Curriculum Based Assessments

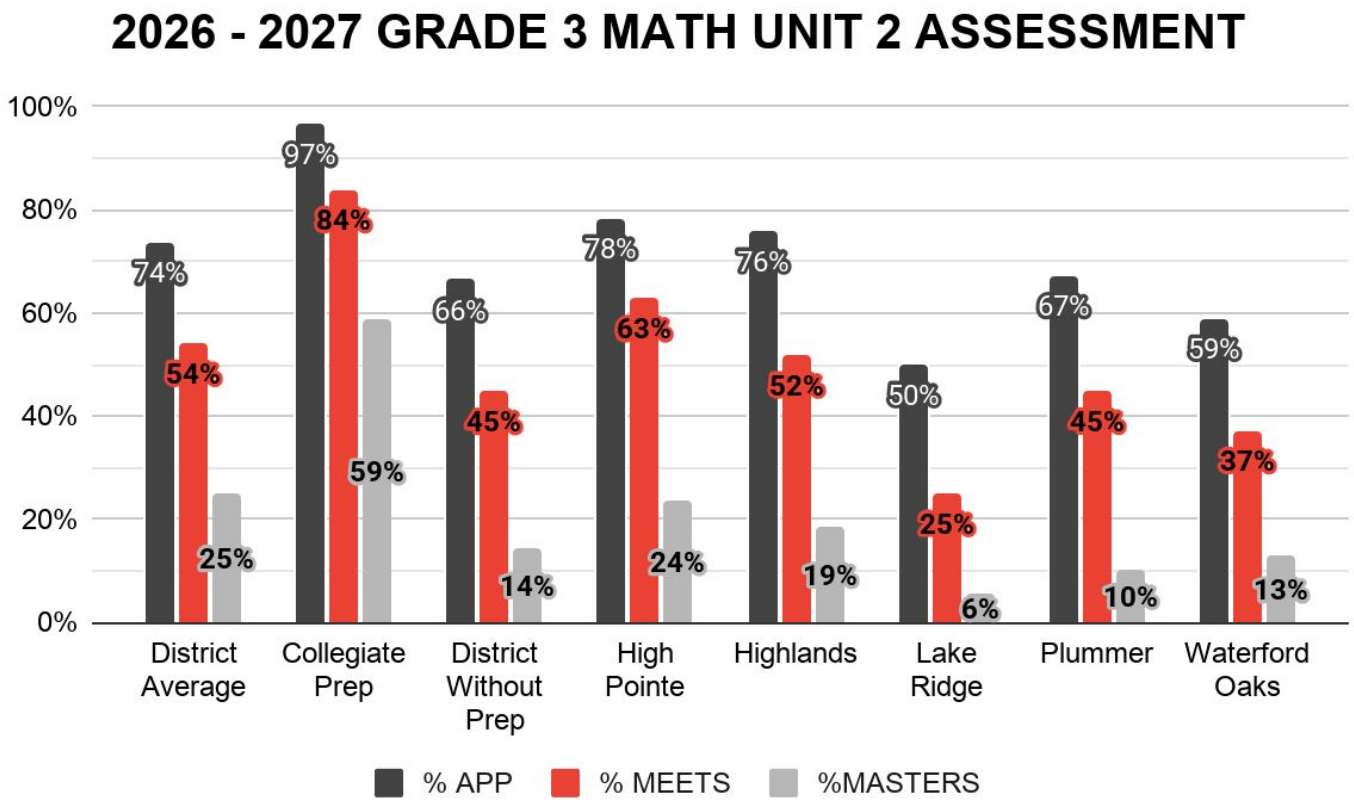
November 16, 2026



Elementary District Benchmarks

ELEMENTARY MATH ASSESSMENTS

Board Goal



ELEMENTARY MATH ASSESSMENTS

Board Goal

2026 - 2027 GRADE 3 MATH UNIT 2 ASSESSMENT

	# TESTED	# DNM	# APP	# MEETS	#MASTERS
District Average	364.0	96.0	71.0	106.0	91.0
Collegiate Prep	87	3	11	22	51
District Without Prep	277	93	60	84	40
High Pointe	51	11	8	20	12
Highlands	54	13	13	18	10
Lake Ridge	36	18	9	7	2
Plummer	58	19	13	20	6
Waterford Oaks	78	32	17	19	10

ELEMENTARY MATH ASSESSMENTS

Board Goal

2026 - 2027 GRADE 3 MATH UNIT 2 ASSESSMENT

	# TESTED	% DNM	% APP	% MEETS	%MASTERS
District Average	**364**	**26%**	**74%**	**54%**	**25%**
Collegiate Prep	**87**	**3%**	**97%**	**84%**	**59%**
District Without Prep	**277**	**34%**	**66%**	**45%**	**14%**
High Pointe	**51**	**22%**	**78%**	**63%**	**24%**
Highlands	**54**	**24%**	**76%**	**52%**	**19%**
Lake Ridge	**36**	**50%**	**50%**	**25%**	**6%**
Plummer	**58**	**33%**	**67%**	**45%**	**10%**
Waterford Oaks	**78**	**41%**	**59%**	**37%**	**13%**

Grade 3 MATH STUDENT EXPECTATIONS

Board Goal

GRADE 3 MATH SE TRACKING				
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
3.2A		60%		
3.2D		74%		
3.4A		50		
3.4K	46%			
3.5A		50%		
3.5B	42%	31%		

Module 1 Example Problem (Multiplication & Division Foundations)

Focus: *Representing single- or two-step operations using equal groups or arrays.*

> **Problem:**
> Ms. Garcia is setting up tables for a Science Fair in the cafeteria. She arranges the tables into 4 rows with 6 tables in each row. On each table, she places 2 magnifying glasses.
>
> **Part A:** Draw a strip diagram or array that represents the total number of tables in the cafeteria.
>
> **Part B:** Write an equation using a letter for the unknown variable to find the total number of magnifying glasses Ms. Garcia placed on the tables.

- **How students solve it (CRA Approach):**
  - *Representational:* Students draw a 4×6 array to find the total tables (24).
  - *Abstract:* They write a two-step equation to solve for the total magnifying glasses:

$$(4 \times 6) \times 2 = m$$

$$24 \times 2 = 48 \text{ magnifying glasses}$$

In Module 1, two step operation.

In Module 2, two step operation that includes measurement and scholars must convert before completing the problem.

Module 2 Example Problem (Measurement Conversion & Division)

Focus:

Converting continuous measurement units (liters to milliliters) and solving TEKS 3.5B problems using strip diagrams and equations. Curriculum Based Assess...

Problem:

An apple orchard packages fresh apple juice into containers. A large pitcher holds **2 liters** of apple juice. The owner pours all the juice from the pitcher equally into **4 smaller serving bottles.**

- **Hint:** $1 \text{ liter} = 1,000 \text{ milliliters}$
- **Part A:** Convert the total amount of apple juice from liters to milliliters.
- **Part B:** Draw a strip diagram that correctly represents how the total milliliters of apple juice are divided.
- **Part C:** Write a division equation using a letter for the unknown variable to find how many milliliters of apple juice will be in each serving bottle.

How students solve it (CRA Approach):

Representational

Students convert 2 L to $2,000 \text{ mL}$, then draw a strip diagram showing a whole bar of $2,000 \text{ mL}$ divided into **4 equal parts:** Curriculum Based Assess...

Plaintext

```
+-------------------------------------------------------+
|                      2,000 mL                         |
+---------------+---------------+---------------+-------+
|       b       |       b       |       b       |   b   |
+---------------+---------------+---------------+-------+
```

Abstract

Students use basic division concepts to write and solve the equation: Curriculum Based Assess...

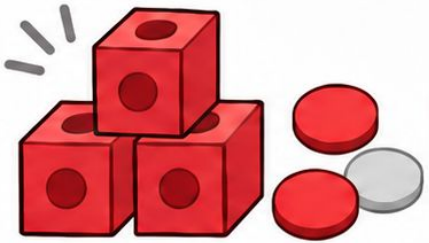
$$\mathbf{2,000 \div 4 = b}$$

$$\mathbf{b = 500} \text{ milliliters in each serving bottle}$$

Concrete → Representational → Abstract (CRA)

A scaffolded approach that helps scholars move from hands-on experiences to visual models to symbolic thinking.

1. Concrete

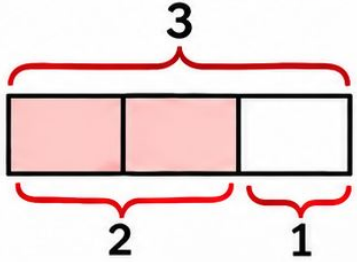


- Hands-on exploration
- Use objects and manipulatives
- Build understanding with real examples

*Scholars **physically interact** with materials to make sense of a new concept.*

from hands-on to visual

2. Representational

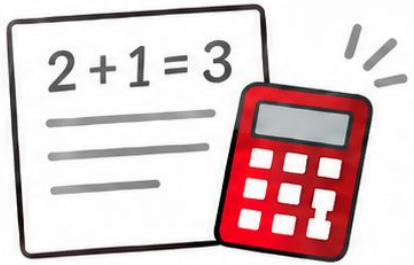


- Drawings and diagrams
- Use visual models
- Connect objects to pictures

Scholars show their thinking with sketches, models, and visual representations.

from visual to symbolic

3. Abstract



- Symbols and equations
- Use mathematical or academic notation
- Apply learning independently

Scholars solve and explain using symbols, words, and abstract thinking.

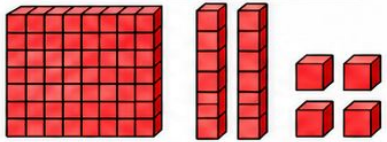
Deeper conceptual understanding and application

Concrete → Representational → Abstract (CRA)

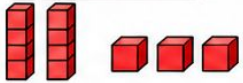
Texas TEKS Math 5.3B: Multiply a three-digit number by a two-digit number using the standard algorithm.

1. Concrete

124 = 100 + 20 + 4



23 = 20 + 3



- Use base-ten blocks or place-value disks
- Build 124 and 23 with manipulatives
- Explore multiplication through place value

Scholars use hands-on tools to model the factors and understand how place value supports multiplication.

from manipulatives to models

2. Representational

124 × 23

	100	20	4
20	100 × 20 = 2,000	20 × 20 = 400	4 × 20 = 80
3	100 × 3 = 300	20 × 3 = 60	4 × 3 = 12

2,000 + 400 + 80 + 300 + 60 + 12 = **2,852**

- Draw an area model
- Decompose factors into place-value parts
- Use partial products to show thinking

Scholars move from manipulatives to visual models to organize partial products and make sense of the computation.

from models to the standard algorithm

3. Abstract

$$\begin{array}{r} 124 \\ \times\ 23 \\ \hline 372 \\ +\ 2{,}480 \\ \hline 2{,}852 \end{array}$$

124 × 3

124 × 20



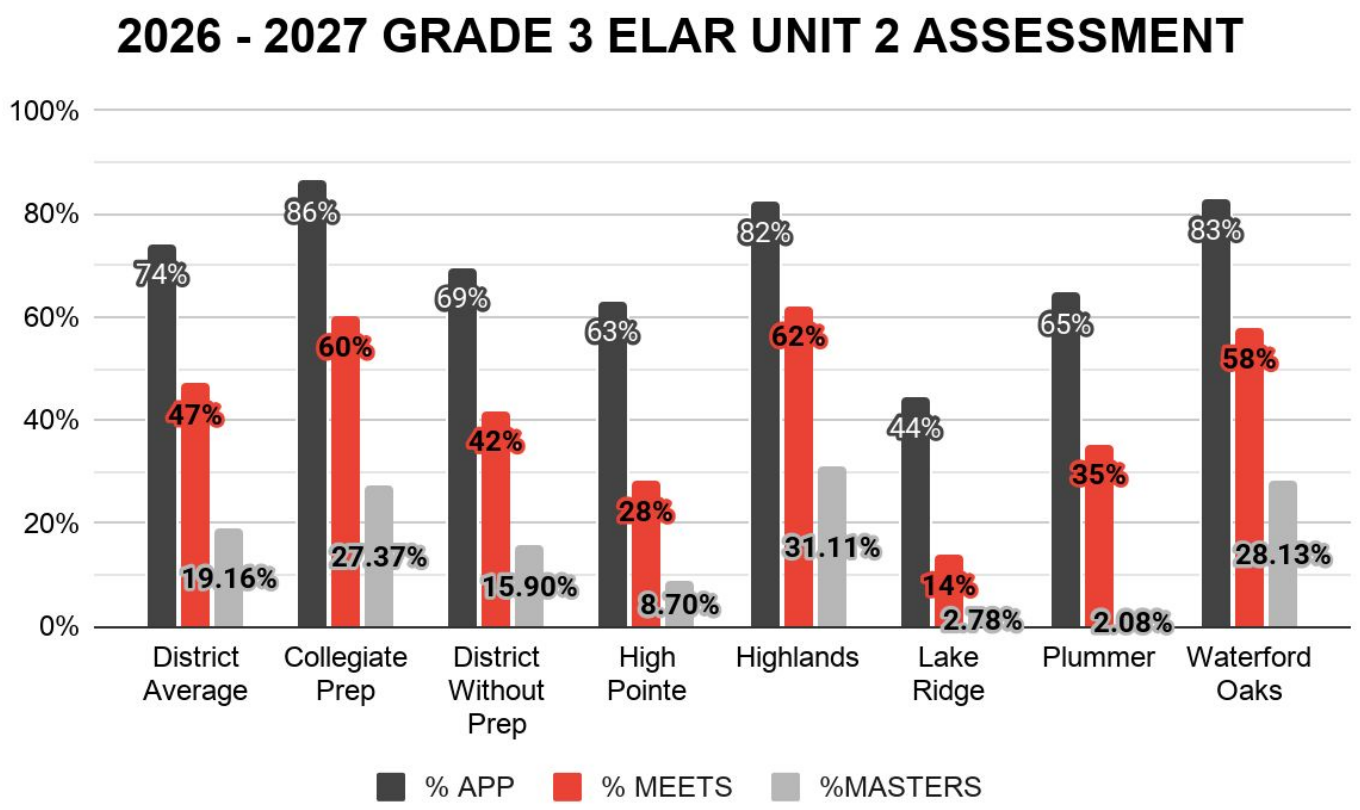
- Use the standard algorithm
- Connect regrouping to place value
- Solve 124 × 23 = 2,852

Scholars apply the standard algorithm accurately and connect the symbolic process back to the model.

Deeper conceptual understanding, procedural fluency, and application

ELEMENTARY ELAR ASSESSMENTS

Board Goal



ELEMENTARY ELAR ASSESSMENTS

Board Goal

2026 - 2027 GRADE 3 ELAR UNIT 2 ASSESSMENT

	# TESTED	# DNM	# APP	# MEETS	#MASTERS
District Average	334.0	86.0	91.0	93.0	64.0
Collegiate Prep	95	13	25	31	26
District Without Prep	239	73	66	62	38
High Pointe	46	17	16	9	4
Highlands	45	8	9	14	14
Lake Ridge	36	20	11	4	1
Plummer	48	17	14	16	1
Waterford Oaks	64	11	16	19	18

ELEMENTARY ELAR ASSESSMENTS

Board Goal

2026 - 2027 GRADE 3 ELAR UNIT 2 ASSESSMENT

	# TESTED	% DNM	% APP	% MEETS	%MASTERS
District Average	**334**	**25.75%**	**74.25%**	**47.01%**	**19.16%**
Collegiate Prep	**95**	**13.68%**	**86.32%**	**60.00%**	**27.37%**
District Without Prep	**239**	**30.54%**	**69.46%**	**41.84%**	**15.90%**
High Pointe	**46**	**36.96%**	**63.04%**	**28.26%**	**8.70%**
Highlands	**45**	**17.78%**	**82.22%**	**62.22%**	**31.11%**
Lake Ridge	**36**	**55.56%**	**44.44%**	**13.89%**	**2.78%**
Plummer	**48**	**35.42%**	**64.58%**	**35.42%**	**2.08%**
Waterford Oaks	**64**	**17.19%**	**82.81%**	**57.81%**	**28.13%**

Grade 3 ELAR STUDENT EXPECTATIONS

Board Goal

GRADE 3 ELAR SE TRACKING

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
3.3D		43%		
3.7B	6%	not scored (ECR)		
3.7C	20%	not scored (SCR)		
3.8A	53%			
3.8D		50%		
3.9D		51%		
3.10C	66%			
3.10E	51%			
3.11D	53%	62%		

3.7B/C - Writing Extended Constructed Response (ECR) Short Constructed Response (SCR)

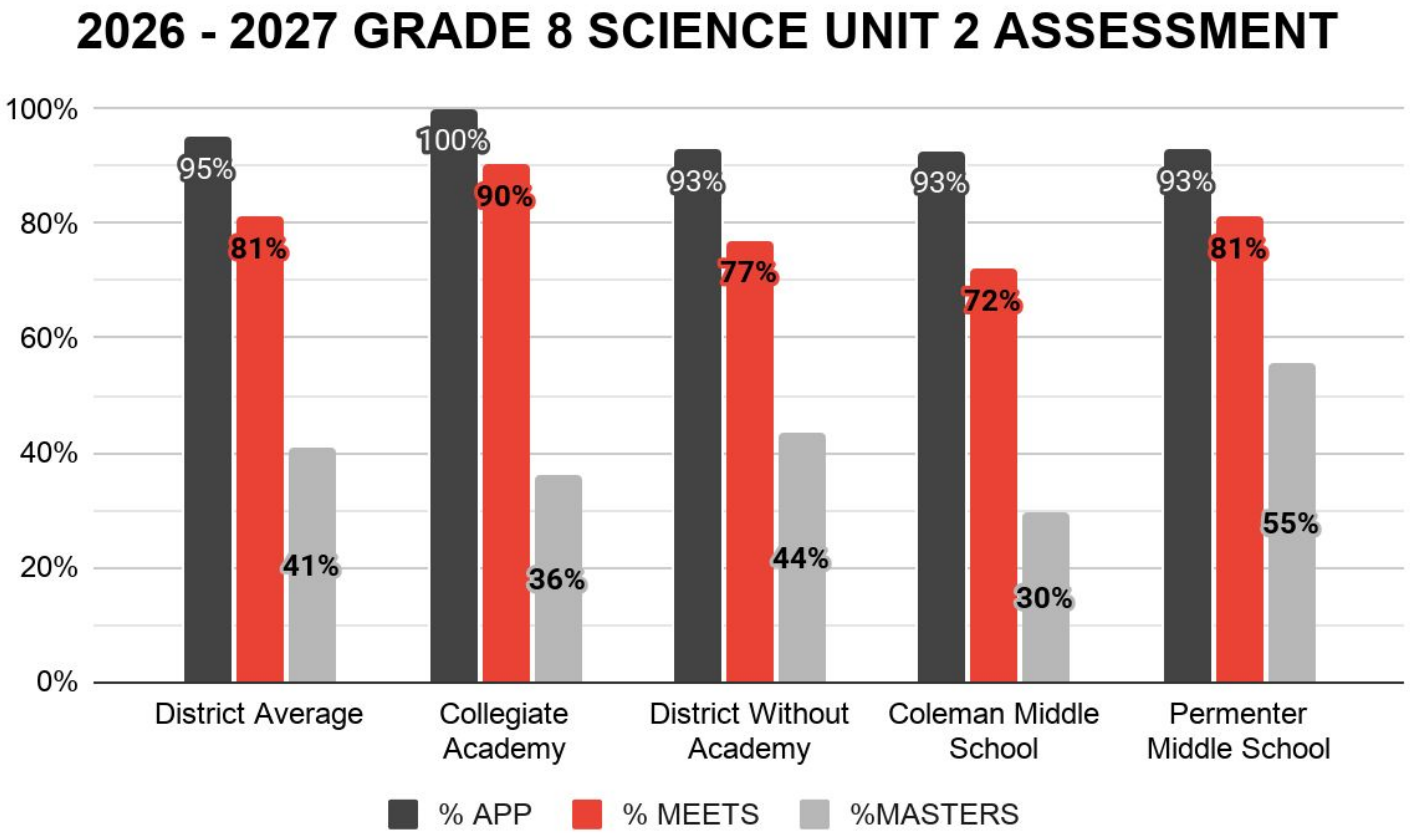
3.11D - Grammar Trouble-Spot Thursdays

3.10C/D Author's use of imagery and print

Secondary District Benchmarks

Grade 8 Science UNIT 2 ASSESSMENT

Board Goal



Grade 8 Science UNIT 2 ASSESSMENT

Board Goal

2026 - 2027 GRADE 8 SCIENCE UNIT 2 ASSESSMENT					
	# TESTED	# DNM	# APP	# MEETS	#MASTERS
District Average	**353.0**	**17.0**	**49.0**	**142.0**	**145.0**
Collegiate Academy	**114**	**0**	**11**	**62**	**41**
District Without Academy	**239**	**17**	**38**	**80**	**104**
Coleman Middle School	**111**	**8**	**23**	**47**	**33**
Permenter Middle School	**128**	**9**	**15**	**33**	**71**

Grade 8 Science UNIT 2 ASSESSMENT

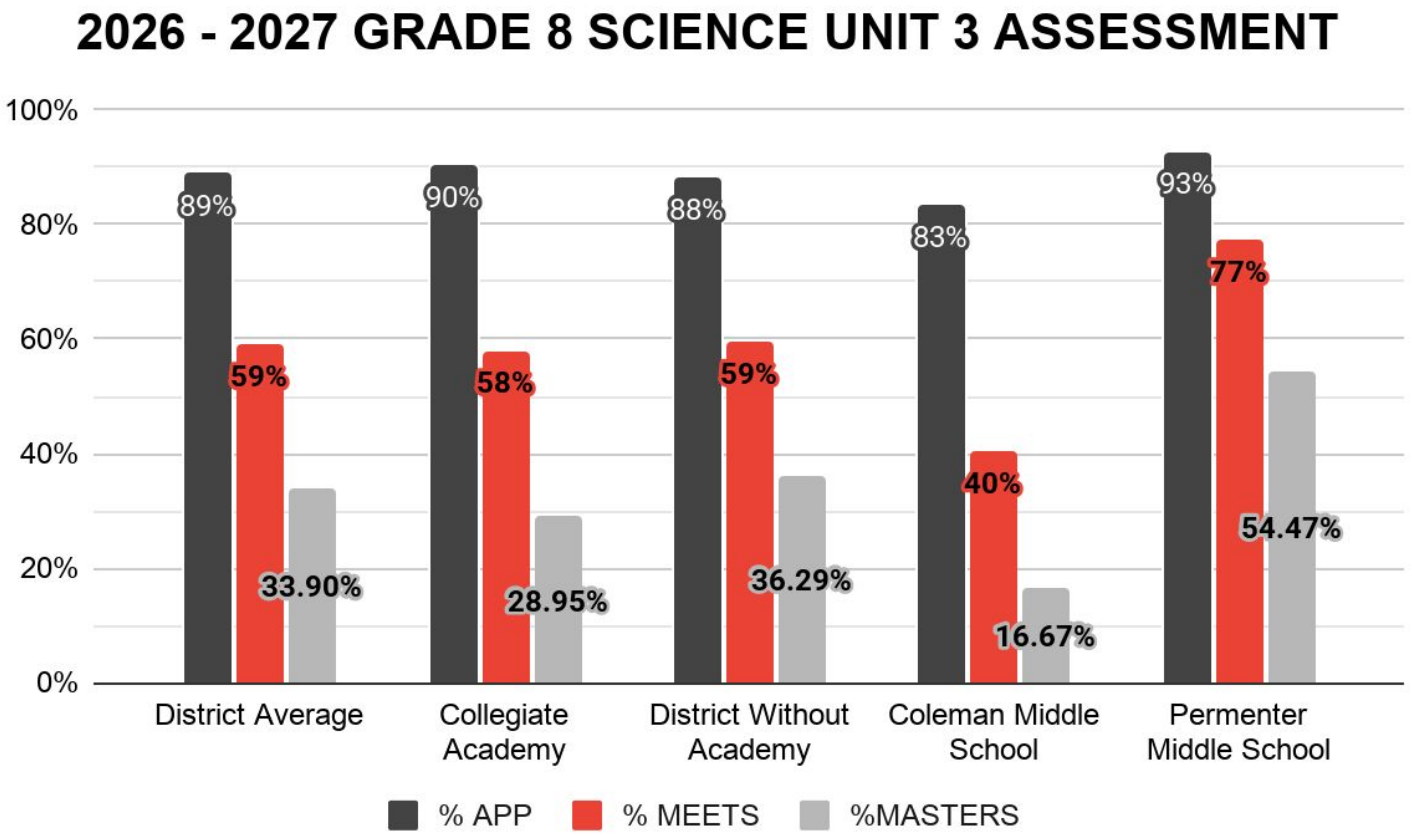
Board Goal

2026 - 2027 GRADE 8 SCIENCE UNIT 2 ASSESSMENT

	# TESTED	% DNM	% APP	% MEETS	%MASTERS
District Average	**353**	**5%**	**95%**	**81%**	**41%**
Collegiate Academy	**114**	**0%**	**100%**	**90%**	**36%**
District Without Academy	**239**	**7%**	**93%**	**77%**	**44%**
Coleman Middle School	**111**	**7%**	**93%**	**72%**	**30%**
Permenter Middle School	**128**	**7%**	**93%**	**81%**	**55%**

Grade 8 Science UNIT 3 ASSESSMENT

Board Goal



Grade 8 Science UNIT 3 ASSESSMENT

Board Goal

2026 - 2027 GRADE 8 SCIENCE UNIT 3 ASSESSMENT					
	# TESTED	# DNM	# APP	# MEETS	#MASTERS
District Average	**351.0**	**39.0**	**105.0**	**88.0**	**119.0**
Collegiate Academy	**114**	**11**	**37**	**33**	**33**
District Without Academy	**237**	**28**	**68**	**55**	**86**
Coleman Middle School	**114**	**19**	**49**	**27**	**19**
Permenter Middle School	**123**	**9**	**19**	**28**	**67**

Grade 8 Science UNIT 3 ASSESSMENT

Board Goal

2026 - 2027 GRADE 8 SCIENCE UNIT 3 ASSESSMENT

	# TESTED	% DNM	% APP	% MEETS	%MASTERS
District Average	**351**	**11.11%**	**88.89%**	**58.97%**	**33.90%**
Collegiate Academy	**114**	**9.65%**	**90.35%**	**57.89%**	**28.95%**
District Without Academy	**237**	**11.81%**	**88.19%**	**59.49%**	**36.29%**
Coleman Middle School	**114**	**16.67%**	**83.33%**	**40.35%**	**16.67%**
Permenter Middle School	**123**	**7.32%**	**92.68%**	**77.24%**	**54.47%**

Grade 8 SCIENCE STUDENT EXPECTATIONS

Board Goal

GRADE 8 SCIENCE SE TRACKING				
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
8.6A	66%	59%		
8.6B		79%		
8.6C	60%			
8.6D	69%			
8.6E		61%		
8.7A			70%	
8.7B			53%	

8.7B Force, motion, and energy. The student understands the relationship between force and motion within systems.

TEKS 8.7(B) is consistently one of the more challenging standards on the 8th-grade Science STAAR test.

Students struggle with it because it forces them to transition from **memorizing definitions** to **simultaneously applying physics to massive or invisible systems**.

TEKS: 8.7B investigate and describe how Newton's three laws of motion act simultaneously within systems such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches

Criteria For Success

Identify Individual Laws within a System: "I can isolate and describe how the Law of Inertia (1st Law), the Law of Force and Acceleration (2nd Law), and the Law of Action-Reaction (3rd Law) each apply to a single everyday scenario."

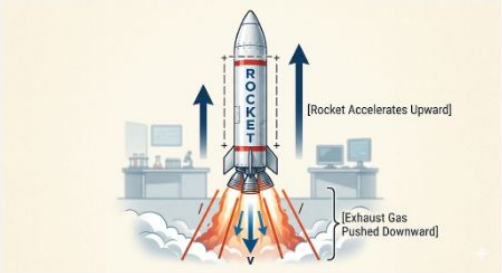
Analyze Simultaneous Actions: "I can explain how all three of Newton's laws do not happen in isolation, but rather act at the exact same time within a moving system."

Apply to Transportation & Safety Systems: "I can describe how a seatbelt keeps a passenger safe using the 1st Law (resisting forward motion), the 2nd Law (the belt applying a force to change the passenger's acceleration), and the 3rd Law (the passenger pushing against the belt, and the belt pushing back)."

Apply to Aerospace & Earth Systems: "I can analyze complex systems like rocket launches or tectonic plate boundaries to show how action-reaction forces cause changes in acceleration based on the system's mass and inertia."

Connect Form and Function in Sports/Rides: "I can evaluate how amusement park rides or athletic movements utilize all three laws simultaneously to safely control speed, direction, and impact forces."

During a rocket launch, engineers monitor several forces and motions happening at the exact same moment.



Which of the following choices correctly describes how Newton's three laws of motion are acting **simultaneously** during this launch?

Answer Choices:

A) The rocket remains on the pad until the engines ignite (1st Law), the heavy rocket requires more force to move than a lighter one (2nd Law), and the rocket pushes down on the ground so the ground can push the rocket up (3rd Law).

B) The engines push exhaust gas downward while the gas pushes the rocket upward (3rd Law), the unbonded equipment inside the rocket flies backward due to a lack of a seatbelt (1st Law), and gravity ceases to act on the mass (2nd Law).

C) The rocket stays at rest until an unbalanced upward force acts on it (1st Law), the rocket's upward acceleration depends on its total mass and the net engine force (2nd Law), and the downward push of the exhaust gases creates an equal and opposite upward reaction force on the rocket (3rd Law).

D) The rocket accelerates because action-reaction forces cancel each other out (3rd Law), the mass of the fuel decreases which changes the force needed (1st Law), and the rocket will glide forever in a straight line while the engines are burning (2nd Law).

(Correct Answer: **C**)

Progression of Standards:

Elementary Push and Pull | Balance and Unbalance Forces
6th grade 3rd law
7th grade 1st law
8th grade Know and Apply all 3 laws

Law of Inertia:

An object at rest stays at rest, an object in motion stays in motion at constant speed in a straight line, unless it is acted upon by an unbalanced external force.

Law of Force and Acceleration:

It states that the acceleration of an object is directly proportional to the net external force acting on it and inversely proportional to its mass.

Law of Action and Reaction:

States that whenever one object exerts a force on a second object, the second object exerts an equal and opposite force on the first.

Summary of Data

Which campuses are not currently on track to meet their end-of-year targets according to the unit assessment?	
Who	Lake Ridge Elementary: Lowest performance in both Grade 3 Math and ELAR Waterford Oaks Elementary: Performing below District average in Math **Meets** thresholds High Pointe & Plummer: Performing below District average in ELAR **Meets** thresholds
How does the current data inform our work? Where are the most significant gaps?	
What	Working: Science support and instructional delivery Not Working: Written Response / Constructed Response (ELAR) Abstract Modeling & Measurement (Math) Complex Applications (Science)

Summary of Data

What does the administration believe is driving the significant differences?	
Why	Campus Gaps: A disparity exists between District professional development and campus PLC internalization and practice exemplary teach to classroom delivery.
What adjustments are being made for campuses or student groups that are not on track?	
How	Implementing **"Trouble-Spot Thursdays"** targeting grammar (TEKS 3.11D) and targeted instructional time for Extended Constructed Response (ECR) & Short Constructed Response (SCR) strategies. **Math Instructional Scaffolding:** Utilizing Concrete-Representational-Abstract (CRA) modeling explicitly designed to help students transition from physical countable items to continuous measurement strip diagrams. **Targeted Campus Support:** Allocating academic leadership interventions and strategic adjustments to lower-performing campuses. ***Commit Coaching*** & **SustainED Partnerships**

Academic and Leadership Response to Data

What Did We Notice? (Strategies)	What Happened? (Results)	What Is Our Plan? (Strategic Adjustments)
School Leadership • Subpar instructional delivery • Lack of teacher clarity	T-TESS Alignment and Calibrations T-TESS SPED Look for Document Administration Reset	-Build **stronger systems** through the instructional leadership T-TESS feedback. -PLC coaching close the gap between district and campus **professional development to execution**. -November 6 - **Push Toward Excellence**: Focus was on Campus Instructional Leadership moves.
Academic	Instructional Coordinators Writing Alignment (Constructed Response Gaps)	-**Deploy academic teams** directly to underperforming campus for real-time instructional modeling and co-teaching for Intensive Support. -Train rubric use and **calibrate writing guidelines** for all teachers. -Implement Trouble Spot Tuesdays and Thursdays for grammar. -Science professional development targeted instructional delivery to include visual modeling for complex multi-force scenarios. -Elementary Science push in support (for math connections).

Questions