

STRATEGIC PLAN YEAR-1 GOALS CURRICULUM QUARTERLY UPDATE

The logo for TUSD (Tucson Unified School District) is displayed in a large, bold, italicized, light gray font. The letters are thick and slanted to the right, giving it a dynamic and modern appearance. The background of the slide features a subtle pattern of overlapping squares in various shades of blue, creating a textured effect behind the logo.

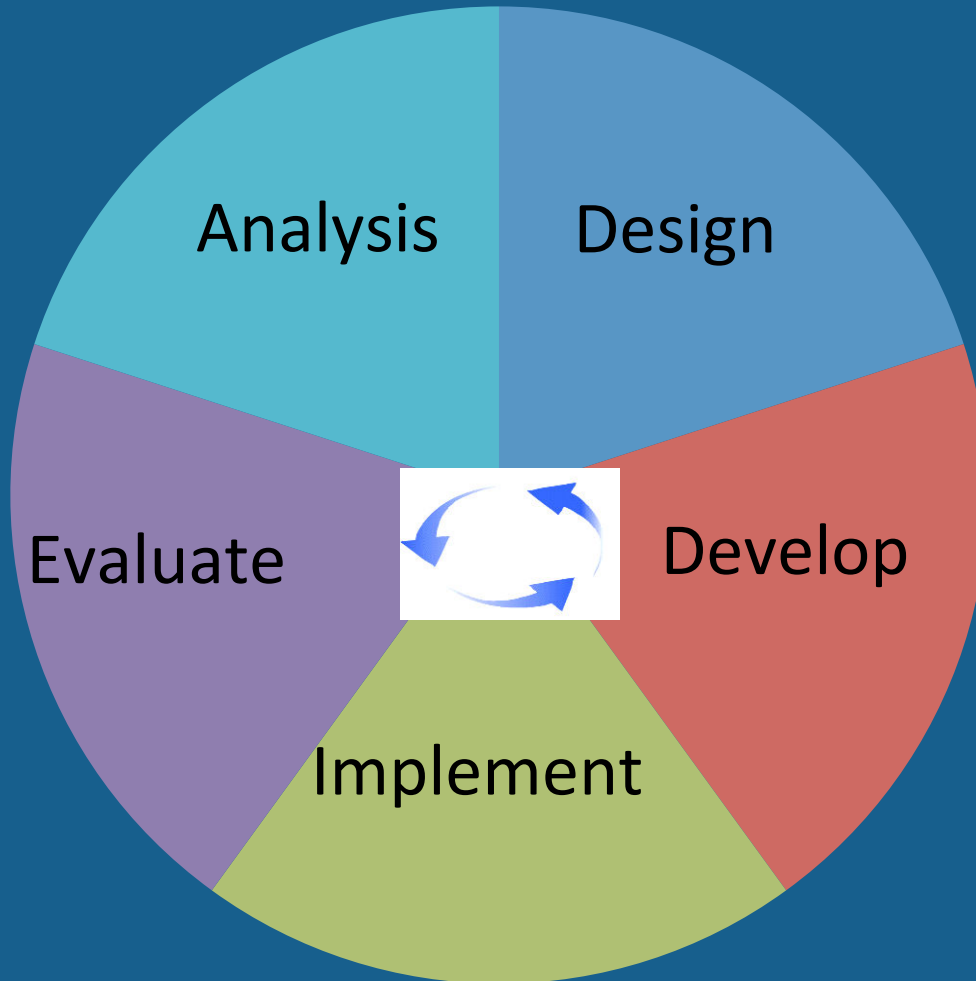
TUSD

January 27, 2015

Strategic Plan: Curriculum Year-1 Goals

- Priority 1: Curriculum
- Priority 2: Instruction
- Priority 3: Professional Development
- Priority 4: Data
- Priority 5: Assessment

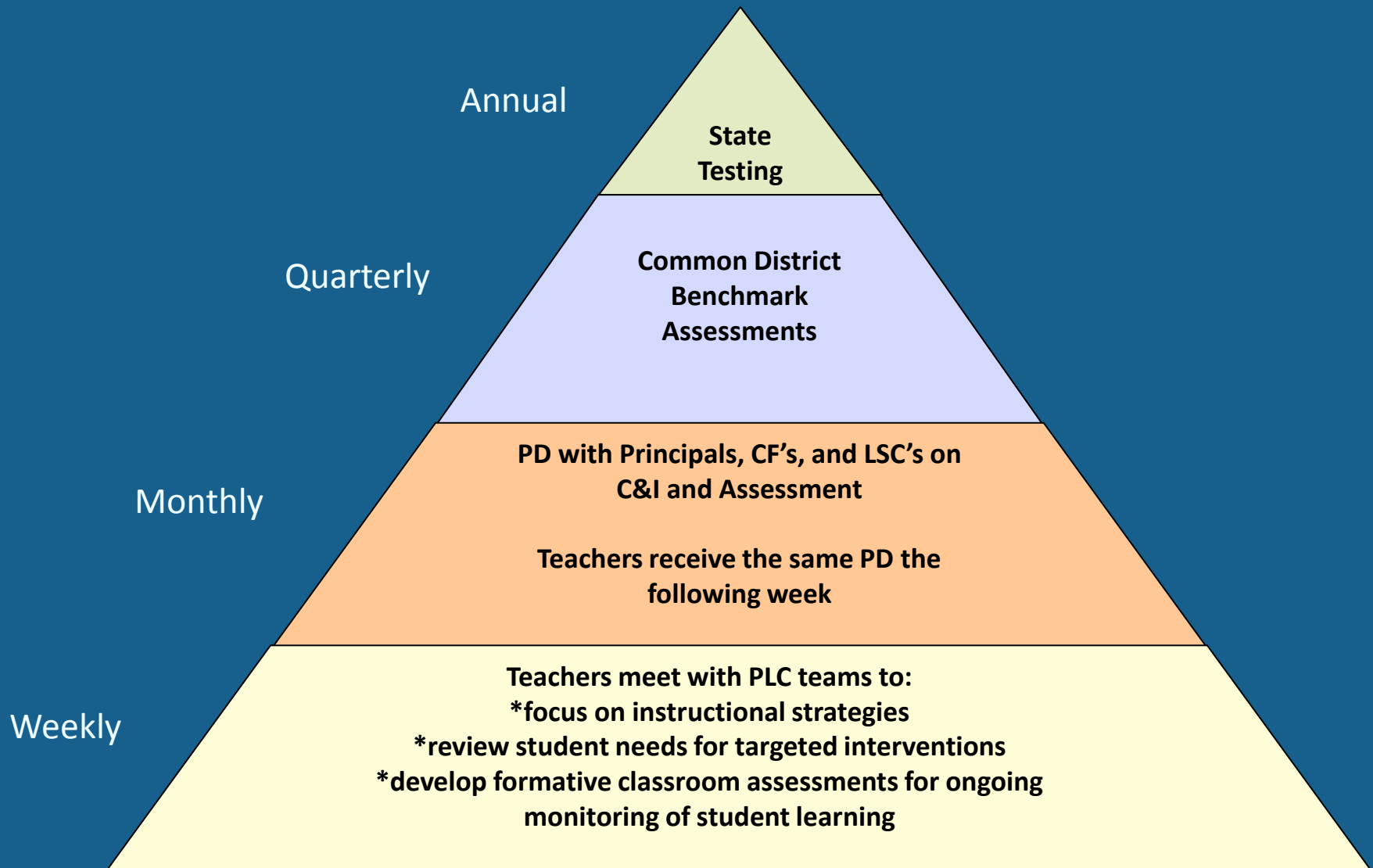
Stages of Curriculum Design



Priorities 4 and 5: Data and Assessment

- New assessment structure based on State Assessment Samples - Teacher development teams
- Student Writing Tasks and Scoring Rubric
- Data Analysis Process – What is evidence of Student Mastery from what was taught

Type and Schedule of Assessments



Grades 4 and 5: PARCC Scoring Rubric for Writing

	Score Point = 4	Score Point = 3	Score Point = 2	Score Point = 1	Score Point = 0
Reading: Comprehension of Key Ideas and Details		Response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis showing full comprehension of complex ideas expressed in the text(s)	Response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing comprehension of ideas expressed in the text(s)	Response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s)	Response provides an inaccurate analysis or no analysis of the text showing little to no comprehension of ideas expressed the text(s)
Writing: Written Expression Development of Ideas		Response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience	Response addresses the prompt and provides effective development of the topic and/or narrative elements by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience.	Response addresses the prompt and develops the topic and/or narrative elements minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	Response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.
Writing: Written Expression Organization		Response shows effective coherence, clarity, and cohesion and includes a strong introduction and conclusion	Response shows coherence, clarity, and cohesion, and includes an introduction and conclusion.	Response shows limited coherence, clarity, and/or cohesion, and may or may not include a clear introduction and/or conclusion	Response shows a lack of coherence, clarity and cohesion
Writing: Written Expression Clarity of Language		Response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas	Response attends to the norms and convention of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas	Response shows limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas	Response shows little to no awareness of the norms of the discipline. The response lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.
Writing: Knowledge of Language and Conventions	Response demonstrates command of the convention of Standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response	Response demonstrates command of the convention of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	Response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	Response demonstrates limited command of the convention of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding	Response demonstrates little to no command of the convention of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.