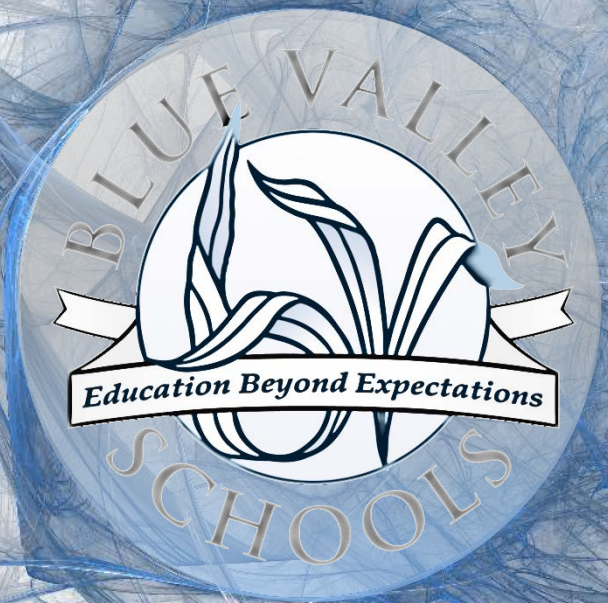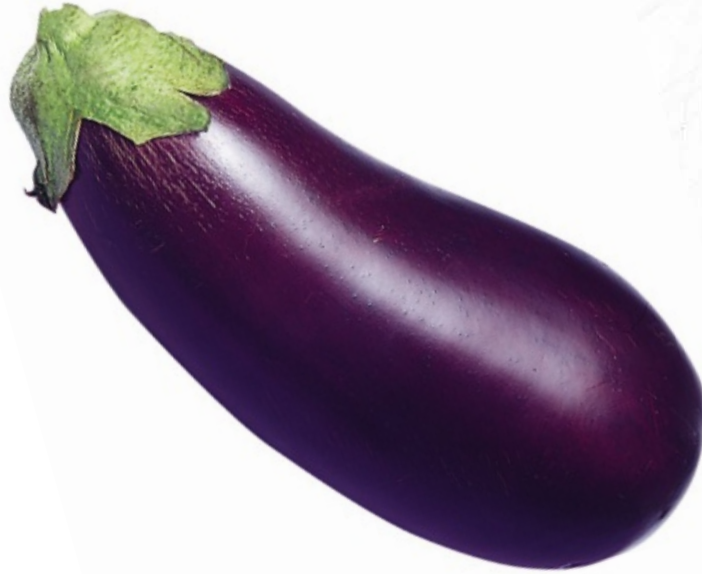# Alone in the Kitchen with an Eggplant

KSDE Fall Conference
November 5, 2013
Elizabeth Parks
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Blue Valley Schools
Overland Park, Kansas

Education Services

How do you deal with an eggplant?

KSA Indicators vs KCCRS

- Depending on a recipe

- Losing the recipe and thinking like a cook

Here's What's Cookin'

Fried Eggplant
1 egg plant
1 egg, flour, salt, pepper
Oil for frying
1. Slice eggplant horizontally into ½" slices.
2. Salt slices, place on paper towels and let rest for (over)

Learning Outcomes for Today

- Experience a professional development model for connecting standards

- Discover the connections among MAP, ACT Standards, and Kansas College and Career Ready Standards

The College Readiness Challenge

- Look at some data
- Take a test
- Look at standards
- Analyze questions
- Link to instruction
- Look for behaviors

Not just another new thing

- How do Kansas College and Career Ready Standards, MAP and ACT standards fit together?

- How does the work of elementary and middle schools relate to the high school college readiness world?

NWEA - College Readiness Linking Study

- NWEA December 2011, updated January 2012

- Relationship between the RIT scales of MAP assessments to the college readiness benchmarks of EXPLORE, PLAN and ACT achievement tests.

Measuring Growth Toward College Readiness: Using MAP Scores to Predict Success on the ACT Test Benchmark Scores
http://www.kingsburycenter.org/our-research/research-reports-publications

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NWEA – College Readiness Linking Study

Same Season - Fall RIT Scores

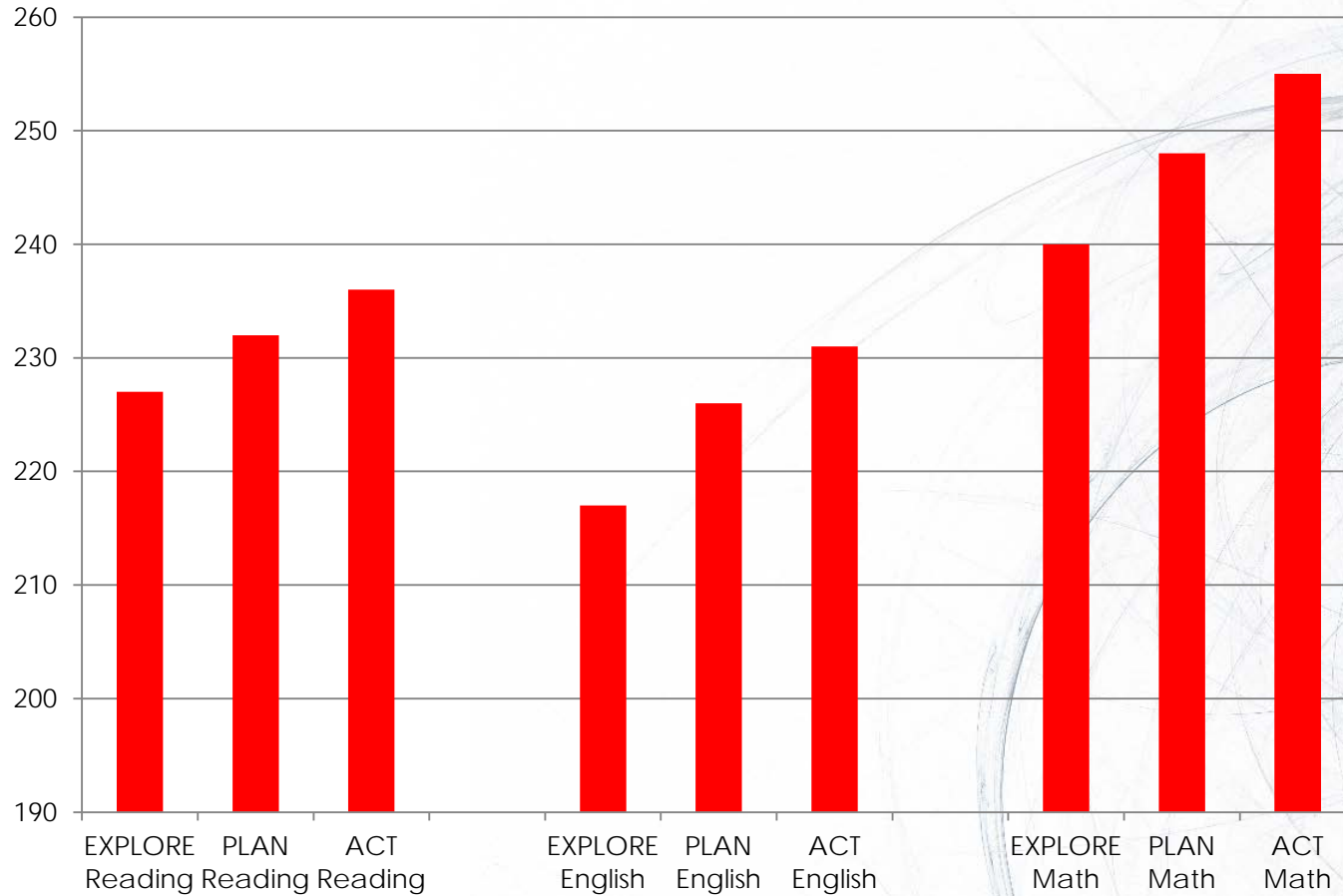| College Readiness Test	Benchmark	MAP RIT Cut Score	MAP Normative Percentile Rank
EXPLORE Reading	15	227	70
PLAN Reading	17	232	73
ACT Reading	21	236	77
EXPLORE English	13	217	44
PLAN English	15	226	58
ACT English	18	231	68
EXPLORE Math	17	240	72
PLAN Math	19	248	77
ACT Math	22	255	83

Source: College Readiness Linking Study, January 17, 2012, NWEA, p. 4
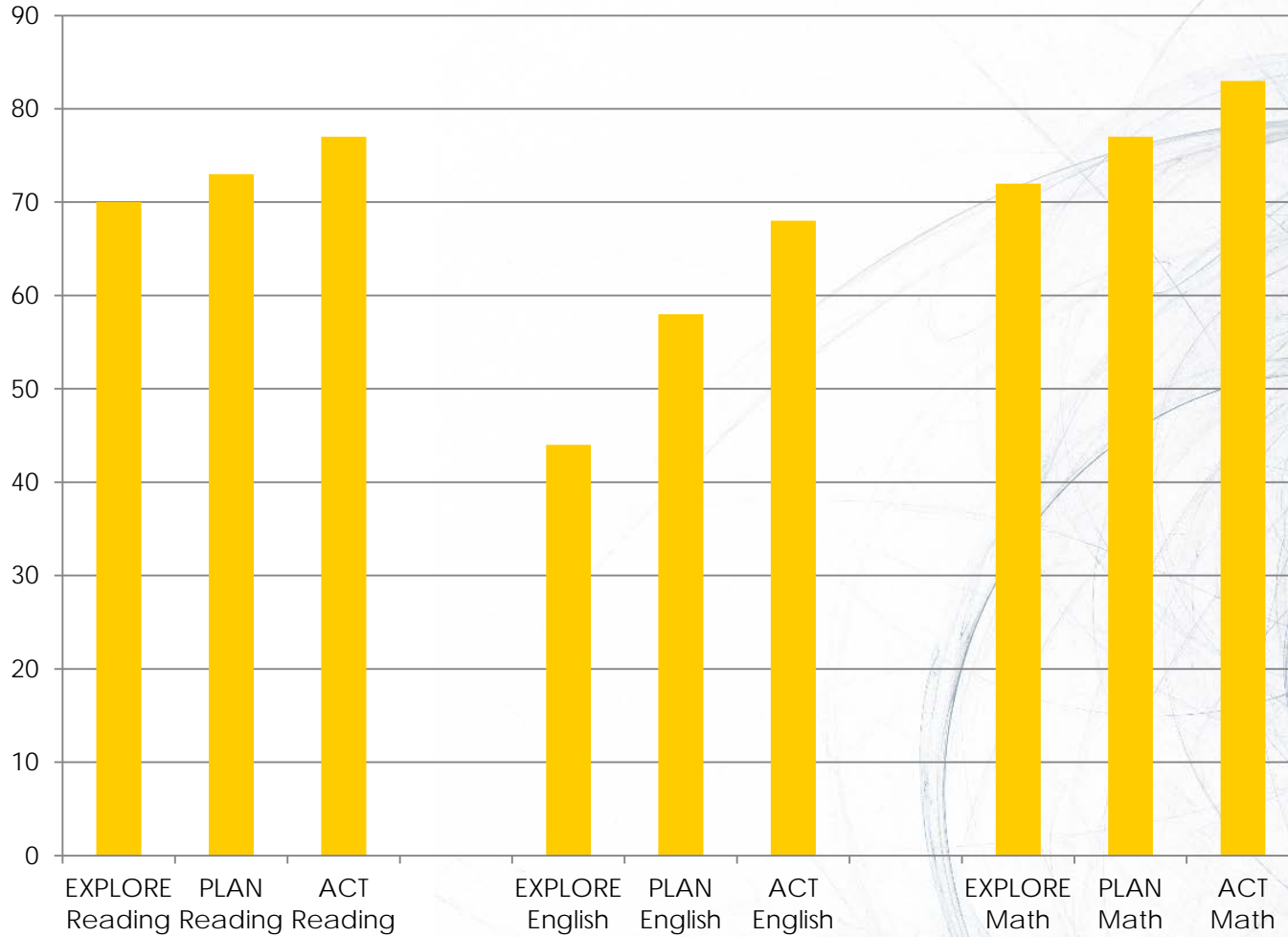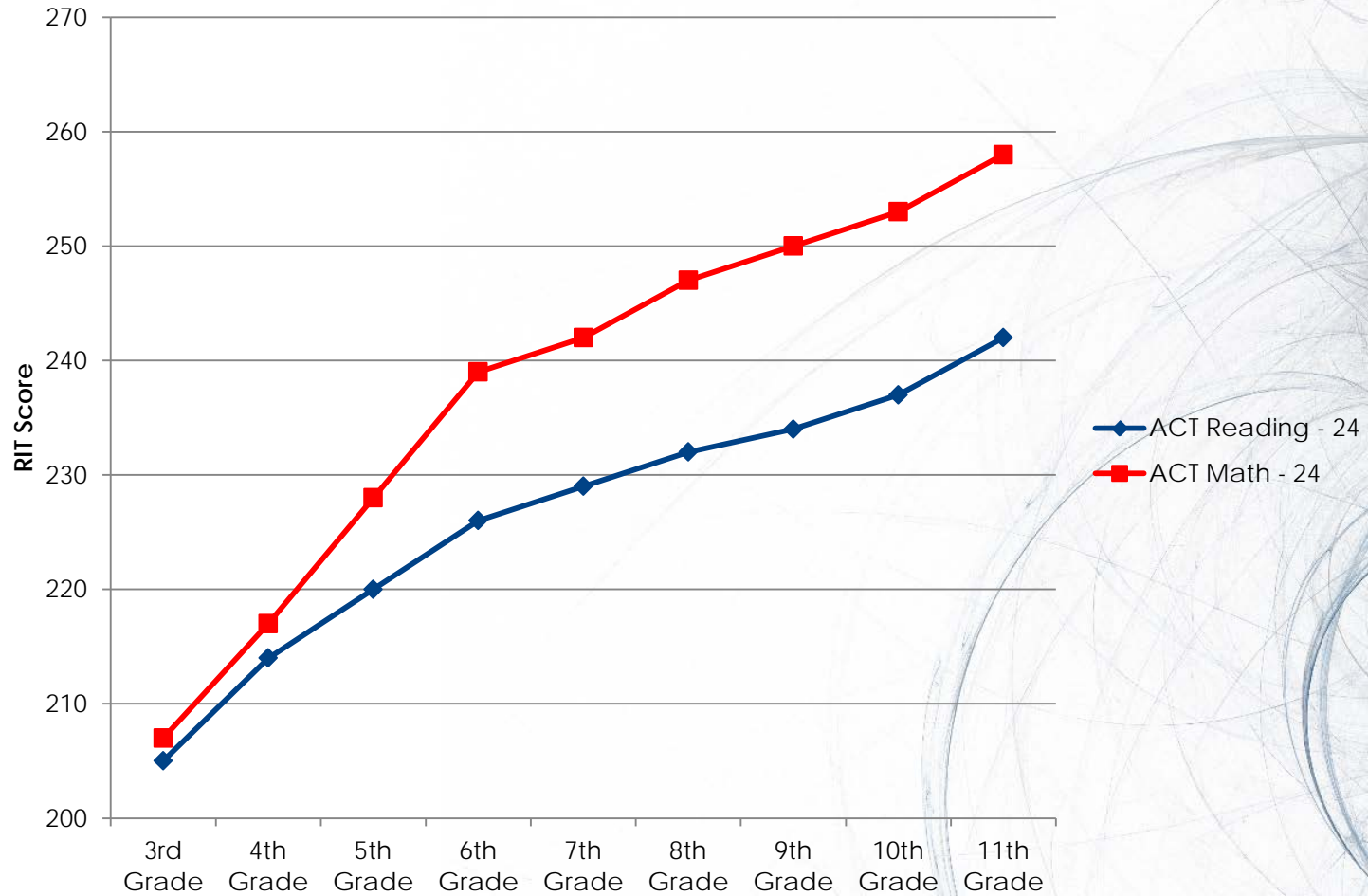
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MAP RIT Cut Score

	Reading				Math			
	Open Enrollment	State Universities	Top Public Universities	Ivy League	Open Enrollment	State Universities	Top Public Universities	Ivy League
	ACT 16	ACT 24	ACT 29	ACT 32	ACT 16	ACT 24	ACT 29	ACT 32
3rd Grade	179	205	216	221	179	207	217	222
4th Grade	190	214	225	231	189	217	228	234
5th Grade	196	220	231	236	197	228	241	247
6th Grade	203	226	236	241	205	239	252	258
7th Grade	207	229	239	244	211	242	254	261
8th Grade	212	232	241	246	216	247	259	266
9th Grade	214	234	244	249	220	250	262	268
10th Grade	217	237	246	251	224	253	265	272
11th Grade	220	242	252	257	228	258	270	277

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MAP Score to be on Track

Chart showing RIT Score (y-axis, 200 to 270) by grade level (x-axis, 3rd Grade to 11th Grade) for two series: ACT Reading - 24 (blue) and ACT Math - 24 (red).

Percent of Students on Track for Success in a State University

	Reading	Math
3rd Grade	38.9	21.3
4th Grade	38.5	28.1
5th Grade	39.3	26.4
6th Grade	35.7	18.8
7th Grade	42.1	31.9
8th Grade	47.2	33.4

Education Services

Let's take the EXPLORE test!

- What skills are required?
- When does the student learn these skills?

The ACT Standards for Reading

- Main Ideas and Author's Approach
- Supporting Details
- Sequential, Comparative and Cause-Effect Relationships
- Meanings of Words
- Generalizations and conclusions

Education Services

EXPLORE Summary Report

EXPLORE score	English Local Freq	English Local CP*	English Nat'l CP*	Mathematics Local Freq	Mathematics Local CP*	Mathematics Nat'l CP*	Reading Local Freq	Reading Local CP*	Reading Nat'l CP*	Science Local Freq	Science Local CP*	Science Nat'l CP*	Composite Local Freq	Composite Local CP*	Composite Nat'l CP*	EXPLORE score
25	30	100	100	67	100	100	34	100	100	51	100	100	9	100	100	25
24	39	98	99	25	96	98	90	98	98	49	97	98	26	99	99	24
23	48	96	97	37	95	97	0	93	97	0	94	97	44	98	99	23
22	62	93	95	54	93	96	0	93	95	73	94	95	46	95	98	22
21	75	90	93	53	89	95	161	93	93	83	90	93	88	93	96	21
20	54	85	89	73	86	93	0	84	91	223	85	90	111	88	92	20
19	61	82	85	80	82	90	185	84	88	110	72	84	152	81	88	19
18	190	79	81	231	78	84	170	73	84	251	66	75	194	72	82	18
17	186	68	75	236	64	75	125	63	79	352	51	63	196	61	74	17
16	181	57	69	227	51	64	125	56	72	198	31	49	237	50	64	16
15	105	46	61	236	37	50	187	49	64	127	20	35	244	36	53	15
14	175	40	52	163	24	36	213	38	54	98	12	24	168	22	41	14
13	216	30	42	134	14	25	204	25	44	68	7	15	98	12	29	13
12	96	18	32	40	7	16	99	14	33	18	3	9	64	7	18	12
11	99	12	23	25	4	10	69	8	23	0	2	5	30	3	10	11
10	58	7	15	17	3	6	38	4	14	13	2	3	12	1	5	10
9	44	3	9	15	2	4	24	2	7	0	1	2	8	1	2	9
8	2	1	5	0	1	3	4	1	3	9	1	1	1	1	1	8
7	4	1	3	11	1	2	1	1	1	4	1	1	1	1	1	7
6	2	1	1	0	1	1	0	1	1	0	1	1	1	1	1	6
5	0	1	1	4	1	1	1	1	1	2	1	1	0	1	1	5
4	1	1	1	2	1	1	0	1	1	0	1	1	0	1	1	4
3	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	15.9		14.7	16.7		15.5	16.3		14.6	17.7		16.6	16.8		15.5	Mean
S.D.	3.9		4.2	3.5		3.5	3.7		3.9	3.0		3.3	3.1		3.3	S.D.

Benchmarks – EXPLORE and PLAN

EXPLORE score	English Local Freq	English Local CP*	English Nat'l CP*	Mathematics Local Freq	Mathematics Local CP*	Mathematics Nat'l CP*	Reading Local Freq	Reading Local CP*	Reading Nat'l CP*	Science Local Freq	Science Local CP*	Science Nat'l CP*	Composite Local Freq	Composite Local CP*	Composite Nat'l CP*	EXPLORE score
25	30	100	100	67	100	100	34	100	100	51	100	100	9	100	100	25
24	39	98	99	25	96	98	90	98	98	49	97	98	26	99	99	24
23	48	96	97	37	95	97	0	93	97	0	94	97	44	98	99	23
22	62	93	95	54	93	96	0	93	95	73	94	95	46	95	98	22
21	75	90	93	53	89	95	161	93	93	83	90	93	88	93	96	21
20	54	85	89	73	86	93	0	84	91	223	85	90	111	88	92	20
19	61	82	85	80	82	90	185	84	88	110	72	84	152	81	88	19
18	190	79	81	231	78	84	170	73	84	251	66	75	194	72	82	18
17	186	68	75	236	64	75	125	63	79	352	51	63	196	61	74	17
16	181	57	69	227	51	64	125	56	72	198	31	49	237	50	64	16
15	105	46	61	236	37	50	187	49	64	127	20	35	244	36	53	15
14	175	40	52	163	24	36	213	38	54	98	12	24	168	22	41	14
13	216	30	42	134	14	25	204	25	44	68	7	15	98	12	29	13
12	96	18	32	40	7	16	99	14	33	18	3	9	64	7	18	12
11	99	12	23	25	4	10	69	8	23	0	2	5	30	3	10	11
10	58	7	15	17	3	6	38	4	14	13	2	3	12	1	5	10
9	44	3	9	15	2	4	24	2	7	0	1	2	8	1	2	9
8	2	1	5	0	1	3	4	1	3	9	1	1	1	1	1	8
7	4	1	3	11	1	2	1	1	1	4	1	1	1	1	1	7
6	2	1	1	0	1	1	0	1	1	0	1	1	1	1	1	6
5	0	1	1	4	1	1	1	1	1	2	1	1	0	1	1	5
4	1	1	1	2	1	1	0	1	1	0	1	1	0	1	1	4
3	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	15.9		14.7	16.7		15.5	16.3		14.6	17.7		16.6	16.8		15.5	Mean
S.D.	3.9		4.2	3.5		3.5	3.7		3.9	3.0		3.3	3.1		3.3	S.D.

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Reading – Grouping by ACT Standards

EXPLORE score	Divide the class into three or four groups	Reading		Nat'l
		Local		
		Freq	CP*	CP*
25		34	100	100
24		90	98	98
23		0	93	97
22		0	93	95
21		161	93	93
20		0	84	91
19		185	84	88
18		170	73	84
17		125	63	79
16		125	56	72
15		187	49	64
14		213	38	54
13		204	25	44
12		99	14	33
11		69	8	23
10		38	4	14
9		24	2	7
8		4	1	3
7		1	1	1
6		0	1	1
5		1	1	1
4		0	1	1
3		0	1	1
2		0	1	1
1		0	1	1
Mean		16.3		14.6
S.D.		3.7		3.9

Education Services

Using the EXPLORE/PLAN Report

- Create a class report using your data
- Each student should develop a personal goal based on his/her own EXPLORE/PLAN scores.
- Using the class report, divide the class into three contiguous regions and obtain the pertinent section of the ACT standards.
- Working in your PLC, identify the main themes from the ACT standards. How do these themes relate to your curriculum? To Kansas College and Career Ready Standards? To MAP's DesCartes?

Teacher Report - Reading Fall 2012

School: Harmony Middle School (Blue Valley School District USD 229)
Class: H CommunicationArts6Quarter1 5
Teacher:
Test: Reading Survey w/ Goals 6+ Common Core V3

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Literature	Informational Text	Foundations / Vocabulary
10110817		6	S/G	Sep 13	210	3.3	207-213	44	33-52	681-831	211-222	204-216	197-208
10054990		6	S/G	Sep 13	210	3.3	207-213	44	36-55	681-831	208-219	207-219	198-210
10054988		6	S/G	Sep 13	211	3.3	208-214	46	38-57	699-849	204-216	212-225	200-212
10054411		6	S/G	Sep 13	214	3.3	211-217	55	46-65	753-903	205-217	203-215	217-229
10054340		6	S/G	Sep 13	216	3.2	213-219	60	52-68	789-939	213-225	207-219	210-221
10120573		6	S/G	Sep 13	216	3.3	213-219	60	52-68	789-939	211-223	200-212	220-233
10048884		6	S/G	Sep 13	217	3.5	214-221	63	55-73	807-957	214-226	217-229	203-216
10054479		6	S/G	Sep 13	218	3.3	215-221	65	55-73	825-975	214-226	211-223	211-222
10048809		6	S/G	Sep 13	219	3.3	216-222	68	60-75	843-993	223-235	206-218	210-222
10054461		6	S/G	Sep 13	219	3.4	216-222	68	60-77	843-993	217-230	214-226	208-220
10045994		6	S/G	Sep 13	221	3.3	218-224	73	63-79	879-1029	209-221	220-232	216-227
10048997		6	S/G	Sep 13	222	3.3	219-225	75	65-81	897-1047	205-217	224-237	218-230
10111444		6	S/G	Sep 13	222	3.3	219-225	75	68-83	897-1047	220-232	214-226	215-227
10113686		6	S/G	Sep 13	224	3.5	221-228	79	73-86	933-1083	215-228	219-231	220-232
10054983		6	S/G	Sep 14	224	3.3	221-227	79	73-85	933-1083	218-229	221-233	217-228
10054433		6	S/G	Sep 13	225	3.5	222-229	81	75-88	951-1101	221-233	223-235	213-226
10054419		6	S/G	Sep 13	226	3.3	223-229	83	77-89	969-1119	228-240	215-226	218-230
10042036		6	S/G	Sep 13	226	3.3	223-229	83	77-88	969-1119	227-239	226-239	209-221
10054358		6	S/G	Sep 13	227	3.4	224-230	85	79-90	987-1137	222-234	219-231	224-236
10046843		6	S/G	Sep 13	227	3.4	224-230	85	79-89	987-1137	222-234	220-232	221-233
10108778		6	S/G	Sep 13	228	3.3	225-231	86	81-90	1005-1155	225-236	220-231	223-234
10054590		6	S/G	Sep 13	228	3.3	225-231	86	81-90	1005-1155	221-232	229-240	215-228
10054723		6	S/G	Sep 13	230	3.4	227-233	89	85-92	1041-1191	227-239	221-232	224-236
10054349		6	S/G	Sep 13	231	3.3	228-234	90	85-93	1059-1209	220-231	228-240	228-240
10054904		6	S/G	Sep 13	232	3.4	229-235	91	86-94	1077-1227	220-232	224-236	233-246
10107364		6	S/G	Sep 13	234	3.3	231-237	93	89-96	1113-1263	229-240	233-245	222-234
10107682		6	S/G	Sep 13	235	3.3	232-238	94	90-96	1131-1281	231-242	224-235	232-244

Totals For: Reading Survey w/ Goals 6+ Common Core V3

Students:	27				
Valid tests:	27				
Mean RIT:	222.7	Mean:	223.6	223.0	221.6
Std Dev:	7.1	Std Dev:	7.6	8.5	9.5
Median RIT:	224	Median:	225	225	222

Education Services

Teacher Report - Reading Fall 2012

School: Harmony Middle School (Blue Valley School District USD 229)
Class: H CommunicationArts6Quarter1 5
Teacher:
Test: Reading Survey w/ Goals 6+ Common Core V3

										Goal Performance		
Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Literature	Informational Text	Foundations / Vocabulary

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Literature	Informational Text	Foundations / Vocabulary
10110817		6	S/G	Sep 13	210	3.3	207-213	44	33-52	681-831	211-222	204-216	197-208
10054990		6	S/G	Sep 13	210	3.3	207-213	44	36-55	681-831	208-219	207-219	198-210
10054988		6	S/G	Sep 13	211	3.3	208-214	46	38-57	699-849	204-216	212-225	200-212
10054411		6	S/G	Sep 13	214	3.3	211-217	55	46-65	753-903	205-217	203-215	217-229
10054340		6	S/G	Sep 13	216	3.2	213-219	60	52-68	789-939	213-225	207-219	210-221
10120573		6	S/G	Sep 13	216	3.3	213-219	60	52-68	789-939	211-223	200-212	220-233
10048884		6	S/G	Sep 13	217	3.5	214-221	63	55-73	807-957	214-226	217-229	203-216
10054479		6	S/G	Sep 13	218	3.3	215-221	65	55-73	825-975	214-226	211-223	211-222
10048809		6	S/G	Sep 13	219	3.3	216-222	68	60-75	843-993	223-235	206-218	210-222
10054461		6	S/G	Sep 13	219	3.4	216-222	68	60-77	843-993	217-230	214-226	208-220
10045994		6	S/G	Sep 13	221	3.3	218-224	73	63-79	879-1029	209-221	220-232	216-227
10048997		6	S/G	Sep 13	222	3.3	219-225	75	65-81	897-1047	205-217	224-237	218-230
10111444		6	S/G	Sep 13	222	3.3	219-225	75	68-83	897-1047	220-232	214-226	215-227
10113686		6	S/G	Sep 13	224	3.5	221-228	79	73-86	933-1083	215-228	219-231	220-232
10054983		6	S/G	Sep 14	224	3.3	221-227	79	73-85	933-1083	218-229	221-233	217-228
10054433		6	S/G	Sep 13	225	3.5	222-229	81	75-88	951-1101	221-233	223-235	213-226
10054419		6	S/G	Sep 13	226	3.3	223-229	83	77-89	969-1119	228-240	215-226	218-230
10042036		6	S/G	Sep 13	226	3.3	223-229	83	77-88	969-1119	227-239	226-239	209-221
10054358		6	S/G	Sep 13	227	3.4	224-230	85	79-90	987-1137	222-234	219-231	224-236
10046843		6	S/G	Sep 13	227	3.4	224-230	85	79-89	987-1137	222-234	220-232	221-233
10108778		6	S/G	Sep 13	228	3.3	225-231	86	81-90	1005-1155	225-236	220-231	223-234
10054590		6	S/G	Sep 13	228	3.3	225-231	86	81-90	1005-1155	221-232	229-240	215-228
10054723		6	S/G	Sep 13	230	3.4	227-233	89	85-93	1041-1191	227-239	221-233	224-236
10054349		6	S/G	Sep 13	231	3.3	228-234	90	85-93	1059-1209	220-231	228-240	228-240
10054904		6	S/G	Sep 13	232	3.4	229-235	91	86-94	1077-1227	220-232	224-236	233-246
10107364		6	S/G	Sep 13	234	3.3	231-237	93	89-96	1113-1263	229-240	233-245	222-234
10107682		6	S/G	Sep 13	235	3.3	232-238	94	90-96	1131-1281	231-242	224-235	232-244

Totals For: Reading Survey w/ Goals 6+ Common Core V3

Students:	27			
Valid tests:	27			
Mean RIT:	222.7	Mean:	223.6	223.0	221.6
Std Dev:	7.1	Std Dev:	7.6	8.5	9.5
Median RIT:	224	Median:	225	225	222

Education Services

Using the Classroom MAP Report

- Identify a goal strand and develop a classroom goal for each subject – involve the class in making the decision.

- Each student should develop a personal goal for each subject, based on his/her own RIT scores.

- Using the class report, divide the class into three contiguous RIT bands and obtain the pertinent section of DesCartes.

- Working in your PLC, identify the main themes from DesCartes. How do these themes relate to your curriculum? To Common Core?

Education Services

http://fortheteachers.org – the Common Core link

Curriculum Ladders

Education Services

Select Reading

Education Services

Literature:
Key Ideas
and Details

http://www.fortheteachers.org/Ladders/Reading_-_Literature_-_Key_Ideas_and_Details.pdf - Windows Internet Explorer

http://www.fortheteachers.org/Ladders/Reading_-_Literature_-_Key_Ideas_and_Details.pdf

Bing

X Convert ▾ Select

Favorites   SBAC Pilot Test Blue Valley Online Classro... BV School Administrators BVWEB KU CETE College Board Data Center – Data First DW KSDE NWEA Organization Information PD ReportCard SAS Logon Manager SchoolCenter Synergy User Login for KSDE Web ...

http://www.fortheteachers.org/Ladders/Reading...   ▾ Page ▾ Safety ▾ Tools ▾

Reading: Literature: Key Ideas and Details

Students:	DesCartes Statements:

Students:

RIT Above 230:
- Analyzes how detail is used in a literary text to define character
- Evaluates statements to choose the one which best represents the theme of a parable or allegory
- Evaluates statements to choose the one which best represents the theme of a literary paragraph (complex)

Students:

RIT 221-230:
- Locates information in long literary passages
- Locates and paraphrases information found in literary text
- Summarizes the plot of a story
- Summarizes information in literary text based on supporting details
- Summarizes information found in poetry
- Evaluates complex literary passages to select the best summary
- Identifies main idea in literary passages (1 to 3 paragraphs)
- Analyzes poems to determine the main idea in literary text
- Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex)
- Evaluates statements to choose the one which best represents the main idea of a poem (complex)
- Infers using information in literary text

Education Services

Grade 6 Reading LITERARY Texts Assessment Targets	Underlined content (from related CC standards) shows what each assessment target could assess
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RL-1 (RL-1 is a component of each of the seven targets listed below.)	**RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1. KEY DETAILS: Use explicit details and implicit information from the text to support inferences or analyses of the information presented Standards: RL-1, RL-3 (DOK 2)	**RL-1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL-3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
2. CENTRAL IDEAS: Summarize central ideas/ key events Standards: RL-2 (DOK 2)	**RL-2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools) Standards: RL-4; L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)	**RL-4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. . **L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. **L-5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **L-5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). **L-6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
Remember	• Recall, locate basic facts, definitions, details, events			
Understand	• Select appropriate words for use when intended meaning is clearly evident	• Specify, explain relationships • Summarize • Identify central ideas	• Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example…)	• Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	• Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	– Use context to identify word meanings • - Obtain and interpret information using text features	• Use concepts to solve non-routine problems	• Devise an approach among many alternatives to research a novel problem
Analyze	• Identify the kind of information contained in a graphic, table, visual, etc.	– Compare literary elements, facts, terms, events • – Analyze format, organization, & text structures	• Analyze or interpret author's craft (e.g., literary devices, viewpoint, or potential bias) to critique a text	• Analyze multiple sources or texts • Analyze complex/ abstract themes
Evaluate			• Cite evidence and develop a logical argument for conjectures based on one text or problem	• Evaluate relevancy, accuracy, & completeness of information across texts/ sources

"Snapshot" of the Cognitive Rigor Matrix for ELA, Hess,
SBAC Content Specifications

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Analyzing Questions

- What skills are required for the question?

- How do those skills relate to the standards?

- How do those skills relate to MAP and where my students are?

Link to Instruction

- Is there a direct link between the skills students need and the instruction they are receiving?

- How much differentiation is there?

Look-for Behaviors

- If the needed instruction is taking place, what would you see in the classroom?

Learning Outcomes

- Experience a professional development model for connecting standards
- Discover the connections among MAP, Common Core and college/career readiness standards
  - Look at some data
  - Take a test
  - Look at standards
  - Analyze questions
  - Link to instruction
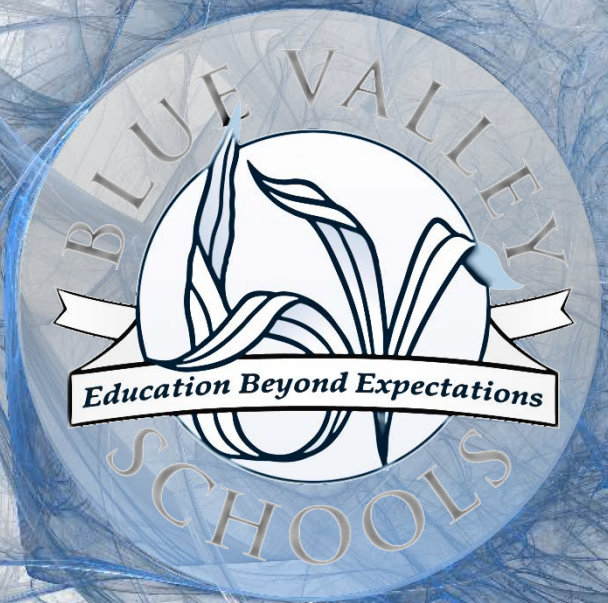 - Look for behaviors

Questions?

Education Services

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