



Mississippi Department of Education
Office of Academic Education

**Preparing the Way
2007-08**

Curriculum Coordinator Meeting
April 10, 2007

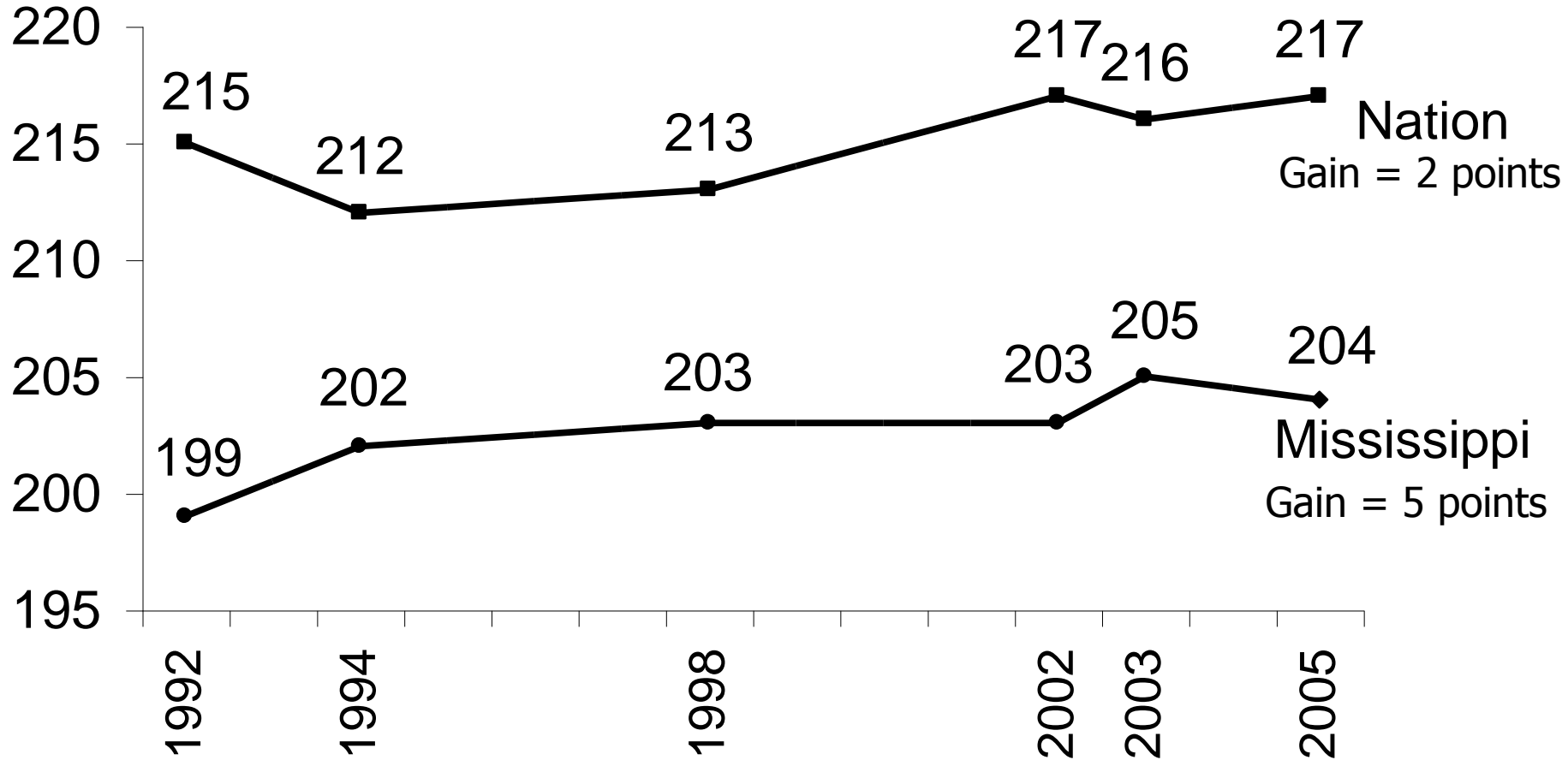


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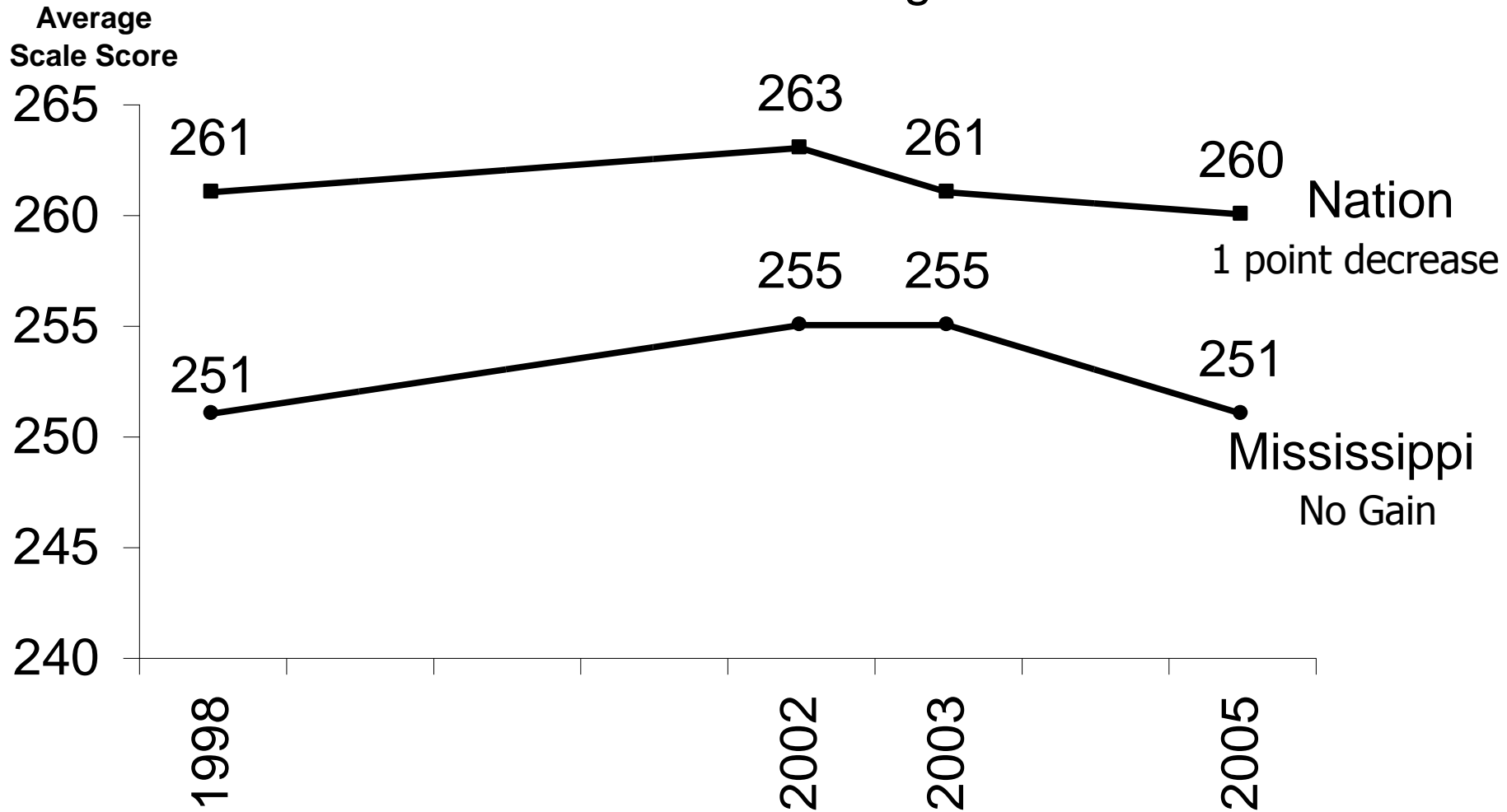
Background

National Assessment of Educational Progress Grade 4 Reading

Average
Scale Score

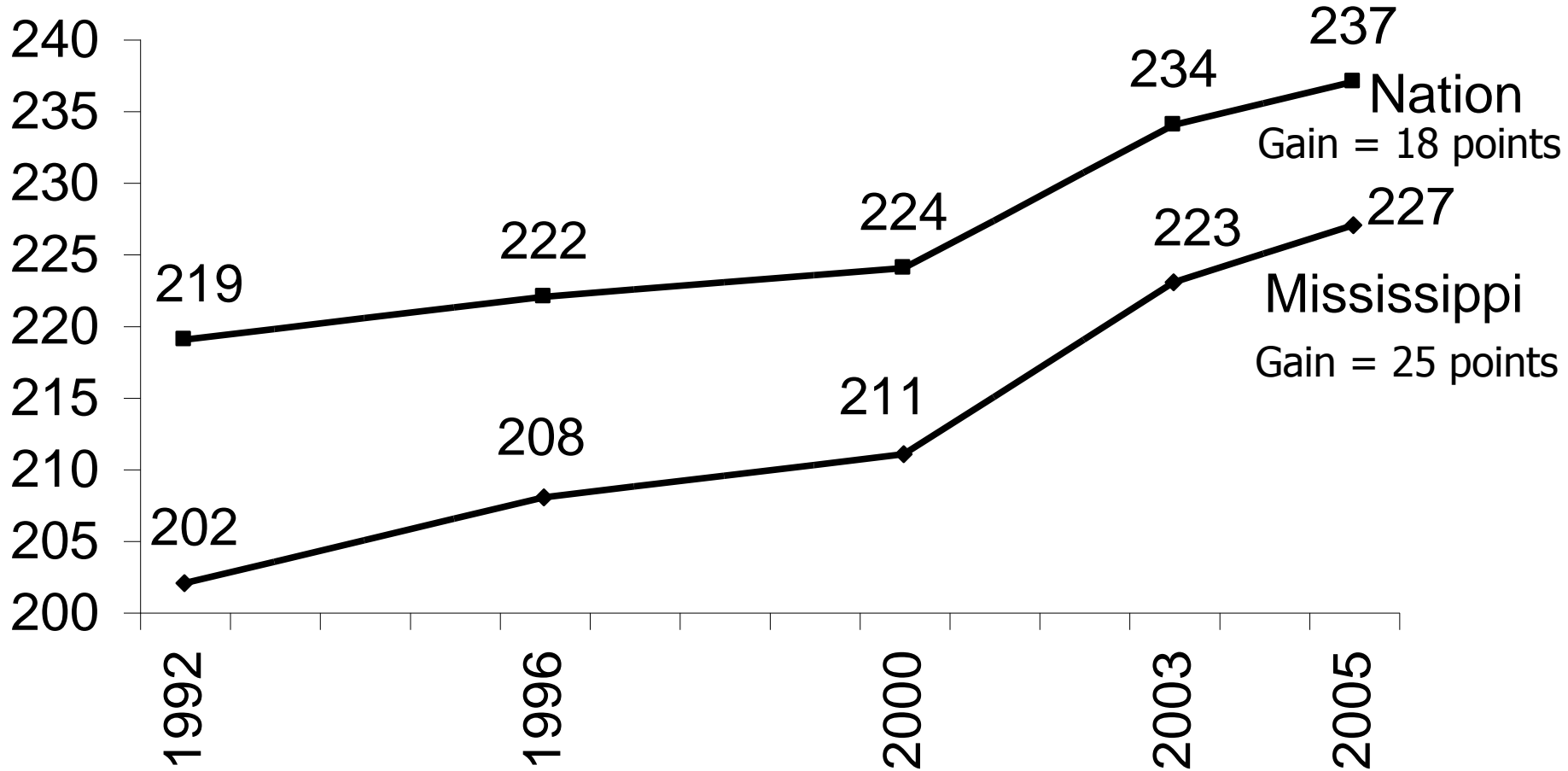


National Assessment of Educational Progress Grade 8 Reading



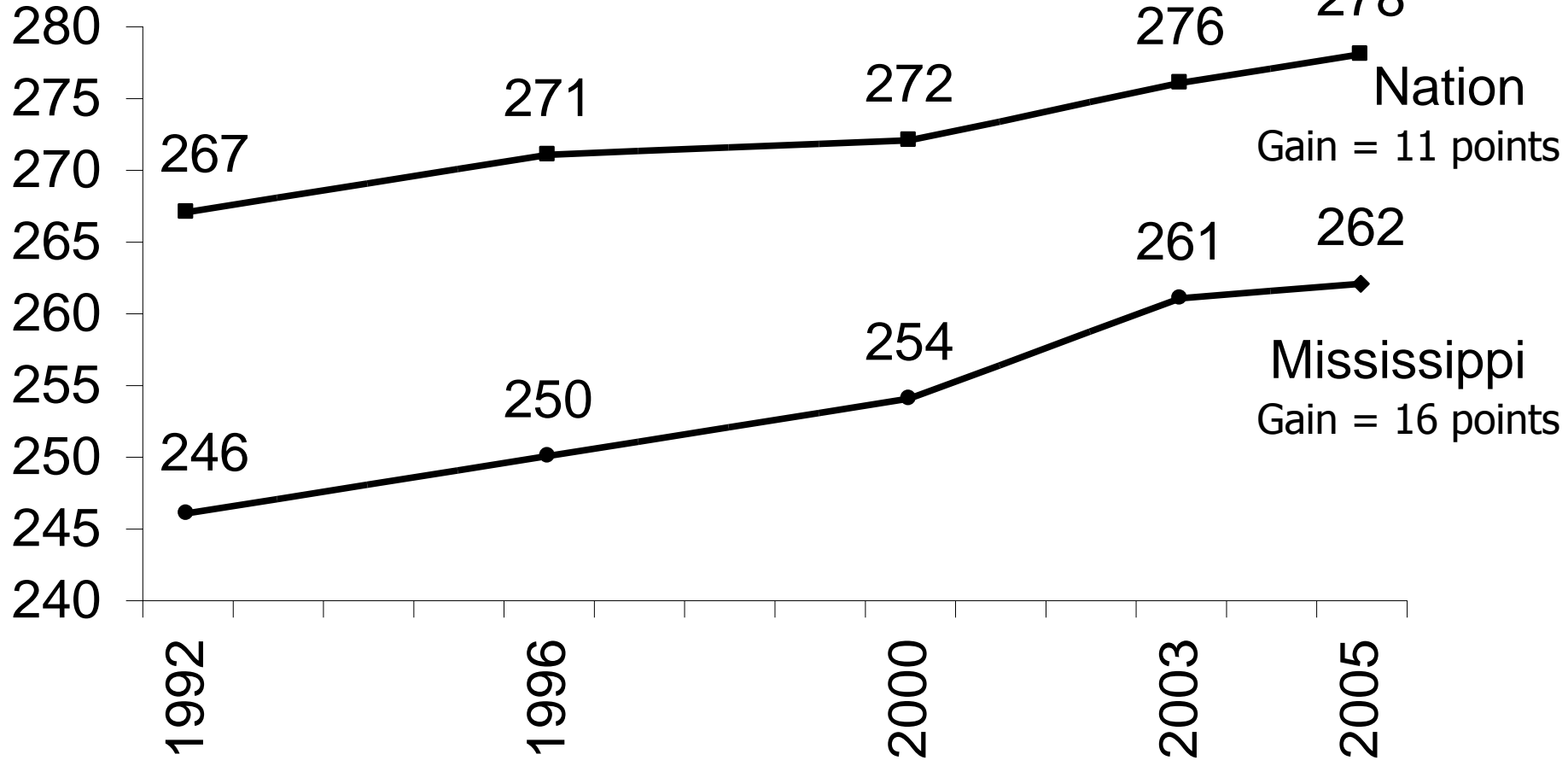
National Assessment of Educational Progress Grade 4 Mathematics

Average
Scale Score



National Assessment of Educational Progress Grade 8 Mathematics

Average
Scale Score





Mississippi's Rank on NAEP

Rank by Improvement

Subject	4th Grade	8th Grade
Math	6	8
Reading	12	23

NAEP Proficiency Levels

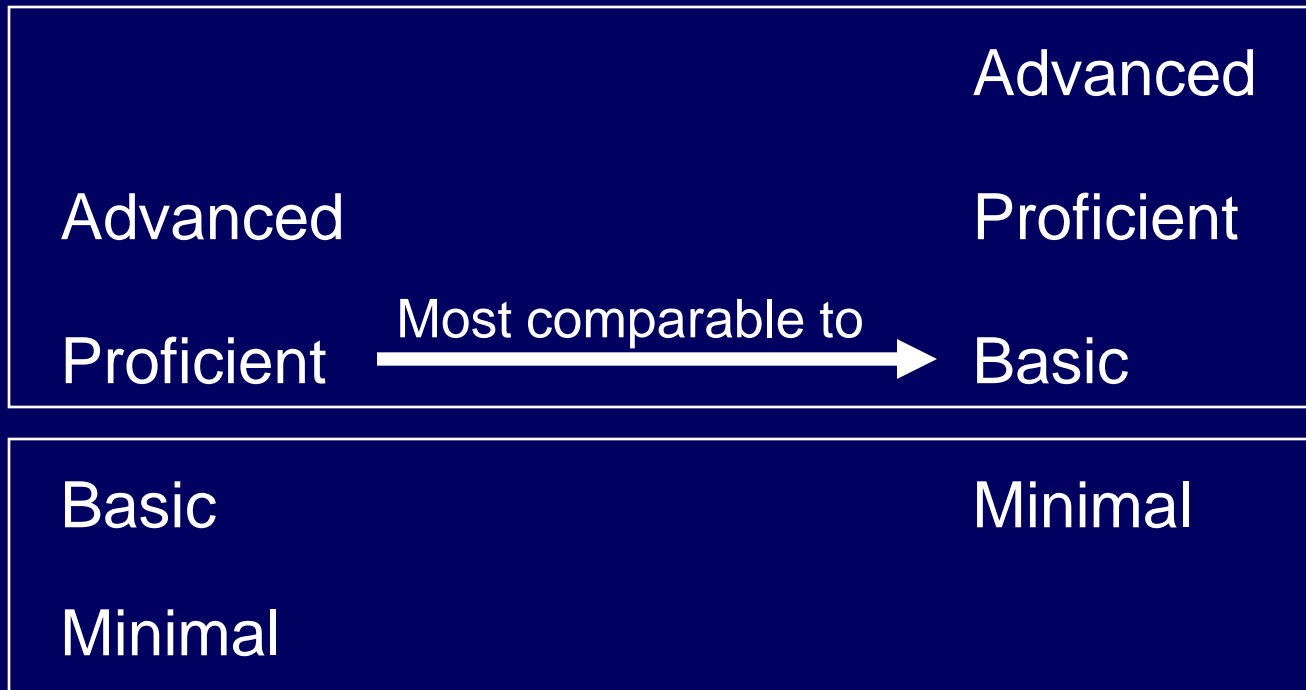
	Proficiency Level Description
Advanced	Superior performance.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over <i>challenging subject matter</i> , including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Minimal	Below Basic.



Comparing MCT to NAEP

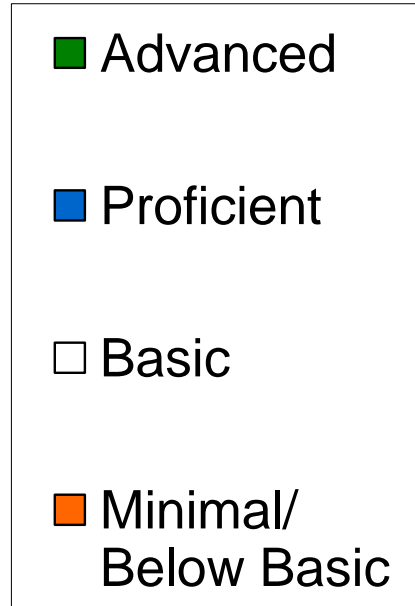
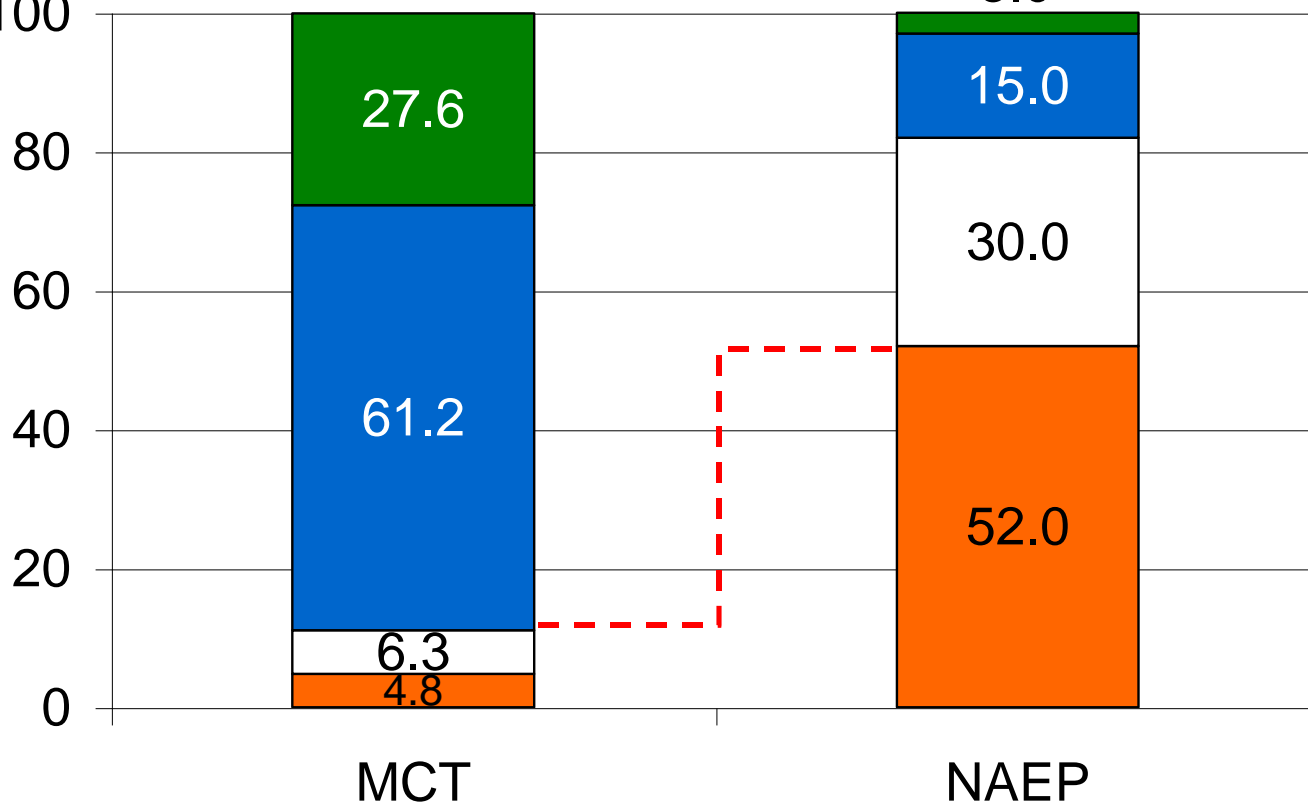
MCT

NAEP

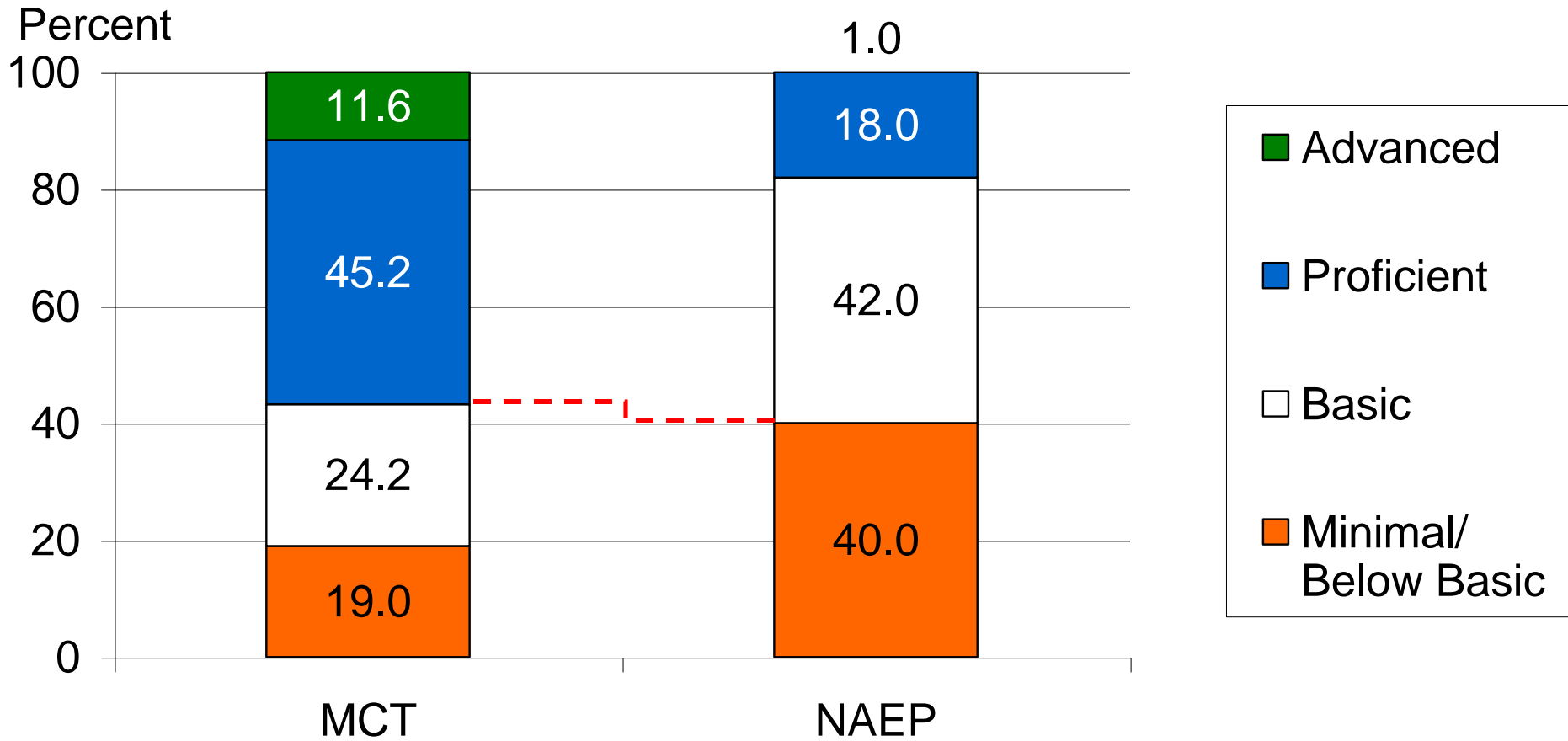


2005 MCT vs. NAEP Grade 4 Reading

Percent
100

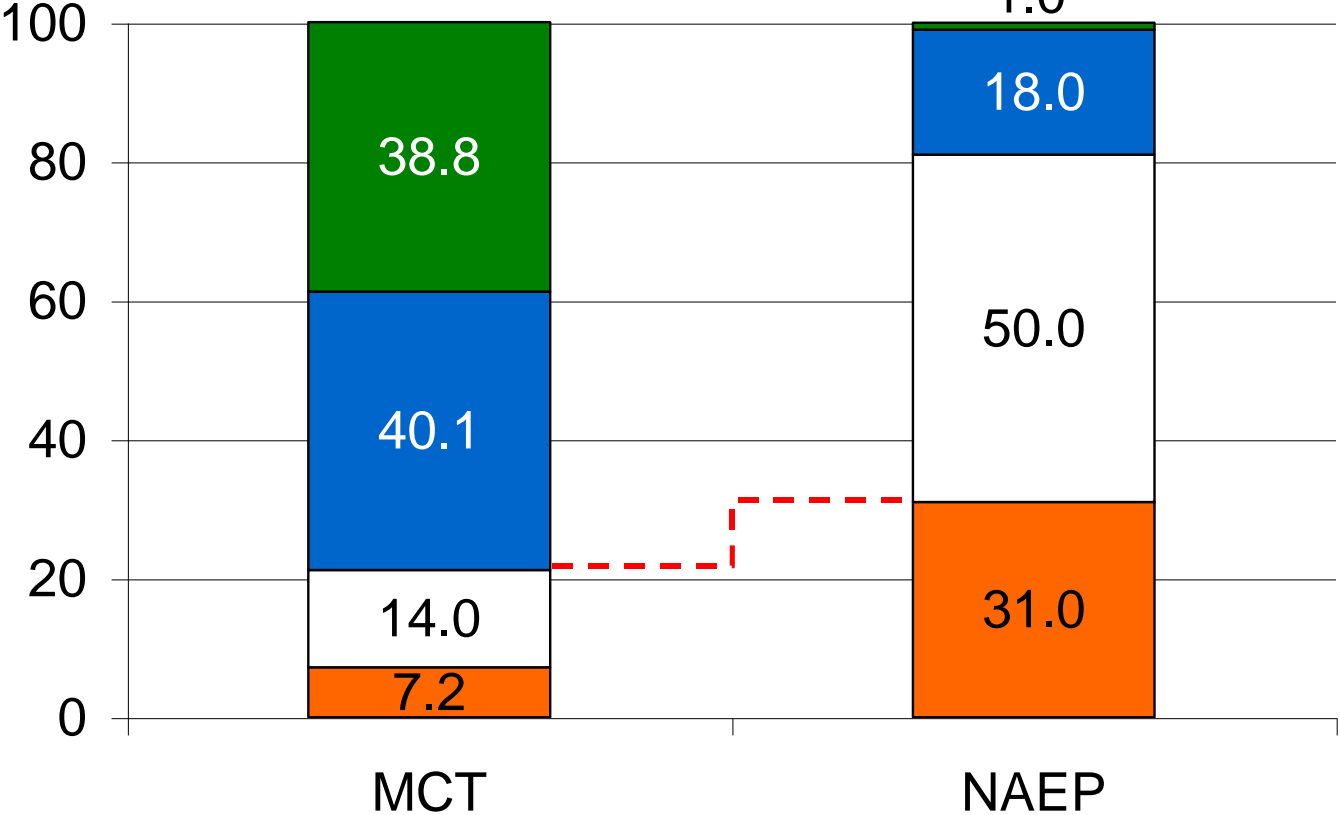


2005 MCT vs. NAEP Grade 8 Reading



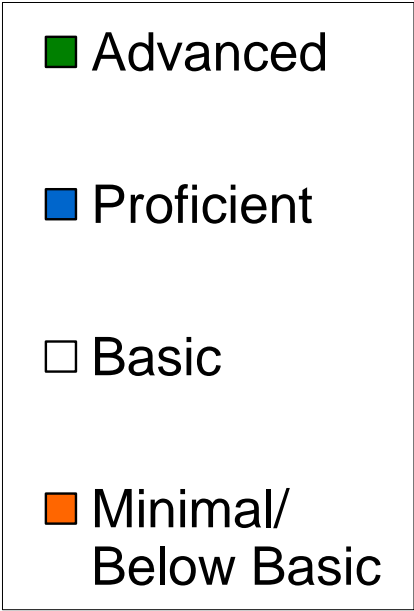
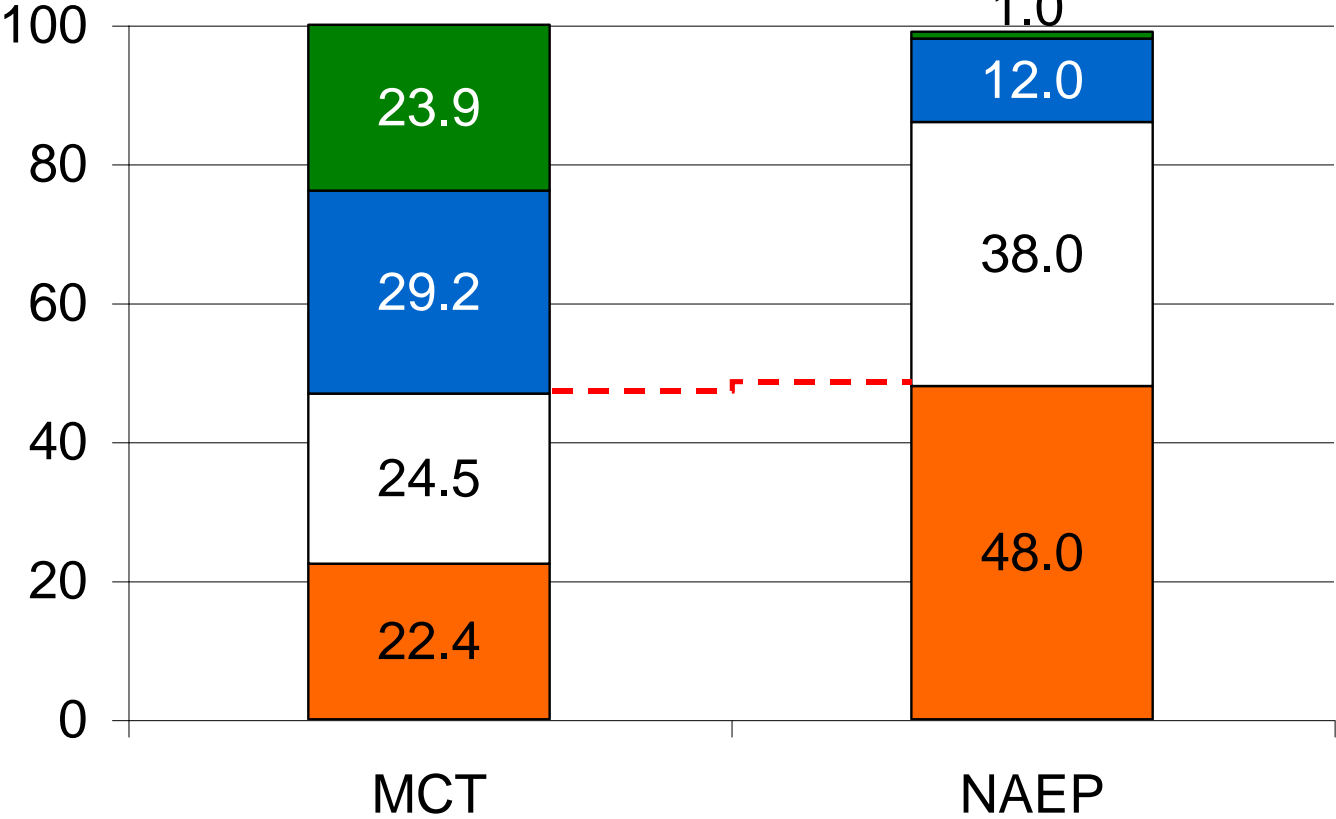
2005 MCT vs. NAEP Grade 4 Mathematics

Percent



2005 MCT vs. NAEP Grade 8 Mathematics

Percent





Mississippi's Rank on NAEP

Rank by Scale Score (Achievement)

Subject	4th Grade	8th Grade
Math	48	49
Reading	50	48

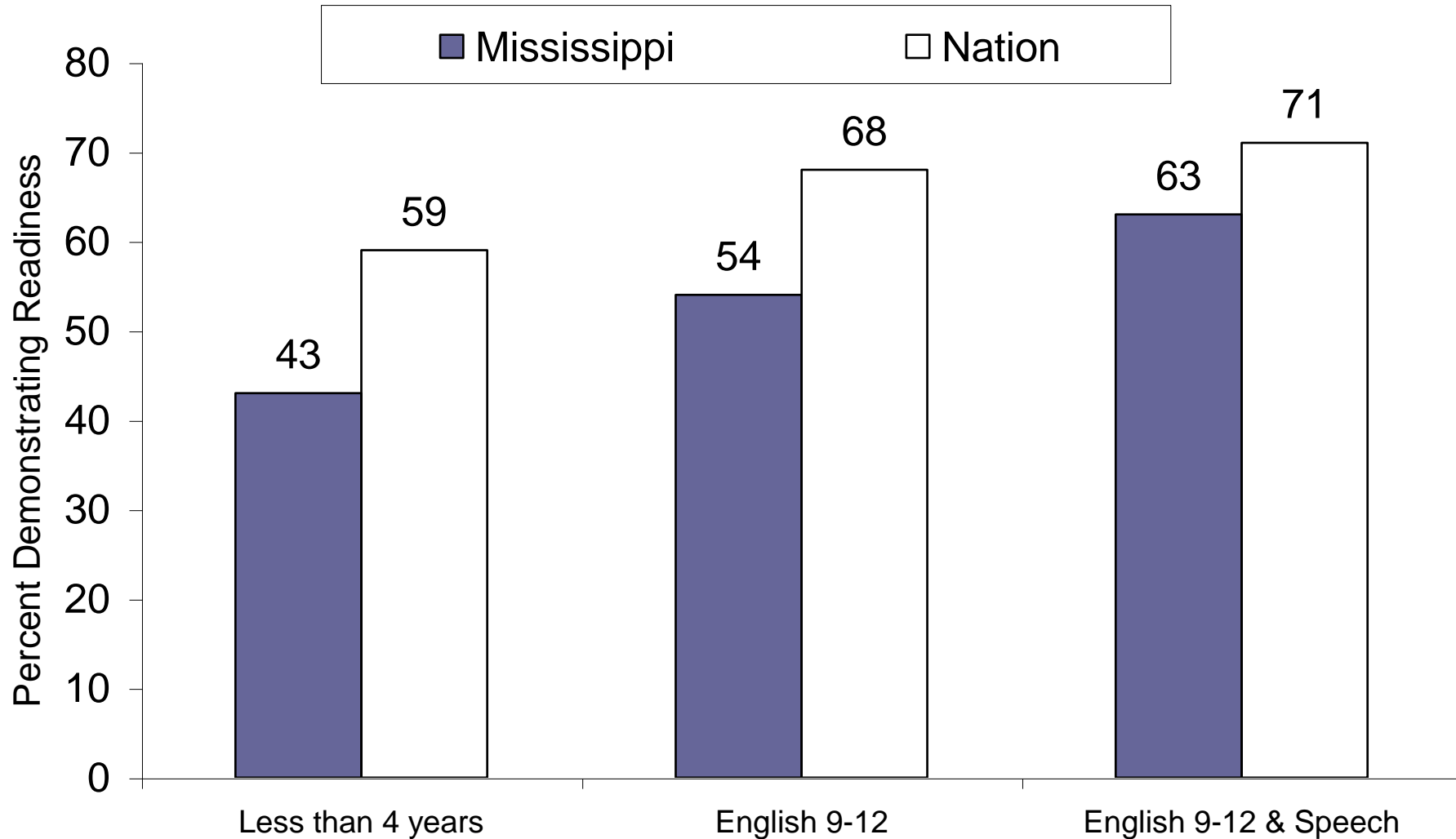


ACT College Readiness Indicators

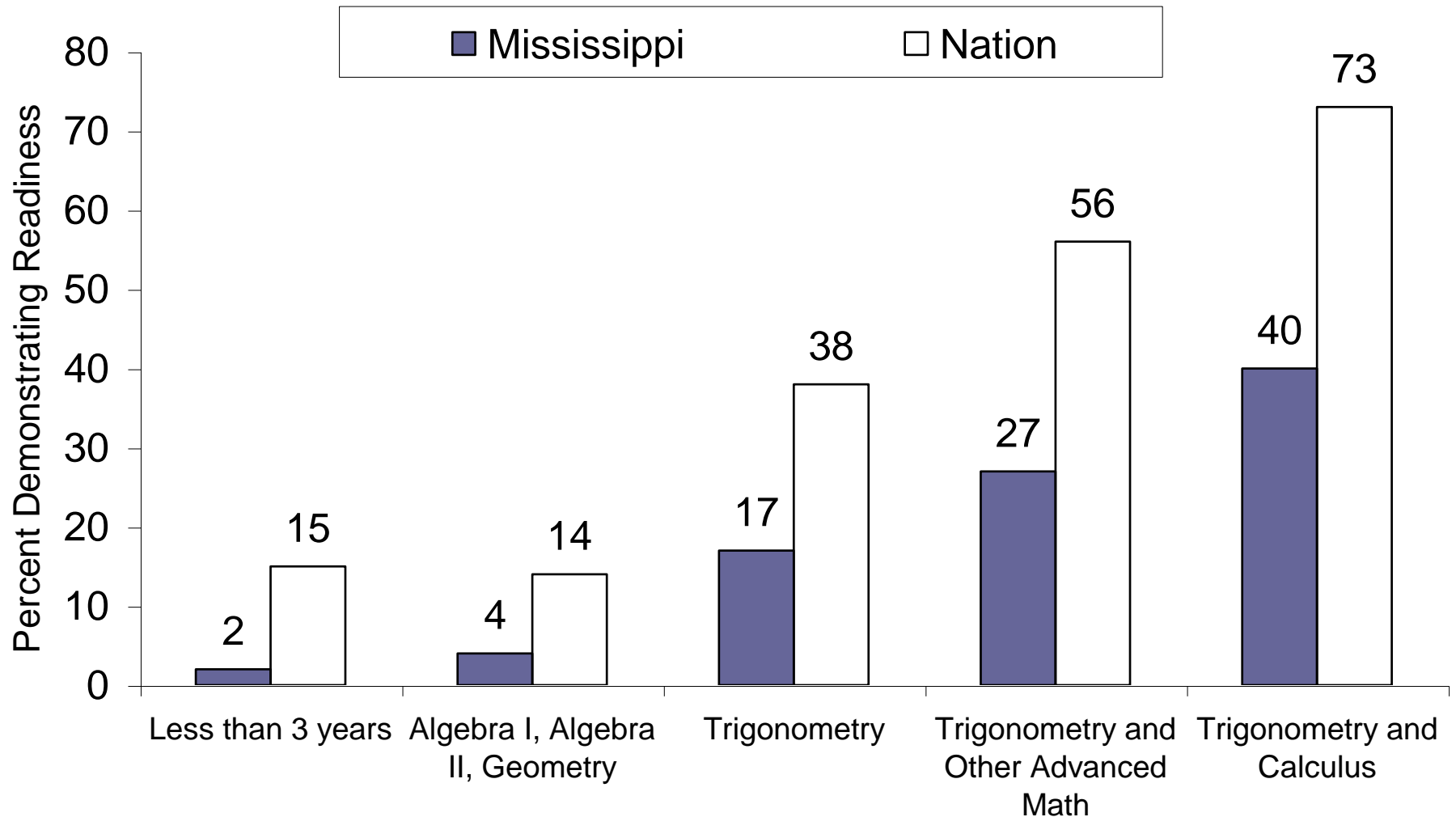
A student has a 50% chance of earning a B or higher grade, or an 80% chance of earning a C or higher grade in the corresponding entry-level, credit-bearing college course if the student score on the ACT is at least:

- English – 18
- Mathematics – 22

2005 ACT Tested High School Graduates Meeting College English Composition Readiness by English Course Sequence



2005 ACT Tested High School Graduates Meeting College Algebra Readiness by Mathematics Course Sequence





There is a gap between where our students are and where we want them to be.



Where do we want to be?

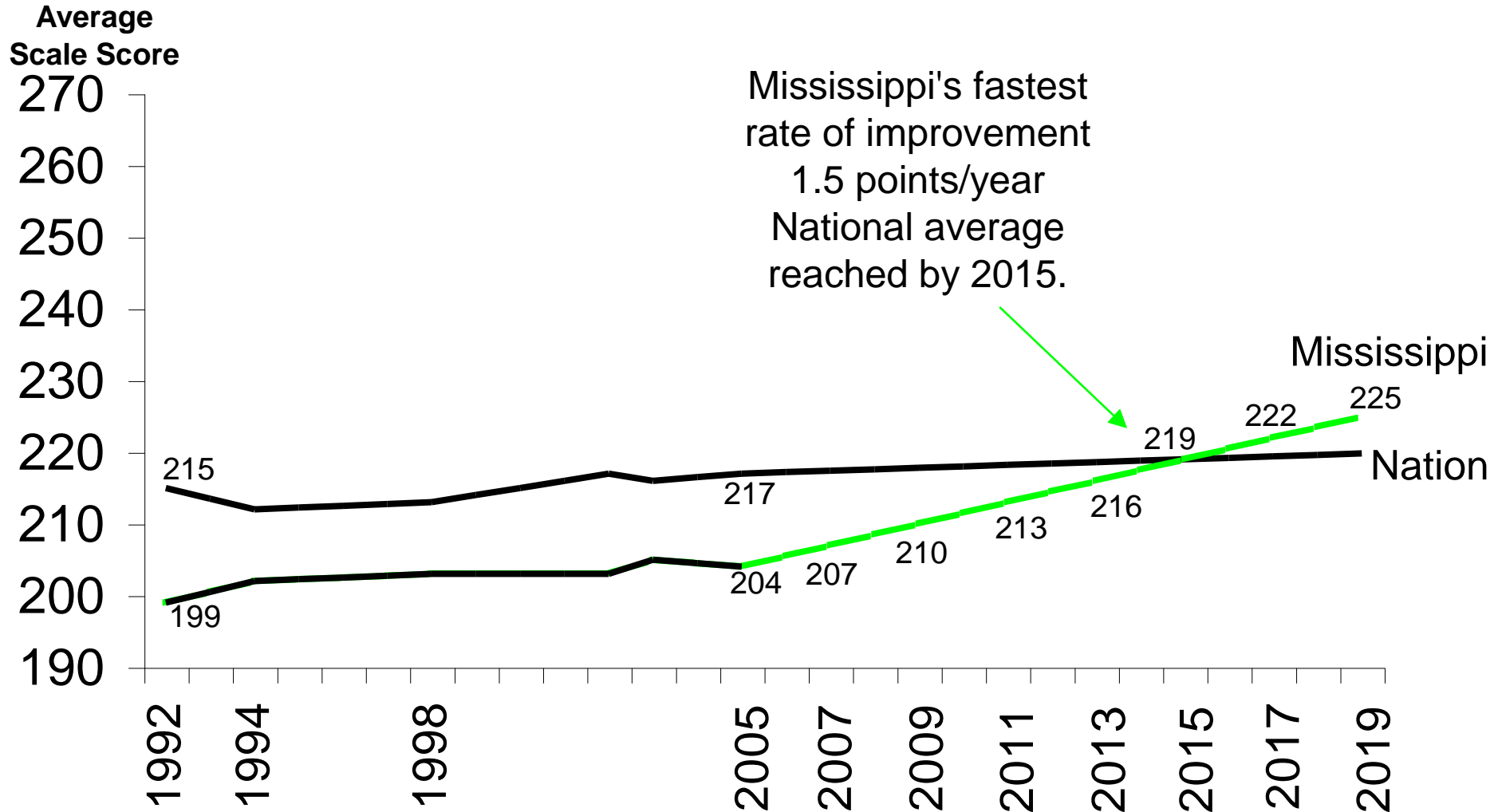


Reaching the National Average

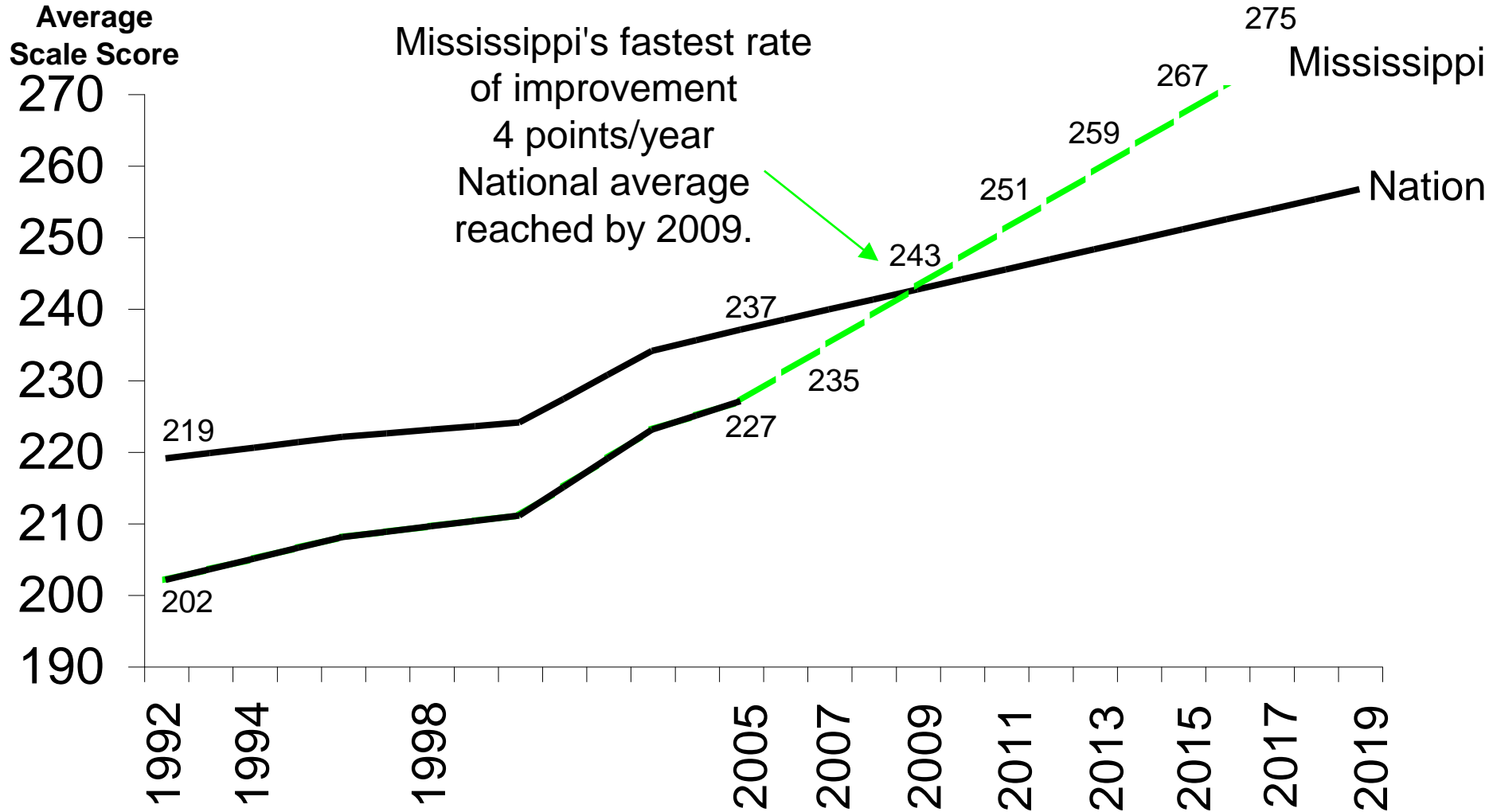
At our current rate of improvement, when would we reach the national average?

- Grade 4 Reading – 2069
- Grade 4 Math – 2021
- Grade 8 Reading – 2091
- Grade 8 Math – 2029

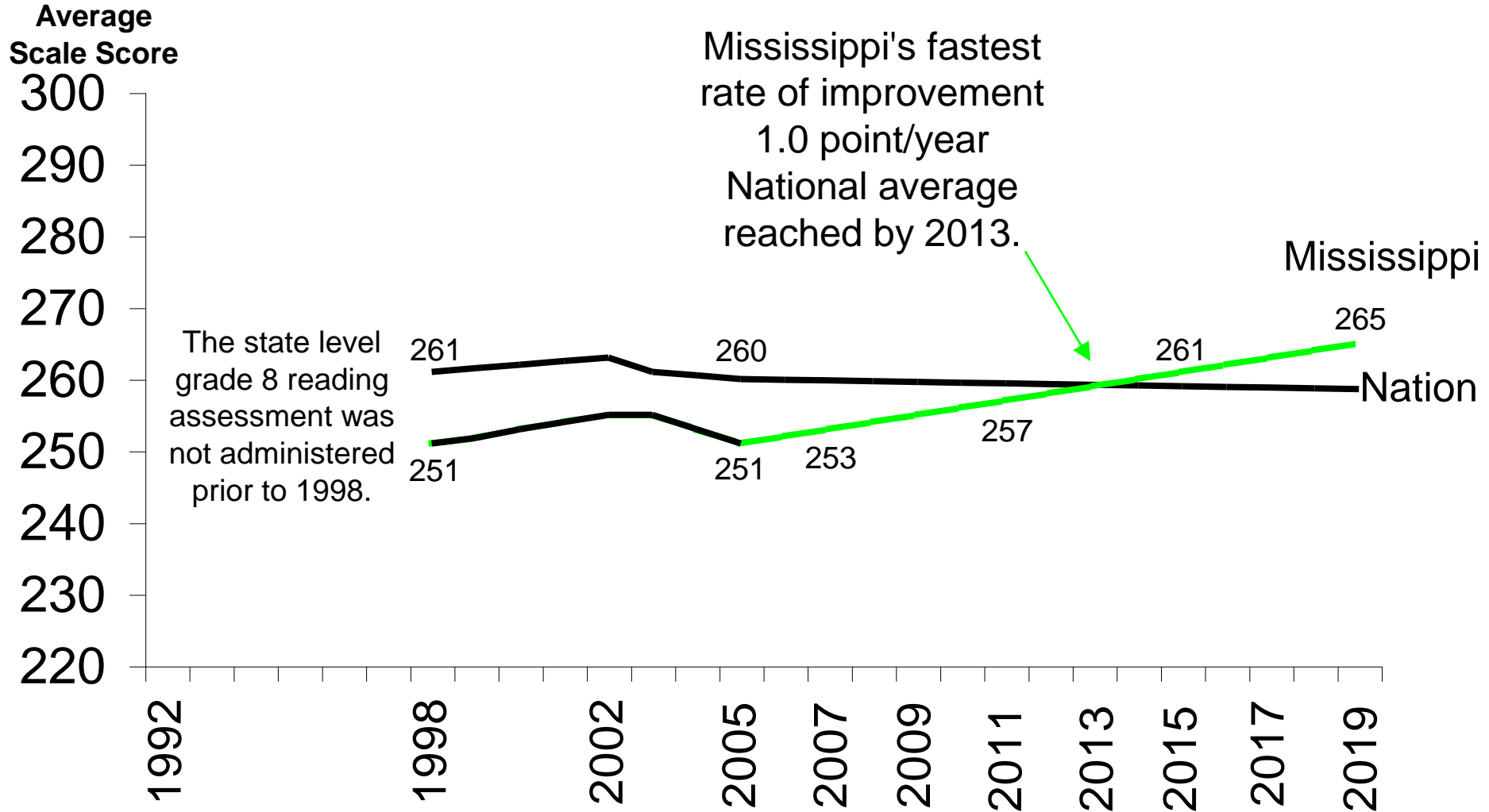
National Assessment of Educational Progress Grade 4 Reading - Reaching the National Average



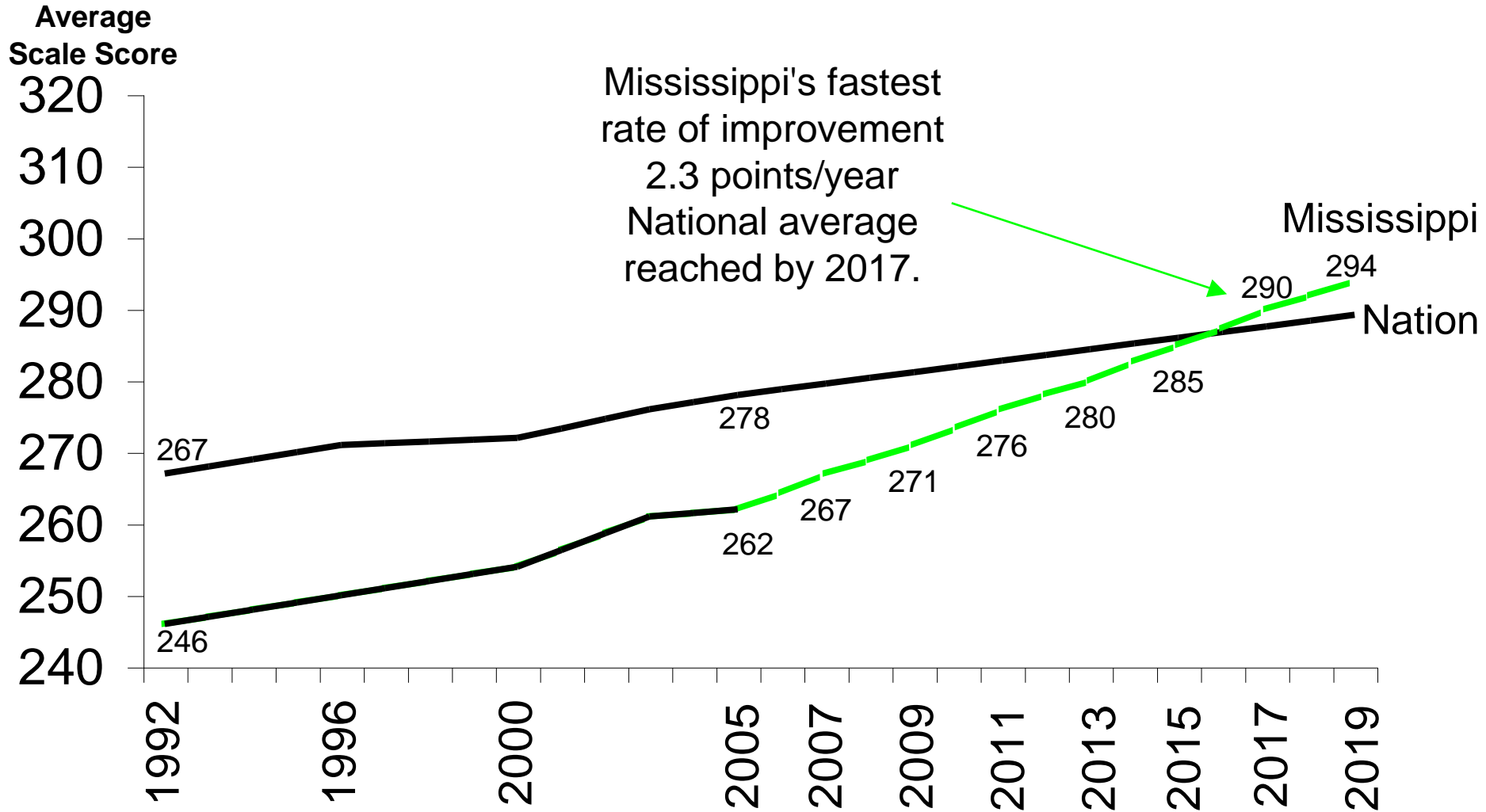
National Assessment of Educational Progress Grade 4 Mathematics - Reaching the National Average



National Assessment of Educational Progress Grade 8 Reading - Reaching the National Average



National Assessment of Educational Progress Grade 8 Mathematics - Reaching the National Average





How will we get where we want to be?

- Improved alignment between curriculum, assessment, and instruction
 - Grade and subject specific performance level descriptors
 - Item specifications and sample test
 - Curriculum guides (model instructional lessons)
- Increase expectations for student learning
 - Rigorous academic experience
 - Three-tier instructional model



Improving Alignment

Curriculum Frameworks 2000

	Grade 2-3	Grades 4-8	English II / Algebra I
Language Arts	11 Competencies	14 Competencies	10 Competencies
Mathematics	8-9 Competencies	5-10 Competencies	8 Competencies



Improving Alignment

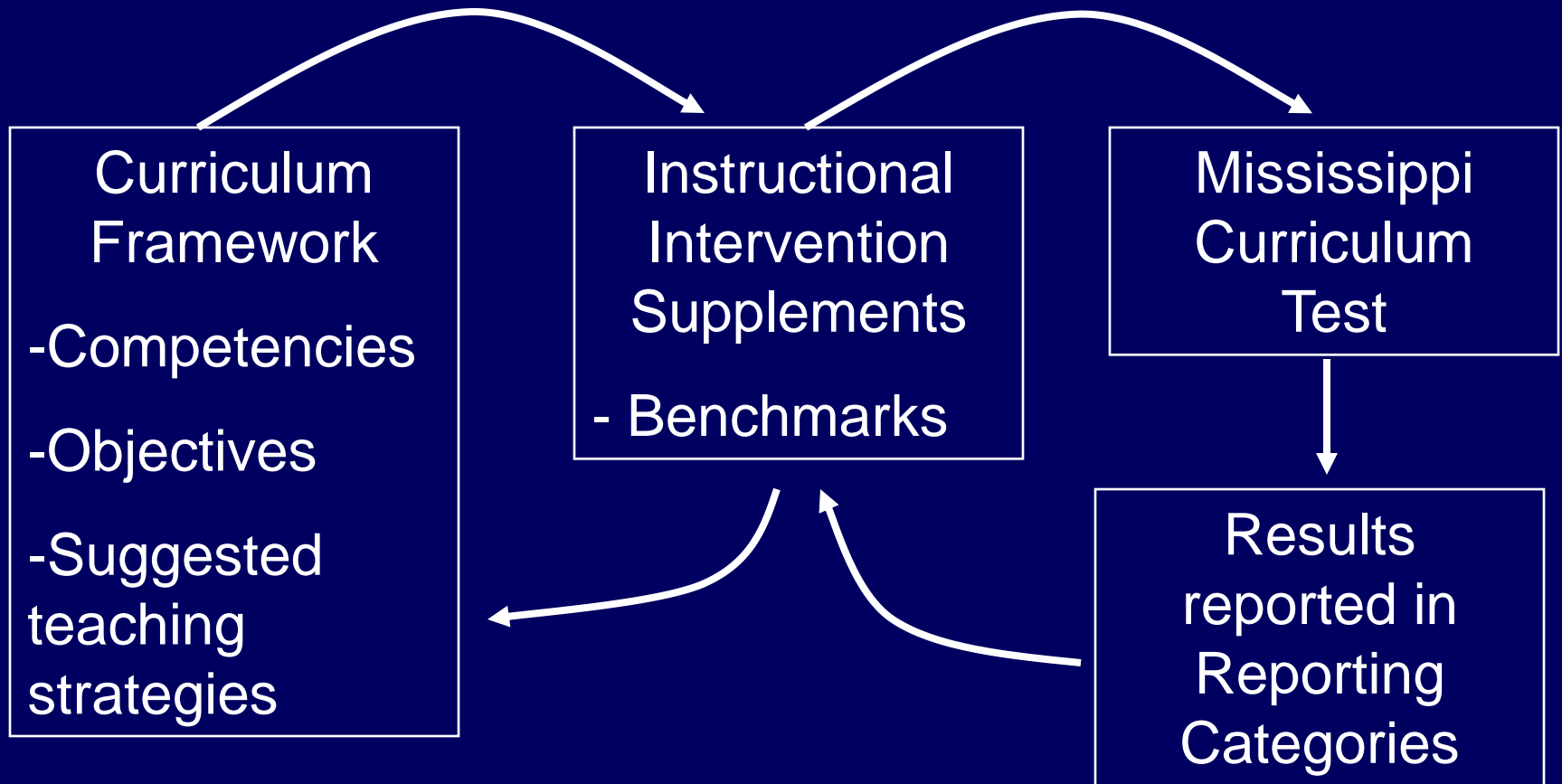
Curriculum Frameworks 2006/2007

	Grade 2-3	Grades 4-8	Grade 10
Language Arts	4 Competencies (2 Reading & 2 Writing)	4 Competencies (2 Reading & 2 Writing)	4 Competencies (2 Reading & 2 Writing)
Mathematics	5 Competencies	5 Competencies	5 Competencies



Improving Alignment

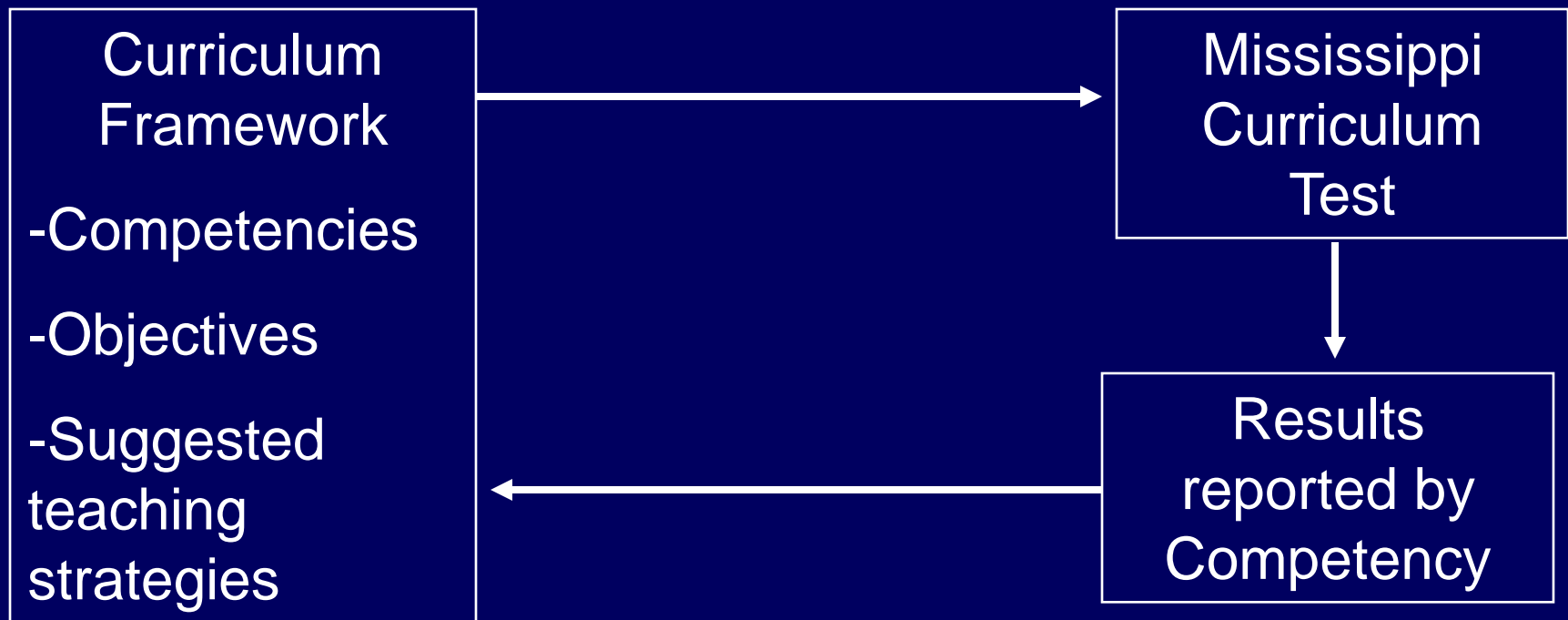
Relationship between Curriculum and Assessment: Now





Improving Alignment

Relationship between Curriculum and Assessment: 2007-08





Increasing Expectations

- What makes the content more challenging?
 - A focus on conceptual understanding (beyond the basic facts and simple procedures) – Why learn about this content?
 - A focus on critical thinking skills, problem-solving, and understanding connections between present learning and previous learning or experience
 - These ideas primarily reflect Depth of Knowledge (DOK) Level 2 and Level 3, but also Level 4. There is a corresponding decreased emphasis on DOK Level 1 (recall, reproduction, and simple procedures).



Increasing Expectations

The curriculum frameworks are the starting point for increasing expectations.



Language Arts & Math

- The 2006 Language Arts Framework and the 2007 Mathematics Framework were the first to be developed with the end (assessment) in mind.
- The National Assessment of Educational Progress (NAEP) informed both the curriculum frameworks and assessment.



Language Arts & Math

- Developments since the frameworks were approved include:
 - Drafted performance level descriptors
 - Grade and subject specific
 - Developed for K – High School
 - Drafted test item specifications
 - Reviewed NCTM *Curriculum Focal Points* for revision of the mathematics framework
 - Received feedback from school districts



Current Performance Level Descriptors

- Not subject or grade specific

Advanced	Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade.
Proficient	Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade.



Current Performance Level Descriptors

Basic	Students at the basic level demonstrate partial mastery of the content area knowledge and skills required for success at the next grade. Remediation may be necessary for these students.
Minimal	Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the grade tested.



Sample Performance Level Descriptors for Grade 6 Language Arts

Students performing at the proficient level:

- **In vocabulary:** Apply knowledge of roots and affixes (com-, ex-, il-, mid-, under-, sub-, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. Apply expansive knowledge of words and word meanings to communicate. Use context clues to determine the meanings of multiple meaning words and the figurative meanings of text. Use reference materials to evaluate word choice in a variety of texts and to determine meaning. Analyze and evaluate vocabulary usage based on appropriateness for context and purpose.
- **In reading comprehension:** Apply knowledge of text features, parts of a book, text structures, and genres (plays) to gain information and analyze texts. Analyze text to infer (cause and effect based on sequence of events; predict outcomes), draw conclusions, or synthesize information. Generate an appropriate summary or paraphrase of events or ideas in literary text, literary non-fiction, and informational text of increasing length, complexity, and difficulty, citing text-based evidence. Interpret increasingly complex literary text, literary non-fiction, and informational text to compare and contrast information, citing text-based evidence. Analyze facts, opinions, and tools of persuasion (plain folks, tabloid thinking, shock tactics and fear, intertextual references) in text.



Sample Performance Level Descriptors for Grade 6 Language Arts

Students performing at the proficient level:

- **In writing:** Use an appropriate composing process to produce descriptive text, incorporating sensory details; narrative text, utilizing effective organization and vivid word choice containing multiple events; informational text including but not limited to texts containing chronological order, procedure, cause and effect, order of importance, and problem/solution; persuasive text utilizing effective word choice and organization; text comparing and contrasting findings based on inquiry and research.
- **In grammar:** Apply knowledge of standard English grammar (direct and indirect objects; transitive and intransitive verbs; future perfect tense; subject-verb agreement in sentences with indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb; indefinite and relative pronouns) and standard English mechanics (commas with introductory clauses and nonessential clauses; underlining/italics with plays and television shows) to compose or edit. Apply knowledge of sentence structure (adjective clauses, adverb clauses) to compose or edit. Spell words commonly found in sixth-grade-level texts.



Sample Test Item Specification for Language Arts Grade 6

Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate.

Objective c: The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2).

Depth of Knowledge Level: 2

Performance Level: Basic

Read the sentence in the box.

I __ (1) __ on the floor where the banana __ (2) __ lay exactly one hour after our teacher had fallen on it just as school came to its __ (3) __.

Which group of words correctly completes the sentence in the box?

- A. (1) Fell / (2) peal / (3) clothes
- B. (1) Fail / (2) peel / (3) close
- C. (1) Fell / (2) peel / (3) close *
- D. (1) Fail / (2) peal / (3) clothes



Sample Test Item Specification for Language Arts Grade 6

Competency 1: The student will use word recognition and vocabulary (word meaning) skills to communicate.

Objective c: The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2).

Depth of Knowledge Level: 2

Performance Level: Basic

Which sentence uses the pair of homonyms correctly?

- A. Our principle taught us many useful life principals.
- B. The baron looked across the barren fields with much disappointment. *
- C. On the tropical aisle, I took a photograph of a church with a unique isle.
- D. The attorney did not want to heir when he read the complicated will to the errs.



Language Arts & Math

- These developments highlighted areas for refinement of the curriculum frameworks.
 - Math
 - Include greater focus and depth with fewer objectives
 - Improve alignment across grades
 - Language Arts
 - Improve specificity
 - Differentiate further the skills in grades 4-8
 - Improve alignment across grades



Transitioning Assessment Issues

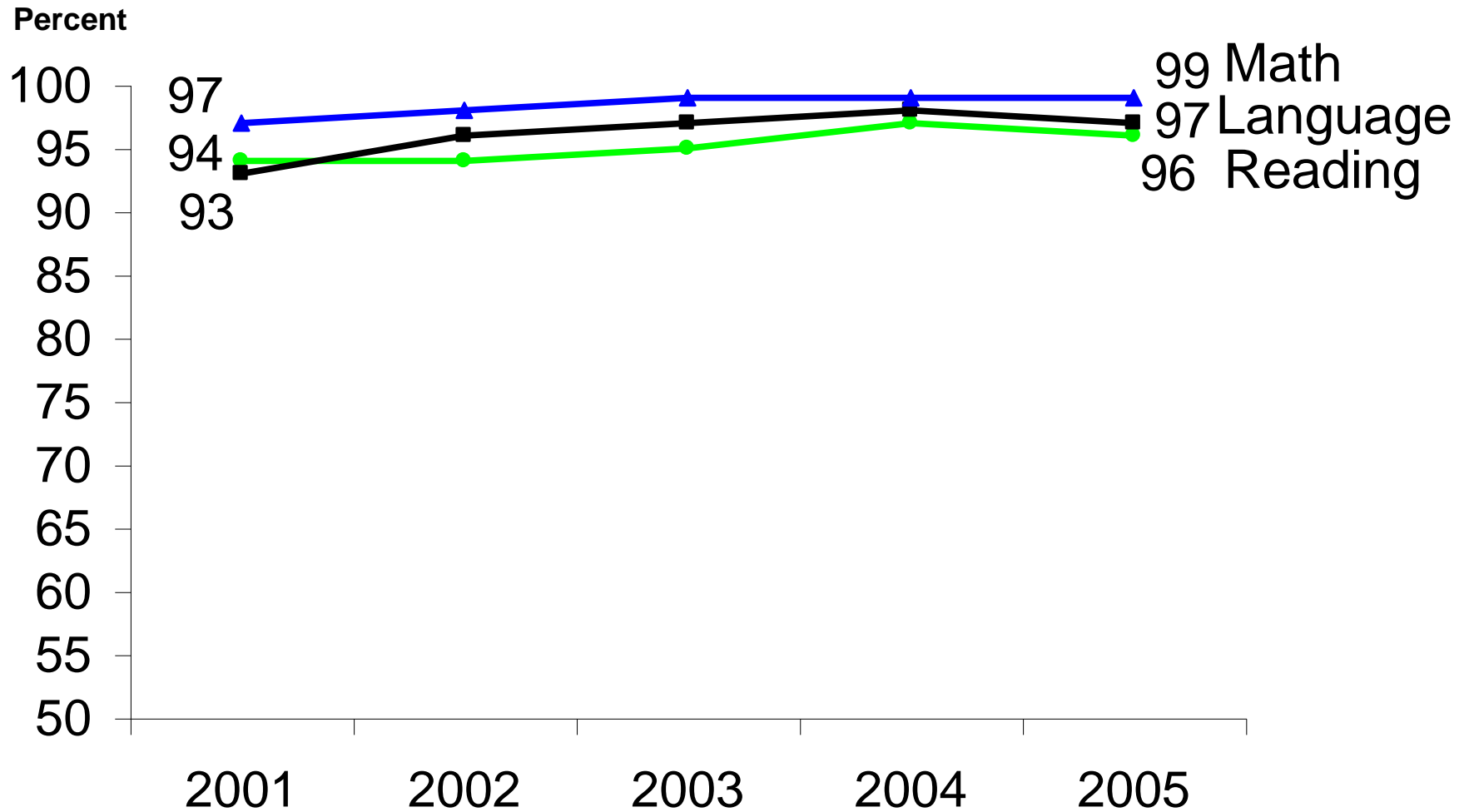
- MCT2
- MCT Retest / Grades 3 and 7 Benchmarks Policy
- Writing
- Algebra I and English II



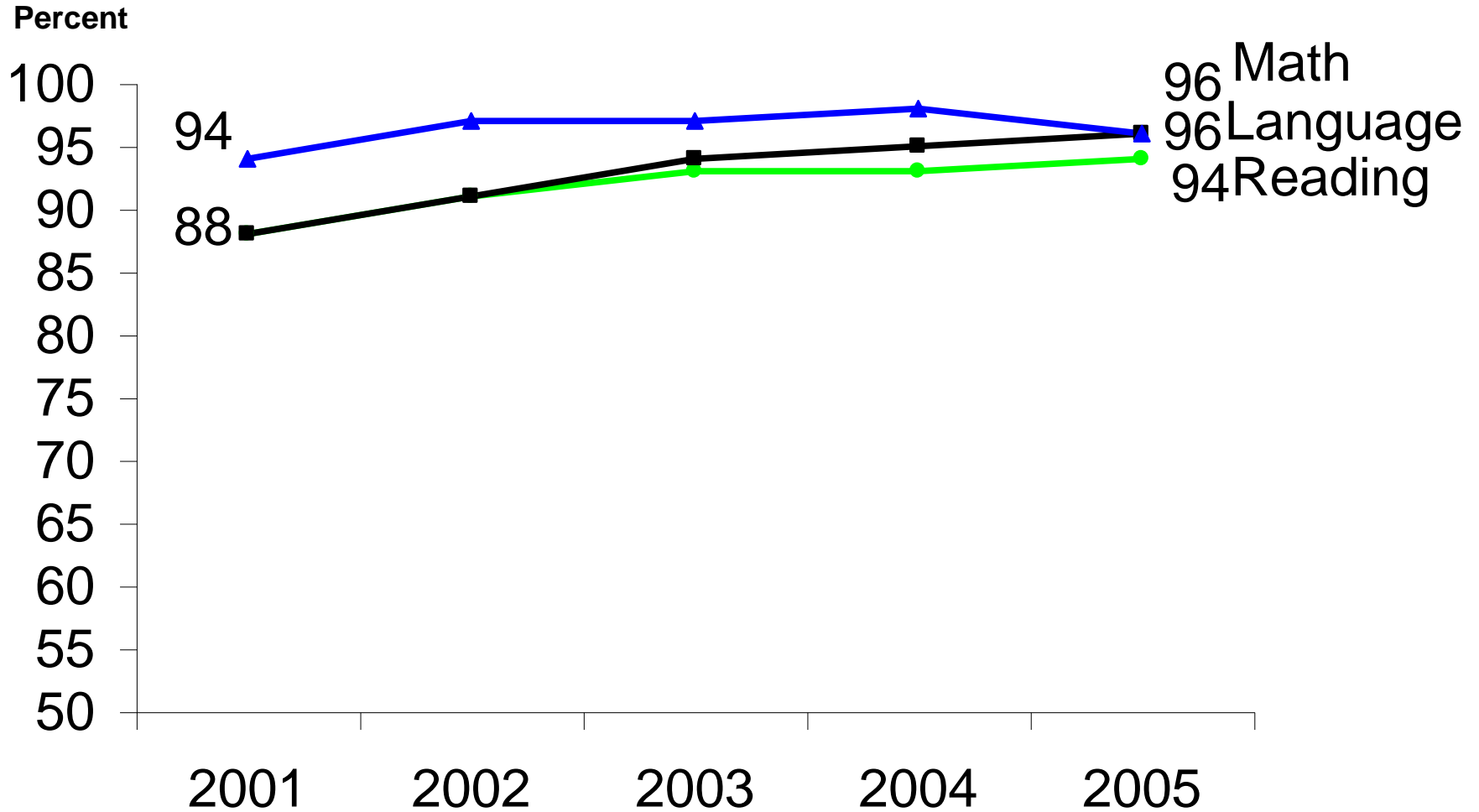
Transitioning Assessment Issues

- MCT2
 - Field testing of the MCT2 test items is occurring in May 2007.
 - A sample test will be released in fall 2007.
 - MCT2 will be composed of two tests – Language Arts (including reading and writing) and Mathematics. Consequently, MCT2 testing will be two days compared to three for the current MCT.
 - The standards for Minimal, Basic, Proficient, and Advanced will be set in summer 2008. Scores will be reported in August 2008.

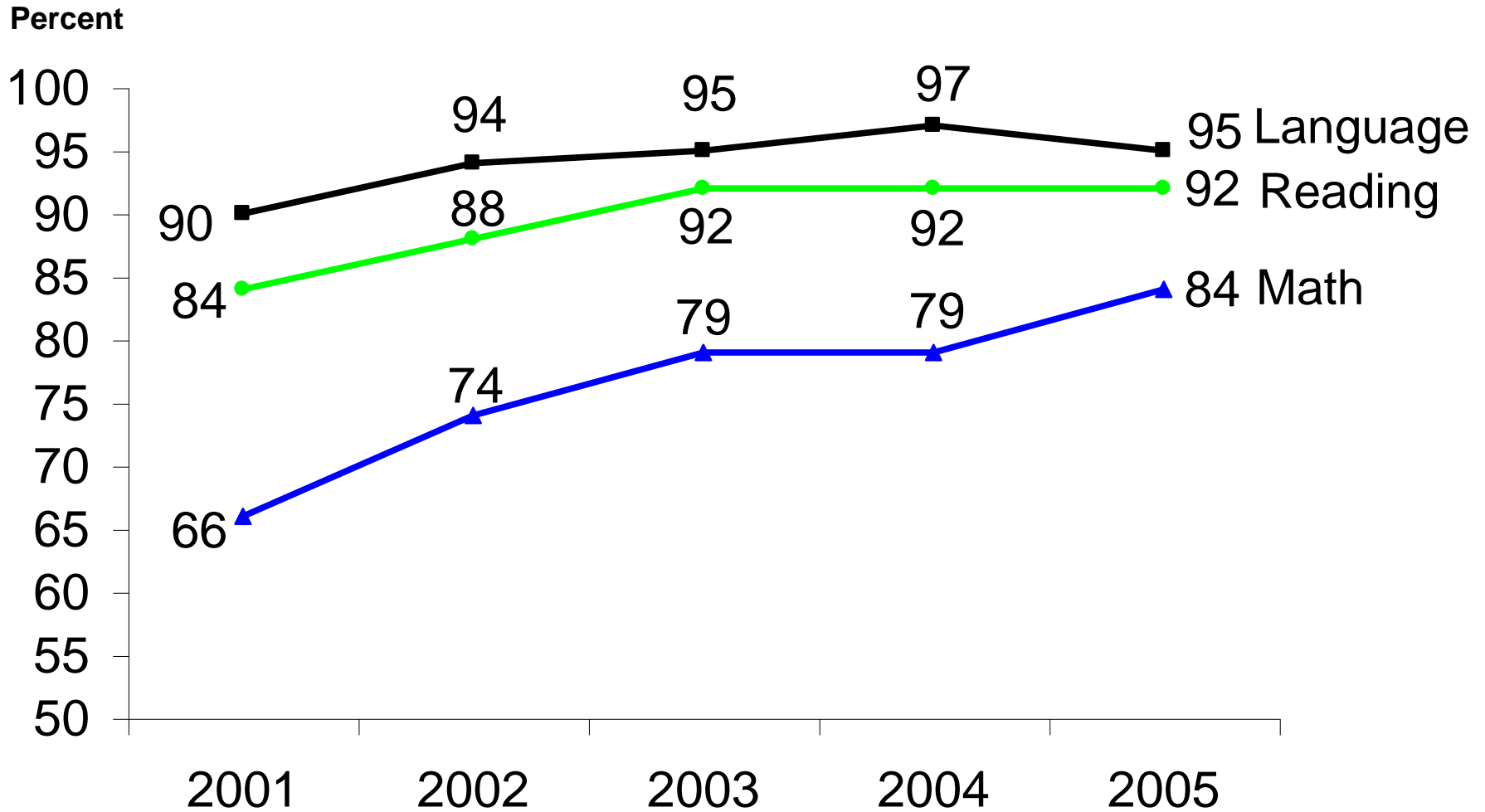
Percent of Students Passing the Grade 3 Benchmark on the Mississippi Curriculum Test



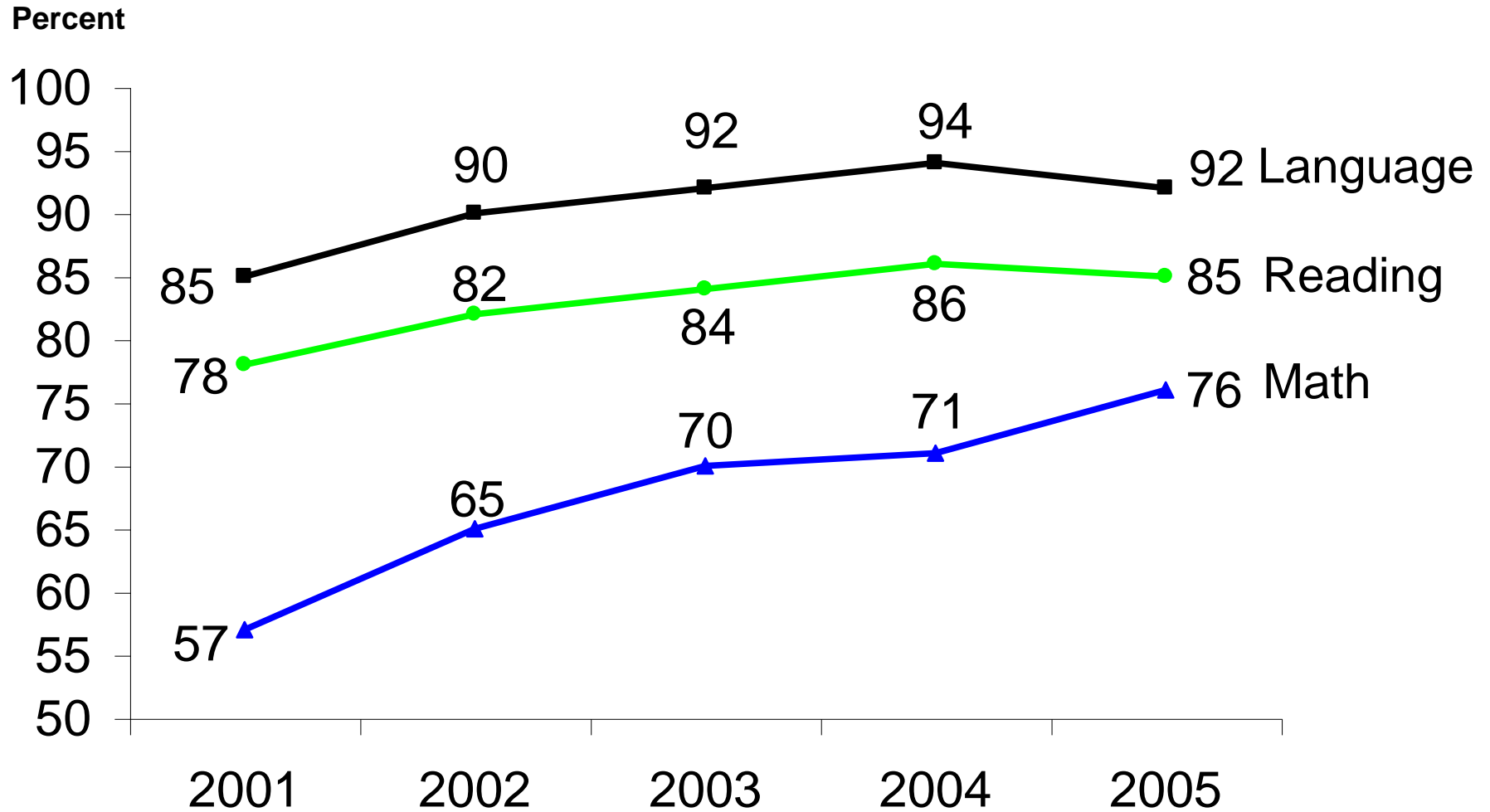
Percent of Grade 3 Students Scoring Basic and Above on the Mississippi Curriculum Test



Percent of Students Passing the Grade 7 Benchmark on the Mississippi Curriculum Test



Percent of Grade 7 Students Scoring Basic and Above on the Mississippi Curriculum Test





Transitioning Assessment Issues

- MCT Retest / Grades 3 and 7 Benchmarks Policy
 - 994 grade 3 retests and 6,132 grade 7 retests administered in 2005 (some students take more than one test).
 - Opportunity to simplify and eliminate redundancy
 - Add an automatic referral to the teacher support team for students scoring Minimal on the grade 3 or grade 7 MCT as a part of the Board's Intervention Policy (Policy 4300)
 - Eliminate the retest



Transitioning Assessment Issues

- Writing
 - Current program
 - Administered at grades 4, 7, and 10 (English II)
 - Grades 4 & 7
 - Students write to a single prompt (narrative, informative, or persuasive)
 - The assessment is administered once per year
 - Responses are scored once
 - English II
 - Students write to one of two prompts (informative)
 - The assessment is administered three times per year
 - Responses are scored twice



Transitioning Assessment Issues

- Writing
 - Moving forward
 - Make the writing program more uniform across the grade levels
 - Move to one contract for all of writing
 - Adopt a model that supports teacher professional development
 - Teachers would be trained to write prompts, create draft prompts, and field test in their classrooms.
 - Another group of teachers would be trained to score and would score the field-tested prompts and use the field test papers to create anchors and scoring guides.
 - Membership for both groups would change each year.



Transitioning Assessment Issues

- Writing
 - Implementation
 - Proposal: Suspend grades 4 and 7 writing for 2007-08
 - Allow school districts to focus on MCT2
 - Provide time for initial development
 - Grades 4 and 7 writing administered in 2008-09
 - Students write to a single prompt (narrative, informative, or persuasive)
 - Responses will be scored twice



Transitioning Assessment Issues

- Writing
 - Implementation
 - Proposal: Phase in English II writing
 - Allow school districts to focus on English II Multiple-Choice initially
 - Introduce one additional informative prompt type each year over a three-year period starting in 2007-08
 - 2007-08 – two prompts, both expository essay
 - 2008-09 – two prompts, one expository essay and one position paper
 - 2009-10 – two prompts, expository essay or position paper or response to literature
 - Provides time for teacher training which is important for student success



Transitioning Assessment Issues

- Algebra I and English II Multiple-Choice
 - Revisions in the curriculum frameworks mean the Subject Area Tests for the courses must also be revised.
 - The first test administration of Algebra I and English II Multiple-Choice tests based on the revised frameworks will be December 2007; second administration in April 2008.
 - The standards for passing and for Minimal, Basic, Proficient, and Advanced will be set in summer 2008.



Transitioning Assessment Issues

- Algebra I and English II Multiple-Choice
 - Student scores will not be provided until August 2008 (for December 2007 and April 2008).
 - Retesters (students that took Algebra I and English II in 2006-07 or earlier) will be assessed on the “old” Algebra I and English II Multiple-Choice tests using only the online test.



Transitioning Assessment Issues

- Textbooks
 - Language Arts textbooks were adopted this spring (2007).
 - Mathematics textbooks will be adopted in 2007-08.
 - Textbooks are a resource and should not be used as the only resource for instruction.