



STAAR Redesign Action Plan

January 12, 2023

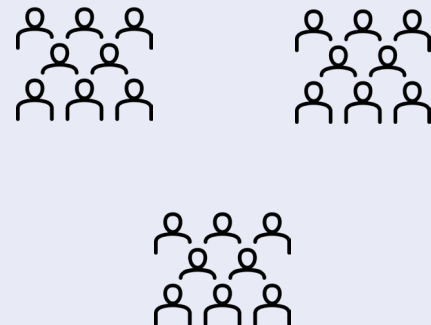
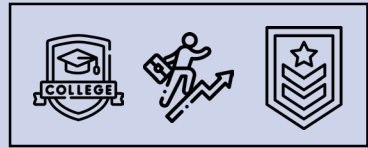


- **Review** changes coming to the STAAR test
- **Understand** Crowley's strategic plan to address these changes
- **Experience** a “Talk. Read. Talk. Write.” science lesson
- **Discuss** the purpose of long-range planning

Two Sets of Big Changes

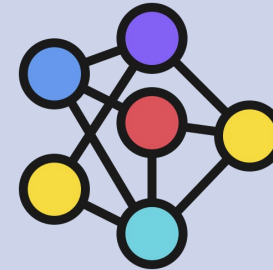


Accountability System (A-F Refresh)



STAAR Redesign

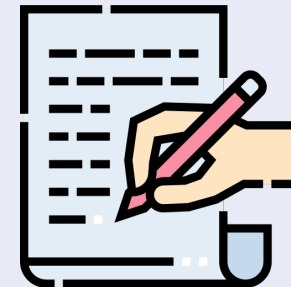
Cross-Curricular Passages



New Question Types

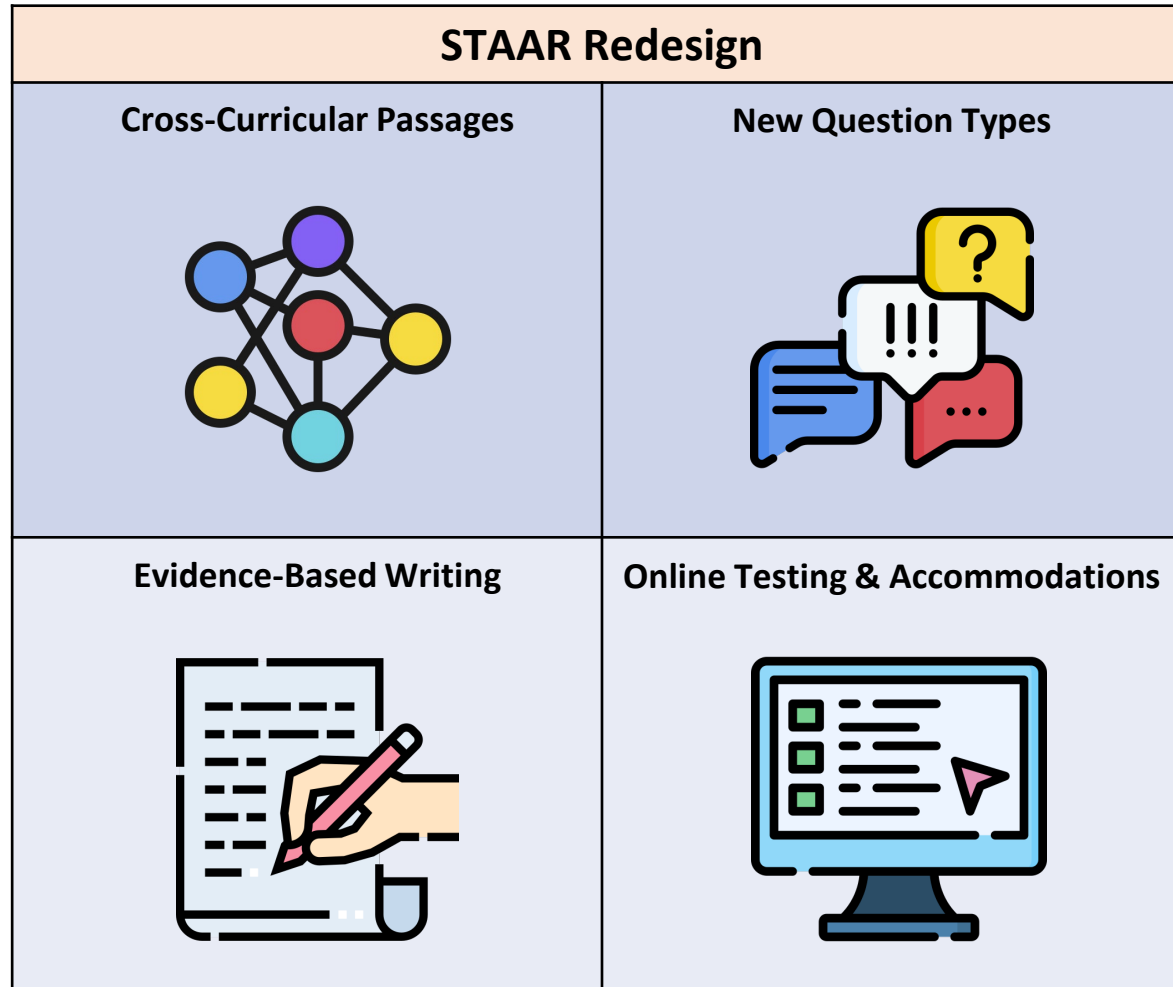


Evidence-Based Writing








Online Testing & Accommodations

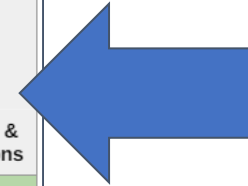




Our Action Plan



 STAAR Redesign Instructional Action Plan	 Cross-Curricular Passages	 New Item Types	 Evidence-Based Writing	 Online Testing & Accommodations
All Grade Levels				
"Talk. Read. Talk. Write." implementation // Reading/Language Arts - Science - Social Studies	✓	✓	✓	



The Changing Surface of Earth

Essential Question

How is the surface of the
Earth changed?

Learning Target

I will explain, in writing, and use text evidence to explain how the Earth's surface is changed.

Talk 1



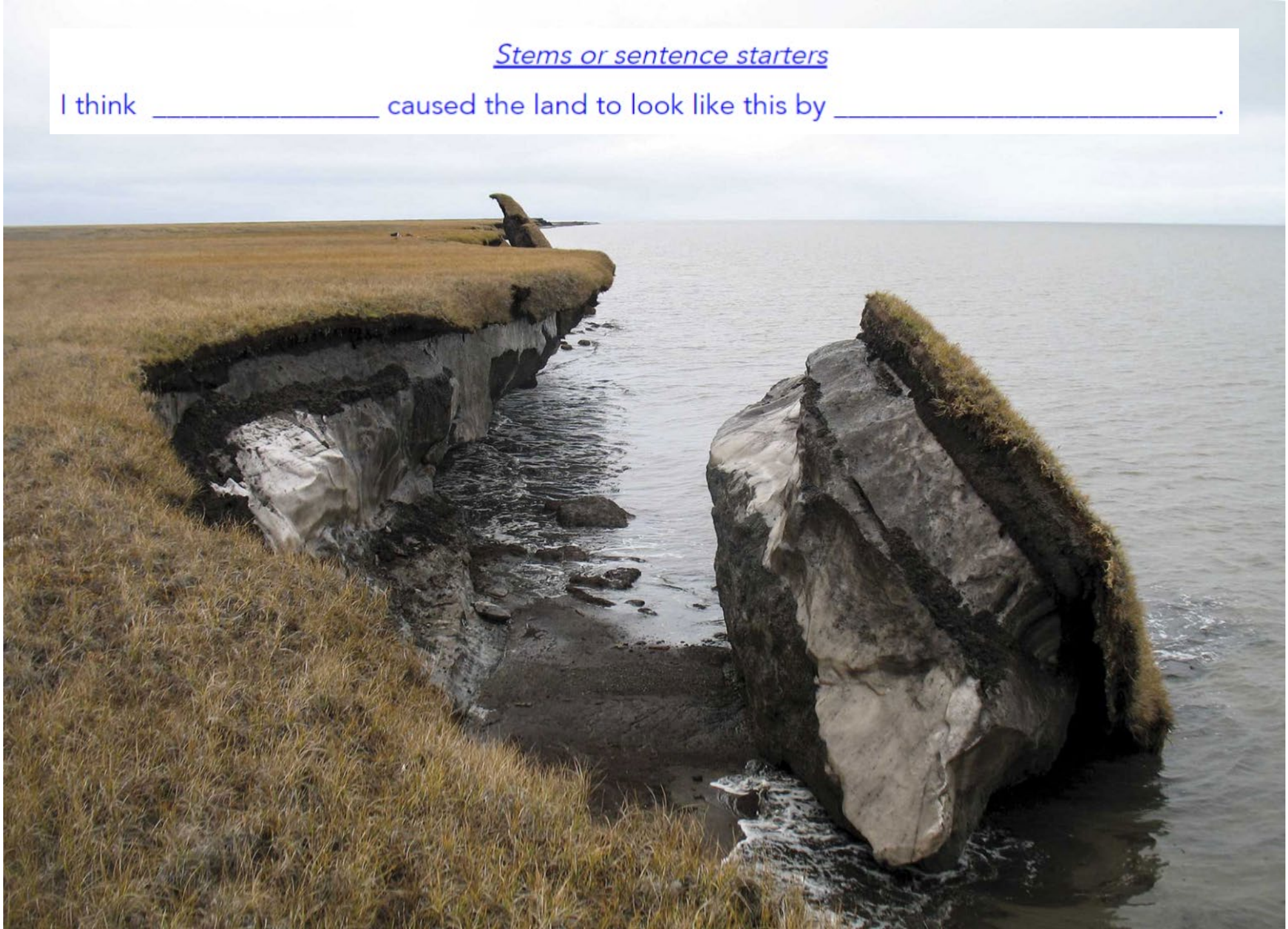
What do you think caused this land to look like this?
How did it happen?

Stems or sentence starters

I think _____ caused the land to look like this by _____.

Stems or sentence starters

I think _____ caused the land to look like this by _____.



Read

As you read look for:

What 3 things cause changes to the land? (Underline)

What is weathering? (Box)

What is erosion? (Circle)

“Talk. Read. Talk. Write.”



The shape and look of Earth’s surface changes over time. It never stops changing. Rivers bend. Shorelines wear away. Valleys grow deeper. Canyons grow wider. Mountains break down. These changes can be caused by the blowing wind, running water, and ice. Earth’s surface has changed a lot over the years and continues to do so!

Imagine a fierce storm. Rain pours. Winds blow wildly. What do you think the rain and wind do to the Earth’s surface? They change it! The wind can loosen small bits of dirt and dust. Drip by drip, the rain can wear down a mountain. The process is called weathering.

Over time, wind and rain wear down Earth’s surface into small pieces called sediment. Wind and water then move the sediment. They carry it away. This movement is a process known as erosion. Weathering and erosion can happen at the same time. They work together to change Earth’s surface.

Water can run into cracks in rocks and freeze, which turns to ice and expands. When this happens, the ice widens the cracks. It can even split rocks. A glacier is a very large sheet of ice and snow. It moves slowly down a slope. As it moves, it cuts into nearby rocks. Over time, the glacier melts. The water carves out large valleys.

Talk 2

We read about ice, wind and water changing the land. How do these agents cause change?

Stems or sentence starters

Ice changes the land by _____.

Water changes the land by _____.

Wind changes the land by _____.

Write



Using evidence from the passage:

- Explain how agents cause land to change over time.

Stems or sentence starters

The three agents that cause land to change over time are _____, _____, and _____. They change the land by _____.



Stems or sentence starters

The three agents that cause land to change over time are _____, _____, and _____ . They change the land by _____ .

What is the **impact** on learning
when students are talking,
reading, and writing in
all content areas?

What **actions** do you think teachers would need to take to **prepare** to teach at the level of rigor you just experienced as a student?

In long-range planning, we bring teachers together to share their best ideas to create even better ones.

- **Understand** how standards are assessed
- **Determine** instructional strategies
- **Create** exemplar for expected student responses

Long-Range Planning Protocol



Long-Range Planning | Design

Adapted from Learning by Doing by DuFour et al. & Understanding by Design by Wiggins and McTighe

Purpose

This protocol is used to unpack standards, adjust pacing within the unit based on campus data, create learning targets and exit tickets, determine success criteria, and set goals for the upcoming unit. Participants create a high-level framework for the unit that they will return to later and plan detailed lessons aligned to standards.

Use this protocol with content areas where teachers will create/design their own learning targets and exit tickets. For content areas where teachers use a structured curriculum (such as Eureka Math, Carnegie Learning, Amplify ELP), use the appropriate long-range planning internalization protocol.

Preparation

Facilitator

- Review protocol and prepare facilitation questions
- Prepare appropriate data sources for analysis
- Prepare assessment items for analysis (Quick Checks, lead4ward IQ tool)
- Prepare blank Know/Show charts for unpacking high-leverage and related standards
- Prepare calendar template for recording learning targets and exit tickets
- Access district curriculum resources (YAG, pacing calendar, curriculum guides)

Participants

- Review the major learning goals of the unit
- Review high-leverage standards and complete personal Know/Show charts
- Access district curriculum resources (YAG, pacing calendar, curriculum guides)

Process

Set Purpose & Norms

PLC norms

Set purpose for the day, including deliverables and scope of planning.

- *How will we know that our time together today has been successful?*
- *What norms have we agreed on as a team?*
- *Which norm will you focus on today and why?*

Analyze Historical Data

lead4ward Teacher Learning Report •
lead4ward Frequency Distribution • lead4ward Scaffold

Review historical data for campus trends and discuss vertical and horizontal connections.

- *What trends do you see in the data over time for the standards addressed in this unit?*
- *How frequently are these standards assessed?*
- *How will we adjust pacing and focus within the unit based on these trends?*
- Vertical (prior grade levels)
 - *What do you need to focus on to ensure students are ready for the aligned standards at the next grade level?*
- Horizontal (same grade level, other content areas):
 - *How do these standards connect with other content areas at this grade level?*
 - *What connections are there to literacy?*
 - *Is there a "Talk. Read. Talk. Write." connection in another content area?*

Take Sample Assessment Items

lead4ward IQ report • Quick Checks •
district assessments • STAAR Redesign resources

Work select assessment questions aligned with the high-leverage standards of the unit to create exemplars.

- *What do you see in these assessment questions that needs to be emphasized during instruction?*
- *How did someone else solve the same problem? What can you learn from their solution?*
- *What "ahas" did you have about how this standard can be assessed?*

Science Standard

5.7B - recognize how landforms (such as deltas, canyons and sand dunes) are the result of changes to Earth's surface by wind, water or ice

STAAR Question (New item type: Short Constructed Response)

Using evidence from the text, explain how agents cause land to change over time.

Constructed Response Rubric



Score	Description	Evidence
2	<ul style="list-style-type: none">• The response accurately answers the question or questions asked.• A full response includes at least one piece of supporting evidence from the text.• Evidence is accurately used to support the response.• The response and the evidence to support it are based on the text.	<ul style="list-style-type: none">• The response accurately answers the prompt: Explain how agents cause land to change over time.• A full response included at least one example from the text using the appropriate academic vocabulary.• The evidence supports the student's claim.• The response and evidence are based on the text, "The Changing Surface of Earth".
1	<ul style="list-style-type: none">• A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer.• The evidence included does not support the answer stated, comes from outside the source text, or no evidence is provided.	
0	<ul style="list-style-type: none">• The response is incorrect.• The response is not passage based.• No response is provided.	

Exemplar Written Response

The three agents that cause land to change over time are ice, water, and wind. According to the passage, water can run into cracks in rocks. The water will freeze and turn into ice. The ice expands causing the rock to crack. Wind and water also cause weathering by constantly passing by the rock. This process breaks down the rock into smaller pieces. Those smaller pieces are carried to a new spot, this is called erosion.

Why do you think it is important for teachers to have time to engage in Long-Range Planning?

In long-range planning, we bring teachers together to share their best ideas to create even better ones.

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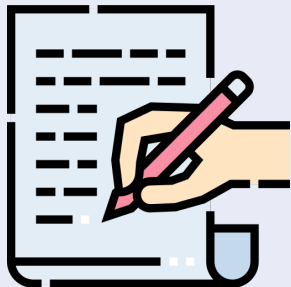
Cross-Curricular Passages



New Question Types







Evidence-Based Writing



Online Testing & Accommodations



CISD STAAR Redesign Instructional Action Plan

	 Cross-Curricular Passages	 New Item Types	 Evidence-Based Writing	 Online Testing & Accommodations
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All Grade Levels

"Talk. Read. Talk. Write." implementation <i>// Reading/Language Arts - Science - Social Studies</i>	✓	✓	✓	
Aligned cross-curricular lessons & units	✓		✓	
Online assessment practice resources with new item types <i>// Standards Mastery - Sirius - Nystrom - Writable</i>		✓		✓
Local assessment redesign <i>// Technology-enhanced items - Constructed response</i>		✓		✓
Monitor fidelity of use of accommodations for instruction				✓
Ongoing professional learning for all instructional staff	✓	✓	✓	✓

Elementary Only

Fidelity of implementation of district literacy resources	✓	✓	✓	
Elementary writing Scope & Sequence redesign		✓	✓	
Eureka Math implementation		✓		✓
STEM Plus tiered lesson integration	✓		✓	

Secondary Only

Carnegie Learning implementation		✓		✓
Evidence-based writing focus in all content areas <i>// Claim-Evidence-Reasoning - ADI - DBQ Project</i>			✓	



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