Office of Curriculum, Instruction & Assessment

Science Coordinators' Meeting
November 17, 2016
8:30 am – 11:30 pm

Rio Grande Learning Center Room
Workshop # 53429

Agenda

8:30—8:45	Registration/Sign In
8:45—9:00	Welcome & Introduction Yuridia Patricia Gandy Elda Christian Margaret Raleigh Michael Van Hee
9:00 —9:15	TEA Science Updates Yuridia Patricia Gandy
9:15 — 9:30	Science New Blueprints Yuridia Patricia Gandy Elda Christian Margaret Raleigh Michael Van Hee
9:30 — 10:00	Streamlining Process & Review Michael VanHee
	15 MIN Break
10:15—10:45	5th—8th Grade Science Academy Elda Christian
10:45—10:55	Science Interventions Margaret Raleigh & Michael VanHee
10:55—11:10	Additional Resources and Support Michael Van Hee
11:10—11:20	Academy to Inspire Teachers Margaret Raleigh & Michael Van Hee
11:20—11:30	Announcements/Closure

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Strategies for Student Success:

Biology End-of-Course

Each session is aligned to one of the Reporting Categories on the Biology EOC. The sessions are scheduled to allow for the use of current district, campus, and classroom data to identify learning gaps in current Biology students. Teachers can attend the sessions that will provide the greatest impact on student achievement. **Interactive, multi-modality learning strategies, along with data collection and student goal-setting activities will be components of each session. Each *workshop includes:***

- ***Links to printable resources aligned to specific Student Expectations and Biology Topics***
- ***Links to online, narrative and interactive animations aligned to specific Biology Topics***
- ***Immediately useful examples of formative assessment and student progress tracking strategies***

Strategies for Student Success- Biology EOC: Reporting Category 1: Cellular Processes
Workshop # 59681 February 4, 2017 8:30 a.m. - 3:30 p.m. Region One ESC- Science Lab B Fee: $125

Strategies for Student Success- Biology EOC: Reporting Category 2: Mechanisms of Genetics
Workshop # 59683 February 11, 2017 8:30 a.m. - 3:30 p.m. Region One ESC- Science Lab B Fee: $125

Strategies for Student Success- Biology EOC: Reporting Category 3: Biological Evolution and Classification
Workshop # 59884 March 25, 2017 8:30 a.m. - 3:30 p.m. Region One ESC- Science Lab B Fee: $125

Strategies for Student Success- Biology EOC: Reporting Category 4: Biological Processes and Systems
Workshop # 59685 April 08, 2017 8:30 a.m. - 3:30 p.m. Region One ESC- Science Lab B Fee: $125

Strategies for Student Success- Biology EOC: Reporting Category 5: Organisms and the Environment
Workshop # 59686 April 22, 2017 8:30 a.m. - 3:30 p.m. Region One ESC- Science Lab B Fee: $125

Online registration at www.esc1.net/staffdevelopment

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Building a Foundation Academy to Inspire Teachers

Every teacher can be effective given training, support and time. This four day professional development will inspire teachers to be confident, competent decision-makers. Elements of being a professional educator will be addressed throughout the four day academy. Valuable teacher resources will be provided.

Critical Areas of Support Include:

- ***Instructional design and delivery***
- ***Effective teaching: managing time, space, and materials***
- ***Handling student discipline and working with parents,***
- ***Learning and assessment for ALL students***
- ***Data driven instruction and addressing learning gaps***

New Teacher Academy	Time	Workshop# 57776
Day 1 January 28, 2017	8:30 a.m. - 3:30 p.m.	Region One ESC-Fee: $500
Day 2 February 18, 2017	8:30 a.m. - 3:30 p.m.	per participant
Day 3 TBD	8:30 a.m. - 3:30 p.m.	
Day 4 TBD	8:30 a.m. - 3:30 p.m.	

Online registration at www.esc1.net/staffdevelopment

For more information about this session or any other Professional Development offerings, contact:

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TEACHING & LEARNING

SOURCE: HOUSE PUBLIC EDUCATION COMMITTEE HEARING, OCTOBER 17, 2016

Subject	Grade	2015				2016				2017				Overall Reduction					
		Base Test	Field Test	Base+Field Test	Reliability	Base Test	Field Test	Base+Field Test	Reliability	Base Test	Field Test	Base+Field Test	Projected Reliability	Base Test		Field Test		Total Test	
														#	%	#	%	#	%
Mathematics	3	46	8	54	0.92	46	0	46	0.92	32	6	38	0.88	14	30%	2	25%	16	30%
	4	48	8	56	0.91	48	0	48	0.91	34	6	40	0.88	14	29%	2	25%	16	29%
	5	50	8	58	0.92	50	0	50	0.92	36	6	42	0.90	14	28%	2	25%	16	28%
	6	52	8	60	0.92	52	0	52	0.92	38	6	44	0.90	14	27%	2	25%	16	27%
	7	54	8	62	0.92	54	0	54	0.92	40	6	46	0.89	14	26%	2	25%	16	26%
	8	56	8	64	0.90	56	0	56	0.90	42	6	48	0.88	14	25%	2	25%	16	25%
Reading	3	40	8	48	0.89	40	0	40	0.89	34	6	40	0.87	6	15%	2	25%	8	17%
	4	44	8	52	0.91	44	0	44	0.91	36	6	42	0.89	8	18%	2	25%	10	19%
	5	46	8	54	0.91	46	0	46	0.91	38	6	44	0.90	8	17%	2	25%	10	19%
	6	48	8	56	0.91	48	0	48	0.91	40	6	46	0.89	8	17%	2	25%	10	18%
	7	50	8	58	0.90	50	0	50	0.90	42	6	48	0.89	8	16%	2	25%	10	17%
	8	52	8	60	0.91	52	0	52	0.89	44	6	50	0.87	8	15%	2	25%	10	17%
Writing	4	28 Multiple Choice + 2 Essays	5*	33 Multiple Choice + 2 Essays	0.87	18 Multiple Choice + 1 Essay	0	18 Multiple Choice + 1 Essay	0.72	24 Multiple Choice + 1 Essay	5*	29 Multiple Choice + 1 Essay	0.77	4	14%	0	0%	4	12%
														5	17%			5	14%
	7	40 Multiple Choice + 2 Essays	6*	46 Multiple Choice + 2 Essays	0.90	30 Multiple Choice + 1 Essay	0	30 Multiple Choice + 1 Essay	0.84	30 Multiple Choice + 1 Essay	6*	36 Multiple Choice + 1 Essays	0.84	10	25%	0	0%	10	22%
														1	50%			1	50%
Science	5	44	8	52	0.88	44	0	44	0.88	36	6	42	0.86	8	18%	2	25%	10	19%
	8	54	8	62	0.90	54	0	54	0.90	42	6	48	0.88	12	22%	2	25%	14	23%
Social Studies	8	52	8	60	0.90	52	0	52	0.90	44	6	50	0.88	8	15%	2	25%	10	17%

*Only multiple choice items were embedded as field test items

based on Multiple Choice items only

based on Essay items

STAAR GRADE 5 SCIENCE BLUEPRINT

SIDE BY SIDE

REPORTING CATEGORIES	NUMBER OF STANDARDS		NUMBER OF QUESTIONS	
			Previous	Current
Reporting Category 1: Matter and Energy	Readiness Standards	1	8	6
	Supporting Standards	4		
	Total	5		
Reporting Category 2: Force, Motion and Energy	Readiness Standards	3	10	8
	Supporting Standards	2		
	Total	5		
Reporting Category 3: Earth and Space	Readiness Standards	4	12	10
	Supporting Standards	11		
	Total	15		
Reporting Category 4: Organisms and Environments	Readiness Standards	4	14	12
	Supporting Standards	5		
	Total	9		

Readiness Standards	Total Number (12)	60% - 65%	26 - 29	22 - 24
Supporting Standards	Total Number (22)	35% - 40%	15 - 18	12- 14

Total Number of Questions on Test	Multiple Choice:	43	36
	Griddable:	1	0
	Total:	44	36

* Adapted from TEA STAAR Blueprint (Fall 2010 and Oct 2016)

STAAR GRADE 8 SCIENCE BLUEPRINT

SIDE BY SIDE

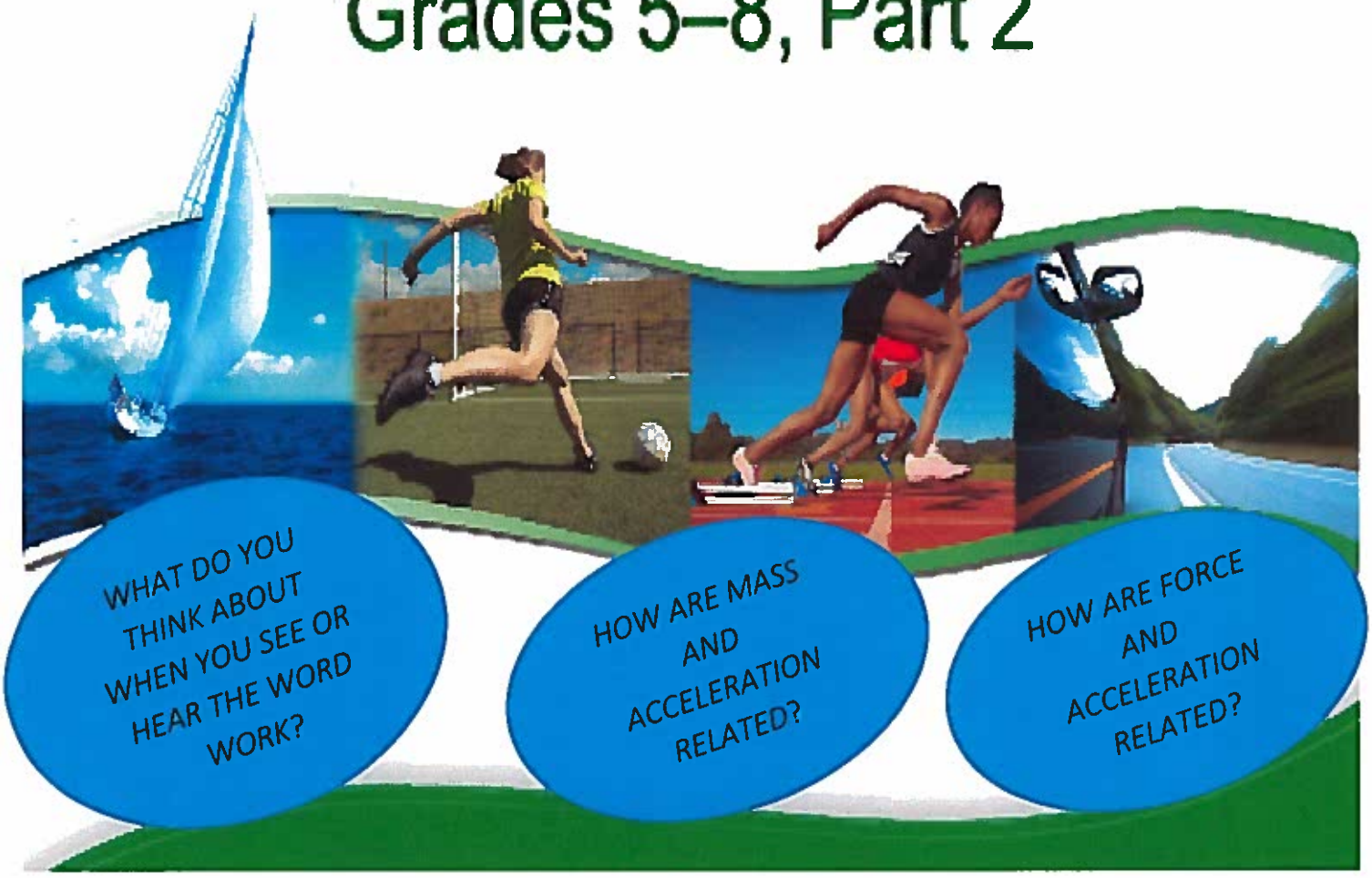
REPORTING CATEGORIES	NUMBER OF STANDARDS		NUMBER OF QUESTIONS	
			Previous	Current
Reporting Category 1: Matter and Energy	Readiness Standards	5	14	11
	Supporting Standards	7		
	Total	12		
Reporting Category 2: Force, Motion, and Energy	Readiness Standards	2	12	9
	Supporting Standards	6		
	Total	8		
Reporting Category 3: Earth and Space	Readiness Standards	5	14	11
	Supporting Standards	10		
	Total	15		
Reporting Category 4: Organisms and Environments	Readiness Standards	3	14	11
	Supporting Standards	11		
	Total	14		

Readiness Standards	Total Number (15)	60% - 65%	32 - 35	25 - 27
Supporting Standards	Total Number (34)	35% - 40%	19 - 22	15 - 17

Total Number of Questions on Test	Multiple Choice:	50	40
	Griddable:	4	2
	Total:	54	42

* Adapted from TEA STAAR Blueprint (Fall 2010 and Oct 2016)

Science Academies for Grades 5–8, Part 2



Engage in hands-on, student-centered lessons that are framed in the research-based 5E instructional model. Each lesson provides connections to the science Texas Essential Knowledge and Skills, College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), and Response to Intervention (RtI).

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Force and Motion

RM 3: Investigating Force, Mass, Acceleration Student Page

Investigating Force, Mass, and Acceleration
Investigation 1: How is *force* related to *acceleration*?

If you increase the force applied to the cart, what happens to the acceleration (take off) of the cart?

1. Describe and sketch the investigation.

2. Circle F, m, or a to identify each of the variables in this investigation.

Independent Variable (manipulated)	Dependent Variable (responding)	Controlled Variable (constant)
F m a	F m a	F m a

3. Record your observations.

4. Write a generalization (rule) that describes the relationship between force and acceleration based on your observations.

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Force and Motion

RM 3 continued

Investigation 2: How is *mass* related to *acceleration*?

If you increase the mass of the cart, what happens to the acceleration (take off) of the cart?

1. Describe and sketch the investigation.

2. Circle **F**, **m**, or **a** to identify each of the variables in this investigation.

Independent Variable (manipulated)	Dependent Variable (responding)	Controlled Variable (constant)
F m a	**F m a**	**F m a**

3. Record your observations.

4. Write a generalization (rule) that describes the relationship between force and acceleration based on your observations.

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Force and Motion

RM 3 continued

Investigation 3: How is *mass* related to *force*?

If you increase the mass of the cart, what happens to the amount of force the cart applies to the object at the bottom of the ramp?

1. Describe and sketch the investigation.

2. Circle F, m, or a to identify each of the variables in this investigation.

Independent Variable (manipulated)	Dependent Variable (responding)	Controlled Variable (constant)
F m a	F m a	F m a

3. Record your observations.

4. Write a generalization (rule) that describes the relationship between force and acceleration based on your observations.

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