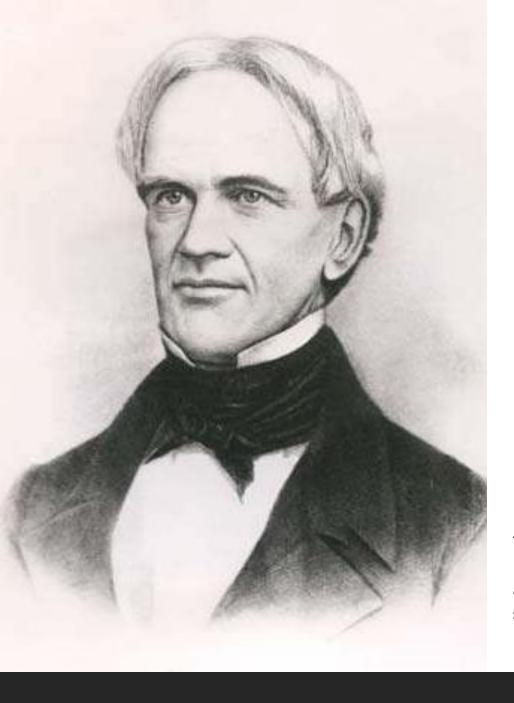


Your Child Is More Than a Grade Level

Q1	Q2	Q3	Q4
Why do grade levels exist at all?	Grade Levels vs. Learning Stages – which is more effective?	When might Grade Levels be useful?	What about being "behind"?
History of Education	Statistical Averages	Range of Normal	How testing works and what it means
Grade levels have little to no bearing on what actually happens in the home school	Classical Education's Stages	Linear vs Spiral	Learning Differences

Grade Levels are a Relatively New Idea

UP UNTIL THE MIDDLE OF THE 19TH CENTURY, THEY DID NOT EXIST



Horace Mann

In the 1850s, he got interested in the "problems" in Massachusetts' schools, traveled to Prussia, came home, and campaigned for publicly funded schools. Because of this, schools today are based on the theory that learners of the same age at the same level of social and intellectual maturity should be taught at the same pace.

Grade Levels Needed in this NEW System ...

- ➤ Mostly due to logistics
- A way to sort the kids
- > Based on the idea that kids of the same age would be at similar stages of development
- Grade Levels are really more about "crowd control" than anything else
- The REASONING behind them has little to no bearing on what happens in the home school
 - ➤ Most parents do not need "crowd control"
 - ➤ Grade Levels do not take into account the range of normal
 - > They do not take into account the uniqueness of each individual

Workbooks

Workbooks (indeed the whole idea behind textbooks and workbooks) comes from a place that has nothing to do with homeschooling. I'm not saying that you can't ever use a workbook—in fact, for some things, you just might WANT a workbook to make your life easier. It is, however, important to know their origins and their ultimate purpose.

"Did you know workbooks were created for five reasons? Four of them dealt with the public school's need for mass education and unions. The fifth dealt with the ease of communicating how much was learned to the parent. In other words, none of the reasons for workbooks are applicable to the homeschool" (Avery, 15).



Grade Level

Learning Stages

ASSUMES YEARLY CHANGES K-12

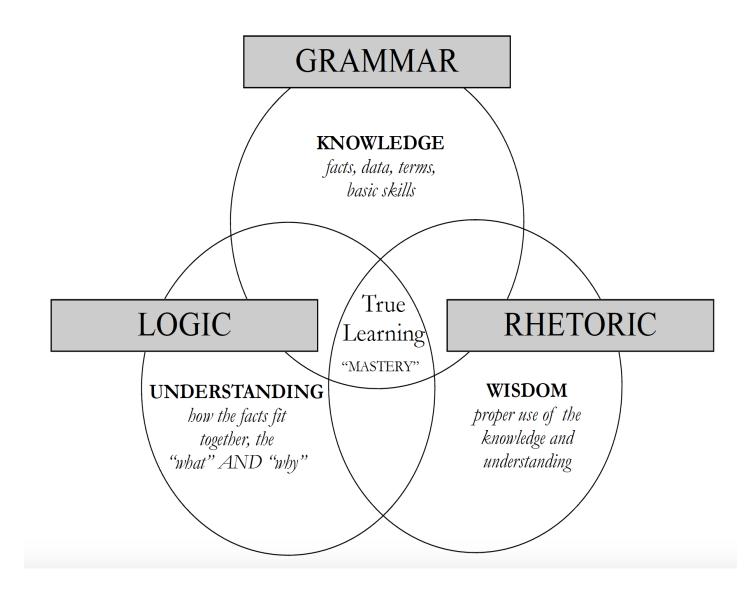
- Grade levels are a lot like the actuary tables of the insurance realm
- •They take statistical averages to create a composite profile that helps present a range of normal
- It is a way to group and compare people
- In any given classroom, there is usually a 3- to 5-year range of grade levels when abilities are taken into account

LOOKS TO PHYSIOLOGY FOR CHANGES

- •Teach a child where he or she IS rather than some arbitrary idea of where they ought to be
- •Tutorial teaching is much more effective; therefore, utilizing a few levels is a more efficient way of figuring out where a student IS and teaching what they need to know when they are ready to receive it

Classical Stages

- Useful even if you are not a classical educator
- Consider the physiology of the student rather than a composite from the range of normal or a particular age group







Neuroscience

There's so much good information to be found in the world of brain science these days. For now, think of the left side of the brain being the rigid, reflective, analytic, and sequential side; whereas, the right side of the brain has more to do with creativity, impulse control, social skills, and the ability to see the 'whole' of something.

BLOOM'S REVISED TAXONOMY: RELATED VERBS Generate new idea products or comp. in a new way. Associated verbs. Create, Compose.

CREATE

EVALUATE

ANALYSE

APPLY

Generate new ideas and products or compile information in a new way.

Associated verbs: Design, create, Compose, Plan,

A

Create, Compose, Plan,
Formulate, Write, Compile,
Construct, Develop, Produce,
Assemble, Propose, Invent

Defend opinions and decisions and justify a course of action by making judgements about information.

Associated verbs: Evaluate, Judge, Recommend, Assess, Estimate, Measure, Predict, Test, Defend, Criticise, Debate, Argue, Justify, Mark, Verify, Decide

Examine and break information into parts to explore relationships.

Associated verbs: Analyse, Compare, Contrast, Classify, Distinguish, Select, Categorise, Differentiate, Investigate, Conclude, Deduce, Correlate, Separate, Solve

Use existing knowledge to solve new problems or apply acquired knowledge in new situations.

Associated verbs: Apply, Practise, Illustrate, Use, Calculate, Choose, Relate, Show, Complete, Interpret, Articulate, Dramatise, Execute, Teach, Change, Operate

UNDERSTAND

REMEMBER

Demonstrate an understanding of the facts by explaining ideas or concepts.

Associated verbs: Explain, Describe, Discuss, Identify, Extend, Demonstrate, Interpret, Outline, Predict, Paraphrase, Convert, Summarise, Review, Research

BLOOM'S TAXONOMY: MASTERY LEARNING

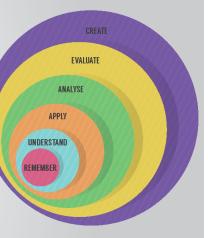
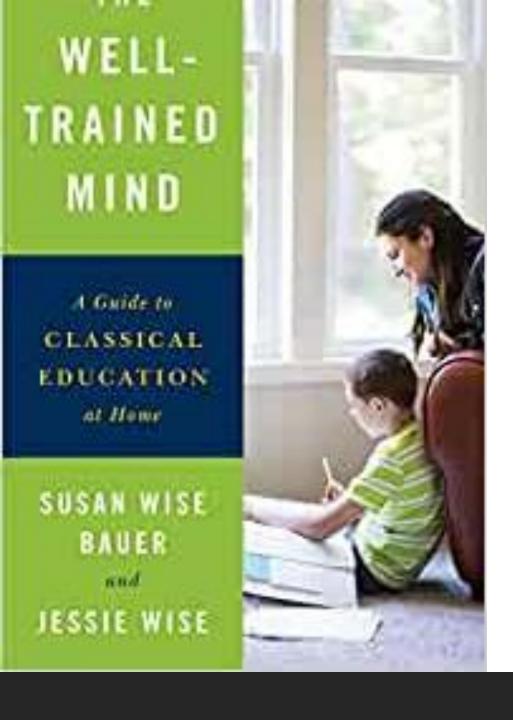


Exhibit memory of previously learned material by recalling facts, concepts and answers.

Associated verbs: Define, Recall, Recognise, Name, Quote, Label, List, Cite, Locate, Find, Reproduce

Variety Matters!

THERE ARE
DIFFERENT WAYS TO
"SPLIT" THE STAGES
AND CLASSICAL
CURRICULUM
PROVIDERS DIFFER
ON WHERE THIS
SPLIT BEST TAKES
PLACE



The Well-Trained Mind

The Well-Trained Mind

STAGES/GRADES

Grammar: Grades 1-4

Logic: Grades 5-8

Rhetoric: Grades 9-12

CONTENT

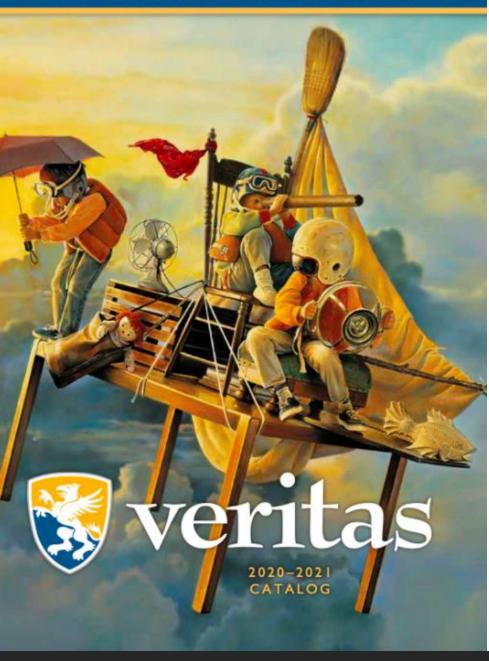
Year 1: Ancient Era

Year 2: Medieval Era

Year 3: Early Modern Period

Year 4: Later Modern Period

Neat & Tidy ... for the 1st child, anyway!



Veritas Press

THERE ARE SEVERAL WAYS THAT YOU CAN LEARN WITH THESE PEOPLE

Veritas Press—Elementary

STAGES/GRADES

Grammar: Grades K-6

They take longer to go through their first sweep of history, allowing more time to hear good stories, and solidify basic skills in reading and math.

CONTENT:

K and 1st Grade: Me and My Nation

2nd Gr: OT and Egypt

3rd Gr: NT with Greece and Rome

4th Gr: Medieval, Renaissance, Reformation

5th Gr: Explorers to 1815

6th Gr: 1815 to Present

Veritas Press—Secondary

Logic/Dialectic Stage: Grades 7-9

Gr 7: Omnibus I – Ancients

Gr 8: Omnibus II - Medieval

Gr 9: Omnibus III - Modern

Gr 10: Omnibus IV - Ancients

Gr 11: Omnibus V – Medieval

Gr 12: Omnibus VI -- Modern

Rhetoric Stage: Grades 10-12

Uses different books at each of these levels.

No separate US History, only integrated.



Tapestry of Grace

Four "year plan" sets each divided into 36 weekly plans

Use the library or purchase books for your research build upon the already provided background information in the curriculum.

Notebooking pages, writing ideas, mapwork, and lapbook ideas also available.

Tapestry of Grace

Uses a customized approach to stages within a framework of content, so it's flexible

Children can move up and down within each overarching stage depending on the assignments while in one particular "Year Plan" for the family

Year 1: Creation to the Fall of Rome in 426 AD

Year 2: Fall of Rome 426 AD through the Signing of the American Constitution in 1787 AD

Year 3: Colonialism and Rise of Empires (Mostly the late 1700s through the 1800s)

Year 4: Modern Era (Mostly 20th Century to the Present)

Tapestry of Grace

Stages are not based on specific grade or age splits, but aligned more to the individual child

- Lower Grammar Corresponds to building basic skills in reading, writing, arithmetic with the history and science being the "dessert"
- ❖Upper Grammar Corresponds to the "Reading to Learn" stage, being able to manipulate numbers, and write unified paragraphs on a wide variety of topics
- Logic Aligns with the desire to question and make sense of the world
- *Rhetoric Analysis and Synthesis of Ideas formatted for Effective Communication

What REALLY matters is that you READ the CHILD for these STAGES!

THIS IS WHY I
PERSONALLY LIKE
USING PHYSIOLOGY
AS MY OWN GUIDE
BECAUSE THERE IS
OVERLAP BETWEEN
EACH STAGE.

We tend to do a lot of things backwards



Instead of reading the CHILD to see what they CAN do, we read a book that says that they SHOULD do.



Instead of using methods that make the most sense for children, we use methods that disregard their natural stages of learning.



Instead of teaching from whole to parts, we teach the parts and only much later allow the whole to be seen.



Instead of beginning with a few general ideas and building upon those, we tend to teach many specific things.

Two sides of the same coin

Children have a receptive side as well as an expressive side. This coincides to the intertwined ideas of teaching and learning, listening and speaking, reading and writing.

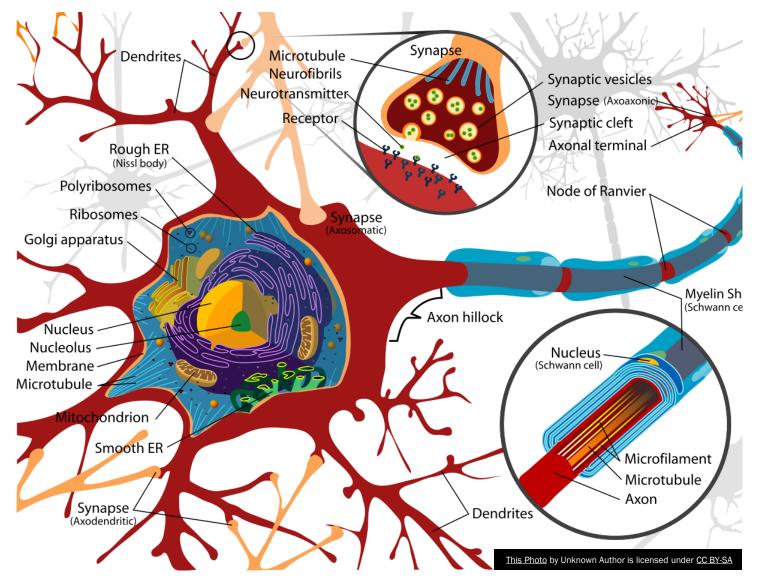


What if Child just wants to 'do school' with the big kids?

- Don't confuse wanting to do something special with Mom or Dad with true readiness!
 - ➤ PreK and Kindergarten are not REALLY necessary!
 - ➤ Modern notion that stems from the idea that the state does not trust parents to raise children!
 - > Read John Taylor Gatto's, Underground History of Education
- It does mean little ones can work on getting ready!
 - > Potty trained and weaned
 - > Gross motor skills are developmentally appropriate
 - > The child speaks clearly enough that other people outside the family can understand what they say
 - > Phonemic Awareness is developing and the child has an understanding of how print "works"
 - Fine motor skills: strengthen fingers (scissors, clay); they can use a fork
 - > Sit and play quietly when stories are being read
 - Beginning "Narration" (telling back what was said)
- When <u>really</u> ready, children will exhibit more interest in learning to read, doing simple arithmetic without counting every object, and will be able to grip a pencil correctly (as opposed to using a fist grip)

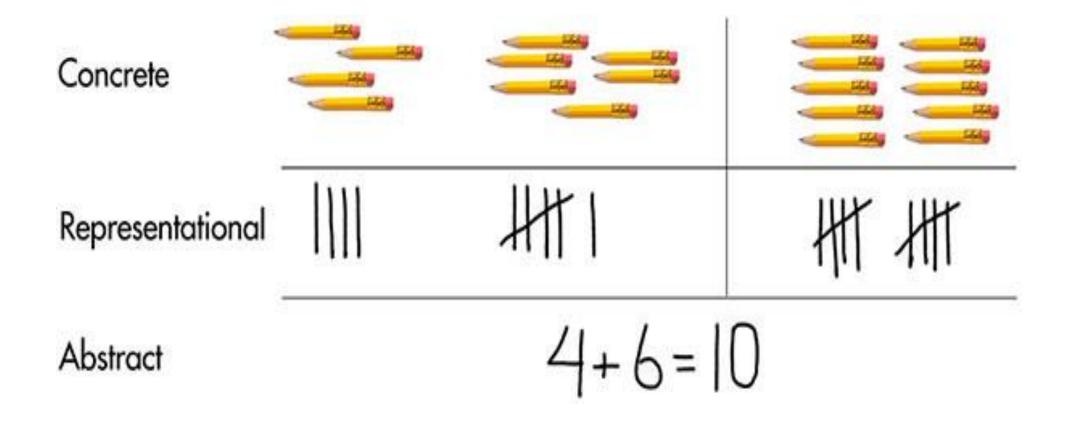
Lower Grammar Stage or Beginning Learners

- ➤ Guiding Question What?? Or When something happened?? They are beginning to understand "time."
- Facts: Nuts and bolts of a topic
- Snow-banked knowledge (saved in the mind for later)
- Memorization since it comes easy to younger children
- ▶ Remembering
- Learning to Read
- Not having to COUNT every single object or count on from "1" and the ability to conceptually "see" a group of five objects as "5" without having to count them individually
- Able to learn basic handwriting
- Some ability to sit still (This varies GREATLY in children!)



Gender Matters!

- ØReadiness for ANY of the stages happens sooner for girls than for boys.
- ØThis has to do with the myelin sheath that coats all nerves.
- ØIn boys, testosterone production takes precedence.
- ØBoys generally will be between a year to a year and half "behind" girls in terms of these physical readiness signs.
- ØEven then, individuals vary!



C-R-A Method of Teaching Math

Upper Grammar or Upper Elementary Learners

Generally characterized by:

- >Student has memorized basic math facts and is ready to work with parts of numbers
- Student no longer has to actively remember how each letter or number are formed when writing
- Student has progressed from "Learning to Read" to "Reading to Learn"
- Student has the ability to write a unified paragraph on basic topics from what is read or investigated
- Sentence structure is still likely simple (although some students can use several "openers" to construct complex sentences with relative ease)
 - ➤ NOT writing essays or research papers yet, but generalized reports about a variety of topics and facts

	Concepts of Print of the language , (b) the q- opportunities, and (c) mo		Alphabetic Principle (including spelling)	Fluency	Vocabulary	Writing Development	Stage- Appropriate Reading Material	Knowledge	Key Teaching Practices/ Routines	Key Teaching Principles
Stage 0 Typically, birth to 6 years old for L1 learners. And achieved in 0 to 6 enceths for ELLs and adult learners.	Fellows perhann/shand making Pagapa in provide-making pag pagapa harmal-making pag pagapa harmal sa print patawas and sounds manga: Essentiality of Essentiality of Essentiality of Essentiality of Essentiality of Essentiality States and Form light to right (Sectionality) Language of a William to Pagapa Section 1 (Language of	Asserting of Open margo III. Ability is poolute Open aways: 12 Y - 50 and 15 per ability of the Section of Open ability of Ope	Per ulphaha phan (by sissal/ constraint may) = 5 - 5 ye shi filmagan (Park Camph) Sachre 3 - 5 ye shi Fassishig of their names and search sampy: 4 - 5 ye shi Perila qilibabit phan (b) sissal Qi shimi parti; 4 - 6 Spil shi kin samak; 4 - 7 Later Name Alphahata (Seni- Phanes) Spil qiq = 4 - 7 ye filmagan (3 sqita samb) = 5	For most children, the louis has not material month for a child in two down the simplists contented was independently price to the age of 2. Therefore, Barray instruction for Slage is include pression reading high property months, agile north, et al., framing texts and chinal making	3 - 50 mml; Nime pagle Of algain = 8 - 17 ada; Anny capacie creat; 50 - 100 - 12 - 12 ada; 50 - 100 - 12 - 12 ada; 50 - 100 - 12 - 12 ada; 50 - 500 - 12 - 12 ada; 50 - 50 - 50 - 50 - 50 - 50 - 50 - 50	Seritology (Bracings Admings at regimenting — 2 was planned: time owing / Multi- glands: time owing / Multi- glands: time owing for biologic file flower / Whiting Jean — 1 Core o John greek, often lang regland, or stream with samperism — 2 Manu Jana pattern and in securification and pattern of the pattern and in securification strend grip.	Alphabe Body, Couring Body, Witer Body, Target Body, Senat Body, Songh Olyer Body, Creen Stone, Papalow Namy, Rhyme III Sego, Bady Shan Common Expension in Gardening or Unidagi of Date of Lim Say Bady In July Thailey, Plannell Hate En San This Alligant' by Bohard Wirnig	Studente applies familiar apper seit er "Remig, French, Amerika, Wind auf Weite The Hield of Cohen Thing That Group, Number in Our Hield;" Student durn in predict, cologniss, destroy, edit professer, macrasy stemigent and mampholis restriction of 2 5 yes dal.		nerfy language, early excellulary, print assurement, shared media letter recognition, phasemic assurement, early phaseis, seen-yeat artifica rich experiential learning
Stage 1 Typically, 6 to 7 years old (Grade 1) for L1 learners, And achieved in 0 to 1 years for ELLs and adult learners.	According trade print Execut of the algorithm Execut of the algorithm Execution of the algorithm Execution of the algorithm Execution of the algorithm Junction of the contraction Junction of the contraction Junction of the solid forces a look, their bode are significant and home make are do with Book in a fail disting, applies and/remainal.	Compound and disfuse III Statistic distance in Statistic	Partial alphabetic place (by usual Of salisat parts) = 4 · d) grad of his mands: 9 · 1. Cater Name Alphabetic (Same-Phanics) (by 10 · d) his or of salisation of 10 · d) have (by paylores of places (by paylores of places)) have (by paylores of places). The or of salisation of 10 · d) have o	Grade 1: (INTEPM 20); (40) for large I, elelitors require register front with restanted text to destige fluory and limit computations. Children should also expend their right word combinate with archivery, speed and precedy	Organisation of lexical families[organisation of lexical families[organisation] communications[organisation] conductors (Accurage approximate teachings) (April 1992). For our own annihilating Tier One to conduct distribution of Tier Tiers works, Most sholden (are understand up to 6000) auntil solute found has not mad allower 6001.	Described dynding = $5 - 7$ yes Beginning artisting = $6 - 7$ yes Children dooding shifts to compy oph is often beyond invasorial measured = $76 - 77$ softs. May furnishes awayge, mulashing najawing an pact cents, commang, predicting, represent oursaming, predicting, represent oursaming for the company water and popils, and wavelensing internations = $42 - 60$ softs	Mon Alphabel Bods, Mon Counting Bods, Mon Wood Bods, More Hond Bods, as Bods, More Anneal Bods, as sell as "Emodelitie" Texts, Alphamater Bods, Gond Hone, Physical Natury Expense Of Bods, and Bods Abad Common Experience — December 19 March Alphabel by A Casalla III II Royal Dory Gentle by D. Rabenty Physical by P. Dandow	Stang shidow have an estimate consulty about draw memodals a sorid and a discover in region and superiority about a sorid memodals a sorid med and a discover in the sorid memodal draw, Paphimiatry paperson of their secrifications, (Our realists, using the others in dynamic surge, is an improved skill or these years = 5–6 yes cill of these years = 5–6 yes cill		diest, geinnate instruct in latter/mend (planie) patterns; devloping basis internation toocholory, basis artifact (paided/extractive reading serving devokable texts— laurung to read
Stage 2 Typically, 7 to 9 years old (Grade 2 to 3) for L1 learners. And achieved in 6 months to 2 years for ELLs and adult learners.		Search districts (rectail and final positions) = 7 per skil. Sound districts (initial position, methods (bened)) = 8 per skil. Sound districts (benedict and final bland positions) = 9 per skil. Ages unless 80° 50° 5 of 2 aprillar shallows ordered a phonosignal skill.	State 10 agts work in 45 sensis* = 7 · 8 ps sid. Sensis* = 7 · 8 ps sid. Data = 7 · 9 ps sid. Data = 8 · 9 ps sid. British Hind Patters (Favoritons), Selling = 7 · 9 sp. sid. State 10 spt sizes = 7 · 3 ps. sid. State 10 spt sizes = 8 · 3 ps. sid. Morphological Por morningful antis; = 5 ps. sid. Morphological Por morningful antis; = 5 ps. sid.	Finals 2: (98); (92); (93); Grade 2: (78); (93); (114) In Steps 2; there is a consolerable explanar or children inemptal) and fluory or they can narroylally water to hundren in making to lown in Steps 3. Partner making, fluory practice	Albed introduces new summit not reconstituted in construction (Ten Taus and Ten Taus sends). Held affections in their systems and compresses, 30 the end of flags E. about 2000 sends can be read and undertain and short 2000 or beaus when he send and endomina and short 2000 or beaus when he was a state of the send Listening is still were glinter than mading	Can print many serits with distintly still remed tilgs, Aug. dispersed from tilge and gloring, more to the Mantar Virgini Gang = 7 - if these controlled on if print these controlled on its restriction of print these controlled on or externing size for another or externing size for another controlled on the section wind (All: Abilities) arrives integraps non-lag up the 3 pane helder and language to the section wind or a section of the sec	Quality Read Almed Bodes (for sectivational partners), Apr. Appenprise Bodes in Particle Indianate Reading, Agr. Approprises Extension Bodes in Challeng Theising, Engaging Bodes Seen Edition Section of the English (Section Lancet Thumber by J. Sefes, Charl Candin by G. Boss; Mirrow by J. Bades.	Children have shear how things gense, has and change, and can sorry will guide transligation remaining several stage. Children shealth to guided to as designane and enable as used as tools to willow date = 7 · 6 per shill do the progress, children will happe to seed as a more guizmentic stage, 8 · 12 per shill	加加料	continuing practice in constrained skills (themic spelling Of grammus) and increased practice on making for flavory, reades to learn, certaing to capies ideas, and serving perpengially; consolidation learning to read
Stage 3a spically, 9 to 12 years old (Grade 4 to 6) for L1 learners. And achieved in 1.5 to 3 years for ELLs and adult learners.			Spell is by right area in #3 street in #3 st	Guide S. (182), (173), (173), Guide S. (182), (174), (173), Guide S. (174), (173), (174), Jr. Stage 3a, students should be consolidating their shifty to mail age appropriate tools and analysis tools flowerly. Plancy is object by flower qualities witness, good and provide. Plancy waiter also law strong acceptance of the contract acceptance of t	Hershalery in robust tests in most additional off specific flams in communication ("For Flams of Them would," Explained modification in forest and in testing and in the property of the flams of the flams and in the resulting off statesting are equal for Flams and in testing are equal.	Commissional smiling (blass, from the paster) = 3 per side? ** And descriptional sign to the control smyle, legislar and fluoris handerings a source on the from, perspect and delating of mental propose and delating of mental propose and delating of mental propose and delating of mental perspect and serviton longuage, is equaling discustors simplemed by adjustment of the metal transact appearance of the metal transact appearance of the metal transact appearance of the metal transact	By end of Yi E-Boads short monty with minimal distribution, applicable content, artings and observation and challenging and minimal resolutions; Adjusts was of modify to not less completing and marting system.— The Billing Same See Market See M McChandle of B Physic The Artinoid by N Tari, The Elling Saw by R Lewis, Flood by J Flounds and B Thhadley	Conferenceding develops by seasoning their smaller complement and hear they are whitaid = 8.22 yes old. Oblibbe on pumping, applying and discussing a smaller of paint althout smaller = 9.22 yes old. Dateight for difference between description and explanation = 10.12 yes old.		encodidation of constrain skills while preciding ample appearance to explore higher through making, arthoug plushing licinosing of raiseing for a tange of perpusse in dise knowledge area.
Stage 3b Typically, 12 to 14 years old Grade 7 to 9) for L1 learners, and arbieved in 2.5 to 1 years for ELLs and adult learners.	— (Chall, 1996 as referenced in Snow, 2004) Guide 2 (34% (198) (1987) Guide 8 (198) (1987) Guide 8 (198) (198) (1987) Guide 8 (198) (198) (198) Guide 9 8 2 5 4 aprention of the shift of			Abstract decisionsy definitions goes for words. Learness an optioning "Audio of manning" Learness countries; "Learness countries; "Lear	Helbidy I 'ynopto //jmama confirmation'y 'sigo, lament house new adopt at mone house the adopt at mone holours (pulse and artiste dissaure if 22 or side Flority, foliand horseline, dest of Science) fision, not untillay not in colondel represen, happedy, respective, happedy, respective, planter which, disriplinery library (resum report, and som (resum and som).	By end of Ye & Basale a make map of nontenengly complex adjust tend for nontened periods. Herefore multiple periods. Herefore multiple periods of tended tend on constrained. — Parsons for Hiller by J. Franck, Afre by M. Goldmann, The Intl. Belley by N. Goung, The Hilling Rey by S. Gold, The Herefore, and the Section, The Parsons Intl. S. T. Good, The Parsons Int. C. Jone.	Studiest study consists structured word delicity designition, if their includes consemponey contexts in which the disciplion can be incread and inner implesting the students and of allient designition to the sensit; the au- chiest like students, the analysis also consume the sensition and of energy architecturing their of energy architecturing of the consumer of a transfer of the constitution of the consumer of the transfer of the consumer of the transfer of the consumer of the consumer of the transfer of the consumer of the c		Jeaners are consolidating general reading, scribing is learning strategies whilet being required to disolop more applicational disciplinary knowledge di perspectives. Reading a range of complete material	
Stage 4 Typically, 15 to 18 rears old (Grade 10 to 12) for L1 learners. lad achieved in 1.5 to 7 years for ELLa and adult learners.	"Literacy can be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy — the passage of children through successive stages of literacy, in each of which the reading and writing tasks charge qualitatively and the role of the instructor has to charge accordingly."				productic arrent #10,000 arrels are non-TEV,000 arrels are non-TEV are also potentials shall get a such and ports described and arrel from Section 16 febbs from Section 16 febbs from Section 16 febbs from 16 febb	Fall on of the corresponding cycle to records, children and under in prior contraction and under in thoma for six for multiple auditions, Factorie fighted Factories are which, Antiderrolls man, Santon which, Antiderrolls man, Santon which, and supplies you (under superior, or manus), sectional engine, colonial prompositions of exemy, and factories country, and factories of exemy, and factories country, and properties of country, and country, and country, country, country, country, country, country, country, country, country, country, country, country, country,	Union Life, Books (French Elegenese), Magazine and Article, Knath French Mohle Annioner Festive II Assistant Festive II Assistant Festive II Assistant Festive II Assistant Van Festive II Assistant The Will Life II David Candid by A Siley; Manushving Reference (Lamontonia Makagi Hiero es Carth to Tim Pleasery, Jasaway in Se Sinne Canaly Joy Alex Addian Canaly Joy Alex Addian	At this steps from it the dark plays of days of understanding of day concepts, processes and contents related to processes and contents related to processes and contents on adjust to an explaying different adjusts to an explaying out which to the contill of control on the contill of control on the contill of control on the contill of control on the control of the control of any control of the control of any control of the control of the control of the control of the control		complete syntex and fluor continued tempungs of a smalled problem of tetra formal speaking off faton skills, orphisticated read- of writing skills with the skills to synthesize information of apply deciplinary perspection.

Heathday of high sales! Full we of the corrigions call. Online Life, Books (Formal). At this raige, then is the

Jeanne Chall



Logic or Dialectic Stage Learners

- ➤ Guiding Question How?? Or Why??
- This differs from the 4-year-old child's "Why?" which is more curiosity. This is more about deductive reasoning and figuring out why the world works the way it does
- >Student wants to know WHY this or that happens, and especially why so and so can do whatever but they cannot.
- This student doesn't WANT to be a pill; they just want to know why the world works the way it does and they want to find their place in it.
- ➤ Logic Stage doesn't happen overnight! It takes a couple of years.
- Additionally, you will see physical and hormonal changes! Puberty!!
 - > Hair
 - ➤ Increased appetite
 - ➤ Need for more sleep
 - ➤ It's kind of like "toddlerhood" all over again

Rhetoric or Scholar Stage

- ➤ Guiding Question Now what do I do about it?
- ➤ This is the application stage
- ➤ Communication is the key here
- Very much like a "capstone"
- When you see puberty coming to a close, the hormones leveling off, and your child becoming "human" again, that's a sign that he or she is ready for rhetoric stage
- When your child is able to take hold of a task and complete it correctly, that is a sure sign of readiness for rhetoric stage
- ➤ When the student wants to delve deeply into a topic or "hot button issues" AND fix them, that's rhetoric stage!
- Rhetoric stage is all about being prepared for adulthood and a person's life's work

WE CAN TARGET
OUR INSTRUCTION
DIRECTLY TO THE
STUDENT EXACTLY
WHERE THEY ARE!

Homeschoolers don't need to be locked into grade levels!

When might grade levels be useful?

- ➤ Remember Grade Levels are more like actuary tables
- About the only good use of a grade level is for things where you do want your kids grouped with peers their own ages, like sports, scouts, or other groups.
 - > Useful for legal "hoops" as well! How else will we know what years we need to do testing ;-)
- ➤OK for general informational purposes, as a way to know what "normal" is. Averages do have SOME use, though, simply because they ARE average.
- ➤ Range of Normal VARIES
 - If you have more than one child, you already know this!
- ➤ In any classroom, skill levels range by 3-5 years! That's a BIG swing
 - ➤ Teachers in schools know this and they vary their instruction in the hopes that more kids will "get" whatever skill they are teaching on this go-round, but they know that there are more opportunities for the child to "get" it in the future

Grade Level Objectives



Can help you decide WHAT to teach and when it is most appropriate to do so, thereby being both more effective and more efficient!



It is NORMAL for kids to be ahead in some things and delayed in others



Everyone has strengths and weaknesses ... nobody is perfect or amazing at everything!

What do you mean by, "Behind"?

- ➤ Behind who?
 - ➤ Behind what other homeschoolers are doing?
 - ➤ Behind what the neighbor's kid is doing?
 - ➤ Behind what the public schools are doing?
 - ➤ Behind, as shown on a standardized test?
 - ➤ Behind where you wanted to be at this point in the school term?
 - ➤ Behind in a course?

Averages mean average. That means that most kids won't be "behind."

If you mean "behind" as in a rank, like a race, realize what you mean when you say that. You may need to rethink your definition of education because it is NOT about stuffing the brain full of facts and calling yourself DONE.

Be sure that you are comparing apples to apples, and not apples to oranges ... or porcupines!



Treat your child as an individual ...not as some fictionalized average kid!

YOU KNOW YOUR CHILD BEST AND YOU KNOW WHAT IS RIGHT AND WHEN IT IS RIGHT FOR HIM OR HER TO LEARN VARIOUS THINGS.

"Behind" in a School Subject

Content subjects don't really have anything to be "behind" in – it only means you haven't taught something yet

A child's readiness to hear or learn anything matters and it is an individual thing. Some kids just need more time before they have the capacity to process certain topics.

Skills subjects do have a progression that matters to the mastery of the subject.

You really can only go as fast as the child is able to learn and consistently apply the concepts. You can go as fast as you can, but it will take as long as it takes!

What about when standardized testing "proves" that my child is "behind"?

Keys to remember:

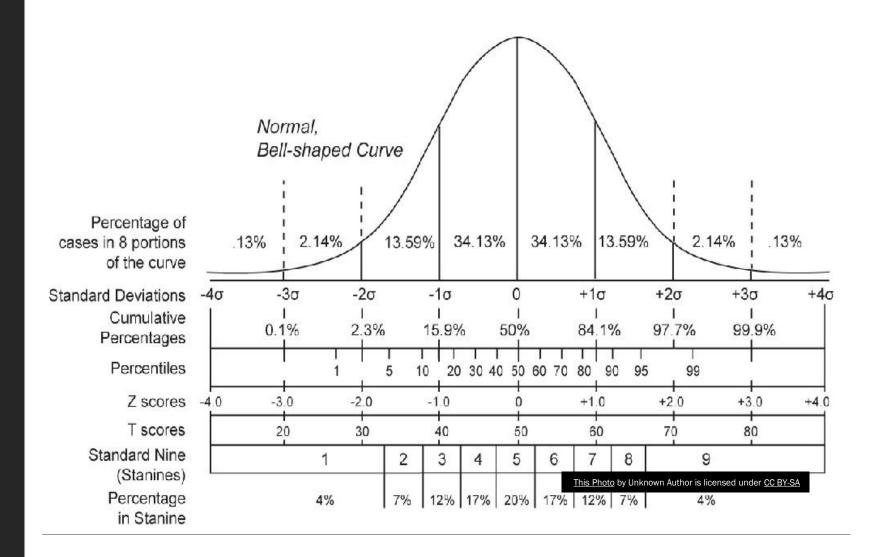
- ➤ Here in Pennsylvania, we only HAVE to test in grades 3, 5 and 8—and WE decide the grade level for our child. Legally, we only have to provide the age, so this gives us some wiggle room.
- There is no minimum score required in order to continue homeschooling
- ➤ Nobody but you and the evaluator will ever see those results
- What about the "overall sustained progress" wording of our law?
 - ➤ Is the child making progress from the last time testing was done?
 - ➤ Is there evidence in the portfolio as to progress?
 - ➤ Not all kids are good test takers!
 - ➤ Sometimes kids have a bad day!

Interpretation of Standardized Tests

Standardized tests are based on averages.

Most people fall somewhere in the middle on a bell curve. A few will be at one end and few others at the other end. This is the law of averages at work.

Standardized tests work great to show progress for kids who are good test takers and who sit in the middle part of the bell curve.



We moms tend to view our worth with how well our kids do on these tests!

WE SHOULDN'T, BUT WE DO.

Academic Excellence Educational Resources PO Box 68734, Schaumburg, IL 60168

Phone: (866) 960-9331 ~ Web site: www.AcademicExcellence.com

Student Name: Elizabeth Christian Date Test Taken: March 3, 2014

Test: CAT Test Level 5

Grade Entering: Grade Level 10

Subject	Raw Score	Grade Equivalent	Percentile Rank	Stanine
Reading Vocabulary	33	11.2	85	9
Reading Comprehension	42	10.2	70	8
Mathematics Computation	23	12.2	87	9
Mathematics Concepts & Problems	54	12.2	92	9
Language Mechanics	40	10.6	82.1	8
Language Usage & Structure	27	10.4	80	7
Language Spelling	37	10.8	88	8

The above is an example of a very high achieving test results.

How to interpret those test results

Say your child is in 5th grade and you took the test in February. That would be the 6th or the 7th month of that school term, depending on when you started your year. Because of this, you are looking for 5.6 or 5.7 as the score for each subtest. What you probably don't realize is that this 5.6 or 5.7 score is just comparing your child against all the other kids who took this specific test and got these questions correct. If your child scored a 9.3, or anything else over their actual grade level, that just means that he or she did as well as an average 9th grader in the 3rd month of school on that specific subtest with those questions. It does not mean that you child is doing 9th grade work. Conversely, if your child got a 3.2 on that subtest, it means that he did as well as an average third grader in the second month of school would have done on this specific set of questions. It does mean that he is two years behind his peers. The questions themselves are based on an average list of topics created from a composite of "usual and customary" topics that are often taught during a specific grade in an average school district in America. None of these scenarios take into account whether your child was hungry, bored, sleepy, cranky, worried, or if you had even taught the things on this test!

What can I learn from standardized test results?

Look at what is on the test:

- Did you ever teach those things? If not, is it because your child simply isn't ready yet?
 - Whose scope and sequence are you going by in your teaching? It may be that what you have chosen doesn't align with that progression.
- Did you teach them recently enough that your child remembers that you taught them?
 - Let's face it, kids forget things.
- Did you use the same words as the test does to teach that thing?
 - The terms "subject" and "predicate" come to mind here. Many homeschoolers don't use those words, but the tests do.

A big part of the beauty of homeschooling is that we can customize the environment, the content, and even the delivery for each of our children!

Physiology Matters!

Child development experts know that you can't force a child into a level of development for which they are not ready!

Embrace difficulties

The more effort required to retrieve, the more learning takes place.

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STEP

01

STEP

STEP

STEP

STEP

05

Avoid illusions

of knowing

Familiarity is not mastery. We are drawn to immediate, short term gains, not slower, effortful, long term retention.



To learn, retrieve

Periodic practice and testing strengthens retrieval routes. Test yourself rather than constantly re-reading notes.



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Space it out,

mix it up

When testing yourself, variety, and a little time to forget, raises the challenge of retrieval and results in greater retention.



Move beyond learning styles

We have multiple intelligences and by drawing on a wide variety. you improve retention.

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Increase your abilities

Embrace a growth mindset. practice like an expert and construct memory cues.

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STEP

STEP

08

STEP

06

Elaborate Find different layers of

meaning in new material by explaining ideas in your own words and by making connections.

Generate

Attempt to answer a question or solve a problem before being shown the solution. Wade into the unknown and puzzle through it.



09

Reflect

Combine elaboration and retrieval by recalling learning, connecting learning and reflecting on the success of the learning.

Calibrate

Use objective measures, such as tests or expert feedback, to clear away illusions and adjust the accuracy of your judgements of your learning.

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What if we really are "behind"?

We can throw out that average grade level label in favor of teaching in a linear fashion, while striving for solid mastery and circling back as often as needed for that child to succeed.

- This is a good practice even when being differently-abled is not an issue.
- Use a framework instead of a scope and sequence to know what should be taught.

Go at your own pace.

Homeschooling is much more about the journey than just the destination.

Your relationship with your child matters.

People before things!

What if my child has a learning disability? What then?

- 1. Learn as much as you can about your child and the diagnosis. Do this even if you only just suspect a learning disability. Try Understood.org first.
- 2. Teach your child with kindness! The relationship is far more important than skills or topics.
- 3. Work to remediate the weaknesses. Don't think that if you only work on the strengths that these weaknesses will go away on their own. You don't "outgrow" a learning disability.
- 4. Find support! Along with this, be mindful of who you gripe to about your struggles because there will be struggles. Remediation is HARD WORK!
- 5. Even if your child was not "identified" and does not have an official IEP, do consider learning how to write reasonable, measurable goals because they are helpful.



Hasbrouck & Tindal Oral Reading Fluency Data

This table shows the oral reading fluency rates of students in grades 1 through 8,

based on an extensive study conducted by Jan Hasbrouck and Gerald Tindal. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on these websites:

- ERIC website: eric.ed.gov/?id=ED531458
- BRT website: www.brtprojects.org/publications/technical-reports

This table can help you assess the oral reading fluency of your students relative to their peers. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. Teachers can also use the table to set long-term fluency goals for struggling readers.

For more information:

- Essential Components of Reading: readnaturally.com/components
- Correlation Between Oral Reading Fluency and Overall Reading Achievement: readnaturally.com/correlation
- Read Naturally Tools for Assessing Fluency: readnaturally.com/assessment-tools
- Read Naturally Intervention Programs That Develop Fluency: readnaturally.com/fluency-interventions

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

^{*}WCPM = Words Correct Per Minute



Even if it's "just" a grade level label—your child is so much MORE than the sum total of his or her parts.



Give each child opportunities to shine!



The stages of learning relate more efficiently to physiology than to arbitrary averages.



You know your child best and you are the best teacher for him or her.



Your child was put into your family at a particular time, for a particular reason, and for a particular purpose.



There are no mistakes!

Your Child is FAR More than a Label!

For more info, please PM me on FB ©