

2013-2014 Curriculum Nights

Welcome to EastLake



2012-2013 EastLake Highlights

- ❖ CST Growth - 27 point gain in school API to 872
- ❖ Technology Upgrades and Integration
- ❖ Additional School Programs
- ❖ Curricular Shifts to Common Core



Shifting the Focus:

From the California STAR Test to Smarter Balanced Assessments

<http://vimeo.com/51933492>

*Changing from the California Standards
To the Common Core State Standards*



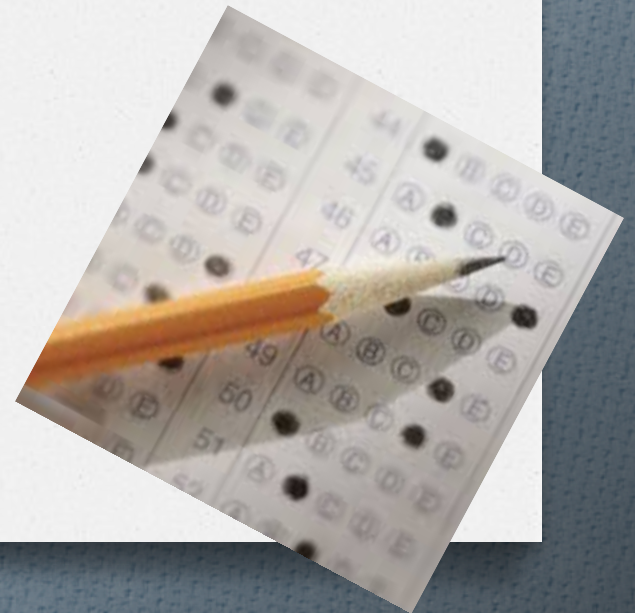
Testing 1998 - 2014

- ❖ For over a decade, California has been taking the STAR Assessment:
 - ❖ CST – California Standards Test
 - ❖ CMA – California Modified Assessment
 - ❖ CAPA – California Alternative Performance Assessment
 - ❖ STS – Standards-Based Test in Spanish
- ❖ STAR measured student progress on the state-adopted grade level standards



End of STAR

- ❖ The California STAR Test will be given for the final time in Spring, 2014.

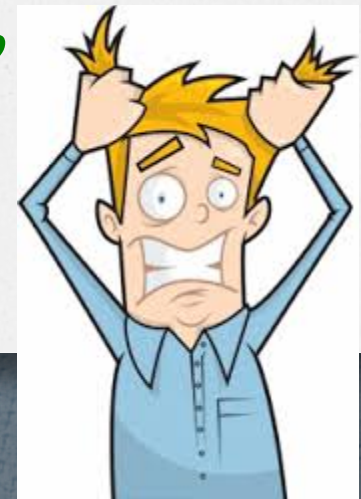


Testing Beyond 2014

- ❖ New curriculum has been adopted in California (and 45 other states)
- ❖ This curriculum is known as the Common Core State Standards (CCSS)
- ❖ In California (and 25 other states), a new test called the *Smarter Balanced Assessment* will be given to assess student performance

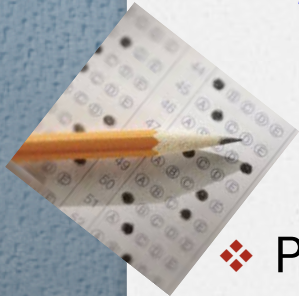


“My child’s STAR test said they were Advanced! How come their Smarter Balanced Assessment says my child is Below Basic!?!”




Differences Between STAR and Smarter Balanced Assessments

STAR

- 
- ❖ Paper and Pencil Test
 - ❖ Multiple Choice
 - ❖ Non-Adaptive – all students will answer same questions in their test booklet
 - ❖ Test requires a lower **depth of knowledge** to qualify a student as “proficient”

Smarter Balanced

- 
- ❖ Online Assessment
 - ❖ Multiple Choice and Performance Tasks
 - ❖ Computer-Adaptive – students will answer different questions according to their ability level as measured by the computer
 - ❖ Test requires a higher **depth of knowledge** to qualify a student as “proficient”

What is meant by
“Depth of Knowledge”?

“(DoK)”?

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences 	<ul style="list-style-type: none"> o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> o Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources 	<ul style="list-style-type: none"> o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text 	<ul style="list-style-type: none"> o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn 	<ul style="list-style-type: none"> o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> o Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution 	<ul style="list-style-type: none"> o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

Differences in Test Item Difficulty

STAR

- ❖ 70% of CST questions measured students at DoK Level 1
- ❖ 30% of CST questions measured students at DoK Level 2

Smarter Balanced

- ❖ 20% of Smarter Balanced questions will measure students at DoK Level 1 & 2
- ❖ 49% of Smarter Balanced questions will measure students at DoK Level 3
- ❖ 31% of Smarter Balanced questions will measure students at DoK Level 4



STAR Sample Test Item

English / Language Arts,
Grade 5

Mathematics,
Grade 5

2 What is Elijah's *main* problem in the story?

- A The key his mother needs is old and rusty.
- B He is angry because his mother made him leave his life in the city.
- C His mother no longer talks to him at dinnertime.
- D He does not want to come home when his mother calls to him.

DoK at Low Level!

48 Which expression represents the product of n and 25?

- A $25n$
- B $25 - n$
- C $25 + n$
- D $25 \div n$

DoK at Low Level!

Smarter Balanced Sample Test Item

English / Language Arts

43010



The following is a rough draft of a paragraph that a student is writing for the school newspaper about why there should be a longer school day. The draft needs more details to support the student's reasons for having a longer school day.

DoK is high!

Why There Should Be a Longer School Day

Schools should have a longer school day for students. First, students could learn more about different subjects if the school day were longer. Also, students could get extra help from teachers. More hours in class each day would also mean more vacations scattered throughout the year!

Now look at the following daily schedule for a school that has switched to a longer school day.

8:00	Morning Announcements
8:20	Reading Language Arts
9:30	Foreign Language
10:30	Morning Recess
10:45	Mathematics
11:45	Lunch
12:45	History
1:45	Art or Music
2:15	Afternoon Recess
2:45	Science
3:30	Homework Preparation
3:45	After-School Tutoring or Sports

What grade level?

Revise the paragraph by adding details from the daily schedule that help support the reasons for having a longer school day.

Grade Level:

4

How can you help your child in literacy?

- ❖ Ask your child specific questions about what they read.
- ❖ Encourage children to read, then write and speak about, nonfiction text such as newspapers, magazines, and biographies.
- ❖ Encourage children to research topics of interest and read series that relate to a central topic.
- ❖ Have your child follow step by step instructions or a set of directions in order to accomplish a task, such as building a sandcastle or operating a game.

Smarter Balanced Sample Test Item

Mathematics

43328



Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

DoK is high!

The interface shows a pool of juice bottles on the left, each labeled $3\frac{5}{8}$ lb. A 'Delete' button is located above the pool. Three bags are shown on the right, each with a weight range:

- Bag 1: Between 6 lb and 7 lb. It contains one juice bottle labeled $3\frac{5}{8}$ lb.
- Bag 2: Between 10 lb and 11 lb. It contains three juice bottles, each labeled $3\frac{5}{8}$ lb.
- Bag 3: Between 14 lb and 15 lb. It contains five juice bottles, each labeled $3\frac{5}{8}$ lb.

What grade level?

Grade Level:

4

How can you help your child in math?

- ❖ Help children practice their addition, subtraction, multiplication and division facts.
- ❖ Encourage children not to give up while solving problems, to build stamina and develop their critical thinking skills. Don't give them the answers - ask them to think of different ways they can solve problems.
- ❖ Have children illustrate the math they were thinking in their head and discuss it out loud.
- ❖ Have children apply their math knowledge to a real-world scenario at home, such as doubling a recipe or calculating the area of a room.

What States Can Expect

- ❖ During the 2011-12 school year, the state of Kentucky shifted from using their state assessment of past years to a CCSS-based assessment...
- ❖ In Elementary grades, their state average ELA scores dropped from 76% to 48%.
- ❖ In Elementary grades, their state average Math scores dropped from 73% to 40%.
- ❖ Middle grades showed similar drops.



How EastLake and CVESD are Supporting the Transition

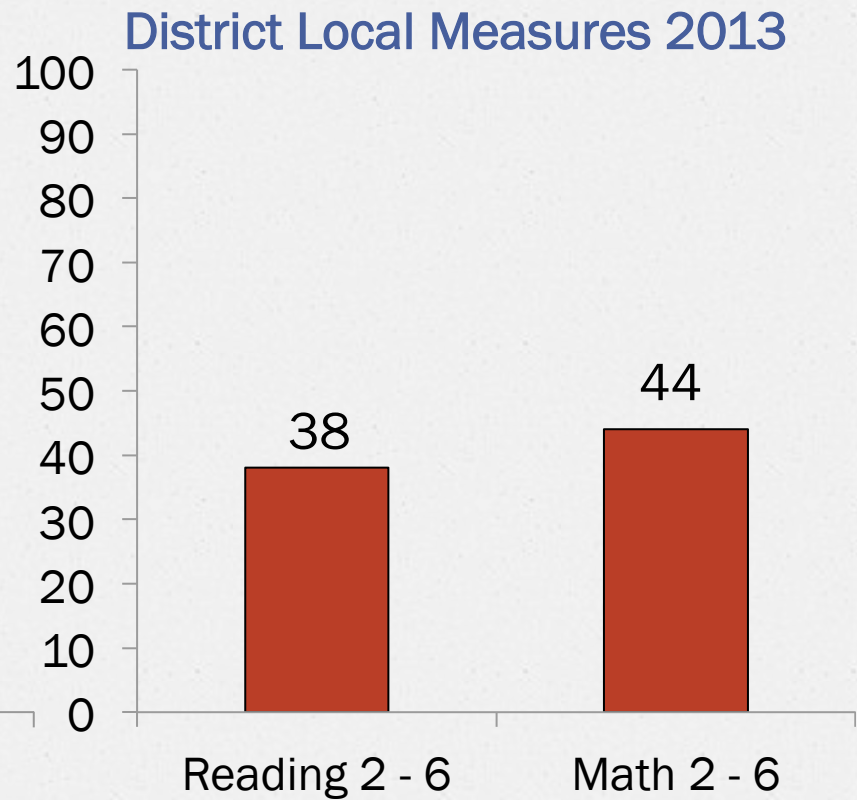
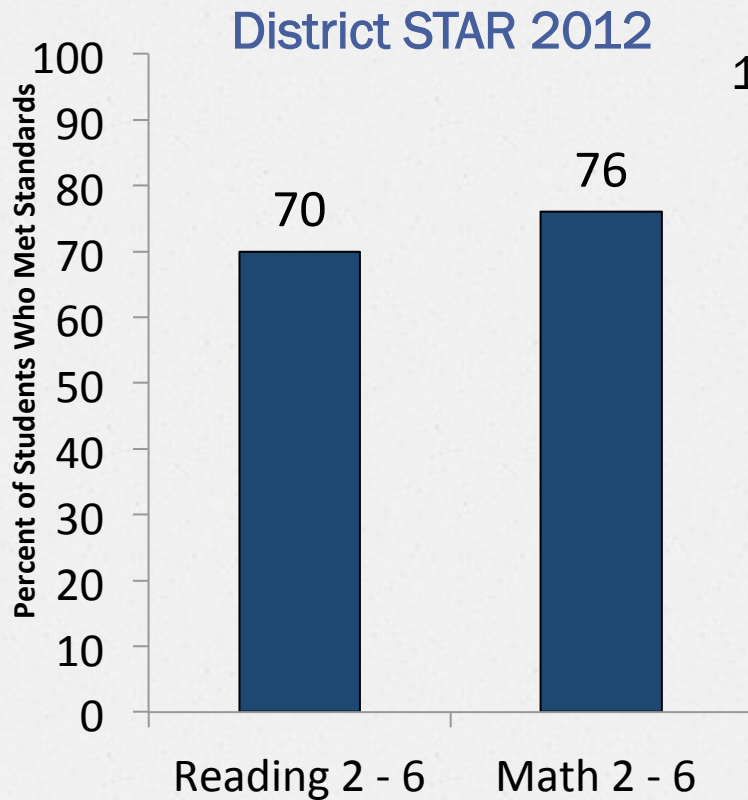
- ❖ Professional development for principals and teachers
- ❖ Training for parents
- ❖ Utilizing computers for adaptive testing
- ❖ Aligning benchmarks to Common Core
- ❖ Aligning Local Measures assessments to Common Core



Local Measures

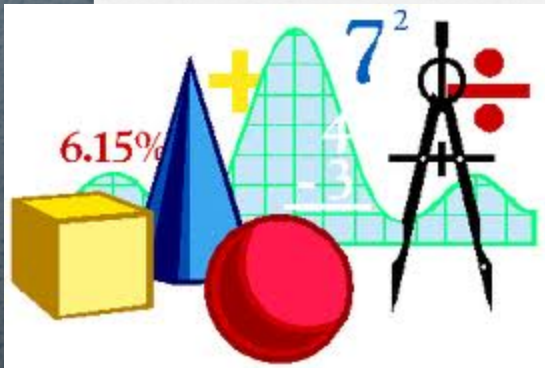
- ❖ Local Measures is a CCSS-based assessment given by the District
- ❖ Local Measures performance results for students are typically lower than their STAR performance results
- ❖ Overall, CVESD Local Measures testing data shows proficiency drops similar to the Kentucky state testing data

District STAR and LM Data



But my Child Scored Proficient...

- ❖ On STAR, a child can answer at a DoK 1 Level of Understanding and score “Proficient”.
- ❖ On Smarter Balanced, students will have to be better at:
 - ❖ Performing Analysis on Multiple Pieces of Info
 - ❖ Making Connections between Concepts
 - ❖ Reasoning, Justifying and Critiquing
 - ❖ Applying their Understanding to Perform Tasks



...in order to be “Proficient”.

A Shift in Curriculum

- ❖ To assist students in preparing for the rigorous Smarter Balanced Assessments coming in 2014–15, EastLake will strive to:
 - ❖ Increase the rigor of instruction to match the rigor of CCSS
 - ❖ Focus on deepening understanding of concepts within CCSS
 - ❖ Ensure that student technological abilities are at the level needed for computer-based testing



Additional Resources

- ❖ Council of the Great City Schools Parent Roadmaps:
 - ❖ Math
 - ❖ <http://www.cgcs.org//site/Default.aspx?PageID=244>
 - ❖ ELA / Literacy
 - ❖ <http://www.cgcs.org/Page/328>
- ❖ National Parent Teachers Association (PTA)
 - ❖ <http://pta.org/parents/content.cfm?ItemNumber=2583>
- ❖ Achieve the Core
 - ❖ www.achievethecore.org
- ❖ Common Core State Standards Text Exemplars
 - ❖ http://www.corestandards.org/assets/Appendix_B.pdf



Questions?



It's great to be an EastLake Eagle!

THANK YOU