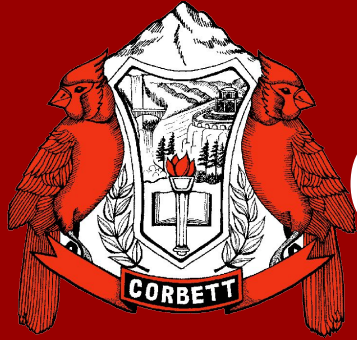


Corbett School District

Educational Excellence :
Curriculum & Assessment
February 21, 2024



Corbett School District

Curriculum

EDEX: Deconstructing the Standards

The Why?

“A guaranteed and viable curriculum is the single most important initiative a school or district can engage in to **raise student achievement.”**

What Works in Schools: Translating Research into Practice

Marzano, 2003

Roadmaps to Learning



Common Core
State
Standards



Identify
desired
results.
(Targets)



Determine
acceptable
evidence.
(Assessment)



Plan learning
experiences and
instruction.
(Strategies and
Lessons)



Clarity in the Classroom

EDUCATIONAL
EXCELLENCE

PRESENTED BY
moving schools forward



Stiggins Says . . .



*Students can hit any target
that they know about and
that stands still for them.*

~Rick Stiggins

A Learning Target is/is Not

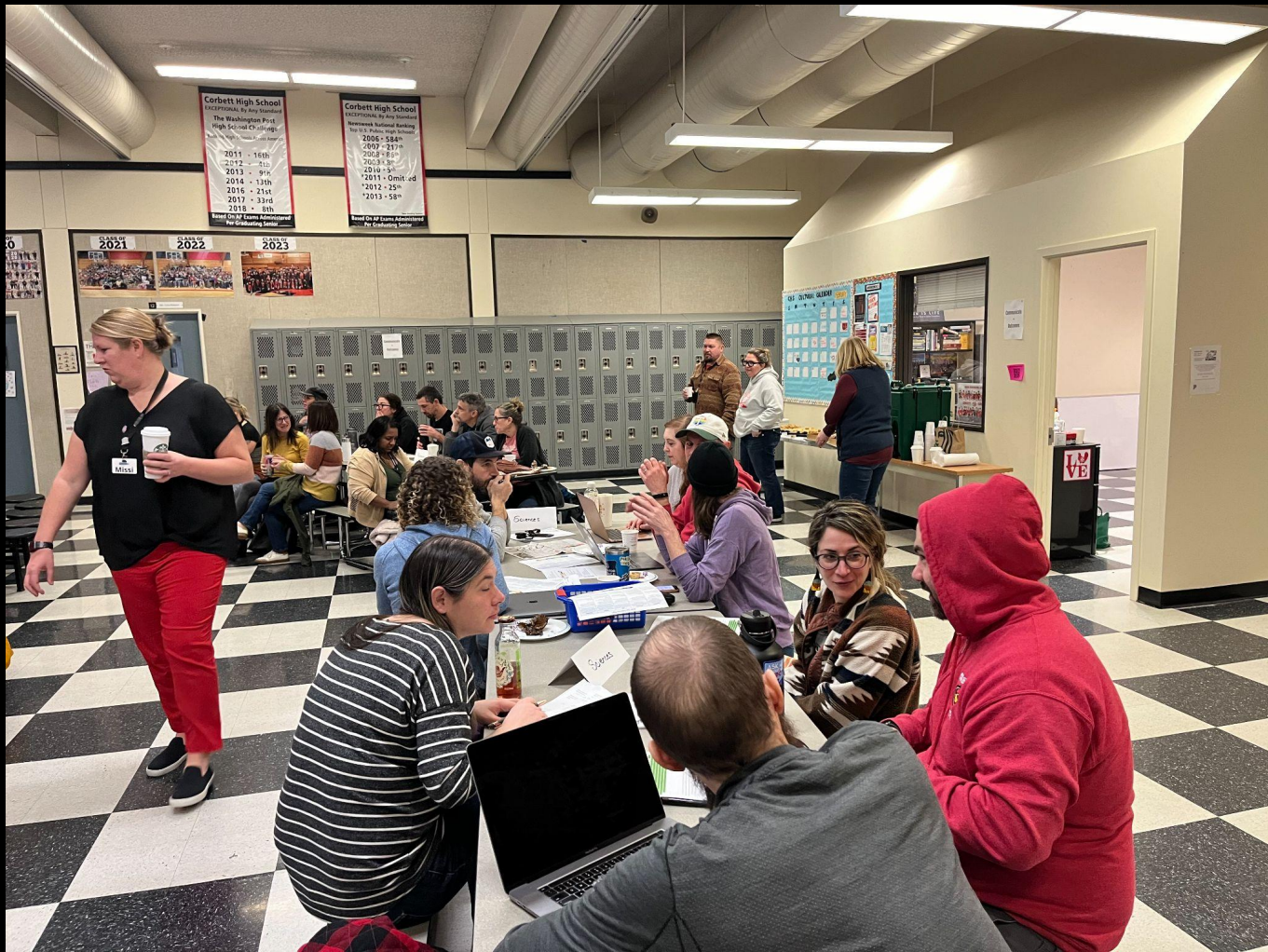
A learning targets IS	A learning target IS NOT
Specific	Vague
Measurable	Unmeasurable
Student-centered	Teacher-centered

Learning Progressions

“A learning progression is a carefully sequenced set of building blocks that students must master en route to mastering a more distant curricular aim.”

- James Popham





Learning Progressions

Identify a **target** and then:

1. Ask “What does a student need to **know or be able to do** to master this aim?”
2. **Identify** a building block.
3. Ask “What does a student need to **know or be able to do** to master this building block?”
4. **Sequence the learning progression’s** building blocks in a defensible order.

An educator first identifies a significant curricular aim and then asks, “What does a student need to know or be able to do to master this aim?” The educator identifies one necessary building block and then asks, “What does a student need to know or be able to do to master this building block?” This sort of backward analysis can isolate the key tasks a student must accomplish on the way to mastery. Teachers should, of course, sequence the learning progression's building blocks in a pedagogically defensible order.

STANDARDS-BASED LEARNING PROGRESSION

1

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4





Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.







Learning Target Examples

I Can...

- Listen to a story 
- Follow a long with the book 
- Write a response about the story 
- Listen to a different story 

Learning Targets

-  I can write research notes using key words & phrases.
-  I can summarize my reading using important details.
-  I can show the relationship between multiplication & division.
-  I can describe how Colorado history has roots in Mexican culture.

Learning Target(s)

I can ...

- Biology**
 - Analyze the parts within a cell responsible for particular processes.
 - Analyze and synthesize research for questions about theories and related technologies that have advanced our understanding.
- Integrated Science**
 - Classify samples of matter from everyday life as being elements, compounds, or mixtures.


Deconstructing Standards



1. Write down the FULL standard.
2. What is the type of target?
 - a. (Knowledge, Reasoning, Skills, Product, Disposition)
3. What are the nouns? (Define as needed)
4. What are the verbs? (Define as needed)
5. What are the Knowledge Targets that underpin the reasoning?
6. What are the Reasoning Targets?* Skills?* Products?*
7. Write targets in **student-friendly language**



A Completed Example

	<p>Standard:</p> <p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
	<p>Student-friendly definition of nouns/verbs:</p> <p>Theme/Central idea - what the book is mostly about. Lesson, message, or moral that is taught through the text</p> <p>Conveyed - communicate, make known or understandable</p> <p>Details - individual facts or items</p> <p>Summary - restating the main points</p> <p>Judgments - your conclusions, opinions, or thoughts on a topic</p>
	<p>Targets</p> <ol style="list-style-type: none">1. I can define theme (Pre-req) (K)2. I can define central idea (Pre-req) (K)3. I can determine theme or central idea. (R)4. I can identify details that convey the theme or central idea (R)5. I can provide a summary without personal opinions or judgments (R)

EDUCATIONAL EXCELLENCE

moving schools forward



Readiness

Guaranteed and Viable

Data
Teams

Refining

Gradual
Release

0-.5 Years

.5 - 2 Years

Year 3

Year 4

Year 5

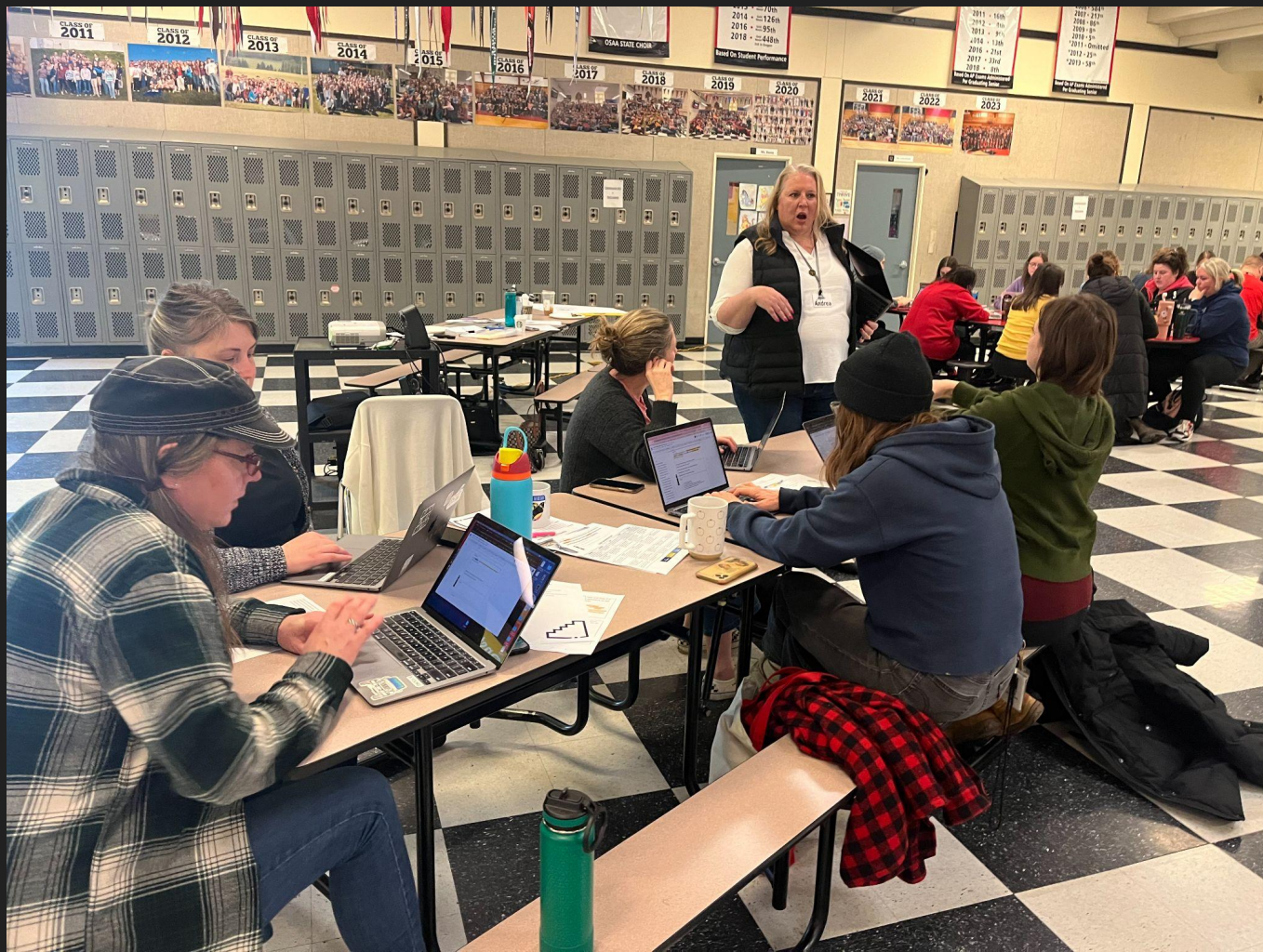
This is where we are!

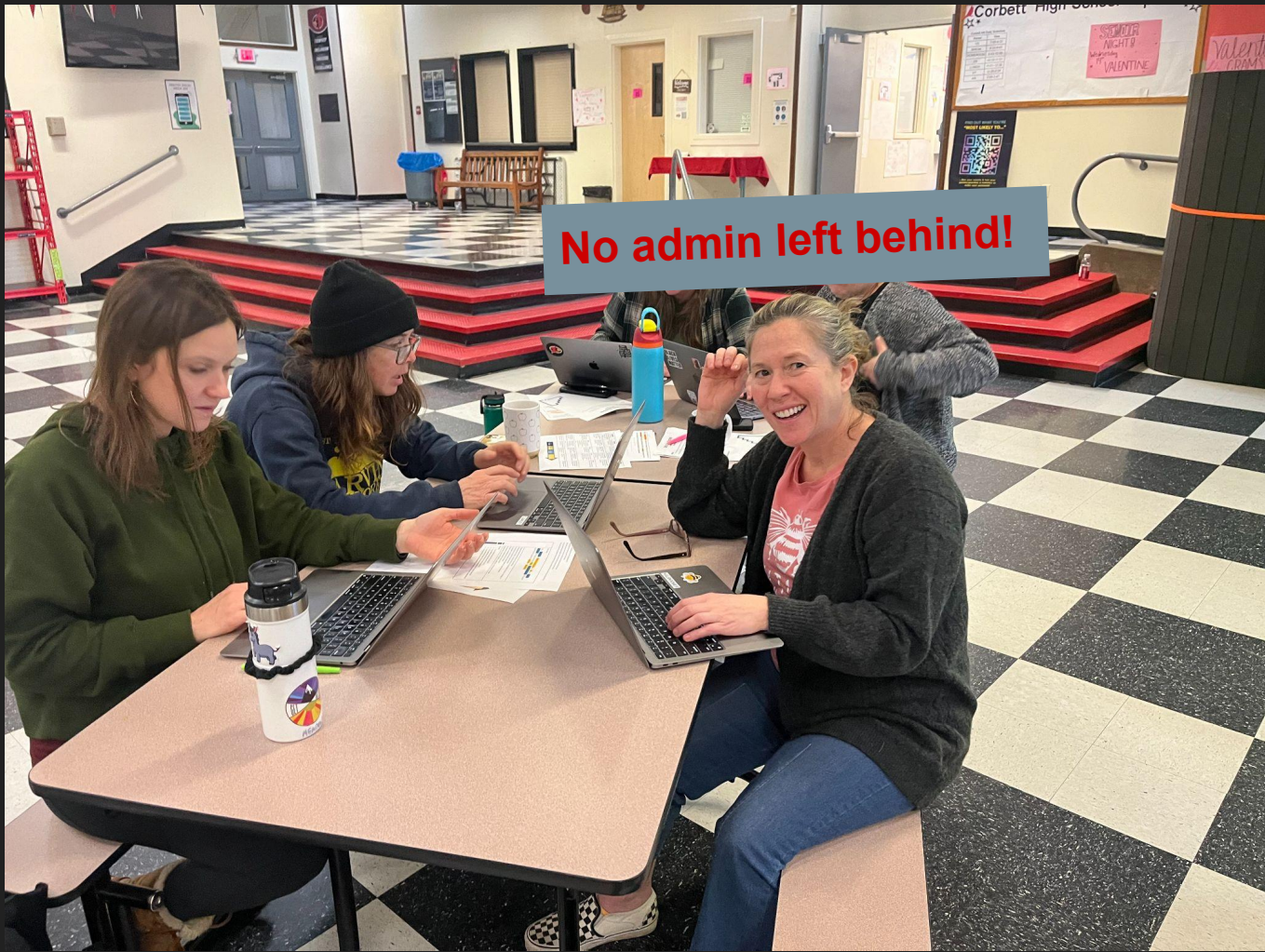




GIRLS BOYS

Creative Services





No admin left behind!



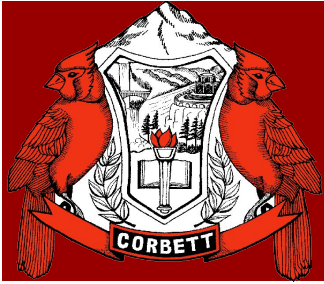
Considering the Journey

Phase Four: Continuous Improvement, Formal Strategy Revision/Removal, Assessment Revision based on field test results

Phase Three: Full Cycles, Walkthroughs with Full Cycles, Formative Assessments

Phase Two: Unit Maps, Walkthroughs with Unit Maps, Summative Assessments

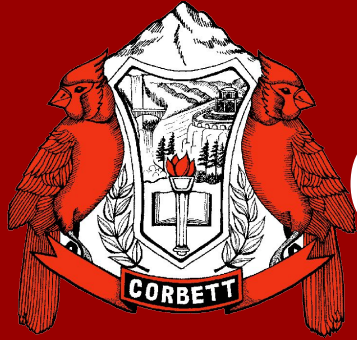
Phase One: Projection Maps, Walkthroughs with Projection Maps, Team Dynamics/Norms, Roles, Agenda



Thank you!

Comments or Questions?

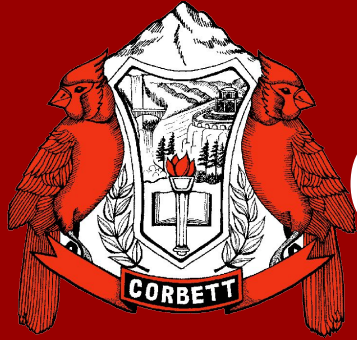
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Corbett School District

Assessment

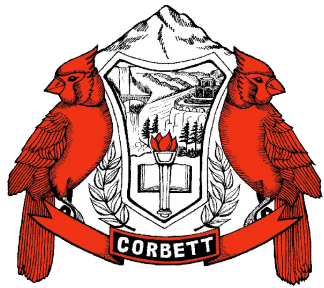
SY 2023-24 State Testing



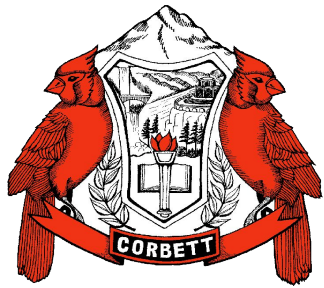
Corbett School District

Summative Assessment

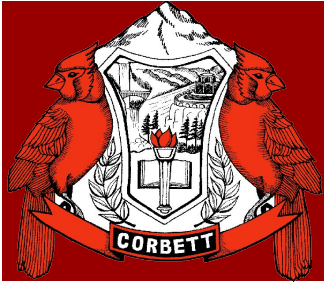
SY 2023-24 ODE Testing Schedule



	February	March	April	May	June
Grade School	CogAT screener 2/3s DIBELS round 2 Feb 5-15 NWEA MAP Feb 26 ELPA/ALT ELPA begins (1/9)	NWEA MAP through March 7	SBAC Begins April 8, 2024 ELPA/ALT ELPA ends	DIBELS round 3 May 6-16	SBAC Ends
CAPS	CogAT screener 2/3s NWEA MAP Feb 26 ELPA/ALT ELPA begins (1/9)	NWEA MAP through March	SBAC Begins ELPA/ALT ELPA ends	SBAC Continues	SBAC Ends



	February	March	April	May	June
Middle School	ELPA/ALT ELPA begins (1/9)	NWEA MAP through March	SBAC Begins 7th/ 8th grade testing ELPA/ALT ELPA ends	SBAC Continues 7th/8th grade testing	SBAC Ends
High School	ELPA/ALT ELPA begins (1/9)	Pre-ACT (10th) March 19, 2024 Materials ordered 1/22	SBAC April 1-4 (11th) SAT April 10-11th (11th) ELPA/ALT ELPA ends	AP Testing May 6th-17th Make up AP Testing May 22nd-24th	All testing completed



Thank you!

Comments or Questions?

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OREGON STUDENTS UNITED
SUMMIT



WE NEED YOUR VOICE

It's time for breakouts and to get your input on these topics!!



Youth Advisory Group



COAL Act (HB 4083)



School Meals for All

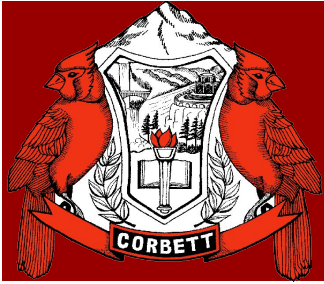












Thank you!

Comments or Questions?