



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Instruction, Scope & Sequence, and Assessment Alignment to State Standards

SUBMITTED BY: Dr. Guadalupe C. Gorordo, Ph.D., Associate Superintendent

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: March 19, 2014

INFORMATIONAL REPORT:

The purpose to align instruction, scope & sequence, and assessment to State Standards is as follows:

- To create an internal integrated system that is aligned to the locally developed scope and sequence and the Texas Essential Knowledge and Skills (TEKS).
- To produce an atmosphere of high cognitive complexity thinking skills, with dual-coded, multi-step problems, and open-ended solutions
- To proactively plan methods of instruction and effective learning by analyzing strengths and weaknesses from data
- To examine the data and plan (revamp/restructure/reteach) content and delivery of scope and sequence based on results/reflections



Alignment of Instruction, Scope & Sequence, and Assessment to State Standards

Board Presentation
Wednesday, March 5, 2014

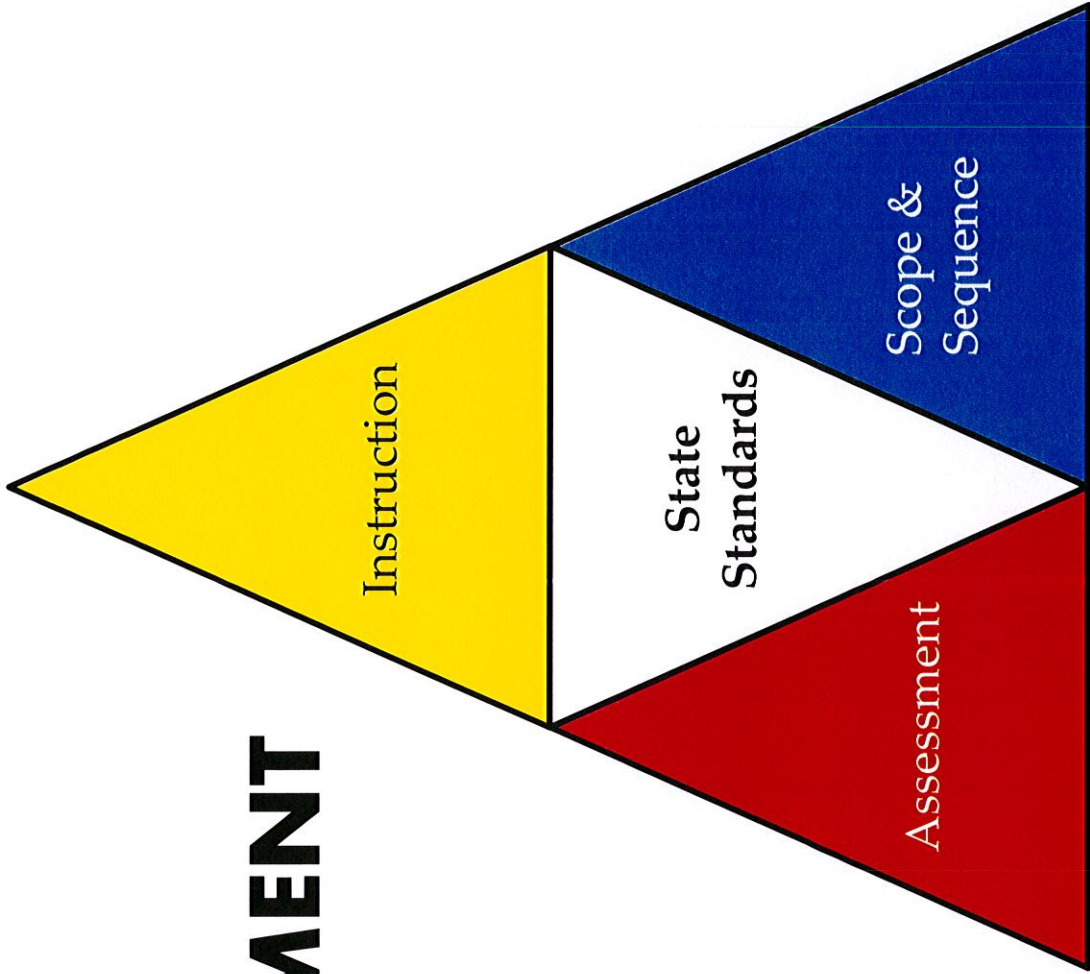
Purpose of Curriculum Based Assessments (CBA's)

- Replaces 3Ts (TEKS Targeted Tests) which were more in line with TAKS.
- Curriculum Based Assessments (CBA's) offer “*snapshots*” of what *has been taught in the classroom* in accordance with the District's curriculum – scope and sequence.
- CBA's are designed to provide students, teachers, school administrators, and District personnel with *student performance feedback*, as well as a *snapshot comparison of how they stand in the instructional program*.
- CBA's help ensure that the students are *performing at their expected level*, and reveal those *subject areas where they may need additional help*.

What does it mean to align instruction, scope & sequence, and assessments to state standards?

- The curriculum defines what the students must know *and be able to do with the knowledge obtained* and it is comprised of the state standards – *Texas Essential Knowledge and Skills (TEKS)*.
- The curriculum has been sequenced across the *school year*.
- The CBA's are *aligned to the scope and sequence* at each content and grade level.
- The tests are *aligned to state standards formats*, and serve to *familiarize the students with the rigors and format* of state assessments.

ALIGNMENT



Information about the CBA's

- Each CBA has between 10 – 25 questions
- **The CBA was designed to allow a student to finish the assessment within a class period (45 – 70 minutes)**
- Formatted to resemble the STAAR as closely as possible (rigor, test composition, etc.)
- **CBA's are available in English and Spanish for elementary grades**
- At the elementary and middle school levels, CBA's are administered at every six-week period.
- **High school CBA's are administered intermittently at each nine-week period (semester).**
- CBA's replace a teacher's test grade for content

CBA's are:

- Set at 70% met standard
- Placed at 70% passing standard to prepare students to be successful on a STAAR assessment

STAAR assessments are set at various standards for Level II satisfactory.

Currently, the state is at Phase-I of the implementation and will have two more increases before finalizing at a Level II satisfactory standard.

- **NOTE:** Spring 2014 last of STAAR Modified administration for sp. ed.

Examples of state passing standards

Currently from TEA the 4th grade Math STAAR Passing Standard at various Phases

Phase I – Level II Satisfactory: 1471 = 60%
2014

Phase II – Level II Satisfactory: 1535 = 72%
2015

Final – Level II Satisfactory: 1599 = 81%
2016

Level III Advanced: 1677 = 90%

Currently from TEA of 7th grade Math STAAR Passing Standard at various Phases

Phase I – Level II Satisfactory: 1551 = 43%
2014

Phase II – Level II Satisfactory: 1651 = 56%
2015

Final – Level II Satisfactory: 1678 = 67%
2016

Level III Advanced: 1798 = 85%

Example of 4th grade Math – a teacher test

Name _____ Date _____

5 Mid-Chapter Review (Lessons 5-1 through 5-4)

Read each equation carefully. Write your answer on the line provided.

1. Find the value of this expression if $z = 5$.
 $(z + 6) - 8$
A. 11 B. 3 C. 7 D. 5
1. _____
2. Find the value of this expression if $m = 4$.
 $(5 + 3) - m$
F. 6 G. 8 H. 4 J. 5
2. _____
3. Solve this equation mentally.
 $j + 6 = 14$
A. $j = 8$ B. $j = 10$ C. $j = 5$ D. $j = 6$
3. _____

Find the rule for each pattern.

4. 28, 26, 22, 24, 20, 22, _____
5. 46, 49, 52, 55, 58, 61 _____
6. 113, 108, 103, 98, 93, 88 _____
7. 87, 76, 65, 54, 43, 32, subtract 4. _____

Solve each equation mentally.

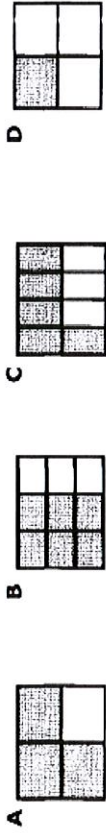
8. $15 + g = 22$ _____ 9. $6 = 13 - f$ _____
10. $h + 4 = 18$ _____ 11. $2 = r - 7$ _____

Example of 4th grade Math CBA test

Name: _____ Date: _____

Fourth Grade Third Six Weeks Assessment

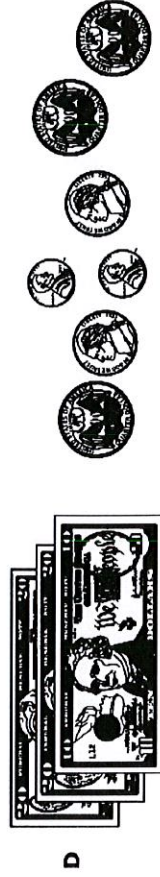
1 Which model is shaded to show a fraction equivalent to $\frac{5}{8}$?



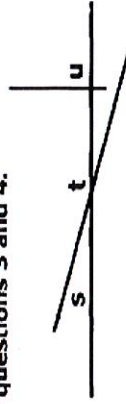
2 Which of the following is an *improper fraction*?

- F $\frac{9}{12}$
- G $\frac{5}{8}$
- H $\frac{11}{4}$
- J $2\frac{3}{5}$

7 Look at the amounts of money shown below. In which amount of money is the digit 7 in the tenths place?



Use the diagram below to answer questions 3 and 4.



3 Which of the following is represented by the letter **t** in the diagram?

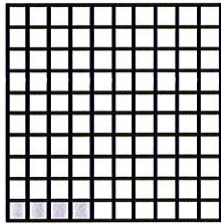
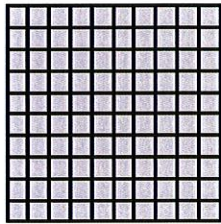
- A Perpendicular lines
- B Right angle
- C Intersecting lines
- D Parallel lines

4 Which angle is represented by the letter **s** in the diagram?

- F Obtuse angle
- G Right angle
- H Parallel lines
- J Acute angle

Example of 4th grade Math STAAR (state test)

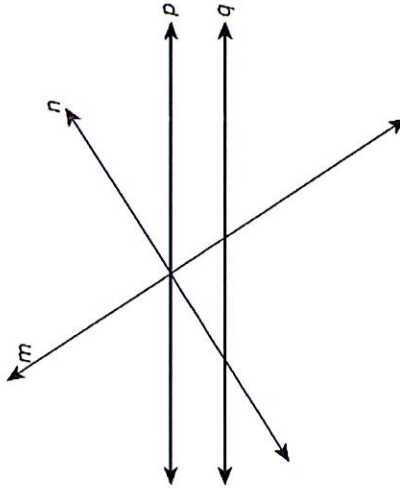
2 The model below is shaded to represent $1\frac{4}{100}$.



Which decimal does the model represent?

- F 1.04
- G 1.4
- H 14.0
- J 1.004

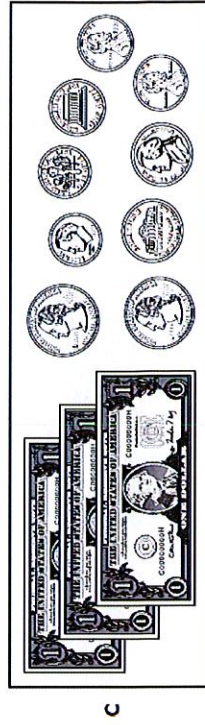
12 A group of lines is shown below.



Which two lines appear to be perpendicular?

- F Lines m and p
- G Lines p and q
- H Lines m and n
- J Lines n and q

7 Each picture below represents a different amount of money. In which amount of money is the digit 9 in the hundredths place?



Post Test Procedures

Designed to address critical questions:

1. What do we want students to learn?
 2. How will we know if they have learned it?
 3. What will we do if they do not learn it? and
 4. What will we do if they already know it?
- Campuses scan all student answer documents at the campus. Results are immediately available on DMAC – Data Management for Assessment and Curriculum.
 - Teachers run reports that pertain to the students they instruct
 - **Teacher utilize reports to fill out a teacher reflection, “Data Analysis Protocol – CBA Action Plan (Teacher Reflection)” – This plan assists the teacher in analyzing results, looking for strengths/weaknesses, and helps teacher to create/implement a plan to ensure students attain instructional concepts.**
 - **Sample reports**
 - Campus Administration analyzes data from reports and teacher reflections, then begins a campus plan to have a measurable outcome (Strategies, activities, timeline, people responsible, RtI (Response to Intervention) groups – tiered and multi-tiered.

Sample DMAC Class Reports

TEKScore Results by Demographic for UNITED ISD

Subject: Reading Grade: 06 Language: English Version: 10 Date: 9/30/2013
 Passing Standard: 70% Description: 6th Grade Reading CBA

Students: 3140 Passed: 514 (16%) Average Score: 50

Demographic	Tested	Passed	%	Avg Score
All Students	3140	514	16%	50
Hispanic/Latino	3102	606	19%	51
American Indian or Alaskan Native	1	0	0%	0
Asian	1	1	100%	1
Black or African American	2	1	50%	1
Native Hawaiian or Other Pacific Islander	0	0	0%	0
White	25	7	28%	57
Two or More Races	1	0	0%	0

3.10.E

TEKScore SE Mastery for UNITED ISD

Subject: Reading Grade: 06 Language: English Version: 10 Date: 9/30/2013
 Passing Standard: 70% Description: 6th Grade Reading CBA

Students: 3140 Passed: 514 (16%) Average Score: 50

Item	Description	Tested	Weight	Mastery
ELA-06-2A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	1	3%	45%
ELA-06-2B	use context (e.g., rates and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple-meaning words	2	6%	59%
		1	3%	52%
		2	6%	65%
		5	15%	41%
		1	3%	71%
		1	3%	54%
		2	6%	31%
		13	38%	52%
		1	3%	68%
		10	3%	25%
		2	6%	68%
		2	6%	60%

TEKScore Student Quintile for Custom Student Group

Subject: Reading Grade: 06 Language: English Version: 10 Date: 9/30/2013
 Passing Standard: 70% Description: 6th Grade Reading CBA

Students: 257 Passed: 49 (19%) Average Score: 52

Quintile	Score	Student	Score	Student	Score	Student	Score	Student	Score	Student	Score
Quintile 1 (0% to 39%)	0	0	0	0	0	0	0	0	0	0	0
Quintile 2 (40% to 49%)	1	1	1	1	1	1	1	1	1	1	1
Quintile 3 (50% to 59%)	2	2	2	2	2	2	2	2	2	2	2
Quintile 4 (60% to 69%)	3	3	3	3	3	3	3	3	3	3	3
Quintile 5 (70% to 100%)	4	4	4	4	4	4	4	4	4	4	4

3.10.E

TEKScore Item Analysis for UNITED ISD

Subject: Reading Grade: 06 Language: English Version: 10 Date: 9/30/2013
 Passing Standard: 70% Description: 6th Grade Reading CBA

Students: 3140 Passed: 514 (16%) Average Score: 50

Item	Correct	Wrong	% Correct	% Wrong	Correct	Wrong	% Correct	% Wrong	Correct	Wrong	% Correct	% Wrong
1	518	210	71%	29%	227	197	54%	46%	0	4	0%	100%
2	109	274	28%	72%	333	53	86%	14%	0	6	0%	100%
3	413	141	74%	26%	102	102	50%	50%	0	6	0%	100%
4	842	177	82%	18%	301	10	97%	3%	0	10	0%	100%
5	100	170	37%	63%	22	22	0%	100%	0	6	0%	100%
6	44	171	20%	80%	99	121	45%	55%	0	4	0%	100%

3.10.E

These are samples of 5 reports that are run on DMAC. These 5 reports can be done with 1 query with a simple check off on DMAC. Max time - less than one minute

For students - CBA's Changes

- No CBA's for the remainder of 2014 Spring semester at Elem, MS, or HS.
- For HS, only Benchmarks will be administered in the Spring 2014

NEW/UPCOMING 2014-2015 Changes

- Additional professional development (teachers and administrators)
- Continue to update, align scopes to state standards
- Ensure quality CBAs
- Committee composed of teachers and administrators to review process in the CE&A administration Revisit grading guidelines
- Teacher will **highlight** and **circle** DMAC reports to replace the information needed
- Elementary teachers **run reports** for their English and Spanish testers – turn in two sets of data reports without combining.



1. Complete one action plan per content/subject area.
2. Plans are due to your principal /assistant principal 1 week after assessment window closes.
3. Attach all supporting documentation to your plan.

Data Analysis Protocol-Instructional Action Plan (TEACHER REFLECTION)

Teacher Name: _____ Date: _____
 Grade: _____ Subject tested: _____
 Reflection for CBA# or Benchmark# _____ Campus: _____

TEKScore Results by Demographic for UNITED ISD

Subject: Reading Grade: 06 Language: English Version: 10 Date: 9/30/2013
 Passing Standard: 70% Description: 6th Grade Reading CBA

Students: 3140 Passed: 514 (16%) Average Score: 50

Demographic	Not Reported	Tested	Met Std	% Met Std
All Students		3140	514	16%
Hispanic/Latino		3102	505	16%
American Indian or Alaskan Native		1	0	0%
Asian		8	1	13%
Black or African American		2	1	50%
Native Hawaiian or Other Pacific Islander		0	0	0%
White		25	7	28%
Two or More Races		1	0	0%
Not Reported		1	0	0%
Male		1585	221	14%
Female		1554	293	19%
Not Reported		1	0	0%
At Risk		1516	78	5%
Bilingual		287	34	12%
CTE		1	1	100%
Disability		48	2	4%
ECD		271	286	13%
ESL		669	13	2%
GT		554	231	42%
LEP - Yes (Y)		861	17	2%
LEP - No (N)		1564	404	26%
LEP - First Year (F)		354	33	9%
LEP - Second Year (S)		360	60	17%
Migrant		20	1	5%
Special Education		83	4	5%
Title I		0	0	0%

Data Results by Demographic Report

Class/Course Student Profile:

Demographics	All Students	Special Education	Economically Disadvantaged	GT	CTE	Section 504
Number Tested						
Number Met Standard						

I. Noteworthy Celebrations:

NEW – Rather than teachers copy from report to fill out the Teacher Reflection, they will simply highlight the report.

