

Transcript of January 21, 2021

NH Quantile 101

Jane Scott:

00:00Where we're going to share with you an overview of the Quantile framework for mathematics. We're so pleased that you've taken time from your busy schedule to hear this information, the session is being brought to you by MetaMetrics creators of the Quantile framework for mathematics.

00:18First of all, we'd like to thank the folks from the New Hampshire Department of Education for inviting MetaMetrics to be a small part of your schedule as you continue this second unprecedented school year.

00:30My name is Jane Scott and I'm the educational facilitator here at MetaMetrics. Additionally, Matt Copeland, the director of educator engagement is with us today and will be in the chat room with you.

00:43He will be sharing links to all of the various tools and resources that we will mention along the way today. In addition, we're recording this session, and we'll make the recording available to the department.

00:55Please, if you're getting started, check your email address and the role you hold in the department or in the district.

01:02This is going to help us frame our discussion to meet your needs and if by chance you pose a question that we

01:09Need to go deeper into the within cover maybe in the chat room will have your contact information available. Keep in mind by chatting your questions publicly that's going to make it feel a little bit more like a conversation behind the scenes.

01:23And not just another zoom meeting.

01:25And due to the unknown number joining us as we journey on today, we're going to keep everyone on mute until the very end, so grab some coffee to occur get comfy.

01:36And let's get started. And if you were by chance with us for the session on the legs offering up for reading some of this initial information may be repetitive, but please forgive us and hang on, we'll get to the Quantile framework in short measure

01:53To begin at the beginning. We'll take a quick look at what the Quantile framework is where educators are receiving the measures and we're educators will be receiving the measures.

02:07So just for this this Quantile framework for mathematics. You may be asking yourself here at the very beginning, you want you've joined us today.

02:15And it's hard to quantify framework is a common scale, just like a yardstick that you use to measure different things. The Quantile scale.

02:23Is used to measure two seemingly very different things. Both the complexity of math skills and concepts of presented in a variety of different material.

02:34Such as textbooks activities games watching videos, etc, including New Hampshire's mass standards.

02:43And on the other hand, this very thing scale is used to measure students mathematical ability as well as their understanding of those same math skills and concepts.

02:55Since most folks are already familiar with lexcen. The easiest way to begin to understand the Quantile framework for mathematics.

03:04Might be by comparing it to embed a metric flagship frame work. The Lexile framework for reading, but framework here, many of the same characteristics.

03:15They are both research based developmental skills that measurable student ability and the difficulty of materials both frameworks illuminate instructional opportunities in which you can fuel student learning. However, although the two frameworks are similar.

03:33It's important to know that they are not the same. And in fact are used in slightly different ways. And I'm going to share more about this in just it

03:43Now, like you have a frame of reference. Let's take a look at the bigger picture nationally more than 45 million students from all 50 states.

03:52Are receiving like solid Quantile measures and they are doing so in two possible ways

03:58One, they are receiving Quantile measures because the state accountability assessment has been linked to the Quantile framework scale and those students want on measures are reported

04:09In addition to the students. New Hampshire assessment scale scores or secondly at the local level.

04:18A student school or district could be using an informal assessment that has also been like, or the Quantile framework. So in many cases teachers in their students may actually be receiving multiple Quantile measures within a given school year.

04:35New Hampshire of statewide assessment system has been linked to the Lexile framework for reading as well as the Quantile framework for mathematics.

04:45Realizing that this school year funds you without results that could be followed along from 2019 2020 school year we'll take a look at pieces of information. You may not realize exist.

04:59How ever everyone dreams of this school year. Getting somewhat back to normal. And those assessments that help track the growth of students will be administered once again.

05:12By visiting the New Hampshire Department of Education website you can search the term Lexile

05:18One town and arrive at the information you see here to help inform all stakeholders about the measures being reported on the New Hampshire statewide assessment.

05:28And remember, we are recording this session, feel free to share this with other educators that may be interested in learning more about

05:40And on that note, here's a sampling of some of those partner products we mentioned that have also been linked to the Quantile framework.

05:47While the sampling is an exhaustive. Here are some of the product logos and those icons of which you probably recognize and can see a student's performance expect expressed

05:58In Quantile measures that help a teacher to monitor growth throughout the year.

06:04In fact, again here MetaMetrics we don't believe K-12 education needs more assessments we believe we need to be getting more from the assessment already being in ministry.

06:16Because of this belief justice with Lexile. There is no such thing as a Quantile test we link our scale to other assessment so that teachers, parents and students can leverage our tools to find resources at each student's unique ability level.

06:36In the next few slides. I hope to share how people around the nation have come to realize that Quantile measures truly empower stakeholders in various ways.

06:46Teachers were able to differentiate instruction and match students to math content at their own unique ability level and skill.

06:55But they still are able to cover the grade level content that is required. Students can connect with content and also monitor and celebrate their own growth.

07:06And families become more knowledgeable about student learning and can participate in their child's growth by helping to reinforce and maintain the math learning that occurs at school.

07:19With that being said, let's dig a little deeper into those two types of Quantile measures. I've already mentioned.

07:26This screenshot show you the tools in the pond towel section of the hub.

07:32However, in an attempt to share the complete picture and make connections to the quanta tools that you'll find in the hub during today's presentation, I'm going to try and always draw your attention. Using this dark blue navigational tool bar.

07:51This blue bar on the left hand side of your screen is a constant feature that you always have access to, no matter where you run when you're in the hub.

08:00You'll also notice today that I'll point to the math skills database, most of all of the slides that I will be going through

08:08And the reason for this is very simply that the math skills database fuels all other tools with very few exceptions.

08:19Often when searching in one map tool and you choose to find more information. You're going to arrive right back at the math skills database or most answers can be found.

08:30On Monday, February, the first at 3:30pm Eastern time, we are doing an in depth look at the hook and alive walkabout, if you will.

08:42Please feel free to visit the hub and I'm certain Matt has already chatted you the link to the hub, as well as the zoom link.

08:54But feel free to jump on into the hub whenever you have a moment and explore on your own and visit right back with us on Monday to get any questions that may come along, answered.

09:09The framework for mathematics informed difficulty levels on the Quantile scale from basic math concepts at an E m 402 more advanced mathematics skills at 1600 Quantile

09:24In the example here on the slide, you can see that model. The concept of addition for some Stettin measures em to 61 town emerging man begins at 01 town measures below zero.

09:42Are always indicated or presented with an EDM in front of the Quantile measure instead of a Madison.

09:53As we learn with the Lexile framework, there is a student like some measure as well as the Lexile measure of texts complexity.

10:01On the Quantile framework side of things. There are also two types of Quantile measures.

10:06Let's look first at the Quantile student measure that quantifies both the student's conceptual understanding of mathematics, as well as the rap ability

10:15The student Quantile measures always come from students' performance on an assessment link to the Quantile framework.

10:22These Quantile student measures suggest what mathematics, a student is ready to learn next

10:28And here's that important distinction between the Lexile framework and the Quantile framework, as I mentioned earlier on the reading side.

10:37Remember we share that a student's Lexile measure suggest what that student is ready to do independently without the help of the teacher or other adult

10:50Whereas on the mathematic son a student Quantile measure suggest a student readiness for instruction.

10:58In other words, the Quantile framework assumes that highly effective mathematics teacher will be working alongside the student providing instruction on those ready to be learned concepts and skills during an introductory lesson.

11:16At the heart of the Quantile framework, however, are the Quantile skills and concepts or que ses these que ses really are the backbone of the Quantile framework.

11:29They allow us to not only determine the Quantile measure of math materials and New Hampshire mass standards, but also help us to better understand

11:39What mathematics content of student has likely internalized what content, the student is ready to learn next and what content, a student will not be ready to learn until a future day

11:53The point our framework for mathematics has defined over 500 mathematics skills in concept or que se and each of these concepts has a Quantile

12:05Measure and each measure shows how difficult one skill is in relation to another skill. This USC alongside your New Hampshire standard for mathematics in grades K through 12 can be found in the math skills database, which is located in the hub.

12:29Let's dive deeper into the framework by examining Quantile measures for mathematical skills and concepts or que se

12:38Imagine for a moment that we took the entire body of mathematics learning from kindergarten, all the way through high school.

12:46And teeth down all of the various fragments of conceptual understanding and all the various skills, a student would need to learn in that time.

12:55These pieces of student learning would read very much like grade level learning Standards for Mathematics, but here at MetaMetrics we call them Quantile skills and concepts or que se again.

13:07And we have identified more than 500, each of which has been measured on the Quantile scale. So we know how difficult one USC is in relation to our other QC

13:20And for example, here the skill of using models to investigate the concept of beggary and there is a one-time measure of a Tin Tin Quantile

13:30And because our Quantile specialist here at MetaMetrics have aligned UFC 2712 the New Hampshire state standard eight GB six we now know that the difficulty of this eighth grade mass standard in New Hampshire is also has a difficulty of TNT in Quantile

13:59Of course, the power, the Quantile framework really resides in pairing. These Quantile student measures with the corn town material measure

14:10If we weren't to imagine that a student has a Quantile measure this equal to the Quantile measure of the lesson he or she is about to learn

14:20Let's say in this instance, a student that just completed an assessment and was found have an 840 Quantile student measure

14:28And this paired with the lesson that has a difficulty of an 840 Quantile measure would say that this relationship is a perfect match.

14:37However, it's important to understand what that match means on the mental side of things. It suggests the student has the foundational knowledge.

14:48And conceptual understanding to be ready for instruction in that content because the pairing between student measures think USC targets that classroom instruction.

15:02Again within the town framework perfect match between student measures material measures assumes that are highly effective classroom teacher is present began learning, whereas

15:16A PERFECT MATCH within let's all find work targets independent reading it is important that we attend to this particular fact and keep it at the forefront of our mind what this perfect match means for both metrics.

15:35When an educator goes into that Quantile math skills database. One of the tools again found in the Lexile Quantile

15:43They can align their grade level or math core standard to the point out framework, then this alignment can be sorted in many ways.

15:52As you can see in this example, a fourth grade math standard for New Hampshire was align to for Q essays that address this single New Hampshire mastering

16:04And by looking at the Quantile measure of difficulty in aligning his or her curriculum, an educator can realize the depth of instruction that needs to occur.

16:16New Hampshire mass standard for MDA to has skills of difficulty, ranging from two in one town, all the way up to i for 60 Quantile measure of difficulty.

16:32And if an educator does not plan his or her instruction to include the highest level that this fourth grade, New Hampshire math standard demands those students may not like proficiency level and he his or her grade.

16:52And the Quantile scale has two characteristics to keep in mind as well, just like the Lexile scale the Quantile scale is developmental

17:03Remember I shared that the Quantile student measure reflects a student readiness to learn a new skill. The Quantile scale.

17:13Was designed to be a unit dimensional scale simply meaning that a student interacting with an assessment that has been linked to the Quantile framework will receive

17:26A single Kwan town measure of readiness, the Quantile framework captures the interconnectivity of mathematics.

17:36With this cohesive representation of how mathematical skills and concepts fit together educators can differentiate

17:44classroom instruction to support successful learning experiences for all students with an assurance that those students have the readiness to delve deeper into the man that comes next.

17:59When I was in the classroom.

18:02And we will get to the geometry unit that I was required to teach parents would often tell me that their children, their child was enjoying geometry and they knew that this was going to be

18:14The unit math, where they would do very, very well. Students were in my class from here, North Carolina. They were excited to learn the attributes of various shapes and recognizing angles, etc.

18:28To band that isn't all geometry is cracked up to be, for example, from this problem here, we can say that in order to find the measure of angle and

18:37It requires knowledge that will be found from possessing conceptual understanding across four different styles, not just the single measurements ran

18:46Simply stated, a channel may be very proficient in recognizing the attributes or two dimensional geometric shapes.

18:54That this problem to arrive at the appropriate solution requires that that student needs to be able to take you as an equation.

19:05In order to arrive at the solution. The single Quantile measure is representative of knowledge, a child will possess across Australia and in order to assure a student is ready to progress in the study of mathematics.

19:25And the puzzle pieces of really simple on our website. You'll find the skills concepts resources needed to implement the Quantile framework in order for students to receive a Quantile measure of readiness, they must be assessed on a test that has been linked to the Quantile scale.

19:49So let's take a look at how you can use the resources that we've mentioned that exist in the hub. Let's take a look at how the Quantile framework truly can inform differentiation or

20:05What happens when students aren't ready or are too advanced for the focus skill to be told.

20:15If you can't, the term I used in that last slide. Focus scale and wonder what we mean when we use that term, the skill is simply the state standard

20:26That an educator circuits for within the math skills database. It's that New Hampshire man standard that the teacher comes to the math skills database wondering the difficulty level of that particular skill.

20:42This search of a standard is to find the Quantile scaling concept or the Q se that this standard has been aligned to

20:51And in doing this that enables an educator to begin looking at best, the best ways to differentiate the math lesson that's being planned around this particular New Hampshire scale.

21:05The 500 plus Q essays, or Quantile skills and concepts that I keep mentioning are organized into what we call knowledge clusters.

21:16And just think of a knowledge cluster. And we'll see one in just a minute. As many learning progressions within the mathematics curriculum.

21:25But tease out how specific mathematical concepts and skills build upon one another over time. For example, if our focus for particular lesson is on teaching students to calculate the area of a circle.

21:40We need to understand the foundational concepts and skills that a student should already have under his or her belt before learning about that nice focus

21:49And if, for example, today's focus is on calculating the area of a circle, it would stand to reason that students should already understand

21:59And be able to work with the concepts of radius circumference and path we refer to the foundational pieces of learning as prerequisite que se

22:11They represent the content that should come before today's focus New Hampshire standard that rob the teacher into the math skills database. And they're also. We also have within the

22:28Knowledge cluster what we refer to as impending USC. These are skills and concepts that will come at a later day where the learning of today's focus lesson will serve as a fail dilation.

22:43Understanding the sequencing of these discrete mathematical concepts and skills helps us to better understand our focus man concept and better plan for instruction and learning.

22:58A good metaphor for the structure of these knowledge clusters is that of a tree where the trunk of the tree represents the focus of today's lesson.

23:08The Ruth represent the prerequisite Q essays, a foundational learning that should have come before and the branches and leaves of the tree represent the impending to USC.

23:22Of future learning. Notice here that the structure of these knowledge clusters is not one to one, but rather one demeaning

23:30Each focused USC may have a whole host of prerequisite and impending QC and for more information about the structure and formulation of the knowledge clusters, please visit the URL that I'm certain Matt is chatting to each of you mail.

23:51So let's take a look at this scenario here you are seeing what we have been referring to our long as knowledge cluster here we have a grade seven educator

24:03That has a land, their New Hampshire grade seven standards to the Quantile framework. And again, you know, we're in that math skills database that's found in the hub.

24:16The educator is planning to teach the focus skill New Hampshire seventh grade in sa to a and due to the alarm that was discovered of this New Hampshire standard being aligned to que se to sixth grade seven New Hampshire standard that educator knows that this math standard

24:40Has a difficulty of an 18.1 because this New Hampshire standard was actually aligned to our

24:51Which also have a difficulty of an

24:56So for students not ready for instruction at a difficulty level of 18 quanta, the educator can use prerequisite skills that you see listed there within the not the knowledge because for this particular one has a single prerequisite scheme.

25:12But you can also drill down and find even lower level, just by clicking on that que se that you see there

25:21But also those more advanced students that have an assessment score showing that their ability is higher than that at a Quantile level of readiness.

25:31Might have an enrichment lesson connected to the focus skill to plan for instruction for the students as well.

25:39And in order to provide enrichment, a teacher might consider using one of those supporting skills that you see for those more proficient mathematicians in the classroom. After realizing

25:49And doing a quick assessment to determine that those students already have the understanding the understanding that will be needed for the focus lesson that the teacher is getting ready to teach

26:02Applications of the knowledge clusters are endless. Most importantly,

26:10educators have a quantifiable means of matching students to instruction resources and materials at the very level where students have the needed mathematical schema in place that would allow them to be successful in the upcoming introductory lesson.

26:34So let's take what we've seen today and take a minute to look at how Quantile towns help an educator meet the needs of all learners.

26:48Let me share a quick example of how an educator can use the knowledge cluster that will just examine or a knowledge cluster to ensure that equitable math instruction does indeed occur.

27:02When I take a look at the math skills database, we're going to identify a knowledge cluster and see how we can use this information to meet the needs of maybe a single student and we'll call on Laura.

27:18And the small group of students that maybe Laura happens to

27:25Be working with within that small group.

27:29So for lesson planning a teacher in New Hampshire with simply go to the hub and use the math skills database tool on his or her New Hampshire math standards to the Quantile framework.

27:43And remember the standard that they are preparing their lesson around that day. And in this instance six SPPs are called the focus skill that what that is the scale in New Hampshire.

27:57From that, for that great 62 that brought them into the hub.

28:02And we also see

28:05In this example, that the single New Hampshire math standard has been unpacked dude Are Quantile specialist team determining upon very close examination and research that

28:20With in our last go fanbase.

28:24In our over 500 set of QC

28:28Six of our QCs are directly related and address this New Hampshire math standard. So very often educators will look when they align their goals and open a single standard, they'll say,

28:44We only have one six and be the Pharisees in my sixth grade new instrument standards why other six listed because it's that same New Hampshire state go but you see there are six different QCs

29:05The teacher decides that from the suggested QCs today's lesson or tomorrow's lesson will be on describing data using the main

29:17Or this teacher has decided that in the next day or so he or she is going to be teaching QCs to one for describing data using the main and this QC has a difficulty of 850 quanta

29:36 Looking at a roster of student measures the educator sees that Laura and the folks that are in her math group have an approximate Quantile measure of ability somewhere hovering around a 451 to measure.

29:51 The difference between the groups' readiness level at around 451 town and the difficulty of the lesson.

30:00 At an eight Quantile we are now can see quantitatively, that's too far for these students to read in an introductory lesson and they certainly won't be successful. During the introductory lesson.

30:16 Once we click on it, USC 214 or the UFC that represents describing data using the main that Q essays knowledge cluster is displayed the Quantile measure of these prerequisites.

30:33 Are still to have for Laura and her friends in her particular group. So the educator can continue to drill down using the prerequisite USC is

30:45 In order to fire alarm and the others in her group are ready for instruction that educator can just determine as he or she is drilling down within these prerequisite skills which direction.

31:01 They're going to take our and the students within that group.

31:06 Remember, as we discussed these prerequisites are all related to that focus lesson because they are in the knowledge cluster for that QC the direction that drill down

31:20 Again is entirely up to the educator, that is going to be far more knowledgeable students in the group and the requirements of their math standards, but in this example educator is going to choose to drill down and select que se 171

31:38 What can I say 171 opens the educator fund there within those prerequisites that que se 166 which is divide using single digit divisor with them without reminders at 450 Quantile measure of difficulty.

31:56 Is right where the students in Laura's group are ready to begin instruction. So the teacher.

32:04 Opens que se 166 and it is there, the teacher will find numerous resources that have been calibrated to this que se which means these resources that they will use to instruct Laura and the folks in our group are also going to be at a difficulty of around 450 Quantile

32:30 Within the knowledge cluster that contains that new focus skill work USC 166

32:38 The educator will see the resources that will not frustrate the students. And as we can see here the teacher is going to have a menu of 13 resources to pick and choose from and again resources thing is to help

32:55 Enhance his or her instruction are at the educator choosing

33:03 Another feature that educators have is located in that upper right hand corner the Resource Center has links in a personal whenever they find resources on our website.

33:16There will always be a link to the resource center it's within that resource center where teachers can save one or many of the resources in the list just by clicking the little plus sign and once you click that plus sign is automatically added up here to the Resource Center.

33:37And once they have made their choices of resources that they want to place into the Resource Center.

33:46If a student and large group or if large group happens to receive tutoring from a specialist

33:54That educator can email straight from the Resource Center to a colleague down the hall or two on a tutor. That is working with one of the students

34:06Can send these resources directly home from the Resource Center we are continually hearing that this tool is proving to be so valuable to teachers, having to provide virtual instruction.

34:20During these times, and we will share much more detail and show you how you save an email home, etc. When we do that, hands on hub tour, I believe.

34:34I think I said it was on a Monday, February, the first but don't hold me to that Matt will have candidate to you. And here in just a few of the sources that provide the offerings found in most knowledge clusters. And there are literally dozens more to be found.

34:50So let's take a look at the steps that that educator used in order to meet the group's needs first going straight from the New Hampshire.

35:03Focus lesson that the educator decided that he or she will be teaching the educator

35:10went and looked at that focus skill was going to teach described data use main and realized it had a difficulty level of an 850 Quantile the educator then looked at the prerequisite skills and seven still to have for law in those in her group.

35:29So by continuing to drill down within these prerequisites that are directly tied to that New Hampshire focus less than that brought them into the math skills database, the educator was able to see that the pre requisite skill.

35:46Divine using single digit divisor with them without reminders. That's where the knowledge base of the students. That's where the schema was for the students.

35:57That meant they are right ready for instruction to begin at this level. So you think about describing data using main describing data using the me

36:10That educator can go ahead and do whole group introductory lesson for this focus skill.

36:18Just needs to be very mindful of the number of our or the number of data that they put in their examples that they do. And even within the guided practice until they can have Laura and her group.

36:34Get into two and three digit disasters. That is what happens when we match that student to the activities and the instruction at the place where they are ready.

36:48So now that we've established our understanding of what the Quantile framework. So let's talk a bit more about how can be used within the classroom.

36:57Teachers can utilize Quantile measures to examine the difficulty materials and the prerequisites and intending Q essays within each node cluster.

37:07To sequence learning activities throughout the school year teachers can also utilize the knowledge clusters and Q essays to reteach or pre teach prerequisite concepts and skills to help prepare students for success with

37:25New learning opportunities and also teachers can you ask the knowledge clusters and Q essays to identify and to identify alone resources for a medial and enrichment activities for students.

37:40Now the Quantile framework is geared for instructional as we discussed. It can certainly be utilized appearances whale here. However, the focus is not on teaching students in math concepts and skills.

37:55But the focus here should be to give parents a tool to reinforce and practice the math already being learned at school.

38:04And in this way. Parents can have a profound effect on developing their child's fluency and automatism it with mathematics.

38:13Like teachers, parents can use the Quantile framework to identify games activities work worksheets Austin tutorial videos to help the parent as well as the child understand maybe an awesome that was sent.

38:29A child Quantile measure may suggest that he or she ready to learn about multiplying two digit numbers.

38:36However, if that skill hasn't been presented as of yet and school. It might serve the child better to continue to practice the multiplication of single digit numbers until that instruction occurs.

38:49Parents can also celebrate their child success by watching the growth in their child's Quantile student measure from kindergarten, all the way through high school.

38:58And lastly, parents can use the quanta framework and the Alon activities and resources that are included as a common language to discuss mathematics and learning with their child's school and teachers.

39:16To quickly summarize Quantile measures can be leveraged in a number of ways by educators, parents and students.

39:23That can be used to link student ability to the difficulty of math content forecast. A student success rate with that content.

39:32differentiated instruction for students have diverse abilities and of course track student growth and learning over time.

39:42Now during our time together today. I mentioned a variety of research based tools to help you utilize

39:48The Quantile measures that you see on students, all of these tools are available within like sound Quantile hub, which is being provided to educators in New Hampshire completely free of charge.

40:01This screenshot highlights the Quantile tools in the hub. So as you can see the Lexile and quanta have a one stop shop for all of your content tools.

40:12As well as all those Lexile tools that you may have learned about already. And these can all be accessed by visiting have got lexile.com and as I shared before. If you're interested in participating in a guided tour the hub. Please join us Monday, February, the first at 330

40:32We certainly hope to see you there.

40:38To take a look at some of the key takeaways from the time we spent together today. One time measures truly allow us to examine the relationship between student ability

40:49And the difficulty of a wide variety of math materials.

40:53We also have access to a host of free tools and resources to leverage those Quantile measures to differentiate instruction and connect students with materials at their own unique level.

41:06Because they span many different assessments and the entire K 12 student experience.

41:12One time measures also enable us to take a more longitudinal view of growth towards the goal of college and career readiness.

41:20And finally, Quantile measures and the Quantile framework allow us to communicate more effectively with families and communities about their child's mathematical learning

41:32And so with that, I like to thank you for your attention to this information today. And if questions come along in the future. Please join Matt and

41:41For office hours and we are there live every Monday and Friday and it truly is come and go as you are, and come and go as you please. And also, if you have questions at any time, feel free to reach out to us the email.

42:00If you have any questions or additional information that you want to know about the Lexile framework for reading or the Quantile framework for mathematics against men.

42:13Are more than happy to walk you through any issues or any questions that come along and we invite you to go ahead, don't wait on the hub to jump in there, explore those tools and join us February, the first for

42:27Any questions that may come along, or a deeper dive into each and every one of those tools. Thanks again so much for your time today and have a wonderful rest of the day and week. Thank you.

Hello everyone! This is the chat space where we can ask questions and have a backchannel discussion of today's content. Throughout the session, I'll also be sharing the links Jane mentions as well. Thanks for joining us! Also, if you would, please share your name, email address, and role within your school system here in the chat! Jane and I will do our best to tailor our examples and discussion today to the work that you do!

Matt Copeland34:32

I'll start! Matt Copeland, Director of Educator Engagement here at MetaMetrics. Formerly, a high school English teacher, department head, and district curriculum leader near my home in Topeka, Kansas.

Joey Nichol34:36

Joey Nichol Title II Consultant NHDOE

Natalie LaFlamme34:37

Natalie LaFlamme, laflammen@nashua.edu, Middle school math teacher and Curriculum Liaison

Matt Copeland34:48

Jane Scott is MetaMetrics' Senior Instructional Facilitator and spent 30+ years as a classroom teacher and instructional coach. She lives on Oak Island on the North Carolina coast.

Matt Copeland35:14

Welcome to you both! We'll share these several more times throughout the session, but our email addresses are: Jane Scott <jscott@lexile.com> and Matt Copeland <mcopeland@lexile.com>

Matt Copeland38:28

For a full list of all assessments that report Quantile measures, please visit:

<https://metametricsinc.com/products/standardized-assessments-2/>

Matt Copeland41:37

Lexile & Quantile Hub: <https://hub.lexile.com>

Matt Copeland42:22

For a quick, two-page overview of the Quantile Framework and the two types of Quantile measures, see the Quantile Educator Guide: <http://quantiles.com/educator-guide-pdf>

Matt Copeland42:50

For parents and families, we suggest the Quantile Parent Guide: <https://www.quantiles.com/parent-guide-pdf>

Matt Copeland52:43

Again, if you have any questions about Quantile measures, please post them here in the Chat and we're happy to start a backchannel discussion! Or, if you prefer, you can always email us privately: Jane Scott <jscott@lexile.com> and Matt Copeland <mcopeland@lexile.com>

Matt Copeland56:02

The QSC "tree" visual and explanation can be found here: <https://www.quantiles.com/wp-content/uploads/2017/08/QFKnowledgeCluster.pdf>

Matt Copeland57:27

Later in this session, Jane will be showing you how to find the complete "crosswalk" between the New Hampshire math standards and the various QSCs.

Matt Copeland01:13:28

For help getting started with each of the tools within the Lexile & Quantile Hub, please see our "Getting Started" chart. This chart includes links to the Quick Start Guide and video tutorial for each tool:

<https://docs.google.com/document/d/1-cxhOlgFIDkGeLjO0RZi58Bnx8sck2kvtkmbeSzd6q8/edit?usp=sharing>

Matt Copeland01:14:37

Matt and Jane's Office Hours for 2021:

Every Monday 3:00-5:00 ET <https://zoom.us/j/95027749445>. And again every Friday 11:00-1:00 ET <https://zoom.us/j/92206409606>. We'll be online to answer your questions! Come and go as you please!

Matt Copeland01:14:48

If you are interested in a "deeper dive" into any of the topics Jane has touched on today, please reach out! Or, if you'd be interested in bringing a professional learning session such as this to your school or corporation--at absolutely no cost!--please reach out and we are happy to discuss!