

## Questions and Answers from 10-24-11 CScope Survey

### GRADING AND ASSESSMENT

The utilization of CScope as the curriculum system is a CBISD non-negotiable. One of CBISD's short-term goals is to facilitate the complete and total implementation of CScope as seamlessly and effortlessly as possible. To accommodate this short-term goal, Mr. Galloway, Superintendent, has stated that as we adjust to the increased rigor and depth of complexity needed to meet State standards, some flexibility must be allowed. Some examples of flexibility at this time are: teacher choice in the use of Exemplar Lessons; submission of core teacher lesson plans; use of supplemental materials; use of textbooks; and, using the unit assessment grade as summative assessments. Utilizing CScope fully as it is designed to be used, however, is the long-term goal for CBISD.

**Assessment:** The Unit Assessments in CScope should be used as a measure of learning without making this change a penalty for the student this year. Teachers are to use the unit assessments to the extent that it is not an overwhelming burden to score in order to have an appropriate measure of learning and to acclimate our students to the type of rigor we anticipate coming with the new STAAR testing. Campus principals, in collaboration with grade level teams or with individual teachers, will be responsible for review and guidance of the customizations to CScope unit assessments. The three elementary campuses should coordinate their customizations within a framework of collaboration including faculty and principals. This customization includes changing or rewriting the rubric type questions into a griddable response, adjusting the length of the questions, or not using the scantrons for the performance based rubric questions, but, reviewing the results in a different manner.

#### **CScope Concerns Regarding Assessments:**

1. Are we to take the performance indicators as a test grade or daily grade? **This is a teacher judgment call. Factors to consider would be the depth and complexity of the performance indicator and what the student is doing. For example: ELAR grade 4, Unit 1. One of the performance indicators is: Using the writing process, write a personal narrative that sustains a reader's interest. The students may write several personal narratives as daily grades, to practice and build skills, before using this indicator as a test grade for writing a personal narrative. Or, the teacher may choose to concentrate on paragraph quality and use rubrics to grade these as daily grades. The steps in writing may be used as daily grades. A formative assessment of the performance indicator could count as a daily grade whereas a summative assessment could be counted as a test grade.**

2. Some of the assessments are so long and hard. I understand that we don't have to give grades over them, but can I give it in chunks instead of all at one time? **Yes, but, your principal should be involved in the decision process to make this change. Chunking, renumbering to accommodate scantrons, changing rubrics to griddables, and making rubrics into multiple choice answers are permissible customizations that you may use with the approval of your campus principal.**
3. The scantrons are labeled ABCDE only but the tests are written abcd/fghj, so students have to change them before they bubble. **Non-alternating scantrons "abcde/fghij" will be available to all campuses as soon as possible.**
4. Incorrect keys for some unit tests are in the computer. **We started the year with some of last year's keys, but that mistake has been rectified. Hopefully, this won't happen again and we apologize for any inconvenience. Rest assured that if it does happen, mistakes can be fixed by your campus scanner/district assessment personnel and you will not need to re-scan tests. Tell your campus scanner as soon as you realize there is an error with keys.**
5. Some of the questions on the Unit assessments are written with multiple parts, and no clear method of scoring has been provided. (Ex. ELAR Grade 3 Unit 1 #19 & 20). **According to CScope facilitators, CScope assessments are written to provide students authentic assessments utilizing higher order thinking skills and not, specifically, to be used with scantrons. But, disaggregating assessment data is tedious. CBISD purchased DMAC to assist with data disaggregation and to meet the legislative requirements that teachers have access to assessment data. So it is up to us to make it work. Mr. Galloway has said teachers in collaboration with the principal may be flexible with how to customize answer documents to facilitate scanning. Examples of customization include: rewriting open-ended responses to be multiple choice, change open-ended responses to griddable responses, or learn to use the rubrics with the griddable form. In CScope, on the first page after the test, is the answer key to the unit assessment. Following the answer key are directions on which rubric to use and how to score with the rubric. Tests and keys can be renumbered to accommodate questions that have multiple parts. As long as someone tells your campus scanner know how to score the answer documents, reworking the key is not an obstacle. However, your campus principal is the person responsible for establishing best practice is for assessments. Tests and keys can be renumbered to accommodate the changes.**
6. I'm having a hard time acquiring grades for my grade book. **Look at the performance indicators (from the IFD) and break them into smaller assignments, consider using pieces of the portfolio products, use formative assessments, and projects. You can also use other methods of grading and you are allowed to bring in other materials that compliment your IFD/VAD and lesson to facilitate taking a grade. One area you do want to look at carefully is**

the IFD and then the depth and complexity of supplemental materials. Many of the supplemental items are NOT written to the depth and complexity that CScope is trying to build in. DMAC TAG is available to make worksheets, tests and other items with the in-depth questioning. Homework is also a teacher decision. Again, many times CScope does not specify homework, but, the teacher can look at the IFD and the TEKS to guide the decision process on supplemental materials for homework. Finally, Project Share has a wealth of information that can assist you with supplemental materials, lessons and discussions on what other teachers are doing with CScope.

7. I would like more training in testing strategies. I also feel like there is not enough time to really get prepared for a 6 weeks with one training day. **We are currently looking into including testing and planning strategies as topic in future training. In the meantime, your campus leadership team is well-equipped to assist you, provide suggestions and guidance. Collaborating with colleagues using emails and Project Share are good ways to access collaboration.**

8. 1st grade is going to have to change their report card and method of grading and reporting to parents to a performance based grade card if we are going to be aligned with CScope. The Performance Indicators are age appropriate in CScope. It is necessary to change the method of grading and reporting to parents. **CScope provides a different framework to assess the early skills or Performance Indicators. With all of the changes this year, we felt it was important for the 1<sup>st</sup> grade teachers to have the chance to decide if this specific change was appropriate at this time. The vote was split, however, a larger majority wanted to keep the current grading process. I strongly encourage you to discuss this question during the upcoming SWAP meet time. Your colleagues need to look in depth at why this would be helpful or not for the parents and children in the district to understand and focus on the skills needed and achieved in the ELAR area. This decision will be revisited again before next year.**

9. Assessments are not up in time, the teachers do not know what additional material they need to write or pull in to accommodate for the lack of practice in CScope and therefore, the students are frustrated. **In CScope, the idea is to NOT teach to the exact assessment posted, rather, concentrate on the IFD and teach to proficiency of the Performance Indicators. The depth of the verb in the TEKS is also an important aspect of teaching. At the Sweeny training this time, most of the sessions will focus on the IFD assessment alignment, which was also covered in some of the sessions October 17<sup>th</sup> training. We may need to revisit further training in this in January.**