



August 18, 2022

Donald Hense, Board Chair
Friendship Public Charter School – Ideal Elementary
6130 North Capitol Street NW
Washington, DC 20011

Dear Mr. Hense:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Review (QSR) visits to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR because it is eligible for its 25-year charter review during school year 2022 – 23.

Qualitative Site Review Report

A QSR team conducted on-site reviews of Friendship Public Charter School – Ideal Elementary between May 9 – 20, 2022. The team's report is enclosed. You will find that it focuses primarily on classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*. The report also includes our evaluation of the sample English language arts and math assignments we collected to assess grade-level alignment to college and career ready standards.

We appreciate the assistance your staff gave the monitoring team in conducting the QSR at Friendship Public Charter School – Ideal Elementary.

Sincerely,

Rashida Young
Chief School Performance Officer

Qualitative Site Review Report

Date: August 18, 2022

Campus Information

Campus Name: Friendship Public Charter School (PCS) – Ideal Elementary

Ward: 4

Grade levels: Pre-kindergarten 3 through eight

Qualitative Site Review Information

Reason for Visit: School is eligible for its 25-year charter review during school year 2022 – 23

Two-week Window: May 9 – 20, 2022

QSR Team Members: Three DC PCSB consultants, including one special education (SPED) specialist

Number of Observations: 13

Total Enrollment: 237

Students with Disabilities Enrollment: 36

English Language Learners Enrollment: 20

In-seat Attendance on Observation Days:

Visit 1: May 9, 2022 – 84.3%

Visit 2: May 12, 2022 – 85.6%

Visit 3: May 13, 2022 – 82.3%

Summary

Friendship PCS's mission is to:

Provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.

The Qualitative Site Review (QSR) team observed evidence that Friendship PCS – Ideal Elementary is achieving its mission. In most classrooms, students interacted respectfully with their peers and teachers. Students followed established routines for transitions, the distribution of materials, and participating in classroom discussions. Across classrooms, most students engaged in robust academic discussion facilitated by both their teachers and peers.

During the two-week observation window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendices I and II). The QSR team scored 96% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated component in

this domain was 2d, “Managing Student Behavior,” with 100% of observations rated as distinguished or proficient. Notably, 62% of observations were rated as distinguished in this component. Across the campus, student behavior was almost entirely appropriate, and teachers had well-established expectations for student behavior. The QSR team scored 92% of observations as distinguished or proficient in the Instruction domain. The highest rated component was 3b, “Using Questioning, Prompts, and Discussion Techniques,” with 100% of observations rated as distinguished or proficient in this component. Across classrooms, teachers used higher order questions designed to promote academic discussion; most students participated. A breakdown of the scores by component can be found below.¹

Percent	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	0%	0%	0%	0%	0%	0%
Basic	8%	0%	8%	0%	0%	0%	8%	23%
Proficient	62%	85%	85%	38%	100%	92%	77%	77%
Distinguished	31%	15%	8%	62%	0%	8%	15%	0%
Subdomain Average	3.23	3.15	3.00	3.62	3.00	3.08	3.08	2.77

	Domain 2	Domain 3
% Proficient or above	96%	92%
Domain Averages	3.25	2.98

Specialized Instruction for Students with Disabilities

Prior to the two-week observation window, Friendship PCS – Ideal Elementary completed a questionnaire about how it serves its students with disabilities. According to the school, its program provides specialized instruction entirely outside of the general education setting (pull-out). The school also reports to provide intensive services in a full resource program (Intensive Language and Sensory and SPED resource). Reviewers looked for evidence of the school’s articulated program. Overall, DC PCSB found the school implements its stated SPED continuum with fidelity. Key trends from the SPED observations are summarized below.

- **Resource:** DC PCSB observed two SPED resource classrooms. Both classrooms were heavily supported by adults with a one-to-one student-to-adult ratio. As noted in the questionnaire, classrooms used small groups led by different instructional staff in the classroom. Within the small groups, students received specific and targeted feedback. DC PCSB observed the following accommodations: clarification and repetition of directions, providing students with wait-time to provide verbal responses to questions, ongoing checks for understanding, modeling of academic tasks, scaffolded instruction

¹ Each component score is out of four. A breakdown of the critical attributes for each component can be found in Appendices I and II.

and directions, use of visual aids, use of sensory tools, use of a text-to-speech communication device, frequent breaks, preferential seating, read aloud, and use of manipulatives.

- **Pull-Out:** DC PCSB also observed one pull-out. In this observation, the special educator supported students in solving word problems in a computer-based learning program. Students asked questions as they worked through the program. The special educator's support was specific to the questions posed online. DC PCSB observed the following accommodations: use of alternative books or materials on the topic being studied (specifically, computer-based math programs), and clarification and repetition of directions.

CLASSROOM ENVIRONMENT

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 96% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain. Please see Appendix II for a breakdown of each subdomain score.

Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 93% of observations as distinguished or proficient in this component. In the distinguished observations, interactions between teachers and students were highly respectful. Teachers demonstrated knowledge and care for students' lives outside of school. In one observation, the teacher acknowledged that a student's brother was sick. The teacher said, "You're sad today," and "I'm sorry that your brother is sick." In the proficient observations, teacher-student interactions were friendly and reflected genuine warmth and caring. Students demonstrated respect for the teacher by complying with directions, transitioning smoothly, and listening to instruction. Students demonstrated respect for each other by listening to one another's responses. In one observation, the teacher facilitated an environment of respect by telling students, "You have to look at them while they're speaking so you can hear what she's saying." In another observation, students demonstrated respect of their peers by listening to each other discuss a class book. Students showed respect for the teacher by following directions for transitioning to small groups, working together to identify a book's theme, then sharing out. The teacher responded successfully to minor disrespectful behavior, saying, "Gentlemen, no," effectively redirecting students who got off-task.	Distinguished	31%
		Proficient	62%
	The QSR team rated none of the observations as basic in this component.	Basic	8%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team rated 100% of observations as distinguished or proficient in this component. In the distinguished observations, students and teachers were passionate about the subject. In one observation, the teacher said, "That was a super tricky problem, but it was fun, wasn't it?" In another	Distinguished	15%
		Proficient	85%

Classroom Environment	Evidence	School Wide Rating	
	<p>observation, students cheered when the teacher assigned additional problems. Students eagerly said, "This is fun!" In the proficient observations, classroom interactions supported learning and hard work as students worked in small groups, individually, and directly with the teacher. In these observations, students put forth good effort to complete high-quality work. In one observation, the teacher reinforced expectations by saying, "We must use context clues to figure out the meaning of new words," and "You must give a reason for why you have that opinion." In another observation the teacher circulated the room as students worked in groups. The teacher said, "Come on ladies, you're doing fine. Stay focused." In another observation, teachers demonstrated high expectations for all students, constantly walking around the classroom to ensure students were productive. Teachers recognized student effort, telling them, "I'm really proud of you!"</p>		
	<p>The QSR team rated none of the observations as basic in this component.</p>	Basic	0%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
		Distinguished	8%

Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team rated 93% of observations as distinguished or proficient in this component. In the distinguished observation, classroom routines and procedures were executed seamlessly resulting in no loss of instructional time. In the proficient observations, there was little loss of instructional time due to effective classroom routines and procedures. In one observation, the teacher effectively used chants to refocus students. Across classrooms, students followed established procedures for class discussions, raising their hands to participate and listening to each other's responses. In another observation, students in small groups followed established routines by taking turns sharing and giving feedback on their peers' work. Across classrooms, students knew what to do and followed procedures for gathering necessary materials to complete learning tasks. In another observation, before setting students to work in centers, the teacher reviewed each one and ensured students knew where they were going by saying, "Raise your hand if you're coming to me. Raise your hand if you're going to Word Work. Raise your hand..." The teacher later played a song to indicate to students that it was time to transition to centers. As the music played, all students immediately transitioned.</p>	Proficient	85%
	<p>The QSR team rated 8% of observations as basic in this component. This represents one observation and qualitative evidence will not be included in the report.</p>	Basic	8%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
	<p>The QSR team rated 100% of observations as distinguished or proficient in this component. In the</p>	Distinguished	62%

Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	distinguished observations, student behavior was entirely appropriate due to well-established expectations for student behavior. In one observation, the teacher gave students explicit directions on the steps they should take before asking for help. The teacher said, "Remember to reread the directions, ask a friend, ask another friend, and then raise your hand." All students followed this procedure without any additional prompting. In the proficient observations, student behavior was generally appropriate. Across observations, teachers used several strategies to preemptively monitor student behavior. For example, one teacher projected a visual timer onto the smart board to indicate to students how much time remained. In another observation, the teacher used a bell to monitor the noise level and gently rang it when students raised their voices. All students complied after the bell rang.	Proficient	38%
	The QSR team rated none of the observations as basic in this component.	Basic	0%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 92% of classrooms as "distinguished" or "proficient" for the Instruction domain. Please see Appendix II for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team rated 100% of observations as proficient and none as distinguished in this component. In the proficient observations, teachers clearly communicated the lesson's purpose to students. In one observation, the teacher told students, "I can sort short vowel sounds. I can sort/identify blends. I can identify beginning sounds." The teacher also shared the objective, directions and procedures before students transitioned. The teacher asked students to repeat the lesson objective or ask a friend. The teacher said, "See if one of your friends can remind you." In another observation, the teacher told students, "Let's continue writing about our opinions," and "Let's talk about our feelings. Our focus today will be identifying characters' feelings." Across observations, teachers often modeled strategies students could use to solve problems. For example, one teacher drew a pie chart onto a white board to model how to solve a problem. Next, students practiced the problem on their personal white board.	Distinguished	0%
		Proficient	100%
	The QSR team rated none of the observations as basic in this component.	Basic	0%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team rated 100% of observations as proficient or distinguished in this component. In the distinguished observation, teachers asked questions designed to challenge student thinking. In one observation, the teacher first asked students to make general observations, before moving onto deeper questions like what they wonder, what their opinion was of certain characters, and reasons for those opinions. The teacher used a range of strategies to ensure most students were heard such as cold calling during whole group instruction and having students discuss in small groups. Students	Distinguished	8%
		Proficient	92%

Instruction	Evidence	School Wide Rating	
	<p>in small groups invited comments from their classmates who were initially reluctant to respond. In the proficient observations, teachers used open-ended questions, inviting students to think and offer multiple possible answers as she asked students to predict what a text would be about. The teacher encouraged students to share their thinking with a partner; all students participated. The teacher later asked students to expand on their ideas, asking, "And then what happened?"</p>		
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Basic	0%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team rated 92% of observations as distinguished or proficient in this component. In the distinguished observations, all students intellectually engaged with academically rigorous content. Students in these observations had a choice in which materials they used to solve a math problem. The teacher said, "You can make whatever you wish," and "You just have to visualize it." Students eagerly selected materials and maintained high levels of engagement throughout the observation. In the proficient observations, teachers designed learning tasks to challenge student thinking. In one observation, the teacher asked students to share an opinion about the story and find two reasons to support their opinion. Students engaged with partners and small groups to complete the task. Across classrooms, teachers used a mix of instructional groupings (e.g., whole group, small group) and independent work to maintain high levels of student engagement.</p>	Distinguished	15%
		Proficient	77%
	<p>The QSR team rated 8% of observations as basic in this component. This represents one observation and qualitative evidence will not be included in the report.</p>	Basic	8%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
		Distinguished	0%

Instruction	Evidence	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team rated 89% of observations proficient and none as distinguished in this component. In the proficient observations, teachers regularly checked for understanding using various methods. In one observation, the teacher circulated the room and asked students questions about their writing. When students got an answer incorrect, the teacher adjusted the lesson to enhance understanding by asking a guiding question. For example, the teacher reviewed written work, pointed to a specific part, and asked, "If it's a sentence, do I need an upper case or lower case?" Across observations, teachers continuously assessed student learning, mostly through verbal questioning. In one observation, the teacher asked for volunteers to share observations about the story, and why one character was unkind to another. The teacher first listened to independent responses before having students create small groups to discuss further. In another observation, the teacher asked, in response to students' answers, "Is it something we can prove?"</p>	Proficient	77%
	<p>The QSR team rated 23% of observations as basic in this component. In the basic observations, teachers provided general feedback to students that was not focused on future improvement. Feedback included statements like, "Good, make sure your teammates have it." Across observations, students had few opportunities to self- or peer-assess, nor did teachers explain how students would be evaluated.</p>	Basic	23%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Work Sample Review

DC PCSB reviewed ten student work samples in addition to classroom observations. Friendship PCS – Ideal Elementary submitted five English language arts (ELA) samples and five math samples covering a range of grade levels and assignment types. The QSR team evaluated the work samples based on grade-level alignment to college and career ready standards, including Common Core.² The team reviewed each work sample in the areas of content, practice, and relevance.³

The goal of the review is to answer three essential questions:

1. Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?
2. Does the assignment provide meaningful practice opportunities for this content area and grade-level?
3. Overall, does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or context?

DC PCSB used the criteria below to assign an overall rating to each ELA assignment.⁴

	Content	Practice	Relevance
Sufficient	The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.	The assignment both integrates standards and requires students to use what they learned from the text.	The assignment builds grade-appropriate knowledge, gives students a chance to use their voice and/or connects to real-world issues.
Minimal	The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standard.	Either the assignment does not integrate standards, or it does not require students to use what they learn from the text.	The assignment builds grade-appropriate knowledge but does not give students a chance to use their voice and does not connect to real-world issues.
No Opportunity	The assignment is not based on a high-quality, grade-appropriate text.	The assignment does not integrate standards and does not require students to use what they learn from the text.	The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice and does not connect to real-world issues.

All five ELA samples submitted received an overall rating of “sufficient.” These assignments were based on a high-quality, grade-appropriate text and reached the

² See here for more information on the shifts in the college and career ready standards:

<https://achievethecore.org/category/419/the-shifts>.

³ Reviewers used this tool for ELA work samples: <https://dcpcsb.egnyte.com/dl/Ss1Ffy9Ab7>. Reviewers used this tool for Math work samples: <https://dcpcsb.egnyte.com/dl/Ca2F71NXld>. The review tools are based on The New Teacher Project’s report: *The Opportunity Myth*, available here:

<https://opportunitymyth.tntp.org/>.

⁴ The overall assignment rating scale can be found here:

https://dcpcsb.egnyte.com/dl/NteqkVdqCO/Overall_Assignment_Rating_Scale.pdf

full depth of the targeted grade-level standard, while allowing students to use their personal voice. Some evidence is captured below:

- First grade students read a text and were then tasked with writing sentences that described the main characters emotions. Students were required to use text evidence to support their responses. This assignment was based on a high-quality, grade-appropriate text and reached the full depth of the targeted standard, while allowing students to use their personal voice.
- Second grade students read a text and then wrote a narrative from the perspective of the main character. The narrative had to describe the character’s response to injustice. This assignment was based on a high-quality, grade-appropriate text, and allowed students the opportunity to use their personal voice in writing their narrative.

DC PCSB used the criteria below to assign an overall rating to each math assignment.

	Content	Practice	Relevance
Sufficient	All the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.	The assignment connects academic content to real-world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.
Minimal	More than half (but not all) of the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.
No Opportunity	Less than half of the questions on the assignment reach the depth of the targeted grade-level standard.	The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment does not connect academic content to real-world experiences.

All five math samples submitted received an overall rating of “sufficient.” These assignments reached the full depth of the targeted mathematical practice and grade-level standards, while also allowing students to apply math to the real-world in a meaningful way. Some evidence is captured below:

- First grade students were tasked with solving addition and subtraction word problems using a tape diagram. Students had to read and interpret the problem, show their work, and include the equation to match the word problem. This assignment reached the full depth of the targeted mathematical practice and grade-level standard.

- Second grade students were tasked with solving an addition word problem requiring regrouping. Students were given the opportunity to use a strategy of their choice. This assignment reached the full depth of the targeted mathematical practice and grade-level standard.