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A newsletter to keep teachers and school administrators up-to-date and current on Colorado Student Assessment Program (CSAP) Issues











Show What You Know® Publishing Newsletter

TEST-PREPARATION WORKBOOKS • FLASH CARDS

WINTER 2007 ISSUE

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Colorado's Model Content Standards in Science will change for 2007 CSAP

*Eloise Boehm-Sasala
Vice President, Managing Editor*

Colorado's Model Content Standards in Science will be changing, effective February 2007. These revisions are currently in draft form and will be reviewed by the State Board of Education in December with final approval slated for February 8, 2007.

According to the Colorado Department of Education, the following goals were determined in regard to editing the current Science standards and benchmarks:

- Reduce the number of state Science benchmarks by identifying and combining redundant statements,
- Replace curricular activities and test-item level benchmarks with the key science concepts they represent, and
- Fill in any gaps to ensure the validity and alignment of Science standards and benchmarks.

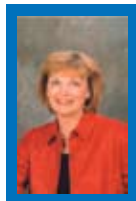
Last fall, the Colorado Department of Education (CDE) hosted five focus groups to review content areas and perform an overview of this

work. Science administrators, teachers, university faculty, and science business professionals from across the state sent in applications to be a part of this process and were selected based on demographic representation, content expertise, and experience with ELL, SPED and G/T students.

The focus groups met in Breckenridge in September and October to review the Science Standards. A draft of the focus groups' proposed revisions for Colorado Model Content Standards and benchmarks was in Science posted in October to gain public feedback regarding the revisions.

The last phase of this process involved the Colorado Department of Education using the proposed revisions from the focus groups along with public comment and feedback to finalize recommendations. The State Board of Education will review the draft this month and has scheduled its Standards Hearing for review and adoption of the proposed Science Amendments for February 8, 2007.

What is Show What You Know® Publishing?

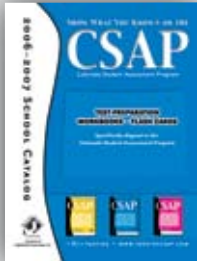


A Word From Cindi Englefield, President/Publisher

Show What You Know® Publishing is dedicated to providing high quality educational tools, resources, and services that support educators and parents' efforts in helping students achieve. We are committed to creating supplemental materials for grades K–12, with a special focus on state standards-based test preparation.

We have recently developed Show What You Know® on the CSAP materials, which are specifically aligned to the Colorado Model Content Standards. Upon incorporating our test-preparation materials into your daily classroom instruction, we are confident your students will be able to show what they know on the CSAP.

2006–2007 Catalog



If you have not received your FREE copy of the 2006–2007 Catalog, contact your sales representative below or visit www.passthescap.com

Jill Fulkerson is your sales representative in the state of Colorado. She would be happy to set up an appointment with you and bring samples of our products.

Jill Fulkerson

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Upcoming Trade Show & Conference Schedule

Show What You Know® Publishing will be exhibiting at the following conferences. Please stop by our booth to review our complete elementary line of test-preparation materials. You can also receive a free sample of flash cards and a catalog.

February 1–2

Colorado Association of School Executives (CASE)
Broomfield

February 1–3

Colorado Council of the Intl. Reading Association (CCIRA)
Denver

“Testing Tidbits”

Recent headlines on achievement testing in the state of Colorado



SCHOOLS MAKE STRIDES IN STATE ACCOUNTABILITY REPORTS

The number of students attending “excellent” schools in Colorado has jumped about 63% since 2001 when the state began rating public schools, but whether that means students are better educated remains unclear.

Governor Bill Owens said schools improved because the five-year-old School Accountability Reports hold schools more accountable.

The report gives academic ratings to more than 1700 Colorado public schools based on how students performed on the 2005 CSAP test.

December 6, Denver Post

CHANGES WILL DEVELOP TO SCHOOL ACCOUNTABILITY REPORT CARDS

The final school accountability reports of Governor Bill Owens’ tenure were released recently and there was good reason to wonder whether similar school reports cards would be issued in upcoming years. With Democrats securely in control of both houses of the state legislature, there will be increased pressure from many in the education establishment to scrap or significantly change the report cards.

*December 7,
The GJ Daily Sentinel*

DENVER PUBLIC SCHOOL SYSTEM WANTS CSAP TESTS AT YEAR-END

DPS board members said recently they want to ask the new legislature and Governor-elect, Bill Ritter, to move the CSAP tests to the end of the school year to give teachers more time with their students. They said it is not fair to judge teachers, and whole schools, based on how well students are doing more than halfway through the school year.

November 14, Denver Post

IMPROVEMENT GRANT AVAILABLE

The Consolidated Federal Programs at the Colorado Department of Education has funds to support districts that have been identified for Title 1 Program Improvement. The total amount of grant funds available is \$1,600,000. The plan is to award each recipient a grant in the amount of \$75,000.

*The Buzz, Colorado Department
of Education Newsletter,
December 2006*

Did you know?

All Show What You Know® Products are Title 1 Compliant under No Child Left Behind.

For specific information on what funding can be used to purchase Show What You Know® products, please visit www.e-publishing.com/links.asp.

You will find information on formula grants and discretionary grants and how they can be used to purchase these materials.



Ten ways to integrate flash cards into your CSAP prep

Amanda Beasley/Makenzie Brown
Show What You Know® Publishing

Successful teachers are determined to tailor their instruction to meet the individual needs of students. Many are turning to differentiated learning techniques that help students learn in various ways, particularly now that students are required to pass the CSAP.

Show What You Know® Publishing's line of test-preparation flash cards have been used for many years to help students pass state-mandated tests. Colorado's flash cards are specifically aligned to the Colorado Model Content Standards. The Standard, Benchmark, and Assessment Objective is located at the top left of each card, so teachers and students can determine what each question covers. Flash cards include 90 or more subject-specific questions that are completely different than the company's CSAP workbooks.

Throughout the years, teachers have developed numerous methods to integrate the Show What You Know® flash cards into their daily curriculum. Here are examples for flash card use:

1. Bell Work

At the beginning of each class period, before the bell rings, write a flash card question on the board for students. When the bell rings, wipe the question off the board and give the students a few minutes to turn in their answers for extra credit.

2. Question of the Day

A teacher can post a question on the board related to the standards that he or she is highlighting that day. Students submit their responses on paper. The teacher reviews their incorrect and correct responses. All correct responses go in a fish bowl or other fun container for a small prize drawing at the end of the week.

3. Tutoring Lessons

Use flash cards for tutoring. They are ideal because they can easily be laminated, written on, and erased to work through problems.

4. CSAP Jeopardy

A game board is developed based around standards as categories, and the class is divided into teams. The teacher is the question reader and each team has a

designated "leader" to request and answer questions. The winning team receives a small prize or bonus points. There are many variations to this game.

5. Peer Work

Peer work is very effective with flash cards, particularly when working with reading and writing standards. This allows students to go back and forth or work on a passage together.



6. Learning Center Activities

When planning learning center activities involving specific subject standards, teachers choose related flash cards and put them in an envelope in the center of the study area. Students select one or several problems, putting their work and answers on index cards. A partner or teacher checks the answers using the analysis side of the flash card.

7. Scavenger Hunt

Hide flash cards all over the room. Cover the answers with index cards. Tell students that everyone must quickly find a card and return to their seat. Write the answer on the index card and turn in to the teacher. The winner is based on time and accuracy.

8. Pass the CSAP (Hot Potato)

With music playing, all students sit in a circle and pass an item (typically a potato) from student to student. When the music stops, whoever is holding the item must answer a flash card question. If the student gets the question correct, he or she stays in the circle. If the student gets the question incorrect, they become the next question reader.

9. Self-Study

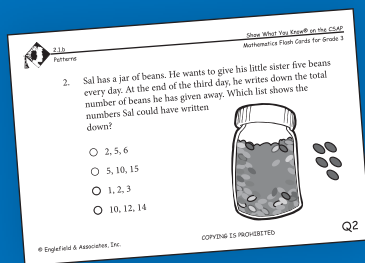
Flash cards can also have an extensive advantage outside of the classroom. Since the cards can be conveniently carried, students can review more frequently, which is more effective than long sessions of cramming. The accessibility also adapts to students' busy lifestyles. Using this self-study practice method, students can put the cards into piles "they know," "think they know," and "don't know," and then going back to the ones they need more practice as a way of review.

10. Reader of the Day

Have one student pick out a flash card question and read to the entire class. Whoever gets the question correct is the next question reader.

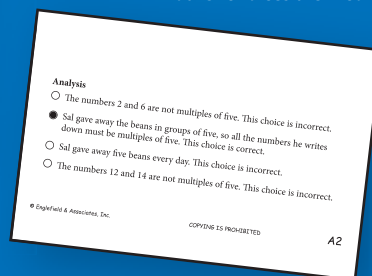
Flash cards can be used in multiple ways to promote different forms of learning. This is only a sampling of techniques that teachers have implemented using the Show What You Know® flash cards. Whatever method is chosen, or if new ways are developed, the use of flash cards combined with the Show What You Know® test-preparation workbooks is sure to bring CSAP success!

Flash Card Sample



The front (above) of each CSAP flash card presents a question aligned to one of the benchmarks, as well as a correlation in the top left corner.

The back of each flash card (below) explains why the correct answer is correct and, for multiple-choice questions, why the other choices are incorrect.



Thinking maps help students tackle tough math problems

Amanda Beasley

Show What You Know® Publishing

One of the greatest challenges students face is to read and understand mathematics problems. The thinking map, a form of graphic organizer, provides a systematic approach for working through any mathematics problem and improves a student's ability to problem solve.

The thinking map, the basis of the Show What You Know® Publishing *Math on Target* series, helps students to review the information and pick out the elements that are important, such as vocabulary and what the problem is asking. It also helps students reread the problem critically several times and develop what problem-solving strategies are needed in either mental or written processes. Thinking maps then give the student the ability to explain their answers and check to see if an answer makes sense as a final step of the problem-solving process.

Thinking maps work because they allow a student to visually see what they are thinking, in a step-by-step manner. They encourage students to slow down and not speed through problems.

By using *On Target* products, a teacher also benefits. The thinking map allows a teacher to see at a glance where a student is breaking down in his or her thought process and what each student needs to work on. This makes it simple for him or her to plan intervention lesson plans.

If thinking maps are used frequently and in a repetitive manner, learning will change. The ultimate purpose of *Math on Target* is to teach students to internalize a thinking process that will guide them through the critical-thinking involved in any mathematics problem.

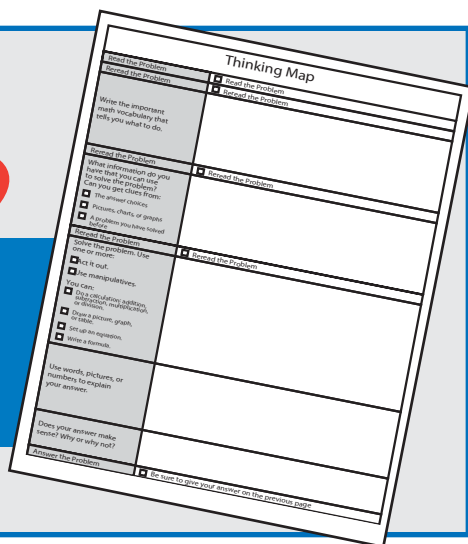
"Thinking maps work because they allow a student to visually see what they are thinking, in a step-by-step manner."

The "*Math On Target*" series is co-written by Yolande Grizinski, Ed. D., Leslie Holzhauser-Peters, MS, and Claire Crook, Ph. D. They are all distinguished experts in education and have served as teachers, curriculum directors, and assistant superintendents.

Get Your Students Back ON TARGET



For information on how to order these products or to review samples, please call your sales representative (page 2) or call 1.877.PASSING.



2006–2007 CSAP Testing Schedule

February 12–23, 2007
Grade 3: Reading and Lectura

March 12–April 13, 2007
Grade 3: Writing and Escritura
Grade 4: Lectura and Escritura
Grades 4–10: Reading and Writing
Grades 3–10: Math
Grades 5, 8, and 10: Science

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Colorado Student Assessment Program



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