In-Product Illustration Story

- **Goal:** Move the sales process forward by going deeper into how we support whichever solution they are interested in.

- **Purpose:** Specific examples tied to our support for students, in the context of a lesson. *Note: This is not meant to be a demo of everything we do, but a way to illustrate our stories of student success.*

- **Note:** You can use these same talking points with any lesson (perhaps in a different order depending on the lesson. Apply them to your favorite!

On-time Graduation (credit recovery/at ed)
- English 9 Course
- Algebra I Course
- Biology Course
- U.S. Government and Politics Course

On-Grade Proficiency (MS intervention/remediation)
- English 6 Tutorials
- Math 6 Tutorials

Test Readiness
- English 9 Tutorials
- Algebra I Tutorials
- Biology Tutorials
- U.S. History Tutorials

On-time Graduation (credit recovery/alt ed): English 9 Course

English 9 Course, Unit 1, Lesson 1
(Optional introductory taking points depending on the prior experience of the audience)   *Students end up in credit recovery for a lot of reasons (examples):*   • *Maybe they missed school to take care of a sick parent*   • *Maybe they just didn't do their homework*   • *Maybe they didn't connect with their 8th grade math teacher so they have some huge gaps*   • *Maybe they moved to this country a year ago and are still learning English*   • *Or maybe they fell behind in reading in elementary school and have never caught up*   *Whatever the reason, students have failed a class and now your challenge is to help each of them get them back on track to graduation.*   • *Not easy.*   • *Probably going to take something different from what you're doing now.*   • *You're not alone…lots of districts have students who just aren't being successful and are dropping out because they don't have the credits to graduate.*

Talking Points	Action
Credit recovery students need efficiency and effectiveness. • They want to earn their credits quickly so they can get back on track, so it has to be **efficient**, AND • You want to set them up for success—not only earning this credit, but ready for what comes next (EOC, next class, etc.)—so it has to be **effective**.	• Log in to apexdemo.apexvs.com as teacher • Open dropdowns to show Courses
Our curriculum designers understand where students tend to have problems: • Poor readers • Gaps in their knowledge • Have trouble breaking down complex ideas and concepts • Not really "into" school and need to see success to keep them motivated They think about what students need to be successful in the next class (effective). They don't water the curriculum down to make it easier, they make it more accessible so all students are prepared. And they think about how to make it easy for students to focus in on what they need to get this credit. We directly address students' needs with an intentional design that helps all students learn efficiently and effectively regardless of their needs…whether they're reading below grade level, are ELL students, or they have gaps in their prerequisite knowledge. Let me show you some examples.	• Navigate to English and then English 9
Imagine you're that student who's already failed a class (or maybe 2 or 3). You're frustrated and probably feeling pretty negative about school. The last thing you need is another lecture or textbook. We know that. So, we make sure students can get to what they need in a way that's efficient. • Clean and concise presentation • Designed so students can easily see where they are & what they need to do	Go to: • Unit 1 (Short Story, Part 1) • Lesson 1.2 • 1.1.2 (Study)

• Makes it look simpler for the students...even though there's a lot going on as you're going to see	
I said that digital curriculum for credit recovery students needs to be effective. And key to effectiveness is the student's ability to interact with text because: • Accessing text is required for all classes • It's not going to get better if you take it away (i.e., present via video) • It's not going to get better if you don't support student ability to access it So, support for **making text accessible**—especially for below proficient readers, ELL students, and students with learning gaps—is key. Look how controlled the text is on each of these pages. Imagine you're a student who has struggled with text...maybe because you're reading below proficiency or are an ELL student or have some prerequisite gaps in your knowledge. We... • Chunk information, one idea at a time. You can clearly see that each page, each sentence is written to be accessible to a wide range of students. • Stepped out instruction and practice—with plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away. Students move at their own pace, taking as much time as they need to understand the information on the page. We make the text accessible for the students and helping build skills to help them in the next class and the next and the next.	1.1.2, pages 1-4 • Forward to 1.1.2 Study • Scroll slowly through pages 1-4
(Literacy support) If I'm a student who needs help with the words, I can get it right when I need it... • Clickable vocabulary with definitions, examples, and audio • Academic language, but also language that students often find difficult or that is used in a different way than usual to provide that critical "voice of the teacher or tutor" right when needed. • Read alouds so students can both see and hear the words And I get help building reading comprehension skill because comprehending academic material is a critical skill all students must master. • Reading support cards, across the curriculum (not just in English Courses) Think about how much support this provides for me so the skills and concepts I need to learn become more accessible.	1.1.2, page 5 • Linked vocabulary words • Speaker for read aloud 1.1.2, page 6 • Reading Support Card

(Language support) If I'm a student who's in the process of learning English...
• The small chunks of information we talked about already? They're important here too because translation's only as good as the instruction underlying it, and if the information is too dense or too complicated, the translation is dense and complicated too.
• Text-to-speech and translation—for of all the instruction and supports—to provide me with very intentional support
 	
Think about how much help this provides for an ELL student.
	1.1.2, page 7
	
	1.1.2, page 8
	• Translation button
	   o Choose a language
	   o Click translate
	   o Click the speaker

(Learning gaps) And if I'm a student who comes to this course with some gaps in the things I need to know to be ready for this course (prerequisite skills), there's help for me with: • Background information that activates prior knowledge and fills in gaps • Reteaching • Lots of context to make connections That's going to make me more comfortable with the instruction.	1.1.2, pages 9-13 • Pg. 9: Show rediscover card • Pg. 10: example/model • Pg. 13: review
For all students, our **intentional and purposeful use of media** enhances the curriculum. It provides examples, illustrations, context, and organizational frameworks where students are always seeing and hearing the things they're learning. • Real world example (provide context & connections) • No one else is paying this kind of attention to making text accessible. They try to work around it or avoid it instead and that doesn't do students any favors for the rest of their classes.	1.1.2, pages 14-16 • Go back to pg. 1, click "Make something happen" • Keep clicking to slowly move forward to page 7 as you talk
Students tell us their favorite thing about Apex is that <u>they</u> set the **pace** that's right for them—something not easily done in a classroom. I think you've seen that as we've gone through this lesson. • Aren't confined or restricted by the pace of a teacher, lecture, or video • Can use as many or a few of the supports available to them as they need/want • Can stay as long on a page as they need to • And it's not just on this page, it's on every page students see	1.1.2, page 16
For students, an Apex Course isn't a passive experience where they're just putting in the seat time. Students are **engaged in meaningful ways** that build conceptual understanding: • Curriculum is interactive; students are learning by doing (every 10-15 seconds students are asked to do something) • Practice & instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses	1.1.2, page 17 • Answer question 1 "strapless dress" and submit • Then "not wearing life jacket"/submit, to show different feedback
Everything we do…everything in this lesson, is to make the text accessible, to help students set the pace that best works for them, and to engage and involve students in their learning is part of the intentional design that makes Courses efficient and effective for credit recovery students. It's all part of an intentional design that gets students further faster. • Instead of avoiding text by relying exclusively on video or animations, we set students up for future success by making the text accessible…for students reading below grade level, for ELL students, for students with gaps. • Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it. • And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.	

On-time Graduation (credit recovery/alt ed): Algebra I Course

Algebra I Course, Unit 6, Lesson 2
(Optional introductory taking points depending on the prior experience of the audience) *Students end up in credit recovery for a lot of reasons (examples):* • *Maybe they missed school to take care of a sick parent* • *Maybe they just didn't do their homework* • *Maybe they didn't connect with their 8th grade math teacher so they have some huge gaps* • *Maybe they moved to this country a year ago and are still learning English* • *Or maybe they fell behind in reading in elementary school and have never caught up* *Whatever the reason, students have failed a class and now your challenge is to help each of them get them back on track to graduation.* • *Not easy.* • *Probably going to take something different from what you're doing now.* • *You're not alone…lots of districts have students who just aren't being successful and are dropping out because they don't have the credits to graduate.*

Talking Points	Action
Whatever the reason, students have failed a class and now your challenge is to help each of them get them back on track to graduation. • Not easy. • Probably going to take something different from what you're doing now. • You're not alone…lots of districts have students who just aren't being successful and are dropping out because they don't have the credits to graduate. Credit recovery students need efficiency and effectiveness. • They want to earn their credits quickly so they can get back on track, so it has to be **efficient**, AND • You want to set them up for success—not only earning this credit, but ready for what comes next (EOC, next class, etc.)—so it has to be **effective**.	• Log in to apexdemo.apexvs.com as teacher • Open dropdowns to show Courses
Our curriculum designers understand where students tend to have problems: • Poor readers • Gaps in their knowledge • Have trouble breaking down complex ideas and concepts • Not really "into" school and need to see success to keep them motivated They think about what students need to be successful in the next class (effective). They don't water the curriculum down to make it easier, they make it more accessible, so all students are prepared. And they think about how to make it easy for students to focus in on what they need to get this credit. We directly address students' needs with an intentional design that helps all students learn efficiently and effectively regardless of their needs…whether they're reading below grade level, are ELL students, or they have gaps in their prerequisite knowledge. Let me show you some examples.	• Navigate to Math and then Algebra I

Imagine you're that student who's already failed a class (or maybe 2 or 3). You're frustrated and probably feeling pretty negative about school. The last thing you need is another lecture or textbook. We know that. So, we make sure students can get to what they need in a way that's efficient. • Clean and concise presentation • Designed so students can easily see where they are & what they need to do • Makes it look simpler for the students…even though there's a lot going on as you're going to see	Go to: • Unit 6 (Exponents and Exponential Functions) • Lesson 2 • 6.2.1 (Study)
I said that digital curriculum for credit recovery students needs to be effective. And key to effectiveness is the student's ability to interact with text because: • Accessing text is required for all classes • It's not going to get better if you take it away (i.e., present via video) • It's not going to get better if you don't support student ability to access it So, support for **making text accessible**—especially for below proficient readers, ELL students, and students with learning gaps—is key. Look how controlled the text is on each of these pages. Imagine you're a student who has struggled with text…maybe because you're reading below proficiency or are an ELL student or have some prerequisite gaps in your knowledge. We… • Chunk information, one idea at a time. You can clearly see that each page, each sentence is written to be accessible to a wide range of students. • Stepped out instruction and practice—with plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away. Students move at their own pace, taking as much time as they need to understand the information on the page. We make the text accessible for the students and helping build skills to help them in the next class and the next and the next.	6.2.1, page 1 • Forward to 6.2.1 Study • Scroll slowly through pages 1-2
(Literacy support) If I'm a student who needs help with the words, I can get it right when I need it… • Clickable vocabulary with definitions, examples, and audio • Academic language, but also language that students often find difficult or that is used in a different way than usual to provide that critical "voice of the teacher or tutor" right when needed. • Read alouds so students can both see and hear the words And I get help building reading comprehension skill because comprehending academic material is a critical skill all students must master. • Reading support cards, even here in math Think about how much support this provides for me so the skills and concepts I need to learn become more accessible.	6.2.1, page 3 • Linked vocabulary words • Speaker for read aloud 1.1.2, page 4 • Reading Support Card

(Language support) If I'm a student who's in the process of learning English…
• The small chunks of information we talked about already? They're important here too because translation's only as good as the instruction underlying it, and if the information is too dense or too complicated, the translation is dense and complicated too.
• Text-to-speech and translation—for of all the instruction and supports—to provide me with very intentional support
 	
 Think about how much help this provides for an ELL student who's not just learning math, but English too.
	6.2.1, page 5
	
	 6.2.1, pages 6-7
	• Translation button
	   o Choose a language
	   o Click translate
	   o Click the speaker

(Learning gaps) And if I'm a student who comes to this course with some gaps in the things I need to know to be ready for this course (prerequisite skills), there's help for me with: • Background information that activates prior knowledge and fills in gaps • Reteaching • Lots of context to make connections	6.2.1, pages 8-11 • Pg. 9: Show rediscover card • Pg. 10: review • Pg. 11: example/model
For all students, our **intentional and purposeful use of media** enhances the curriculum. It provides examples, illustrations, context, and organizational frameworks where students are always seeing and hearing the things they're learning. In this lesson you've see text of course, but also illustrations models, interactives, animations, and audio so students get information about exponential functions in several different ways. In other lessons there might be simulations or videos or graphs and charts depending on the skill being taught. • Real world example (provide context & connections) • No one else is paying this kind of attention to making text accessible. They try to work around it or avoid it instead and that doesn't do students any favors for the rest of their classes.	6.2.1, pages 12-14
Students tell us their favorite thing about Apex is that they set the **pace** that's right for them—something not easily done in a classroom. I think you've seen that as we've gone through this lesson. • Aren't confined or restricted by the pace of a teacher, lecture, or video • Can use as many or a few of the supports available to them as they need/want • Can stay as long on a page as they need to • And it's not just on this page, it's on every page students see	6.2.1, page 14
For students, an Apex Course isn't a passive experience where they're just putting in the seat time. Students are **engaged in meaningful ways** that build conceptual understanding: • Curriculum is interactive; students are learning by doing (every 10-15 seconds students are asked to do something) • Practice & instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses	6.2.1, page 15 • Answer question 1 "i=0.03"" and submit • Then "P=200"/submit, to show different feedback
Everything we do…everything in this lesson, is to make the text accessible, to help students set the pace that best works for them, and to engage and involve students in their learning is part of the intentional design that makes Courses efficient and effective for credit recovery students. It's all part of an intentional design that gets students further faster.	

• Instead of avoiding text by relying exclusively on video or animations, we set students up for future success by making the text accessible...for students reading below grade level, for ELL students, for students with gaps. • Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it. • And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.	

On-time Graduation (credit recovery/alt ed): Biology Course

Biology Course, Unit 2, Lesson 1	
(Optional introductory taking points depending on the prior experience of the audience) *Students end up in credit recovery for a lot of reasons (examples):* • *Maybe they missed school to take care of a sick parent* • *Maybe they just didn't do their homework* • *Maybe they didn't connect with their 8th grade math teacher so they have some huge gaps* • *Maybe they moved to this country a year ago and are still learning English* • *Or maybe they fell behind in reading in elementary school and have never caught up* *Whatever the reason, students have failed a class and now your challenge is to help each of them get them back on track to graduation.* • *Not easy.* • *Probably going to take something different from what you're doing now.* • *You're not alone…lots of districts have students who just aren't being successful and are dropping out because they don't have the credits to graduate.*	

Talking Points	Action
Whatever the reason, students have failed a class and now your challenge is to help each of them get them back on track to graduation. • Not easy. • Probably going to take something different from what you're doing now. • You're not alone…lots of districts have students who just aren't being successful and are dropping out because they don't have the credits to graduate. Credit recovery students need efficiency and effectiveness. • They want to earn their credits quickly so they can get back on track, so it has to be **efficient**, AND • You want to set them up for success—not only earning this credit, but ready for what comes next (EOC, next class, etc.)—so it has to be **effective**.	• Log in to apexdemo.apexvs.com as teacher • Open dropdowns to show Courses
Our curriculum designers understand where students tend to have problems: • Poor readers • Gaps in their knowledge • Have trouble breaking down complex ideas and concepts • Not really "into" school and need to see success to keep them motivated They think about what students need to be successful in the next class (effective). They don't water the curriculum down to make it easier, they make it more accessible so all students are prepared. And they think about how to make it easy for students to focus in on what they need to get this credit. We directly address students' needs with an intentional design that helps all students learn efficiently and effectively regardless of their needs…whether they're reading below grade level, are ELL students, or they have gaps in their prerequisite knowledge. Let me show you some examples.	• Navigate to Science and then Biology

Imagine you're that student who's already failed a class (or maybe 2 or 3). You're frustrated and probably feeling pretty negative about school. The last thing you need is another lecture or textbook. We know that. So, we make sure students can get to what they need in a way that's efficient. • Clean and concise presentation • Designed so students can easily see where they are & what they need to do • Makes it look simpler for the students...even though there's a lot going on as you're going to see	Go to: • Unit 2 (Chemistry of Biology) • Lesson 2.2 • 2.2.1 (Study)
I said that digital curriculum for credit recovery students needs to be effective. And key to effectiveness is the student's ability to interact with text because: • Accessing text is required for all classes • It's not going to get better if you take it away (i.e., present via video) • It's not going to get better if you don't support student ability to access it So, support for **making text accessible**—especially for below proficient readers, ELL students, and students with learning gaps—is key. Look how controlled the text is on each of these pages. Imagine you're a student who has struggled with text...maybe because you're reading below proficiency or are an ELL student or have some prerequisite gaps in your knowledge. We... • Chunk information, one idea at a time. You can clearly see that each page, each sentence is written to be accessible to a wide range of students. • Stepped out instruction and practice—with plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away. Students move at their own pace, taking as much time as they need to understand the information on the page. We make the text accessible for the students and helping build skills to help them in the next class and the next and the next.	2.2.1, pages 1-2 • Scroll slowly through pages 1-2
(Literacy support) If I'm a student who needs help with the words, I can get it right when I need it... • Clickable vocabulary with definitions, examples, and audio • Academic language, but also language that students often find difficult or that is used in a different way than usual to provide that critical "voice of the teacher or tutor" right when needed. • Read alouds so students can both see and hear the words Think about how much support this provides for me so the skills and concepts I need to learn become more accessible.	2.2.1, page 3 • Linked vocabulary words • Speaker for read aloud

(Language support) If I'm a student who's in the process of learning English…
 • The small chunks of information we talked about already? They're important here too because translation's only as good as the instruction underlying it, and if the information is too dense or too complicated, the translation is dense and complicated too.
 • Text-to-speech and translation—for of all the instruction and supports—to provide me with very intentional support
 	
 Think about how much help this provides for an ELL student.
	2.2.1, pages 4-7
	 • Translation button
	     o Choose a language
	     o Click translate
	     o Click the speaker

For all students, our **intentional and purposeful use of media** enhances the curriculum. It provides examples, illustrations, context, and organizational frameworks where students are always seeing and hearing the things they're learning. • Real world example (provide context & connections) • No one else is paying this kind of attention to making text accessible. They try to work around it or avoid it instead and that doesn't do students any favors for the rest of their classes.	2.2.1, pages 7-9 • Pg. 7: video • Pg. 8: animation • Pg. 9 illustration
Students tell us their favorite thing about Apex is that <u>they</u> set the **pace** that's right for them—something not easily done in a classroom. I think you've seen that as we've gone through this lesson. • Aren't confined or restricted by the pace of a teacher, lecture, or video • Can use as many or a few of the supports available to them as they need/want • Can stay as long on a page as they need to • And it's not just on this page, it's on every page students see	2.2.1, page 9
For students, an Apex Course isn't a passive experience where they're just putting in the seat time. Students are **engaged in meaningful ways** that build conceptual understanding: • Curriculum is interactive; students are learning by doing (every 10-15 seconds students are asked to do something) • Practice & instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses	2.2.1, page 10 • Answer question 1 "2" and submit • Then "6"/submit, to show different feedback
Everything we do…everything in this lesson, is to make the text accessible, to help students set the pace that best works for them, and to engage and involve students in their learning is part of the intentional design that makes Courses efficient and effective for credit recovery students. It's all part of an intentional design that gets students further faster. • Instead of avoiding text by relying exclusively on video or animations, we set students up for future success by making the text accessible…for students reading below grade level, for ELL students, for students with gaps. • Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it. • And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.	2.2.1, pages 11-13

On-time Graduation (credit recovery/alt ed): U.S. Government and Politics

World History, Unit 1, Lesson 2

(Optional introductory taking points depending on the prior experience of the audience)
 	
Students end up in credit recovery for a lot of reasons (examples):
  • *Maybe they missed school to take care of a sick parent*
  • *Maybe they just didn't do their homework*
  • *Maybe they didn't connect with their 8th grade math teacher so they have some huge gaps*
  • *Maybe they moved to this country a year ago and are still learning English*
  • *Or maybe they fell behind in reading in elementary school and have never caught up*
 	
Whatever the reason, students have failed a class and now your challenge is to help each of them get them back on track to graduation.
  • *Not easy.*
  • *Probably going to take something different from what you're doing now.*
  • *You're not alone…lots of districts have students who just aren't being successful and are dropping out because they don't have the credits to graduate.*

Talking Points	Action

Whatever the reason, students have failed a class and now your challenge is to help each of them get them back on track to graduation.
  • Not easy.
  • Probably going to take something different from what you're doing now.
  • You're not alone…lots of districts have students who just aren't being successful and are dropping out because they don't have the credits to graduate.
 	
Credit recovery students need efficiency and effectiveness.
  • They want to earn their credits quickly so they can get back on track, so it has to be **efficient**, AND
  • You want to set them up for success—not only earning this credit, but ready for what comes next (EOC, next class, etc.)—so it has to be **effective**.
	• Log in to apexdemo.apexvs.com as teacher
	• Open dropdowns to show Courses

Our curriculum designers understand where students tend to have problems:
  • Poor readers
  • Gaps in their knowledge
  • Have trouble breaking down complex ideas and concepts
  • Not really "into" school and need to see success to keep them motivated
 	
They think about what students need to be successful in the next class (effective). They don't water the curriculum down to make it easier, they make it more accessible so all students are prepared. And they think about how to make it easy for students to focus in on what they need to get this credit.
 	
We directly address students' needs with an intentional design that helps all students learn efficiently and effectively regardless of their needs…whether they're reading below grade level, are ELL students, or they have gaps in their prerequisite knowledge.
 	
Let me show you some examples.
	• Navigate to Social Studies and then U.S. Government and Politics

Imagine you're that student who's already failed a class (or maybe 2 or 3). You're frustrated and probably feeling pretty negative about school. The last thing you need is another lecture or textbook. We know that. So, we make sure students can get to what they need in a way that's efficient. • Clean and concise presentation • Designed so students can easily see where they are & what they need to do • Makes it look simpler for the students…even though there's a lot going on as you're going to see	Go to: • Unit 1 (Intro to U.S. Government) • Lesson 1 • 1.1.2 (Study)
I said that digital curriculum for credit recovery students needs to be effective. And key to effectiveness is the student's ability to interact with text because: • Accessing text is required for all classes • It's not going to get better if you take it away (i.e., present via video) • It's not going to get better if you don't support student ability to access it So, support for **making text accessible**—especially for below proficient readers, ELL students, and students with learning gaps—is key. Look how controlled the text is on each of these pages. Imagine you're a student who has struggled with text…maybe because you're reading below proficiency or are an ELL student or have some prerequisite gaps in your knowledge. We… • Chunk information, one idea at a time. You can clearly see that each page, each sentence is written to be accessible to a wide range of students. • Stepped out instruction and practice—with plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away. Students move at their own pace, taking as much time as they need to understand the information on the page. We make the text accessible for the students and helping build skills to help them in the next class and the next and the next.	1.1.2, pages 1-3 • Scroll slowly through pages 1-3 • Pg. 3: Show break down of examples
(Literacy support) If I'm a student who needs help with the words, I can get it right when I need it… • Clickable vocabulary with definitions, examples, and audio • Academic language, but also language that students often find difficult or that is used in a different way than usual to provide that critical "voice of the teacher or tutor" right when needed. • Read alouds so students can both see and hear the words And I get help building reading comprehension skill because comprehending academic material is a critical skill all students must master. • Reading support cards, across the curriculum (not just in English Courses) Think about how much support this provides for me so the skills and concepts I need to learn become more accessible.	1.1.2, page 5 • Linked vocabulary words • Speaker for read aloud • Reading Support Card

(Language support) If I'm a student who's in the process of learning English…
• The small chunks of information we talked about already? They're important here too because translation's only as good as the instruction underlying it, and if the information is too dense or too complicated, the translation is dense and complicated too.
 	
• Text-to-speech and translation—for of all the instruction and supports—to provide me with very intentional support
 	
Think about how much help this provides for an ELL student.
	1.1.2, page 6
	• Translation button
	   o Choose a language
	   o Click translate
	   o Click the speaker

For all students, our **intentional and purposeful use of media** enhances the curriculum. It provides examples, illustrations, context, and organizational frameworks where students are always seeing and hearing the things they're learning. • Real world example (provide context & connections) • No one else is paying this kind of attention to making text accessible. They try to work around it or avoid it instead and that doesn't do students any favors for the rest of their classes.	1.1.2, pages 6-8 • Pg. 6: interactive examples with graphics • Pg. 7: example of primary source with writing • Pg. 8: Photo
Students tell us their favorite thing about Apex is that <u>they</u> set the **pace** that's right for them—something not easily done in a classroom. I think you've seen that as we've gone through this lesson. • Aren't confined or restricted by the pace of a teacher, lecture, or video • Can use as many or a few of the supports available to them as they need/want • Can stay as long on a page as they need to • And it's not just on this page, it's on every page students see	1.1.2, page 8
For students, an Apex Course isn't a passive experience where they're just putting in the seat time. Students are **engaged in meaningful ways** that build conceptual understanding: • Curriculum is interactive; students are learning by doing (every 10-15 seconds students are asked to do something) • Practice & instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses	1.1.2, pages 9-11 • Pg. 11: choose "photograph" and click submit to see instructive feedback
Everything we do…everything in this lesson, is to make the text accessible, to help students set the pace that best works for them, and to engage and involve students in their learning is part of the intentional design that makes Courses efficient and effective for credit recovery students. It's all part of an intentional design that gets students further faster. • Instead of avoiding text by relying exclusively on video or animations, we set students up for future success by making the text accessible…for students reading below grade level, for ELL students, for students with gaps. • Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it. • And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.	

On-grade proficiency (MS intervention/remediation): English 6 Tutorials

English 6, Unit 2, Figurative Language
(Optional introductory taking points depending on the prior experience of the audience) *There are many, many middle school students who are in need of help to catch up and get on grade level.* • *Absences* • *Learning gaps that keep them from understanding other information* • *Trouble with the words or the pace of the instruction or even just paying attention* *Whatever the reason, they've fallen behind and need to catch up.* • *Not easy.* • *Probably going to take something different from what you're doing now.* • *You're not alone…lots of districts have students who just aren't grade-level proficient (~ 2/3 nationally as reported by NAEP)*

Talking Points	Action
To help middle school students fill gaps and get to grade level, intervention curriculum needs to be: • **Focused**--to get each student exactly what he/she needs to get to grade level proficiency • **Flexible**--so it works for students and teachers in the ways that support them best Students who aren't mastering on-grade content and aren't closing their gaps in current programs need something different…something that's been intentionally designed with their front and center: • It's one thing provide intervention and remediation fill gaps It's quite different to target specific skill gaps and quickly build prerequisite skills on on-grade standards. We do that…we very intentionally design curriculum for students who need help filling gaps and mastering on-grade instruction…no matter where they start. Our curriculum designers understand where students tend to have problems: • Gaps in their knowledge • Poor readers • Have trouble breaking down complex ideas and concepts • Not really "into" school and need to see success to keep them motivated Knowing that, we can directly address students with intentional design that focuses on what students need most to catch up and be proficient on grade level. Let me show you some examples of what I mean…	• Log in to apexdemo.apexvs.com as teacher • Open dropdowns to show the Tutorials available (skip over HS equivalency & college readiness) • Navigate to English 6 • Maximize the window once open
Students who are not working on grade level often struggle because they have **gaps** in prerequisite skills that are holding them back. • That student needs to drop back to fill those gaps • If that's all he's focused on, the class is moving on with on-grade skills. • The gap isn't closing. Tutorials make sure students get <u>both</u> remediation and on-grade instruction.	Landing page for English 6 • Click 2. Language Usage • Start Pretest • Quickly move through pretest, just clicking answers • When done, click continue

• Gaps are uncovered and remediation and on-grade instruction are taught together so there's a one-to-one link between remediation and on grade instruction • Carefully curated remediation to support on-grade understanding • On-grade instruction with lots of scaffolds for continued support • The student is closing the gaps instead of maintaining them	• Point out pretest results & supporting topics

Imagine you're that **student who knows she's struggling a bit**. You're frustrated and probably feeling pretty negative about school. You need something that's straightforward and that easy to follow.
 	
We know that. So, we make it easy for students to get where they want to go
    • Clean and concise: from the menus to the instructional pages
    • Makes it look simple for the students...even though there's a lot going on as you're going to see
 	
Look how controlled the text is on each of these pages. Imagine you're a student who has struggled with text...maybe because you're reading below grade level or are an English learner or have some prerequisite gaps in your knowledge. You can see that...
    • Each sentence is written to be accessible to a wide range of students.
    • Clear takeaways
    • Focused on one idea at a time
    • Break down complex concepts into parts or present them step by step to build understanding
    • Plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away.
 	
Students move at their own pace, taking as much time as they need to understand the information on the page. By breaking things down in this way, we're making the text accessible for students and helping them build skills to help them in this grade& subject and the next and the next.
	Figurative Language, pages 1-7
	• Click Figurative Language
	• Click Learn It
	• Click through pages 1-2. Click some of the tabs on pg. 2
	• Click through to page 7

For students, an Apex Tutorial isn't a passive experience where they're just putting in the seat time. That's not going to get students where they need to be...they need to be **engaged in meaningful ways**---through remediation and on-grade instruction that builds conceptual understanding:
    • Curriculum is interactive; students are learning by doing (every 10-15 seconds students are asked to do something). What you're seeing as I'm talking is consecutive pages in a Tutorials lesson. On each of these pages, students are invited to engage. *[this is a set of consecutive pages to show how students are doing something on every page]*
    • Practice & instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses
	Figurative Language, page 8
	• Click forward to page 8
	• Answer question 1 "angry" and submit.
	• Then "relaxed"/submit, to show different incorrect and correct responses

We surround the instruction with **lots of context** using a **variety of media**. • If I'm a student who struggles with the words because I'm reading below grade level or I'm an English learner, the illustrations and animations and examples provide me with	Figurative Language, page 9 • Roll over linked vocabulary word • Roll over underlined lines of text in poem

context to help me make connections between the words I see and the context surrounding them.
• For all students, the context helps them make sense of/connect with/build meaning around new or complex ideas.
• And on top of that: audio and text-to-speech and translation tools so I'm both seeing and hearing.
• Build academic vocabulary so important to on-grade success
	• Click translation button
	   o Choose a language
	   o Click translate
	   o Click the speaker

Everything we do to that provides adaptive remediation to help middle school students fill gaps and get to grade level, everything we make on-grade instruction more accessible to every student—and especially to students who are reading below proficiency or are English learners or who have learning gaps—<u>everything</u> is part of the intentional design that makes Tutorials focused on what each student needs and flexible for both students and teachers. It's all part of an intentional design that gets students to grade level faster. • Instead dropping students down to a "ability" level and focusing entirely on remediation, Tutorials make sure students get <u>both</u> remediation and on-grade instruction. Gaps are uncovered and remediation and on-grade instruction are taught together so there's a one-to-one link between remediation and on grade instruction. • Instead of avoiding text by relying exclusively on video or animations, we set students up for future success by making the text accessible. Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it. And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.	Continue to scroll thought the lesson as much as you want.

On-grade proficiency (MS intervention/remediation): Math 6 Tutorials

Math 6 Tutorial, Unit 14, Introduction to Statistics
(Optional introductory taking points depending on the prior experience of the audience) *There are many, many middle school students who are in need of help to catch up and get on grade level.* • *Absences* • *Learning gaps that keep them from understanding other information* • *Trouble with the words or the pace of the instruction or even just paying attention* *Whatever the reason, they've fallen behind and need to catch up.* • *Not easy.* • *Probably going to take something different from what you're doing now.* • *You're not alone…lots of districts have students who just aren't grade-level proficient (~ 2/3 nationally as reported by NAEP)*

Talking Points	Action
To help middle school students fill gaps and get to grade level, intervention curriculum needs to be: • **Focused**--to get each student exactly what he/she needs to get to grade level proficiency • **Flexible**--so it works for students and teachers in the ways that support them best Students who aren't mastering on-grade content and aren't closing their gaps in current programs need something different…something that's been intentionally designed with their front and center: • It's one thing provide intervention and remediation fill gaps It's quite different to target specific skill gaps and quickly build prerequisite skills on on-grade standards. We do that…we very intentionally design curriculum for students who need help filling gaps and mastering on-grade instruction…no matter where they start. Our curriculum designers understand where students tend to have problems: • Gaps in their knowledge • Poor readers • Have trouble breaking down complex ideas and concepts • Not really "into" school and need to see success to keep them motivated Knowing that, we can directly address students with intentional design that focuses on what students need most to catch up and be proficient on grade level. Let me show you some examples of what I mean…	• Log in to apexdemo.apexvs.com as teacher • Open dropdowns to show the Tutorials available (skip over HS equivalency & college readiness) • Navigate to Math 6 • Maximize the window once open
Students who are not working on grade level often struggle because they have **gaps** in prerequisite skills that are holding them back. • That student needs to drop back to fill those gaps • If that's all he's focused on, the class is moving on with on-grade skills. • The gap isn't closing. Tutorials make sure students get <u>both</u> remediation and on-grade instruction.	Landing page for Math 6 • Click 14. Introduction to Statistics • Start Pretest • Quickly move through pretest, just clicking answers • When done, click continue

	• Point out pretest results & supporting topics

Imagine you're that **student who knows she's struggling a bit**. You're frustrated and probably feeling pretty negative about school. You need something that's straightforward and that easy to follow.
 	
We know that. So, we make it easy for students to get where they want to go
   • Clean and concise: from the menus to the instructional pages
   • Makes it look simple for the students…even though there's a lot going on as you're going to see
 	
Look how controlled the text is on each of these pages. Imagine you're a student who has struggled with text…maybe because you're reading below grade level or are an English learner or have some prerequisite gaps in your knowledge. You can see that…
   • Each sentence is written to be accessible to a wide range of students.
   • Clear takeaways
   • Focused on one idea at a time
   • Break down complex concepts into parts or present them step by step to build understanding
   • Plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away.
 	
Students move at their own pace, taking as much time as they need to understand the information on the page. By breaking things down in this way, we're making the text accessible for students and helping them build skills to help them in this grade& subject and the next and the next.
	Statistical Questions, pages 1-2
	• Click Statistical Questions & Data Distributions
	• Click Learn It
	• Click through pages 1-2
	• Click the pictures on pg. 2

For students, an Apex Tutorial isn't a passive experience where they're just putting in the seat time. That's not going to get students where they need to be…they need to be **engaged in meaningful ways**---through remediation and on-grade instruction that builds conceptual understanding:
   • Curriculum is interactive; students are learning by doing (every 10-15 seconds students are asked to do something). What you're seeing as I'm talking is consecutive pages in a Tutorials lesson. On each of these pages, students are invited to engage. *[this is a set of consecutive pages to show how students are doing something on every page]*
   • Practice & instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses
	Statistical Questions, pages 2-6
	• Click to slowly move forward to page 6 as you talk
	• Click through the tabs on page 6
	• Answer the question "group 3" and submit. (You may have to scroll down to see the response for the incorrect answer)
	• Then choose "Group 1" /submit, to show different incorrect and correct responses

We surround the instruction with **lots of context** using a **variety of media**.
   • If I'm a student who struggles with the words because I'm reading below grade level or I'm an English learner, the illustrations and animations and examples provide me with context to help me make connections between the words I see and the context surrounding them.
   • For all students, the context helps them make sense of/connect with/build meaning around new or complex ideas.
	Statistical Questions, pages 7-8
	• Click forward to page 7
	• Roll over linked vocabulary word
	• Click forward to page 8
	• Click the tabs to show illustrations of the terms
	• Click translation button

• And on top of that: audio and text-to-speech and translation tools so I'm both seeing and hearing. • Build academic vocabulary so important to on-grade success	o Choose a language o Click translate o Click the speaker
Everything we do to that provides adaptive remediation to help middle school students fill gaps and get to grade level, everything we make on-grade instruction more accessible to every student—and especially to students who are reading below proficiency or are English learners or who have learning gaps—<u>everything</u> is part of the intentional design that makes Tutorials focused on what each student needs and flexible for both students and teachers. It's all part of an intentional design that gets students to grade level faster. • Instead dropping students down to a "ability" level and focusing entirely on remediation, Tutorials make sure students get <u>both</u> remediation and on-grade instruction. Gaps are uncovered and remediation and on-grade instruction are taught together so there's a one-to-one link between remediation and on grade instruction. • Instead of avoiding text by relying exclusively on video or animations, we set students up for future success by making the text accessible. Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it. And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.	Continue to scroll thought the lesson as much as you want.

Test Readiness: English 9 Tutorial

English 9, Unit 3, Making Inferences	
(Optional introductory taking points depending on the prior experience of the audience) *For many students, test scores can be a make it or break it moment.* • *EOC test scores can be a barrier to graduation* • *College entrance exam scores can create or deny opportunity* • *For administrators, state test scores reflect on the quality of the district* *Your challenge is to help students who are at risk of poor performance or who have failed a high-stakes exam become prepared and confident that they can pass the test.* • *Not easy because they all have different needs.* • *Probably going to take something different from what you're doing now.*	

Talking Points	Action
All test prep providers tell you they will get students ready for the test. All will tell you they reflect the tested standards. All will tell you they have students practice test questions. We do that too, but we do it differently. We provide **test readiness**, not test prep, and there's a difference. Test prep drills students on how to take tests. Test readiness makes sure students get the direct instruction and practice they need for test success. We very **intentionally design curriculum** for students who need help filling gaps and mastering the skills and concepts on which they're going to be tested. • Because it takes more than deciding which question to guess and which to skip and how to budget your time. • It requires intentionally designed instruction. Our curriculum designers understand where students tend to have problems: • Gaps in their knowledge • Challenged by text • Have trouble breaking down complex ideas and concepts Knowing that, we can get ready students for their exams with intentional design that focuses on the test readiness students need most. Let me show you some examples of what I mean…	• Log in to apexdemo.apexvs.com as a teacher • Open dropdowns to show the Tutorials available • Navigate to English 9 • Maximize the window once open
Imagine I'm a student who has to take a high stakes test. I'm going to want to know where I'm ready and more importantly where I'm not ready…where I have **gaps**, And I'm going to want to fill them so we provide… • Short topic by topic pretests to find gaps (saves time vs. taking a whole practice test) • Targeted remediation to fill those gaps • Direct instruction to provide practice and reinforcement As soon as the student completes the pretest, scores are available for the student, supporting topics—which fills gaps by developing prerequisite skills—are delivered, and on-grade instruction is available.	Landing page for English 9 • Click 3. Reading Strategies 1 • Start Pretest • Quickly move through pretest, just clicking answers • When done, click continue • Point out pretest results & supporting topics

Quickly, everything the student needs to master this skill is at his or her fingertips.	
All the instruction is intentionally designed to support a range of students/learners. Look how **controlled the text** is on each of these pages. Imagine you're a student who has struggled with text…maybe because you're reading below grade level or are an English learner or have some prerequisite gaps in your knowledge. You can see that… • Each sentence is written to be accessible to a wide range of students • Clear takeaways • Focused on one idea at a time • Breaks down complex concepts into parts or presents them step by step to build understanding • Plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away Students move at their own paces, taking as much time as they need to understand the information on the page. By breaking things down in this way, we're making the text accessible for students and helping them build the skills that will lead them to test success.	Making Inferences, pages 1-2 • Click Making Inferences • Click Learn It • Click through pages 1-2

We surround the instruction with lots of **context** using a variety of **media**.
• If I'm a student who struggles with the words because I'm reading below grade level or I'm an English learner, the illustrations and animations and examples provide me with context to help me make connections between the words I see and the context surrounding them.
• For all students, the context helps them make sense of/connect with/build meaning around new or complex ideas.
• And on top of that: audio and text-to-speech and translation tools so I'm both seeing and hearing.
• Build academic vocabulary so important to on-grade success
	Making Inferences, pages 3-4
	• Click to slowly move forward to page 4 as you talk
	• Click some of the magnifying glasses
	• Roll over linked vocabulary word
	• Point out how the picture provides context
	• Click translation button
	  o Choose a language
	  o Click translate
	  o Click the speaker

For students, an Apex Tutorial isn't a passive experience where they're just putting in the seat time or taking practice tests with no feedback other than a score. That's not going to get students what they need to be ready for tests. • Curriculum is **interactive**; students are learning by doing (every 10-15 seconds students are asked to do something). Students are practicing and getting instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses	Making Inferences, pages 5 & 6 • Pg. 5: Answer "The woman is in the passenger seat" and submit • Click hint to get more feedback • Click "The people are going to the beach" to see correct answer feedback
Everything we do is to help students fill gaps, all the direct instruction we provide, all the practice, and everything we do to make the instruction more accessible to every student, but especially to students who are reading below proficiency or are English learners—<u>everything</u> is part of the intentional design that makes Tutorials more than test prep…it makes it test readiness.	Continue to scroll though the lesson as much as you want.

It's all part of an intentional design that gets students to better prepared for high stakes tests.

- Instead of a series of practice tests with no remediation, Tutorials make sure students get both remediation and on-grade instruction. Gaps are uncovered, remediation is delivered, and on-grade direct instruction is taught to truly ready students for the rigors of the test.
- The tests students encounter are going to be primarily text. So instead of prep that is mostly video or animation driven, we provide students with the practice with text—with all these things that make it supportive for students and that builds the skills needed for test success.
    - Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it.
    - And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.

Test Readiness: Algebra I Tutorial

Algebra I Tutorial, Unit 9, Solving Systems of Linear Equations: Substitution
(Optional introductory taking points depending on the prior experience of the audience)   *For many students, test scores can be a make it or break it moment.*   • *EOC test scores can be a barrier to graduation*   • *College entrance exam scores can create or deny opportunity*   • *For administrators, state test scores reflect on the quality of the district*   *Your challenge is to help students who are at risk of poor performance or who have failed a high-stakes exam become prepared and confident that they can pass the test.*   • *Not easy because they all have different needs.*   • *Probably going to take something different from what you're doing now.*

Talking Points	Action
All test prep providers tell you they will get students ready for the test. All will tell you they reflect the tested standards. All will tell you they have students practice test questions. We do that too, but we do it differently. We provide **test readiness**, not test prep, and there's a difference. Test prep drills students on how to take tests. Test readiness makes sure students get the direct instruction and practice they need for test success. We very **intentionally design curriculum** for students who need help filling gaps and mastering the skills and concepts on which they're going to be tested. • Because it takes more than deciding which question to guess and which to skip and how to budget your time. • It requires intentionally designed instruction. Our curriculum designers understand where students tend to have problems: • Gaps in their knowledge • Challenged by text • Have trouble breaking down complex ideas and concepts Knowing that, we can get ready students for their exams with intentional design that focuses on the test readiness students need most. Let me show you some examples of what I mean…	• Log in to apexdemo.apexvs.com as teacher • Open dropdowns to show the Tutorials available • Navigate to Algebra I • Maximize the window once open
Imagine I'm a student who has to take a high stakes test. I'm going to want to know where I'm ready and more importantly where I'm not ready…where I have **gaps**, And I'm going to want to fill them so we provide… • Short topic by topic pretests to find gaps (saves time vs. taking a whole practice test) • Targeted remediation to fill those gaps • Direct instruction to provide practice and reinforcement As soon as the student completes the pretest, scores are available for the student, supporting topics—which fills gaps by developing prerequisite skills—are delivered, and on-grade instruction is available. Quickly, everything the student needs to master this skill is at his or her fingertips.	• Click 9. Solving Two-variable Linear Systems Algebraically • Start Pretest • Quickly move through pretest, just clicking answers • When done, click continue • Point out pretest results & supporting topics

All the instruction is intentionally designed to support a range of students/learners. Look how **controlled the text** is on each of these pages. Imagine you're a student who has struggled with text…maybe because you're reading below grade level or are an English learner or have some prerequisite gaps in your knowledge. You can see that… • Each sentence is written to be accessible to a wide range of students • Clear takeaways • Focused on one idea at a time • Breaks down complex concepts into parts or presents them step by step to build understanding • Plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away Students move at their own paces, taking as much time as they need to understand the information on the page. By breaking things down in this way, we're making the text accessible for students and helping them build the skills that will lead them to test success.	Solving Systems of Linear Equations: Substitution, pages 1-2 • Click Solving Systems of Linear Equations: Substitution • Click Learn It • Click through pages 1-2

We surround the instruction with lots of **context** using a variety of **media**.
• If I'm a student who struggles with the words because I'm reading below grade level or I'm an English learner, the illustrations and animations and examples provide me with context to help me make connections between the words I see and the context surrounding them.
• For all students, the context helps them make sense of/connect with/build meaning around new or complex ideas.
• And on top of that: audio and text-to-speech and translation tools so I'm both seeing and hearing.
• Build academic vocabulary so important to on-grade success
	Solving Systems of Linear Equations: Substitution, page 3
	• Roll over the yellow linked words to show the definitions
	• Click translation button
	  o Choose a language
	  o Click translate
	  o Click the speaker

For students, an Apex Tutorial isn't a passive experience where they're just putting in the seat time or taking practice tests with no feedback other than a score. That's not going to get students what they need to be ready for tests. • Curriculum is **interactive**; students are learning by doing (every 10-15 seconds students are asked to do something). Students are practicing and getting instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses	Solving Systems of Linear Equations: Substitution, page 4-5 • Pg. 4: Choose the answer with 4 nickels and submit. Then choose the answers with 6 nickels/submit, to show different incorrect and correct responses • Pg. 5: show stepped out process
Everything we do is to help students fill gaps, all the direct instruction we provide, all the practice, and everything we do to make the instruction more accessible to every student, but especially to students who are reading below proficiency or are English learners—everything is part of the intentional design that makes Tutorials more than test prep…it makes it test readiness. It's all part of an intentional design that gets students to better prepared for high stakes tests. • Instead of a series of practice tests with no remediation, Tutorials make sure students get both remediation and on-grade instruction. Gaps are uncovered, remediation is delivered, and on-	Continue to scroll though the lesson as much as you want.

grade direct instruction is taught to truly ready students for the rigors of the test.

- The tests students encounter are going to be primarily text. So instead of prep that is mostly video or animation driven, we provide students with the practice with text—with all these things that make it supportive for students and that builds the skills needed for test success.
    - Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it.
    - And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.

Test Readiness: Biology Tutorial

Biology Tutorial, Unit 15, The Nervous System	

(Optional introductory taking points depending on the prior experience of the audience)

For many students, test scores can be a make it or break it moment.
- *EOC test scores can be a barrier to graduation*
- *College entrance exam scores can create or deny opportunity*
- *For administrators, state test scores reflect on the quality of the district*

Your challenge is to help students who are at risk of poor performance or who have failed a high-stakes exam become prepared and confident that they can pass the test.
- *Not easy because they all have different needs.*
- *Probably going to take something different from what you're doing now.*

Talking Points	Action

All test prep providers tell you they will get students ready for the test. All will tell you they reflect the tested standards. All will tell you they have students practice test questions.
 	
We do that too, but we do it differently. We provide **test readiness**, not test prep, and there's a difference.
 	
Test prep drills students on how to take tests. Test readiness makes sure students get the direct instruction and practice they need for test success.
 	
We very **intentionally design curriculum** for students who need help filling gaps and mastering the skills and concepts on which they're going to be tested.
   • Because it takes more than deciding which question to guess and which to skip and how to budget your time.
   • It requires intentionally designed instruction.
 	
Our curriculum designers understand where students tend to have problems:
   • Gaps in their knowledge
   • Challenged by text
   • Have trouble breaking down complex ideas and concepts
 	
Knowing that, we can get ready students for their exams with intentional design that focuses on the test readiness students need most.
 	
Let me show you some examples of what I mean...
	• Log in to apexdemo.apexvs.com as teacher
	• Open dropdowns to show the Tutorials available
	• Navigate to Science, then Biology
	• Maximize the window once open

Imagine I'm a student who has to take a high stakes test. I'm going to want to know where I'm ready and more importantly where I'm not ready...where I have **gaps**, And I'm going to want to fill them so we provide...
   • Short topic by topic pretests to find gaps (saves time vs. taking a whole practice test)
   • Targeted remediation to fill those gaps
   • Direct instruction to provide practice and reinforcement
 	
As soon as the student completes the pretest, scores are available for the student, supporting topics—which fills gaps by developing prerequisite skills—are delivered, and on-grade instruction is available. Quickly, everything the student needs to master this skill is at his or her fingertips.
	Landing page for Biology
	• Click 15. Functions of Animal Systems
	• Start Pretest
	• Quickly move through pretest, just clicking answers
	• When done, click continue

All the instruction is intentionally designed to support a range of students/learners. Look how **controlled the text** is on each of these pages. Imagine you're a student who has struggled with text…maybe because you're reading below grade level or are an English learner or have some prerequisite gaps in your knowledge. You can see that… • Each sentence is written to be accessible to a wide range of students • Clear takeaways • Focused on one idea at a time • Breaks down complex concepts into parts or presents them step by step to build understanding • Plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away Students move at their own paces, taking as much time as they need to understand the information on the page. By breaking things down in this way, we're making the text accessible for students and helping them build the skills that will lead them to test success.	The Nervous System, pages 1-3 • Click The Nervous System • Click Learn It • Click through pages 1-3

We surround the instruction with lots of **context** using a variety of **media**.
• If I'm a student who struggles with the words because I'm reading below grade level or I'm an English learner, the illustrations and animations and examples provide me with context to help me make connections between the words I see and the context surrounding them.
• For all students, the context helps them make sense of/connect with/build meaning around new or complex ideas.
• And on top of that: audio and text-to-speech and translation tools so I'm both seeing and hearing.
• Build academic vocabulary so important to on-grade success
	The Nervous System, page 4
	• Roll over the yellow vocabulary words
	• Point out the illustrations on the tabs
	• Click translation button
	  o Choose a language
	  o Click translate
	  o Click the speaker

For students, an Apex Tutorial isn't a passive experience where they're just putting in the seat time or taking practice tests with no feedback other than a score. That's not going to get students what they need to be ready for tests. • Curriculum is **interactive**; students are learning by doing (every 10-15 seconds students are asked to do something). Students are practicing and getting instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses	The Nervous System, page 6 • Answer the question "Brain" and submit; then choose "Spinal cord" /submit, to show different incorrect responses • Click Correct answer to see explanation
Everything we do is to help students fill gaps, all the direct instruction we provide, all the practice, and everything we do to make the instruction more accessible to every student, but especially to students who are reading below proficiency or are English learners—everything is part of the intentional design that makes Tutorials more than test prep…it makes it test readiness. It's all part of an intentional design that gets students to better prepared for high stakes tests. • Instead of a series of practice tests with no remediation, Tutorials make sure students get both remediation and on-grade instruction. Gaps are uncovered, remediation is delivered, and on-	Continue to scroll though the lesson as much as you want.

grade direct instruction is taught to truly ready students for the rigors of the test.
• The tests students encounter are going to be primarily text. So instead of prep that is mostly video or animation driven, we provide students with the practice with text—with all these things that make it supportive for students and that builds the skills needed for test success.
     • Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it.
     • And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.	

Test Readiness: U.S. History

U.S. History Tutorial, Unit 10, Great Depression and the New Deal
(Optional introductory taking points depending on the prior experience of the audience) *For many students, test scores can be a make it or break it moment.* • *EOC test scores can be a barrier to graduation* • *College entrance exam scores can create or deny opportunity* • *For administrators, state test scores reflect on the quality of the district* *Your challenge is to help students who are at risk of poor performance or who have failed a high-stakes exam become prepared and confident that they can pass the test.* • *Not easy because they all have different needs.* • *Probably going to take something different from what you're doing now.*

Talking Points	Action
All test prep providers tell you they will get students ready for the test. All will tell you they reflect the tested standards. All will tell you they have students practice test questions. We do that too, but we do it differently. We provide **test readiness**, not test prep, and there's a difference. Test prep drills students on how to take tests. Test readiness makes sure students get the direct instruction and practice they need for test success. We very **intentionally design curriculum** for students who need help filling gaps and mastering the skills and concepts on which they're going to be tested. • Because it takes more than deciding which question to guess and which to skip and how to budget your time. • It requires intentionally designed instruction. Our curriculum designers understand where students tend to have problems: • Gaps in their knowledge • Challenged by text • Have trouble breaking down complex ideas and concepts Knowing that, we can get ready students for their exams with intentional design that focuses on the test readiness students need most. Let me show you some examples of what I mean…	• Log in to apexdemo.apexvs.com as teacher • Open dropdowns to show the Tutorials available • Navigate to Social Studies, then U.S. History • Maximize the window once open
Imagine I'm a student who has to take a high stakes test. I'm going to want to know where I'm ready and more importantly where I'm not ready…where I have **gaps**, And I'm going to want to fill them, so we provide… • Short topic by topic pretests to find gaps (saves time vs. taking a whole practice test) • Targeted remediation to fill those gaps • Direct instruction to provide practice and reinforcement As soon as the student completes the pretest, scores are available for the student, supporting topics—which fills gaps by developing prerequisite skills—are delivered, and on-grade instruction is available. Quickly, everything the student needs to master this skill is at his or her fingertips.	Landing page for U.S. History • Click 10. The Great Depression and the New Deal • Start Pretest • Quickly move through pretest, just clicking answers • When done, click continue

All the instruction is intentionally designed to support a range of students/learners. Look how **controlled the text** is on each of these pages. Imagine you're a student who has struggled with text…maybe because you're reading below grade level or are an English learner or have some prerequisite gaps in your knowledge. You can see that… • Each sentence is written to be accessible to a wide range of students • Clear takeaways • Focused on one idea at a time • Breaks down complex concepts into parts or presents them step by step to build understanding • Plenty of response-specific *immediate* feedback—so students are alerted to misconceptions right away Students move at their own paces, taking as much time as they need to understand the information on the page. By breaking things down in this way, we're making the text accessible for students and helping them build the skills that will lead them to test success.	The Dust Bowl, pages 1-3 • Click The Dust Bowl • Click Learn It • Pg. 2: click parts of timeline (small chunks) • Pg. 3: click parts of graph

We surround the instruction with lots of **context** using a variety of **media**.
• If I'm a student who struggles with the words because I'm reading below grade level or I'm an English learner, the illustrations and animations and examples provide me with context to help me make connections between the words I see and the context surrounding them.
• For all students, the context helps them make sense of/connect with/build meaning around new or complex ideas.
• And on top of that: audio and text-to-speech and translation tools so I'm both seeing and hearing.
• Build academic vocabulary so important to on-grade success
	The Dust Bowl, pages 3-9
	• Click to slowly move forward to page 9 as you talk
	• Roll over the yellow vocabulary words
	• Point out photos
	• Click translation button
	   o Choose a language
	   o Click translate
	   o Click the speaker

For students, an Apex Tutorial isn't a passive experience where they're just putting in the seat time or taking practice tests with no feedback other than a score. That's not going to get students what they need to be ready for tests. • Curriculum is **interactive**; students are learning by doing (every 10-15 seconds students are asked to do something). Students are practicing and getting instructive feedback; answer-specific catches and corrects misconceptions and confirms correct responses.	The Dust Bowl, page 10 • Remind them of the interactive elements they've already seen • Answer all the questions "Hooverville" and submit to show different incorrect & correct responses
Everything we do is to help students fill gaps, all the direct instruction we provide, all the practice, and everything we do to make the instruction more accessible to every student, but especially to students who are reading below proficiency or are English learners—everything is part of the intentional design that makes Tutorials more than test prep…it makes it test readiness. It's all part of an intentional design that gets students to better prepared for high stakes tests. • Instead of a series of practice tests with no remediation, Tutorials make sure students get both remediation and on-grade instruction. Gaps are uncovered, remediation is delivered, and on-grade direct instruction is taught to truly ready students for the rigors of the test.	Continue to scroll though the lesson as much as you want.

- The tests students encounter are going to be primarily text. So instead of prep that is mostly video or animation driven, we provide students with the practice with text—with all these things that make it supportive for students and that builds the skills needed for test success.
  - Instead of delivering instruction in continuous streams that students can only control by pausing or rewinding, we break the instructions into small chucks and let students take the pace and choose the supports that are going to give them help when and where they need it.
  - And instead of a passive, sit back pushing of instruction on students, we involve and engage students in their learning providing meaningful interaction that builds conceptional understanding.