

Developing a Shared Understanding of Alignment

It is important for teachers who use D3A2 to be able to find resources that are aligned in a consistent manner.

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 Data Driven Decisions for Academic Achievement (D3A2)
 http://www.d3a2.org/committee.asp

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DATA DRIVEN DECISIONS **D3A2** FOR ACADEMIC ACHIEVEMENT

D3A2 Committee Information

The committees of the D3A2 project are the working groups that will build and maintain the statewide system to support academic achievement. As this is a complex multi-year initiative, committee members have agreed to serve a minimum of one year. Members are committed to making a difference with improving data accessibility and equity across the state of Ohio. Committees are comprised of members from across the state, with emphasis given to diversity of membership and areas of expertise.

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      Steering["D3A2 Steering Committee  
Comprised of Committee Chairs  
plus two Vice Chairs"]
      Financial["Financial Resource Committee"]
      Professional["Professional Development Committee"]
      Content["Content Committee"]
      DataTech["Data and Technology Committee"]
      UserGroup["User Group Committee"]

      Steering <--> Financial
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      Steering <--> Content
      Steering <--> DataTech
      Steering <--> UserGroup
  
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Content Committee – Sets policy and guidelines for inclusion of content aligned to Ohio’s academic content standards for use within the system.

User Group Committee – Defines the end-user requirements of each component of the systemic model for academic achievement to be used at the classroom, building and district levels.

Data and Technology Committee – Determines overall system architecture, security measures, and sets technology standards for system integration.

Financial Resource Committee – Finds financial or human resources to keep the project moving forward during a time of constrained resources (grants, federal funding, donated technical resources from the private sector).

Professional Development Committee – Establishes curriculum to be used in D3A2 training sessions and determines how to effectively deploy D3A2 training modules in a consistent manner throughout the state.

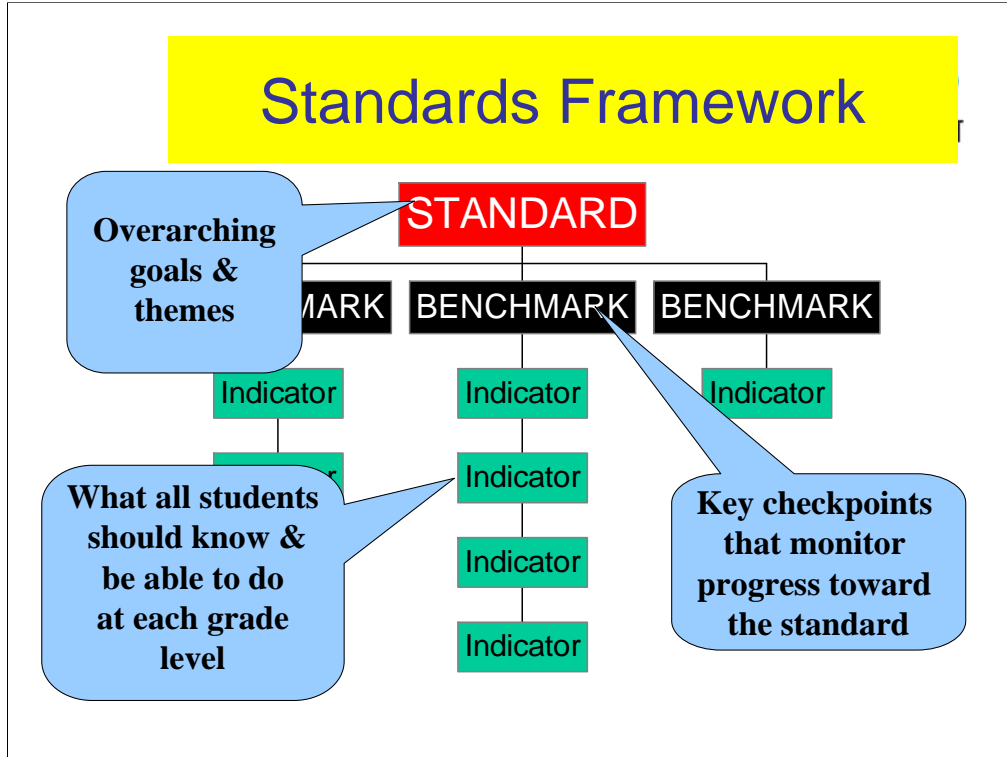
D3A2 is governed by a committee structure.

The Content Committee recommends policies and procedures related to content to the steering committee.

Ohio's Academic Content Standards

All D3A2 content resources must support student achievement of Ohio's Academic Content Standards

The standards are the basis for this system.



You may already be familiar with this framework but you will need in-depth knowledge when choosing D3A2 content.

Standards in Tested Content Areas

Reading (ELA)	Writing (ELA)	Mathematics	Science	Social Studies
Phonemic Awareness	Writing Processes	Number, Number Sense and Operations	Earth and Space Sciences	History
Acquisition of Vocabulary	Writing Applications	Measurement	Life Sciences	People in Societies
Reading Processes	Writing Conventions	Geometry	Physical Sciences	Geography
Informational Text		Patterns, Functions and Algebra	Science and Technology	Economics
Literary Text		Data Analysis	Scientific Inquiry	Government
Research Communications- Oral and Visual		Mathematical Processes	Scientific Ways of Knowing	Citizenship Rights and Responsibilities
				Skills and Methods

Each subject area has several standards – broad goals for the entire PK-12.

The reading and writing standards can be found in the English Language Arts Document.

English Language Arts, Mathematics, Science and Social Studies are the subjects test on the state achievement tests and OGT.

The grey areas are important areas where there may be resources but these standards are not tested on the state achievement tests or OGT.

Phonemic Awareness is taught only in the early grades and the other two standards are not easily assessed on a large scale paper and pencil test.

Standards In Areas Not Tested on the Ohio Achievement Tests

Arts Dance, Drama, Music, Visual	Foreign Language	Technology
Historical, Cultural and Social Contexts	Communication	Nature of Technology
Creative Expression and Communication	Cultures	Technology and Society
Analyzing and Responding	Connections	Productivity Applications
Valuing the Arts/Aesthetic Reflection	Comparisons	Communications Applications
Connections, Relationships and Application	Communities	Information Literacy
		Design
		Designed World

These are the standards in the Arts, Foreign Language and Technology.

D3A2 welcomes resources in these areas but there will not be state level data since the state does not have assessments in these areas.

It is possible that in later phases of D3A2 local data could be available in the system.

Benchmarks

Benchmarks appear at the end of grade bands.
The grade bands vary across the subjects.

Benchmarks are identified by letters A-Z.

Items on state tests are aligned to benchmarks.

The standards are further defined by benchmarks.

Benchmarks are very important but they are often overlooked by teachers who may be focusing only on the indicators at their grade level.

It is important to look at benchmarks because they give the long range goal for the grade band and help to demonstrate how skills build across grade levels.

Benchmarks are the synthesis of smaller skills. In many cases, benchmarks are more than the sum of their parts.

Grade Levels for State Testing

Reading	Math	Writing	Science	Social Studies
Grades 3 through 8 and Ohio Graduation Test (OGT)	Grades 3 through 8 and OGT	Grades 4, 7 and OGT	Grades 5, 8 and OGT	Grades 5, 8 and OGT

Grade-Level Indicators

- Indicators appear at each grade level.
- They are numbered.
- When showing a grade-level indicator it is desirable to show the benchmark to which it is aligned.

Many resources can be aligned to the indicator level.

Complete information will be included in the OSIC code in the metadata but it is also helpful to make the alignment visible as part of resources particularly those that may be printed.

When you include indicators on a resource please identify the grade level.

Under a given benchmark there could be an indicator #1 at third grade level and indicator #1 at fourth grade.

Alignment of Benchmarks and Grade-Level Indicators

Grade-level indicators are matched to particular benchmarks in the OSIC code.

The benchmark gives the broad goal and the indicator gets more specific.

Example of why benchmarks and indicators should both be shown where possible.

There is a 9-10 grade social studies benchmark that deals with changes to the Constitution through amendments and Supreme Court Cases. The grade level indicators list specific amendments and court cases that students should know.

If only the benchmark is shown the user may not know which cases and amendments to focus on.

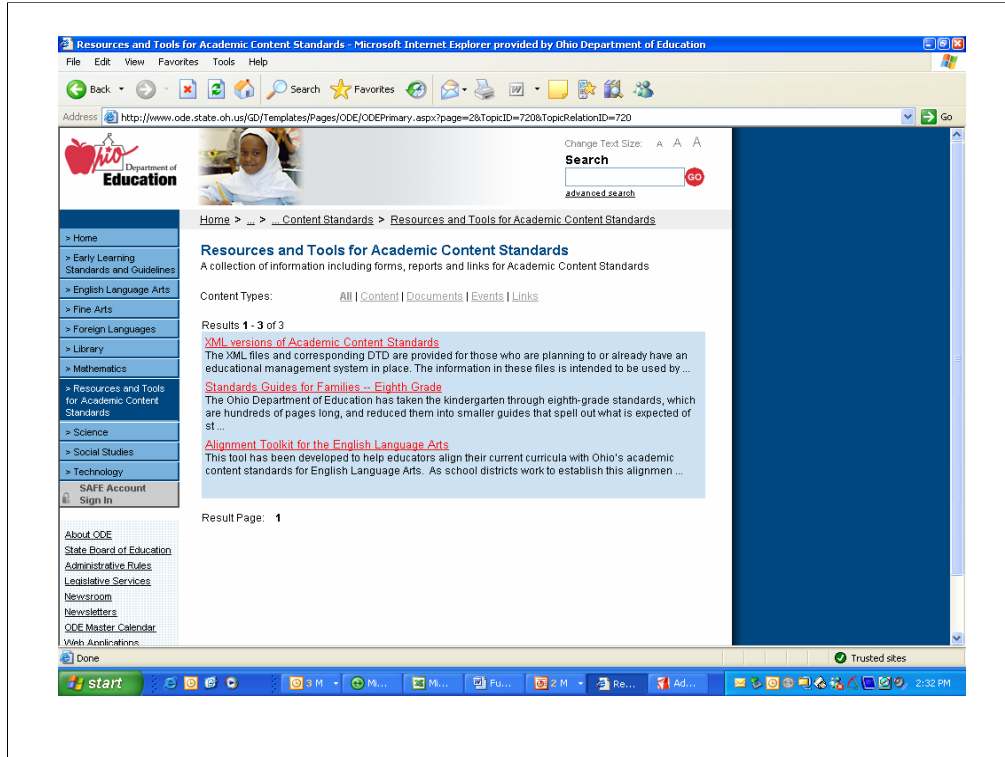
If only the indicator is shown the user doesn't get a sense of why the content is important to the big picture concept development.

Alignment Tools

Five of the content standards books show the alignment of the benchmarks to the grade level indicators.

English Language Arts and Mathematics have a separate alignment tool available on the Resources and Tools for Academic Content Standards section of the ODE web site.

ELA and mathematics were developed first and the alignment tool was not included in the books.



If you can't find the alignment tool, just do a search on the web site.

Phonemic Awareness, Word Recognition and Fluency Standard

Grades K-3

Ohio Benchmarks Grades K-3	Grade-Level Indicators Kindergarten	Grade-Level Indicators Grade 1	Grade-Level Indicators Grade 2	Grade-Level Indicators Grade 3
<p>A. Use letter-sound correspondence knowledge and structural analysis to decode words.</p>	<p>2. Identify and complete rhyming words and patterns.</p> <p>3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.</p> <p>4. Distinguish and name all upper- and lower-case letters.</p> <p>5. Recognize, say and write the common sounds of letters.</p> <p>6. Distinguish letters from words by recognizing that words are separated by spaces.</p>	<p>1. Identify and distinguish between letters, words and sentences.</p> <p>2. Identify and say the beginning and ending sounds in words.</p> <p>3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.</p> <p>4. Decode by using letter-sound matches.</p>	<p>1. Identify rhyming words with the same or different spelling patterns.</p> <p>3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.</p> <p>4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.</p> <p>5. Segment letter, letter blends and syllable sounds in words.</p> <p>6. Distinguish and identify the beginning, middle and ending sounds in words.</p>	<p>1. Identify rhyming words with the same or different spelling patterns.</p> <p>2. Use letter-sound knowledge and structural analysis to decode words.</p> <p>3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.</p>

This is one page of the alignment tool for ELA. It matches the indicators with the corresponding benchmarks and shows progression from grade to grade.

Alignment/Correlation

A content resource is said to be aligned when it inherently matches a particular benchmark or indicator.

Correlation is the act of matching content resources with benchmarks and/or indicators.

These definitions are part of the D3A2 collection policy.

Some providers develop content specifically to match the standards – e.g. The Ohio Department of Education.

Some providers correlate existing content – Ohio Resource Center

Some providers may develop new content to align to the standards and correlate high quality content that was previously developed.

Previously developed content should be examined carefully. It may contain different terminology, e.g., the economic standard in social studies has vocabulary from the national standards. The old learner outcomes for the proficiency tests used different vocabulary. Using the old content may cause confusion.

Alignment

Using content aligned to Ohio's Content Standards should result in a measurable increase in students' understanding of concepts or ability to perform skills in the benchmark(s) and/or grade-level indicators identified.

The content has to be something that is likely to have a significant impact on the students' knowledge and skills.

Correlation

- Existing content may be correlated to the standards if its use will be likely to result in a measurable increase in student understanding or skills.
- A resource does not have to match every aspect of a benchmark or grade level indicator in order to correlate.

Some of the benchmarks contain multiple concepts and resources may not cover every one of them.

Example – a math indicator in grade five asks students to develop formulas for determining the area of rectangle, triangles and parallelograms.

A resource on finding the area of a rectangle would align even if it doesn't include the triangle or parallelogram.

Example

Social Studies – **Kindergarten**

Standard- **Government**

GLI 2. Recognize symbols of the United States that represent democracy and American values including:

- a. The national flag;
- b. The Pledge of Allegiance

A resource for five year olds that helps them recognize the flag by showing the stars and stripes would correlate even if it does not mention the Pledge of Allegiance.

The benchmark is not shown in order to save space on the slide.

In the standards, content that all students should know is mentioned specifically.

Educators may choose to go beyond the standards. In the example on this slide they may teach about the Liberty Bell or the eagle as other national symbols.

When the standards include an “e.g.” the list is given only to provide illustrative examples.

Process

It takes a team to make good judgments on the alignment or correlation of content to the standards. That team should include:

- Content expertise
- Grade-level expertise.

One person alone should not be doing the correlation. The best work is done by multiple reviewers or committees.

The same can be said for the development of resources. Having multiple perspectives usually results in a better product.

Getting a consistency in alignment requires training and conversation about points of agreement and disagreement.

Using this Power Point and having a discussion about the alignment of sample content could be a good starting point.

Process

First choose the subject(s) that is (are) clearly the focus of the content. Content areas shown in blue are tested on state achievement tests.

English Language Arts
Mathematics
Science
Social Studies

Fine Arts
Foreign Language
Technology

There are no standards for health and PE.

Grade Level Content

Scope and sequence is particularly important in:

- science
- social studies

The standards assume the students learn skills and content at particular grade levels.

Please refer to the scope and sequence pages from the standards documents.

In social studies there is a context for each year's study. In grade five the context is regions and people of North America. In grade six it is regions and people of the world.

Scope and Sequence Activity

Use the scope and sequence pages from the standards books to decide which grade level may have benchmarks and indicators for each topic below:

- Sound waves
- Isotopes
- Ancient Greece
- The Civil Rights Movement

Looking at the scope and sequence is a starting point. You will need to look at the benchmarks and grade level indicators to do the actual alignment.

Allow time for discussion and then compare answers.

D3A2 is interested in the PRIMARY alignment/correlation, not all of the possible alignments/correlations.

Integration

High quality content will often integrate more than one standard, benchmark or indicator and possibly involve interdisciplinary connections with different subjects.

Interdisciplinary content is desirable where the content really is strongly correlated with both subjects. Good interdisciplinary content is difficult to develop.

Content and Process Standards in Tested Content Areas

Reading (ELA)	Writing (ELA)	Mathematics	Science	Social Studies
Phonemic Awareness	Writing Processes	Number, Number Sense and Operations	Earth and Space Sciences	History
Acquisition of Vocabulary	Writing Applications	Measurement	Life Sciences	People in Societies
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The blue rectangles are process standards in ELA, mathematics, science and social studies.

They need to be given special consideration during alignment.

Aligning to Process Standards

- If you correlate to one of the **process** standards the **content** should come from the other standards in the SAME grade level.
- The resource should align to a benchmark or grade-level indicator in one of the more content-oriented standards.

For example:

Social studies skills and methods in grade 4 has students obtaining information from atlases, encyclopedias, dictionaries and newspapers. A resource correlated to that indicator should have students using those resources to find out about Ohio because that is the focus at grade 4 rather than locating information about ancient Egypt.

Using a dictionary to look up a science word or an encyclopedia to find out about another country wouldn't correlate with 4th grade social studies.

Aligning to Process Standards

Example:

If a resource is aligned to Scientific Inquiry, the inquiry should be about content covered in Earth and Space, Life or Physical Sciences in the same grade.

The team aligning resources needs to know the standards well.

The scope and sequence as well as the section of the standards containing the alignment should be used.

Essential vs. Tangential

- The **standards, benchmarks and indicators** identified in the D3A2 metadata should match the **main idea** of the content resource, not content that is mentioned in passing or tangentially related.
- The goal is to identify a small number of **really good fits**.

Less is more.

Look at the essence of the resource. What is it really about?

What will students take away from it?

Complete Alignment

Nouns in the benchmarks and grade-level indicators tell WHAT students should know and be able to do.

Grade 4 Data Analysis and Probability

Benchmark C

Construct **charts, tables and graphs** to represent **data**, including **picture graphs, bar graphs, line graphs, line plots** and simple **Venn diagrams**.

3. Interpret and construct **Venn diagrams** to sort and describe **data**.

This is the easiest part of correlation.

At first glance it may seem that any resource containing these graphs and charts would correlate to this benchmark and indicator.

Complete Alignment

Verbs in the benchmarks and grade-level indicators indicate a particular kind of performance or thinking skill.

*Grade 4 Data Analysis and Probability
Benchmark C*

Construct charts, tables and graphs to **represent** data, including picture graphs, bar graphs, line graphs, line plots and simple Venn diagrams.

3. **Interpret** and **construct** Venn diagrams to sort and **describe** data.

This part is usually more difficult.

The verbs are often overlooked.

This example doesn't say that students should just read graphs and Venn diagrams, they need to be able to construct, interpret and describe data.

A smaller number of resources will teach them how to do that. A truly aligned resource would result in the student being measurably better at making and interpreting Venn diagrams.

Complete Alignment

Content that is well aligned addresses both the nouns and the verbs.

Alignment Activity

Read and discuss the worksheet to see if you can find the best alignment.

This social studies activity will help you to see examples of content on a particular topic that is close to alignment and some that is very well aligned.

This activity takes a benchmark from grades 11-12 and provides four examples for discussion.

While all examples have some merit as class activities, only the fourth one is really well correlated to the benchmark and indicator.

Avoid Over-Correlation

Many resources have text or require writing.

Only those that are intended to significantly contribute to measurable improvement in reading/writing skills for students should be aligned to ELA standards.

Ditto for numbers and mathematics.

Please be cautious about over-correlating.

A video that has subtitles would probably help students learn vocabulary related to particular content but it probably shouldn't be aligned to the Acquisition of Vocabulary standard in Reading unless it is very purposeful and analytical about the vocabulary – breaking the words into root words and suffixes or emphasizing word origins as a way of helping students to learn the vocabulary.

Quality

D3A2 seeks the highest quality resources that will best assist a teacher who needs a new or more effective way to teach particular content. Keep the new teacher in mind.

As teams are aligning resources have them ask this question:

If a teacher locates this resource when they are really struggling or looking for ideas, will it really help their students to be measurably closer to reaching the benchmark or indicator?

Teachers want content that will be helpful and don't have time to sort through resources that are not.

Quality

Make sure:

- Information is accurate and current.
- The graphics are first-rate.
- Irrelevant content is edited out of clips.

Content providers know what constitutes quality in their particularly media.

Quality

Content should model good educational practice and lead to student understanding. Desirable content includes:

Instructional Resources	Assessment Resources	Content Resources	Professional Development
Lesson Plans Unit plans Activities Tutorials	Entire tests Individual test questions	Research Results Informational Resources Bibliography	Research Training Courses

Instructional Resources contain pedagogy.

- Lesson plans give explicit directions on how content may be taught. Standards-based lesson plans usually contain pre and post assessments.
- Unit plans contain multiple lessons.
- Activities are shorter and may be simple things that a tutor or parent could do to reinforce a concept.
- Tutorials are online activities that actually teach the content to a student

Assessments include various types of items including extended response, short answer and multiple choice as well as writing prompts. Performance assessments are also included and desirable.

Content Resources may provide background knowledge for students or teachers. An example would be a video on sharks or a summary on the relevant research about how to teach a particular skill.

Professional Development Resources are meant for teacher continuing education. For Phase I they must be available online. In later phases it may be possible to include notices of face-to-face events.

Bibliographies or assessments that are embedded in a lesson plan should not be considered a separate resource.

Quality

The following should NOT be included:

- Coloring sheets and word searches
- Drill worksheets
- Videos that feature lectures (unless they are by experts on a subject)
- Resources that are primarily entertainment

This is not an exhaustive list but meant to give guidance if needed.

Copies of the Standards

Available on the ODE Web site.

Hard copies available by emailing:

karen.paschal@ode.state.oh.us

Questions

Ohio Resource Center Rubric

Development included several revisions
Content focuses on a research base
Use by review boards

The Ohio Resource Center Rubric has been used as a model by other organizations.

It provides an objective measure for making decisions about resources.

The process that the ORC uses allows for multiple reviews and quality control.

Content

Research based

Requires a lot of professional judgment

Work on inter-rater reliability is on-going

Consistency of review is important.

Having reviewers study a content resource and discuss its alignment helps to keep a consistent standard. Without on-going discussion it is possible for reviewers to drift away from the standard agreed upon.