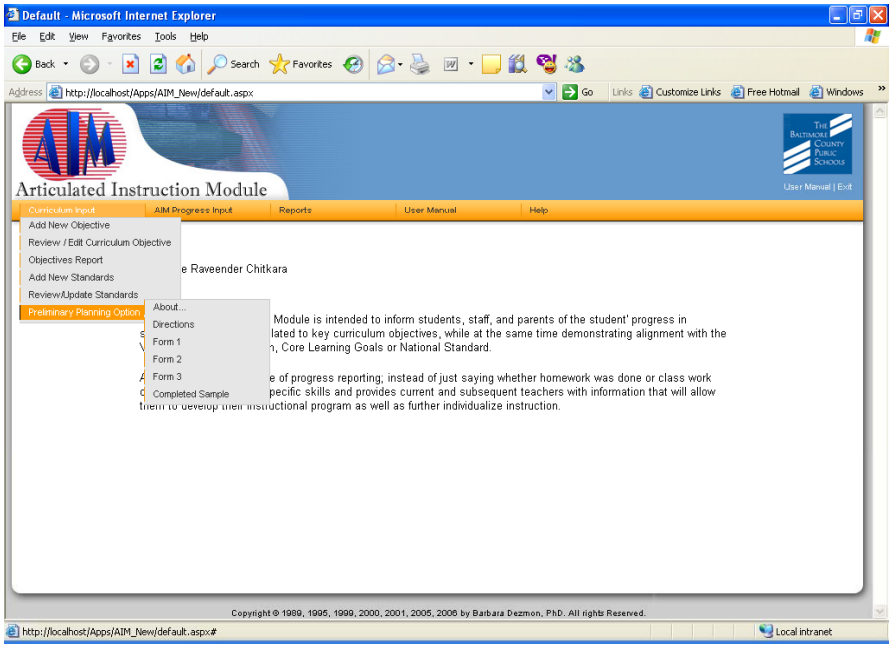
Phase 1

Curriculum Input/Output

Consistent Format for Objectives

Mager's Behavioral Objective –

- **Describes expected performance**
- **Centers on result of instruction, not process or instruction**
- **Contains the audience (who), the behavior (what), the condition, and the degree (criterion for acceptable performance)**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File Edit View Favorites Tools Help
Back Search Favorites
Address http://localhost/Apps/AIM_New/default.aspx
Go Links Customize Links Free Hotmail Windows
Articulated Instruction Module
User Manual | Exit
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Add New Objective
Review / Edit Curriculum Objective
Objectives Report
Add New Standards
Review/Update Standards
Preliminary Planning Option
About...
Directions
Form 1
Form 2
Form 3
Completed Sample
e Raveender Chitkara
Module is intended to inform students, staff, and parents of the student' progress in
lated to key curriculum objectives, while at the same time demonstrating alignment with the
n, Core Learning Goals or National Standard.
e of progress reporting; instead of just saying whether homework was done or class work
pecific skills and provides current and subsequent teachers with information that will allow
them to develop their instructional program as well as further individualize instruction.
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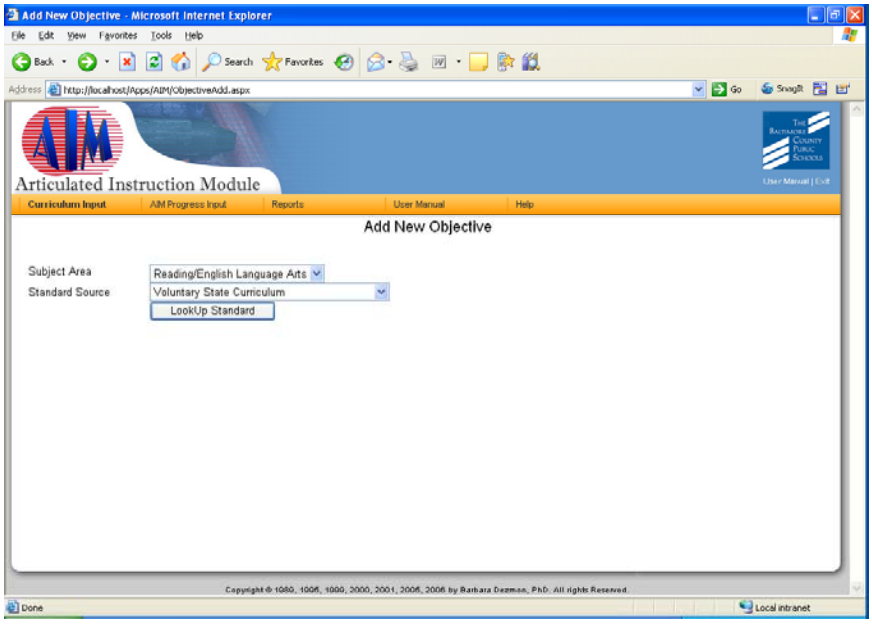
Local intranet


Add New Objective - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Search Favorites
Address http://localhost/Apps/AIM/ObjectiveAdd.aspx
Go SnagIt
Articulated Instruction Module
User Manual | Exit
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Add New Objective
Subject Area
Reading/English Language Arts
Standard Source
Voluntary State Curriculum
LookUp Standard
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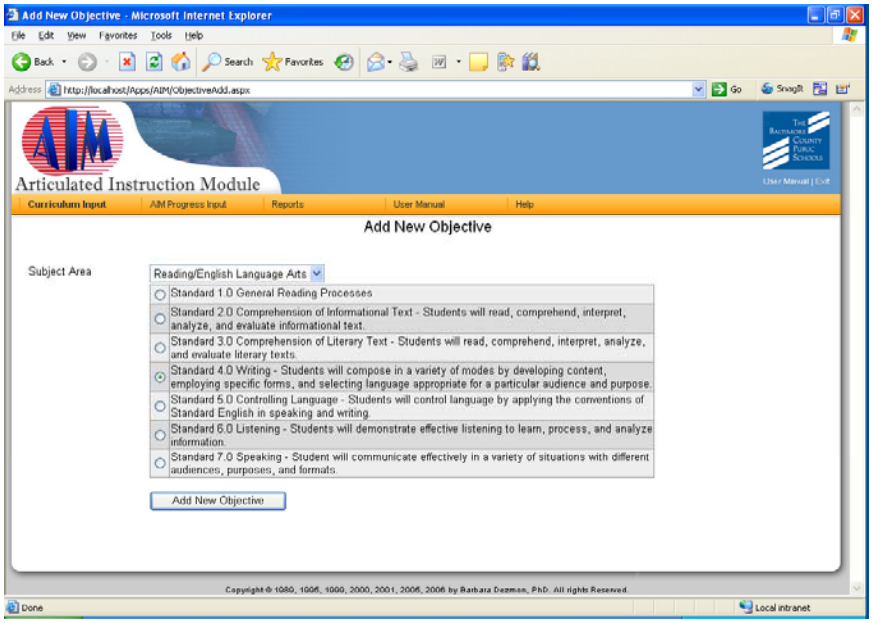
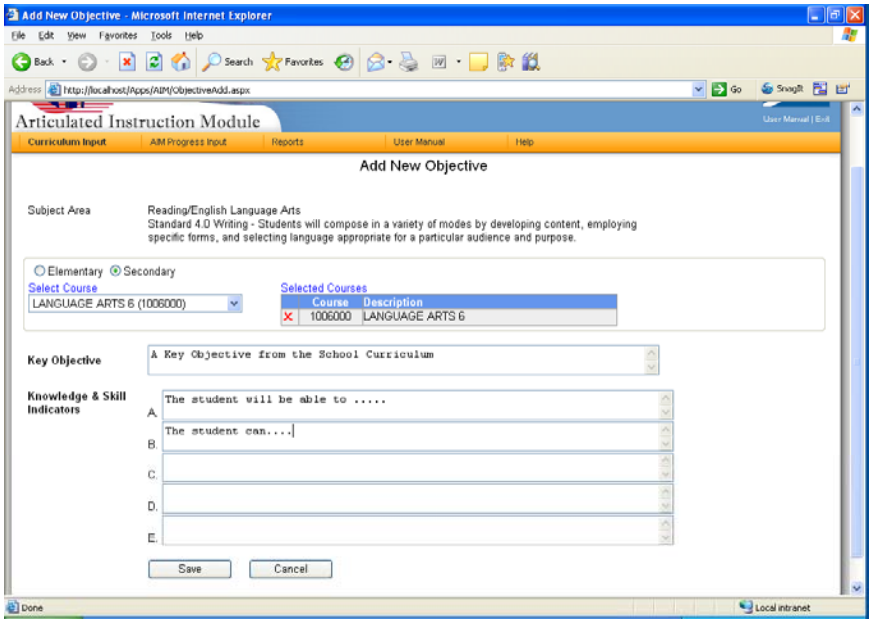
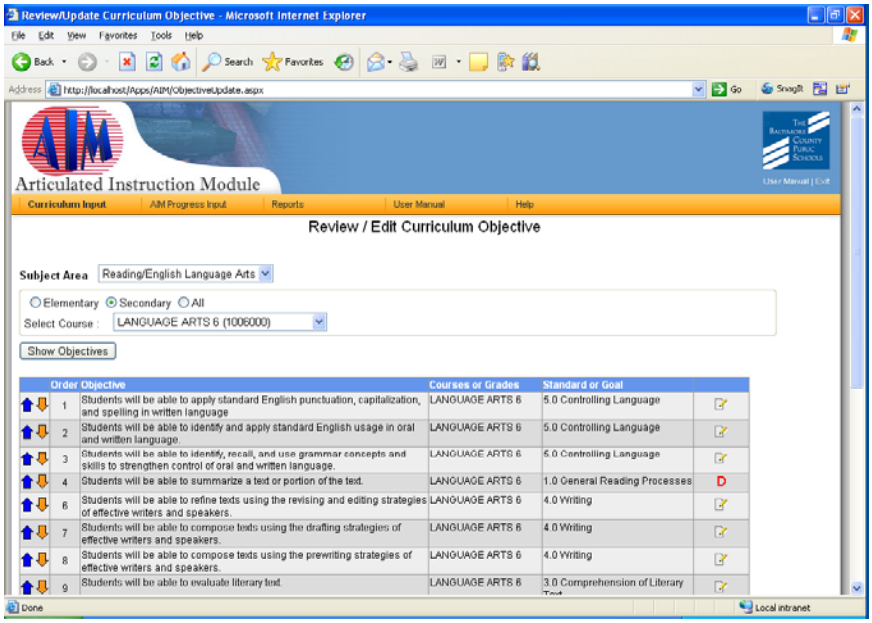
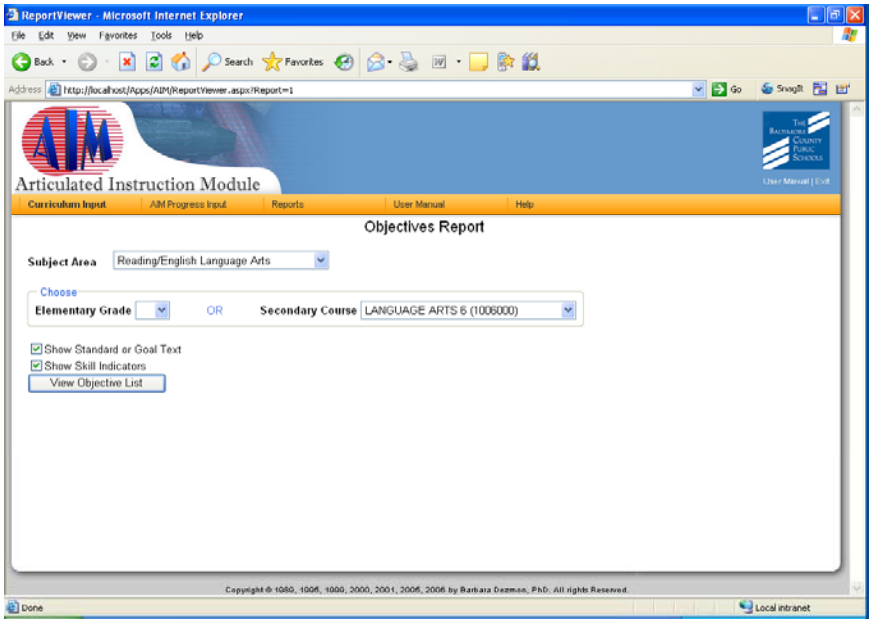
Done
Local intranet


Add New Objective - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Add New Objective
Subject Area
Reading/English Language Arts
Standard 1.0 General Reading Processes
Standard 2.0 Comprehension of Informational Text - Students will read, comprehend, interpret, analyze, and evaluate informational text.
Standard 3.0 Comprehension of Literary Text - Students will read, comprehend, interpret, analyze, and evaluate literary texts.
Standard 4.0 Writing - Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
Standard 5.0 Controlling Language - Students will control language by applying the conventions of Standard English in speaking and writing.
Standard 6.0 Listening - Students will demonstrate effective listening to learn, process, and analyze information.
Standard 7.0 Speaking - Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.
Add New Objective
Done
Local intranet


Add New Objective - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Add New Objective
Subject Area
Reading/English Language Arts
Standard 4.0 Writing - Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
Elementary
Secondary
Select Course
LANGUAGE ARTS 6 (1006000)
Selected Courses
Course
Description
1006000
LANGUAGE ARTS 6
Key Objective
A Key Objective from the School Curriculum
Knowledge & Skill Indicators
A.
The student will be able to .....
B.
The student can....
C.
D.
E.
Save
Cancel
Done
Local intranet


Review/Update Curriculum Objective - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Review / Edit Curriculum Objective
Subject Area
Reading/English Language Arts
Elementary
Secondary
All
Select Course :
LANGUAGE ARTS 6 (1006000)
Show Objectives
Order
Objective
Courses or Grades
Standard or Goal
1
Students will be able to apply standard English punctuation, capitalization, and spelling in written language
LANGUAGE ARTS 6
5.0 Controlling Language
2
Students will be able to identify and apply standard English usage in oral and written language.
LANGUAGE ARTS 6
5.0 Controlling Language
3
Students will be able to identify, recall, and use grammar concepts and skills to strengthen control of oral and written language.
LANGUAGE ARTS 6
5.0 Controlling Language
4
Students will be able to summarize a text or portion of the text.
LANGUAGE ARTS 6
1.0 General Reading Processes
6
Students will be able to refine texts using the revising and editing strategies of effective writers and speakers.
LANGUAGE ARTS 6
4.0 Writing
7
Students will be able to compose texts using the drafting strategies of effective writers and speakers.
LANGUAGE ARTS 6
4.0 Writing
8
Students will be able to compose texts using the prewriting strategies of effective writers and speakers.
LANGUAGE ARTS 6
4.0 Writing
9
Students will be able to evaluate literary text.
LANGUAGE ARTS 6
3.0 Comprehension of Literary
Done
Local intranet


ReportViewer - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Objectives Report
Subject Area
Reading/English Language Arts
Choose
Elementary Grade
OR
Secondary Course
LANGUAGE ARTS 6 (1006000)
Show Standard or Goal Text
Show Skill Indicators
View Objective List
Done
Local intranet

Articulated Instruction Module

Objective List

Subject Area : Reading/English Language Arts
Course : LANGUAGE ARTS 6 (1006000) Report Date : 04/26/2007

Standard 1.0 General Reading Processes (Source : Voluntary State Curriculum)

O-1. Students will be able to summarize a text or portion of the text.
- KSI-A Identify and explain the main idea
- KSI-B Identify and explain what is directly stated in the text.
- KSI-C Identify and explain what is not directly stated in the text.
- KSI-D Distinguish between relevant and irrelevant details.
- KSI-E Identify details that support the main idea.

Standard 2.0 Comprehension of Informational Text - Students will read, comprehend, interpret, analyze, and evaluate informational text. (Source : Voluntary State Curriculum)

O-1. Students will be able to identify and use text features to facilitate understanding of informational texts.
- KSI-A Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.
- KSI-B Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.
- KSI-C Explain how informational aids such as introductions, timelines, captions, lists, and glossed words contribute to meaning.
- KSI-D Explain how organizational aids such as titles, headings, table of contents, and glossaries contribute to meaning.
- KSI-E Explain how online features such as URLs, sidebars, drop down menus, and home pages provide additional information.

O-2. Students will be able to apply knowledge of organizational structure of informational texts.
- KSI-A Identify and analyze organizational patterns of text such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, and main idea and supporting details.
- KSI-B Identify transition or signal words or phrases that indicate the organizational pattern.
- KSI-C Explain how the organizational pattern clarifies and reinforces meaning.
- KSI-D Explain how the organizational pattern supports the author's/text's purpose.

O-3. Students will be able to determine and analyze important ideas and messages in informational texts.
- KSI-A Identify and explain the author's/text's purpose.
- KSI-B Identify and explain the author's opinion.
- KSI-C Explain relationships between and among ideas.
- KSI-D Explain how someone might use the text.
- KSI-E Connect the text to prior knowledge or experience.

O-4. Students will be able to analyze purposeful use of language.
- KSI-A Identify examples of figurative language, idioms, etc. in a text or a portion of a text.
- KSI-B Explain connotation and denotation of words in a text or portion of a text.
- KSI-C Analyze specific words or phrases that contribute to the meaning of a text.
- KSI-D Analyze specific language choices that create tone.
- KSI-E Analyze the effect of repetition of words and phrases on meaning.

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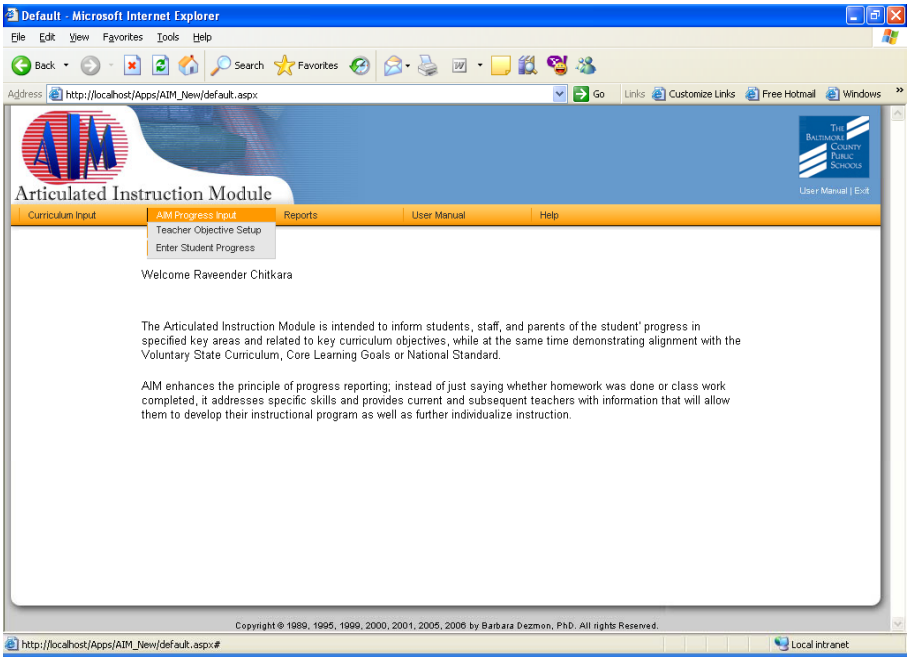
Phase 2

Progress Input/Output


Default - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Search Favorites
Address http://localhost/Apps/AIM_New/default.aspx
Go Links Customize Links Free Hotmail Windows
Articulated Instruction Module
The Baltimore County Public Schools
User Manual | Exit
Curriculum Input
AIM Progress Input
Teacher Objective Setup
Enter Student Progress
Reports
User Manual
Help
Welcome Raveender Chitkara
The Articulated Instruction Module is intended to inform students, staff, and parents of the student' progress in specified key areas and related to key curriculum objectives, while at the same time demonstrating alignment with the Voluntary State Curriculum, Core Learning Goals or National Standard.
AIM enhances the principle of progress reporting; instead of just saying whether homework was done or class work completed, it addresses specific skills and provides current and subsequent teachers with information that will allow them to develop their instructional program as well as further individualize instruction.
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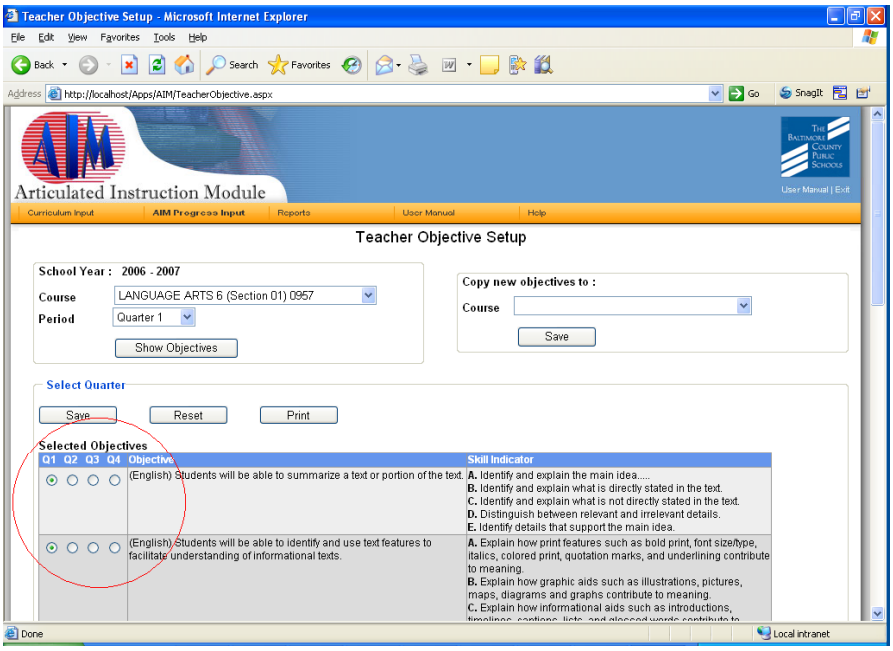
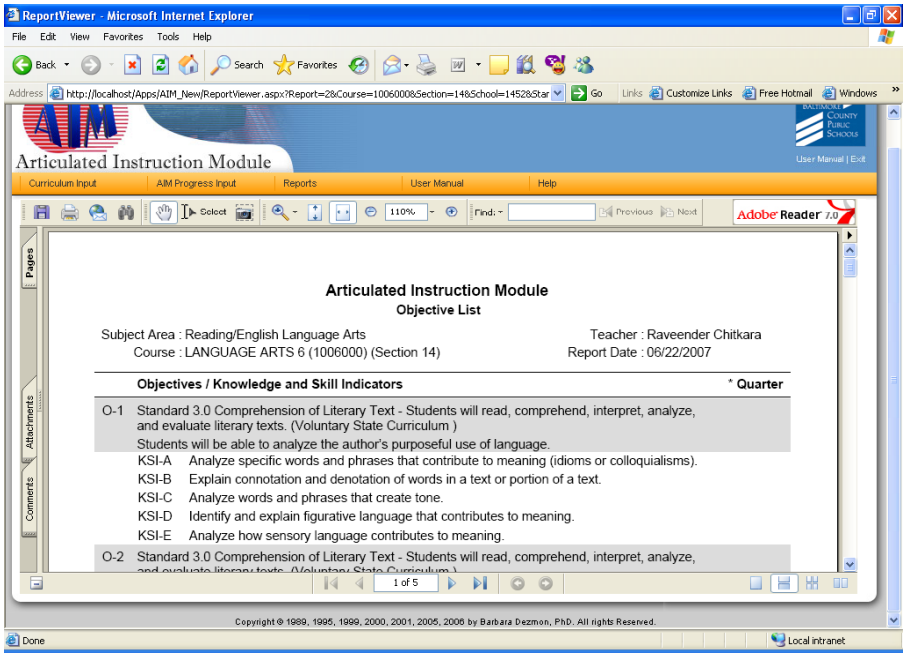
http://localhost/Apps/AIM_New/default.aspx#
Local intranet


Teacher Objective Setup - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Search Favorites
Address http://localhost/Apps/AIM/TeacherObjective.aspx
Go SnagIt
Articulated Instruction Module
The Baltimore County Public Schools
User Manual | Exit
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Teacher Objective Setup
School Year : 2006 - 2007
Course LANGUAGE ARTS 6 (Section 01) 0957
Period Quarter 1
Show Objectives
Copy new objectives to :
Course
Save
Select Quarter
Save
Reset
Print
Selected Objectives
Q1 Q2 Q3 Q4 Objective
Skill Indicator
(English) Students will be able to summarize a text or portion of the text.
A. Identify and explain the main idea....
B. Identify and explain what is directly stated in the text.
C. Identify and explain what is not directly stated in the text.
D. Distinguish between relevant and irrelevant details.
E. Identify details that support the main idea.
(English) Students will be able to identify and use text features to facilitate understanding of informational texts.
A. Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.
B. Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.
C. Explain how informational aids such as introductions,
Done
Local intranet


ReportViewer - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Articulated Instruction Module
Objective List
Subject Area : Reading/English Language Arts
Course : LANGUAGE ARTS 6 (1006000) (Section 14)
Teacher : Raveender Chitkara
Report Date : 06/22/2007
Objectives / Knowledge and Skill Indicators
* Quarter
O-1 Standard 3.0 Comprehension of Literary Text - Students will read, comprehend, interpret, analyze, and evaluate literary texts. (Voluntary State Curriculum)
Students will be able to analyze the author's purposeful use of language.
KSI-A Analyze specific words and phrases that contribute to meaning (idioms or colloquialisms).
KSI-B Explain connotation and denotation of words in a text or portion of a text.
KSI-C Analyze words and phrases that create tone.
KSI-D Identify and explain figurative language that contributes to meaning.
KSI-E Analyze how sensory language contributes to meaning.
O-2 Standard 3.0 Comprehension of Literary Text - Students will read, comprehend, interpret, analyze,
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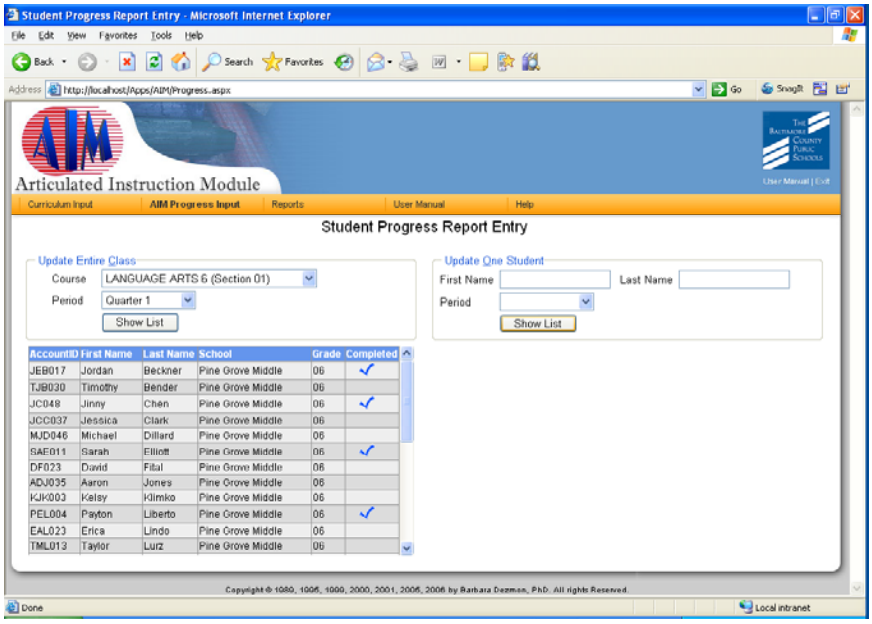
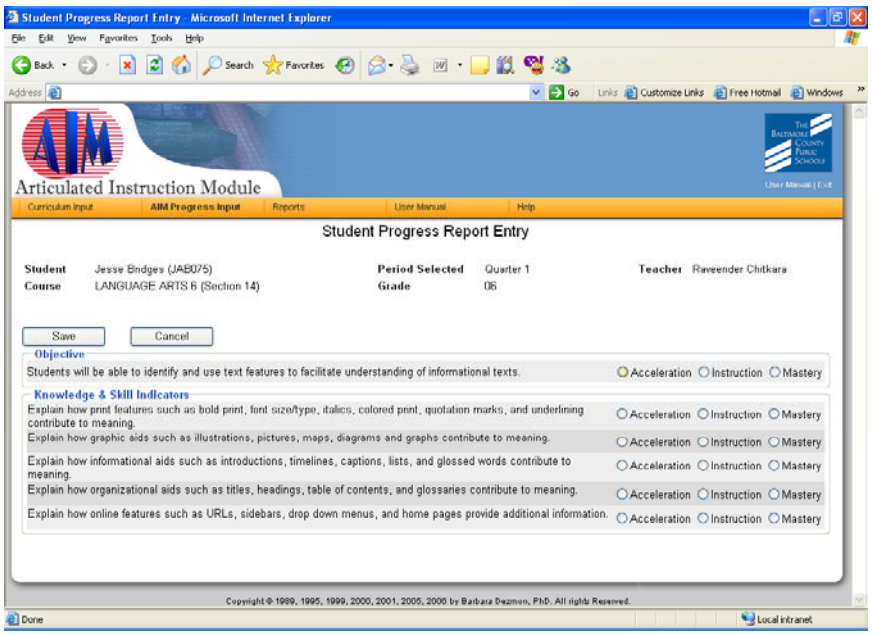
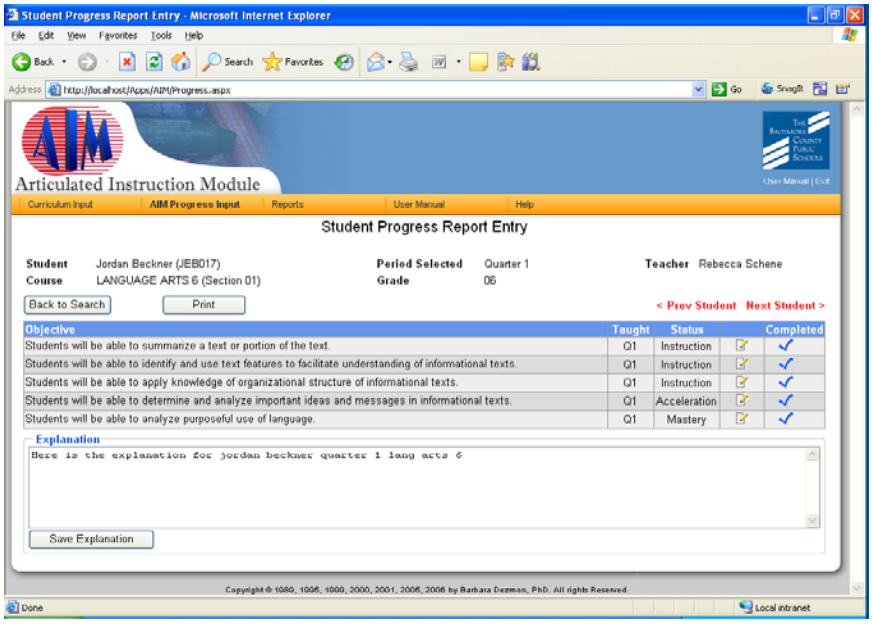
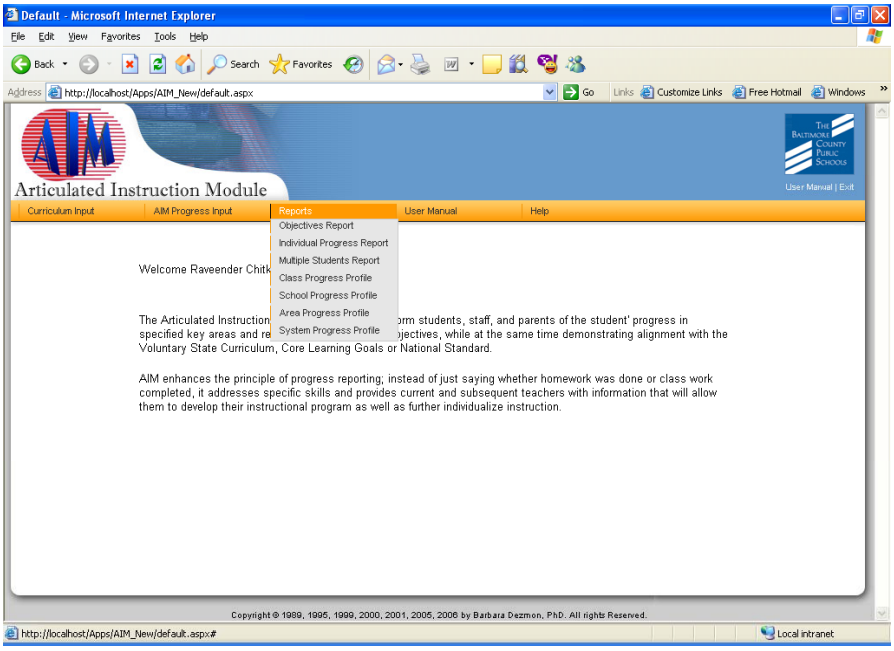
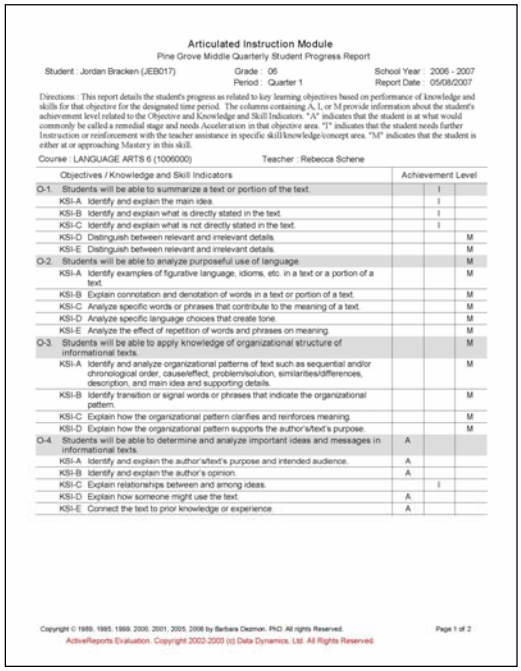

Student Progress Report Entry - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Student Progress Report Entry
Update Entire Class
Course LANGUAGE ARTS 6 (Section 01)
Period Quarter 1
Show List
Update One Student
First Name
Last Name
Period
Show List
AccountID First Name Last Name School Grade Completed
JEB017 Jordan Beckner Pine Grove Middle 06
TJB030 Timothy Bender Pine Grove Middle 06
JC048 Jinny Chen Pine Grove Middle 06
JCC037 Jessica Clark Pine Grove Middle 06
MJD046 Michael Dillard Pine Grove Middle 06
SAE011 Sarah Elliott Pine Grove Middle 06
DF023 David Fital Pine Grove Middle 06
ADJ035 Aaron Jones Pine Grove Middle 06
KJK003 Kelsy Klimko Pine Grove Middle 06
PEL004 Payton Liberto Pine Grove Middle 06
EAL023 Erica Lindo Pine Grove Middle 06
TML013 Taylor Lurz Pine Grove Middle 06


Student Progress Report Entry - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Student Progress Report Entry
Student Jesse Bridges (JAB075)
Course LANGUAGE ARTS 6 (Section 14)
Period Selected Quarter 1
Grade 06
Teacher Raveender Chitkara
Save
Cancel
Objective
Students will be able to identify and use text features to facilitate understanding of informational texts.
Acceleration Instruction Mastery
Knowledge & Skill Indicators
Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.
Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.
Explain how informational aids such as introductions, timelines, captions, lists, and glossed words contribute to meaning.
Explain how organizational aids such as titles, headings, table of contents, and glossaries contribute to meaning.
Explain how online features such as URLs, sidebars, drop down menus, and home pages provide additional information.
Done
Local intranet


Student Progress Report Entry - Microsoft Internet Explorer
Articulated Instruction Module
Curriculum Input
AIM Progress Input
Reports
User Manual
Help
Student Progress Report Entry
Student Jordan Beckner (JEB017)
Course LANGUAGE ARTS 6 (Section 01)
Period Selected Quarter 1
Grade 06
Teacher Rebecca Schene
Back to Search
Print
< Prev Student Next Student >
Objective
Taught
Status
Completed
Students will be able to summarize a text or portion of the text. Q1 Instruction
Students will be able to identify and use text features to facilitate understanding of informational texts. Q1 Instruction
Students will be able to apply knowledge of organizational structure of informational texts. Q1 Instruction
Students will be able to determine and analyze important ideas and messages in informational texts. Q1 Acceleration
Students will be able to analyze purposeful use of language. Q1 Mastery
Explanation
Here is the explanation for jordan beckner quarter 1 lang arts 6
Save Explanation
Done
Local intranet





Articulated Instruction Module

Pine Grove Middle Quarterly Student Progress Report

Student : Jordan Bracken (JEB017) Grade : 06 School Year : 2006 - 2007
Period : Quarter 1 Report Date : 05/08/2007

Directions : This report details the student's progress as related to key learning objectives based on performance of knowledge and skills for that objective for the designated time period. The columns containing A, I, or M provide information about the student's achievement level related to the Objective and Knowledge and Skill Indicators. "A" indicates that the student is at what would commonly be called a remedial stage and needs Acceleration in that objective area. "I" indicates that the student needs further Instruction or reinforcement with the teacher assistance in specific skill/knowledge/concept area. "M" indicates that the student is either at or approaching Mastery in this skill.

Course : LANGUAGE ARTS 6 (1006000) Teacher : Rebecca Schene

	Objectives / Knowledge and Skill Indicators	Achievement Level		
O-1.	Students will be able to summarize a text or portion of the text.		I	
KSI-A	Identify and explain the main idea.		I	
KSI-B	Identify and explain what is directly stated in the text.		I	
KSI-C	Identify and explain what is not directly stated in the text.		I	
KSI-D	Distinguish between relevant and irrelevant details.			M
KSI-E	Distinguish between relevant and irrelevant details.			M
O-2.	Students will be able to analyze purposeful use of language.			M
KSI-A	Identify examples of figurative language, idioms, etc. in a text or a portion of a text.			M
KSI-B	Explain connotation and denotation of words in a text or portion of a text.			M
KSI-C	Analyze specific words or phrases that contribute to the meaning of a text.			M
KSI-D	Analyze specific language choices that create tone.			M
KSI-E	Analyze the effect of repetition of words and phrases on meaning.			M
O-3.	Students will be able to apply knowledge of organizational structure of informational texts.			M
KSI-A	Identify and analyze organizational patterns of text such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, and main idea and supporting details.			M
KSI-B	Identify transition or signal words or phrases that indicate the organizational pattern.			M
KSI-C	Explain how the organizational pattern clarifies and reinforces meaning.			M
KSI-D	Explain how the organizational pattern supports the author's/text's purpose.			M
O-4.	Students will be able to determine and analyze important ideas and messages in informational texts.	A		
KSI-A	Identify and explain the author's/text's purpose and intended audience.	A		
KSI-B	Identify and explain the author's opinion.	A		
KSI-C	Explain relationships between and among ideas.		I	
KSI-D	Explain how someone might use the text.	A		
KSI-E	Connect the text to prior knowledge or experience.	A		

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Articulated Instruction Module
Cumulative Progress report (one subject)

Student : Payton Liberty (PEL004) — School Year : 2006 - 2007
Grade : 06 — Report Date : 04/19/2007
Course : LANGUAGE ARTS 6 — Teacher : Rebecca Schene

	Objectives / Knowledge and Skill Indicators	Q1	Q2	Q3	Q4	Final
O-1.	Students will be able to summarize a text or portion of the text.	I	M			M
KSI-A	Identify and explain the main idea	I	M			M
KSI-B	Identify and explain what is directly stated in the text.	I	M			M
KSI-C	Identify and explain what is not directly stated in the text.	A	M			M
KSI-D	Distinguish between relevant and irrelevant details.	I	M			M
KSI-E	Identify details that support the main idea.	I	M			M
O-2.	Students will be able to identify and use text features to facilitate understanding of informational texts.	I	M			M
KSI-A	Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.	M	M			M
KSI-B	Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.	M	M			M
KSI-C	Explain how informational aids such as introductions, timelines, captions, lists, and glossed words contribute to meaning.	I	M			M
KSI-D	Explain how organizational aids such as titles, headings, table of contents, and glossaries contribute to meaning.	I	M			M
KSI-E	Explain how online features such as URLs, sidebars, drop down menus, and home pages provide additional information.	I	M			M
O-3.	Students will be able to apply knowledge of organizational structure of informational texts.	M				M
KSI-A	Identify and analyze organizational patterns of text such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, and main idea and supporting details.	M				M
KSI-B	Identify transition or signal words or phrases that indicate the organizational pattern.	M				M
KSI-C	Explain how the organizational pattern clarifies and reinforces meaning.	M				M
KSI-D	Explain how the organizational pattern supports the author's/text's purpose.	M				M
O-4.	Students will be able to determine and analyze important ideas and messages in informational texts.	A	I	M		M
KSI-A	Identify and explain the author's/text's purpose.	I	M	M		M
KSI-B	Identify and explain the author's opinion.	A	M	M		M
KSI-C	Explain relationships between and among ideas.	A	I	M		M
KSI-D	Explain how someone might use the text.	I	I	M		M
KSI-E	Connect the text to prior knowledge or experience.	A	I	M		M

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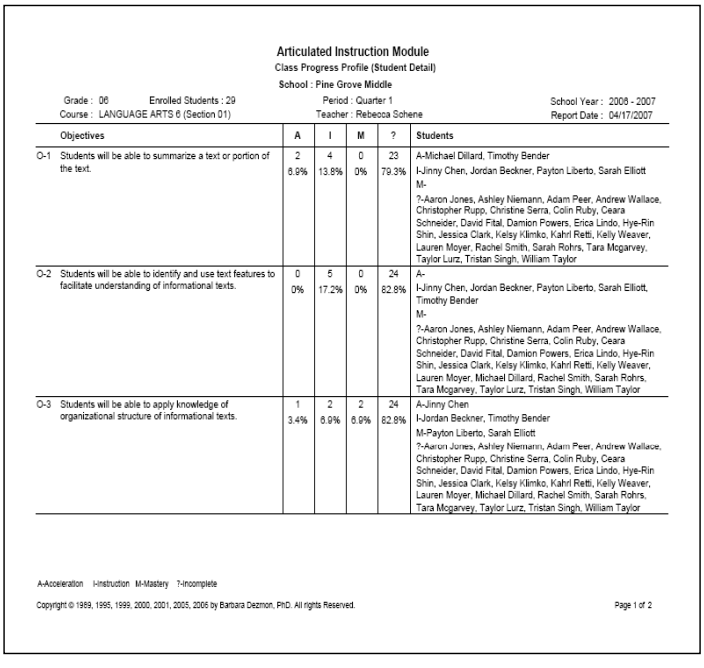
Class Progress Profile Report

- **Shows number and percentage of students at A, I, or M for every objective.**
- **Shows the amount of progress reports that have yet to be completed.**



Articulated Instruction Module
Class Progress Profile (Student Detail)
School : Pine Grove Middle

Grade : 06 — Enrolled Students : 29 — Period : Quarter 1 — School Year : 2006 - 2007
Course : LANGUAGE ARTS 6 (Section 01) — Teacher : Rebecca Schene — Report Date : 04/17/2007

	Objectives	A	I	M	?	Students
O-1	Students will be able to summarize a text or portion of the text.	2 6.9%	4 13.8%	0 0%	23 79.3%	A-Michael Dillard, Timothy Bender I-Jinny Chen, Jordan Beckner, Payton Liberto, Sarah Elliott M- ?-Aaron Jones, Ashley Niemann, Adam Peer, Andrew Wallace, Christopher Rupp, Christine Serra, Colin Ruby, Ceara Schneider, David Fital, Damion Powers, Erica Lindo, Hye-Rin Shin, Jessica Clark, Kelsy Klimko, Kahrl Retti, Kelly Weaver, Lauren Moyer, Rachel Smith, Sarah Rohrs, Tara Mcgarvey, Taylor Lurz, Tristan Singh, William Taylor
O-2	Students will be able to identify and use text features to facilitate understanding of informational texts.	0 0%	5 17.2%	0 0%	24 82.8%	A- I-Jinny Chen, Jordan Beckner, Payton Liberto, Sarah Elliott, Timothy Bender M- ?-Aaron Jones, Ashley Niemann, Adam Peer, Andrew Wallace, Christopher Rupp, Christine Serra, Colin Ruby, Ceara Schneider, David Fital, Damion Powers, Erica Lindo, Hye-Rin Shin, Jessica Clark, Kelsy Klimko, Kahrl Retti, Kelly Weaver, Lauren Moyer, Michael Dillard, Rachel Smith, Sarah Rohrs, Tara Mcgarvey, Taylor Lurz, Tristan Singh, William Taylor
O-3	Students will be able to apply knowledge of organizational structure of informational texts.	1 3.4%	2 6.9%	2 6.9%	24 82.8%	A-Jinny Chen I-Jordan Beckner, Timothy Bender M-Payton Liberto, Sarah Elliott ?-Aaron Jones, Ashley Niemann, Adam Peer, Andrew Wallace, Christopher Rupp, Christine Serra, Colin Ruby, Ceara Schneider, David Fital, Damion Powers, Erica Lindo, Hye-Rin Shin, Jessica Clark, Kelsy Klimko, Kahrl Retti, Kelly Weaver, Lauren Moyer, Michael Dillard, Rachel Smith, Sarah Rohrs, Tara Mcgarvey, Taylor Lurz, Tristan Singh, William Taylor

A-Acceleration I-Instruction M-Mastery ?-Incomplete

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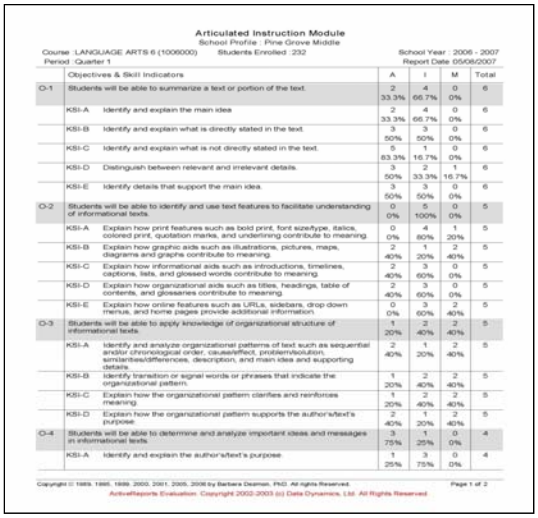
School Profile Report

"What objectives are students having trouble with in Language Arts 6 at my school? Where are students meeting success?"



Articulated Instruction Module
School Profile : Pine Grove Middle

Course :LANGUAGE ARTS 6 (1006000) Students Enrolled :232 School Year : 2006 - 2007
Period :Quarter 1 Report Date :05/08/2007

	Objectives & Skill Indicators	A	I	M	Total
O-1	Students will be able to summarize a text or portion of the text.	2 33.3%	4 66.7%	0 0%	6
	KSI-A Identify and explain the main idea	2 33.3%	4 66.7%	0 0%	6
	KSI-B Identify and explain what is directly stated in the text.	3 50%	3 50%	0 0%	6
	KSI-C Identify and explain what is not directly stated in the text.	5 83.3%	1 16.7%	0 0%	6
	KSI-D Distinguish between relevant and irrelevant details.	3 50%	2 33.3%	1 16.7%	6
	KSI-E Identify details that support the main idea.	3 50%	3 50%	0 0%	6
O-2	Students will be able to identify and use text features to facilitate understanding of informational texts.	0 0%	5 100%	0 0%	5
	KSI-A Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.	0 0%	4 80%	1 20%	5
	KSI-B Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.	2 40%	1 20%	2 40%	5
	KSI-C Explain how informational aids such as introductions, timelines, captions, lists, and glossed words contribute to meaning.	2 40%	3 60%	0 0%	5
	KSI-D Explain how organizational aids such as titles, headings, table of contents, and glossaries contribute to meaning.	2 40%	3 60%	0 0%	5
	KSI-E Explain how online features such as URLs, sidebars, drop down menus, and home pages provide additional information.	0 0%	3 60%	2 40%	5
O-3	Students will be able to apply knowledge of organizational structure of informational texts.	1 20%	2 40%	2 40%	5
	KSI-A Identify and analyze organizational patterns of text such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, and main idea and supporting details.	2 40%	1 20%	2 40%	5
	KSI-B Identify transition or signal words or phrases that indicate the organizational pattern.	1 20%	2 40%	2 40%	5
	KSI-C Explain how the organizational pattern clarifies and reinforces meaning.	1 20%	2 40%	2 40%	5
	KSI-D Explain how the organizational pattern supports the author's/text's purpose.	2 40%	1 20%	2 40%	5
O-4	Students will be able to determine and analyze important ideas and messages in informational texts.	3 75%	1 25%	0 0%	4
	KSI-A Identify and explain the author's/text's purpose.	1 25%	3 75%	0 0%	4

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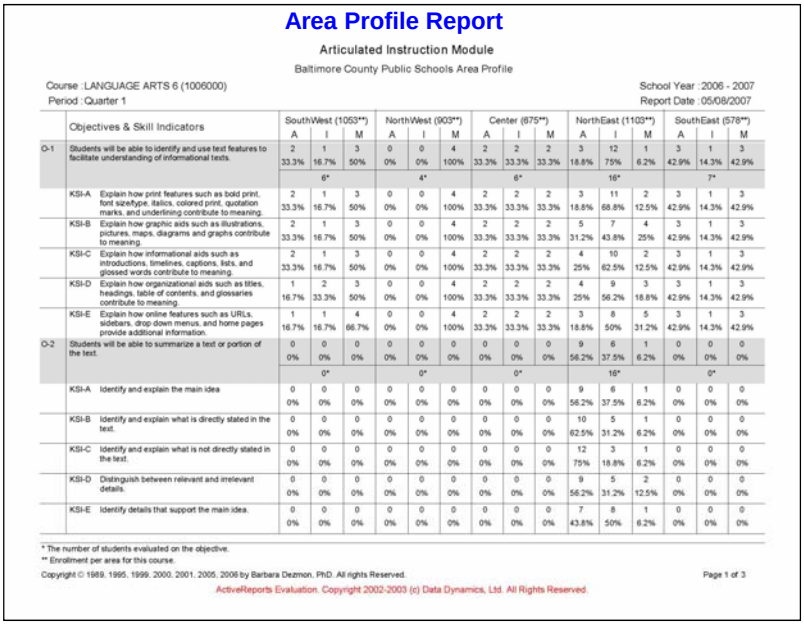
Area Profile Report



Articulated Instruction Module
Baltimore County Public Schools Area Profile

Course :LANGUAGE ARTS 6 (1006000) School Year :2006 - 2007
Period :Quarter 1 Report Date :05/08/2007

	Objectives & Skill Indicators	SouthWest (1053**) A	SouthWest (1053**) I	SouthWest (1053**) M	NorthWest (903**) A	NorthWest (903**) I	NorthWest (903**) M	Center (875**) A	Center (875**) I	Center (875**) M	NorthEast (1109**) A	NorthEast (1109**) I	NorthEast (1109**) M	SouthEast (578**) A	SouthEast (578**) I	SouthEast (578**) M
O-1	Students will be able to identify and use text features to facilitate understanding of informational texts.	2 33.3%	1 16.7%	3 50%	0 0%	0 0%	4 100%	2 33.3%	2 33.3%	2 33.3%	3 18.8%	12 75%	1 6.2%	3 42.9%	1 14.3%	3 42.9%
			6*			4*			6*			16*			7*	
	KSI-A Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.	2 33.3%	1 16.7%	3 50%	0 0%	0 0%	4 100%	2 33.3%	2 33.3%	2 33.3%	3 18.8%	11 68.8%	2 12.5%	3 42.9%	1 14.3%	3 42.9%
	KSI-B Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.	2 33.3%	1 16.7%	3 50%	0 0%	0 0%	4 100%	2 33.3%	2 33.3%	2 33.3%	5 31.2%	7 43.8%	4 25%	3 42.9%	1 14.3%	3 42.9%
	KSI-C Explain how informational aids such as introductions, timelines, captions, lists, and glossed words contribute to meaning.	2 33.3%	1 16.7%	3 50%	0 0%	0 0%	4 100%	2 33.3%	2 33.3%	2 33.3%	4 25%	10 62.5%	2 12.5%	3 42.9%	1 14.3%	3 42.9%
	KSI-D Explain how organizational aids such as titles, headings, table of contents, and glossaries contribute to meaning.	1 16.7%	2 33.3%	3 50%	0 0%	0 0%	4 100%	2 33.3%	2 33.3%	2 33.3%	4 25%	9 56.2%	3 18.8%	3 42.9%	1 14.3%	3 42.9%
	KSI-E Explain how online features such as URLs, sidebars, drop down menus, and home pages provide additional information.	1 16.7%	1 16.7%	4 66.7%	0 0%	0 0%	4 100%	2 33.3%	2 33.3%	2 33.3%	3 18.8%	8 50%	5 31.2%	3 42.9%	1 14.3%	3 42.9%
O-2	Students will be able to summarize a text or portion of the text.	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	9 56.2%	6 37.5%	1 6.2%	0 0%	0 0%	0 0%
			0*			0*			0*			16*			0*	
	KSI-A Identify and explain the main idea	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	9 56.2%	6 37.5%	1 6.2%	0 0%	0 0%	0 0%
	KSI-B Identify and explain what is directly stated in the text.	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	10 62.5%	5 31.2%	1 6.2%	0 0%	0 0%	0 0%
	KSI-C Identify and explain what is not directly stated in the text.	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	12 75%	3 18.8%	1 6.2%	0 0%	0 0%	0 0%
	KSI-D Distinguish between relevant and irrelevant details.	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	9 56.2%	5 31.2%	2 12.5%	0 0%	0 0%	0 0%
	KSI-E Identify details that support the main idea.	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	7 43.8%	8 50%	1 6.2%	0 0%	0 0%	0 0%

* The number of students evaluated on the objective.
** Enrollment per area for this course.

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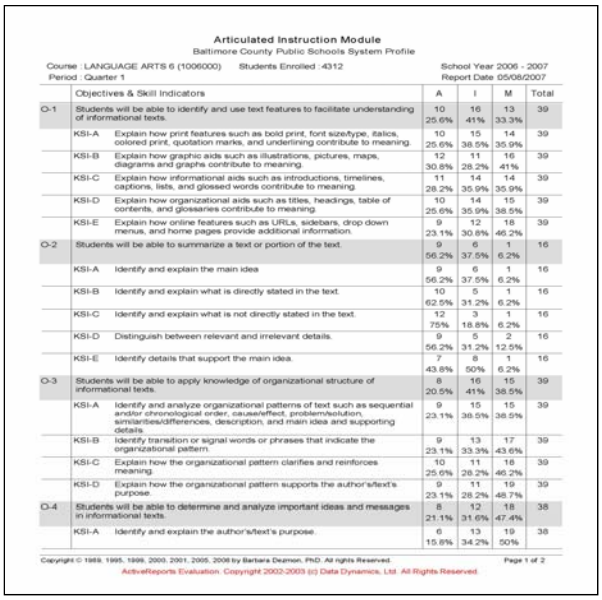
School System Profile Report



Articulated Instruction Module
Baltimore County Public Schools System Profile

Course : LANGUAGE ARTS 6 (1006000) Students Enrolled : 4312
Period : Quarter 1

School Year 2006 - 2007
Report Date 05/08/2007

	Objectives & Skill Indicators		A	I	M	Total
O-1	Students will be able to identify and use text features to facilitate understanding of informational texts.		10 25.6%	16 41%	13 33.3%	39
	KSI-A	Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.	10 25.6%	15 38.5%	14 35.9%	39
	KSI-B	Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.	12 30.8%	11 28.2%	16 41%	39
	KSI-C	Explain how informational aids such as introductions, timelines, captions, lists, and glossed words contribute to meaning.	11 28.2%	14 35.9%	14 35.9%	39
	KSI-D	Explain how organizational aids such as titles, headings, table of contents, and glossaries contribute to meaning.	10 25.6%	14 35.9%	15 38.5%	39
	KSI-E	Explain how online features such as URLs, sidebars, drop down menus, and home pages provide additional information.	9 23.1%	12 30.8%	18 46.2%	39
O-2	Students will be able to summarize a text or portion of the text.		9 56.2%	6 37.5%	1 6.2%	16
	KSI-A	Identify and explain the main idea	9 56.2%	6 37.5%	1 6.2%	16
	KSI-B	Identify and explain what is directly stated in the text.	10 62.5%	5 31.2%	1 6.2%	16
	KSI-C	Identify and explain what is not directly stated in the text.	12 75%	3 18.8%	1 6.2%	16
	KSI-D	Distinguish between relevant and irrelevant details.	9 56.2%	5 31.2%	2 12.5%	16
	KSI-E	Identify details that support the main idea.	7 43.8%	8 50%	1 6.2%	16
O-3	Students will be able to apply knowledge of organizational structure of informational texts.		8 20.5%	16 41%	15 38.5%	39
	KSI-A	Identify and analyze organizational patterns of text such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, and main idea and supporting details.	9 23.1%	15 38.5%	15 38.5%	39
	KSI-B	Identify transition or signal words or phrases that indicate the organizational pattern.	9 23.1%	13 33.3%	17 43.6%	39
	KSI-C	Explain how the organizational pattern clarifies and reinforces meaning.	10 25.6%	11 28.2%	18 46.2%	39
	KSI-D	Explain how the organizational pattern supports the author's/text's purpose.	9 23.1%	11 28.2%	19 48.7%	39
O-4	Students will be able to determine and analyze important ideas and messages in informational texts.		8 21.1%	12 31.6%	18 47.4%	38
	KSI-A	Identify and explain the author's/text's purpose.	6 15.8%	13 34.2%	19 50%	38

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Articulated Instruction Module

Parkville Middle Quarterly Student Progress Report

Student : Tevin Bocker (TOB001) Grade : 06 School Year : 2006 - 2007

Period : Quarter 1 Report Date : 08/06/2007

Directions : This report details the student's progress as related to key learning objectives based on performance of knowledge and skills for that objective for the designated time period. The columns containing A, I, or M provide information about the student's achievement level related to the Objective and Knowledge and Skill Indicators. "A" indicates that the student is at what would commonly be called a remedial stage and needs Acceleration in that objective area. "I" indicates that the student needs further Instruction or reinforcement with the teacher assistance in specific skill/knowledge/concept area. "M" indicates that the student is either at or approaching Mastery in this skill.

Course : LANGUAGE ARTS 6 (1006000) Teacher of Record : Raveender Chitkara

Objectives / Knowledge and Skill Indicators		Achievement Level		
O-1.	Students will be able to summarize a text or portion of the text.	A		
KSI-A	Identify and explain the main idea.	A		
KSI-B	Identify and explain what is directly stated in the text.		I	
KSI-C	Identify and explain what is not directly stated in the text.	A		
KSI-D	Distinguish between relevant and irrelevant details.	A		
KSI-E	Identify details that support the main idea.		I	
O-2.	Students will be able to identify and use text features to facilitate understanding of informational texts.		I	
KSI-A	Explain how print features such as bold print, font size/type, italics, colored print, quotation marks, and underlining contribute to meaning.		I	
KSI-B	Explain how graphic aids such as illustrations, pictures, maps, diagrams and graphs contribute to meaning.		I	
KSI-C	Explain how informational aids such as introductions, timelines, captions, lists, and glossed words contribute to meaning.			M
KSI-D	Explain how organizational aids such as titles, headings, table of contents, and glossaries contribute to meaning.			M
KSI-E	Explain how online features such as URLs, sidebars, drop down menus, and home pages provide additional information.		I	
O-3.	Students will be able to apply knowledge of organizational structure of informational texts.	A		
KSI-A	Identify and analyze organizational patterns of text such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, and main idea and supporting details.	A		
KSI-B	Identify transition or signal words or phrases that indicate the organizational pattern.		I	
KSI-C	Explain how the organizational pattern clarifies and reinforces meaning.	A		
KSI-D	Explain how the organizational pattern supports the author's/text's purpose.	A		
O-4.	Students will be able to determine and analyze important ideas and messages in informational texts.			M
KSI-A	Identify and explain the author's/text's purpose.			M
KSI-B	Identify and explain the author's opinion.			M
KSI-C	Explain relationships between and among ideas.			M
KSI-D	Explain how someone might use the text.			M
KSI-E	Connect the text to prior knowledge or experience.			M

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Articulated Instruction Module

Parkville Middle Quarterly Student Progress Report

Student : Tevin Bocker (TOB001) | Grade : 06 | School Year : 2006 - 2007

Period : Quarter 1 | Report Date : 08/06/2007

Course : LANGUAGE ARTS 6 (1006000) | Teacher of Record : Raveender Chitkara

Objectives / Knowledge and Skill Indicators			Achievement Level		
O-5.	Students will be able to analyze purposeful use of language.			I	
	KSI-A	Identify examples of figurative language, idioms, etc. in a text or a portion of a text.			M
	KSI-B	Explain connotation and denotation of words in a text or portion of a text.		I	
	KSI-C	Analyze specific words or phrases that contribute to the meaning of a text.			M
	KSI-D	Analyze specific language choices that create tone.		I	
	KSI-E	Analyze the effect of repetition of words and phrases on meaning.		I	

Previous Years Objectives	Taught	Status
The next bcps curriculum objective....	2005 - 2006 Grade 05	Instruction

EXPLANATION :

Q1 TOB001 Quarter 1 explanation.

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