

# TEKS RS Series: TEKS Resource System 101



# Welcome!

1. Open up the web page:

[www.teksresourcesystem.net](http://www.teksresourcesystem.net)

First Time Users:

**Username:** full district email address

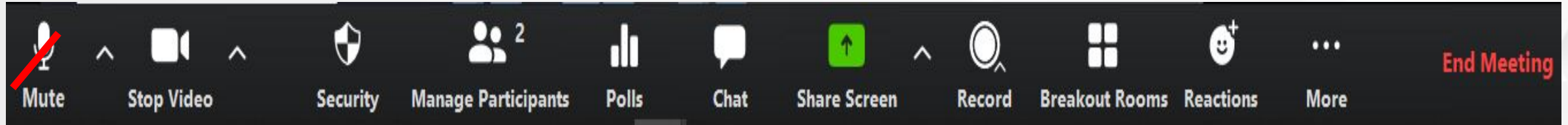
**Password:** check your district email

If this is not available, click “Forgot password” link to receive a new email.



# Web Conferencing Norms

Mute when not  
Speaking



Keep Video On



You can share  
your screen.



Group Activity  
When ask to join  
Click on “Join”



Use Chat to as/answer  
Questions and  
File Share or make  
comments



I can “clap” or give a  
“thumbs up”. Raise Your  
Hand and other tools



# *Agenda*

- What and for whom is the TEKS Resource System and TCMPC?
  - What are the components of the TEKS Resource System?
  - Navigation through the system.
  - Review of major components
  - Review of resources
  - Implementing TEKS RS Website (ITRS)
  - Questions and Reflections
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# TEKS RS Background

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**Know**

**Want to Know**

**Questions I have?**

What do you currently know about TEKS Resource System?

What is your personal goal for today's session? What do you want to know about TEKS Resource System?

What are some questions I have?

# *What is the TEKS Resource System?*

TEKS RS is

- a comprehensive online curriculum and assessment management system developed BY Texas educators FOR Texas educators.
  - K – 12 Mathematics, Science, Social Studies and Language Arts (English)
  - K – 5 Matemáticas, Ciencias, Estudios Sociales (Spanish)
  - K – 6 Spanish Language Arts and Reading
- aligned to current Texas Essential Knowledge and Skills.
- responsive to changes from TEA and end-user feedback.
- contracts with classroom teachers, curriculum experts, and ESC specialists to assist in the development, review, and revision of the system components.



# Who is the TCMPC?

## *The Texas Curriculum Management Program Cooperative:*

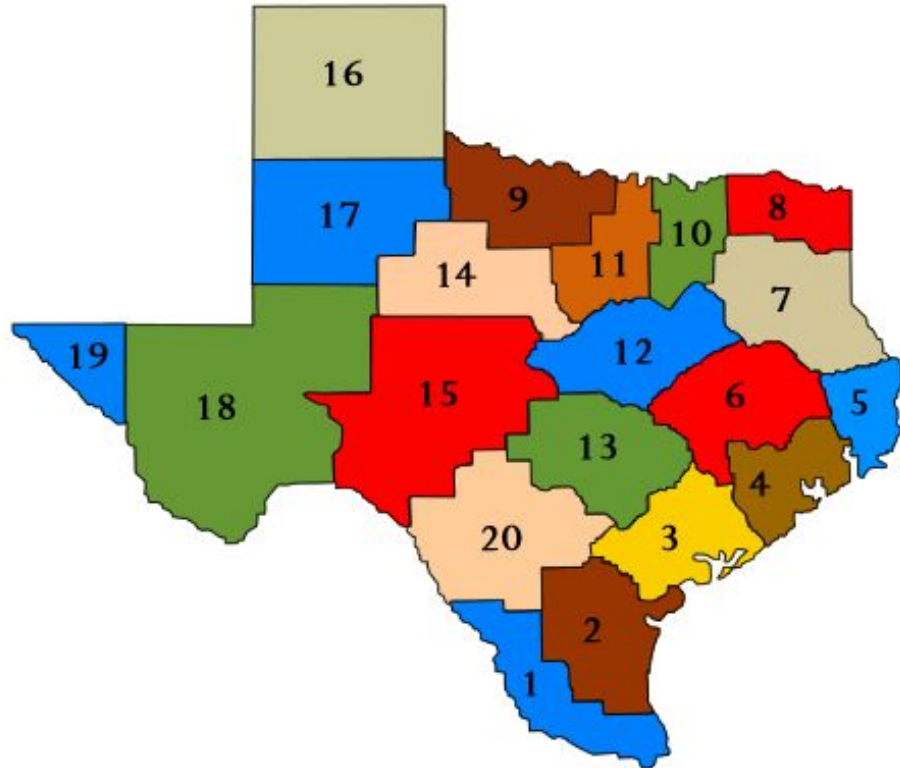
- is a Shared Service Agreement (SSA) comprised of the 20 Texas Education Service Centers.
- is the governing body for the TEKS Resource System
- includes the State Development Team which consists of 12 Texas educators and 5 technical support staff who coordinate the writing and reviewing of the curriculum and assessment components.
- serves more than 930 districts and approximately 1.7 million students.
- is **YOU!** And your contributions through feedback in the system and through ESCs.



Texas Curriculum Management Program Cooperative  
[www.tcmpec.org](http://www.tcmpec.org)

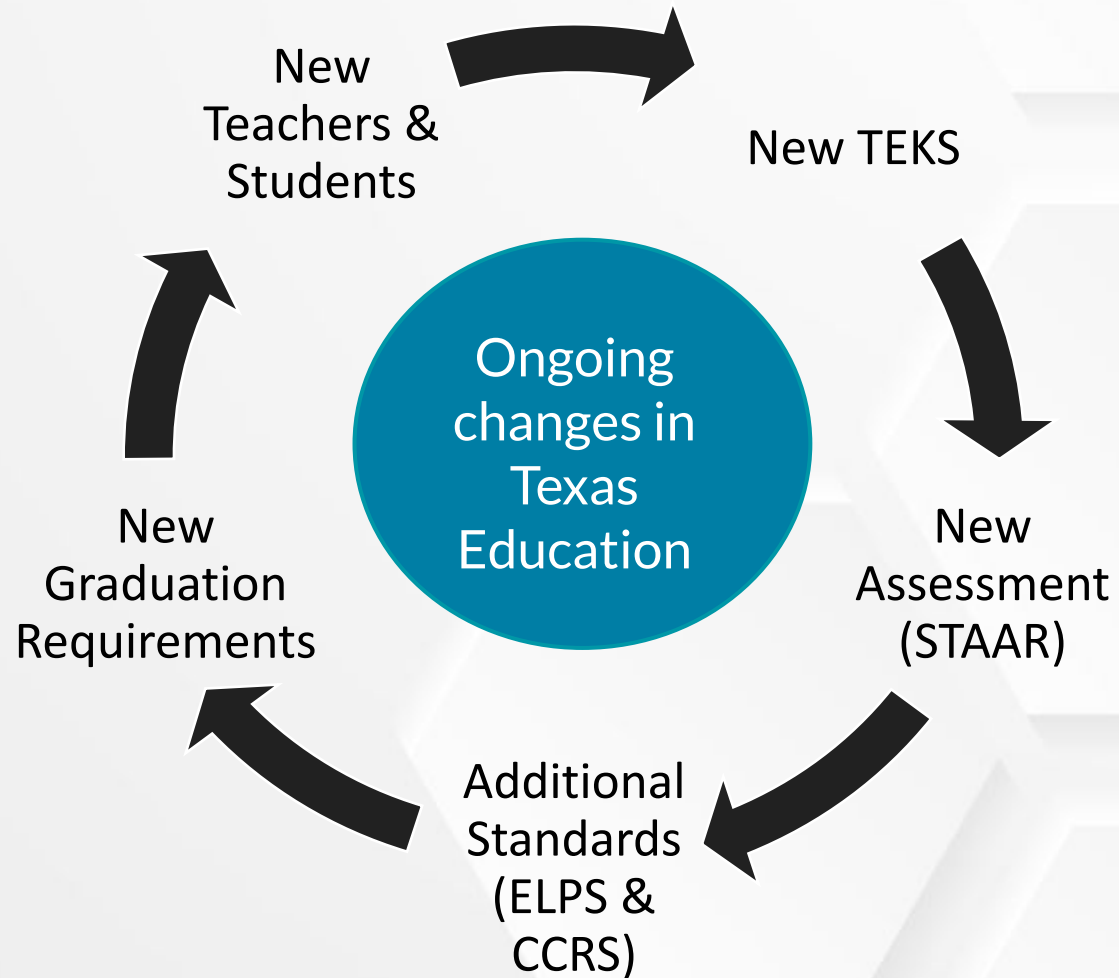


# *Education Service Centers*



Is utilized by all 12 El Paso area districts, most Diocese schools and some Charter campuses.

# *Why TEKS Resource System?*



State Standards						
Texas Essential Knowledge and Skills (TEKS)		Curriculum			Assessment	Technology
<ul style="list-style-type: none"><li>• Approved and updated by the State Board of Education (SBOE)</li><li>• Defines what students in Texas should know and be able to do for each grade level/course</li><li>• Supported by Texas Education Agency (TEA)</li><li>• Included in the Texas Education Code</li></ul>	Vertical Alignment Document (VAD) TEKS Clarification Document (TCD) Enhanced TEKS Clarification Document (ETCD – Math only)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessment(s) (PA), Assessment Item Bank, & Formative Item Bank	TEKS Resource System Website	
	<p>Scope:</p> <ul style="list-style-type: none"><li>• Outlines what is taught (TEKS) for each grade level/course</li><li>• Defines the rigor and content of the TEKS</li><li>• Includes the TEKS specificity</li><li>• Targets expectations (TEKS) within and across grade levels/courses</li></ul>	<p>Sequence:</p> <ul style="list-style-type: none"><li>• Groups (bundles) the TEKS into curricular units</li><li>• Includes a suggested sequence and duration for each unit</li><li>• Offers a sequence that ensures all TEKS are addressed within the year and STAAR®-assessed standards (TEKS) are presented prior to the state assessment</li></ul>	<ul style="list-style-type: none"><li>• Bridges curriculum, assessment, and instruction</li><li>• Explains the details of each curricular unit including:<ul style="list-style-type: none"><li>– An overview</li><li>– Performance Assessment(s)</li><li>– Overarching Concepts, Understandings, and Questions</li><li>– Unit Concepts, Understandings, and Questions</li><li>– Misconceptions</li><li>– Vocabulary</li><li>– Bundled TEKS with targeted specificity</li><li>– English Language Proficiency Standards (ELPS)</li></ul></li></ul>	<p>Performance Assessment(s) (PA)</p> <ul style="list-style-type: none"><li>• Offers evidence of student progression toward and/or attainment of identified TEKS</li></ul> <p>Assessment Item Bank</p> <ul style="list-style-type: none"><li>• Provides a collection of selected-, numerical-, and constructed-response items aligned to specific units and TEKS</li></ul> <p>Formative Item Bank</p> <ul style="list-style-type: none"><li>• Provides a collection of mostly constructed-response items intended to check for understanding to inform instruction</li><li>• Aligns items to previously taught grade level TEKS and current grade level TEKS</li><li>• May include multiple content TEKS in a single item</li></ul>	<ul style="list-style-type: none"><li>• Provides online delivery and district customization of curriculum and assessment components and content-specific resources</li><li>• Provides video and quick guide support for districts and/or teachers</li><li>• Provides a district-managed platform that includes the following tools:<ul style="list-style-type: none"><li>– Bookmarking, quick search, and calendar features</li><li>– Teacher Website Builder</li><li>– Design Templates</li><li>– Assessment Center</li><li>– Administrator Walkthrough Tool</li><li>– District-level communication and resource sharing</li></ul></li></ul>	
Teachers use the TEKS to:	Teachers use the VADs, TCDs/ETCDs to:	Teachers use the YAGs & TVDs to:	Teachers use the IFDs to:	Teachers use the assessment components to:	Teachers use the technology tools to:	
<ul style="list-style-type: none"><li>• Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1)</li></ul>	<ul style="list-style-type: none"><li>• Clarify grade level/course expectations</li><li>• Understand the vertical depth and complexity of the TEKS within and across grade levels/courses</li><li>• Identify potential gaps in students' understanding and plan for appropriate intervention</li></ul>	<ul style="list-style-type: none"><li>• View the TEKS taught within the year in a single snapshot</li><li>• Organize and plan long-term high-quality instruction</li><li>• Collaborate with peers to share and allocate instructional resources</li><li>• Pace instruction and customize sequencing as appropriate</li><li>• Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment</li></ul>	<ul style="list-style-type: none"><li>• Determine what content should be taught in each grading period</li><li>• Organize and plan medium- to short-term high-quality instruction</li><li>• Determine unit learning objectives and focused learning experiences</li><li>• Select instructional resources and materials that are aligned with the specified TEKS</li><li>• Maintain focus on the TEKS while planning and implementing instruction</li></ul>	<ul style="list-style-type: none"><li>• Determine student progression toward and/or attainment of identified TEKS</li><li>• Determine the ability of students to apply the learning in a new context</li><li>• Determine which students need intervention and accelerated instruction</li></ul>	<ul style="list-style-type: none"><li>• Access TEKS Resource System components and district-customized components</li><li>• Create district/individual instructional calendars, teacher websites, and assessments</li><li>• Provide and receive feedback regarding system components</li></ul>	
All Content Specific Resources					Last revised: March 2020	



# *The Texas Essential Knowledge and Skills (TEKS)*

## **THE TEKS are:**

Expectations for Student Learning

State Law

Skills and Content (Facts)

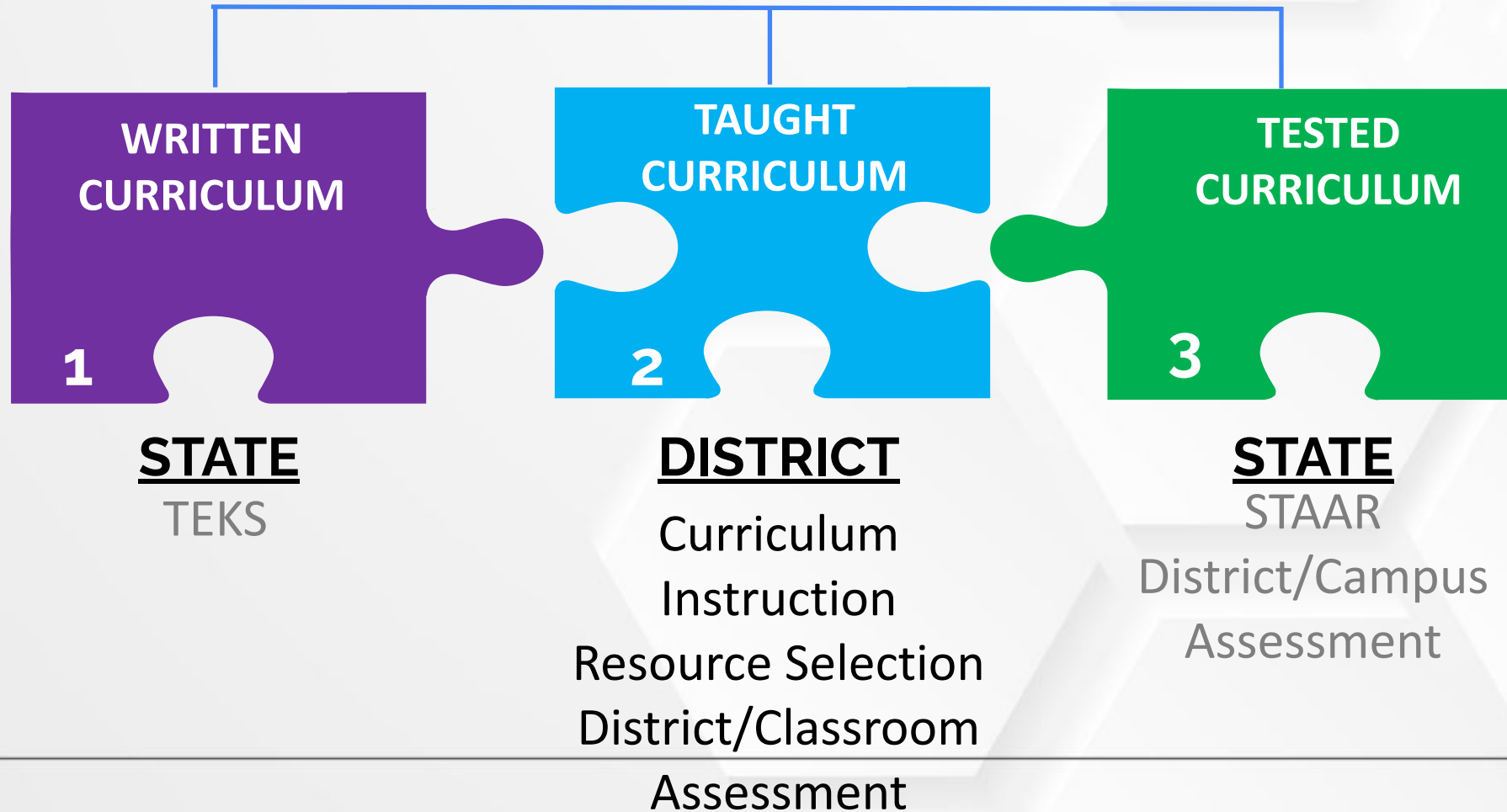
A Framework for Curriculum

## **THE TEKS alone are NOT**

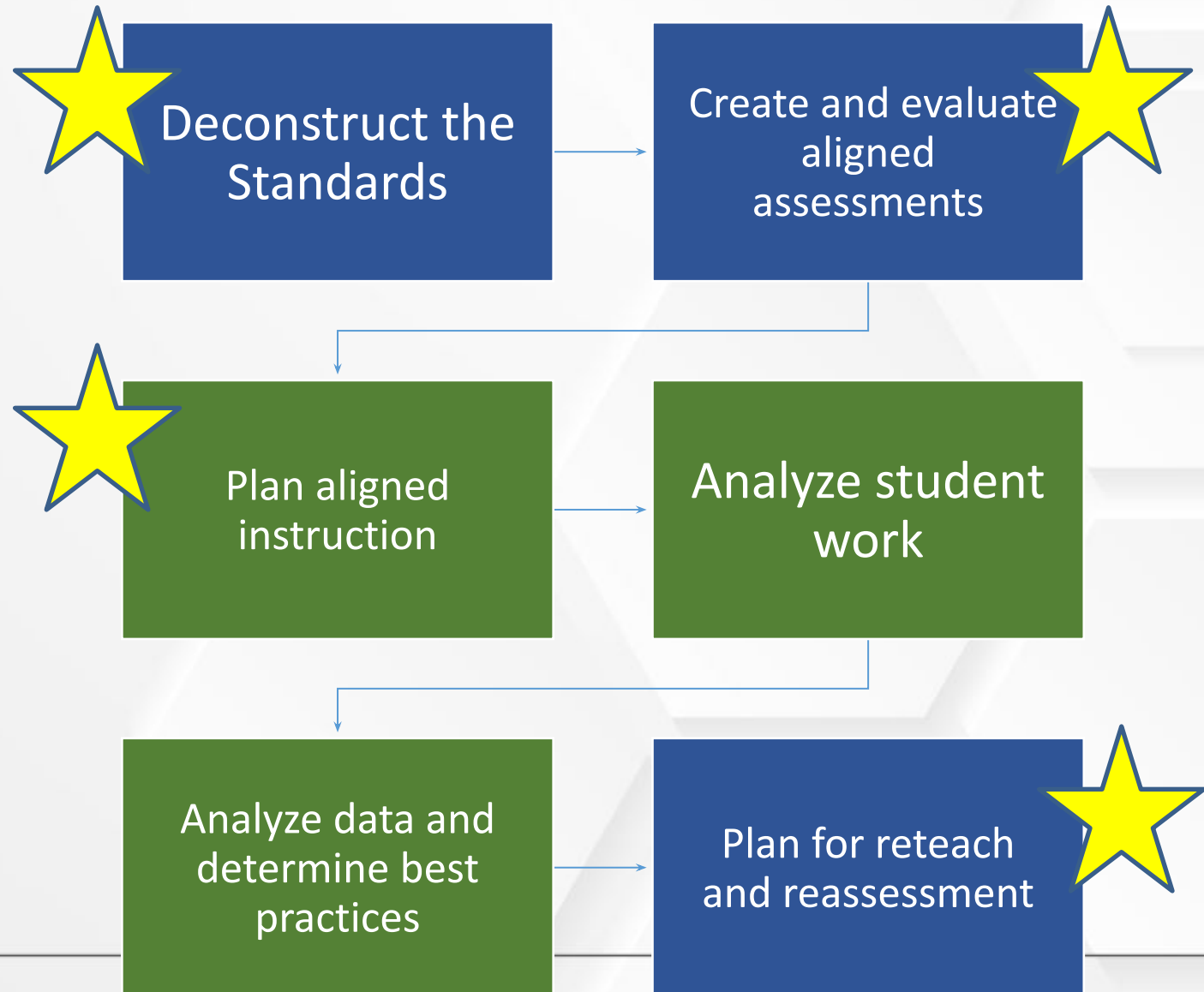
The Curriculum



## Curriculum ALIGNMENT



## Data Driven Instruction Key Components





## *The Goal*

To positively affect instruction and assessment through a **systemically-aligned** written, taught, and assessed curriculum model that promotes student achievement.

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# The TRS Components

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**Vertical Alignment Document (VAD)  
TEKS Clarification Document (TCD)  
Enhanced TEKS Clarification  
Document (ETCD – Math only)**

**State Standards**

**Texas Essential Knowledge and Skills (TEKS)**

- Approved and updated by the Board of Education (SBOE)
- Defines what students in Texas know and be able to do for each grade level/course
- Supported by Texas Education Agency (TEA)
- Included in the Texas Education Code

**Scope:**

- Outlines what is taught (TEKS) for each grade level/course
- Defines the rigor and content of the TEKS
- Includes the TEKS specificity (examples/details)
- Highlights Readiness and Supporting Standards
- Targets expectations (TEKS) within and across grade levels/courses

**Teachers use the TEKS to:**

- Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 89.001)

**Teachers use the VADs, TCDs/ETCDs to:**

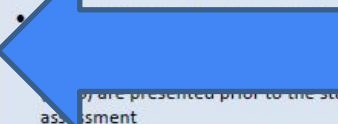
- Clarify grade level/course expectations
- Understand the vertical depth and complexity of the TEKS within and across grade levels/courses
- Identify potential gaps in students' understanding and plan for appropriate intervention

**Curriculum**

**Year at a Glance (YAG) & TEKS Verification Document (TVD)**

**Sequence:**

- Groups (bundles) the TEKS into curricular units
- Includes a suggested sequence and duration for each unit

- 

**Teachers use the YAGs & TVDs to:**

- View the TEKS taught within the year in a single snapshot
- Organize and plan long-term high-quality instruction
- Collaborate with peers to share and allocate instructional resources
- Pace instruction and customize sequencing as appropriate
- Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment

**Instructional Focus Document (IFD)**

- Bridges curriculum, assessment, and instruction
- Explains the details of each curricular unit including:
  - An overview
  - Performance Assessment(s) Overarching Concepts, Understandings, and Questions
  - Unit Concepts, Understandings, and Questions
  - Misconceptions
  - Vocabulary
  - Bundled TEKS with targeted specificity
  - English Language Proficiency Standards (ELPS)

**Teachers use the IFDs to:**

- Determine what content should be taught in each grading period
- Organize and plan medium- to short-term high-quality instruction
- Determine unit learning objectives and focused learning experiences
- Select instructional resources and materials that are aligned with the specified TEKS
- Maintain focus on the TEKS while planning and implementing instruction

**Assessment**

**Performance Assessment(s) (PA), Assessment Item Bank, & Formative Item Bank**

- Performance Assessment(s) (PA)
  - Offers evidence of student progression toward and/or attainment of identified TEKS

**Assessment Item Bank**

- Provides a collection of selected-, numerical-, and constructed-response items aligned to specific units and TEKS

**Formative Item Bank**

- Provides a collection of mostly constructed-response items intended to check for understanding to inform instruction
- Aligns items to previously taught grade level TEKS and current grade level TEKS
- May include multiple content TEKS in a single item

**Teachers use the assessment components to:**

- Determine student progression toward and/or attainment of identified TEKS
- Determine the ability of students to apply the learning in a new context
- Determine which students need intervention and accelerated instruction

**Technology**

**TEKS Resource System Website**

- Provides online delivery and district customization of curriculum and assessment components and content-specific resources
- Provides video and quick guide support for districts and/or teachers
- Provides a district-managed platform that includes the following tools:
  - Bookmarking, quick search, and calendar features
  - Teacher Website Builder
  - Design Templates
  - Assessment Center
  - Administrator Walkthrough Tool
  - District-level communication and resource sharing

**Teachers use the technology tools to:**

- Access TEKS Resource System components and district-customized components
- Create district/individual instructional calendars, teacher websites, and assessments
- Provide and receive feedback regarding system components

# Components by Grade Level and Content

	VADS	TCD	ETCD
<b>RLA</b>	<b>K–12</b>	<b>K-12</b>	
<b>Mathematics</b>	<b>K–12</b>		<b>K-8, Algebra I, Algebra II, Geometry, Math Models with Application, Precalculus</b>
<b>Science</b>	<b>K–2, 3–5 6–8</b>	<b>Integrated Physics and Chemistry, Biology, Chemistry, Physics Environmental Systems</b>	
<b>Social Studies</b>	<b>K–3, 4 &amp; 7 5, 8 and US History</b>	<b>K–8, Economics, World History, U.S. History, World Geography, Personal Financial Literacy</b>	



# Vertical Alignment Document

## Vertical Alignment Document (VAD)

- Across Grade Levels
- Readiness/Supporting
- SE Specificity

## Use the VAD to...

- Identify prior knowledge student should have
- Identify grade level specificity of a SE
- Identify future knowledge students will master

Grade 4	Grade 5	Grade 6
<p><b>4.1</b> Multiply and operations. The student applies mathematical process standards to multiply and use strategies and methods for whole number multiplication and division to solve problems in order to solve problems with efficiency and accuracy. The student is expected to:</p> <p><b>4.1A</b> Determine products of a number and 10 or 100 using properties of operations and place value understanding. <i>Supporting Standard</i></p> <p><b>4.1B</b> Multiply with fluency a two-digit number by a two-digit number using the standard algorithm. <i>Supporting Standard</i></p> <p><b>4.1C</b> Represent the product of 2 two-digit numbers using arrays, area models, or equations, including partial products through 10 by 10. <i>Supporting Standard</i></p> <p><b>4.1D</b> Use strategies and algorithms, including the standard algorithm, to multiply a one-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include number lines, partial products, and the commutative, associative, and distributive properties.</p>	<p><b>5.1</b> Multiply and operations. The student applies mathematical process standards to multiply and use strategies and methods for positive rational multiplication and division to solve problems with efficiency and accuracy. The student is expected to:</p> <p><b>5.1A</b> Multiply with fluency a three-digit number by a two-digit number using the standard algorithm. <i>Supporting Standard</i></p> <p><b>5.1B</b> Multiply and divide positive rational numbers fluently. <i>Readiness Standard</i></p> <p><b>5.1C</b> Use strategies and fluency to multiply and divide positive rational numbers. <i>Supporting Standard</i></p> <p><b>5.1D</b> Use strategies and fluency to multiply and divide positive rational numbers. <i>Supporting Standard</i></p> <p><b>5.1E</b> Use strategies and fluency to multiply and divide positive rational numbers. <i>Supporting Standard</i></p>	<p><b>6.1</b> Multiply and operations. The student applies mathematical process standards to multiply and use strategies and methods for positive rational multiplication and division to solve problems with efficiency and accuracy. The student is expected to:</p> <p><b>6.1A</b> Multiply and divide positive rational numbers fluently. <i>Readiness Standard</i></p> <p><b>6.1B</b> Use strategies and fluency to multiply and divide positive rational numbers. <i>Supporting Standard</i></p> <p><b>6.1C</b> Use strategies and fluency to multiply and divide positive rational numbers. <i>Supporting Standard</i></p> <p><b>6.1D</b> Use strategies and fluency to multiply and divide positive rational numbers. <i>Supporting Standard</i></p> <p><b>6.1E</b> Use strategies and fluency to multiply and divide positive rational numbers. <i>Supporting Standard</i></p>



# Vertical Alignment Document (VAD) TEKS Clarification Document (TCD) & (ETCD)

- Use the VAD to...
    - Identify the content and the cognitive rigor of a Student Expectation
    - Identify and define key terms from the specificity
    - Reference research and notes about how Student Expectations have been addressed on STAAR.
  - TCD/ETCD presents standards in chronological order for one grade level content subject/course.
- \*\*Mathematics ETCD has examples, graphs, charts, multiple representations etc. at SE level.
-



# Let's Navigate

Open up a VAD and TCD/ETCD of your choice. Be ready to discuss the following:

- Where can you find the documents?
  - How are the documents organized?
  - What is the primary purpose of each document?
  - How could you use this document?
-

# *Time to Explore on Your Own*

- Breakout rooms are for partner dialogue.
- You need to explore the VAD and TCD on your own computer.



This Photo by Unknown Author is licensed under CC BY-NC-ND

# Make connections

How are these two documents connected?





## Year at a Glance (YAG) & TEKS Verification Document (TVD)

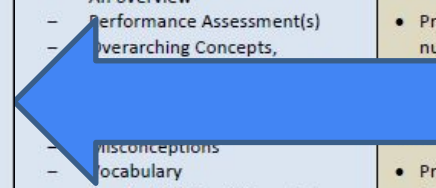
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- Collaborate with peers to share and allocate instructional resources
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	Assessment	Technology
Instructional Focus Document (IFD)	Performance Assessment(s) (PA), Assessment Item Bank, & Formative Item Bank	TEKS Resource System Website
<ul style="list-style-type: none"> <li>• Bridges curriculum, assessment, and instruction</li> <li>• Explains the details of each curricular unit including: <ul style="list-style-type: none"> <li>– An overview</li> <li>– Performance Assessment(s)</li> <li>– Overarching Concepts,</li> <li>– Misconceptions</li> <li>– Vocabulary</li> <li>– Bundled TEKS with targeted specificity</li> <li>– English Language Proficiency Standards (ELPS)</li> </ul> </li> </ul>	<p>Performance Assessment(s) (PA)</p> <ul style="list-style-type: none"> <li>• Offers evidence of student progression toward and/or attainment of identified TEKS</li> </ul> <p>Assessment Item Bank</p> <ul style="list-style-type: none"> <li>• Provides a collection of selected-, numerical-, and constructed-response items aligned to specific units and</li> </ul> <p>Formative Item Bank</p> <ul style="list-style-type: none"> <li>• Provides a collection of mostly constructed-response items intended to check for understanding to inform instruction</li> <li>• Aligns items to previously taught grade level TEKS and current grade level TEKS</li> <li>• May include multiple content TEKS in a single item</li> </ul>	<ul style="list-style-type: none"> <li>• Provides online delivery and district customization of curriculum and assessment components and content-specific resources</li> <li>• Provides video and quick guide support for districts and/or teachers</li> <li>• Provides a district-managed platform that includes the following tools: <ul style="list-style-type: none"> <li>– Bookmarking, quick search, and calendar features</li> <li>– Teacher Website Builder</li> <li>– Design Templates</li> <li>– Assessment Center</li> <li>– Administrator Walkthrough Tool</li> <li>– District-level communication and resource sharing</li> </ul> </li> </ul>
Teachers use the IFDs to:	Teachers use the assessment components to:	Teachers use the technology tools to:
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State Standards	Vertical Alignment Document (VAD), TEKS Clarification Document (TCD), and Enhanced TEKS Clarification Document (ETCD – Math)
<p><b>Texas Essential Knowledge and Skills (TEKS)</b></p> <ul style="list-style-type: none"> <li>• Approved and updated by the State Board of Education (SBOE)</li> <li>• Defines what students in Texas should know and be able to do for each grade level/course</li> <li>• Supported by Texas Education Agency (TEA)</li> <li>• Included in the Texas Education Code</li> </ul>	<p><b>Scope:</b></p> <ul style="list-style-type: none"> <li>• Outlines what is taught (TEKS) each grade level/course</li> <li>• Defines the rigor and content of TEKS</li> <li>• Includes the TEKS specificity (examples/details)</li> <li>• Highlights Readiness and Support Standards</li> <li>• Targets expectations (TEKS) within and across grade levels/courses</li> </ul>
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<ul style="list-style-type: none"> <li>• Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify grade level/course expectations</li> <li>• Understand the vertical depth and complexity of the TEKS within and across grade levels/courses</li> <li>• Identify potential gaps in student understanding and plan for appropriate intervention</li> </ul>

- Scope & Sequence
  - Readiness Standards
  - Supporting Standards

## Use the YAG to...

- Track the occurrence of identified High Priority Standards
- Follow the sequence and pacing of instructional units

ELAR Grade 8 YAGS – 8 months	
First Semester	Second Semester
<b>Unit 8A: Analyzing Evidence and Discourse (20 days for the entire unit)</b> 8.A.1, 8.2A, 8.2B, 8.2C, 8.3, 8.4, 8.5C, 8.6A, 8.6B, 8.7, 8.8, 8.9A, 8.9B, 8.10A, 8.11A, 8.12A, 8.13A, 8.14A, 8.15A, 8.16A, 8.17A, 8.18A, 8.19A, 8.20A, 8.21A, 8.22A, 8.23A, 8.24A, 8.25A, 8.26A, 8.27A, 8.28A, 8.29A, 8.30A, 8.31A, 8.32A, 8.33A, 8.34A, 8.35A, 8.36A, 8.37A, 8.38A, 8.39A, 8.40A, 8.41A, 8.42A, 8.43A, 8.44A, 8.45A, 8.46A, 8.47A, 8.48A, 8.49A, 8.50A, 8.51A, 8.52A, 8.53A, 8.54A, 8.55A, 8.56A, 8.57A, 8.58A, 8.59A, 8.60A, 8.61A, 8.62A, 8.63A, 8.64A, 8.65A, 8.66A, 8.67A, 8.68A, 8.69A, 8.70A, 8.71A, 8.72A, 8.73A, 8.74A, 8.75A, 8.76A, 8.77A, 8.78A, 8.79A, 8.80A, 8.81A, 8.82A, 8.83A, 8.84A, 8.85A, 8.86A, 8.87A, 8.88A, 8.89A, 8.90A, 8.91A, 8.92A, 8.93A, 8.94A, 8.95A, 8.96A, 8.97A, 8.98A, 8.99A, 8.100A, 8.101A, 8.102A, 8.103A, 8.104A, 8.105A, 8.106A, 8.107A, 8.108A, 8.109A, 8.110A, 8.111A, 8.112A, 8.113A, 8.114A, 8.115A, 8.116A, 8.117A, 8.118A, 8.119A, 8.120A, 8.121A, 8.122A, 8.123A, 8.124A, 8.125A, 8.126A, 8.127A, 8.128A, 8.129A, 8.130A, 8.131A, 8.132A, 8.133A, 8.134A, 8.135A, 8.136A, 8.137A, 8.138A, 8.139A, 8.140A, 8.141A, 8.142A, 8.143A, 8.144A, 8.145A, 8.146A, 8.147A, 8.148A, 8.149A, 8.150A, 8.151A, 8.152A, 8.153A, 8.154A, 8.155A, 8.156A, 8.157A, 8.158A, 8.159A, 8.160A, 8.161A, 8.162A, 8.163A, 8.164A, 8.165A, 8.166A, 8.167A, 8.168A, 8.169A, 8.170A, 8.171A, 8.172A, 8.173A, 8.174A, 8.175A, 8.176A, 8.177A, 8.178A, 8.179A, 8.180A, 8.181A, 8.182A, 8.183A, 8.184A, 8.185A, 8.186A, 8.187A, 8.188A, 8.189A, 8.190A, 8.191A, 8.192A, 8.193A, 8.194A, 8.195A, 8.196A, 8.197A, 8.198A, 8.199A, 8.200A, 8.201A, 8.202A, 8.203A, 8.204A, 8.205A, 8.206A, 8.207A, 8.208A, 8.209A, 8.210A, 8.211A, 8.212A, 8.213A, 8.214A, 8.215A, 8.216A, 8.217A, 8.218A, 8.219A, 8.220A, 8.221A, 8.222A, 8.223A, 8.224A, 8.225A, 8.226A, 8.227A, 8.228A, 8.229A, 8.230A, 8.231A, 8.232A, 8.233A, 8.234A, 8.235A, 8.236A, 8.237A, 8.238A, 8.239A, 8.240A, 8.241A, 8.242A, 8.243A, 8.244A, 8.245A, 8.246A, 8.247A, 8.248A, 8.249A, 8.250A, 8.251A, 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First Semester	Second Semester
1st Nine Weeks	3rd Nine Weeks
<p><b>Unit 01: Linear Expressions, Equations, and Inequalities (one variable) (15 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.5A, A.5B, A.10A, A.10C, A.10D, A.12E</p> <p><b>Unit 02: Introduction to Functions (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.2A, A.6A, A.9A, A.12A, A.12B</p> <p><b>Unit 03: Investigation of Linear Functions and Inequalities (two variables) (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.2A, A.2C, A.2G, A.2H, A.3A, A.3B, A.3C, A.3D, A.3E</p>	<p><b>Unit 07: Quadratic Equations, including Simplification of Numerical Radical Expressions (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.8A, A.11A, A.12E</p> <p><b>Unit 08: Investigation and Application of Quadratic Functions (15 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.6A, A.6B, A.6C, A.7A, A.7B, A.7C, A.8B</p> <p><b>Unit 09: Investigation and Application of Exponential Functions (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.9A, A.9B, A.9C, A.9D, A.9E</p>
2nd Nine Weeks	4th Nine Weeks
<p><b>Unit 04: Application of Linear Functions (15 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.2A, A.2B, A.2C, A.2D, A.2E, A.2F, A.2G, A.3A, A.3B, A.3C, A.4A, A.4B, A.4C</p> <p><b>Unit 05: Systems of Linear Equations and Inequalities (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.2I, A.3F, A.3G, A.3H, A.5C</p> <p><b>Unit 06: Laws of Exponents, Expressions, and Factoring (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.10A, A.10B, A.10C, A.10D, A.10E, A.10F, A.11B</p>	<p><b>Unit 10: Arithmetic and Geometric Sequences (15 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.3C, A.9D, A.12C, A.12D</p> <p><b>Unit 11: Making Connections (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.2A, A.2C, A.2E, A.2F, A.2G, A.2H, A.2I, A.3B, A.3C, A.3D, A.3H, A.4C, A.5A, A.5B, A.5C, A.6A, A.6B, A.6C, A.7A, A.7C, A.8A, A.8B, A.9C, A.9D, A.9E, A.10E, A.10F, A.11B</p> <p><b>Unit 12: Cost Comparison Analysis (10 days for the entire unit)</b> A.1A, A.1B, A.1C, A.1D, A.1E, A.1F, A.1G, A.2A, A.2C, A.2H, A.2I, A.3B, A.3C, A.3H, A.4C, A.5A, A.5C</p>



## TEKS Verification Document (TVD)

- All TEKS Addressed
- Direct Teach/ Ongoing
- Plan Interventions

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
6.02 Solve with proficiency for unknowns in up to a four-digit equation by a four-digit factor using division of the dividend algorithm. <b>Exempting</b>	T	O					O	O	O	O		
6.03 Represent multiplicative relationships with products to the hundredths using objects and pictorial models, including area models. <b>Exempting</b>				T			O				T	
6.04 Solve for products of unknowns in the hundredths, including situations involving money, using strategies based on place value understanding, properties of operations, and the relationship to the multiplication of whole numbers. <b>Exempting</b>				T			O	O	O	T		
6.05 Represent numbers of the money in the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models. <b>Exempting</b>				T			O				T	
6.06 Solve for unknowns of unknowns in the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm. <b>Exempting</b>				T			O	O	O	T	T	
6.07 Represent and solve addition and subtraction of fractions with common denominators understanding the same whole using objects, area models, number lines, and properties of operations. <b>Exempting</b>				T			O	O	O	O	T	
6.08 Represent and solve multiplication of whole number and a fraction that refers to the same whole using objects and pictorial models, including area models. <b>Exempting</b>							T	O	O	O	T	
6.09 Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $10 \div 2$ and $2 \div 10$ using objects and pictorial models, including area models. <b>Exempting</b>							T	O				T
6.10 Add and subtract positive and negative numbers. <b>Exempting</b>	T	O	O	T	O	T		O	O	O	T	T
6.11 Divide whole numbers by unit fractions and unit fractions by whole numbers. <b>Exempting</b>							T	O	O	O	T	T
6.4 Algebraic reasoning: The student applies mathematical problem-solving skills to develop solutions to problems and analyzing the student's approach to the problem. <b>Exempting</b>	T				O					O		O

## Use the TVD to...

- Determine which unit a specific SE is a Direct Teach (T)
- Determine which unit a specific SE is Ongoing work with content/concepts (O)

# YAG and TVD

The Year at a Glance presents a quick snapshot of the entire year's instructional plan.

The TEKS Verification Document ensures that all of the state standards are fully accounted for in the TEKS Resource System curriculum.

Educators can consult the TVD to find out how often an SE might be taught, allowing for deeper understanding and/or targeted instruction for different parts of the SE.

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 Let's Navigate!

# Let's Navigate

Open up a YAG and TVD of your choice. Be ready to discuss the following:

- Where can you find the documents?
  - How are the documents organized?
  - What is the primary purpose of each document?
  - How could you use this document?
-

# *Time to Explore on Your Own*

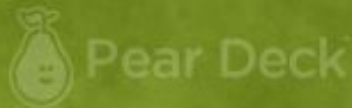
- Breakout rooms are for partner dialogue.
- You need to explore the YAG and TVD on your own computer.



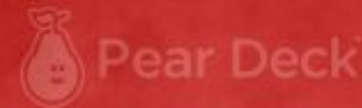
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Is this statement true or false? The YAG gives your timing for everyday of the lesson...

True



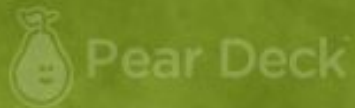
False



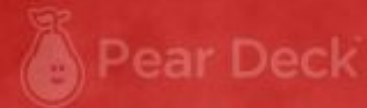


Is this statement true or false? The TVD ensures that all TEKS are addressed within the school year...

True



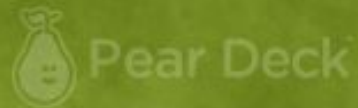
False



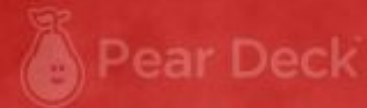


Is this statement true or false? The YAG is the ultimate planning document...

True

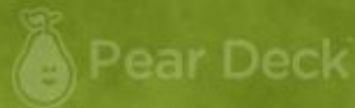


False

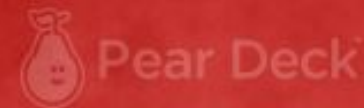


Is this statement true or false? The TVD ensures STAAR assessed standards are learned prior to the state exam...

True



False



Students choose an option


# Break Time

**15**

**min**




# How you are feeling:



1

Pear Deck


Keep going, I understand



2

Pear Deck

I'm a little confused



3

Pear Deck

Stop, I need help!



## Instructional Focus Document (IFD)

- Bridges curriculum, assessment, and instruction
- Explains the details of each curricular unit including:
  - An overview
  - Performance Assessment(s)
  - Overarching Concepts, Understandings, and Questions
  - Misconceptions
  - Vocabulary
  - Bundled TEKS with targeted specificity
  - English Language Proficiency Standards (ELPS)

### Teachers use the IFDs to:

- Determine what content should be taught in each grading period
- Organize and plan medium- to short-term high-quality instruction
- Determine unit learning objectives and focused learning experiences
- Select instructional resources and materials that are aligned with the specified TEKS
- Maintain focus on the TEKS while planning and implementing instruction

State Standards	Curriculum	
Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) TEKS Clarification Document (TCD) Enhanced TEKS Clarification Document (ETCD – Math only)	Year at a Glance (YAG) Verification Document
<ul style="list-style-type: none"> <li>Approved and updated by the State Board of Education (SBOE)</li> <li>Defines what students in Texas should know and be able to do for each grade level/course</li> <li>Supported by Texas Education Agency (TEA)</li> <li>Included in the Texas Education Code</li> </ul>	<b>Scope:</b> <ul style="list-style-type: none"> <li>Outlines what is taught (TEKS) for each grade level/course</li> <li>Defines the rigor and content of the TEKS</li> <li>Includes the TEKS specificity (examples/details)</li> <li>Highlights Readiness and Supporting Standards</li> <li>Targets expectations (TEKS) within and across grade levels/courses</li> </ul>	<b>Sequence:</b> <ul style="list-style-type: none"> <li>Groups (bundles) the TEKS curricular units</li> <li>Includes a suggested sequence duration for each unit</li> <li>Offers a sequence that ensures TEKS are addressed within and STAAR®-assessed standards (TEKS) are presented prior to assessment</li> </ul>
<b>Teachers use the TEKS to:</b> <ul style="list-style-type: none"> <li>Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1)</li> </ul>	<b>Teachers use the VADs, TCDs/ETCDs to:</b> <ul style="list-style-type: none"> <li>Clarify grade level/course expectations</li> <li>Understand the vertical depth and complexity of the TEKS within and across grade levels/courses</li> <li>Identify potential gaps in students' understanding and plan for appropriate intervention</li> </ul>	<b>Teachers use the YAGs &amp; TCDs</b> <ul style="list-style-type: none"> <li>View the TEKS taught within in a single snapshot</li> <li>Organize and plan long-term quality instruction</li> <li>Collaborate with peers to allocate instructional resources</li> <li>Pace instruction and customize sequencing as appropriate</li> <li>Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment</li> </ul>

## Assessment

### Performance Assessment(s) (PA), Assessment Item Bank, & Formative Item Bank

#### Performance Assessment(s) (PA)

- Offers evidence of student progression toward and/or attainment of identified TEKS

#### Assessment Item Bank

- Provides a collection of selected-

#### Formative Item Bank

- Provides a collection of mostly constructed-response items intended to check for understanding to inform instruction
- Aligns items to previously taught grade level TEKS and current grade level TEKS
- May include multiple content TEKS in a single item

### Teachers use the assessment components to:

- Determine student progression toward and/or attainment of identified TEKS
- Determine the ability of students to apply the learning in a new context
- Determine which students need intervention and accelerated instruction

## Technology

### TEKS Resource System Website

- Provides online delivery and district customization of curriculum and assessment components and content-specific resources
- Provides video and quick guide support for districts and/or teachers

- Provides a district-managed platform that includes the following tools:

- Bookmarking, quick search, and calendar features
- Teacher Website Builder
- Design Templates
- Assessment Center
- Administrator Walkthrough Tool
- District-level communication and resource sharing

### Teachers use the technology tools to:

- Access TEKS Resource System components and district-customized components
- Create district/individual instructional calendars, teacher websites, and assessments
- Provide and receive feedback regarding system components





# Instructional Focus Document: IFD

The Instructional Focus Document logically groups the specified standards into coherent units of instruction.

Provides a bridge between curriculum, assessment, and instruction. IFD pulls together all of the pieces teachers need to strategically design instructional activities.

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- Bundle of Student Expectations
- Past, Present, Future Learning
- STAAR References, Research

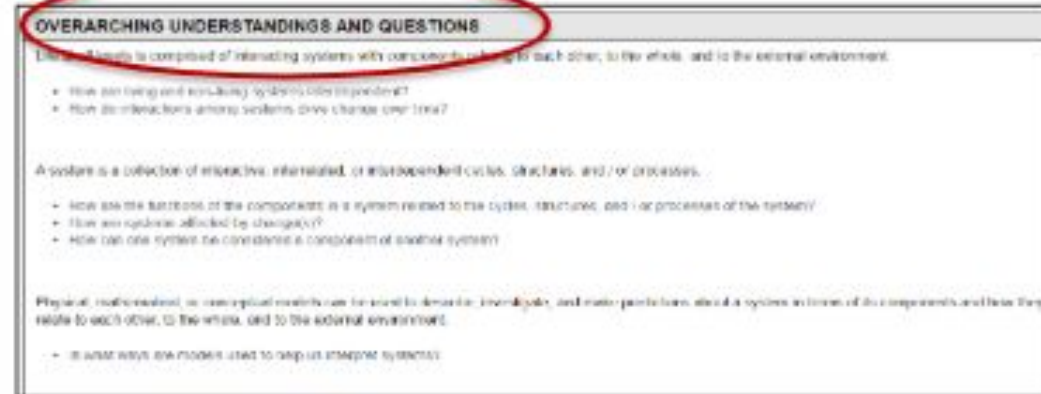


- Understand the bundle of SEs addressed in the unit
- Identify prior learning students have had in order to address potential gaps
- Establish focus of current unit
- Make connections to future learning
- Be aware of STAAR considerations and relevant research



## Overarching Understandings & Questions

- Encompass Big Ideas
- Establish the “Why” for Student Understanding
- May Transfer Beyond a Single Unit or Course



## Use the Overarching Understandings/Questions to...

- Connect to a broader scope of learning
- Create a critical thinking learning environment in the classroom.



## Performance Assessment

Content +  
Process/Skill

=

Student Product

## Use the PAs to...

- Plan instruction to address the content SEs addressed
- Plan instruction to address the process/skill level required to complete the PA

UNIT UNDERSTANDING AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
<p>Unbalanced forces cause change in the motion of an object that can be measured and calculated.</p> <ul style="list-style-type: none"> <li>In what ways do unbalanced forces affect the motion of an object?</li> <li>Why can an object with balanced forces still be in motion? Justify with examples.</li> <li>In what ways can the relationship between force and motion be analyzed and demonstrated? Justify with examples.</li> </ul> <p>Speed is a ratio of distance traveled to time taken.</p> <ul style="list-style-type: none"> <li>How can average speed be determined? Justify with examples.</li> </ul> <p>Acceleration is the rate at which an object changes its velocity.</p> <ul style="list-style-type: none"> <li>In what ways does acceleration occur?</li> </ul>	<p>Systems</p> <ul style="list-style-type: none"> <li>Force and motion</li> </ul> <p>Classifications</p> <ul style="list-style-type: none"> <li>Resonant</li> <li>Unbalanced</li> <li>Speed</li> <li>Acceleration</li> <li>Velocity</li> </ul> <p>Properties</p> <ul style="list-style-type: none"> <li>Equal size</li> <li>Unequal size</li> <li>Distance</li> <li>Time</li> <li>Changing speed or direction</li> <li>Speed and direction</li> </ul>	<p>Performance Assessment(s)</p> <p>You have been invited to the 8<sup>th</sup> grade science class to facilitate an investigation with a group of students to know how unbalanced forces change the speed or direction of an object's motion. Please include the following:</p> <ul style="list-style-type: none"> <li>Prepare an investigation that demonstrates how unbalanced forces change the speed or direction of an object's motion.</li> <li>Include any labels, tables, calculations, or graphs that students may use to demonstrate what is occurring.</li> <li>Explain how speed, velocity, and acceleration are different. Relate these terms to the investigation as appropriate.</li> </ul> <p>8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.5G, 8.5H, 8.5I, 8.5J, 8.5K, 8.5L, 8.5M, 8.5N, 8.5O, 8.5P, 8.5Q, 8.5R, 8.5S, 8.5T, 8.5U, 8.5V, 8.5W, 8.5X, 8.5Y, 8.5Z, 8.5AA, 8.5AB, 8.5AC, 8.5AD, 8.5AE, 8.5AF, 8.5AG, 8.5AH, 8.5AI, 8.5AJ, 8.5AK, 8.5AL, 8.5AM, 8.5AN, 8.5AO, 8.5AP, 8.5AQ, 8.5AR, 8.5AS, 8.5AT, 8.5AU, 8.5AV, 8.5AW, 8.5AX, 8.5AY, 8.5AZ, 8.5BA, 8.5BB, 8.5BC, 8.5BD, 8.5BE, 8.5BF, 8.5BG, 8.5BH, 8.5BI, 8.5BJ, 8.5BK, 8.5BL, 8.5BM, 8.5BN, 8.5BO, 8.5BP, 8.5BQ, 8.5BR, 8.5BS, 8.5BT, 8.5BU, 8.5BV, 8.5BW, 8.5BX, 8.5BY, 8.5BZ, 8.5CA, 8.5CB, 8.5CC, 8.5CD, 8.5CE, 8.5CF, 8.5CG, 8.5CH, 8.5CI, 8.5CJ, 8.5CK, 8.5CL, 8.5CM, 8.5CN, 8.5CO, 8.5CP, 8.5CQ, 8.5CR, 8.5CS, 8.5CT, 8.5CU, 8.5CV, 8.5CW, 8.5CX, 8.5CY, 8.5CZ, 8.5DA, 8.5DB, 8.5DC, 8.5DD, 8.5DE, 8.5DF, 8.5DG, 8.5DH, 8.5DI, 8.5DJ, 8.5DK, 8.5DL, 8.5DM, 8.5DN, 8.5DO, 8.5DP, 8.5DQ, 8.5DR, 8.5DS, 8.5DT, 8.5DU, 8.5DV, 8.5DW, 8.5DX, 8.5DY, 8.5DZ, 8.5EA, 8.5EB, 8.5EC, 8.5ED, 8.5EE, 8.5EF, 8.5EG, 8.5EH, 8.5EI, 8.5EJ, 8.5EK, 8.5EL, 8.5EM, 8.5EN, 8.5EO, 8.5EP, 8.5EQ, 8.5ER, 8.5ES, 8.5ET, 8.5EU, 8.5EV, 8.5EW, 8.5EX, 8.5EY, 8.5EZ, 8.5FA, 8.5FB, 8.5FC, 8.5FD, 8.5FE, 8.5FF, 8.5FG, 8.5FH, 8.5FI, 8.5FJ, 8.5FK, 8.5FL, 8.5FM, 8.5FN, 8.5FO, 8.5FP, 8.5FQ, 8.5FR, 8.5FS, 8.5FT, 8.5FU, 8.5FV, 8.5FW, 8.5FX, 8.5FY, 8.5FZ, 8.5GA, 8.5GB, 8.5GC, 8.5GD, 8.5GE, 8.5GF, 8.5GG, 8.5GH, 8.5GI, 8.5GJ, 8.5GK, 8.5GL, 8.5GM, 8.5GN, 8.5GO, 8.5GP, 8.5GQ, 8.5GR, 8.5GS, 8.5GT, 8.5GU, 8.5GV, 8.5GW, 8.5GX, 8.5GY, 8.5GZ, 8.5HA, 8.5HB, 8.5HC, 8.5HD, 8.5HE, 8.5HF, 8.5HG, 8.5HH, 8.5HI, 8.5HJ, 8.5HK, 8.5HL, 8.5HM, 8.5HN, 8.5HO, 8.5HP, 8.5HQ, 8.5HR, 8.5HS, 8.5HT, 8.5HU, 8.5HV, 8.5HW, 8.5HX, 8.5HY, 8.5HZ, 8.5IA, 8.5IB, 8.5IC, 8.5ID, 8.5IE, 8.5IF, 8.5IG, 8.5IH, 8.5II, 8.5IJ, 8.5IK, 8.5IL, 8.5IM, 8.5IN, 8.5IO, 8.5IP, 8.5IQ, 8.5IR, 8.5IS, 8.5IT, 8.5IU, 8.5IV, 8.5IW, 8.5IX, 8.5IY, 8.5IZ, 8.5JA, 8.5JB, 8.5JC, 8.5JD, 8.5JE, 8.5JF, 8.5JG, 8.5JH, 8.5JI, 8.5JJ, 8.5JK, 8.5JL, 8.5JM, 8.5JN, 8.5JO, 8.5JP, 8.5JQ, 8.5JR, 8.5JS, 8.5JT, 8.5JU, 8.5JV, 8.5JW, 8.5JX, 8.5JY, 8.5JZ, 8.5KA, 8.5KB, 8.5KC, 8.5KD, 8.5KE, 8.5KF, 8.5KG, 8.5KH, 8.5KI, 8.5KJ, 8.5KL, 8.5KM, 8.5KN, 8.5KO, 8.5KP, 8.5KQ, 8.5KR, 8.5KS, 8.5KT, 8.5KU, 8.5KV, 8.5KW, 8.5KX, 8.5KY, 8.5KZ, 8.5LA, 8.5LB, 8.5LC, 8.5LD, 8.5LE, 8.5LF, 8.5LG, 8.5LH, 8.5LI, 8.5LJ, 8.5LK, 8.5LL, 8.5LM, 8.5LN, 8.5LO, 8.5LP, 8.5LQ, 8.5LR, 8.5LS, 8.5LT, 8.5LU, 8.5LV, 8.5LW, 8.5LX, 8.5LY, 8.5LZ, 8.5MA, 8.5MB, 8.5MC, 8.5MD, 8.5ME, 8.5MF, 8.5MG, 8.5MH, 8.5MI, 8.5MJ, 8.5MK, 8.5ML, 8.5MM, 8.5MN, 8.5MO, 8.5MP, 8.5MQ, 8.5MR, 8.5MS, 8.5MT, 8.5MU, 8.5MV, 8.5MW, 8.5MX, 8.5MY, 8.5MZ, 8.5NA, 8.5NB, 8.5NC, 8.5ND, 8.5NE, 8.5NF, 8.5NG, 8.5NH, 8.5NI, 8.5NJ, 8.5NK, 8.5NL, 8.5NM, 8.5NO, 8.5NP, 8.5NQ, 8.5NR, 8.5NS, 8.5NT, 8.5NU, 8.5NV, 8.5NW, 8.5NX, 8.5NY, 8.5NZ, 8.5OA, 8.5OB, 8.5OC, 8.5OD, 8.5OE, 8.5OF, 8.5OG, 8.5OH, 8.5OI, 8.5OJ, 8.5OK, 8.5OL, 8.5OM, 8.5ON, 8.5OO, 8.5OP, 8.5OQ, 8.5OR, 8.5OS, 8.5OT, 8.5OU, 8.5OV, 8.5OW, 8.5OX, 8.5OY, 8.5OZ, 8.5PA, 8.5PB, 8.5PC, 8.5PD, 8.5PE, 8.5PF, 8.5PG, 8.5PH, 8.5PI, 8.5PJ, 8.5PK, 8.5PL, 8.5PM, 8.5PN, 8.5PO, 8.5PP, 8.5PQ, 8.5PR, 8.5PS, 8.5PT, 8.5PU, 8.5PV, 8.5PW, 8.5PX, 8.5PY, 8.5PZ, 8.5QA, 8.5QB, 8.5QC, 8.5QD, 8.5QE, 8.5QF, 8.5QG, 8.5QH, 8.5QI, 8.5QJ, 8.5QK, 8.5QL, 8.5QM, 8.5QN, 8.5QO, 8.5QP, 8.5QQ, 8.5QR, 8.5QS, 8.5QT, 8.5QU, 8.5QV, 8.5QW, 8.5QX, 8.5QY, 8.5QZ, 8.5RA, 8.5RB, 8.5RC, 8.5RD, 8.5RE, 8.5RF, 8.5RG, 8.5RH, 8.5RI, 8.5RJ, 8.5RK, 8.5RL, 8.5RM, 8.5RN, 8.5RO, 8.5RP, 8.5RQ, 8.5RR, 8.5RS, 8.5RT, 8.5RU, 8.5RV, 8.5RW, 8.5RX, 8.5RY, 8.5RZ, 8.5SA, 8.5SB, 8.5SC, 8.5SD, 8.5SE, 8.5SF, 8.5SG, 8.5SH, 8.5SI, 8.5SJ, 8.5SK, 8.5SL, 8.5SM, 8.5SN, 8.5SO, 8.5SP, 8.5SQ, 8.5SR, 8.5SS, 8.5ST, 8.5SU, 8.5SV, 8.5SW, 8.5SX, 8.5SY, 8.5SZ, 8.5TA, 8.5TB, 8.5TC, 8.5TD, 8.5TE, 8.5TF, 8.5TG, 8.5TH, 8.5TI, 8.5TJ, 8.5TK, 8.5TL, 8.5TM, 8.5TN, 8.5TO, 8.5TP, 8.5TQ, 8.5TR, 8.5TS, 8.5TT, 8.5TU, 8.5TV, 8.5TW, 8.5TX, 8.5TY, 8.5TZ, 8.5UA, 8.5UB, 8.5UC, 8.5UD, 8.5UE, 8.5UF, 8.5UG, 8.5UH, 8.5UI, 8.5UJ, 8.5UK, 8.5UL, 8.5UM, 8.5UN, 8.5UO, 8.5UP, 8.5UQ, 8.5UR, 8.5US, 8.5UT, 8.5UU, 8.5UV, 8.5UW, 8.5UX, 8.5UY, 8.5UZ, 8.5VA, 8.5VB, 8.5VC, 8.5VD, 8.5VE, 8.5VF, 8.5VG, 8.5VH, 8.5VI, 8.5VJ, 8.5VK, 8.5VL, 8.5VM, 8.5VN, 8.5VO, 8.5VP, 8.5VQ, 8.5VR, 8.5VS, 8.5VT, 8.5VU, 8.5VV, 8.5VW, 8.5VX, 8.5VY, 8.5VZ, 8.5WA, 8.5WB, 8.5WC, 8.5WD, 8.5WE, 8.5WF, 8.5WG, 8.5WH, 8.5WI, 8.5WJ, 8.5WK, 8.5WL, 8.5WM, 8.5WN, 8.5WO, 8.5WP, 8.5WQ, 8.5WR, 8.5WS, 8.5WT, 8.5WU, 8.5WV, 8.5WW, 8.5WX, 8.5WY, 8.5WZ, 8.5XA, 8.5XB, 8.5XC, 8.5XD, 8.5XE, 8.5XF, 8.5XG, 8.5XH, 8.5XI, 8.5XJ, 8.5XK, 8.5XL, 8.5XM, 8.5XN, 8.5XO, 8.5XP, 8.5XQ, 8.5XR, 8.5XS, 8.5XT, 8.5XU, 8.5XV, 8.5XW, 8.5XX, 8.5XY, 8.5XZ, 8.5YA, 8.5YB, 8.5YC, 8.5YD, 8.5YE, 8.5YF, 8.5YG, 8.5YH, 8.5YI, 8.5YJ, 8.5YK, 8.5YL, 8.5YM, 8.5YN, 8.5YO, 8.5YP, 8.5YQ, 8.5YR, 8.5YS, 8.5YT, 8.5YU, 8.5YV, 8.5YW, 8.5YX, 8.5YY, 8.5YZ, 8.5ZA, 8.5ZB, 8.5ZC, 8.5ZD, 8.5ZE, 8.5ZF, 8.5ZG, 8.5ZH, 8.5ZI, 8.5ZJ, 8.5ZK, 8.5ZL, 8.5ZM, 8.5ZN, 8.5ZO, 8.5ZP, 8.5ZQ, 8.5ZR, 8.5ZS, 8.5ZT, 8.5ZU, 8.5ZV, 8.5ZW, 8.5ZX, 8.5ZY, 8.5ZZ</p>



## Performance Assessment

- Engaging, Meaningful Activities
- Rubric Aligned for Scoring
- ELPS Aligned

Process/Skill + Content = Student Product

UNIT UNDERSTANDING AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT (IFD)
<p>Unbalanced forces cause change in the motion of an object that can be measured and calculated.</p> <ul style="list-style-type: none"> <li>In what ways do unbalanced forces affect the motion of an object?</li> <li>Why can an object with balanced forces still be in motion? Justify with examples.</li> <li>In what ways can the relationship between force and motion be analyzed and demonstrated? Justify with examples.</li> </ul> <p>Speed is a rate of distance traveled to time taken.</p> <ul style="list-style-type: none"> <li>How can average speed be determined? Justify with examples.</li> </ul> <p>Acceleration is the rate at which an object changes its velocity.</p> <ul style="list-style-type: none"> <li>In what ways does acceleration occur?</li> </ul>	<p>Systems</p> <ul style="list-style-type: none"> <li>Force and motion</li> </ul> <p>Classifications</p> <ul style="list-style-type: none"> <li>Unbalanced</li> <li>Speed</li> <li>Acceleration</li> <li>Velocity</li> </ul> <p>Properties</p> <ul style="list-style-type: none"> <li>Count rate</li> <li>Linear rate</li> <li>Distance</li> <li>Time</li> <li>Changing speed or direction</li> <li>Speed and direction</li> </ul>	<p>Performance Assessment (IFD)</p> <p>Performance Assessment (IFD) is a tool used to assess student learning. It is a rubric that is used to evaluate student performance on a specific task or project. The IFD is a tool that is used to assess student learning. It is a rubric that is used to evaluate student performance on a specific task or project.</p> <p><a href="#">Click on the PM title to view related rubric.</a></p> <p>You have been invited to the 5<sup>th</sup> grade science class to facilitate an investigation with a group of students to show how unbalanced forces change the speed or direction of an object's motion. Please include the following:</p> <ul style="list-style-type: none"> <li>Prepare an investigation that demonstrates how unbalanced forces change the speed or direction of an object's motion.</li> <li>Include any labels, tables, calculations, or graphs that students may use to demonstrate what is occurring.</li> <li>Explain how speed, velocity, and acceleration are different. Include these terms to the investigation as appropriate.</li> </ul> <p>Standards: 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29, 5.30, 5.31, 5.32, 5.33, 5.34, 5.35, 5.36, 5.37, 5.38, 5.39, 5.40, 5.41, 5.42, 5.43, 5.44, 5.45, 5.46, 5.47, 5.48, 5.49, 5.50, 5.51, 5.52, 5.53, 5.54, 5.55, 5.56, 5.57, 5.58, 5.59, 5.60, 5.61, 5.62, 5.63, 5.64, 5.65, 5.66, 5.67, 5.68, 5.69, 5.70, 5.71, 5.72, 5.73, 5.74, 5.75, 5.76, 5.77, 5.78, 5.79, 5.80, 5.81, 5.82, 5.83, 5.84, 5.85, 5.86, 5.87, 5.88, 5.89, 5.90, 5.91, 5.92, 5.93, 5.94, 5.95, 5.96, 5.97, 5.98, 5.99, 6.00, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 6.07, 6.08, 6.09, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23, 6.24, 6.25, 6.26, 6.27, 6.28, 6.29, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38, 6.39, 6.40, 6.41, 6.42, 6.43, 6.44, 6.45, 6.46, 6.47, 6.48, 6.49, 6.50, 6.51, 6.52, 6.53, 6.54, 6.55, 6.56, 6.57, 6.58, 6.59, 6.60, 6.61, 6.62, 6.63, 6.64, 6.65, 6.66, 6.67, 6.68, 6.69, 6.70, 6.71, 6.72, 6.73, 6.74, 6.75, 6.76, 6.77, 6.78, 6.79, 6.80, 6.81, 6.82, 6.83, 6.84, 6.85, 6.86, 6.87, 6.88, 6.89, 6.90, 6.91, 6.92, 6.93, 6.94, 6.95, 6.96, 6.97, 6.98, 6.99, 7.00, 7.01, 7.02, 7.03, 7.04, 7.05, 7.06, 7.07, 7.08, 7.09, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.24, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 7.31, 7.32, 7.33, 7.34, 7.35, 7.36, 7.37, 7.38, 7.39, 7.40, 7.41, 7.42, 7.43, 7.44, 7.45, 7.46, 7.47, 7.48, 7.49, 7.50, 7.51, 7.52, 7.53, 7.54, 7.55, 7.56, 7.57, 7.58, 7.59, 7.60, 7.61, 7.62, 7.63, 7.64, 7.65, 7.66, 7.67, 7.68, 7.69, 7.70, 7.71, 7.72, 7.73, 7.74, 7.75, 7.76, 7.77, 7.78, 7.79, 7.80, 7.81, 7.82, 7.83, 7.84, 7.85, 7.86, 7.87, 7.88, 7.89, 7.90, 7.91, 7.92, 7.93, 7.94, 7.95, 7.96, 7.97, 7.98, 7.99, 8.00, 8.01, 8.02, 8.03, 8.04, 8.05, 8.06, 8.07, 8.08, 8.09, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, 8.19, 8.20, 8.21, 8.22, 8.23, 8.24, 8.25, 8.26, 8.27, 8.28, 8.29, 8.30, 8.31, 8.32, 8.33, 8.34, 8.35, 8.36, 8.37, 8.38, 8.39, 8.40, 8.41, 8.42, 8.43, 8.44, 8.45, 8.46, 8.47, 8.48, 8.49, 8.50, 8.51, 8.52, 8.53, 8.54, 8.55, 8.56, 8.57, 8.58, 8.59, 8.60, 8.61, 8.62, 8.63, 8.64, 8.65, 8.66, 8.67, 8.68, 8.69, 8.70, 8.71, 8.72, 8.73, 8.74, 8.75, 8.76, 8.77, 8.78, 8.79, 8.80, 8.81, 8.82, 8.83, 8.84, 8.85, 8.86, 8.87, 8.88, 8.89, 8.90, 8.91, 8.92, 8.93, 8.94, 8.95, 8.96, 8.97, 8.98, 8.99, 9.00, 9.01, 9.02, 9.03, 9.04, 9.05, 9.06, 9.07, 9.08, 9.09, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15, 9.16, 9.17, 9.18, 9.19, 9.20, 9.21, 9.22, 9.23, 9.24, 9.25, 9.26, 9.27, 9.28, 9.29, 9.30, 9.31, 9.32, 9.33, 9.34, 9.35, 9.36, 9.37, 9.38, 9.39, 9.40, 9.41, 9.42, 9.43, 9.44, 9.45, 9.46, 9.47, 9.48, 9.49, 9.50, 9.51, 9.52, 9.53, 9.54, 9.55, 9.56, 9.57, 9.58, 9.59, 9.60, 9.61, 9.62, 9.63, 9.64, 9.65, 9.66, 9.67, 9.68, 9.69, 9.70, 9.71, 9.72, 9.73, 9.74, 9.75, 9.76, 9.77, 9.78, 9.79, 9.80, 9.81, 9.82, 9.83, 9.84, 9.85, 9.86, 9.87, 9.88, 9.89, 9.90, 9.91, 9.92, 9.93, 9.94, 9.95, 9.96, 9.97, 9.98, 9.99, 10.00, 10.01, 10.02, 10.03, 10.04, 10.05, 10.06, 10.07, 10.08, 10.09, 10.10, 10.11, 10.12, 10.13, 10.14, 10.15, 10.16, 10.17, 10.18, 10.19, 10.20, 10.21, 10.22, 10.23, 10.24, 10.25, 10.26, 10.27, 10.28, 10.29, 10.30, 10.31, 10.32, 10.33, 10.34, 10.35, 10.36, 10.37, 10.38, 10.39, 10.40, 10.41, 10.42, 10.43, 10.44, 10.45, 10.46, 10.47, 10.48, 10.49, 10.50, 10.51, 10.52, 10.53, 10.54, 10.55, 10.56, 10.57, 10.58, 10.59, 10.60, 10.61, 10.62, 10.63, 10.64, 10.65, 10.66, 10.67, 10.68, 10.69, 10.70, 10.71, 10.72, 10.73, 10.74, 10.75, 10.76, 10.77, 10.78, 10.79, 10.80, 10.81, 10.82, 10.83, 10.84, 10.85, 10.86, 10.87, 10.88, 10.89, 10.90, 10.91, 10.92, 10.93, 10.94, 10.95, 10.96, 10.97, 10.98, 10.99, 11.00, 11.01, 11.02, 11.03, 11.04, 11.05, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 11.13, 11.14, 11.15, 11.16, 11.17, 11.18, 11.19, 11.20, 11.21, 11.22, 11.23, 11.24, 11.25, 11.26, 11.27, 11.28, 11.29, 11.30, 11.31, 11.32, 11.33, 11.34, 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# Instructional Focus Document: IFD

## Misconceptions and Underdeveloped Concepts

View or opinion that is incorrect OR inadequate, superficial, or partial understanding of a conceptual idea or skill

MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS
<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"><li>• Students may not realize body systems are interrelated and the correct functioning of one depends on and influences homeostasis in another.</li><li>• Students may think the body systems being studied only exist in humans, rather than understanding that other animals have body systems that have similar structures and functions.</li><li>• Students may think the brain is a part of every body system because it is the control center for each body system.</li><li>• Students may think digestion is the process that releases usable energy from food, rather than processes at the cellular level.</li><li>• Students may think organisms only respond to external stimuli, rather than understanding that responses to both internal and external stimuli help maintain homeostasis.</li><li>• Students may think running a fever or vomiting is bad for their body, rather than a natural response by the body to maintain homeostasis.</li></ul>

## Use the Misconceptions/ Underdeveloped Concepts to...

- Be aware of, or avoid creating, possible disconnects students may have

# Instructional Focus Document: IFD

## Unit Vocabulary

UNIT VOCABULARY		
<b>Key Content Vocabulary:</b>		
<ul style="list-style-type: none"> <li>• <b>Commensalism</b> – a symbiotic relationship where one organism benefits while the other organism is unaffected</li> <li>• <b>Competition</b> – two or more organisms using the same limited resources causing some organisms to be unable to access the resources</li> <li>• <b>Ecological succession</b> – changes in the composition of species found in a community over time</li> <li>• <b>Ecosystem</b> – a community interacting with its environment through a one-way flow of energy and the cycling of materials</li> <li>• <b>Ecosystem stability</b> – the ability of an ecosystem to return to a state of equilibrium following a disturbance</li> <li>• <b>Hypothesis</b> – a tentative and testable statement that must be capable of being supported or not supported by evidence</li> <li>• <b>Mutualism</b> – a symbiotic relationship where both organisms benefit</li> <li>• <b>Parasitism</b> – a symbiotic relationship where one organism benefits while the other organism is harmed</li> <li>• <b>Predation</b> – an ecological relationship where one organism (predator) eats the other organism (prey)</li> <li>• <b>Trophic level</b> – position that organism(s) occupy in a food web, which is defined by its relationship to the primary energy source</li> </ul>		
<b>Related Vocabulary:</b>		
<ul style="list-style-type: none"> <li>• Adapted</li> <li>• Abiotic factor</li> <li>• Autotroph</li> <li>• Biomagnification</li> </ul>	<ul style="list-style-type: none"> <li>• Ecological pyramid</li> <li>• Environment</li> <li>• Environmental resistance</li> <li>• Extinction</li> </ul>	<ul style="list-style-type: none"> <li>• Nitrogen cycle</li> <li>• Nitrogen fixation</li> <li>• Omnivore</li> <li>• Organism</li> </ul>

Key Academic terms that are domain specific or major content terminology and/or general unit level terminology



# Instructional Focus Document: IFD

## TEKS with Unit Level Specificity

Knowledge  
and Skill  
Statement  
+  
Student  
Expectation  
+  
Cognitive Level  
and CONTENT  
+  
Clarifications

5.3	Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:	
5.3K	<p>Add and subtract positive rational numbers fluently.</p> <p><i>Readiness Standard</i></p>	<p>Add, Subtract</p> <p><b>WHOLE NUMBERS FLUENTLY</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Whole numbers <ul style="list-style-type: none"> <li>Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time (1, 2, 3, ..., n)</li> <li>Whole numbers – the set of counting (natural) numbers and zero (0, 1, 2, 3, ..., n)</li> </ul> </li> <li>Fluency – efficient application of procedures with accuracy</li> <li>Addition <ul style="list-style-type: none"> <li>Sums of whole numbers</li> </ul> </li> <li>Subtraction <ul style="list-style-type: none"> <li>Differences of whole numbers</li> </ul> </li> <li>Recognition of addition and/or subtraction in mathematical and real-world problem situations</li> </ul> <p>Note(s):</p> <ul style="list-style-type: none"> <li>Grade Level(s): <ul style="list-style-type: none"> <li>Grade 4 evaluated the reasonableness of sums and differences of fractions using benchmark fractions <math>0</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, and <math>1</math> referring to the same whole</li> <li>Grade 7 will add, subtract, multiply, and divide rational numbers fluently</li> <li>Various mathematical process standards will be applied to this student expectation as appropriate.</li> </ul> </li> <li>TxRCPP: <ul style="list-style-type: none"> <li>Developing an understanding of and fluency with addition, subtraction, multiplication, and division of fractions and decimals</li> </ul> </li> <li>TxCCRS:</li> </ul>



# Let's Navigate

Open up an IFD of your choice. Be ready to discuss the following:

- How many days are assigned to this unit?
  - What is the title of the unit?
  - What understanding do students have prior to this unit?
  - How many Performance Assessments does this unit have?
  - What is a misconception for the unit?
  - Are there any partially addressed standards?
-

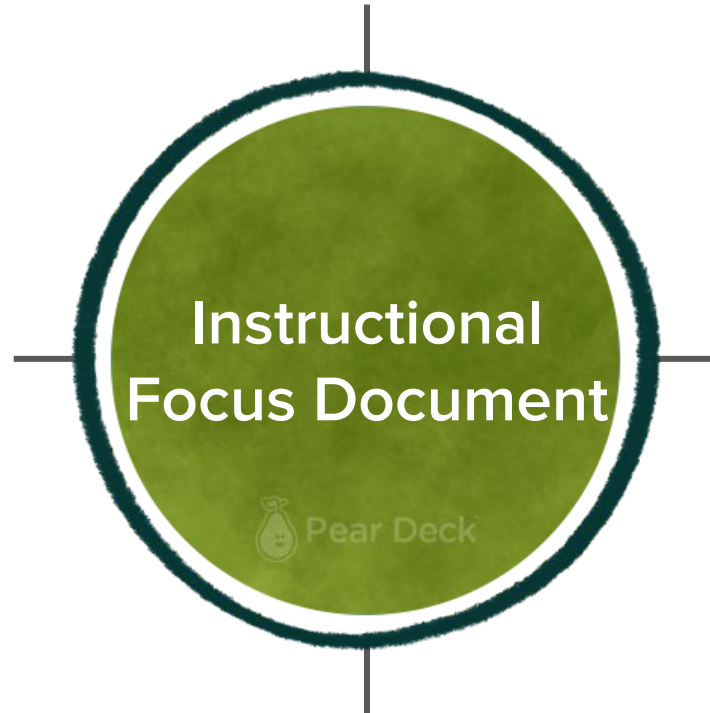
# *Time to Explore on Your Own*

- Breakout rooms are for partner dialogue.
- You need to explore the IFD on your own computer.



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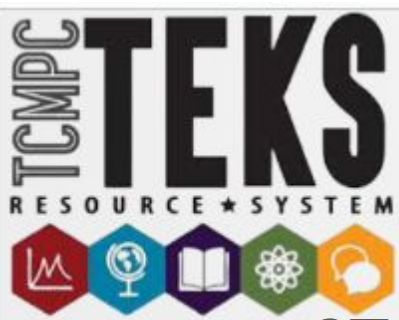
**Start a Mind Map by drawing the connections you are making.**



# The Resources



State Standards	Curriculum			Assessment	Technology
Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) TEKS Clarification Document (TCD) Enhanced TEKS Clarification Document (ETCD – Math only)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessment(s) (PA), Assessment Item Bank, & Formative Item Bank	TEKS Resource System Website
<ul style="list-style-type: none"> <li>Approved and updated by the State Board of Education (SBOE)</li> <li>Defines what students in Texas should know and be able to do for each grade level/course</li> <li>Supported by Texas Education Agency (TEA)</li> <li>Included in the Texas Education Code</li> </ul>	<b>Scope:</b> <ul style="list-style-type: none"> <li>Outlines what is taught (TEKS) for each grade level/course</li> <li>Defines the rigor and content of the TEKS</li> <li>Includes the TEKS specificity (examples/details)</li> <li>Highlights Readiness and Supporting Standards</li> <li>Targets expectations (TEKS) within and across grade levels/courses</li> </ul>	<b>Sequence:</b> <ul style="list-style-type: none"> <li>Groups (bundles) the TEKS into curricular units</li> <li>Includes a suggested sequence and duration for each unit</li> <li>Offers a sequence that ensures all TEKS are addressed within the year and STAAR®-assessed standards (TEKS) are presented prior to the state assessment</li> </ul>	<ul style="list-style-type: none"> <li>Bridges curriculum, assessment, and instruction</li> <li>Explains the details of each curricular unit including:               <ul style="list-style-type: none"> <li>An overview</li> <li>Performance Assessment(s)</li> <li>Overarching Concepts, Understandings, and Questions</li> <li>Unit Concepts, Understandings, and Questions</li> <li>Misconceptions</li> <li>Vocabulary</li> <li>Bundled TEKS with targeted specificity</li> <li>English Language Proficiency Standards (ELPS)</li> </ul> </li> </ul>	<b>Performance Assessment(s) (PA)</b> <ul style="list-style-type: none"> <li>Offers evidence of student progression toward and/or attainment of identified TEKS</li> </ul> <b>Assessment Item Bank</b> <ul style="list-style-type: none"> <li>Provides a collection of selected-, numerical-, and constructed-response items aligned to specific units and TEKS</li> </ul> <b>Formative Item Bank</b> <ul style="list-style-type: none"> <li>Provides a collection of mostly constructed-response items intended to check for understanding to inform instruction</li> <li>Aligns items to previously taught grade level TEKS and current grade level TEKS</li> <li>May include multiple content TEKS in a single item</li> </ul>	<ul style="list-style-type: none"> <li>Provides online delivery and district customization of curriculum and assessment components and content-specific resources</li> <li>Provides video and quick guide support for districts and/or teachers</li> <li>Provides a district-managed platform that includes the following tools:               <ul style="list-style-type: none"> <li>Bookmarking, quick search, and calendar features</li> <li>Teacher Website Builder</li> <li>Design Templates</li> <li>Assessment Center</li> <li>Administrator Walkthrough Tool</li> <li>District-level communication and resource sharing</li> </ul> </li> </ul>
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# *Content Specific Resources*

- STAAR Analysis
  - Concept Tree or Chart (All Subjects)
  - Vocabulary List (Science and Social Studies)
  - Backward Design Chart (Mathematics, Science, and Social Studies)
  - Literature Resources (Science K-5; Mathematics)
  - STAAR Resources (Blueprints and Item Percentages)
  - Instructional Considerations for Purposeful Planning-ICAPP (Mathematics only)
  - Other
-



# Let's Navigate

Open up the Resource Folder for the content and grade level of your choice.. Be ready to discuss the following:

- What is the primary purpose?
  - How would you use it in the classroom?
-

# *Time to Explore on Your Own*

- Breakout rooms are for partner dialogue.
- You need to explore the Resource Folders for different contents on your own computer.

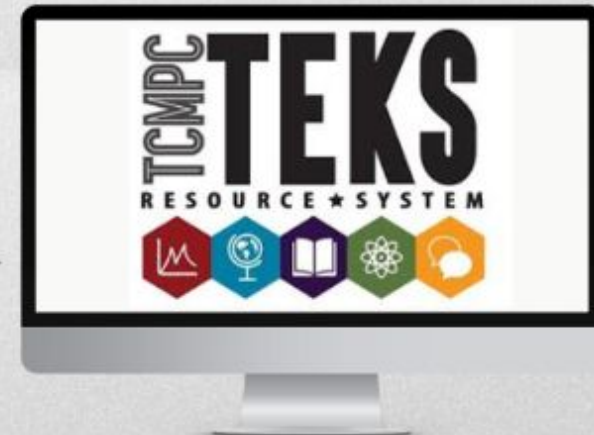


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**Share with your partner using one of the following stems:**

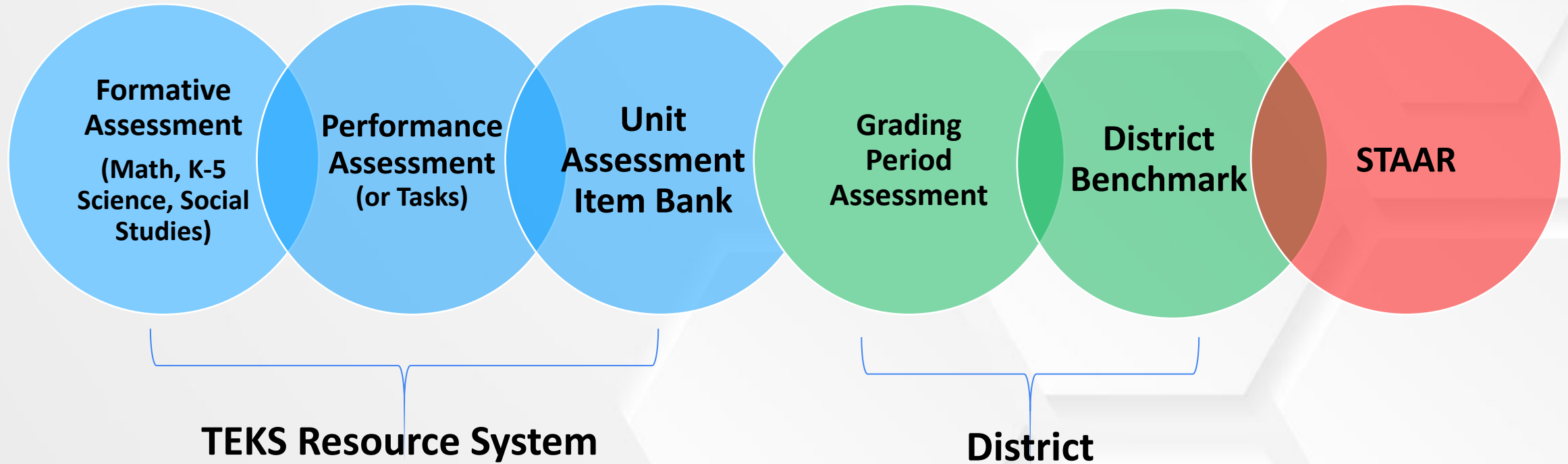
**“I found \_\_\_\_\_ in the \_\_\_\_\_  
Folder. I think it will be useful because  
\_\_\_\_\_.”**



State Standards		Curriculum		Performance Assessment(s) (PA)	Technology
<b>Texas Essential Knowledge and Skills (TEKS)</b>	<b>Vertical Alignment Document (VAD) TEKS Clarification Document (TCD) Enhanced TEKS Clarification Document (ETCD – Math only)</b>	<b>Year at a Glance (YAG) &amp; TEKS Verification Document (TVD)</b>	<b>Instructional Focus Document (IFD)</b>	<ul style="list-style-type: none"><li>Offers evidence of student progression toward and/or attainment of identified TEKS</li></ul> <b>Assessment Item Bank</b> <ul style="list-style-type: none"><li>Provides a collection of selected-, numerical-, and constructed-response items aligned to specific units and TEKS</li></ul> <b>Formative Item Bank</b> <ul style="list-style-type: none"><li>Provides a collection of mostly constructed-response items intended to check for understanding to inform instruction</li><li>Aligns items to previously taught grade level TEKS and current grade level TEKS</li><li>May include multiple content TEKS in a single item</li></ul> <b>Teachers use the assessment components to:</b> <ul style="list-style-type: none"><li>Determine student progression toward and/or attainment of identified TEKS</li><li>Determine the ability of students to apply the learning in a new context</li><li>Determine which students need intervention and accelerated instruction</li></ul>	<b>TEKS Resource System Website</b> <ul style="list-style-type: none"><li>Provides online delivery and district customization of curriculum and assessment components and content-specific resources</li><li>Provides video and quick guide support for districts and/or teachers</li><li>Includes features such as:<ul style="list-style-type: none"><li>Bookmarking, quick search, and calendar features</li><li>Teacher Website Builder</li><li>Design Templates</li><li>Assessment Center</li><li>Administrator Walkthrough Tool</li><li>District-level communication and resource sharing</li></ul></li></ul> <b>Teachers use the technology tools to:</b> <ul style="list-style-type: none"><li>Access TEKS Resource System components and district-customized components</li><li>Create district/individual instructional calendars, teacher websites, and assessments</li><li>Provide and receive feedback regarding system components</li></ul>
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©2020, TCMPC		All Content Specific Resources			Last revised: March 2020



# *Assessment Continuum*



# *Assessment*

- Formative Items (Mathematics, K-5 Science, Social Studies)
  - Open-ended items
  - Current unit/grade level TEKS
- Performance Assessments and Tasks
  - Assess specific bundles of SEs
  - Wrapped with process/skill TEKS as appropriate
- Unit Assessment Items
  - Each item aligned to one specific SE, bundled with a process TEKS as appropriate
  - Assess TEKS associated with one IFD
  - Multiple choice and constructed response
- DMAC and Eduphoria

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 Let's Navigate!



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**IMPLEMENTING  
TEKS**  
RESOURCE ★ SYSTEM

# TEKS Resource System Implementation Guide

Select a curriculum  
implementation  
process role



Central Office

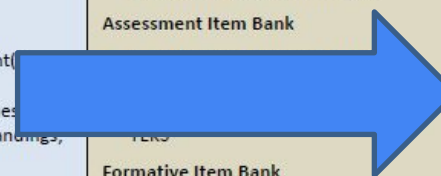


Campus



Classroom

State Standards	Curriculum			Assessment
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# TEKS Resource System

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How To  
guides,  
videos,  
FAQs

Updates to  
any  
documents  
within the  
system

Content  
Updates,  
Annual  
Conference  
information,  
etc.



## Support

Find additional resources (videos, guides, FAQs) in the TEKS Resource System Support Library.

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## Revisions

Check for revisions to the TEKS Resource System components by content area.

[Learn More →](#)



## News & Updates

Stay up to date with important content-related news and updates.

[Learn More →](#)

# Questions and Reflections

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# Exit Ticket reflect on today's activities:

What I liked?

What I didn't like?

What was easy?

What was hard?

# Professional Development Opportunities

Join one of several free Professional Development sessions created for you, the users. All sessions are free to TEKS RS subscribers.

[bit.ly/TEKSRS23-24](https://bit.ly/TEKSRS23-24)



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**2023-2024  
TEKS RS  
Professional  
Development  
Catalog**



**TEKS** RESOURCE ★ SYSTEM



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