STAAR Update
(including End of Course)

Board Meeting Workshop

October 11, 2011

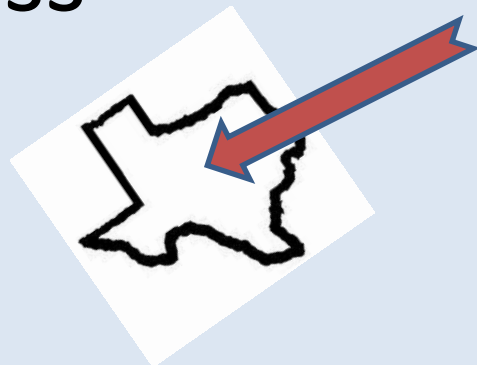Dr. Mike Mattingly

STAAR WAARS

State of

Texas

Assessment of

Academic

Readiness

Where

Academic

Assessment

Reigns

Supreme

Preparing for STAAR WAARS

This was TAKS

This is STAAR

You don't know the power of the dark side.   --Darth Vader

What Are We Up Against?

❑ 12 EOC Tests in High School
  - Eng I, II, III,
  - Algebra I, Geometry, Alg II,
  - World Geography, US History, World History
  - Biology, Chem., Physics

❑ Same content assessments in grades 3-8 as with TAKS

The Empire

STAAR will be a formidable force in that:

❑ it will be <u>more</u> rigorous

❑ Have <u>more</u> test items

❑ <u>Less</u> time to complete (4 hours)

❑ Greater depth

❑ It will assess content skills
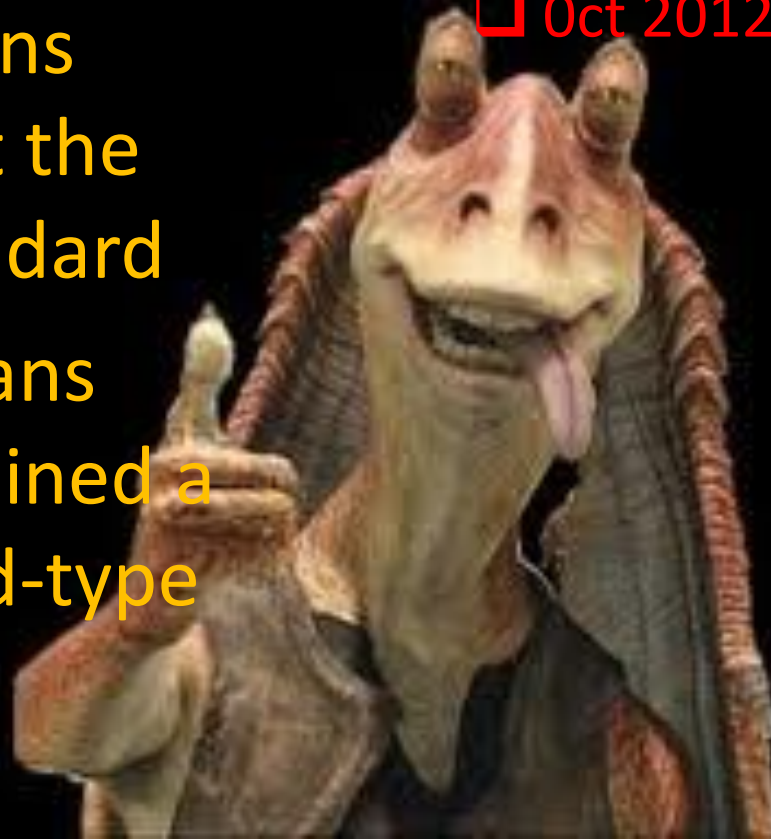
❑ Dual-coded for process skills

❑ 3rd gr answer document

Results

□ Level I means student did not meet the passing standard

□ Level II means student met the passing standard

□ Level III means student attained a commended-type standard

Cut scores are to be determined in:

□ Feb 2012 for spring EOCs

□ Oct 2012 for STAAR

Three Graduation Plans

Recommended

Must take all 12 EOCs

Achieve a set cumulative score of all EOCs, tbd

Must attain Level II on Alg II and Eng III EOCs

Distinguished

- Must take all 12 EOCs

- Achieve a set cumulative score of all EOCs, tbd

- Must attain a Level III on Alg II and and Eng III EOCs

Graduation Plans cont.

Minimum Plan

- Must take all EOCs available and in courses enrolled
- Achieve a set cumulative score on EOCs taken, tbd, will be appropriated based on number of EOC courses
- Could be as few as 8 EOCs

Prepare for the Plan

EOC Procedural Guidelines

District-level Committee and HS Department Chairs recommendations

- DISD EOC FAQ Booklet has been developed to assist all campuses, staff, parents, and students.

- EOC exams will only count for entering 9th graders in the 2011-12 school year.

- All other HS students are under the TAKS system for graduation

- 8th graders taking an EOC course (e.g. Alg I) must take the EOC.

- EOC will count **15%** of final grade (in Denton ISD this will be 15% of second semester as we award semester credits.

- Students will earn
  - 100 for Level III
  - 90 for Level II
  - 68 for Level I

- Students must earn a cumulative score based on all EOCs taken (cum score tbd by TEA)

- Students will take a semester exam in first semester courses and an EOC in the second semester courses.

- A student failing the EOC but retains a passing average will be awarded course credit

- Dual-credit and AP classes take the EOC if it is attached to an EOC.

- Students may retake EOCs as often as <u>needed to assist their cum score or to pass the course</u> but will not be allowed to retake to increase their final grade average if course credit was previously awarded.

- If a student retakes an EOC assessment, the District will include the retake score as 15% of the final course grade <u>only</u> if the retake score allows a student to gain credit for the course. After a student earns credit for the course, subsequent retakes will <u>not</u> be included in the calculation of the final course grade.
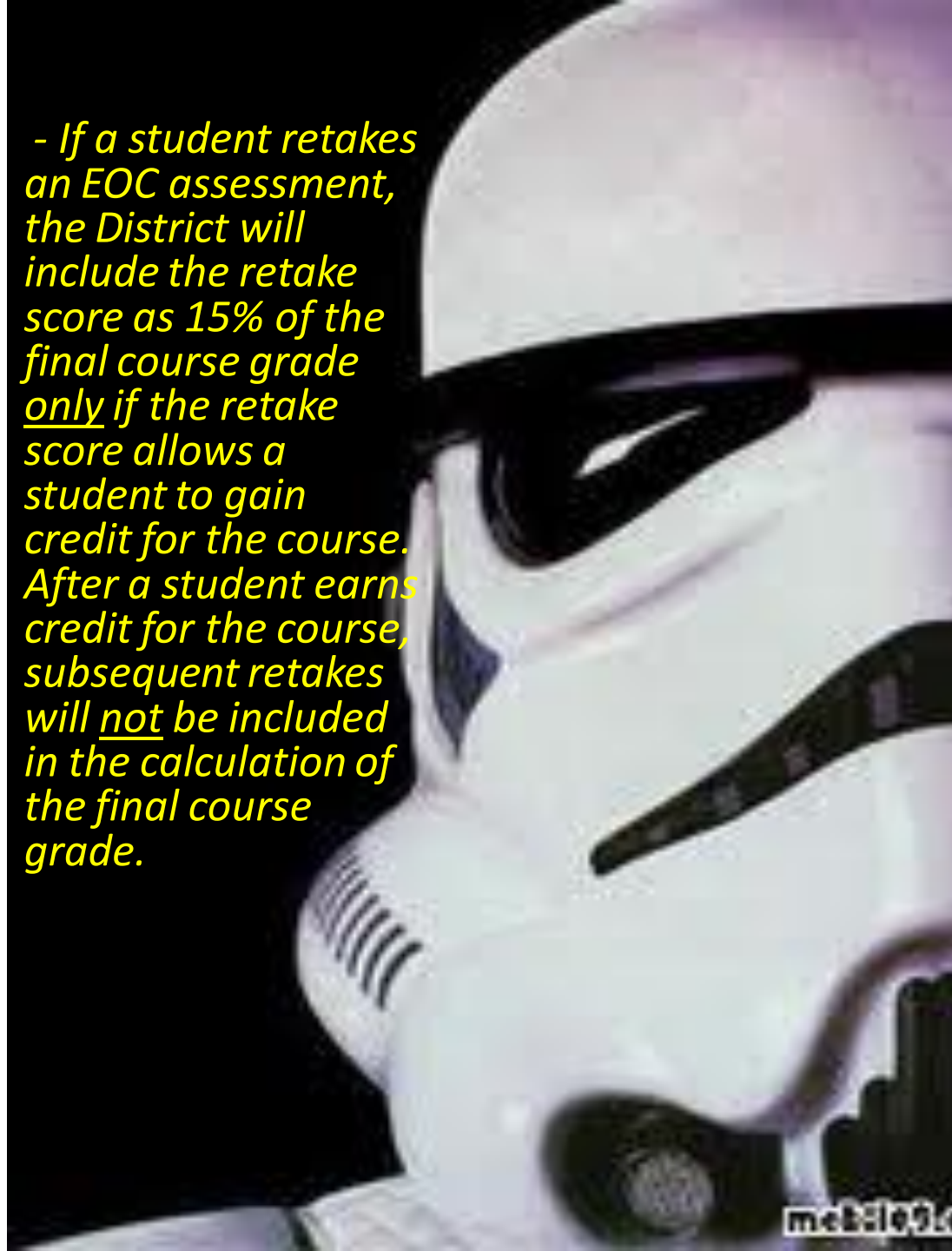
TEKS and The Standards

- ❑ **Readiness** Standards
- ❑ **Supporting** Standards
- ❑ **Process** Standards

Do or do not… there is no try.

--Yoda

The Three Types of Standards

❑**Readiness**: Deep and enduring understanding of concepts

❑**Supporting**: Assessed less frequently but are conceptually linked

❑**Process**: Tested within the Readiness and Supporting Standards

Do or do not... there is no try.

--Yoda

Teaching the TEKS

❑Teach different process standards with each readiness or supporting standards

❑Integrate the process standards into the readiness or supporting standards

❑ By exposing students to the standards in student-friendly language, it increases the likelihood of STAAR success

❑e.g. – There could be **54** different ways to assess 1 readiness standard with a combination of 9 supporting standards and 6 process standards.

It Will Come From All Directions

STAAR will ask questions in multiple ways and in multiple situations at the application level or higher!

Where teachers go to get help:

Start with the Denton ISD Curriculum Frameworks

- TEKS
- Scope & Sequence
- Student Expectations!
- Assessments

Writing Tests

Writing: There are two writing samples required. Writing will be done over two separate days.

- **4th** and **7th** grade have a personal narrative and an expository.
- **7th** will include an extension
- **Eng I** will include a literary (personal narrative/fictional) and an expository

Personal Narrative/Literary

4th and 7th: Students will look at a picture and will have additional directions when writing a personal narrative.

[e.g. *Look at the picture of the girl with the death ray. Using a death ray is something some people are good at using. Think about something that you are good at doing and then write a composition about it. (Extension for 7th may be- Also,* explain *how you know you are good at this activity.)]*

means to tell "why"

Keep in mind that the picture is NOT the subject of the composition.

Look at this picture...

STAAR Updates- ELA

- All secondary tests- one dictionary for every 5 students

- EOCs- two separate tests (reading and writing)

- 4th & 7th grade- writing is a two day test

- All writing tests- students will have to write in two different genres

- All writing tests- essays are limited to one page

STAAR *Updates- Mathematics*

- Process Standards will be embedded in at least 75% of the items
- Number of griddable questions increasing
  - High School grid is changing

End-of-Course Assessments

STAAR Updates- Science

- Process Standards will be embedded in at least 40% of the items
- Number of griddable questions increasing
    - High School grid is changing
- Chemistry and Physics- one scientific or graphing calculator for each student
- 5th & 8th grade STAAR- many of the supporting standards come from previous years' TEKS

STAAR Updates- Social Studies

- World Geography will be tested for the first time this year   2011-2012

- All tests- reflect new TEKS

Curriculum Connections to the STAAR

- Based on theTEKS
  - Readiness Standards
  - Supporting Standards
- Deconstructed TEKS
  - Rigor
  - Content
- Pacing

Mathematics
Curriculum Document for 7th grade

Unit Title: Order of Operations	Time Frame: 8 days
Six Weeks: 1st	Unit Number: 1

Curriculum

Enduring Understandings (Big Ideas):	The student will know:
• The universal language of mathematics allows us to communicate in a precise and effective manner	• the different representations of multiplication (x, ·, ()) • powers and exponents represent repeated multiplication of base factors • an exponent of 2 is called "a power of 2" or "squared" • an exponent of 3 is called "a power of 3" or "cubed" • square numbers (perfect squares) can be modeled by the area of a square • $\sqrt{}$ is the symbol for square root • square roots are one side of a square • there is an order for solving equations and expressions (PEMDAS) **The student will be able to:** • Model square roots and square numbers • Evaluate expressions using order of operation including exponents • Relate exponents and order of operations to perimeter, area, and volume • Substitute values into expressions and equations and evaluate

Essential Questions:
- Where and why is order important?
- What is the benefit of using symbols in math?
- Why does math use so many symbols?
- How are the mathematical operations related?

Student Understanding (student friendly TEKS):

- I can represent squares and square roots. (taken from 7.1C)
- I can simplify expressions involving order of operations and exponents. (taken from 7.2E)
- I can choose correct operations to solve problems (taken from 7.2F)
- I can determine if an answer is reasonable. (taken from 7.2G)
- I can use operations and/or exponents to determine perimeter, area, and volume. (taken from 7.9A)
- I can substitute a number for a variable. (taken from 7.14A)
- I can solve real-world problems. (taken from 7.13A)
- I can use problem solving skills/strategies to solve problems. (taken from 7.13B, 7.13C, and 7.13D)
- I can explain my solution to others in a variety of ways. (taken from 7.14A and 7.15B)
- I can choose the best way to represent an idea. (taken from 7.14B)
- I can use my prior knowledge and life experiences in an organized way to solve problems. (taken from 7.15)
- I can sort examples and non-examples. (taken from 7.15A)

TEKS:

(7.1) Number, operation, and quantitative reasoning. The student represents and uses numbers in a variety of equivalent forms. The student is expected to:

   (C) represent squares and square roots using geometric models.

(7.2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. The student is expected to:

   (E) simplify numerical expressions involving order of operations and exponents;

   (F) select and use appropriate operations to solve problems and justify the selections; and

   (G) determine the reasonableness of a solution to a problem.

(7.9) Measurement. The student solves application problems involving estimation and measurement. The student is expected to:

   (A) estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes;

(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

   (A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

   (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

   (C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

   (D) select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math,

7th Grade Mathematics Curriculum At A Glance

Unit	TEKS	Weeks	Title	Major Topics
1	7.1C,2EFG,9A, 13ABCD,14	1.5	Operations	Order of operations including exponents, Relate exponents to perimeter, area and volume, model square and square roots
2	7.1AB,2G,13ABCD,14AB,15AB	1	Rational Numbers	Translate between fractions, decimals, and percents, Compare and order rational numbers in all forms, use fractions, decimals and percents to represent real-world situations
3	7.2ABFG,9A,13ABCD, 14AB,15AB	1.5	Operations with Decimals	Use operations with decimals and whole number to solve problems, Order of operations with decimals and exponents, Convert and measure in metric system
4	7.2BG,11AB,12AB, 13ABCD,14AB,15AB	1.5	Statistics	Calculate mean, median, mode and range, Choose best measure of central tendency, Venn diagrams, Interpret line plots and stem-and-leaf plots
5	7.2BG,4ABC,5AB,9A, 11AB,13ABCD,14AB, 15AB	0.5	Sequences and Equations	Analyze and describe patterns, Translate verbal to expressions, Model and solve two-step equations, Interpret, analyze and make prediction from line graphs, Write equations form problem situations, and show relationships between position and term in a sequence
			End of 1st Grading Cycle	
5	7.2BG,4ABC,5AB,9A, 11AB,13ABCD,14AB, 15AB	2.5	Sequences and Equations CONTINUED	Analyze and describe patterns, Translate verbal to expressions, Model and solve two-step equations, Interpret, analyze and make prediction from line graphs, Write equations form problem situations, and show relationships between position and term in a sequence
6	7.1A,2CEG,4C,7A,12AB, 13ABCD,14AB,15AB	2.5	Integers and Coordinate Plane	Model and perform integer operations, Compare and order integers, Order of operations with integers, Graph in all quadrants, Use integers to describe relationships, Mean, Median, Mode and Range with integers
			End of 2nd Grading Cycle	
6	7.1A,2CEG,4C,7A,12AB, 13ABCD,14AB,15AB	0.5	Integers and Coordinate Plane CONTINUED	Model and perform integer operations, Compare and order integers, Order of operations with integers, Graph in all quadrants, Use integers to describe relationships, Mean, Median, Mode and Range with integers
7	7.2ABEFG,4C,9A,12A, 13ABCD,14AB,15AB	4.5	Operations with Fractions	Operations with fractions and mixed numbers, Equivalent fractions, Convert and measure within the customary system, Mean, median, mode and range with fractions
			End of 3rd Grading Cycle	

...teach the TEKS

Denton ISD is readying all of its resources to successfully meet the challenges of the STAAR!