

Hidden River Middle School
Co-Teach Student Placement Guidance
Spring, 2021

| Math Co-Teach Placement Priority Indicators: | | | |
|---|--|---|---------------------------|
| 1. Qualifying Area in Math Calculation and / or Math Problem Solving 2. iReady Indicators (see below) 3. Class performance on Essentials and IEP Goals Progress (Math Calc / Problem Solving) | | | |
| Grade Level | iReady Indicators | Class Essentials | IEP Goals Progress |
| 6th Grade | Numbers / Operations: K-3rd grade level | Fractions Expressions | Progress with supports |
| 7th Grade | Numbers / Operations: K - 4th grade level Algebraic Sense: K - 4th grade level | Rational Numbers Solving Equations | Progress with supports |
| 8th Grade | Numbers / Operations: K - 5th grade level Algebraic Sense: K - 4th grade level Geometric Sense: K - 2nd grade level | Exponents Multi Step Equations Linear Functions | Progress with supports |
| Recommendation for 9th Grade | Numbers / Operations: K - 6th Grade Level Algebraic Sense: K - 6th grade level Geometric Sense: K - 4th grade level | | Progress with supports |

| ELA Co-Teach Placement Priority Indicators: | | | |
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| 4. Qualifying Area in Reading / Writing 5. iReady Indicators (see below) 6. Class performance on Essentials and IEP Goals Progress (Reading / Writing) | | | |
| Grade Level | iReady Indicators | Class Essentials | IEP Goals Progress |
| 6th Grade | Informational Text: K-2nd grade level | Summary: L1 Paragraph: L1 | Progress with supports QRI ? |
| 7th Grade | Informational Text: K - 3rd grade level | Summary: L1 or L2 Multi-Paragraph: L1 | Progress with supports |
| 8th Grade | Informational Text: K - 4th grade level | Identifying central idea/theme: write objective summary (Reading) L1 or L2 Multi-Paragraph: L1 or | Progress with sunk pports |

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| | | <p>L2 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (reading) Multi-paragraph argument essay with clear reasoning and relevant evidence (writing)</p> | |
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Process Notes:

1. Identify students for Co-Teach service priority based on the above priority indicators for Math and ELA classes.
2. Hand schedule that group of students into Co-Teach classes prior to other students being auto-scheduled.
3. Look at Co-Teach class rosters after auto-scheduling step, and move students identified for Special Education services who end up in the Co-Teach class circumstantially into a different class to maximize the level of support for students who have been identified as needing the Co-Teach services.