

RISE

RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

Surveys of Enacted Curriculum

Approach and methods

Data generation process – Coding & Rating

May 2022



Instructional resources

Primary Seven Curriculum

Set One: English, Integrated Science, Local Language, Mathematics, Religious Education (Christian Religious Education & Islamic Religious Education) and Social Studies.

MK

Approved by MOES

PRIMARY MATHEMATICS

Pupil's Book

7



ABRIDGED CURRICULUM

For PRIMARY SCHOOLS

Teacher's Orientation Manual 2022

Surveys of Enacted Curriculum (SEC)

- Tools for academic content analysis, alignment analysis, and teacher support (Blank, Porter, & Smithson, 2001; Smithson, 2013)
- Systematic analysis, quantification of academic content embedded in curriculum resources.
- Map academic content on three dimensional displays that reveal relative emphases across different curricula content areas.
- Describe coverage, sequence and pace of curricula and diagnose sources of misalignment within and between curricula components.
- Produce a set of indicators to guide policy on educational curriculum development, review and reform.
- Facilitate teacher reflection, professional development and review of classroom instructional content and practices.

About the SEC methods

- Quantitative analyses with qualitative interpretations
- Descriptive and diagnostic
- Cognitively engaging
- High visual impact
- Encourage expert/teacher reflection
- Valid and reliable
- Predictive of learner achievement

Taxonomy as a comprehensive coding/classification document that systematically lists/categorizes all relevant subject-specific educational content (to be covered during a learning cycle) under topics and subtopics intended to facilitate the teaching and learning process.

Coding system

100	Phonemic awareness
101	Phoneme isolation (e.g., the distinct sounds /c/, /a/, and /t/)
102	Phoneme blending (e.g., c/a/t = cat)
103	Phoneme segmentation
104	Onset-rime
105	Sound patterns
106	Rhyme recognition
107	Phoneme deletion, substitution, and addition
108	Identify Syllables
190	Other
200	Phonics
201	Alphabetic principle (includes alphabet recognition and order)
202	Consonants
203	Consonant blends
204	Consonant digraphs (e.g., ch, sh, th, etc.)
205	Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.)
206	R-controlled vowels (e.g., farm, torn, turn, etc.)
207	Patterns within words
208	Vowel letters (a, e, i, o, u, y)
209	Vowel phonemes (15 sounds)
210	Sound and symbol relationships
211	Blending sounds
290	Other
300	Vocabulary
301	Compound words and contractions
302	Inflectional forms (e.g., -s, -ed, -ing)
303	Suffixes, prefixes, and root words
304	Word definitions (including new vocabulary)
305	Word origins
306	Synonyms, antonyms, homonyms
307	Word or phrase meaning from context
308	Denotation and connotation
309	Analogies

500	Fluency
501	Prosody (e.g., phrasing, intonation, and inflection)
502	Automaticity of words and phrases (e.g. sight and decodable words)
503	Speed and pace
504	Accuracy
505	Independent reading (e.g. repeated/silent reading for fluency)
590	Other
600	Comprehension
601	Word meaning from context
602	Phrase
603	Sentence
604	Paragraph
605	Main idea(s), key concepts, and sequence(s) of events
606	Descriptive elements (e.g., detail, color, condition)
607	Narrative elements (e.g., events, characters, setting, and plot)
608	Persuasive elements (e.g. propaganda, advertisement, and emotional appeal)
609	Expository or informational elements (e.g., explanation, lists, and organizational patterns such as description, cause-effect, and compare-contrast)
610	Technical elements (e.g., bullets, instruction, form, Side bars, etc.)
611	Electronic elements (e.g., hypertext links, animations)
612	Strategies (e.g., activating prior knowledge, questioning; making connections, predictions; inference, imagery, summarization, re-telling)
613	Self-correction strategies (e.g., monitoring, cueing systems, and fix-up)
614	Metacognitive processes (e.g., reflecting about one's thinking)
615	Interpreting maps, graphs, charts

Coding system

100	Nbr. sense /Properties/ Relationships
101	Place value
102	Whole numbers and Integers
103	Operations
104	Fractions
105	Decimals
106	Percents
107	Ratio and proportion
108	Patterns
109	Real and/or Rational numbers
110	Exponents and scientific notation
111	Factors, multiples, and divisibility
112	Odd/even/prime/composite/square numbers
113	Estimation
114	Number Comparisons (order, magnitude, relative size, inverse, opposites, equivalent forms, scale or number line)
115	Order of operations
116	
117	Relationships between operations
118	Number Theory (e.g. base-ten and non-base-ten systems)
119	Mathematical properties (e.g., distributive property)
190	Other
200	Operations
201	Add/subtract whole numbers and integers
202	Multiply whole numbers and integers
203	Divide whole numbers and integers
204	Combinations of operations on whole numbers or integers
205	Equivalent and non-equivalent fractions
206	Add/subtract fractions
207	Multiply fractions
208	Divide fractions
209	Combinations of operations on fractions

300	Measurement
301	Use of measuring instruments
302	Theory (arbitrary, standard units and unit size)
303	Conversions
304	Metric (SI) system
305	Length and perimeter
306	Area and volume
307	Surface Area
308	Direction, Location
309	Angles
310	Circles (e.g., pi, radius, area)
311	Mass (weight)
312	Time and temperature
313	Money
314	Derived measures (e.g., rate and speed)
315	Calendar
316	Accuracy and precision
317	Capacity
318	Distance
390	Other
400	Consumer Applications
401	Simple interest
403	Rates (e.g., discount and commission)
490	Other
500	Basic Algebra
501	Absolute value
502	Use of variables
503	Evaluation of formulas, expressions, and equations
504	One-step equations
505	Coordinate Planes
506	Patterns
507	Multi-step equations
508	Inequalities
509	Linear and non-linear relations
510	Rate of change/slope/line

Subject-specific group activity: Develop a taxonomy

Group task:

- a) Working within your subject team and focusing on three content areas (topics) of your choice, develop a comprehensive primary-level content coding or classification system.
- b) Give examples of specific learning objectives or competencies to be developed under each of the chosen content areas.

Rating system: Performance expectations

- What learners should be able to do.
- Teachers' expectations of their learners' performance.
- The expectations teachers have for their learners with the content.
- The type & level of thinking & doing intended by the teacher for the learner to sufficiently engage with the task as a result of instruction.

Level of cognitive demand	Illustrative definition
Memorize/Recall	Recognize, identify, or recall facts, definitions, or formulas
Explain/Perform Procedures	Perform procedures, solve routine problems, do computations, make observations, take measurements
Generate/Demonstrate understanding	Communicate ideas, explain findings from analysis, explain reasoning
Analyze/Conjecture	Make and investigate conjectures, infer and predict
Evaluate/Apply to non-routine problems	Apply and adapt strategies, solve novel problems, make connections

Rating system: Performance expectations

	Math	Science	English Language	Social Studies
B	Memorize Facts, Definitions, Formulas	Memorize Facts, Definitions, Formulas	Memorize, Recall	Memorize, Recall
C	Perform Procedures	Conduct Investigations, Perform Procedures	Perform Procedures, Explain	Process Information, Investigate
D	Demonstrate Understanding of Mathematical Ideas	Communicate Understanding of Science Concepts	Generate, Create, Demonstrate	Demonstrate Understanding, Apply
E	Conjecture, Analyze, Prove	Analyze Information	Analyze, Investigate	Analyze, Hypothesize
F	Solve Non-routine problems, Make Connections	Apply Concepts, Make Connections	Evaluate, Integrate	Synthesize, Evaluate, Make Connections

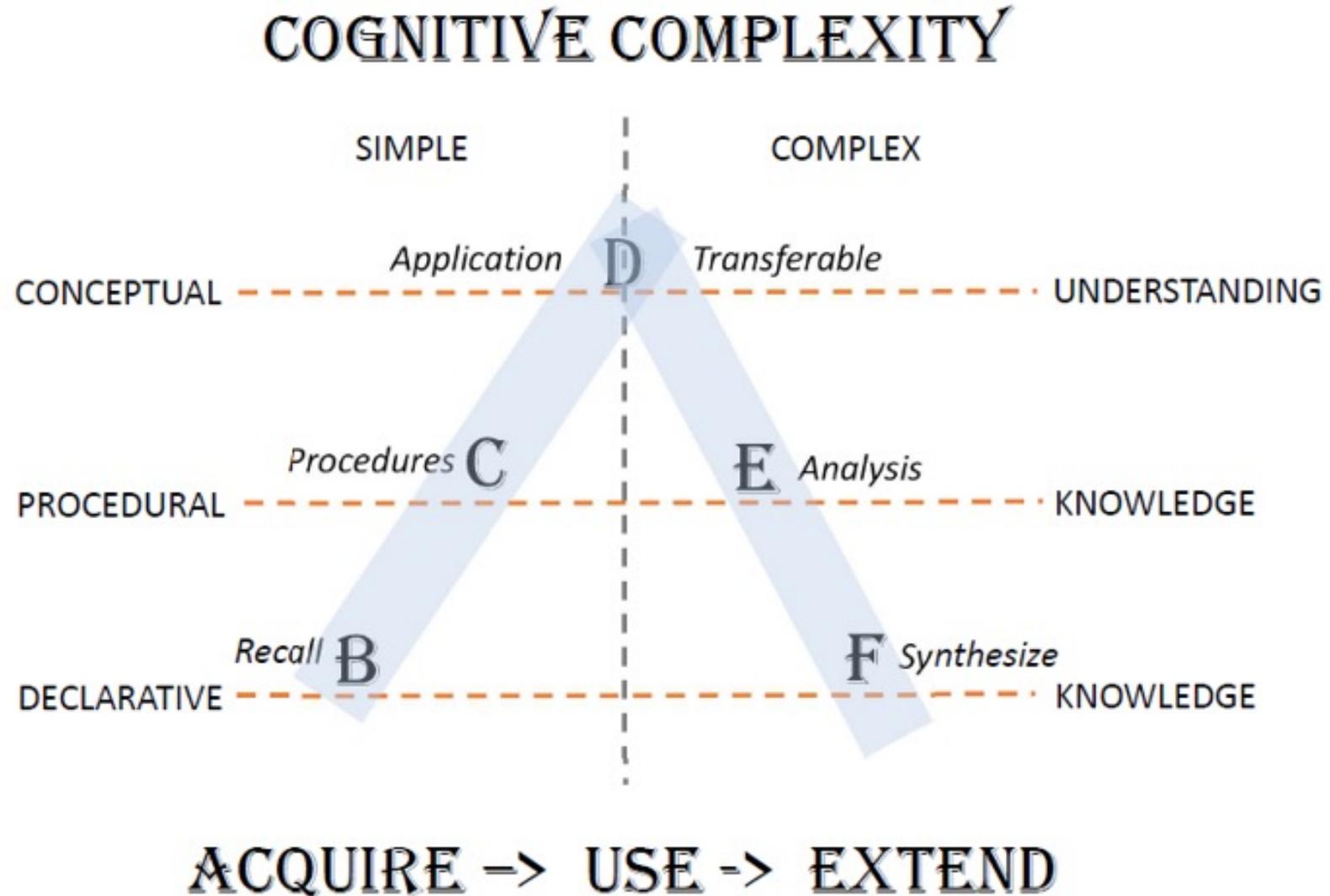
Learner Performance Expectation Categories for English Language Arts / Reading

B	C	D	E	F
Memorize / Recall	Perform Procedures / Explain	Generate / Create / Demonstrate	Analyze / Investigate	Evaluate/Integrate
<u>Reproduce sounds or words</u>	<u>Follow instructions</u>	<u>Create / develop connections among text, self, world</u>	<u>Categorize / schematize information</u>	<u>Determine relevance, coherence, internal consistency, logic</u>
<u>Provide facts, terms, definitions, conventions</u>	<u>Give examples</u>	<u>Recognize relationships</u>	<u>Distinguish fact and opinion</u>	<u>Assess adequacy, appropriateness, credibility</u>
<u>Locate literal answers in text</u>	<u>Check consistency</u>	<u>Dramatize</u>	<u>Compare and contrast</u>	<u>Test conclusions, hypotheses</u>
<u>Identify relevant information</u>	<u>Summarize</u>	<u>Order, group, outline, organize ideas</u>	<u>Identify with another's point of view</u>	<u>Synthesize content and ideas from several sources</u>
<u>Describe</u>	<u>Identify purpose, main ideas, organizational patterns</u>	<u>Express new ideas (or express ideas newly)</u>	<u>Make inferences, draw conclusions</u>	<u>Integrate with other topics and subjects</u>
	<u>Gather information</u>	<u>Develop reasonable alternatives</u>	<u>Predict probable consequences</u>	<u>Critique</u>
			<u>Generalize</u>	

Learner Performance Expectation Categories for Mathematics

B	C	D	E	F
Memorize Facts, Definitions, Formulas	Perform Procedures	Demonstrate Understanding of Mathematical Ideas	Conjecture, Analyze, Generalize, Prove	Solve Non-Routine Problems / Make Connections
<u>Recite basic mathematical facts</u>	<u>Use numbers to count, order, denote</u>	<u>Communicate mathematical ideas</u>	<u>Determine the truth of a mathematical pattern or proposition</u>	<u>Apply and adapt a variety of appropriate strategies to solve non-routine problems</u>
<u>Recall mathematics terms and definitions</u>	<u>Do computational procedures or algorithms</u>	<u>Use representations to model mathematical ideas</u>	<u>Write formal or informal proofs</u>	<u>Apply mathematics in contexts outside of mathematics</u>
<u>Recall formulas and computational procedures</u>	<u>Follow procedures / instructions</u>	<u>Explain findings and results from data analysis strategies</u>	<u>Recognize, generate or create patterns</u>	<u>Apply to real world situations</u>
	<u>Solve equations/formulas/routine word problems</u>	<u>Develop/explain relationships between concepts</u>	<u>Find a mathematical rule to generate a pattern or number sequence</u>	<u>Synthesize content and ideas from several sources</u>
	<u>Organize or display data</u>	<u>Show or explain relationships between models, diagrams, and/or other representations</u>	<u>Make and investigate mathematical conjectures</u>	
	<u>Read or produce graphs and tables</u>		<u>Identify faulty arguments or misrepresentations of data</u>	
	<u>Execute geometric constructions</u>		<u>Reason inductively or deductively</u>	

Rating system: Performance expectations



Three frameworks: Bloom, SEC, DoK

Bloom's taxonomy	Remember	Understand	Apply	Analyze	Evaluate	Create
SEC	Memorize	Perform procedures	Demonstrate understanding	Analyze	Integrate	
Webb's DoK	Recall	Concept	Strategic thinking	Extended thinking		

Task 1. Using flash cards with a partner to practice reading and explaining short sentences.

Cognitive demand_____

Task 2. Comparing and contrasting two stories in English Language.

Cognitive demand_____

Task 3. Using a graphic organizer to outline and organize ideas prior to writing research.

Cognitive demand_____

Task 1. Using flash cards with a partner to practice memorizing multiplication facts.

Cognitive demand _____

Task 2. Solving one-step equations in mathematics class, such as

$3x = 18$, what is x ?

$y - 14 = 20$, what is y ?

Cognitive demand _____

Task 3. Solving real world math problems using multiple strategies.

Cognitive demand _____

Activities scope, Key players, Critical delimitations

Study component	Main Activities	Key actors	Comments
A. Initial trainings	<ol style="list-style-type: none"> 1. Orienting CSEA focal persons 2. Training panel of experts 3. Finalize study delimitation 4. Developing/Adapting taxonomy 	<p>RISE CSEA Panel of Experts</p>	<ul style="list-style-type: none"> - <u>Delimitation aspects</u>: subjects, grades (standards, assessments, teachers to be surveyed, child performances), geography, period (pre vs. post-CV19 closures), etc. - Taxonomy lays the foundation for all subsequent activities.
B. Content analysis	<ol style="list-style-type: none"> 5. Coding & Rating workshops <ul style="list-style-type: none"> - Curriculum syllabuses - Assessments 	<p>Panel of experts CSEA</p>	<ul style="list-style-type: none"> - Individual coding followed by group discussions - CSEA to facilitate group discussions - Assessments: NECO, NALABE, LEARNigeria, etc. - C&R to be done by 3-4 experts per subject.
C. Teacher survey	<ol style="list-style-type: none"> 6. Survey tools adaptation 7. Tools' pre-testing 8. Teacher sample composition 9. Teacher orientation on SEC 10. Survey of teachers' instruction 11. Teachers' reflections & feedback 12. Panel of experts' reflections & feedback 	<p>RISE, CCA CSEA Panel of experts State partners Survey host instns Schools & hd tchrs Teachers</p>	<ul style="list-style-type: none"> - Clarity of goals for conducting the teacher survey, esp. not to be used to evaluate teacher performance. - Full day orientation for teachers with a lot of practical group activities around the concept of "Cognitive Demand". - Panel of experts as main facilitators of teacher orientation sessions, leveraging their prof. expertise.
D. Data processing	<ol style="list-style-type: none"> 13. Survey data entry 14. Child performance data 15. Data Input & processing 16. Content viewer development 17. Research analysis outputs 18. Results interpretation 	<p>CSEA CCA RISE</p>	<ul style="list-style-type: none"> - Item-level child performance data. - Aggregation across children is okay, but not across items.
E. Reporting & disseminations	<ol style="list-style-type: none"> 19. Project implementation report 20. Results reporting 21. Results dissemination 22. Working papers & research articles 	<p>CSEA RISE, CCA</p>	<p>All done & dusted by 30th Nov.</p>

Required resources

Player	Key resources: Data, Time, Skills, etc.	Comments
Panel of Experts (3 – 4 per subject)	<ul style="list-style-type: none">- Time for the in-person workshops.- Ability to work on cognitively engaging tasks.- Ability to see others' view and willingness to give/take constructive criticism.- Ability to work with MS Excel.- Subject-specific expertise.	<ul style="list-style-type: none">- Individual C&R work must be done.- Group discussions are not targeted at generating consensus or agreement across experts.
Teachers	<ul style="list-style-type: none">- Literacy and Numeracy teachers.- Currently practicing teacher, not retired teacher.	<ul style="list-style-type: none">- When completing the survey, teachers must have a specific class they teach at the back of their minds. when completing the survey tools.

Curriculum document	Subject matter to be Coded and Rated
Syllabus standards	- Performance objective
Assessments	- Assessment task or question

Procedures, Conventions, Norms for C&R

- Develop 2D descriptions:
 - Topic (subtopic) codes: fine-grain level coding
 - Cognitive demand rates: broad category coding
- Both sub-topic number and cognitive demand letter (B-F)
- Clear identification required for each coding form
- Use standard excel template
- Separate cells for sub-topic code and cog. dd rate
- At least 1 content code per item/competence

RL.7.9. Compare and contrast a fictional
portrayal of a time, place, or character
and a historical account of the same
period as a means of understanding how
authors of fiction use or alter history.

Circle all the verbs: These identify the skills we expect the students to be able to do.

Underline all the nouns: These identify concepts they need to know.

Box the prepositional phrases: These provide context clues.
Place the words into a table making sure to capture the various combinations of terms as necessary.

Procedures, Conventions, Norms for C&R

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

What will students do? (Verbs)	With what knowledge or concepts? (Nouns)	In what context? (Prepositional)				
		B	C	D	E	F
Compare and Contrast		Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate/ Integrate
Compare and Contrast		Reproduce sounds or words	Follow instructions	Create/ develop connections among text, self, world	Categorize/ schematize information	Determine relevance, coherence, internal consistency, logic
Compare and Contrast		Provide facts, terms, definitions, conventions	Give examples	Recognize relationships	Distinguish fact and opinion	
Compare and Contrast		Locate literal answers in text	Check consistency	Dramatize	Compare and contrast	Assess adequacy, appropriateness, credibility
		Identify relevant information	Summarize	Order, group, outline, organize ideas	Identify with another's point of view	Test conclusions, hypotheses
		Describe	Identify purpose, main ideas, organizational patterns	Express new ideas (or express ideas newly)	Make inferences, draw conclusions	Synthesize content and ideas from several sources
			Gather information	Develop reasonable alternatives	Predict probable consequences	Integrate with other topics and subjects
					Generalize	Critique

Subject-specific individual/group activity: Rating learning tasks

Task - literacy

Que. Rate the following competencies/tasks using the 5-level SEC categories of cognitive demand.

- a) The learner expresses his/her feelings in simple present tense.
- b) The learner uses words with alternative dictionary meanings from a thesaurus correctly.
- c) Even though Alice was sick during the examination, she got a first grade. (Re-write this sentence using: ...but...)

Task - numeracy

Que. Rate the following competencies/tasks using the 5-level SEC categories of cognitive demand.

- a) The learner matches number names to number symbols.
- b) The learner applies the use of formulae for circumference, area, volume and capacity in real life situations.
- c) Today Monday the workers on the farm are paid their salary. What day of the week will the workers' next pay be, 30 days from today?

New Dataset

26a	Using a ruler, a pencil and a pair of compasses only: Construct a parallelogram ABCD such that line AB = 7 cm, BC = 5 cm and angle ABC = 120°	P47.31	707	C		
	ii) Drop a perpendicular from D to meet AB at M.	P47.32	709	C		
26b	Measure the line DM	P47.33	316	C		
27a	The time table shows how a pupil spent his time one Saturday. How long did he take playing?	P47.34	312	D	204	C
27b	If he dug maize garden at a rate of 2 rows in every 30 minutes, find the number of rows he dug that day.	P47.35	314	D		
28	The exchange rate for Kenya Shillings (K sh.) to Uganda (Ug Sh. and the United states dollars (Us\$) to Uganda shillings are shown below. Ksh 1 = Ug sh. 30. Us\$ = Ug. sh. 2580. How many United states dollars will one get from 21,500 Kenya shillings?	P47.36	303	C	313	F
28b	If the cost of a new bicycle is 90 United States dollars, how much would this be in Uganda shillings	P47.37	303	C		
29	At Kampala Bus Park, buses travelling to Arua and Mbarara leave after every 40 minutes and 50 minutes respectively. The first buses to the two towns leave together at 6:00am. At what time will buses to the two towns leave Kampala together again?	P47.38	312	F	312	E
30a	The mean of numbers 7,9,5,x+2 and 6 is 8. Find the value of x	P47.39	1001	D	503	D
30b	In a bag there are 15 pens. Out of these 4 are red and the rest blue. What is the probability that a pen picked at random from the bag is blue?	P47.40	1101	C		
31a	Nanziri has two children a son and a daughter. If the son is half her age, the daughter is a third of her age and the total age of the two children is 30 years. Find Nanziri's age	P47.41	507	F	503	F
31b	How old is the daughter	P47.42	507	D	503	D
32 a	A school wants to fence a circular flower garden of diameter 14 m using poles placed at intervals of 80 cm. How many poles are needed to fence the flower garden? (Take Pi = 22/7).	P47.43	310	D	503	F
32b	If each pole costs sh. 3000, how much money will the school spend on the poles?	P47.44	202	D		

Data generation process complete

Mathematics Taxonomy - Uganda

100	Nbr. sense /Properties/ Relationships	300	Measurement
101	Place value	301	Use of measuring instruments
102	Whole numbers and Integers	302	Theory (arbitrary, standard units and
103	Operations	303	Conversions
104	Fractions	304	Metric (SI) system
105	Decimals	305	Length and perimeter
106	Percents	306	Area and volume
107	Ratio and proportion	307	Surface Area
108	Patterns	308	Direction, Location
109	Real and/or Rational numbers	309	Angles

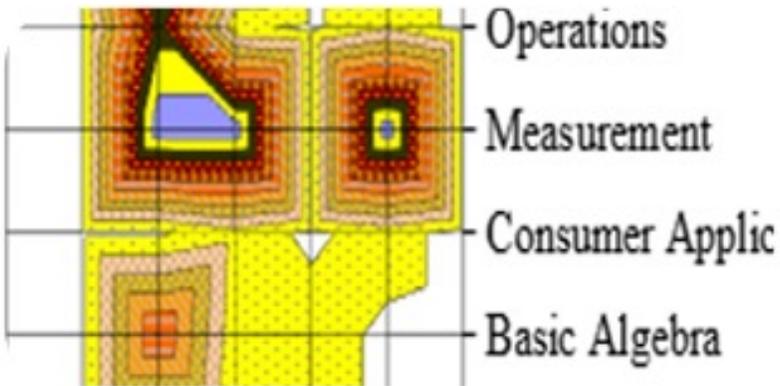
Taxonomy of topics/subtopics

B	C	D	E
Memorize Facts, Definitions, Formulas	Perform Procedures	Demonstrate Understanding of Mathematical Ideas	Conjecture, Analyze, Generalize, Prove
Recite basic mathematical facts	Use numbers to count, order, denote	Communicate mathematical ideas	Determine the truth of a mathematical pattern or proposition
Recall mathematics terms and definitions	Do computational procedures or algorithms	Use representations to model mathematical ideas	Write formal or informal proofs
Recall formulas and computational procedures	Follow procedures / instructions	Explain findings and results from data analysis strategies	Recognize, generate, or create patterns

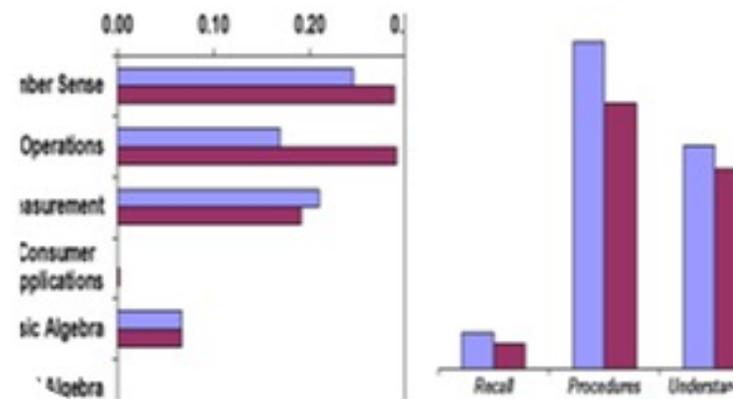
Performance expectations for students learning

Converts numbers from other bases to base ten and vice versa.	P7.13	117	C	116	
Adds, subtracts and multiples in binary system up to 5 digits.	P7.14	117	C		
Applies the basic operations integrated with commutative, associative and distributive properties.	P7.15	204	C	204	F
Writes numbers in expanded form and vice versa.	P7.16	100	D	114	D
Writes numbers in standard form.	P7.17	110	C	110	D
Prime factorizes whole numbers.	P7.18	111	C	512	E
Writes prime factors of whole numbers	P7.19	111	C	111	D
Finds the square roots of square numbers	P7.20	513	C	513	E
Solves problems involving application of square roots.	P7.21	513	D	513	F
Finds out whether a number is divisible by another using divisibility	P7.22	111	E	111	D

Expert/teacher judgement of content & practices - "data set"



Descriptive contour maps



User-friendly marginal charts

Primary 5 teachers all	Alignment	(Topics)		(Cog. Dmn.)
		Balance of Representation	Categorical Concurrence	Cognitive Complexity
Number Sense	0.37	0.06	0.58	0.73
Operations	0.35	0.07	0.60	0.27
Measurement	0.24	-0.01	0.42	0.67
Consumer Applications	0.00	0.00	0.00	0.15
Basic Algebra	0.22	0.01	0.41	0.71

Alignment tables & indices

Preview of teacher survey instrument

STEP 1: Indicate topics & subtopics not covered in this class.

Begin by reviewing the entire list of topics & subtopics identified in the topics column of each table, noting how subtopics are grouped.

After reviewing each subtopic within a given topic grouping, if none of the subtopics listed within that group receive any instructional coverage, circle the “<none>” in the “Time on Topic” column for that topic group.

For any individual subtopic which is not covered in this reading/language arts class, fill-in the circled “zero” in the “Time on Topic” column. (Not necessary for those groups with “<none>” circled.) Any subtopics or topic groups so identified will not require further response.

[Note, for example, that the class described in the example below did not cover any subtopics under “Awareness of text” and so “<none>” is circled.]

Step 1

Step 2

Time on Topic		Grades K-12 ELAR Topics	Expectations for Students in English/Language Arts/Reading				
<none>	3	Vocabulary Development	Memorize/ Recall	Perform Procedure/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②●	301	Compound words and contractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①●③	302	Inflectional forms (e.g., -s, -ed, -ing)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①●②③	303	Suffixes, prefixes, and root words	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②●	304	Word definitions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②●	305	Etymology	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②●	306	Synonyms and antonyms	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②●	307	Multiple meanings	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②●	308	Denotation and connotation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①●③	309	Analogies	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	4	Awareness of text and print features	Memorize/ Recall	Perform Procedure/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②③	401	Book handling	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	402	Directionality	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	403	Parts of a book (e.g., cover, title, front, and back)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

STEP 2: Indicate amount of time spent on each subtopic covered in this class.

Examine the list of topics a second time. This time note the amount of coverage devoted to each topic by filling in the appropriately numbered circle in the “Time on Topic” column, based upon the following codes:

0 = None, not covered	(not covered)			
1 = Slight Coverage	(less than one class/lesson)			
2 = Moderate Coverage	(one to five classes/lessons)			
3 = Sustained Coverage	(more than five classes/lessons)			

Preview of teacher survey instrument

STEP 3: Indicate relative emphases of each student expectation for every topic taught.

The final step in completing this section of the survey concerns your expectations for what students should be able to do.

For each subtopic listed (non-zero subtopics only), please indicate the performance expectations that you consider to be the primary goal of your instruction on that topic, as well as the performance expectation that most supports or helps to scaffold the primary performance expectation.

Primary	Indicate the performance expectation that represents the primary performance goal for instruction on this subtopic at this grade level for this class of students.
Supporting	Indicate the performance expectation that most supports (provides scaffolding) for achieving the goal indicated by the primary performance expectation.

Step 3

Time on Topic		Grades K-12 ELAR Topics	Expectations for Students in English/Language Arts/Reading				
<none>	3	Vocabulary	Memorize/Recall	Perform Procedure/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate
①①②③	301	Compound words and contractions	p ● s ②	p ① s ●	p ① s ②	p ① s ②	p ① s ②
①①②③	302	Inflectional forms (e.g., -s, -ed, -ing)	p ① s ②	p ① s ②	p ● s ②	p ① s ●	p ① s ②
①●②③	303	Suffixes, prefixes, and root words	p ● s ②	p ① s ●	p ① s ②	p ① s ②	p ① s ②
①●②③	304	Word definitions (incl. new vocab.)	p ● s ②	p ① s ●	p ① s ②	p ① s ②	p ① s ②
①●②③	305	Word origins	p ● s ②	p ① s ●	p ① s ②	p ① s ②	p ① s ②
①①②③	306	Synonyms, antonyms, homonyms	p ① s ②	p ① s ②	p ● s ②	p ① s ●	p ① s ②
①●②③	307	Word or phrase meaning from context	p ① s ②	p ① s ②	p ● s ②	p ① s ●	p ① s ②
①●②③	308	Denotation and connotation	p ① s ②	p ① s ●	p ● s ②	p ① s ②	p ① s ②
①①●③	309	Analogies	p ① s ②	p ① s ●	p ● s ②	p ① s ②	p ① s ②
①●②③	310	Sight Words	p ● s ②	p ① s ●	p ① s ②	p ① s ②	p ① s ②
①●②③	311	Use of references	p ① s ②	p ① s ●	p ● s ②	p ① s ②	p ① s ②

①●②③	303	Suffixes, prefixes, and root words	p ① s ②				
①●②③	304	Word definitions (incl. new vocab.)	p ① s ②				
①●②③	305	Word origins	p ① s ②				
①①②●③	306	Synonyms, antonyms, homonyms	p ① s ②	p ① s ②	p ● s ②	p ① s ●	p ① s ②
①●②③	307	Word or phrase meaning from context	p ① s ②	p ① s ②	p ● s ②	p ① s ●	p ① s ②
①●②③	308	Denotation and connotation	p ① s ②	p ① s ●	p ● s ②	p ① s ②	p ① s ②
①①●③	309	Analogies	p ① s ②	p ① s ●	p ● s ②	p ① s ②	p ① s ②
①●②③	310	Sight Words	p ● s ②	p ① s ●	p ① s ②	p ① s ②	p ① s ②
①●②③	311	Use of references	p ① s ②	p ① s ●	p ● s ②	p ① s ②	p ① s ②

<none>	4	Text and print features	Memorize/R ecall	Perform Procedure/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
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①①②③	401	Book handling	p ① s ②				
①①②③	402	Directionality; sequence of text	p ① s ②				
①①②③	403	Parts of a book (e.g., cover, title, front, back)	p ① s ②				

<none>	1	Phonemic awareness वर्ण सचेतीकरण	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②③	101	Phoneme isolation (e.g., the distinct sounds /c/, /a/, and /t/) वर्ण विभेदीकरण (उदाहरण: कलम = क/ल/म)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	102	Phoneme blending (e.g., c/a/t = cat) वर्ण जोडाइ (उदाहरण: क/ल/म = कलम)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	103	Phoneme segmentation वर्ण विच्छेदन (कौसी = क्+औ. स्+ई)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	104	Onset-rime आरम्भ अन्त	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	105	Sound patterns वर्णढाँचा	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	106	Rhyme recognition अनुप्रास पहिचान	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	107	Phoneme deletion, substitution, and addition वर्णलोप, प्रतिस्थापन र थपोट	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	108	Identify Syllables अक्षर संरचना पहिचान (उदाहरण: अमिलो = अ+मि+लो, मकलः)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	109	Discribe Picture चित्र वर्णन	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

<none>	2	Phonics वर्ण	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
①①②③	201	Alphabetic principle (includes alphabet recognition and order) कखरात्मक सिद्धान्त (वर्ण चिनारी र वर्णमालासमेत)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	202	Consonants व्यञ्जनहरू	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	203	Consonant blends - व्यञ्जन जोडाइ (उदाहरण: बुद्ध, विद्या)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	204	Consonant digraphs (e.g., ch, sh, th, etc.) व्यञ्जन द्विलेख (उदाहरण: बुद्ध, बाह)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	205	Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.) द्विस्वर (उदाहरण: अइ, उ)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	206	R-controlled vowels (e.g., farm, torn, turn, etc.) - 'ह' नियन्त्रित (उदाहरण: ब्रह)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	207	Patterns within words सन्धि नियम (उदाहरण: चन्याको, चर्याको)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	208	Vowel letters (a, e, i, o, u, y) स्वर वर्ण (अ, आ, इ, उ, ए, ओ)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	209	Vowel phonemes (15 sounds) स्वर वर्ण र अर्धस्वर (य, व)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	210	Sound and symbol relationships ध्वनि/उच्चारण र सङ्केत सम्बन्ध	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	211	Blending sounds - संयुक्त ध्वनि (उदाहरण: अम्, अह)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

<none>	3	Vocabulary शब्दभण्डार	Memorize/ Recall	Perform Procedures/ Explain	Generate/ Create/ Demonstrate	Analyze/ Investigate	Evaluate
0123	301	Compound words and contractions संयुक्त (समस्त) शब्द र शब्द सङ्कुचन (संक्षेप)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	302	Inflectional forms (e.g., -s, -ed, -ing) रूपायन (लिङ्ग, वचन, पुरुष, आदर, का)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	303	Suffixes, prefixes, and root words उपसर्ग, परसर्ग, मूल शब्द	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	304	Word definitions (including new vocabulary) शब्द परिभाषा (नवीन शब्द सहित)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	305	Word origins शब्द स्रोत	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	306	Synonyms, antonyms, homonyms, Polyseme पर्याय, विपर्यय/बिपरीतार्थी, ना	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	307	Word or phrase meaning from context पद, पदावली, उखान आदिको सन्दर्भगत अर्थ	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	308	Denotation and connotation शाब्दिक र लाक्षणिक अर्थ	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	309	Analogies शब्दको सादृश्यमूलक सम्बन्ध (उदाहरण: भौगोलिक = भूगोलको, धार्मिक=धर्मको, सामाजिक = समाजको, बौद्धिक = बुद्धिको)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	310	Sight words अनियमित शब्द (उदाहरण: 'हु' धातु= भयो, हुन्छ, होला, हो, छ । 'जा' धातु = गयो, जाला । 'ला' = लग्यो, लानु, लम्नु)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
0123	311	Use of references सन्दर्भको प्रयोग (उदाहरण: वासना र गन्ध)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

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