Calcasieu Parish School Board

BUILDING FOUNDATIONS FOR THE FUTURE

Karl Bruchhaus, Superintendent

To: Curriculum & Instruction Committee:

Annette Ballard, Chair
Dean Roberts
Fred Hardy
Alvin Smith
Russell Castille

Aaron Natali, Vice Chair
Eric Tarver
Damon Hardesty
Chad Guidry

From: Tommy Campbell, CAO
Secretary, C&I Committee

Date: November 28th, 2017

RE: C&I Committee Meeting

A meeting of the Calcasieu Parish School Board Curriculum and Instruction Committee is scheduled for **December 5th, 2017 at 5:00 p.m.** in the CPSB Board Room at 3310 Broad Street, Lake Charles, Louisiana.

AGENDA

1. Presentation pertaining to the district's use of assessment and our efforts to align K-12 assessments, curriculum, and instruction in core content areas to State Standards and LEAP 2025 Assessments.

Future Items:

1. Approval of Revisions to the 2017-18 CPSB Pupil Progression Plan
2. Approval of the 2018-19 District School Calendar
3. Recommendation to create a K-5 STEM Magnet School at E.K. Key Elementary

TC/mr

Tommy Campbell Chief Academic Officer

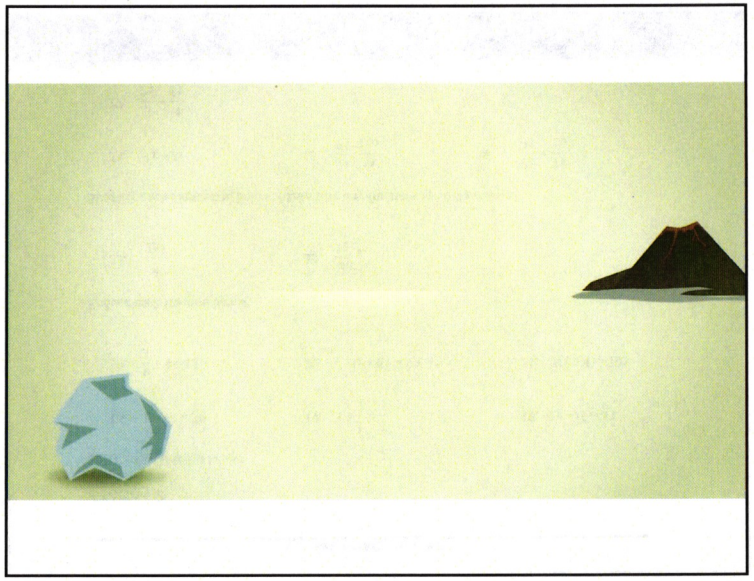
Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012

Assessments Pre-K- 8th Grade		Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th
DSC Kindergarten Readiness Screener	Required by State	X									
DIBELS ELA Universal Screener	Required by State		X	X	X	X					
Performance Series (Math)	Universal Screener required by state		X	X	X	X	X	X	X	X	
District Common Assessments	ELA /Math required by State for SLT	X	X	X	X						
LEAP 360 ELA & Math / DCAs all others	Pre-test/Post-test required for SLTs					X	X	X	X	X	X
LEAP 2025 (Four Core Subjects)	State Standardized Assessments					XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
LEAP Connect(test for qualifying Sped.)	Required by State					X	X	X	X	X	X
ELDA English Language Learners test	Required by State	X	X	X	X	X	X	X	X	X	X
Assessments 9-12		**9th**	**10th**	**11th**	**12th**						
LEAP 360 ELA & Math / DCAs all others	Pre /Post-test required for SLTs	X	X	X	X						
EOCs (Alg. I, Eng. I, Bio. I)	Required for Graduation	X X X									
EOCs (Geo., Eng. II, U.S. History)	Required for Graduation		X X X								
Pre-ACT	Required by District		X								
ACT	Required by State			X							
Work Credentials	Required for Graduation			X	X						
Work Keys	Required for Graduation			X	X						
LEAP Connect(test for qualifying Sped.)	Required by State		X								
ELDA	Required by State	X	X	X	X						
Assessments for College Credit											
Duel Enrollment	College credit for passing course		X	X	X						
Advanced Placement	College credit for a score of 3-5	X	X	X	X						
CLEP	College Credit for a passing score		X	X	X						

State and District Assessments by Grade Level

Assessment, Curriculum, and Instruction Alignment

December 5th C&I Committee

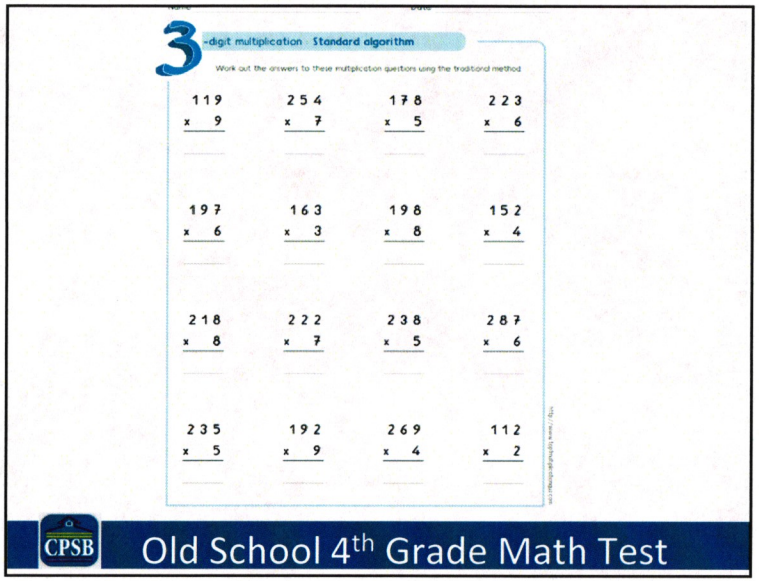


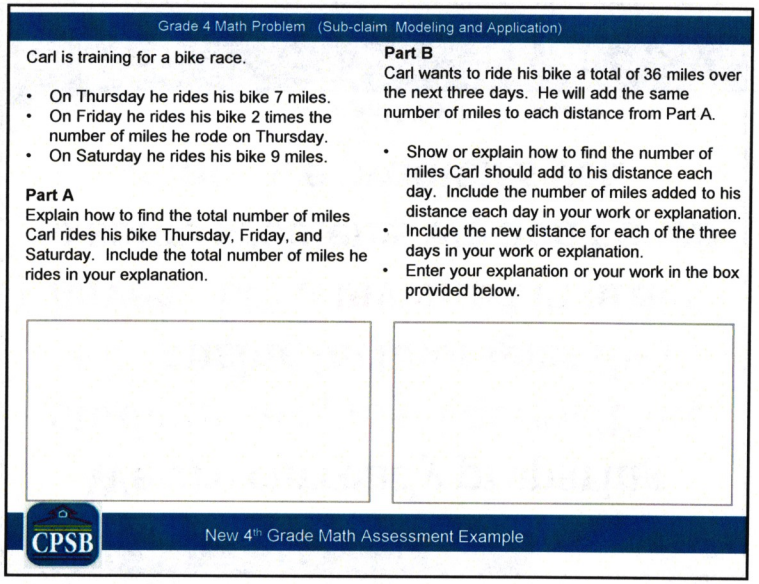
Students have to be learners, not simply graduates.

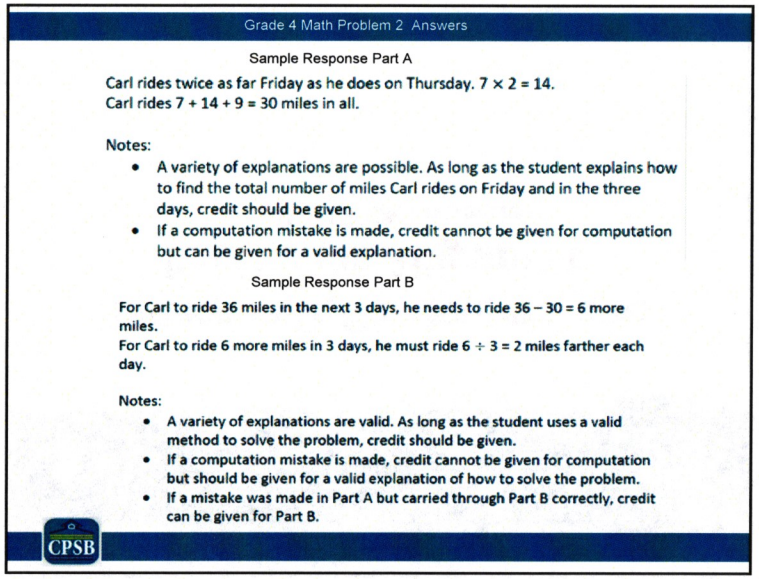
Learning can't be just facts when the facts that matter don't yet exist.

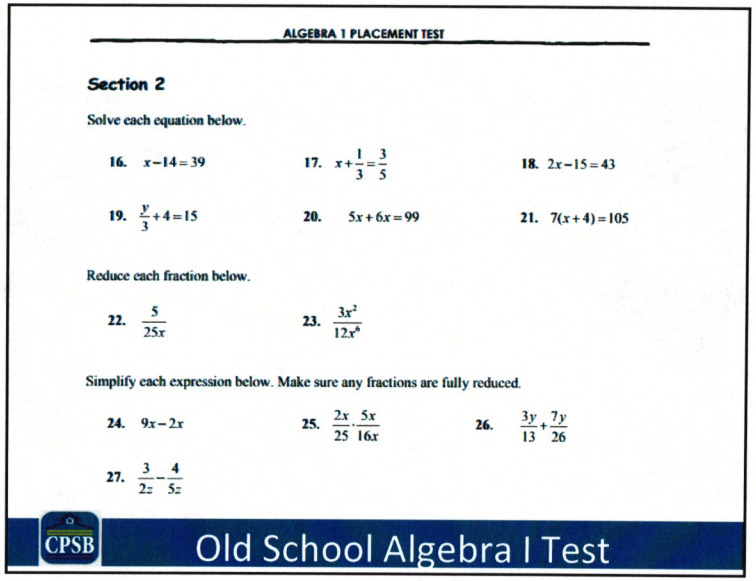
We are currently preparing students for jobs that don't yet exist using technologies that haven't been invented in order to solve problems we don't even know are problems yet.

~**Richard Riley**, Former Secretary of Education


3-digit multiplication - Standard algorithm
Work out the answers to these multiplication questions using the traditional method
119 x 9
254 x 7
178 x 5
223 x 6
197 x 6
163 x 3
198 x 8
152 x 4
218 x 8
222 x 7
238 x 5
287 x 6
235 x 5
192 x 9
269 x 4
112 x 2
CPSB
Old School 4th Grade Math Test


Grade 4 Math Problem (Sub-claim Modeling and Application)
Carl is training for a bike race.
On Thursday he rides his bike 7 miles.
On Friday he rides his bike 2 times the number of miles he rode on Thursday.
On Saturday he rides his bike 9 miles.
Part A
Explain how to find the total number of miles Carl rides his bike Thursday, Friday, and Saturday. Include the total number of miles he rides in your explanation.
Part B
Carl wants to ride his bike a total of 36 miles over the next three days. He will add the same number of miles to each distance from Part A.
Show or explain how to find the number of miles Carl should add to his distance each day. Include the number of miles added to his distance each day in your work or explanation.
Include the new distance for each of the three days in your work or explanation.
Enter your explanation or your work in the box provided below.
CPSB
New 4th Grade Math Assessment Example


Grade 4 Math Problem 2 Answers
Sample Response Part A
Carl rides twice as far Friday as he does on Thursday. 7 × 2 = 14.
Carl rides 7 + 14 + 9 = 30 miles in all.
Notes:
A variety of explanations are possible. As long as the student explains how to find the total number of miles Carl rides on Friday and in the three days, credit should be given.
If a computation mistake is made, credit cannot be given for computation but can be given for a valid explanation.
Sample Response Part B
For Carl to ride 36 miles in the next 3 days, he needs to ride 36 – 30 = 6 more miles.
For Carl to ride 6 more miles in 3 days, he must ride 6 ÷ 3 = 2 miles farther each day.
Notes:
A variety of explanations are valid. As long as the student uses a valid method to solve the problem, credit should be given.
If a computation mistake is made, credit cannot be given for computation but should be given for a valid explanation of how to solve the problem.
If a mistake was made in Part A but carried through Part B correctly, credit can be given for Part B.
CPSB

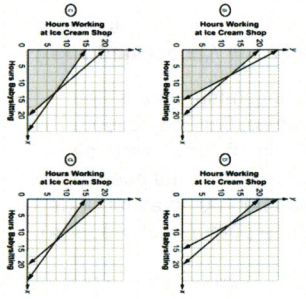

ALGEBRA 1 PLACEMENT TEST
Section 2
Solve each equation below.
16. x−14=39
17. x+1/3=3/5
18. 2x−15=43
19. y/3+4=15
20. 5x+6x=99
21. 7(x+4)=105
Reduce each fraction below.
22. 5/25x
23. 3x²/12x⁸
Simplify each expression below. Make sure any fractions are fully reduced.
24. 9x−2x
25. 2x/25 · 5x/16x
26. 3y/13 + 7y/26
27. 3/2z − 4/5z
CPSB
Old School Algebra I Test

New Algebra I Math Task

Leah would like to earn at least $120 per month. She babysits for $5 per hour and works at an ice cream shop for $8 per hour. Leah cannot work more than a total of 20 hours per month. Let x represent the number of hours Leah babysits and let y represent the number of hours Leah works at the ice cream shop.

Part A

Which graph shows the set of points that represents the number of hours that Leah can work in order to earn at least $120 and not work more than 20 hours per month?



Part B

Which pairs (x, y) represent hours that Leah could work to meet the given conditions?

Select **all** that apply.

- (a) (4, 15)
- (b) (5, 12)
- (c) (10, 9)
- (d) (15, 5)
- (e) (19, 1)

Part C

If Leah babysits for 7 hours this month, what is the minimum number of hours she would have to work at the ice cream shop to earn at least $120?

Give your answer to the nearest whole hour.

Enter your answer in the box.

☐ hours

Part D

Leah prefers babysitting over working at the ice cream shop. Out of 20 total hours, what is the maximum number of hours she can babysit to be able to earn at least $120 per month?

Give your answer to the nearest whole hour.

Enter your answer in the box.

☐ hours

LEAP 2025 ALGEBRA I SAMPLE ITEM ANSWER KEY			
Task #	**Value (Points)**	**Key**	**Alignment**
10	4	Part A: D Part B: A, B, C Part C: 11 Part D: 13	A1: A-CED.A.3

Three Categories of Assessments

- Teacher created assessments
- District mandated assessments
- State mandated assessments

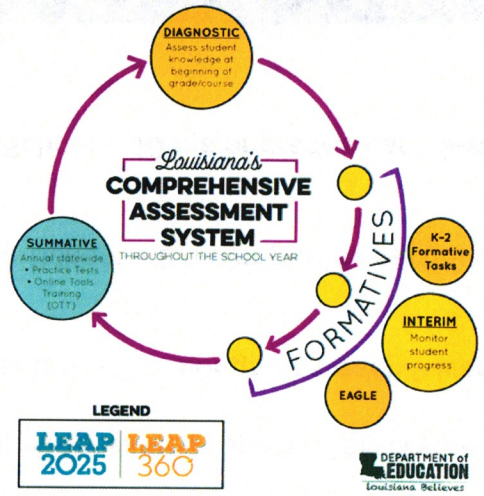
Pupil Progression Grade Requirements

- Elementary – 9 major grades each 9-weeks
- Middle School – 9 major grades each 9-weeks
- High School – 16 major grades each 9-weeks

District Common Assessments

- Created each year by Curriculum Specialist with guidance from our strongest teachers in each subject and grade level.
- A pre-test, mid year benchmark test, and post-test were created for each subject.
- Assessments are comprehensive covering all of the standards in each grade level and subject.
- Since DCAs have been tied to Student Learning Targets, they have been secure assessments with the exception of the Mid Year.

LEAP 360 ELA and Math Formative Assessments



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LEAP 360

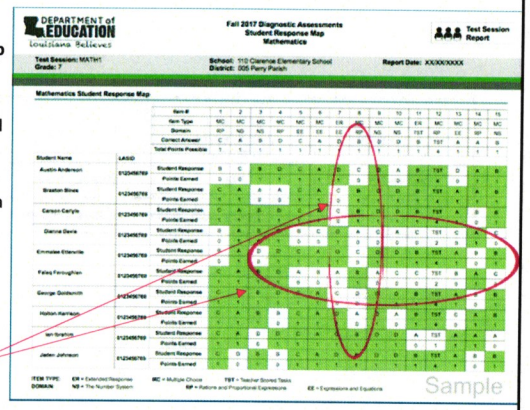
LEAP 360 is a tool to help:

- **Teachers** understand a more complete picture of student performance at the beginning, throughout, and end of the year. This understanding helps teachers
  - set meaningful goals
  - monitor learning toward those goals; and
  - adjust their instruction to help all students achieve those goals.
- **Principals** identify throughout the school where additional support is needed.
- **Districts** can identify throughout the system where additional support is needed. LEAP 360 provides high-quality assessments that help guarantee that instruction across the district is aligning with the rigor of the standards and State assessments.

LEAP 360 Diagnostic Assessments: Reports

Set Your Sights:
Test Session Response Map

- When read horizontally, a teacher can see each individual student's response to each item.
- When read vertically, a teacher can see how the whole group performed on a single item
- Patterns for both group and individual patterns emerge



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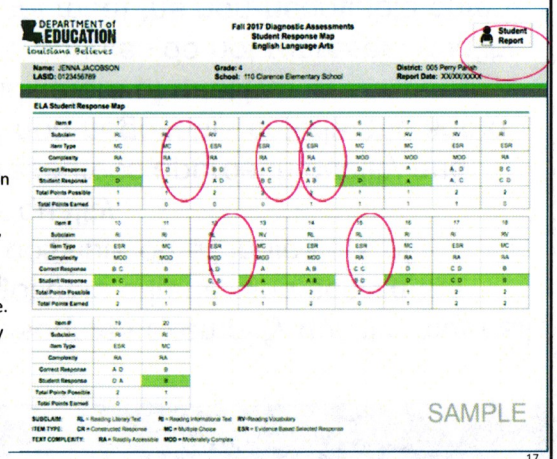
LEAP 360 Diagnostic Assessments: Reports

Zooming In:
Student Response Map

- pinpoint student abilities and investigate misconceptions
- Provides information about item type, subclaim alignment, text complexity, correct answer, and total points possible.
- Color-coding quickly identifies right and wrong responses.



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State and District Assessments

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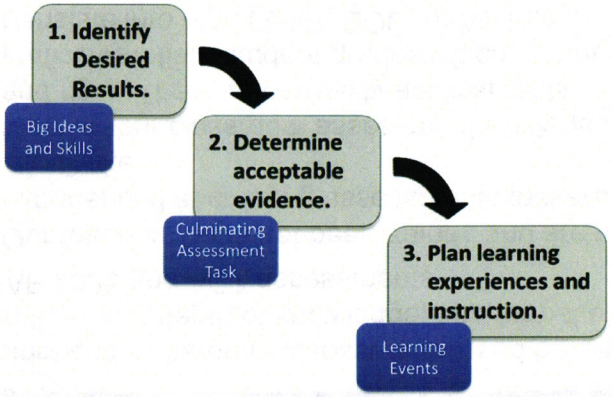
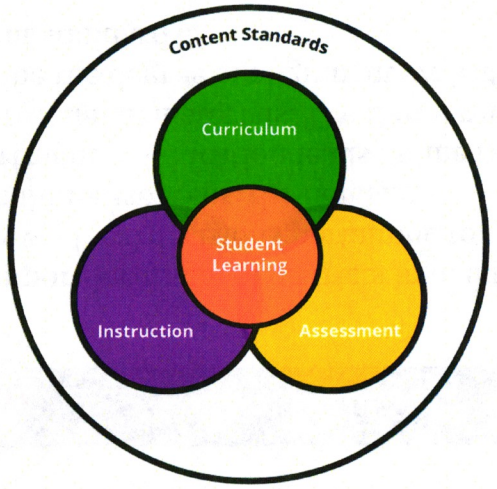
Backward Design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Ideal Alignment



Assessment

District and classroom assessments need be aligned with the rigor, depth of knowledge, and format of LEAP 2025 and ACT assessments.

- Our teachers have not been trained and are not experienced at creating assessments that are LEAP-like.
- Many of our classroom assessments lack quality and rigor. These poor quality assessments artificially inflate student grades which do not translate into high LEAP, EOC, or ACT scores.
- As a result many of our students lack the stamina needed to productively struggle on state assessments.

Curriculum

To support local school districts in making their own local decisions pertaining to curriculum resources, the Louisiana Department of Education leads online reviews of instructional materials. The tiered reviews describe the degree of alignment with state content standards.

Review of Resources

- Tier I Resources exemplify quality, meet all non-negotiable criteria, and scored the highest possible on all indicators of superior quality.
- Tier II Resources approach quality and meet all non-negotiable criteria and some of the indicators of quality.
- Tier III Resources do not represent quality and do not meet the non-negotiable criteria or any Indicators of Quality.

Instructional Shifts

To teach the standards to their expected level of rigor, three instructional shifts need to take place in each core subject.

English Language Arts

- Regular practice with complex texts.
- Reading, writing, and speaking grounded in evidence from texts.
- Building knowledge through content-rich nonfiction.

Math

- Deep conceptual understanding of math concepts
- Procedural skill and fluency through speed and accuracy.
- Application of math to solve real-world problems

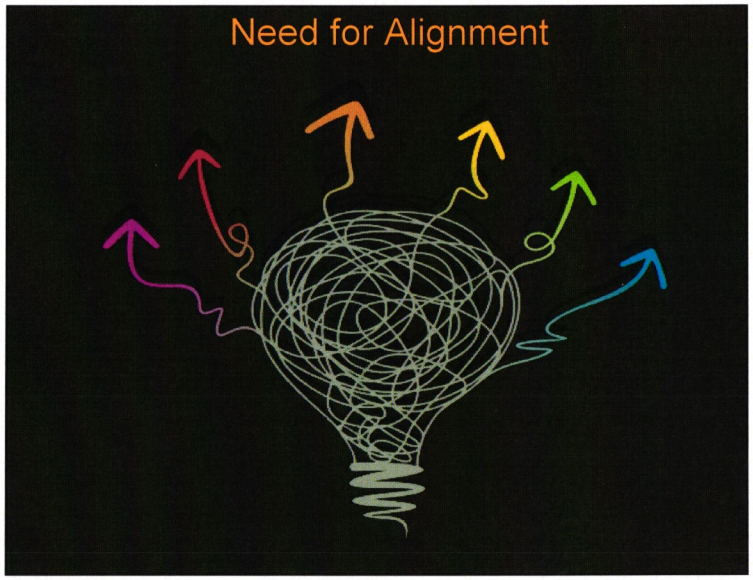
Instructional Shifts

Science

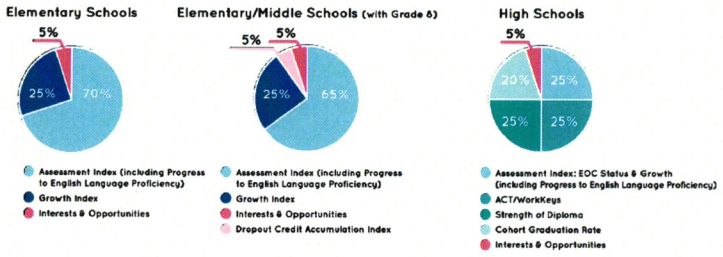
- Build content knowledge and then apply that knowledge to investigate scientific **phenomenon.**
- Do the science. Practice the behaviors of scientists while investigating real-world problems and designing solutions.
- Connect ideas across all science disciplines along with engineering and technology.

Social Studies

- Use primary sources regularly to learn content.
- Make connections among people, events, and ideas across time and place.
- Express informed opinions using evidence from numerous sources.



Accountability for the Next Seven Years



LEAP 360 Diagnostic Assessments: Reports

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DEPARTMENT of EDUCATION
Louisiana Believes

Fall 2017 Diagnostic Assessments
Student Response Map
Mathematics

Test Session Report

Test Session: MATH1
Grade: 7

School: 110 Clarence Elementary School
District: 005 Perry Parish

Report Date: XX/XX/XXXX

Mathematics Student Response Map

		Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Item Type	MC	MC	MC	MC	MC	MC	ER	MC	MC	MC	ER	MC	MC	MC	MC
		Domain	RP	NS	NS	RP	EE	EE	EE	RP	NS	NS	TST	RP	EE	RP	NS
		Correct Answer	C	A	B	D	C	A	D	B	D	D	B	TST	A	A	B
		Total Points Possible	1	1	1	1	1	1	1	1	1	1	1	4	1	1	1
Student Name	LASID																
Austin Anderson	0123456789	Student Response	B	C	B	D	C	A	D	C	D	A	B	TST	D	A	B
		Points Earned	0	0	1	1	1	1	1	0	1	0	1	4	0	1	1
Braxton Bines	0123456789	Student Response	C	A	A	A	C	A	C	B	D	D	B	TST	A	A	B
		Points Earned	1	1	0	0	1	1	0	1	1	1	1	4	1	1	1
Carson Carlyle	0123456789	Student Response	C	A	B	D	C	A	C	B	D	D	B	TST	A	B	B
		Points Earned	1	1	1	1	1	1	0	1	1	1	1	4	1	0	1
Dianna Davis	0123456789	Student Response	B	A	B	D	B	C	D	A	C	A	C	TST	C	A	C
		Points Earned	0	1	1	1	0	0	1	0	0	0	0	2	0	1	0
Emmalee Etterville	0123456789	Student Response	B	A	D	D	C	A	D	C	D	D	B	TST	A	B	B
		Points Earned	0	1	0	1	1	1	1	0	1	1	1	4	1	0	1
Falaq Faroughian	0123456789	Student Response	C	A	B	D	A	B	A	B	A	C	C	TST	B	A	C
		Points Earned	1	1	1	1	0	0	0	1	0	0	0	2	0	1	0
George Goldsmith	0123456789	Student Response	C	A	B	D	C	A	C	D	D	D	B	TST	A	B	B
		Points Earned	1	1	1	1	1	1	0	0	1	1	1	4	1	0	1
Holton Harrison	0123456789	Student Response	C	A	B	B	C	A	D	A	D	A	B	TST	C	A	B
		Points Earned	1	1	1	0	1	1	1	0	1	0	1	4	0	1	1
Ian Ibrahim	0123456789	Student Response	C	A	D	D	C	A	D	B	D	D	A	TST	A	A	A
		Points Earned	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0
Jaden Johnson	0123456789	Student Response	C	D	B	B	C	A	D	B	D	D	B	TST	A	B	B
		Points Earned	1	0	1	0	1	1	1	1	1	1	1	4	1	0	1

ITEM TYPE: ER = Extended Response MC = Multiple Choice TST = Teacher Scored Tasks
DOMAIN: NS = The Number System RP = Rations and Proportional Expressions EE = Expressions and Equations

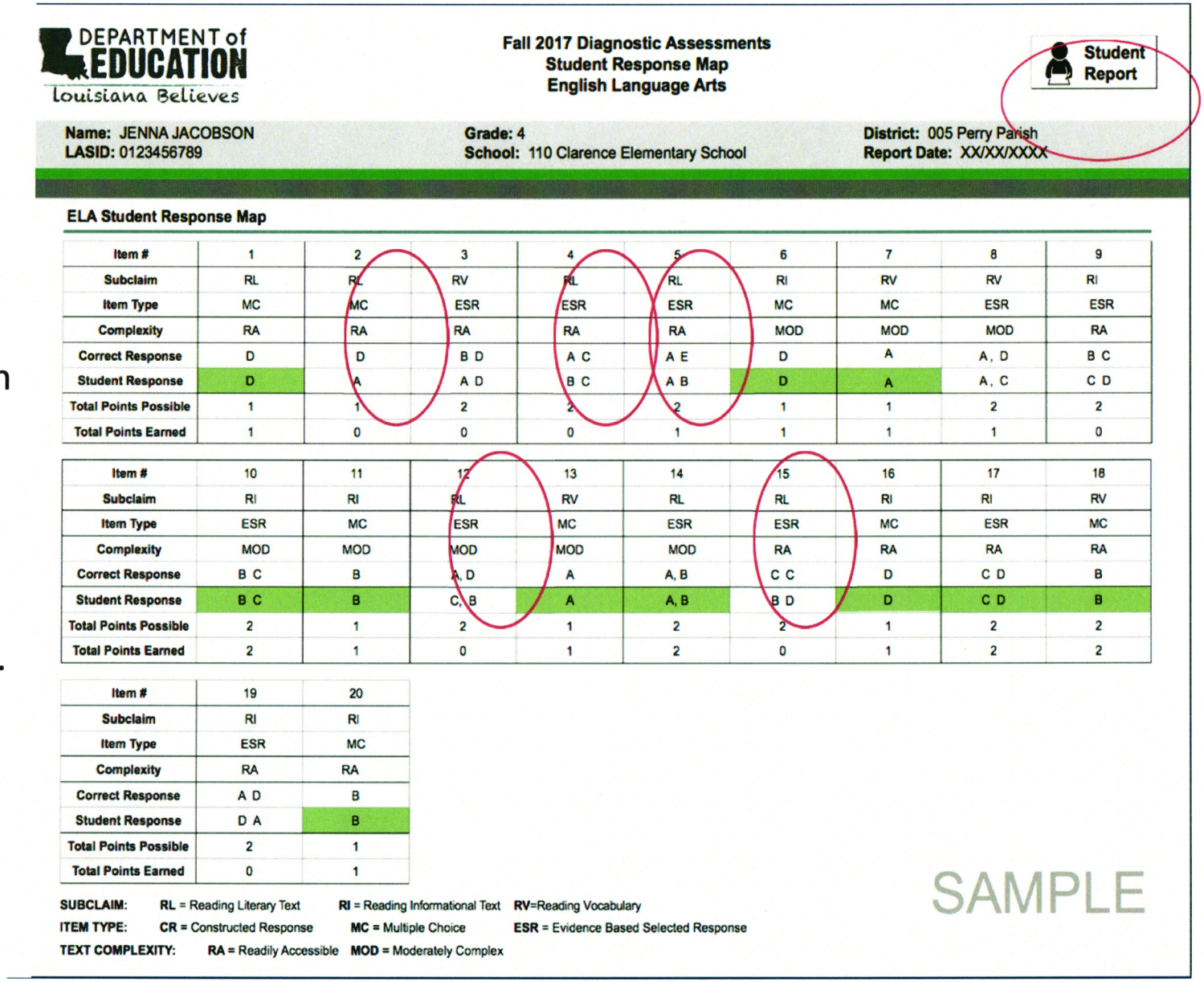
Sample

LEAP 360 Diagnostic Assessments: Reports

Zooming In:

Student Response Map

- pinpoint student abilities and investigate misconceptions
- Provides information about item type, subclaim alignment, text complexity, correct answer, and total points possible.
- Color-coding quickly identifies right and wrong responses.



DEPARTMENT of EDUCATION
Louisiana Believes

Fall 2017 Diagnostic Assessments
Student Response Map
English Language Arts

Student Report

Name: JENNA JACOBSON
LASID: 0123456789

Grade: 4
School: 110 Clarence Elementary School

District: 005 Perry Parish
Report Date: XX/XX/XXXX

ELA Student Response Map

Item #	1	2	3	4	5	6	7	8	9
Subclaim	RL	RL	RV	RL	RL	RI	RV	RV	RI
Item Type	MC	MC	ESR	ESR	ESR	MC	MC	ESR	ESR
Complexity	RA	RA	RA	RA	RA	MOD	MOD	MOD	RA
Correct Response	D	D	B D	A C	A E	D	A	A, D	B C
Student Response	D	A	A D	B C	A B	D	A	A, C	C D
Total Points Possible	1	1	2	2	2	1	1	2	2
Total Points Earned	1	0	0	0	1	1	1	1	0

Item #	10	11	12	13	14	15	16	17	18
Subclaim	RI	RI	RL	RV	RL	RL	RI	RI	RV
Item Type	ESR	MC	ESR	MC	ESR	ESR	MC	ESR	MC
Complexity	MOD	MOD	MOD	MOD	MOD	RA	RA	RA	RA
Correct Response	B C	B	A, D	A	A, B	C C	D	C D	B
Student Response	B C	B	C, B	A	A, B	B D	D	C D	B
Total Points Possible	2	1	2	1	2	2	1	2	2
Total Points Earned	2	1	0	1	2	0	1	2	2

Item #	19	20
Subclaim	RI	RI
Item Type	ESR	MC
Complexity	RA	RA
Correct Response	A D	B
Student Response	D A	B
Total Points Possible	2	1
Total Points Earned	0	1

SUBCLAIM: **RL** = Reading Literary Text **RI** = Reading Informational Text **RV**=Reading Vocabulary
ITEM TYPE: **CR** = Constructed Response **MC** = Multiple Choice **ESR** = Evidence Based Selected Response
TEXT COMPLEXITY: **RA** = Readily Accessible **MOD** = Moderately Complex

SAMPLE