



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Recommendations for the Curriculum-based Assessment District Process

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

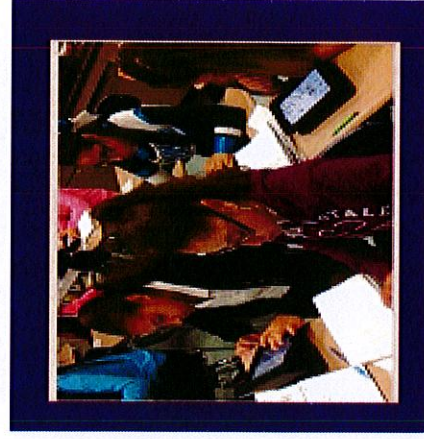
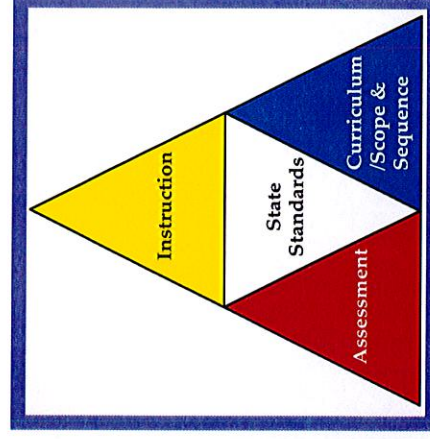
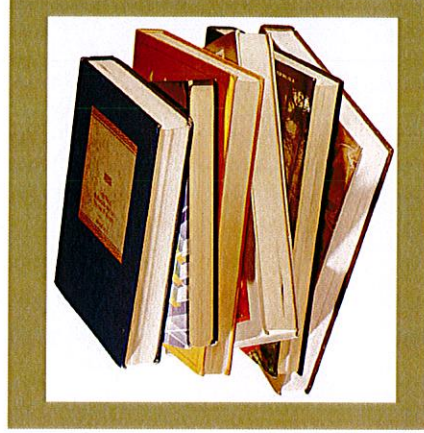
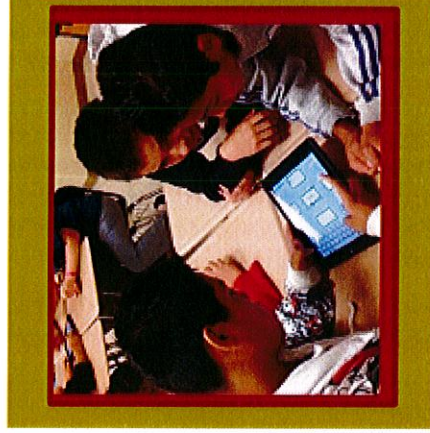
OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: May 21, 2014

INFORMATIONAL REPORT:

A district-level committee was established to review, develop, and make recommendations for the District's implementation of the interim assessment/local assessment program or Curriculum-based Assessments.



Alignment: Curriculum/ Scope and Sequence, Instruction, and Assessment to State Standards

**Instructional Committee
May 13, 2014**

+ Development Timeline

- **April 1, 2014** - Committee is established – 54 teachers and 10 principals
- **April 7, 2014** - 1st committee workshop
- **April 9 – 24, 2014** - Site-Based Decision Making (SBDM) meetings are conducted at each campus to share committee's recommendations and gather SEDMs input
- **April 15, 2014** – Process presented at Principals' Leadership Tuesday
- **April 25, 2014** - 2nd committee workshop to share, review, and make recommendations based on campus input. One overall district recommendation is compiled by groups.
- **May 5, 2014** – 3rd committee workshop to compile final recommendations
- **May 13, 2014** – Instructional Committee
- **May 20, 2014** – Principals' Leadership Tuesday



Project Development

- A district-level committee was established to review, develop, and make recommendations for the District's implementation of the interim assessment/local assessment program.
- Teachers who are part of the Educational Improvement Council (DEIC) committee and others from the Concept-Based Curriculum and Instruction (CBCI) Master Class participated in 3 workshops; every campus had at least 1 representative – **54 teachers**;
- Principals were also included – **10 principals**
- All principals have been kept informed via email as recommendations have been compiled.
- The implementation of recommendations

+ Project Development

(cont.)

- Sub-committees were formed (with approximately 18 members each) and divided and led as follows:

- **A. Local Assessments/Common Assessments Guide**

Cindy Rodriguez, Claudia Dovalina, Pat Lanas, Leticia Menchaca,
Arlene Trevino

- **B. Grading Guidelines and Communication plan for local assessments**

David Canales, Thelma Martinez, Rebecca Morales,
Dolores Barrera

- **C. Process to review and/or develop Local Assessments/Interim Formative Assessments**

David Gonzalez, Dr. Myrtha Villarreal, Rene Rodriguez,
Alberto Aleman

+ Project Development

(cont.)

- SBDM Requirements
- Copy of SBDM agenda noting the agenda item: Interim Assessment Program Review
- Copy of sign-in for this SBDM meeting
- Copy of the three documents:
 - A. Local Assessments: Calendar & teacher reflections;
 - B. Grading Guidelines and Communication Plan;
 - C. Process to review or develop local assessments.
- Instructions: Each document has an area so that you can write your campus name. *As your SBDM committee makes recommendations, please type using a different color font. If your committee agrees with recommendations, you will also need to document that on the applicable document.*



A. Local Assessments/Common Assessments Guide

6

C. Rodriguez
C. Dovalina/ P. Lanas
L. Menchaca
A. Trevino

- **Calendar Recommendations**
 - Review calendar: Elem, Middle, High School
 - Number of tests by content; by grade level
- **CBA Guide**
- **Teacher Reflections Recommendations**
 - Data Management for Assessment and Curriculum (DMA.C) reports
 - Teacher Reflection Form





TEACHERS

Campus	Grade/Content	Name
AGMS	Social Studies	Paula Landeck
AHS	English	Rick Aguilar
B GARCIA ELEM	KG	Claudia Rodriguez
CENTENO	03	Karina Jasso Tijerina
CENTENO	05	Miguel A. Chavez
CUELLAR	PK	Melissa Cisneros
FASKEN	03	Eva Rossell-Rodriguez
LBJ	Social Studies	Adriana M. Cardenas
MALAKOFF	Sp.Ed. Resource	Christina Benavides
MULLER	04	Tina Padilla
NYE	04	Irene Ayala
SALINAS	KG	Erika Rendon
SGMS	Reading	Teresa Quintanilla
TMS	Math	Maria Guadalupe Perez
UHS 9th	Science	Fabiola Escalon
USHS	English	Christina Soto
USMS	Science	Nancy Ochoa
ZAFFIRINI	01	Tracy Montemayor

GROUP A



Yellow highlight: Concept-based Curriculum & Instruction Teachers – Master Class

+ Calendar Recommendations & Assessment Guide

- **Number of tests by Content/Grade Level**
= CBA calendar (*attached*)

■ **Assessment Guide**

- **Recommendations will be included in the guide's updated version for SY 2014-2015**
- **Provide one complete assessment guide to each team leader to utilize as a reference for the team.**



Teacher Reflections Recommendations

■ Teacher Reflection Form (*modified*)

- Elementary: 1st, 2nd grade/ after each CBA in reading & math only
- Elementary: 3rd, 4th, 5th grade/ after each CBA in tested areas only
- MS: after each CBA in all subjects
- HS: after each CBA in all subjects

Teacher Reflections: individually and with team, create the Grade Level Plan to address re-teaching objectives.

NOTE: No TR for Benchmark or Final Exam

Data Analysis Protocol-Instructional Action Plan (TEACHER REFLECTION)

Modified

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: 9/30/2019
 Passing Standard: 72% Description: 6th Grade Reading CBA

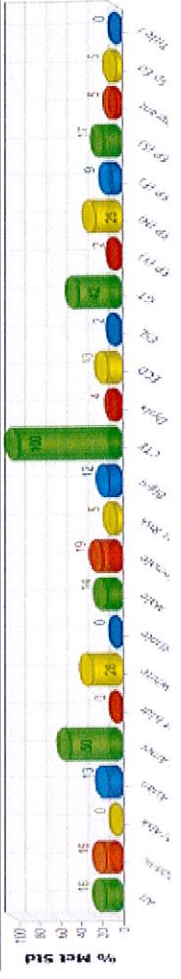
Data Results by Demographic Report Class/Course Student Profile:

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

I. Noteworthy Celebrations:

Students: 3147 Passed: 614 (19%) Average Score: 60

Demographic	Not Reported	Tested	Met Std	% Met Std
All Students		3147	614	19%
Hispanic/Latino		3102	505	16%
American Indian or Alaskan Native		1	0	0%
Asian		6	1	13%
Black or African American		2	1	50%
Native Hawaiian or Other Pacific Islander		0	0	0%
White		26	7	28%
Two or More Races		1	0	0%
Not Reported		1	0	0%
Male		1585	221	14%
Female		1564	293	19%
1		1	0	0%
1516		1	76	5%
287		1	34	12%
CTE		1	1	100%
Dis/Ab		48	2	4%
EGD		271	296	13%
ESL		669	13	2%
GT		354	231	42%
LEP - Yes (Y)		361	17	2%
LEP - No (N)		1564	494	25%
LEP - First Year (F)		354	33	9%
LEP - Second Year (S)		350	50	17%
Migrant		20	1	5%
Special Education		80	4	5%
IDE 1		0	0	0%



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



Teacher Reflection (modified)

Teacher Name: _____ Date: _____

Grade: _____ Subject tested: _____

Reflection for CBA# or Benchmark# _____ Campus: _____

Data Results by Demographic Report

Highlight the following on your DMAC Reports:

Yellow	Demographics	All Students	Special Education	ELLs	Economically Disadvantaged	GT	CTE	Sec 504	Dyslexia	Migrant
Green	Number Tested									
Red	Number Met Standard									

Noteworthy celebrations:

II. Data Results from the Item Analysis Report - Highlight the following on your DMAC Report

1. How many items show mastery of 70% or better? **Highlight yellow**
2. How many items suggest a testing distractor (substantial distribution between 2 answer choices)? **Highlight green**
3. How many items suggest an instructional disconnect (equal or substantial distribution of results across 3 or 4 answer choices)? **Highlight red**

Sample DMAC 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: 5142 Passed: 3142 (61.1%) Average Score: 60

Demographic	Unmet	Met	% Met
American Indian or Alaska Native	1	0	0%
Asian	0	0	0%
Black or African American	2	0	0%
Hispanic/Latino of Other Ethnicity	0	0	0%
White	22	0	0%
Two or More Races	1	0	0%

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	Student	Score
Quintile 1 (0% to 39%)	51 students (20%)	Score
Quintile 2 (40% to 49%)	50 students (19%)	Score
Quintile 3 (50% to 59%)	50 students (19%)	Score
Quintile 4 (60% to 69%)	57 students (22%)	Score
Quintile 5 (70% to 100%)	49 students (19%)	Score

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

Item	Correct	Incorrect	Score	Item	Correct	Incorrect	Score
1	17%	83%	17%	6	17%	83%	17%
2	5%	95%	5%	7	100%	0%	100%
3	4%	96%	4%	8	100%	0%	100%
4	8%	92%	8%	9	100%	0%	100%
5	10%	90%	10%	10	100%	0%	100%
6	12%	88%	12%	11	100%	0%	100%
7	15%	85%	15%	12	100%	0%	100%
8	18%	82%	18%	13	100%	0%	100%
9	20%	80%	20%	14	100%	0%	100%
10	22%	78%	22%	15	100%	0%	100%
11	25%	75%	25%	16	100%	0%	100%
12	28%	72%	28%	17	100%	0%	100%
13	30%	70%	30%	18	100%	0%	100%
14	32%	68%	32%	19	100%	0%	100%
15	35%	65%	35%	20	100%	0%	100%
16	38%	62%	38%	21	100%	0%	100%
17	40%	60%	40%	22	100%	0%	100%
18	42%	58%	42%	23	100%	0%	100%
19	45%	55%	45%	24	100%	0%	100%
20	48%	52%	48%	25	100%	0%	100%

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: 3142 Passed: 2142 (68.2%) Average Score: 60

Item	Description	Tracked	Weight	Utility
E.L.A.-06-2A	Identifies the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	1	2%	45%
E.L.A.-06-2B	Identifies the meaning of complex and compound organizational level structures to determine or clarify the meaning of unfamiliar or multiple-meaning words.	2	8%	50%
		1	3%	52%
		2	6%	65%
		5	15%	41%
		1	2%	71%
		1	2%	64%
		2	6%	31%
		13	38%	52%
		1	2%	60%
		1	2%	56%
		2	6%	66%
		2	6%	60%

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

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

Item	Correct	Incorrect	Score	Item	Correct	Incorrect	Score
1	17%	83%	17%	6	17%	83%	17%
2	5%	95%	5%	7	100%	0%	100%
3	4%	96%	4%	8	100%	0%	100%
4	8%	92%	8%	9	100%	0%	100%
5	10%	90%	10%	10	100%	0%	100%
6	12%	88%	12%	11	100%	0%	100%
7	15%	85%	15%	12	100%	0%	100%
8	18%	82%	18%	13	100%	0%	100%
9	20%	80%	20%	14	100%	0%	100%
10	22%	78%	22%	15	100%	0%	100%
11	25%	75%	25%	16	100%	0%	100%
12	28%	72%	28%	17	100%	0%	100%
13	30%	70%	30%	18	100%	0%	100%
14	32%	68%	32%	19	100%	0%	100%
15	35%	65%	35%	20	100%	0%	100%
16	38%	62%	38%	21	100%	0%	100%
17	40%	60%	40%	22	100%	0%	100%
18	42%	58%	42%	23	100%	0%	100%
19	45%	55%	45%	24	100%	0%	100%
20	48%	52%	48%	25	100%	0%	100%

+ **B. Grading Guidelines and Communication plan for local assessments**

D. Canales
T. Martinez
R. Morales
D. Barrera

■ Grading Guidelines for local assessments Recommendations

■ Elementary, MS, HS

For Legal Review

■ Communication Plan Recommendations





TEACHERS

AHS	Science	Joseph Gonzalez
CLARK ELEM	KG	Norah Calvillo
FINLEY	04	Elvia Castillo
JUAREZ LINCOLN	03	Michelle Garza
KAZEN	03	Martha Perales
KENNEDY ZAPATA	01	Humberto Zapata
LBJ	Social Studies	Juan Antonio Herrera, Jr.
MDL	04	Silvia Isabel Martinez
NEWMAN	Sp.Ed. MLC	Thelma Hanson
STEP	Science	Michelle Moya
TMS	Journalism	Arlyn Solis Ayala
TMS	English	Ruben Tenorio
TRAUTMANN ELEM	05	Cynthia Vega
UHS Magnet	Math	David de la Rosa
UMS	Reading	Maria Adriana Guerra
USHS	Music	Frank Javier Sosa
WMS	Keyboarding	Carmen Pena
WMS	English	Michelle Hix

GROUP B

THANK YOU

Yellow highlight: Concept-based Curriculum & Instruction Teachers – Master Class

+ GRADES

(pertaining to CBAs)

Pending legal review

■ GRADES

Keep CBA's as a **test grade** with the minimum of 4 tests for six weeks and minimum 6 tests for nine weeks; not including CBA's – CBAs grade is an additional test grade.

■ EXTRA CREDIT

- No dropping of the lowest test grade
- Extra Credit up to a maximum of **10 points** per CBA's within 5 days/ **submission to district data room will retain initial score**
- Extra credit must be related to the TEKS
- Must be available to all students
- May not be given for clerical tasks
- Alternative extra credit will not be given for any financial or transportation burden
- Extra credit will be defined by grade level guidelines (regulations)
- No retest for CBA's must place in grading guidelines and revisit policy

■ ASSESSMENT

Curriculum Based Quiz

Curriculum Based Measure

Keep CBA's name – Curriculum Based Assessment



COMMUNICATION

- **School Board**

Assessment Beliefs (sample)

- Assessments are a form of communication.
- Assessments are designed to measure progress before, during, and after instruction with varying levels of depth and complexity using a variety of formats.
- Assessments demonstrate the degree to which a student has mastered the intended curriculum.
- Assessments are used as part of an on-going, spiraling data-driven process to guide adjustments to instruction, determine re-teach/enrichment opportunities, and identify individual strengths and weaknesses.
- Assessments are aligned with and integrated into curriculum.
- Assessments are essential to achieve student and teacher accountability.
- Assessments represent the learning process as well as the learning outcome.



COMMUNICATION

■ Administration

- Leadership Summits
- Very detailed coupled with the superintendent/defined instructions presented to the board

■ Teachers

- August staff development
- Scripted information coupled by grading guidelines
- Adobe Connect
- PowerPoint presentation
- CBA Guide
- Student Handbook in detailed and clearly specified



COMMUNICATION

- **Parents**
 - Parent meetings; Open House
 - Website
 - Newsletters
 - Adobe/ PowerPoint presentation on website
 - Superintendent's letter
 - Parent connection
 - Include in district calendar (*recommend a separate CBA calendar to be included in website*)
 - Student Handbook in detailed and clearly specified
- **Students**
 - In class, presented by teachers
 - Video
 - Adobe Connect
 - Website

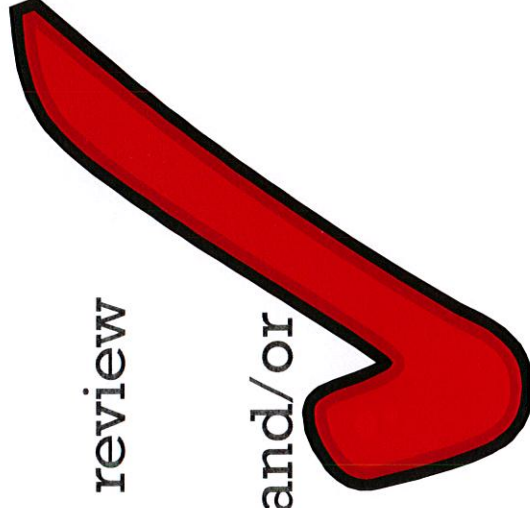


C. Process to review and/or develop Local Assessments /Interim Formative Assessments

Review and Compile all items by:

- **Elementary**
- **Middle School**
- **High School**
 - “*NEW*” Develop schedule of assessment review aligned to local assessment calendar
 - The use of released tests as benchmark and/or item bank

D. Gonzalez M. Villarreal R. Rodriguez A. Aleman





TEACHERS

Campus	Grade/Content	Name
AHS	Math	Rebeca Ipina
ARNDT	Music	Jessica Cardenas
BORCHERS	01	Monique Godines
CMS	College Readiness	Maggie Gutierrez
COL SANTOS BENAVIDES	01	Adriana Cantu
FASKEN	05	Itzamara Rendon
GUTIERREZ	Dyslexia	Katherine Y. Miller
KILLAM	PE	Brigido Collazo
LBJ	Science	Roxanna Gaona
LBVMS	Data Entry	Maria Esther Hernandez
LOMS	Math	Guadalupe Basurto
LOMS	Reading	Monica Mora
PEREZ	03	Aracely Flores
PRADA	03	Blanca Perez
ROOSEVELT	04	Andrea Lugo-Zamora
RUIZ	02	Michelle Hinojosa
UHS	Accounting	David Perez
USHS	Science	Jorge de la Garza

GROUP C



Yellow highlight: Concept-based Curriculum & Instruction Teachers – Master Class

+ Process to review and/or develop Local Assessments

- **CBA's to Assess Student Progress**
 - All grade level members agreed that CBA's are needed
 - Make sure TEKS are spiraled
 - The use of released tests to be item bank.

+ Process to review and/or develop Local Assessments

- **Purchased Assessments vs Locally Developed**
 - **Elem. & MS:** Purchase developed assessments with enough time for a team of teachers and coordinators to review and address any possible errors. *(For the SY 2014-2105, teacher and coordinator cadres will need to develop CBAs since RFP is in development. CBAs will be purchased for the SY 2015-2016).*
 - **HS:** Purchase item bank based on district's Cadre's needs to compile and create CBAs. Create *hybrid* item bank and have high school selected teachers divide the work to develop tests.
- **CBAs review committee-one teacher from each campus (pathfinder, lead teachers) Depending on content/grade, review cadres will be formed; representation for each campus/ per grade/ per content area will vary).**
- **Create CBAs during Summer Cadre and by Curriculum and Instruction**
- **Have all CBAs ready for Academic Year.**

+ **Process to review and/or develop Local Assessments (cont.)**

- **Time Limits and No. of Questions per Assessment**
- **1st and 2nd Grade:**
 - 60 Minutes / 15 questions per CBA
- **3rd – 5th Grade:**
 - 90 Minutes / 20 questions per CBA
- **Middle School:**
 - 55 Minutes / 12 questions per CBA
- **Subjects:**
 - Math Writing
 - Reading Science
 - Social Studies



Process to review and/or develop Local Assessments (cont.)

■ Time Limits and No. of Questions per Assessment

■ 60 Minutes / 15 questions per CBA

■ Algebra I

■ US History

■ Geometry

■ Biology

■ 60 Minutes / 12 questions per CBA

■ Algebra II

■ Chemistry

■ Physics

+ Process to review and/or develop Local Assessments (cont.)

- **Reviewing CBAs and Time Frame**
 - All agreed on involving teacher/cadre and district coordinators to assist in the development and/or review of CBAs.
- **Elem. Time Frame:**
 - 4-6 weeks before the administration of the CBA
- **Middle School Time Frame:**
 - 2 weeks before the administration of the CBA. *(need @ least 4-6 wks to allow for printing)*
- **HS Time frame:**
 - Combined reviews for the entire year. Review assessment before each administration.
 - Review one week before by pathfinders, dept. chairs, lead teachers. *(need @ least 4-6 wks to allow for printing)*



Recommendations and Document Alignment

- Calendar
- Grading Guidelines
- CBA Guide
- Student Code of Conduct
- Discipline Management Handbook
- Principals' Handbook – *in development*



“Coming together is a beginning; keeping together is progress; working together is success.”

Henry Ford

Curriculum-Based Assessments - CBAs
Administration Summary
SY 2014-2015

R: Reading; M: Math; W: Writing; Scie: Science;
 SS: Social Studies

L: locally developed; P: purchased;
 C: comprehensive; S: spiraled

GRADE	KINDER	1st				2nd				3rd				4th				5th			
		2/FALL				2/FALL				2/FALL				2/FALL				2/FALL			
	0	R	M	W	R	M	W	Scie	R	M	W	Scie	R	M	W	Scie	R	M	W	Scie	SS
CBA																					
content																					
# of Qs		15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Regular test grade		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Local/ Purchased		L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Comprehensive/ Spiral																					
BENCHMARK	0	0				0				1 Fall/Spring				1 Fall/Spring				1 Fall/Spring			
content																					
STAAR Blue Print																					
Test grade																					
Local/ Purchased																					
Comprehensive/ Spiral																					
FINAL EXAM	1	1				1				1				1				1			
content	M	Scie	R	M	W	Scie	SS	R	M	W	Scie	SS	R	M	W	Scie	R	M	W	Scie	SS
Determined by Ts																					
Regular test grade	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Local/ Purchased	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Comprehensive/ Spiral	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C