

**NATIONAL EDUCATION STANDARDS:
FOURTH-GRADE READING**

Final
Story Boards
—
—

BASIC:

- CAN RECOGNIZE MOST WORDS, IDENTIFY MOST IMPORTANT INFORMATION

PROFICIENT:

- CAN SUMMARIZE PASSAGE, FIND SPECIFIC INFORMATION, DESCRIBE THE WAY AUTHOR PRESENTS INFORMATION

ADVANCED:

- CAN PROVIDE A MORE DETAILED AND THOUGHTFUL EXPLANATION

SAMPLE PASSAGE FROM E.B. WHITE'S *CHARLOTTE'S WEB*:

HAVING PROMISED WILBUR THAT SHE WOULD SAVE HIS LIFE, SHE WAS DETERMINED TO KEEP HER PROMISE. CHARLOTTE WAS NATURALLY PATIENT. SHE KNEW FROM EXPERIENCE THAT IF SHE WAITED LONG ENOUGH, A FLY WOULD COME TO HER WEB; AND SHE FELT SURE THAT IF SHE THOUGHT LONG ENOUGH ABOUT WILBUR'S PROBLEM, AN IDEA WOULD COME TO HER MIND. FINALLY, ONE MORNING TOWARD THE MIDDLE OF JULY, THE IDEA CAME. "WHY HOW PERFECTLY SIMPLE!" SHE SAID TO HERSELF. "THE WAY TO SAVE WILBUR'S LIFE IS TO PLAY A TRICK ON ZUCKERMAN. IF I CAN FOOL A BUG," THOUGHT CHARLOTTE, "I CAN SURELY FOOL A MAN. PEOPLE ARE NOT AS SMART AS BUGS."

UNDERSTANDING *CHARLOTTE'S WEB*:

Q: BASED ON THE ABOVE PASSAGE, HOW WOULD YOU DESCRIBE CHARLOTTE TO A FRIEND?

BASIC

- CHARLOTTE KEEPS HER PROMISE

PROFICIENT

- CHARLOTTE WORKS HARD TO KEEP HER PROMISE

ADVANCED

- CHARLOTTE PLANS TO KEEP HER PROMISE TO SAVE WILBUR'S LIFE BY TRICKING ZUCKERMAN

**MEETING NATIONAL STANDARDS IN FOURTH GRADE READING:
HOW AMERICA IS DOING**

<u>BELOW BASIC:</u>	40%
BASIC:	30%
PROFICIENT:	23%
ADVANCED:	7%

**NATIONAL EDUCATION STANDARDS:
EIGHTH-GRADE MATH**

A CAR HAS A FUEL TANK THAT HOLDS 15 GALLONS OF FUEL. THE CAR CONSUMES 5 GALLONS OF FUEL FOR EVERY 100 MILES DRIVEN. A TRIP OF 250 MILES WAS STARTED WITH A FULL TANK OF FUEL. HOW MUCH FUEL REMAINED IN THE TANK AT THE END OF THE TRIP?

- A. 2.5 GALLONS
- B. 12.5 GALLONS
- C. 17.5 GALLONS
- D. 5.0 GALLONS

**NATIONAL EDUCATION STANDARDS:
EIGHTH-GRADE MATH**

A CAR HAS A FUEL TANK THAT HOLDS 15 GALLONS OF FUEL. THE CAR CONSUMES 5 GALLONS OF FUEL FOR EVERY 100 MILES DRIVEN. A TRIP OF 250 MILES WAS STARTED WITH A FULL TANK OF FUEL. HOW MUCH FUEL REMAINED IN THE TANK AT THE END OF THE TRIP?

- A. 2.5 GALLONS
- B. 12.5 GALLONS
- C. 17.5 GALLONS
- D. 5.0 GALLONS

THE CORRECT ANSWER IS A

PERCENTAGE OF STUDENTS ANSWERING SIMILAR QUESTION CORRECTLY:

UNITED STATES: 34%

KOREA: 50%

SINGAPORE: 70%

**NATIONAL EDUCATION STANDARDS:
FOURTH-GRADE READING**

BASIC:

- CAN RECOGNIZE MOST WORDS, IDENTIFY MOST IMPORTANT INFORMATION

PROFICIENT:

- CAN SUMMARIZE PASSAGE, FIND SPECIFIC INFORMATION, DESCRIBE THE WAY AUTHOR PRESENTS INFORMATION

ADVANCED:

- CAN DO EVERYTHING A PROFICIENT READER CAN AND PROVIDE A MORE DETAILED AND THOUGHTFUL EXPLANATION

SAMPLE PASSAGE FROM E.B. WHITE'S *CHARLOTTE'S WEB*:

HAVING PROMISED WILBUR THAT SHE WOULD SAVE HIS LIFE, SHE WAS DETERMINED TO KEEP HER PROMISE. CHARLOTTE WAS NATURALLY PATIENT. SHE KNEW FROM EXPERIENCE THAT IF SHE WAITED LONG ENOUGH, A FLY WOULD COME TO HER WEB; AND SHE FELT SURE THAT IF SHE THOUGHT LONG ENOUGH ABOUT WILBUR'S PROBLEM, AN IDEA WOULD COME TO HER MIND. FINALLY, ONE MORNING TOWARD THE MIDDLE OF JULY, THE IDEA CAME. "WHY HOW PERFECTLY SIMPLE!" SHE SAID TO HERSELF. "THE WAY TO SAVE WILBUR'S LIFE IS TO PLAY A TRICK ON ZUCKERMAN. IF I CAN FOOL A BUG," THOUGHT CHARLOTTE, "I CAN SURELY FOOL A MAN. PEOPLE ARE NOT AS SMART AS BUGS."

**UNDERSTANDING *CHARLOTTE'S WEB*:
DESCRIBING CHARLOTTE TO A FRIEND**

BASIC

- STATES THAT CHARLOTTE IS LOYAL

PROFICIENT

- EXPLAINS THAT CHARLOTTE WORKS HARD TO KEEP HER WORD

ADVANCED

- DEMONSTRATES THAT CHARLOTTE KEEPS HER PROMISE TO SAVE WILBUR'S LIFE BY TRICKING ZUCKERMAN

**MEETING NATIONAL STANDARDS IN FOURTH GRADE READING:
HOW AMERICA IS DOING**

<u>BELOW BASIC:</u>	40%
BASIC:	60%
PROFICIENT:	23%
ADVANCED:	7%

**NATIONAL EDUCATION STANDARDS:
EIGHTH-GRADE MATH**

A CAR HAS A FUEL TANK THAT HOLDS 15 GALLONS OF FUEL. THE CAR CONSUMES 5 GALLONS OF FUEL FOR EVERY 100 MILES DRIVEN. A TRIP OF 250 MILES WAS STARTED WITH A FULL TANK OF FUEL. HOW MUCH FUEL REMAINED IN THE TANK AT THE END OF THE TRIP?

- A. 2.5 GALLONS
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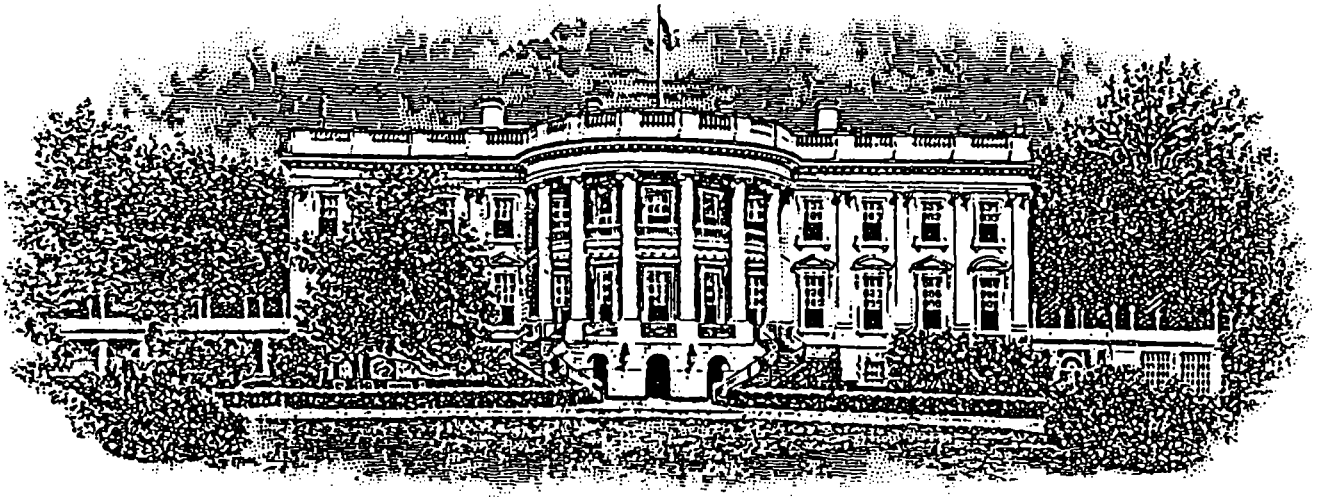
PERCENTAGE OF STUDENTS ANSWERING SIMILAR QUESTION CORRECTLY:

AMERICA: 34%

KOREA: 50%

SINGAPORE: 70%

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: John Mendenhall

FAX NUMBER: 66201

TELEPHONE NUMBER: _____

FROM: Leanne Shimabukuro

TELEPHONE NUMBER: 65574

PAGES (INCLUDING COVER): 4

COMMENTS: Treasury document on GTO

Background on Treasury Anti-Money Laundering Regulations

On Wednesday, May 21, 1997, Treasury will publish three Notices of Proposed Rulemaking designed to prevent and detect money laundering in the money services businesses -- money transmitters, issuers, redeemers and sellers of money orders and traveler's checks, check cashers, and currency retail exchangers. While these regulations are the result of the lessons learned from the New York Geographic Targeting Order ("GTO"), the regulations themselves are much broader than that order.

The GTO

Beginning on August 7, 1996, certain licensed money transmitters in the New York metropolitan area and their agents have been subject to an order requiring them to report information about the senders and recipients of all cash-purchased transmissions to Colombia of \$750 or more. Under Secretary of the Treasury for Enforcement Raymond W. Kelly issued the "GTO" pursuant to a provision of the Bank Secrecy Act (BSA). GTOs are intended to be temporary measures, and can be authorized for no more than 60 days at a time.

The El Dorado Task Force

The GTO's origins lie in the investigative efforts of the Treasury-led El Dorado Task Force, a joint federal, state and local effort that includes some 140 agents, police officers and support personnel from 13 agencies, including Customs, the IRS Criminal and Examination divisions, the Secret Service, the NYPD and New York State Banking Department.

El Dorado developed evidence that certain New York area money remitters and their agents were engaged in a scheme to move drug money to Colombia by breaking up large cash transactions to avoid the reporting and record keeping requirements of the BSA. Armed with this information, the U.S. Attorneys from the Southern District of New York, the Eastern District of New York, and the District of New Jersey, along with senior officials from Customs and IRS, presented Treasury's Financial Crimes Enforcement Network (FinCEN) with a compelling case that a GTO would be an appropriate step to take against these transmitters. FinCEN staff then worked closely with the primary Assistant U.S. Attorney and others from Customs, IRS and the Department of Justice to review the application and craft an appropriately tailored order, originally involving 12 licensed money transmitters and 1,600 agents.

The GTO was extended and expanded in October 1996 to include a total of 22 licensed transmitters and approximately 3,500 agents. The order was extended again in December and February, and extended again and expanded to include one more licensed money transmitter the first week of April, 1997.

Effects of the GTO

The GTO caused an immediate and dramatic reduction in the flow of narcotics proceeds to Colombia through New York City money transmitters. Treasury's analysis of data generated by the GTO is ongoing, but the targeted money transmitters' business volume to Colombia appears to have dropped approximately 30%. Business to Colombia dropped off even at the money remitters not subject to the GTO, suggesting that much of the money remitted to Colombia was

controlled centrally by high-level cartel money brokers.

In the aftermath of the GTO, Customs has observed a marked increase in interdiction and seizure activity at the borders -- over \$50 million in the first 6 months since the GTO went into effect, approximately four times more than in prior years.

The GTO also has had a significant impact on money laundering activity among the targeted transmitters. Several stopped sending funds to Colombia. One went out of business altogether. One money transmitter agent has pled guilty to structuring transactions to avoid the reporting requirements, and the El Dorado Task Force has made numerous additional arrests. El Dorado is continuing to pursue investigations of this type, and FinCEN will consider imposing civil penalties against violators who are not pursued criminally.

In addition to the Proposed Rules, Treasury is considering whether, and under what circumstances, to issue additional GTOs. In late May, Treasury and the Department of Justice will be convening a meeting of US Attorneys and Special Agents from high-risk money laundering areas to introduce the GTO and other tools which Treasury has at its disposal.

Proposed Rules

In response to the results achieved through the GTO, President Clinton asked Treasury to look for ways to translate into a permanent solution the benefits realized through this interim measure. The rules announced today seek to achieve this goal.

Registration of Money Services Businesses (MSBs)

The most fundamental of these proposals is to implement the Congressional mandate to register "money transmitting businesses" generally, which includes money transmitters or remitters, money order issuers and sellers, travelers check issuers and sellers, retail currency exchangers, and check cashers. Treasury has redefined this class of businesses as money services businesses ("MSBs") to avoid confusion between the terms money transmitting business and money transmitter, and has drafted the registration proposal in a way that strikes an appropriate balance between law enforcement's need for accurate information about the owners and locations of MSBs against the concern that small businesses be spared of unnecessary and intrusive regulation.

Suspicious Transaction Reporting by MSBs

The second proposed regulation would extend the suspicious activity reporting requirements -- already in place with respect to banks -- to money transmitters and issuers, sellers and redeemers of traveler's checks or money orders. Because customers of these institutions do not maintain account relationships, it is more difficult for these entities to know their customers well enough to spot suspicious transactions. To address this potential problem, the proposed rule provides guidance by listing specific indicia of suspicious transactions gleaned from money laundering investigations.

Lowered Threshold for Currency Transaction Reporting By Money Transmitters

The final proposed regulation essentially makes the New York GTO apply nation-wide and on a permanent basis. Under the proposed rule, money transmitters would be required to report currency transactions of \$750 or more that involve the transmission of funds to any person outside the United States. The rule also requires the remitters to verify the identity of the person sending the funds. Treasury does not believe that this rule will unduly burden legitimate business; the vast majority of legitimate remittances are between \$200 and \$500.

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PROFICIENT:

- CAN SUMMARIZE PASSAGE, FIND SPECIFIC INFORMATION, DESCRIBE THE WAY AUTHOR PRESENTS INFORMATION

ADVANCED:

- CAN PROVIDE MUCH MORE EXPLANATION OF PASSAGE

UNDERSTANDING *CHARLOTTE'S WEB*:

BASIC:

- CAN DESCRIBE WHAT CHARLOTTE PROMISED WILBUR

PROFICIENT:

- CAN DESCRIBE WHY CHARLOTTE THOUGHT SHE COULD FOOL ZUCKERMAN

ADVANCED:

- CAN RECOGNIZE THAT CHARLOTTE COMPARES WAITING FOR IDEAS TO TRAPPING A FLY

**NATIONAL EDUCATION STANDARDS:
EIGHTH-GRADE MATH**

A CAR HAS A FUEL TANK THAT HOLDS 35 GALLONS OF FUEL. THE CAR CONSUMES 7.5 GALLONS OF FUEL FOR EVERY 100 MILES DRIVEN. A TRIP OF 250 MILES WAS STARTED WITH A FULL TANK OF FUEL. HOW MUCH FUEL REMAINED IN THE TANK AT THE END OF THE TRIP?

- A. 16.25 GALLONS
- B. 17.65 GALLONS
- C. 18.75 GALLONS
- D. 23.75 GALLONS

4 possible phrases:

can relate information from other sources

can combine information from multiple sources

can recognize analogies

can make generalizations

comparisons and recognize analogies

can support assertions

Need revision
of this

205-5377

UNDERSTANDING CHARLOTTE'S WEB:

BASIC:

- CAN ^{recognize not understand} DESCRIBE ^{to a friend. (e.g., parent)} WHAT CHARLOTTE PROMISED WILBUR

from bottom
of notebook

PROFICIENT:

- CAN ^{fully recognize words and} DESCRIBE ^{in an extension} WHY CHARLOTTE ^{thought} SHE COULD FOOL ZUCKERMAN ^{related to the promise} (e.g. Charlotte was led to keep her promise ^{word from the trade rule} a promise to Wilbur to the end.

ADVANCED:

- CAN ^{read profoundly and associate experiences of Charlotte.} RECOGNIZE THAT CHARLOTTE COMPARES WAITING FOR IDEAS TO TRAPPING A FLY (e.g. Charlotte was a loyal friend & she has kept her word. ^{of this promise} She tries what how she can keep her promise to save Wilbur's life by tricking Zuckerman.

Charlotte is loyal

Marilyn Binkley
219-2195

Charlotte has a good
works hard to

Explain that
Charlotte works hard to keep her word

Compare Charlotte to _____

(loyalty)
Associate Charlotte with ~~loyalty~~ her promise to
save Wilbur's life by tricking Zuckerman.

This world come
before passage is
✓ end.

NATIONAL EDUCATION STANDARDS: FOURTH-GRADE READING

BASIC:

- CAN RECOGNIZE MOST WORDS, IDENTIFY MOST IMPORTANT INFORMATION

PROFICIENT:

- ^{quickly recognize words} CAN SUMMARIZE PASSAGE, FIND SPECIFIC INFORMATION, DESCRIBE THE WAY AUTHOR PRESENTS INFORMATION

ADVANCED:

- [CAN PROVIDE MUCH MORE EXPLANATION OF PASSAGE]

^{do everything proficient reader can and}
~~can~~ relate passage to ^{other} information from other
~~sources~~

) more
detailed

Can provide more

thorough
sophisticated
complex
detailed
thoughtful

Can provide a more detailed and thoughtful

Can provide a more thorough ; sophisticated
complex
illustrative

This would come before passage is read.

**NATIONAL EDUCATION STANDARDS:
FOURTH-GRADE READING**

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- CAN RECOGNIZE MOST WORDS, IDENTIFY MOST IMPORTANT INFORMATION

PROFICIENT:

- CAN SUMMARIZE PASSAGE, FIND SPECIFIC INFORMATION, DESCRIBE THE WAY AUTHOR PRESENTS INFORMATION

ADVANCED:

- [CAN PROVIDE MUCH MORE EXPLANATION OF PASSAGE]

) more detail

can relate passage to information from other sources

SAMPLE PASSAGE FROM E.B. WHITE'S *CHARLOTTE'S WEB*:

HAVING PROMISED WILBUR THAT SHE WOULD SAVE HIS LIFE, SHE WAS DETERMINED TO KEEP HER PROMISE. CHARLOTTE WAS NATURALLY PATIENT. SHE KNEW FROM EXPERIENCE THAT IF SHE WAITED LONG ENOUGH, A FLY WOULD COME TO HER WEB; AND SHE FELT SURE THAT IF SHE THOUGHT LONG ENOUGH ABOUT WILBUR'S PROBLEM, AN IDEA WOULD COME TO HER MIND. FINALLY, ONE MORNING TOWARD THE MIDDLE OF JULY, THE IDEA CAME. "WHY HOW PERFECTLY SIMPLE!" SHE SAID TO HERSELF. "THE WAY TO SAVE WILBUR'S LIFE IS TO PLAY A TRICK ON ZUCKERMAN. IF I CAN FOOL A BUG," THOUGHT CHARLOTTE, "I CAN SURELY FOOL A MAN. PEOPLE ARE NOT AS SMART AS BUGS."

Need revision
of this

~~205-5377~~
205-5377

UNDERSTANDING CHARLOTTE'S WEB:

From Sellen
of handout

BASIC:

- CAN DESCRIBE WHAT CHARLOTTE PROMISED WILBUR

PROFICIENT:

- CAN DESCRIBE WHY CHARLOTTE THOUGHT SHE COULD FOOL ZUCKERMAN

ADVANCED:

- CAN RECOGNIZE THAT CHARLOTTE COMPARES WAITING FOR IDEAS TO TRAPPING A FLY

**MEETING NATIONAL STANDARDS IN FOURTH GRADE READING:
HOW AMERICA IS DOING**

<u>BELOW BASIC:</u>	40%
BASIC:	60%
PROFICIENT:	23%
ADVANCED:	7%

8th Grade Math Problem

A car has a fuel tank that holds 35L of fuel. The car consumes 7.5 of fuel for each 100 km driven. A trip of 250 km was started with a full tank of fuel. How much fuel remained in the tank at the end of the trip?

- A. 16.25 L
- B. 17.65 L
- C. 18.75 L
- D. 23.75 L

2 steps -

- how much gas used
- subtract from what we started w/

8th Grade Math Success: International Results

Percentage of Students Answering Correctly:

Singapore = 70%

Korea = 50%

U.S. = 34%

WEST VIRGINIA EDUCATION TOWN MEETING

OPENING COMMENTS BY MODERATOR

- o Introduction of POTUS by representative of Byrd High School

POTUS OPENING COMMENTS

- o education is top priority, my goals are: every 4 yrd old read, etc....issued Call to Action for American Education in SOTU...
- o pleased that balanced budget deal provides largest investment in education...

NATIONAL STANDARDS AND TESTS: WHAT ARE THEY? -- POTUS EXPLANATION

Today I want to talk with people here in Clarksburg about what it will take to give our students the world class education they need and deserve. [need to mention something about safe, disciplined schools] One essential step toward this goal is to make sure we have challenging national standards and tests ...

- o We need national standards and tests, especially in basic skills of reading and math
 - o to raise expectations for what our kids should learn
 - o to provide road map/benchmarks, to see if our kids and our schools are on track
 - o because we are a mobile society, so that kids master the basics wherever they live and no matter where they move.
- o I have proposed national tests, based on widely used NAEP, which curenly tests only small sample of students, and gives state and national scores
 - o these are challenging tests--most will not do well initially
 - o WVA is among top 3 states showing most improvement in country -- showing the way for others; also has highest performance among minority students; demonstrating that all kids can learn if we give them to help they need. [need to check these facts]
 - o Pleased to announce that Gov., state board of ed, state sup. and gov have determined that WVA should participate in this test. In addition, MASS and KY are announcing their committment to participate, joining MD, NC, MI, DODEA
 - o Also pleased to announce that support among business communtiy is growing; National Alliance of Business reports survey of business leaders showing that.... Join CEO's in BRT and 240 high tech ceo's who endorsed last month; they know a solid foundation in the basics early in school is the best preparation for further learning and work.

- o Today I want us all to see exactly what we mean by high standards--and what it will take to do well on these tests...
- o walk through reading example, including 4th grader reading passage from Charlotte's Web
- o show math example, with very brief explanation, including international comparison of results for illustrative question]
- o Students in WVA take other tests (Standford Achievement Test[check]). There is a big difference between those standardized tests and the ones I'm talking about. The standardized tests tell you how well a student does compared to students around the country who have taken the test. They tell you your percentile score, or rank. These new tests will tell you how well a student does compared to a national standard -- based on what curriculum experts, teachers and others agree is important for students to know, and on how well they must know it.
 - o illustration: if you were taking a test for a pilots license, a standardized test would tell you how well you do compared to all the other people who took the tests. A test based on standards would tell you if you know enough to fly the plane.

*Don't want to
put
down
WVA*

TOPIC: PREPARING OUR STUDENTS TO MEET THESE STANDARDS

- o Moderator frames broad topical question re: how do we prepare kids to meet these standards, and what must schools, teachers, parents, students do to get ready.
- o To start off, calls on teacher from Lost Creek Grade School to describe all that they do to prepare kids to read. [This is an award-winning Title 1 school, serving disadvantaged kids, that does many of the things we'd like on the table for discussion]
- o POTUS poses questions to audience from following pool:

Expectations and Student Work

- Q. A recent survey of high school students conducted by Public Agenda showed that more than 70% felt that students would pay more attention to school work and actually learn more if academic standards were raised and consistently enforced. Do you think we are challenging our students enough, or are we expecting too little? [To be asked of all groups -- students, educators, parents and community members]
- Q. specifically for students: Do your teachers and parents really push you to work as hard as you can? Do you have to work hard to get good grades, or can you just "get by" with little effort? Is schoolwork more interesting when the teachers demand more, or just harder? Could most of your classmates learn more if they worked harder?
- Q. specifically for teachers: How could parents best help you reinforce higher standards for students? What could you do to help parents be more supportive?
- Q. specifically for parents: No parent ever seems to have enough hours in the day. How do you find the time to know what your child is doing in school, and to help them? How do you let them know that they must work hard and do well? What could the schools do to help you do a better job?
- Q. Should we require students to meet tough standards such as these, and the ones you have developed here in WVA, before being promoted from elementary to middle school, middle school to high school, or allowed to graduate from high school?

Teaching

- Q. What do you do in this community to attract and keep the best prepared and most dedicated teachers? How do you reward excellence in teaching? What do you do about the few teachers who aren't effective in the classroom?
- Q. Specifically for teachers: Were you adequately prepared by your teacher training programs for the challenges you face in the classroom? Do you get the kind of continuing training and support you need to stay current, grow professionally, and become more effective? What makes staying in teaching rewarding for you? What would make it more rewarding?
- Q. Specifically for students: Think of your best teachers. What makes them so good?

Technology

- Q. Reference WVA leadership, [possible mention of technology event with NASA astronaut going on today, sponsored by WVA Hi Tech Council and education partnership funded by ED Technology Innovation Challenge Grant] and the fact that this event is available over the internet. How can and does the use of technology help prepare students? What does it enable teachers and students to do?
- Q. What kind of special training do teachers need in order to get up to speed in using technology in the classroom? Who provides it, and how can more teachers get involved?
- Q. It is important to give everyone access to technology, so students in the most isolated rural schools, poorest inner city schools, etc. can have access to the same vast storehouse of information. Mention Administration initiatives to support this [e-rate, increased funding for technology literacy grants -- one of which was awarded to WVA on 5/21]. How can all of us help make sure we as a country enable our schools to take best advantage of these new tools?

Spreading Effective Practices

- Q. We heard about a terrific school right here in Clarksburg. I've always said that for every problem we have someplace in America, somebody someplace in America has already solved it. But in education, it often seems that schools are reluctant to use what others have found to be effective. What will it take, why is it so hard, to get school to use effective practices that are in place someplace else?

Community Support

- Q. How can people outside the schools help -- business, community groups, etc. [call on women with 9,000 of reading tutoring. call on business partners. call on college president to pledge work-study tutors]

TOPIC: WHY IS IT IMPORTANT TO MEET THESE HIGH STANDARDS?

- o Moderator calls on [select 1-3]:
 - o 5th or 6th grade teacher who explains that kids can't read the textbooks in his/her class if they can't do well on Charlotte's Web example
 - o high school science teacher who explains that kids who haven't mastered algebra and other math on 8th grade test can't do well in chemistry, biology or physics
 - o high school or community college student in a school-to-work program talks about how the skills on the test are important for the career he is preparing for as a

student explains he/she knows this because he has visited XYZ workplace and seen what people do, and he has needed those skills in his schoolwork.

- o a significant-size local or in-state employer explains what kind of skills they need, and how they have shared this with local schools, so kids can be prepared

4th Grade Reading Success

Advanced = can also provide more explanatory information

Proficient = can quickly recognize words and summarize passage

Basic = can recognize most words and identify information

4th Grade Reading Success: General Standards

Basic

- can recognize most words on the page
- can understand the question being asked
- can identify important information

Proficient

- can quickly recognize words
- can summarize a passage
- can pick out specific information
- can describe the way author presented the information

Advanced

- does everything proficient reader can
- can also provide much more explanatory information

4th Grade Reading Success: Definition of Achievement Levels

"Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description."

Basic

- simply lists characteristics described in the passage

Proficient

- lists one or more characteristics
- makes reference to a particular sentence

Advanced

- describes multiple characteristics
- makes appropriate references
- makes associated explanations

Student Answer--Basic Level

Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description.

Basic Level

- simply lists characteristics described in the passage

Student Answer

keeps her word, patient, confident [present in student handwriting]

Student Answer--Proficient Level

Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description.

Proficient Level

- lists one or more characteristics and makes reference to a particular sentence

Student Answer

Charlotte works hard to keep her word. At the beginning of the paragraph she made a promise to Wilbur and by the end of the paragraph she figured out how to do it. Charlotte was going to play a trick on Zuckerman.[present in student handwriting]

Student Answer--Advanced Level

Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description.

Advanced Level

- describes multiple characteristics and associated explanations

Student Answer

Charlotte was a loyal friend who kept her word. She was also very clever. In this paragraph Charlotte thinks about how she can keep her promise to save Wilbur's life by tricking Zuckerman. Her idea gives the small spider a way to outsmart Zuckerman who is much larger than she is. [present in student handwriting]

4th Grade Reading Success: U.S. Student NAEP Scores

Percentage of U.S. Students at or Above...

Advanced level = 7%

Proficient level = 30%

Basic level = 60%

====> **40%** of Students **below basic level** on 4th grade reading.

Source: 1994 NAEP

Questions for POTUS to Ask at the Town Hall Meeting on Standards

Rough Draft --May 16, 1997

TOPIC: WHAT ARE STANDARDS?

Questions needed?

TOPIC: HOW DO WE KNOW THAT STUDENTS ARE MEETING THE STANDARDS?

Questions needed?

TOPIC: WHY IS IT IMPORTANT FOR STUDENTS TO MEET HIGH STANDARDS?

Q: [Parent] As parents, Hillary and I have always wanted to make sure that Chelsea was learning everything she will need to do well in college and beyond. There's this whole world out there, and we want to make sure that she can achieve everything she wants to. That starts with learning. As a parent, wouldn't you like to know whether the schools are doing the best they can for your child--to find out whether your child is learning as much as kids in Ohio or Kentucky or Oregon? Or to do math as well as kids in Germany and Japan?

Q: [Parent] If you had good information on what was expected of your child at each stage of their education, like the examples we have here, would that help you in encouraging your child to turn off the t.v., pause the video game, or hang up the phone and do their homework? Would it help you know what to ask about when you go to parent-teacher conferences?

Q: [Young student] Can you tell me what you like about reading?

Q: [Older student] When school's too easy, it gets boring, doesn't it? And sometimes the best teachers are the ones who teach the toughest class, who push you a little bit? How do your best teachers make school challenging for you?

Q: [Teacher] Is there a middle school history or social studies teacher here? What kinds of skills do students need to excel in your subject? Can they succeed in your class if they can't do the Charlotte's Web question?

Q: [Teacher] How about a high school math or science teacher? Why is it so important that kids be able to master the fundamentals of math, including algebra by the time they come to your class? Can they do advanced math, or chemistry or physics, without this?

Q: [Teacher or Principal] As I talk to young people across the country, I find that a lot of our kids are crying out for us to set limits for them, but they also want us to ask them to do their very best. Deep down, they don't want to just "slide by." Not only do kids learn

more, but they stay out of trouble when we set the bar high and help them to get there. Do you find that students perform better--and behave better-- when you expect more of them?

Q: [Teacher or Principal] If you want to improve, you have to start by getting the truth about how you're doing. If my life depends on doing something as well as I can, I need people to honestly tell me what I need to do better. How would these tests help you and your school determine what areas you need to improve in?

Q: [Business Leader] Let's talk to someone in business. What do employers need today in terms of reading, math and writing skills? Do you ever have a hard time finding workers with the skills they need to do the job well?

Q: [Business Leader] Would clear standards--and these tests of reading and math-- help you to work with your local schools and hold them accountable for producing well-prepared graduates?

Q: [For a college president] A lot of colleges and universities find that they have to spend a lot of time teaching incoming students the basics. Do you think these tests would help you work with K-12 schools to insure that students have the necessary skills and knowledge when they reach college?

TOPIC: WHAT CAN WE DO TO PREPARE OUR STUDENTS TO MEET HIGH STANDARDS?

Q: [Parent, Teacher or Principal]: One thing that I think is so important is that we have to share with our kids a real love of learning. From her earliest days, Hillary and I tried to let Chelsea know how much we loved to read, and how much we loved sharing ideas. We used to read books together or work math problems together. We still work the crossword puzzle together now and then. How can we do that for all of our kids?

Q: [Young student] Do you talk about homework with your parents?

Q: [Teacher or Principal] We have some teachers and principals who have done some remarkable things to boost student achievement. I'd like one of the teachers or principals here to talk a little bit about the kinds of things you are doing to help improve kids' reading skills?

Q: [Teacher] How would it make a difference to your work in the classroom to have trained dependable reading tutors ready to work with your students who have trouble reading, say in the afternoons or in the summer? **Highlight: America Reads**

Q: [Teacher or Principal] How about in the area of math? Our students are just as smart as students in any other country, but students in many other countries perform better in math. How can all of us--not just teachers--help out?

- Q: [Teacher or Principal] Some schools have really turned around their math programs. What can we learn from them?
- Q: [Teacher or Principal] Just a couple of weeks ago, the FCC approved our plan to provide discounted telephone services to schools and libraries across the country, to make it much easier for them to log on to the information superhighway. I'd like one of the teachers here at Byrd High tell me about the ways that you are using technology to improve learning for your students? **Highlight: E-rate**
- Q: [Parent] You know, Chelsea is heading off to college this fall. Do any other parents here worry about being able to help their kids pay for college? Let me tell you about what we're doing to make college affordable for all students and their families...[HOPE, deduction, Pell] **Highlight: higher ed initiatives.**
- Q: [Business Leader] I'd like to ask some of the business folks who are here today: what are you and your community going to do in order to help kids do well in reading and math?
- Q: [College President] I know some of our friends in the higher education community are working hard on this as well. Could I ask one of the college officials here to talk about the kinds of things that you are doing in order to help schools boost achievement?
Highlight: America Reads/college work study commitments