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CURRICULUM MANAGEMENT PLAN

EXECUTIVE SUMMARY/INTRODUCTION
The Curriculum Management Plan communicates the intent, direction, roles, and responsibilities for Humble ISD in the areas of curriculum (written), instruction (taught), and assessment (tested). This plan outlines the systematic and ongoing process of curriculum design, evaluation, and revision in accordance with Board Policy. The Curriculum Management Plan is the foundation for the design, delivery, and assessment of the curriculum.

CURRICULUM PHILOSOPHY
Humble ISD mission states our purpose is to “develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens, and effective communicators.” Aligned with our district’s core mission, Humble ISD recognizes the need for a rigorous, standards-based curriculum that meets the needs of a diverse student population. Humble ISD is committed to the development of a curriculum that imparts knowledge, concepts, skills, processes, and attitudes necessary to prepare students for many paths and empower them to be successful in a rapidly changing world. The Curriculum Management Plan is a living document that is evolving in a culture of reflective, focused practitioners who constantly strive to provide common direction for the written, taught, and assessed curriculum (Refer to Exhibit A Curriculum, Instruction, Assessment Cycle).

PURPOSE OF CURRICULUM MANAGEMENT PLAN
A Curriculum Management Plan allows Humble ISD students to obtain the educational benefits of a coordinated and focused effort to improve student learning. The Curriculum Management Plan conveys the intent of the District mission statement and Board Policy by providing a framework for the written, taught, and assessed curriculum. The Curriculum Management Plan also provides the structure to ensure quality control of the designed and delivered curriculum, internal consistency, and necessary resources.

The purpose of the Humble ISD Curriculum Management Plan is to coordinate improvement efforts in the development, implementation, and evaluation of the curriculum. The plan outlines the expectations and procedures for the written curriculum as presented in curriculum documents for the taught curriculum, as presented to students by teachers, and for the assessed curriculum as determined by student assessment in accordance with Board Policy. The Curriculum Management Plan is the product of a collaborative, sustained focus by Humble ISD to cultivate the skills of learning, thinking, and communicating required for success in a rapidly changing, global society.

CURRICULUM MANAGEMENT SYSTEM
Curriculum management is a process whereby quality control of the written, taught, and assessed curriculum happens. It is the Board’s expectation in Policy EG (Local) that an environment to support curriculum delivery is created and maintained by all functions of the organization so that it is accessible, manageable, user-friendly, and current. Humble ISD utilizes a comprehensive, consistent, fully-integrated platform that facilitates stakeholders at all levels in maintaining a continuous focus on improving student learning and mastery. It is an online, computer-based system that links all teaching, learning, and assessment components and is delivered electronically to administrators and teachers.
In Humble ISD, eduphoria!® serves as the curriculum management platform. A variety of eduphoria!® suites are used:

- **Forethought**: a customizable lesson planner where district curriculum is housed and easily accessed by all teachers
- **Aware**: a data analysis tool that allows teachers to analyze both summative and formative assessment data to assist in implementing targeted, focused adjustments to instructional plans
- **Appraise**: an electronic file of yearly staff evaluations
- **Workshop**: a professional development registration system that allows staff to easily enroll in Humble ISD workshops and track professional development hours
- **Facilities and Events**: an inventory and room reservation management suite that tracks asset inventory and facility use
- **FormSpace**: a paperless form management suite where district and campus forms and surveys can be housed for completion, submission, review, and approval (Summer, 2016)

The District is committed to optimal student performance, and by utilizing a curriculum management system, Humble ISD provides equitable access to curriculum. It is through managing the written, taught, and assessed curriculum that the District holds itself accountable for high levels of productivity and system improvement.

**FINANCIAL SUPPORT OF CURRICULUM MANAGEMENT**

In accordance with Humble ISD Board Policy EG (Local), the district budget process ensures that goals and priorities for the development and delivery of curriculum are central to the core work of educating students. Department funding priorities are in alignment with the following curriculum management plan components:

- Curriculum design, delivery, and assessment
- Student performance and accountability
- Intervention programs
- Professional development
- Technology-based educational resources
- Legal and state requirements
- District established priorities
- District growth and demographic changes
EXECUTIVE SUMMARY/INTRODUCTION
The Board, in Policy EG (Local) recognizes the need for and value of a systematic, ongoing program of curriculum development, implementation, and evaluation. Curriculum shall be defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels, areas, or courses in Humble ISD schools. The District’s curriculum shall be articulated from prekindergarten through grade 12 and shall be coordinated across grade levels. It is essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District and to meet the needs of the student population. Curriculum development, implementation, and evaluation are the written curriculum, the taught curriculum, and the assessed curriculum. The District shall ensure the optimum in focus and connectivity of the curriculum, both vertically and horizontally.

STATUTORY AUTHORITY
Texas Administrative Code, Title 19 (Education), Part 2 (Texas Education Agency), Chapter 74 (Curriculum Requirements), Subchapter A (Required Curriculum), Rules 74.1 (Essential Knowledge and Skills), 74.2 (Description of a Required Elementary Curriculum), 74.3 (Description of a Required Secondary Curriculum), and 74.4 (English Language Proficiency Standards) set forth the educational standards for the State of Texas.

LOCAL AUTHORITY
Humble ISD Board Policy EG (Local) supports the mission that the District, in partnership with families and the community, shall educate students in prekindergarten through grade 12 through the delivery of a comprehensive, TEKS-based curriculum so that District students cultivate the skills of learning, thinking, and communicating required to be productive and contributing members of society.

HUMBLE ISD VISION STATEMENT
We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.

HUMBLE ISD MISSION STATEMENT
Our purpose, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens, and effective communicators.

BOARD GOALS
Humble ISD Board of Trustees adopts priorities each year to guide the district in achieving the mission and vision. Humble ISD curriculum will align and support board goals. In 2014, Humble ISD adopted a strategic planning process through a partnership with Studer Education. Through this district-wide process, leadership has begun the journey of aligning goals for student achievement, employee engagement and morale, support services, financial efficiencies, and overall productivity.
MISSION FOR CURRICULUM AND INSTRUCTION
Humble ISD subscribes to a standards-driven approach to curriculum and instruction, which focuses and organizes all the district’s efforts around Humble ISD mission.

The Curriculum and Instruction Department’s purpose is to work with district personnel, campus administrators, instructional leaders, and teachers to design, provide, and support:
- evidence-based curriculum;
- best practices in assessment;
- best practices in instruction; and
- professional development.

VISION FOR CURRICULUM AND INSTRUCTION
The Curriculum and Instruction Department, with district personnel, campus administrators, and instructional leaders, improves and strengthens teacher competency and efficacy.

BELIEFS FOR CURRICULUM AND INSTRUCTION
We believe that equitable, educational opportunity for all students begins with a classroom culture that adopts the core beliefs of:
- deep understanding of core content knowledge and skills;
- daily use of a variety of assessment practices;
- teacher reflective practice;
- authentic learning experiences that builds transference of knowledge and skills;
- engagement of all learners;
- rich academic language;
- application and transfer of knowledge across a variety of contexts and subject matters;
- teacher as facilitator of learning;
- strong oral and written communication skills, and
- high expectations and achievement for all students.

RATIONALE / PURPOSE
As educators, parents, and citizens from diverse backgrounds, we share a common concern for and commitment to the welfare of our children. Therefore, the purpose of Humble ISD PreK - 12 curriculum is to ensure that all students will learn the same core of significant content at a specific instructional level, from teacher to teacher, and school to school. Although the curricular objectives are aligned with the Texas Essential Knowledge and Skills, and state-mandated tests, the overriding goal is to design a curriculum that is academically rich, holistic, student-centered, and culturally diverse, honoring input and contributions from all Humble ISD’s stakeholders.

Humble ISD is committed to the development of an exemplary system-wide curriculum that promotes high expectations for its teachers and students and results in meaningful student learning. The system-wide curriculum can best be described as a thinking curriculum, one that integrates content and process, typifying real-world situations. The decisions, strategies, and practices supporting the alignment of the written, taught, and tested curriculum will be rooted in internal and external research critical to providing optimum learning opportunities for all students.
The curriculum design for each of the content areas will enhance opportunities for students to meet new standards, which are simultaneously practical and progressive. The curriculum will help students realize their potential and move toward higher educational and career goals.

The purpose of the curriculum is as follows:
- offer opportunities for hands-on experiences for students.
- facilitate acceleration rather than remediation.
- nurture an awareness and understanding of unique and diverse perspectives and practices.
- enhance the creative, physical, emotional, and intellectual abilities of students.
- incorporate materials and technological resources that support student achievement of content and process standards.
- create a framework/mechanism for the implementation of a creative and innovative model of delivery/instruction.
- promote student learning and acceptance of positive values/concepts.
- foster the development of knowledge required in making sound career choices.
- foster collaboration in a non-threatening environment.

The Curriculum Management Plan conveys the intent of the district leadership and guides the development, scope, alignment, and evaluation of the written curriculum in all subject areas. It also ensures quality control of the designed and delivered curriculum. Finally, it links the budgeting process and outlines the curriculum to assure that students matriculate through the educational system prepared to meet, upon graduation their varied roles.

**GOALS: STANDARDS-BASED EDUCATIONAL APPROACH**

The Humble Independent School District's approach to the development of the curricula is a process known as content standards and performance standards based education, which is based on the following philosophical precepts:
- Excellence can be achieved by all students.
- Success enhances self-efficacy; self-efficacy promotes learning and behavior that reflect sound values.
- Clearly and specifically stated objectives and goals, strong belief that students can succeed, and ongoing authentic assessment maximizes student learning conditions.
- Real-world experiences presented at the appropriate level of challenge ensure maximum student achievement.

The establishment of content standards and performance standards and objectives, in accordance with the national and state trends, will establish clearly defined expectations for all students. Such standards will provide the framework for curriculum. For each content area, the curriculum plan will incorporate those essential standards with the expectation that all students will reach those established standards. Well-defined assessments, independent of nationally-normed tests, will provide the means for determining student progress toward meeting these standards. The establishment of standards, which are collaboratively developed, will provide a common focus and further the district's efforts to prepare Humble Schools’ students to become contributing citizens. Development of content and performance standards requires the following aspects:
- Examination of the state, national, and other sources of standards, e.g., National Council of Teachers mathematics, College Board, International Reading Association
- Analysis of existing curriculum
• Reflection of the community
• Recognition of the skills demanded by a technologically evolving world of work

The 12th grade graduation expectations are the goals from which all content-area curriculum development efforts, including the specific grade level, course, and student objectives, are to be derived. These goals shall serve as a framework for all curriculum development and instructional delivery. The expectations are multi-disciplinary in nature and direct attention to the achievement of the district's mission.

The expectation of the system is that students will graduate from Humble Independent School District prepared for post-secondary success in the work place and/or institutions of higher education.

**STANDARDS-BASED CURRICULUM DEFINITION**

A standards-based curriculum is a set of specific and measurable student goals and objectives, arranged in a spiral that reinforces concepts, knowledge, vocabulary, and skills students are expected to master as they move from one grade level to the next. These goals and objectives are built from the 12th grade graduation goal expectations downward.

As recommended by the Phi Delta Kappa, Curriculum Management Audit Center, the components of the written curriculum will include "layers" of goals and objectives in order to achieve total alignment. The following components should be defined as:

- **Graduation Goal Expectations** are broad, multidisciplinary life skills and characteristics that students should demonstrate by the end of the 12th grade.

- **PreK-12 Content Standards** are derived from and aligned parallel to Texas Essential Knowledge and Skills. These content standards describe the core knowledge, strategies, and skills for schools to teach and for students to acquire and demonstrate proficiently in each subject area. The standards describe what students will know or be able to do, or attitudes they will hold after completing an entire program of study.

- **Grade/level, student or course objectives** are derived from the PreK-12 content standards, as required by TAC, Title 19, Part 2, Chapter 74, Subchapter 4, Rule §74.1. According to the Texas Administrative Code, “A school district may add elements at its discretion, but must not delete or omit instruction in the foundation and enrichment curriculum specified...” These objectives describe PreK-12 standards in specific and measurable terms, outlining expectations or learning that students will be able to demonstrate at the end of a year/semester/course/level in a particular area. PreK-12 content standards include context and cognitive type expectations, and are identified and grouped within bundled units of instruction (Instructional Frameworks) in order to provide objectives that are reasonable in number for students to have adequate time to master the content.

- **Written curriculum** is defined system wide. Benchmark standards, as identified in the District Assessment Continuum, will be established as the recognized quality of student performance deemed acceptable at a particular level or course. These benchmark standards address the content, contexts, and cognitive types needed to attain academic success. Aligned, district designed assessments built around benchmark standards will be used to determine acquisition and mastery of student learning in a formative manner.
• **Unit and Lesson Objectives** are then derived by the school and/or teacher from the course/level objectives. Formative and diagnostic assessments, developed by the district, campuses, and teachers, will be used to determine acquisition and mastery of student learning. In some special program efforts these objectives may be developed by the district.

Using these definitions as guidelines, Curriculum Writing Teams and stakeholders of the district formulate PreK-12 content standards for each content area. Course and grade level objectives are then generated and aligned with the content standards which describe the desired objectives for a particular instructional level. Course/grade level objectives are aligned with those content areas embedded in the state-mandated tests.

**CONTENT OF THE CURRICULUM**

What are the important learning goals and objectives of an education that build on the expected aims and/or goal expectations of the district? The Humble Independent School District proposes that the learning goals and objectives 1) connect to the lives of the students it serves; 2) prepare students to make sense of the world in which they will live and work; and 3) contribute to the development of the total student faced with a rapidly changing, high-tech world. Consequently, content standards, which are composed of readiness standards, supporting standards, and process standards will focus on promoting student proficiency and/or understanding of the curriculum and graduation requirements as outlined for the state.

**Readiness standards have the following characteristics:**
- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

**Supporting standards have the following characteristics:**
- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade/course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade/course.
- They address more narrowly defined ideas.
- Support a current readiness standard.
- Serve as a foundation for a readiness standard in another grade level.
- Are important but not critical to the grade level.

**Process standards are noted in the TEKS as:**
- Underlying Processes and Mathematical Tools
- Scientific Investigation and Reasoning Skills
- Social Studies Skills
- The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose variety
of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. Figure 19.

In this information age, the rapid growth of knowledge limits schools' provisions to teach everything deemed important. Successful citizens will have a strong need to understand how to learn, how to build on prior knowledge, and how to transfer one set of knowledge to another. Therefore, the readiness standards, supporting standards and process standards ensure mastery of the depth and complexity of the content rather than coverage of the content.

GUIDING PRINCIPLES

The Written Curriculum

Curriculum Development and Review

- The Board recognizes the need and value of a systematic ongoing review of curriculum.
- The Board shall encourage and support the professional staff in its efforts to design and deliver a challenging, standards-based curriculum that meets the needs of a diverse student population.
- The design and implementation of the curriculum shall be consistent with the Board’s adopted vision and applicable goals, state laws, and State Board of Education rules.
- The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction in the District.
- Curriculum development and review shall be an integral part of the District’s long-range planning process.
- An environment to support curriculum delivery must be created and maintained by all functions of the organization.
- The design and implementation of the curriculum shall be aligned with the planned and written curriculum, with the taught curriculum as presented to students by teachers, and with the tested curriculum as determined by student assessment.
- Curriculum shall be defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels, areas, or courses in District schools.
- Teacher-/department-/District-developed assessments and standardized tests shall be congruent with the written and taught curriculum.
- While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum standards common to all students.
- There shall be equitable access to the curriculum for all students.
- Curriculum should be sufficiently flexible to meet changing needs and give directions and guidance to the learner.

Curriculum Documents

- Rigorous and relevant written curriculum shall be developed locally, as a collaborative effort between faculty and District personnel, for all subject areas, grade levels, and interdisciplinary courses to promote achievement.
• All curriculum shall be formatted in a user-friendly manner, and at a minimum:
  o define each course purpose;
  o explain the relevance of each course;
  o reflect aligned student standards;
  o demonstrate alignment with Texas Essential Knowledge and Skills (TEKS) and mandated statewide assessment instruments as appropriate;
  o contain more rigor than state standards and facilitate deep alignment in all three dimensions (content, context, and cognitive type) with current and future high stakes tests;
  o provide a balance of basic skills and higher order skills;
  o include examples of multiple contexts and cognitive types related to essential standards;
  o contain appropriate technology applications in K–8 core content courses in alignment with Technology TEKS. Technology integration suggestions are also included for high school core content courses through Performance Indicator Assessments and Resources.

• Curriculum shall be reviewed and updated as needed on a regular cycle of review.
• Teachers shall have access to the curriculum and use the standards to develop lessons that support appropriate design and student engagement.
• Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum standards actually taught.

Curriculum Access/Delivery
• Curriculum shall be delivered electronically to each teacher via the District’s online curriculum management system.
• Certain portions of the curriculum may have limited-use restriction and, therefore, no District employee shall share District curriculum with anyone outside the District without written permission of Humble ISD.
• All District employees shall comply with copyright and licensure agreements of the curriculum resources.

The Taught Curriculum
• Teachers shall teach the curriculum of the District.
• Teachers have the responsibility to contribute to refinements of the written curriculum.
• Teachers shall be required to work toward a common set of student standards, using the District’s curriculum as the primary source of instructional design.
• Optimum use is made of available written curriculum materials and instructional time.
• Teachers shall provide high quality and challenging learning experiences for all students.
• A systematic process shall be in place for planning and providing instruction appropriate for each student and for engaging each student until objectives are attained. The systematic process shall include:
  o establishing a school climate conducive to learning;
  o implementing research-based best practices and strategies for all grade levels and courses taught (Teacher training on best practices and strategies is provided through Collaborative Instructional Rounds, Professional Learning Communities, New Teacher Trainings, and Curriculum Trainings, etc.);
  o expecting all students to perform at high levels of learning;
ensuring that all students experience opportunities for success;

- analyzing State/National standards so that instructional strategies align to content and assessment (lead4ward Instructional Strategies);
- teaching to the standards by providing varied approaches, adequate practice time, and multiple opportunities for learning and success, including following District Response to Intervention procedures and practices (Refer to Exhibit F Instructional Practices); and
- assessing student mastery of the standards with district-developed or procured diagnostic, formative, and summative assessments (Refer to Exhibit H Humble ISD Assessment Continuum).

### The Assessed Curriculum

- The District shall implement assessment approaches for determining the effectiveness of instructional programming at the District, campus, and classroom levels. (Refer to the Exhibit H Humble ISD Assessment Continuum.)
- Assessment shall focus on determining the extent to which students are achieving and maintaining mastery of standards and the extent to which teachers are effectively teaching the District curriculum.
- District staff shall design and use a variety of assessment approaches in determining the effectiveness of the written, taught, and assessed curriculum.
- The assessed curriculum shall include the following:
  - National Assessments
  - State Mandated Assessments
  - Locally Developed Assessments (Refer to Exhibit G Assessment Key Questions)
- Teachers, using a variety of assessment tools, shall conduct frequent assessment of students on the standards to determine trends and levels of student achievement.
- Teachers shall use test results to assess the status of individual student achievement, continuously regroup students for instruction, identify general achievement trends, and differentiate instruction as warranted.
- Appropriate assessment data will also be used to develop curriculum modifications where appropriate.
- Principals shall ensure that teacher-developed assessments are aligned with the written curriculum.
The Humble ISD Curriculum Management Plan is grounded in the work of Fenwick English. The premise of an aligned instructional program consists of the written, taught, and assessed curriculum.
CURRICULUM DEVELOPMENT

EXECUTIVE SUMMARY/INTRODUCTION
Curriculum development is designed to be an ongoing and dynamic process. Humble ISD has a process in place for the development and alignment of curriculum. The model includes teams of district level and campus staff members who work in collaboration to develop and evaluate curriculum. Team efforts are facilitated by District Content Coordinators. The primary goal is to produce a high quality curriculum, aligned with National and State standards, to increase student achievement. To accomplish this goal, a cycle of curriculum development, implementation, monitoring, evaluation, and revision is used.

DEFINITION OF CURRICULUM
Curriculum is a set of standards based, non-negotiable, challenging, and relevant learner outcomes that guide decisions about teaching and learning. The written curriculum is the set of knowledge, skills, and processes that teachers are to instruct and students are to learn in Humble ISD schools.

CURRICULUM DEVELOPMENT CYCLE
PreK-12 content areas will undergo internal development/redevelopment cycles on an ongoing/rotating basis. The purpose of such an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure will provide a formal means by which all planned courses are revised and updated. Any area of the HISD standards that are assessed by the state testing system is automatically reviewed annually following the receipt of the state assessment scores.
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<td>Adopt Streamlined Standards for TEKS based courses (Jan, 2018) Revise Curriculum: (Basic Documents) Year 0/1</td>
<td>Revise Curriculum: (Revise Performance Indicator Assessments, as applicable; Resources and Instructional Materials Alignment) Year 2</td>
<td>Revise Curriculum: (Revise Performance Indicator Assessments, as applicable; and revise curriculum based upon data and feedback) Year 3</td>
</tr>
<tr>
<td><strong>Advanced Courses</strong></td>
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<tr>
<td><strong>Social Studies (6-12) Electives</strong></td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
<td>Redvelop Curriculum: (Basic Documents) Year 1</td>
<td>Adopt Streamlined Standards (Jan, 2018) Revise Curriculum: (Basic Documents) Year 0/1</td>
<td>Revise Curriculum: (Performance Indicator Assessments; Resources and Instructional Materials Alignment) Year 2</td>
<td>Revise Curriculum: (Revise Performance Indicator Assessments and revise curriculum based upon data and feedback) Year 3</td>
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<td><strong>Electives</strong></td>
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</table>
## FRAMEWORK FOR CURRICULUM DESIGN AND MATERIALS ADOPTION CYCLE – NONCORE CONTENT

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</thead>
<tbody>
<tr>
<td>CTE</td>
<td>Implement/Monitor</td>
<td>SBOE Adopt TEKS Implement/Monitor</td>
<td>Framework Development</td>
<td>Implement Revised TEKS</td>
<td>Align &amp; Implement Materials</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
</tr>
<tr>
<td></td>
<td>Develop/Revise Curriculum</td>
<td></td>
<td>Curriculum Writing Evaluate/Revise</td>
<td>&amp; Curriculum Adopt Materials</td>
<td>Implement/Monitor</td>
<td></td>
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</tr>
<tr>
<td>Fine Arts</td>
<td>Framework Development</td>
<td>Implement Revised TEKS</td>
<td>Align &amp; Implement Materials</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
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<td></td>
<td>Curriculum Writing Evaluate/Revise</td>
<td>&amp; Curriculum Adopt Materials</td>
<td>Monitor</td>
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<tr>
<td>P.E.</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
<td>Adopt TEKS</td>
<td>Framework Development</td>
<td>Implement Revised TEKS</td>
<td>Align &amp; Implement Materials</td>
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<td></td>
<td>Curriculum Writing</td>
<td>&amp; Curriculum Adopt Materials</td>
<td>Monitor</td>
</tr>
<tr>
<td>LOTE</td>
<td>Write Curriculum Adopt TEKS</td>
<td>Framework Development</td>
<td>Implement Revised TEKS</td>
<td>Align &amp; Implement Materials</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
<td>Implement/Monitor</td>
</tr>
</tbody>
</table>
## CURRICULUM PROFESSIONAL DEVELOPMENT DELIVERY CYCLE FOR CORE CONTENT AREAS

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROFESSIONAL DEVELOPMENT</th>
<th>TARGET AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Prior to Framework</td>
<td>Trends and issues in the content</td>
<td>Potential members of the Curriculum Writing Team</td>
</tr>
<tr>
<td></td>
<td>Development of a framework</td>
<td>Members of the Curriculum Writing Team</td>
</tr>
<tr>
<td>*Summer Prior to Implementation of New Course</td>
<td>Delivery of the new framework</td>
<td>Teacher and administrative representatives from each campus, grade level/course (Train-the-Trainer Model)</td>
</tr>
<tr>
<td>*Done as needed when implementing new courses/programs/or using instructional materials</td>
<td>Steps to selecting textbooks/supplementary materials</td>
<td>Members of the Curriculum Writing Team</td>
</tr>
<tr>
<td></td>
<td>*Done as needed for new courses/programs/adoptions</td>
<td></td>
</tr>
<tr>
<td>Summer Prior to Implementation and During First Year of Implementation</td>
<td>Delivery of the new framework</td>
<td>Representative teachers, Academic Lead Teachers (ALTs), and administrators from each grade/course level in schools (Train-the-Trainer Model)</td>
</tr>
<tr>
<td></td>
<td>Identification and use of strategies that support the new/revised curriculum</td>
<td></td>
</tr>
<tr>
<td>Monitoring Years</td>
<td>Sessions based on data and updates to curriculum</td>
<td>Representative teachers and ALTs from each grade/course level in schools (Train-The-Trainer Model)</td>
</tr>
</tbody>
</table>
CURRICULUM DEVELOPMENT OUTCOMES
Collaborative teams comprised of campus and district staff members develop the components of a guaranteed viable student-centered curriculum which:

- Contains content (readiness and supporting) and performance standards
- Is written, taught, and assessed in the least restrictive environment for all learners
- Is aligned for a spiraled scope and sequence
- Recognizes that the primary function of evaluation is to provide meaningful feedback to students and teachers so they know where weaknesses exist and can better focus the teaching and learning process
- Facilitates acceleration and strategic re-teaching, versus remediation
- Maximizes the use of time in traditional and nontraditional formats
- Works in conjunction with Response to Intervention (early detection and effective interventions for students whose achievement falls below performance standards)
- Provides benchmarks indicating points in time at which students are expected to be proficient
- Uses collaborative rather than bureaucratic instructional models for teacher planning and development
- Facilitates active, constructive knowledge rather than extensive rote, passive learning
- Sensitizes people to racial, ethnic, and cultural diversity and encourages tolerance and acceptance of others
- Assesses student performance by using multiple sources of data and addresses multiple intelligences
- Honors parental and community input and contributions

CURRICULUM DESIGN
Collaborative teams comprised of campus and district staff members develop the components of a guaranteed viable curriculum. Although, resources and specific information may vary by core content area and grade level, the standard curriculum components are as follows (Refer to Exhibits C and D for Curriculum Documents Descriptors and Clarifications):

- **Year-at-a-Glance**: The Year-At-A-Glance (YAG) curriculum document provides a course overview. The YAG shows the sequence of the Bundles for the Year. Each bundle has units within the bundle; the units within each bundle may be titled by their particular topic. The Year-At-A-Glance is an overview document that may also include the annual assessments covered within the course guidelines.

- **Bundles-At-A-Glance**: The Bundles-At-A-Glance (BAG) document is a detailed list of standards covered in the curriculum as seen in each unit within the bundles. This document shows the year of curriculum specified by the state standards. The document breaks the standards, where applicable, into three categories: readiness standards, supporting standards and process standards as defined by TEA. As seen on the Bundles-at-a-Glance document Units are titled but instead of a topic the state standards that are covered during the unit are listed.

- **TEKS Vertical Alignment Document**: The TEKS Vertical Alignment document (VAD): aligns the state standards vertically from Grades 12 to Kindergarten. This document has the specificity of each state standard and clarifies student learning in the grade/course to
ensure equity and reduce gaps for students. The specificity in the documents explicitly lays out the meaning of the standard and includes released state assessment items, as appropriate. This allows teachers to have access to the varied ways in which standards must be instructed in order for students to show transfer of learning. The *TEKS Vertical Alignment* document includes the knowledge statement as well as breaks the student expectation into two parts: content (the what) and the performance (the why or cognitive level). This document allows teachers to see the foundation that has been provided to students in prior levels and where the standard is building to in future levels. It also allows teachers to focus on the grade specific standard. Teachers use the TEKS Vertical Alignment for the following purposes:

- Gain clarity regarding their accountability for student learning in the grade/course
- Track vertically the depth and complexity of a standard through grade levels
- Choose instructional resources and materials that are aligned with the specified standards

**Instructional Framework:** The *Instructional Framework* (IF) is a bundled unit of instruction identifying a reasonable number of objectives to be mastered within the allotted timeframe and providing the bridge between curriculum and instruction. The Instructional Framework documents provide detail to the units specified within the *Bundles-At-A-Glance* Document. Each unit within the Bundle will have an Instructional Framework.

The Instructional Framework documents group student expectations into logical units for teaching. The units of study provide an overview of learning that include the following information for each content area/course:

- Overview of unit content
- Objectives: Specifies each standard (Knowledge and Skills and Student Expectations) within the unit as well as specificity for the standard;
- Student misconceptions, if applicable;
- Student Performance Indicator (PI) assessments for TEKS based courses;
- Integrated TEKS Process Skills with examples and specifications of the Performance Standard;
- Examples of multiple contexts and cognitive types related to essential standards;
- Academic Language/Language of Instruction; and
- Suggested Resources/Materials, as applicable to each content area and grade level.

Advanced Placement courses will follow course guidelines provided by the College Board and will have their syllabi and materials approved through the College Board audit process. Dual Credit courses will follow course guidelines and syllabi as approved by the District Community College partner for each course. Other content areas such as fine arts, physical education, career and technical education, and languages other than English will continue to use the state TEKS as the foundation for their curriculum development. Document components and formatting will be appropriate for their content areas and will meet the requirements of a guaranteed, viable, student-centered curriculum.
Phases of Curriculum Development for Core Content Areas

Humble ISD’s curriculum writing process is designed to promote higher student achievement by engaging District staff in the study and implementation of best practices in teaching and learning. Curriculum Writing Teams consist of campus and district staff who work collaboratively to develop, implement, and evaluate the district curriculum. The following process components for curriculum writing foster thoughtful planning to continually improve instruction. This plan articulates periodic review of curriculum and major or minor changes to scope, sequence, and content. In addition, as new courses or state standards are approved, initiation of the development phase begins (Refer to Exhibit B Phases of Curriculum Cycle).

Development Phase

- Study the latest research and trends surrounding the subject area
- Analyze student assessment data
- Align standards (horizontal and vertical)
- Select primary and supplemental instructional resources
- Create the following documents to inform instruction:
  - Year-At-A-Glance (YAG)
  - Bundles at a Glance (BAG)
  - TEKS Vertical Alignment Document (VAD)
  - Instructional Frameworks (IF)
- Timeline for Development of Components:
  - Year 0 – New standards research, trends, data studied, Curriculum Writing Teams formed
  - Year 1 – Basic documents created (YAG, BAG, VAD, IF, instructional resources added)
  - Year 2 – Performance Indicator Assessments (PIs) created; Technology TEKS and integration added to PIs; Revisions to basic documents made based on campus and/or assessment data
  - Year 3 – PI Assessments revised based on campus feedback; Additional resources added; Revisions to basic documents made based on campus and/or assessment data
  - Year 4 – PI Assessment Rubrics created; Additional resources added; Revisions to basic documents made based on campus feedback and/or assessment data
- Additional steps for New Courses added by District:
  - District new course approval process
  - Board approval as specified in EG (Local)
- Noncore Phases

Implementation and Monitoring Phase

- Implement the curriculum on a district-wide basis. This phase typically takes from 1 – 4 years depending on the level of revisions mandated within a course. This phase is also typically when assessments are added and revised as TEA presents information on how newly adopted standards will be assessed.
- Provide professional development in curriculum and instruction:
  - Examples:
- Curriculum Updates for Core Content Areas provided on an annual basis
- Instructional strategies professional development provided based on data and need
- New Teacher curriculum and instruction professional development provided on a biannual basis
- Curriculum and Instruction Boot Camp provided for new Administrators, and Academic Lead Teachers (ALTs) on an annual basis

- Provide users access to curriculum via curriculum management system; provide related professional development for new and existing users
- Monitor implementation of the curriculum through classroom observations and student data to ensure the content and objectives are being taught at the appropriate level with depth, rigor, and complexity in a wide variety of contexts; provide professional development for administrators, ALTs, and teachers in classroom observation protocols and student data analysis (Collaborative Instructional Rounds process, data analysis, and State Teacher Evaluation process). Specific expectations for classroom observation protocols utilizing Collaborative Instructional Rounds are found in the “Rigor/Relevance Framework: A Guide to Focusing Resources to Increase Student Performance” by Willard R. Daggett, Ed.D. (International Center for Leadership in Education) and additionally in the observation rubrics “Evidence of Rigor,” “Evidence of Relevance,” and “Evidence of Learner Engagement.”

Evaluation and Revision Phase
The evaluation of Humble ISD curriculum is ongoing. The district follows curriculum review cycles:
- student performance results on National, State and local assessments;
- instructional monitoring results measured by classroom walk-through data;
- changes in state standards;
- creation of new courses based on educational trends;
- feedback from teachers; and
- requirements for special programs.

CURRICULUM EVALUATION CYCLE
Assessment will focus on determining the extent to which the alignment between curriculum and state standards is present. Assessment data will serve as the foundation for aligning specific curriculum to standards. In alignment with the District Assessment Continuum, both formative and summative evaluation criteria will be identified and tied to curriculum goals, objectives, and expectations. Budget allocations will be made, in part, based upon assessment data. Student assessment will be used as a means for identifying appropriate instructional strategies intended to meet the needs of every student.

In the event of a new District approved course or the adoption of new State standards, the District Content Coordinators or Directors (CTE, LOTE, Fine Arts, etc.), collaborating with Campus Administrators, establish a Curriculum Writing Team for curriculum development.
Step 1: Collection and review of data (completed on an ongoing basis)

- Designated campus representatives (Academic Lead Teachers, Cadre Members, Team Leaders, et al.) use a common format/template or survey process (refer to Exhibits section) to collect information in order to gather teacher and administrator input at each campus.
  - Examples of data
    - State/National assessments (STAAR, STAAR EOC, AP Exams, NAEP)
    - Local assessments (Checkpoints, MOCK STAAR, Unit Assessments)
    - Student work (Performance Indicator Assessments, etc.)
    - Diagnostic assessments (iStation, DRA, ELD, etc.)
    - Teacher survey (Google Form)
    - Quantitative and qualitative classroom walk-through data (CIR Rubrics)
- District Content Coordinators and Directors (CTE, LOTE, Fine Arts, etc.) facilitate meetings, such as ALT meetings, Affinity Meetings, and Curriculum Writing Team Meetings, in order to collect feedback and analyze data points using defined criteria to determine if revision is recommended.

Step 2: Curriculum Revision

PreK-12 content areas will undergo internal development/redevelopment cycles on an ongoing/rotating basis. The purpose of such an ongoing review is to lend a concentrated focus to a given curriculum area (Refer to Exhibits I and J for Curriculum Revision Survey and Revisions Tracking Process Form). This procedure will provide a formal means by which all planned courses are revised and updated.

- District Content Coordinators and/or Directors formulate the necessary steps for curriculum revisions.
- District Content Coordinators and/or Directors, in collaboration with designated campus representatives, make necessary curriculum revisions.
- District Content Coordinators and/or Directors communicate curriculum revisions with district administrators, campus administrators, and campus representatives.
- Designated campus representatives meet with teacher teams to communicate curriculum changes and plan accordingly.
### Phase 1: Developing the Framework

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Responsible Parties</th>
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<tbody>
<tr>
<td>1.</td>
<td>Study the current thinking, trends, and expert advice on the basic beliefs surrounding the discipline.</td>
<td>Directors, Coordinators, Specialists, ALTs, and designated Teachers</td>
</tr>
<tr>
<td>2.</td>
<td>Seek copies of course documents from experts, other school districts, and commercial publishers; review existing district documents.</td>
<td>Directors, Coordinators, Specialists, ALTs, and designated Teachers</td>
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<tr>
<td>3.</td>
<td>Gather data regarding current and historical student achievement in the district</td>
<td>Directors, Coordinators, Specialists, ALTs, and designated Teachers</td>
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<tr>
<td>4.</td>
<td>Develop criteria and establish procedures to be utilized in assessing the quality of the current/proposed instructional system. Criteria should address, but not be limited to the following:</td>
<td>Administrators, Directors, Coordinators, Specialists, ALTs and designated Teachers</td>
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<tr>
<td></td>
<td>a. significance and adequacy of the depth and breadth of the content and processes</td>
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<td></td>
<td>b. appropriate level placement of specific learning objectives and scope for required and elective courses</td>
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<td></td>
<td>c. inclusion of best practices</td>
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<td>5.</td>
<td>Identify differences in desired program and current program.</td>
<td>Administrators, Directors, Coordinators, Specialists</td>
</tr>
<tr>
<td>6.</td>
<td>Identify significant content beliefs, goals, and concepts.</td>
<td>Directors, Coordinators, Specialists, ALTs, and designated Teachers</td>
</tr>
<tr>
<td>7.</td>
<td>Develop the time allocation for the discipline, the preliminary scope and sequence-level/course objectives with attention given to level of cognition and correlation to state frameworks.</td>
<td>Administrators, Directors, Coordinators, Specialists, ALTs, designated Teachers</td>
</tr>
<tr>
<td>8.</td>
<td>Revise scope and sequence and finalize with Curriculum Writing Teams for recommendation to the district staff</td>
<td>Directors, Coordinators, Specialists, ALTs, designated Teachers</td>
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### Phase II: Curriculum Writing

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<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Responsible Parties</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepare curriculum documents using the district format</td>
<td>Directors, Coordinators, Specialists, ALTs, designated Teachers</td>
</tr>
<tr>
<td>2.</td>
<td>Proceed to conduct the following:</td>
<td>Administrators, Directors, Coordinators, Specialists, ALTs, designated Teachers</td>
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<tr>
<td></td>
<td>a. Establish, with Curriculum Writing Teams, the system for reviewing and evaluating instructional resources (Refer to District Instructional Materials Adoption Process)</td>
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<tr>
<td></td>
<td>b. Evaluate current instructional resources as well as other available resources</td>
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<tr>
<td></td>
<td>c. Align resources to objectives</td>
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<td>3.</td>
<td>Design a system for evaluating and revising the newly written curriculum and/or newly adopted instructional materials.</td>
<td>Administrators, Directors, Coordinators, Facilitators, Specialists, ALTs, designated Teachers</td>
</tr>
<tr>
<td>4.</td>
<td>Determine resources and staff development needs to implement the Humble ISD curriculum.</td>
<td>Director of C&amp;I, Administrators, Coordinators, Specialists, ALTs, designated Teachers</td>
</tr>
<tr>
<td>5.</td>
<td>Make a recommendation to district leadership staff for approval of curriculum and if obtained, proceed to obtain Board approval of instructional resources (Refer to District Instructional Materials Adoption Process).</td>
<td>Assistant Superintendent for C &amp; I, Directors, Coordinators</td>
</tr>
<tr>
<td>6.</td>
<td>Complete curriculum documents with correlations to all matched resources and then revise as needed. Curriculum Writing Teams review for final recommendations.</td>
<td>Directors, Coordinators, Specialists, ALTs, designated Teachers</td>
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<tr>
<td>7.</td>
<td>Obtain appropriate district leadership staff approval for the following:</td>
<td>Assistant Superintendent for C&amp;I, Directors, Coordinators</td>
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<tr>
<td></td>
<td>a. Correlation of objectives to available instructional resources, adopted texts, and other supplemental materials</td>
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<tr>
<td></td>
<td>b. Relevant modifications and enrichment learner objectives and strategies as well as interdisciplinary approaches, when appropriate</td>
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</tr>
<tr>
<td></td>
<td>c. Recommended time allocations for curriculum areas</td>
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</tr>
<tr>
<td>8.</td>
<td>Develop professional development plan for implementation of the new curriculum and/or adopted instructional resources</td>
<td>Director of C&amp;I, Directors, Coordinators, Specialists, ALTs</td>
</tr>
</tbody>
</table>
### Phase III

**New Course/Programs/Pilots**

*Conducted only as needed.*

The Curriculum and Instruction Department will employ the following steps in the implementation of new courses/programs:

1. conduct information orientation events to inform all individuals who will be involved in any way.
2. plan and implement staff development activities for new course/programs/pilots.
3. plan and activate the on-going program evaluation design including recommendations for redesign, etc.
4. plan and activate a communication/reporting structure.
5. communicate progress to appropriate individuals and groups.
6. set-up a troubleshooting-supervisory assistance support system.
7. based on data collected, revise curriculum, assessment tools, curriculum guide, staff development efforts, and communication strategies.
8. implement and monitor curricular programs throughout the district following staff development that fosters teacher ability to ensure the following:
   - teach for depth and process
   - blend scientific practice with artistic sensitivity and creativity
   - integrate life skills with academics
   - design and implement a learning environment which honors the multiple intelligences of children and assesses student performance using a variety of measures
9. implement ongoing evaluation of the curriculum and provide recommendations regarding its implementation to appropriate individuals.
10. revise scope and sequence guides and assessments as needed.
11. prepare for full-scale implementation.
12. adopt instructional materials (Refer to Instructional Materials Adoption Process).
13. obtain appropriate district leadership staff approval for the following:
   a. correlation of objectives to available instructional resources, adopted texts, and other supplemental materials
   b. relevant modifications and enrichment learner objectives and strategies as well as interdisciplinary approaches, when appropriate
   c. recommended time allocations for curriculum areas

### Phase IV

**Implementation**

The entire process for revising and/or developing curriculum for a given content area will take approximately four years, depending upon the complexity of the task and current status of the curriculum. Throughout the process, assessment data and other data will drive decisions about program effectiveness. Professional development will enhance and develop the skills of those responsible for the design and for those who ultimately will deliver the curriculum.
ASSESSMENT OF CURRICULUM

ASSESSMENT OF CURRICULAR PROGRAMS, CURRICULUM, AND STUDENT LEARNING

The Humble ISD comprehensive district assessment system establishes appropriate measures for determining the effectiveness of the written, taught and assessed curriculum. The assessed curriculum is the manner in which students are assessed in their attainment and mastery of the written and taught curriculum. Student assessment provides data to plan for student learning, guide teachers’ lesson design and instruction, modify curriculum alignment, provide information essential to programmatic decisions, and communicate student performance progress to the students and their parents. In Humble ISD, assessment is a component used to evaluate the district curriculum in order to determine its overall effectiveness and its capacity to produce desired student achievement.

As a measure of quality control, the State of Texas mandates that all school districts conduct yearly assessments of students at grades 3-8, and End of Course Assessments for Algebra 1, English I, English II, Biology and United States History. In addition to the state-mandated testing program, students will be assessed through universal screeners, formative, diagnostic, summative, progress monitoring, authentic assessments etc. at all grade levels during the learning process.

Test accommodations will be made for students with a disability as required by their Individualized Education Programs. The resulting data will be analyzed to assist in the efforts to determine the adequacy of the design of educational programs and the effectiveness of the delivery of classroom instruction. In other words, the key question is, "To what extent are there linkages between and among what is written, taught, and tested?"

Evaluation and reporting will be systematically conducted on a continuous basis. The major purpose will be to determine if the system is achieving its stated mission and goals. Assessment will focus on determining the extent to which curriculum alignment is present.

Program assessment data will serve as the foundation for aligning specific programs to standards, for example, Gifted and Talented Program, Social Studies Program, Reading Program, Mathematics Program, Response to Intervention Program, etc. Both formative and summative evaluation criteria will be identified and tied to program goals, objectives, and expectations. Budget allocations will be made based upon assessment and other types of data. Additionally, teachers will use student assessment as a means for identifying appropriate instructional strategies and interventions intended to meet the needs of every student through differentiation.
**Mastery Learning Model:** The model depicts the integration and use of data in everyday, ongoing instruction, with any manner of strategies, approaches, and student projects.

**STATUTORY AUTHORITY**
Texas Education Code Chapter 39, Subchapter B (Assessment of Academic Skills)

**LOCAL AUTHORITY**
Humble ISD Board Policy EK (Local) states the District shall implement assessment approaches for determining the effectiveness of instruction at the District, campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum standards and the extent to which teachers are effectively teaching the District curriculum. District staff shall design and use a variety of assessment approaches in determining the effectiveness of the written curriculum, the taught curriculum and the assessed curriculum.

**PRINCIPLES OF ASSESSMENT**
The primary purpose of assessment is to improve teachers’ instruction and students’ learning. Assessment for learning is an ongoing process that arises out of interaction between teaching and learning and includes both formative and summative assessments.
The assessed curriculum should:
- measure student progress;
- guide teachers’ instruction at appropriate levels for student learning;
- pre-assess students’ learning levels for diagnostic purposes;
• use flexible grouping and regrouping of students within the classroom based on student achievement data;
• vary the modalities and instructional strategies for re-teach and enrichment opportunities based on student achievement data;
• guide placement in intervention programs based on assessment data;
• guide differentiation needs based on assessment data;
• guide Principals as they make campus instructional decisions;
• guide District staff in making curricular improvements according to the revision cycle;
• guide District staff members as they make curriculum, instruction, and professional development decisions;
• identify general achievement trends of various student groups;
• empower students to identify their academic needs and improve their academic performance;
• guide district goals, decisions, and strategic plan;
• communicate progress to parents to support learning at home;
• determine the efficacy of a program or intervention; and
• inform decisions regarding the continuation of fiscal and human resource allocations.

**CRITICAL COMPONENTS OF ASSESSMENT**

Curriculum serves as the road map for instruction in classrooms and guides the creation of high quality formative and summative assessments that are aligned with the content standards and process standards. The District Assessment plan includes the following critical components of

• on-going classroom level formative assessments of student learning in a variety of formats;
• a variety of assessment tools/items to assess students, resources, and curriculum (Refer to Exhibit H Humble ISD Assessments Continuum);
• adequate practice and assessment in the testing format (context) of required state assessments;
• a system for developing, selecting, purchasing, storing, administering, analyzing, and reporting results of curriculum-based assessments, benchmarks, state, and national assessments;
• a district wide criterion-reference curriculum management system that provides timely, efficient assessment feedback to students, teachers, and administrators;
• a process and a plan for administering paper/online assessments;
• a program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area;
• authentic assessment activities or tasks, rather than paper/pencil type assessments to measure learning outcomes;
• assessment is embedded in learning activities/tasks and informs the planning of future activities/tasks;
• a process for delivering professional development regarding assessment and analysis of data to teachers and administrators; and
• a budget to support the comprehensive assessment program.
DATA ANALYSIS PROCESS
Campus staff is trained to analyze data to guide instructional decision making and to ensure mastery of the curriculum. All administrators are expected to monitor the delivery of the curriculum and to determine the concept or skills being taught, the context of what is taught, and the cognitive levels at which students are expected to demonstrate learning through classroom observations, walking through classes, collaborative instructional rounds, student work, calibrating student work, lesson plans, universal screener and progress monitoring data, data analysis using the suites in Eduphoria for testing data, curriculum and instruction data etc. Administrators are also expected to conference with teachers about teaching through both reflective questions and dialogue in an effort to improve the delivery of the district curriculum. Data analysis supports the Humble ISD philosophy of the importance of reaching “100% of the students, 100% of the time.” This process includes the following:

- Educating District Staff, Campus Administrators, and Teachers
  - Developing an understanding of creation and use of formative assessments
  - Providing guided practice in constructing/analyzing assessment items
  - Comparing curriculum and assessments to ensure alignment
  - Creating assessments for appropriate rigor and alignment to curriculum

- Administering Assessments
  - Universal screeners and diagnostic assessments used to determine learning levels for instructional purposes (Istation is the designated universal screener utilized for Reading and a Mathematics Universal Screener is currently being selected through a District committee process for implementation in 2016-2017.)
  - Interim assessments
    - Curriculum Based assessments (Checkpoints, Performance Indicator Assessments) and Benchmark/MOCK exams aligned to the scope and sequence and/or state assessment
    - Teacher-made exams aligned with the scope and sequence, such as unit assessments
  - Formative assessments
    - Checks for understanding at the classroom level and conducted to guide instruction and reteaching (Refer to Assessments Table – Page 34)
  - Summative assessments
    - Department-created final examinations (secondary courses)
    - State criterion-referenced assessments
    - National norm-referenced assessments to compare student and district achievement with national norms

- Analyzing Data
  - Disaggregating data to identify standards/targets that need improvement and to determine individual students and/or student groups who are experiencing difficulties in learning
  - Analysis of universal screener data and progress monitoring data to determine and monitor individual student interventions
  - Determining causal factors – gaps in the curriculum or instructional process

- Planning for Instruction
  - Inform action plans to improve instructional practice and student achievement
- Determine time allocations for improvement of identified standards/targets
- Develop additional activities for teaching the standards/targets that can be integrated in the curriculum
- Provide for additional interventions and/or adjustments to intervention

- Monitoring Instruction and Learning
  - Working directly with students to continually evaluate instructional effectiveness and student learning
  - Collaborating with students to assist students in development of skills to self-monitor learning
<table>
<thead>
<tr>
<th>Nationally Normed</th>
<th>State</th>
<th>District</th>
<th>Classroom Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORE</td>
<td>STAAR</td>
<td>Performance Indicator Assessments (PIs)</td>
<td>PAPER-PENCIL TESTS</td>
</tr>
<tr>
<td>WOODCOCK</td>
<td>STAAR-ALT</td>
<td>Curriculum Based Checkpoint Exams</td>
<td>True-False Multiple Choice Matching</td>
</tr>
<tr>
<td>MUNOZ AP IB NAEP SAT/ACT PSAT PSAT 9 (16-17) CTOPP TOWRE GORT TWS COGAT, IOWA TEST OF BASIC SKILLS LOGRAMOS</td>
<td>STAAR EOC LAT TELPAS</td>
<td>MOCK Exams Credit by Exam Universal Screeners [Istation Reading, DRA/EDL (Spanish)] Special Education Assessments TMSFA (Grade 7 Fluency)</td>
<td>Fill-in the Blank Essay Short Answer Publisher-Created Teacher-Designed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ADDITIONAL PERFORMANCE ASSESSMENTS BEYOND PI</td>
<td>Portfolio Writing Samples Simulations Peer Assessment Teacher Observations (anecdotal notes, or checklists) Community Projects Speeches Videos/Audio Tapes Journals Diagrams Research Group Problems Models Debates Oral Exams Art(s) Role Playing Displays Self-Assessment Projects Structured Activity Lab Journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PERSONAL COMMUNICATION ASSESSMENTS</td>
<td>Conference Teacher as Observer Peer as Observer Peer Interview Homework Log Interview Peers/Parents Conversation Other Teachers Letters</td>
</tr>
</tbody>
</table>

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ROLES AND RESPONSIBILITIES
Successful development and implementation of curriculum is the result of key stakeholders knowing and understanding their particular roles and responsibilities.

The Board shall:
- Establish policies that support ongoing curriculum development and the evaluation needed to increase student achievement;
- Approve the written curriculum scope;
- Adopt instructional resources to teach the curriculum;
- Provide funding for staff development opportunities that focus on and support curriculum design and delivery for increased student achievement;
- Adopt a budget that is linked to the curriculum and supports the development, deployment, implementation, analysis, reporting, and professional development of the aligned curriculum; and
- Communicate to its constituents the Board’s curricular expectations by establishing policy and requiring supporting administrative procedures.

The Superintendent shall:
- Develop and recommend policies for adoption by the Board;
- Establish procedures to guide curriculum design, delivery, and evaluation in accord with Board policy and federal and state laws;
- Ensure a functional decision-making structure is in place to implement this policy; and
- Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum.

District-level administrators shall:
- Implement District-level policies and procedures;
- Implement the master, long-range plan, providing technical and expert assistance as required;
- Provide local training and resources needed to implement curriculum;
- Conduct regular evaluations, both formative and summative, of the impact of professional development on student achievement;
- Conduct an annual review of equity data and an annual report to the Board of those data and the plan for correcting equity issues;
- Analyze data and prepare reports for staff and Board consideration; and
- Provide support for campus-level administrators in monitoring the implementation of the curriculum.

Principals shall:
- Analyze and interpret student assessment data to use in making school improvement decisions;
- Monitor implementation of the curriculum using the following basic strategies:
  - Clinical supervision, observations, and conferences;
  - Curriculum planning meetings and review of minutes of the meetings; and
  - Periodic review of curriculum documents.
- Translate the importance of effective curriculum and instruction practices on a regular basis;
- Observe classes, monitor lessons, and evaluate assessment materials;
• Provide campus-based professional development opportunities;
• Provide opportunities for teachers to discuss and share ideas and strategies to teach the curriculum standards and objectives; and
• Help parents understand their roles in supporting student learning of the curriculum.

Academic Lead Teachers/Team Leaders shall:
• Communicate curriculum revisions to campus teacher teams:
• Monitor implementation of the curriculum using the following basic strategies:
  o Observe classes and peer coaching;
  o Curriculum planning meetings;
• Periodic review of curriculum documents;
• Provide job embedded professional development for classroom teachers to build teacher capacity and efficacy in order to improve student achievement;
• Develop, coordinate, model and sustain best instructional practices; and
• Translate the importance of effective curriculum and instruction practices on a regular basis;

Teachers shall:
• Align available resources to the curriculum;
• Align teaching to the District curriculum;
• Analyze and interpret student assessment data to diagnose each student's learning and differentiate instruction to meet each student's instructional needs;
• Incorporate research-based instructional strategies in teaching the curriculum;
• Seek and actively participate in appropriate, ongoing professional development;
• Participate in Professional Learning Communities to collaboratively reflect on one’s teaching practices with colleagues for the purpose of improving instructional practices;
• Ensure equal access to curriculum and equitable delivery to each student; and
• Encourage parents to support student learning.

INSTRUCTIONAL MATERIALS AND RESOURCES
According to Board Policy EG (Local), the District shall adopt instructional resources that align with the goals and objectives identified in the District's written curriculum. These resources, to the extent possible, shall be reviewed regularly and shall align with the targets and objectives of the District’s curriculum plan, state assessment system, and national standards but shall in no way be construed as the guide for the curriculum. Adoptions of common resources and curricular materials shall be aimed at promoting consistency and clarity of instructional focus.

Selection of instructional resources in Humble ISD must adhere to a review process to ensure alignment to the state standards and the district curriculum. According to Board Policy EG (Local), the District follows the state adoption cycle for review of instructional materials. (Refer to Exhibit E Instructional Materials Rubric.)

PROFESSIONAL DEVELOPMENT
Humble ISD supports professional development focused on providing teachers the tools and knowledge required to teach the written curriculum, thereby, building capacity within schools so that there is a commitment to teaching, learning, and continuous improvement.
According to Policy EG (Local), Humble ISD shall provide professional development in curriculum and instruction, resulting in all staff providing high quality and challenging learning experiences for all students. The expectation is that professional development will encourage the alignment of the written, taught and the tested curriculum.

The District is committed to providing professional development structures that are communicated and delivered in a way that:

- reflects district vision and Board Policy;
- aligns individual, campus, and district goals to promote student success;
- is supported fiscally and philosophically by central administration;
- promotes multiple forms of ongoing, differentiated professional development;
- integrates and implements research-based practices; and
- recognizes needs of adult learners for choices and differentiation.

The district maintains a Professional Development Advisory Committee composed of representatives from various departments, campuses and programs. Data analysis and surveys are conducted to complete a needs assessment, develop plans, monitor, and evaluate the district’s professional development program.

A professional development management system houses registration, course offerings and professional development hours.

Professional development is designed to provide opportunities such as:

- multiple venues to learn the written, taught, and assessed curriculum aligned with State and National standards;
- strategies for disaggregating and analyzing student data to inform instruction;
- induction training for new teachers and administrators;
- mentoring and instructional coaching for new and existing staff;
- implementation of job-embedded learning;
- opportunities to share ideas, best-practices and successes;
- capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and

(See Humble ISD Professional Development Plan for additional information)

**CURRICULUM COMMUNICATION**

Continuous communication must occur among the essential components of the Curriculum and Instruction Department, i.e., Assessment, Curriculum Design, Professional Development, Support Services, and School Improvement/Intervention. Similarly, each component must systematically connect with the leadership teams and the local schools. The primary aim in all instances is to foster high academic and psychosocial achievement. The Curriculum Management Plan has been created to facilitate the design and delivery of curriculum by:

- guaranteeing that appropriate on-going follow-up has occurred;
- providing feedback from each leadership team and local school to the Curriculum and Instruction Department regarding the alignment of the written, taught, and tested curriculum;
• ensuring that each local school's mission is congruent with Humble ISD’s mission, philosophy, and goal/expectations;
• providing a vehicle by which each supervisory level of the district can monitor the delivery of instruction within the schools in the team;
• Teachers, ALTs, Specialists, and Coordinators will be selected to participate in Curriculum Development and Revision process led by Content Coordinators;
• After completion of curriculum design and revision, communication will follow to the administrators, department chairs, teachers, grade levels;
• New employees including teachers and administrators will receive curriculum orientation professional development annually and throughout the year;
• Campus administrators will implement and monitor curriculum via staff meetings, PLCs, classroom visits, collaborative instructional rounds and formal observations;
• ensuring that site-based school improvement plans are data-driven;
• ensuring that site-based school improvement plans and staff development objectives are coordinated with the system's goals and priorities

Since each school will formulate a school improvement plan, each school plan will be based on student achievement data, which includes target goals and objectives, and action plans which delineate specific staff development activities for site-based professional improvement, but also in alignment with district goals.

In terms of professional development training, priority will be given to the major areas of concern identified within the systems. Current district-wide initiatives include Ruby Payne - Framework for Understanding Poverty, Boys in Crisis, ICLE Collaborative Instructional Rounds utilizing Rigor and Relevance Framework and Rubrics for Rigor, Relevance, and Learner Engagement, and lead4ward High Yield Instructional Strategies and Data Disaggregation/Analysis. Each local school improvement plan should reflect these priorities. Site based teams, and staff learning proposals that address system-wide priorities will be given preference in the District Professional Development Plan. Such areas include:

• Curriculum Design and Delivery
• Skills in Curriculum Writing
• Effective Teaching Practices, Teaching Reading/Writing Across the Curriculum
• Meeting the Needs of All Learners
• Data Analysis and Interpretation for Developing School Profiles
• Data Analysis and Interpretation for Making Decisions to Revise or Eliminate Existing Programs

Follow-up and support are essential components for all staff learning classes.
GLOSSARY OF TERMS

Academic standards – refers to standards based on the Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Standards, English Language Proficiency Standards, National standards, and course prerequisites.

Assessed curriculum – refers to that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum.

Backward design – a method of designing educational curriculum by setting learning outcomes before choosing instructional methods and forms of assessment.

Bundles-At-A-Glance (BAG) – a detailed list of standards covered in the curriculum as seen in each unit within the bundles. This document shows the year of curriculum specified by the state standards. The document breaks the standards, where applicable, into three categories: readiness standards, supporting standards and process standards as defined by TEA. As seen on the Bundles-at-a-Glance document Units are titled but instead of a topic the state standards that are covered during the unit are listed.

Content alignment – refers to the congruency between the written curriculum and the standards that are used for developing the written curriculum. Content alignment answers the question of what to teach. The TEKS, College Readiness Standards, national standards, course prerequisites, and the Graduate Profile are used to develop the academic objectives. These objectives represent content alignment.

Context alignment – refers to format congruency between the written curriculum, assessed curriculum, and taught curriculum.

Criterion-referenced test (CRT) – refers to assessment based on performance toward a predetermined set of skills/competencies.

Curriculum alignment – refers to the congruency between the written, taught, and assessed curriculum. Curriculum alignment principles are to be evident in curriculum documents, instructional practices, and student assessment. It is also the extent to which the curriculum is used to guide decisions about materials, textbooks, staff development, facilities, and budgeting.

Data disaggregation – refers to the act of breaking test results into smaller components from which to adjust the curriculum so that teaching changes as a result. Such changes may involve content, time, and scope and/or sequence.

Data-driven instruction – refers to the use of student achievement data and other learning data to guide instruction, set goals, monitor programs and curriculum, etc.

Deep alignment – refers to narrowing the focus of the objectives in order to achieve greater depth within the content and greater specificity and adherence to the teaching strategies identified within the written curriculum. The desired results are that teaching strategies contain teaching cues that are aligned to the assessments in order that teachers are able to construct meaning for students throughout their lessons. It is only when students have meaningful learning experience that they can transfer learning to new situations. These cues provide good examples that can be used by teachers as they connect the content to the assessment. Teaching the
similarities to students, particularly at-risk students, enables them to make these connections independently so that in a testing situation they are prepared to attack test items with confidence.

**Formative Assessment** – is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

**Horizontal alignment (coordination)** – refers to what is written, taught and tested within a course, a grade level, and from school to school.

**Instructional Framework (IF)** – a bundled unit of instruction identifying a reasonable number of objectives to be mastered within the allotted timeframe that provides the bridge between curriculum and instruction. The Instructional Framework documents provide detail to the units specified within the *Bundles-At-A-Glance* Document. Each unit within the Bundle will have an Instructional Framework.

**Norm-referenced test (NRT)** – refers to assessments that provide information to determine how student and district achievement compares with others in a defined reference.

**Performance Indicator Assessment (PI)** - is a student performance or product assessment, which demonstrates mastery of bundled standards. Performance Indicator Assessments include a tangible product or an observable performance that provides evidence of student learning and wraps process skills and content together in order to address unit understandings.

**PLC** – refers to Professional Learning Communities consisting of administrators and teachers who work as a team to address curriculum, instruction, and assessment with a focus on student achievement and continuous progress.

**Scope and Sequence** – Scope refers to the content to be taught (TEKS) and sequence refers to the order in which the TEKS are to be taught which is driven by prerequisites for new knowledge and skills, assessment schedules, time, etc.

**Summative Assessment** – refers to the assessment of the learning and summarizes the development of learners at a particular time.

**Taught curriculum** – refers to the delivery of the written curriculum. Teachers are required to develop lesson plans and approaches to instruction for teaching the written curriculum.

**TEKS Vertical Alignment** – adds specificity to the state standards and clarify student learning in the grade/course to ensure equity and to reduce gaps for students.

**Vertical alignment (articulation)** – refers to alignment and continuity from PK-12.

**Vertical Alignment Document (VAD)** – aligns the state standards vertically from Grades 12 to Kindergarten. This document has the specificity of each state standard and clarifies student learning in the grade/course to ensure equity and reduce gaps for students. The specificity in the documents explicitly lays out the meaning of the standard and includes released state assessment items, as appropriate. This allows teachers to have access to the varied ways in which standards must be instructed in order for students to show transfer of learning.

**Written curriculum** – refers to those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to district developed assessments, suggested time frames, examples of strategies, aligned resources, correlations to the TEKS and other national assessments administered in the district.
**Year-At-A-Glance (YAG)** – provides a course overview. The YAG shows the sequence of the Bundles for the Year. Each bundle has units within the bundle; the units within each bundle may be titled by their particular topic. The *Year-At-A-Glance* is an overview document that may also include the annual assessments covered within the course guidelines.
EXHIBITS
EXHIBIT A
CURRICULUM, INSTRUCTION, ASSESSMENT CYCLE
Organizational Leadership
Raymond J. McNulty, International Center for Leadership in Education

Embrace a Common Vision and Goals

Inform Decisions Through Data Systems

Develop and Empower Teaching Teams to Take Action and Innovate

Clarify Student Learning Expectations

Adopt Effective Instructional Practices

Monitor Student Progress

Refine Process on an Ongoing Basis
EXHIBIT B
PHASES of CURRICULUM CYCLE

Phase 1: Developing the Framework
- study current thinking, trends; gather data; develop criteria
- identify beliefs, goals, concepts
- develop time allocation, scope and sequence, objectives

Phase 2: Curriculum Writing
- prepare curriculum documents
- establish system for reviewing/adopting resources; align to objectives
- develop professional development plan for implementation

Phase 3: New Courses / Programs / Pilots (If needed)
- conduct information orientation events to inform all individuals.
- plan and implement staff development and ongoing program evaluation.
- plan and activate a communication/reporting structure.
- set-up a troubleshooting/supervisory assistance support system.
- revise curriculum, assessment tools, curriculum guide, staff development efforts, and communication strategies.
- implement and monitor curricular program and evaluation processes.
- adopt instructional materials and obtain approval

Phase 4: Implementation
- implement curriculum utilizing data to drive decisions about program effectiveness.
- implement professional development.
EXHIBIT C
CURRICULUM DOCUMENTS DESCRIPTORS

The hierarchies of curriculum documents for Humble ISD Core Content courses are listed below:

- Year-At-a-Glance (Global, Big Picture)
- Bundles-At-a-Glance (Global, Big Picture)
- TEKS Vertical Alignment Document (Detailed and Specific)
- Instructional Framework Document (Detailed and Specific)

Each document has an important role in sequencing the curriculum, from an overview of the curriculum to a detailed snapshot of each unit. The documents in the hierarchy of the system add more detail or information from Year-At-A-Glance to Instructional Framework Document.

**Year-At-A-Glance:** The Year-At-A-Glance (YAG) curriculum document provides a course overview. The YAG shows the sequence of the Bundles for the Year. Each bundle has units within the bundle; the units within each bundle may be titled by their particular topic. The Year-At-A-Glance is an overview document that may also include the annual assessments covered within the course guidelines.

Below is an sample of a Middle School Social Studies Year-At-A-Glance. In this document you will see each Bundle is titled and each Unit within the Bundle is titled by the topic covered. The Year-At-A-Glance is an overview document that also includes the annual assessments covered within the course guidelines. Specific information provided on the Year-At-A-Glance may vary by content area or grade level as appropriate.
Bundles-At-A-Glance: The Bundles-At-A-Glance (BAG) document is a detailed list of standards covered in the curriculum as seen in each unit within the bundles. This document shows the year of curriculum specified by the state standards. The document breaks the standards, where applicable, into three categories: readiness standards, supporting standards and process standards as defined by TEA. As seen on the Bundles-at-a-Glance document Units are titled but instead of a topic the state standards that are covered during the unit are listed.

Below are samples of a Grade 5 Science and Grade 1 Mathematics Bundles-at-a-Glance. Specific standards listed on Bundles-At-A-Glance documents will vary by content area and grade level per types of standards identified by TEA.

### Science Five Grade Standards Bundles-at-a-Glance

<table>
<thead>
<tr>
<th>Bundle</th>
<th>Unit Title</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bundle 1</td>
<td>Classifying Matter</td>
<td>5.5A</td>
</tr>
<tr>
<td></td>
<td>Properties of Water</td>
<td>5.5B</td>
</tr>
<tr>
<td></td>
<td>Mixtures</td>
<td>5.5CD</td>
</tr>
<tr>
<td>Bundle 2</td>
<td>Uses of Energy</td>
<td>5.6A</td>
</tr>
<tr>
<td></td>
<td>Circuits and Electricity</td>
<td>5.6B</td>
</tr>
<tr>
<td></td>
<td>Characteristics of Light</td>
<td>5.6C</td>
</tr>
<tr>
<td></td>
<td>Experimenting with Forces</td>
<td>5.6D</td>
</tr>
</tbody>
</table>

### Grade 1 Mathematics Bundle At-A-Glance

<table>
<thead>
<tr>
<th>Bundle</th>
<th>Unit Title</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bundle 1</td>
<td>Place Value Part 1: Counting, Representing and Comparing Numbers</td>
<td>1.2A, 1.2C, 1.2D, 1.2E, 1.2F, 1.2G, 1.4A, 1.5A, 1.5B, 1.5C, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Recognize Addition and Subtraction Situations and Use Strategies to Solve Part 1</td>
<td>1.2B, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.4A, 1.5A, 1.5B, 1.5C, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Time, Money, and Personal Financial Literacy</td>
<td>1.4A, 1.4B, 1.4C, 1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.7F</td>
</tr>
<tr>
<td>Bundle 2</td>
<td>Identify, Name, Create, and Make Connections between 2D Shapes and 3D Solids</td>
<td>1.2B, 1.2C, 1.4A, 1.4B, 1.4C, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Fractions in Relationship to 2D Shapes</td>
<td>1.2B, 1.2C, 1.4A, 1.4B, 1.4C, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Length</td>
<td>1.2B, 1.2C, 1.4A, 1.5A, 1.5B, 1.7D, 1.7E</td>
</tr>
<tr>
<td>Bundle 3</td>
<td>Recognize Addition and Subtraction Situations and Use Strategies to Solve Part 2</td>
<td>1.2B, 1.2C, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.4A, 1.4B, 1.5B, 1.5C, 1.5D, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Data Analysis</td>
<td>1.2B, 1.2C, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C, 1.7E, 1.6A, 1.6B, 1.6C</td>
</tr>
<tr>
<td>Bundle 4</td>
<td>Place Value: Count, Represent and Compare Numbers Part 2</td>
<td>1.2B, 1.2C, 1.2D, 1.2E, 1.2F, 1.2G, 1.3A, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Recognize Addition and Subtraction Situations and Use Strategies to Solve Part 3</td>
<td>1.2B, 1.2C, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C, 1.7E</td>
</tr>
</tbody>
</table>

The Mathematical Process Skills including tools, communication, and the problem solving process are embedded throughout each unit.

**BOLD** = Readiness **Italic** = Supporting
TEKS Vertical Alignment Document: The TEKS Vertical Alignment document (VAD) aligns the state standards vertically from Grades 12 to Kindergarten. This document has the specificity of each state standard and clarifies student learning in the grade/course to ensure equity and reduce gaps for students. The specificity in the documents explicitly lays out the meaning of the standard and includes released state assessment items, as appropriate. This allows teachers to have access to the varied ways in which standards must be instructed in order for students to show transfer of learning.

The TEKS Vertical Alignment document includes the knowledge statement as well as breaks the student expectation into two parts: content (the what) and the performance (the why or cognitive level). This document allows teachers to see the foundation that has been provided to students in prior levels and where the standard is building to in future levels. It also allows teachers to focus on the grade specific standard. Below you will find a sample portion of the ELAR TEKS Vertical Alignment document. This document shows grades 3-5 standards aligned.

### ELAR Grades 3-5 TEKS Vertical Alignment

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Comprehension Of Procedural Text:</strong> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</td>
<td><strong>Reading/Comprehension Of Procedural Text:</strong> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</td>
<td><strong>Reading/Comprehension Of Procedural Text:</strong> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</td>
</tr>
<tr>
<td><strong>3.1 (A) Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe) SUPPORTING</strong></td>
<td><strong>4.13 (A) Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)</strong></td>
<td><strong>5.13 (A) Interpret details from procedural text to complete a task, solve a problem, or perform procedures SUPPORTING</strong></td>
</tr>
<tr>
<td><strong>Performance:</strong> determine</td>
<td><strong>Content:</strong> the sequence of activities needed to carry out a procedure (e.g., following a recipe)</td>
<td><strong>Performance:</strong> interpret</td>
</tr>
<tr>
<td><strong>Content:</strong> set of written, multi-step directions</td>
<td><strong>Content:</strong> set of written, multi-step directions</td>
<td><strong>Content:</strong> details from procedural text to complete a task, solve a problem, or perform procedures</td>
</tr>
</tbody>
</table>

**Academic Language of Instruction**

- **Procedural text** - texts that were created to communicate instructions, rules, processes, or other detailed step-by-step information (e.g., guides of all kinds, pamphlets, manuals, recipes)

**Specificity**

- **Including but not limited to:**
  - Perform a procedure.
  - Identify step-by-step instructions.
  - Identify and follow a sequence of actions.
  - Visualize actions by picturing how one leads to another.
  - Follow and explain how the steps in the text help complete a task.
  - Interpret any graphic features as part of understanding the text.

**Examples of procedural text:**

- Instructions/Directives
- Manual
- Recipe

**Critical Questions:**

- A student wrote the following list of information about ______.
- Which of the following should not be on the list? (multiple choice)

**Examples of procedural text:**

- Instructions/Directives
- Manual
- Recipe

**Critical Questions:**

- Refer to the directions for ______. Where would you add this new step? (multiple choice)
- What is the correct order of steps for this procedure?
Instructional Framework: The Instructional Framework (IF) is a bundled unit of instruction identifying a reasonable number of objectives to be mastered within the allotted timeframe and providing the bridge between curriculum and instruction. The Instructional Framework documents provide detail to the units specified within the Bundles-At-A-Glance Document. Each unit within the Bundle will have an Instructional Framework.

This framework specifies each standard within the unit as well as includes details for the standard, samples of released assessment items, if applicable, student misconceptions that might occur, student performance standards, the connection between the student expectation and the process standards as well as recommended resources to use while instructing the unit. Examples of multiple contexts and cognitive types are provided for selected essential standards. The Instructional Framework document is a living document and will be updated accordingly.

Instructional framework documents are typically from 10-20+ pages in length dependent upon the length of the unit. Teachers determine how many lesson cycles will be needed within each unit. The sample below is an ELAR Instructional Framework and instructional resources and other information will vary based on content area and grade level.

The Instructional Framework offers a timeline for each Unit within the Bundles.

<table>
<thead>
<tr>
<th>Bundle</th>
<th>Unit</th>
<th>Estimated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>15 – 20 Days</td>
</tr>
</tbody>
</table>

**Unit Overview**

The focus of this unit is for students to make historical and cultural connections within fiction and expository texts. Teachers will choose fictional texts to analyze how language is affected by the historical and cultural influences within the piece. Topically or thematically paired Expository Readings will continue to address genre elements, especially as they relate to the upcoming writing unit. Students may respond to literature using the SOAPSTone strategy focusing on subject, occasion, audience, purpose, speaker, and tone to help analyze the context of the works. Additionally, short answer responses (single-selection and cross-over) will be incorporated.

Teachers will continue to embed grammar, vocabulary, daily or weekly writing where appropriate.

**Student Performance Indicator**

Use the Soapstone strategy to make inferences about the effect of historical or cultural contexts on language and tone within a teacher-selected expository or literary text or media element. Use the following questions to guide your analysis:

- **S** - What is the subject? How do you know?
- **O** - What is the occasion? What historical or cultural setting is depicted? What evidence supports this?
- **A** - Who is the intended audience? How do you know? What details (information, purpose, language, etc.) help you identify the audience?
- **P** - What is the purpose? How do you know (message, rhetorical devices, etc.)? Identify evidence that alludes to the writer's purpose.
- **S** - Who is the speaker? How would you describe the speaker? What evidence helps support your assertion about the speaker?
- **Tone** - What is the writer's/speaker's tone? How do you know? Does it shift? What evidence supports this?

Share your analysis with a partner and explain to your partner how the evidence supports each component of SOAPSTone. Then, provide feedback on your partner's answers and evidence.

**Teacher Note:** In order to relate to students' lives, consider allowing students to:

- Newspaper articles
- Blogs
- Speeches
- Documentaries

You may want to consider modeling this assessment at the beginning of the year and/or the assessment on the same or different texts/mediums. Consider whether you can collaborate groups. Allow other students to provide feedback, extension, and/or sharing. Could they share their analyses through a variety of teacher-selected mediums?

Consider allowing students to use online technology like Google Docs to create collaborative documents. Consider using the "Share" feature, and provide feedback on each other's work using the "Comment" feature. Consider teacher-created Google Forms. See the Technology Resources section in the IFs.

**TEKS:** 9.2C, 9.9C, Fig.19B

**Academic Language of Instruction**

**Audience** – the person or persons who are intended to read a piece of writing; determines the form, style, tone, and details included in a work.

**Author's viewpoint** – a unique combination of ideas, feelings, values, and beliefs that influences the way a writer looks at a topic. NOTE: This is not literary point of view.

**Critique** – combines a summary with a response; includes opinions (beliefs, viewpoint, judgment) supported with credible details, facts, and examples

**Cultural setting** – the beliefs, customs, and ways of life of a particular time, society or group

**Evaluate** – to determine significance or value by careful appraisal and study

**Figurative language** – language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices.

**Historical setting** – date or time period in which a literary work takes place

**Infer** – to find or grasp the idea of an entire work or of just a paragraph. (STAAR note: Main Idea/Details)
The sample Elementary Mathematics Grade 5 Instructional Framework below shows the specificity and released state assessment items for the standards listed.

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Readiness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4B</td>
<td>Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity</td>
</tr>
</tbody>
</table>

**Performance:** Use equations to represent and solve multi-step problems with a letter standing for the unknown quantity.

**Content:** The four operations with whole numbers

### READINESS

#### Specificity / Examples

- Students will represent and solve multi-step problems by:
  - Writing equations from verbal descriptions using letters and numbers, understanding order is important in writing and solving multi-step word problems.
  - Using appropriate mathematical language to write verbal equations from algebraic expressions.
  - Reading algebraic equations in a manner that reinforces that the variable represents an unknown number.

**Examples:**

- Students read equations:
  - Given “The sum of 6 and a number is 12,” students should read “x + 6 = 12”.
  - Students write equations:
    - 2 less than a number is 7: “x - 2 = 7”
    - 2 times a number is 11: “2x = 11”

**2014 STAAR Released Test**

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2C</td>
<td>Round decimals to tenths or hundredths</td>
</tr>
</tbody>
</table>

**Performance:** Round to tenths or hundredths

**Content:** Decimals

### SUPPORTING

#### Specificity / Examples

- Students will show their understanding of decimals and rounding to tenths and hundredths. In order to conceptually understand where numbers are located students should use number lines.

**Example:**

- If students are asked to round 14.235 to the nearest tenth they should recognize that the possible answer must be in tenths. 14.2 is closer to 14.2 than 14.3.

### TEKS Suggested Technology Standards

3-5.1 Creativity and Innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:

#### 3-5.1A Create original products using a variety of resources:

**Performance:** Create

**Content:** Original products

What do these student expectations look like during instruction?

Students create digital products. Digital Products: A digital product can be anything created electronically. There is no specific requirement for what must be created. Students might use Microsoft Office, Educreations, Kidspiration, Photo Story, Pixie or another tool to create a product. Students can show what they know about any topic by creating documents from teacher directed to student choice.
Recommended instructional resources will vary by content area and grade level, as appropriate for best instructional.

Common student misconceptions that might occur during instruction are noted.

Science IF documents include a common Anchor Lab activity to be provided for all students across the district.

Technology resources for use during the unit or during the performance indicator assessments are being included as appropriate for each content area and grade level.
EXHIBIT D  
CURRICULUM DOCUMENTS CLARIFICATIONS

The hierarchy of documents is as follows:
- Year-at-a-Glance
- Bundles-at-a-Glance
- TEKS Vertical Alignment
- Instructional Framework

Specific formatting and thematic colors will vary by content area and grade band.

Bundles-at-a-Glance
Verdana  
Heading in Title Box 12
All Else 9  
Header-Verdana 9

<table>
<thead>
<tr>
<th>Bundle</th>
<th>Unit Title</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bundle 1</td>
<td>Place Value Part 1: Counting, Representing and Comparing Numbers</td>
<td>1.2A, 1.2G, 1.2D, 1.2F, 1.2F, 1.2G, 1.4A, 1.5A, 1.5B, 1.5C, 1.5D, 1.5F, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Recognize Addition and Subtraction Situations and Use Strategies to Solve Part 1</td>
<td>1.2B, 1.2B, 1.2C, 1.3D, 1.3E, 1.3F, 1.4A, 1.5A, 1.5B, 1.5C, 1.5D, 1.5F, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Time, Money, and Personal Financial Literacy</td>
<td>1.4A, 1.4B, 1.4C, 1.5A, 1.5B, 1.5C, 1.7A, 1.7B, 1.7C, 1.7D, 1.7E</td>
</tr>
<tr>
<td>Bundle 2</td>
<td>Identify, Name, Create, and Make Connections between 2D Shapes and 3D Solids</td>
<td>1.2B, 1.2C, 1.4A, 1.4B, 1.4C, 1.5A, 1.5B, 1.5C, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Fractions in Relationship to 2D Shapes</td>
<td>1.2B, 1.2C, 1.4A, 1.4B, 1.4C, 1.5A, 1.5B, 1.5C, 1.6G, 1.6H, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Recognize Addition and Subtraction Situations and Use Strategies to Solve Part 2</td>
<td>1.2B, 1.2C, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C, 1.5D, 1.5F, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Data Analysis</td>
<td>1.2B, 1.2C, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C, 1.7A, 1.7B, 1.8A, 1.8B, 1.8C</td>
</tr>
<tr>
<td>Bundle 3</td>
<td>Place Value: Count, Represent and Compare Numbers Part 2</td>
<td>1.2B, 1.2B, 1.2D, 1.2E, 1.2F, 1.3A, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C, 1.5D, 1.5F, 1.7E</td>
</tr>
<tr>
<td></td>
<td>Recognize Addition and Subtraction Situations and Use Strategies to Solve Part 3</td>
<td>1.2B, 1.2B, 1.2C, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C, 1.5D, 1.5F, 1.7E</td>
</tr>
</tbody>
</table>

The Mathematical Process Skills including tools, communication, and the problem solving process are embedded throughout each unit.

**BOLD** - Readiness  
**Italics** - Supporting
### Mathematics: TEKS Vertical Alignment

**Grade 3**

<table>
<thead>
<tr>
<th>Number and operations, 3.2</th>
<th>Number and operations, 3.2</th>
<th>Number and operations, 3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student applies mathematical process standards to represent, compare, and order whole numbers and decimals. Students' understanding of place value is related to place value. The student is expected to:</td>
<td>The student applies mathematical process standards to represent, compare, and order whole numbers and decimals. Students' understanding of place value is related to place value. The student is expected to:</td>
<td>The student applies mathematical process standards to represent, compare, and order whole numbers and decimals. Students' understanding of place value is related to place value. The student is expected to:</td>
</tr>
<tr>
<td>B) compare and order whole numbers up to 10,000 and represent comparisons using the symbols &lt;, &gt;, or =.</td>
<td>B) compare and order whole numbers up to 10,000 and represent comparisons using the symbols &lt;, &gt;, or =.</td>
<td>B) compare and order two decimals to the thousandths and represent comparisons using the symbols &lt;, &gt;, or =.</td>
</tr>
<tr>
<td>Content: whole numbers up to 1,000,000,000.</td>
<td>Content: whole numbers up to 1,000,000,000.</td>
<td>Content: whole numbers up to 1,000,000,000.</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td><strong>Performance</strong></td>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>Students use comparison symbols to compare, order, and represent numbers up to 1,000,000,000.</td>
<td>Students use comparison symbols to compare, order, and represent numbers up to 1,000,000,000.</td>
<td>Students use comparison symbols to compare, order, and represent comparisons using the symbols &lt;, &gt;, or =.</td>
</tr>
<tr>
<td>For example:</td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td>Students are comparing customers. The table below the number of customers who have shopped at three stores over the past year.</td>
<td>Students are comparing customers. The table below the number of customers who have shopped at three stores over the past year.</td>
<td>Students are comparing amounts to compare, order, and represent comparisons using the symbols &lt;, &gt;, or =.</td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td>Store</td>
<td>Number of Customers</td>
<td>Store</td>
</tr>
<tr>
<td>Kroger</td>
<td>1,046,236</td>
<td>H-E-B</td>
</tr>
<tr>
<td>Write a number sentence comparing the stores with the greatest number of customers.</td>
<td>Write a number sentence comparing the stores with the greatest number of customers.</td>
<td>Write a number sentence comparing the stores with the greatest number of customers.</td>
</tr>
<tr>
<td>1,112,105 &gt; 1,006,236</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Framework

**Verdana**

**Heading in Title Box 12**

**All Else 9**

**Header-Verdana**

**Knowledge statement italics**

**Standard Bold**

**Content/Performance italics**

**TEA Language Black**

**Specificity Font Blue**

**Yellow Background:** R-255, G-255, B-153

**Green Background:** R-204, G-255, B-204

---

### TEKS Vertical Alignment

**Verbana**

**Heading in Title Box 12**

**All Else 9**

**Header-Verdana**

**Knowledge statement italics**

**Standard Bold**

**Content/Performance italics**

**TEA Language Black**

**Specificity Font Blue - 153**

**Readiness/Supporting Labeled - Will vary by content area and grade level**

**Yellow Background:** R-255, G-255, B-153

**Green Background:** R-204, G-255, B-204
# EXHIBIT E INSTRUCTIONAL MATERIAL RUBRIC

<table>
<thead>
<tr>
<th>Subject: ___________________</th>
<th>Type of Resource:</th>
<th>Print Textbook</th>
<th>E-Text</th>
<th>Interactive On-line Resource</th>
<th>Other</th>
<th>Publisher/Vendor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating Scale: 4=Exemplary 3=Average 2=Below Average 1=Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Content (Total points in this section weighted 2 times)
- The content is accurate, factual and comprehensible.
- The content is age appropriate.
- The content is aligned with the current standards/ELPS.
- The content is free from bias.
- The content requires active learning on the part of the student.
- The content gives students more than one opportunity for mastery.
- The content can be used by teacher to deliver classroom instruction.
- The content supports the use of effective research-based instructional strategies by the teacher.
- The content is engaging.

**Content Section Total:**

## Support Materials (Total points in this section weighted 1 time)
- The program has a teacher’s guide.
- The program has understandable instructions.
- The instructions and help functions are easy to access.
- There are supplemental resources and ideas to extend learning.
- There are supplemental resources to extend teacher content knowledge.

**Support Materials Section Total:**

## Assessment (Total points in this section weighted 1 time)
- The program has a pre-assessment.
- The program has a post-assessment.
- Assessments are aligned to standards.
- The program has a test bank of assessment questions.

**Assessment Section Total:**

## Differentiation/Accommodations (Total points in this section weighted 2 times)
- ESL/Sheltered Instruction/Linguistic Accommodation Materials
- Response To Intervention Resources
- English Language Learner Resources
- Visual Accommodations
- Special Needs Resources
- Gifted and Talented Resources

**Differentiation/Accommodations Section Total:**

**Grand Total:**

---

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## EXHIBIT F
### INSTRUCTIONAL PRACTICES

Common Recommendations of National Curriculum Reports

*From Best Practices: New Standards for Teaching and Learning in America's Schools*

*Zemelman, Daniels, and Hyde*

<table>
<thead>
<tr>
<th>From: Less (does not mean &quot;none&quot;)</th>
<th>To: More (does not mean &quot;always&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-class, teacher directed (e.g., lecturing)</td>
<td>Experiential inductive, hands-on-learning</td>
</tr>
<tr>
<td>Student passivity: sitting, listening, receiving, and absorbing information</td>
<td>Active learning, students doing, talking and collaborating</td>
</tr>
<tr>
<td>Presentational, one-way transmission of information from teacher to student.</td>
<td>Diverse roles for teachers, including coaching, demonstrating, and modeling</td>
</tr>
<tr>
<td>Prizing and rewarding of silence in the classroom</td>
<td>Emphasis on higher-order thinking; learning a field's key concept</td>
</tr>
<tr>
<td>Classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other &quot;seatwork&quot;</td>
<td>Deep study of a smaller number of topics</td>
</tr>
<tr>
<td>Student time spent reading textbooks and basal readers</td>
<td>Reading of real texts: whole books, primary sources, and nonfiction materials</td>
</tr>
<tr>
<td>Attempts to &quot;cover&quot; large amounts of material in every subject area</td>
<td>Responsibility transferred to students for their work: goal setting, record keeping, monitoring, sharing, exhibiting and evaluating</td>
</tr>
<tr>
<td>Rote memorization of facts and details</td>
<td>Responsibilities transferred to students for their work: goal setting, record keeping, monitoring, sharing, exhibiting, and evaluating</td>
</tr>
<tr>
<td>Emphasis on the competition and grades in the school</td>
<td>Choice for students (e.g., choosing their own books, writing topics, team partners, and research projects)</td>
</tr>
<tr>
<td>Tracking or leveling students into &quot;ability groups&quot;</td>
<td>Enacting and modeling of the principles of democracy</td>
</tr>
<tr>
<td>Use of pullout special programs</td>
<td>Attention to affective needs and varying cognitive styles of individuals</td>
</tr>
<tr>
<td>Use of and reliance on standardized tests</td>
<td>Cooperative collaborative activity; developing the classroom as an interdependent community</td>
</tr>
</tbody>
</table>
# EXHIBIT G ASSESSMENT KEY QUESTIONS

Stiggins (1994) *Student-Centered Classroom Assessment:

<table>
<thead>
<tr>
<th>Student</th>
<th>Monitor own success</th>
<th>Am I meeting the teacher’s standards?</th>
<th>Ongoing assessment of mastery of required material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify own needs</td>
<td>What help do I need to succeed?</td>
<td>Sequential assessment of building blocks of competence</td>
<td></td>
</tr>
<tr>
<td>Connect effort to results</td>
<td>Does my work pay off?</td>
<td>Continuous assessment of mastery of material student is trying to learn</td>
<td></td>
</tr>
<tr>
<td>Plan for educational vocational needs</td>
<td>What will be the next steps in my learning?</td>
<td>Assessment of outcomes that are prerequisites for later possibilities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Identify needs of individuals</th>
<th>What does this student need to help with?</th>
<th>Continuous assessment of individual mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify needs of class or group</td>
<td>What do these students need help with?</td>
<td>Continuous assessment summarized over the group</td>
<td></td>
</tr>
<tr>
<td>Group students</td>
<td>Who among my students should work together?</td>
<td>Periodic assessment of individual master (if groups by achievement)</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>What grade should appear on the report card?</td>
<td>Summary of individual mastery of required material</td>
<td></td>
</tr>
<tr>
<td>Evaluate instruction</td>
<td>Did my teaching strategies work?</td>
<td>Continuous assessment of group performance</td>
<td></td>
</tr>
<tr>
<td>Evaluate self</td>
<td>How do I need to develop to be a better teacher?</td>
<td>Continuous assessment of group performance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Monitor child's success</th>
<th>Is my child succeeding in school?</th>
<th>Continuous feedback on student's mastery of material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate self</td>
<td>What do I need to do for my child to be successful?</td>
<td>Continuous feedback based on interaction with child and teacher</td>
<td></td>
</tr>
<tr>
<td>Identify needs</td>
<td>What does my child need in order to succeed?</td>
<td>Continuous feedback on student's mastery of material</td>
<td></td>
</tr>
<tr>
<td>Evaluate instruction</td>
<td>Is my child's teacher(s) doing the job?</td>
<td>Continuous feedback on student's mastery of material</td>
<td></td>
</tr>
<tr>
<td>Evaluate school</td>
<td>Is this school (district) working for my family?</td>
<td>Periodic comparison of school performance with other schools</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal/Asst. Principal</th>
<th>Evaluate instructional program</th>
<th>Is instruction in particular areas producing results?</th>
<th>Periodic assessment of group achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate teachers</td>
<td>Is the teacher producing results?</td>
<td>Periodic assessment of group achievement</td>
<td></td>
</tr>
<tr>
<td>Allocate resources</td>
<td>How shall we spend building resources in support of instruction?</td>
<td>Periodic assessment of group achievement</td>
<td></td>
</tr>
</tbody>
</table>
EXHIBIT H
HUMBLE ISD
ASSESSMENT CONTINUUM

What is the Humble ISD philosophy of assessment?

What are roles, purposes, and outcomes of our different types of assessment?

Possible components may include the following:

<table>
<thead>
<tr>
<th>Classroom Formative Assessments:</th>
<th>Performance Indicator Assessments:</th>
<th>Chapter / Unit Assessments:</th>
<th>District Checkpoints / MOCK Assessments:</th>
<th>Standardized Testing (Criteria or Norm-referenced Tests):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>Philosophy</td>
<td>Philosophy</td>
<td>Philosophy</td>
<td>Philosophy</td>
</tr>
<tr>
<td>● Formative assessments are used to guide instruction by monitoring student learning, providing feedback to drive instructional decisions, and to improve student achievement</td>
<td>● A Performance Indicator is a student performance or product assessment which demonstrates mastery of bundled standards</td>
<td>● Chapter/Unit Assessments measure student mastery of the grade level standards covered in instruction up to the end of the last standard on the checkpoint or unit</td>
<td>● District Checkpoints measure student mastery of the grade level standards covered in instruction up to the end of the last standard on the checkpoint or unit</td>
<td>● Standardized testing measures student mastery of standards or criteria (STAAR, PSAT, SAT, etc.)</td>
</tr>
<tr>
<td>Roles, Purposes, and Outcomes</td>
<td>Roles, Purposes, and Outcomes</td>
<td>Roles, Purposes, and Outcomes</td>
<td>Roles, Purposes, and Outcomes</td>
<td>Roles, Purposes, and Outcomes</td>
</tr>
<tr>
<td>● Used during instruction by the teacher and the student to help gauge student learning progress</td>
<td>● Includes a tangible product or an observable performance that provides evidence of student learning</td>
<td>● Provides evidence of student mastery of content that has been instructed</td>
<td>● Provides evidence of student mastery of content that has been instructed</td>
<td>● Provides evidence of student mastery</td>
</tr>
<tr>
<td>● Aides teachers in diagnosing student needs and in making relevant instructional decisions</td>
<td>● Wraps process skills and content together in order to address unit understandings (concept/content + process skill)</td>
<td>● May be used in conjunction with other forms of assessment to determine student mastery of content and skills</td>
<td>● May be used in conjunction with other forms of assessment to determine student mastery of content and skills</td>
<td>● Provides evidence of student preparedness for upcoming grade levels, college readiness, etc.</td>
</tr>
<tr>
<td>● Allows students to keep track of their individual learning progress and contributes to their sense of success</td>
<td>● Aligns at or above the level of rigor described in the student expectations and may not be easily assessed by multiple choice items</td>
<td>● May be used to diagnose individual student learning needs and to inform instruction accordingly</td>
<td>● May be used to diagnose individual student learning needs and to inform instruction accordingly</td>
<td>● May summarize student mastery</td>
</tr>
<tr>
<td>● Contributes to increased student learning and achievement on summative assessments</td>
<td>● Is often an authentic assessment that reflects a meaningful (relevant) context to students</td>
<td></td>
<td></td>
<td>● Provides data for making decisions on a program-wide basis</td>
</tr>
<tr>
<td>● Increases motivation and self-awareness of learning growth</td>
<td>● May be interval assessments and/or cumulative assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Humble ISD Page 54 Rev 3/31/2016
Humble ISD Curriculum Documents: Questions, Comments, Concerns

Please take a minute to complete this form about any curriculum and/or technology integration comments you may have.

* Required

Your email: *
We may want to contact you for clarification about your comments.

Select the subject area that describes where your area of concern is located. *

Continue >
Language Arts

Language Arts: Select the grade or course that describes where your area of concern is located.
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- English 1
- English 2
- English 3
- Other: 

Select the bundle that describes where your area of concern is located.

Which unit # describes where your area of concern is located?

Which section of the curriculum documents best describes where your area of concern is located? *

Describe any questions, comments, or concerns you may have about the curriculum documents.

Never submit passwords through Google Forms.
EXHIBIT J
CURRICULUM REVISIONS TRACKING PROCESS FORM

Title of Course: ________________________________
Grade Level: __________________________________
Initiating Campus: ______________________________

Reason for Revision:

Plan for Revision:

Submitted by: ________________________ Date: ________________
(Campus Administrator’s Name)

Reviewed by: ____________________________
(Content Coordinator’s Signature)

☐ No Revision Necessary    ☐ Revision Process Implemented

<table>
<thead>
<tr>
<th># of Staff Needed:</th>
<th># of Days:</th>
<th>$ Estimated Cost:</th>
</tr>
</thead>
</table>

Humble ISD Performance Indicators

What is an HISD Performance Indicator (PI)?

An HISD Performance Indicator is a student performance or product assessment which demonstrates mastery of bundled standards.

HISD Performance Indicator Attributes:

- Performance Indicators include a tangible product or an observable performance that provides evidence of student learning.
- Performance Indicators wrap process skills and content together in order to address unit understandings (content/concept + process skill).
- Performance Indicators align at or above the level of rigor described in the student expectations and may target difficult to assess items.
- Performance Indicators are often authentic assessments that reflect a meaningful context to students.
- Performance Indicators often include real-world applications and may incorporate technology.
- Performance Indicators may be interval assessments and/or cumulative assessments within a unit of bundled standards.
- Performance Indicators may be used to diagnose individual student learning needs and to inform instruction accordingly.
- Performance Indicators should be used in conjunction with other forms of assessment to determine student mastery of content and skills.

*Note:* Student products and/or performances presented in Performance Indicators are optional per campus discretion.
## EXHIBIT L  CURRICULUM MANAGEMENT PLANNING CHARACTERISTICS AND AUDITORS’ ASSESSMENT OF DISTRICT APPROACH

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Auditors’ Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.</td>
<td>X</td>
</tr>
<tr>
<td>2. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.</td>
<td>X</td>
</tr>
<tr>
<td>3. Defines and directs the stages of curriculum development.</td>
<td>X</td>
</tr>
<tr>
<td>4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.</td>
<td>X</td>
</tr>
<tr>
<td>5. Presents the format and components of all curriculum, assessments, and instructional guide documents.</td>
<td>X</td>
</tr>
<tr>
<td>6. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings.</td>
<td>X</td>
</tr>
<tr>
<td>7. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.</td>
<td>X</td>
</tr>
<tr>
<td>8. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types</td>
<td>X</td>
</tr>
<tr>
<td>9. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.</td>
<td>X</td>
</tr>
<tr>
<td>10. Directs curriculum to be designed so that it supports teachers’ differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.</td>
<td>X</td>
</tr>
<tr>
<td>11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.</td>
<td>X</td>
</tr>
<tr>
<td>12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.</td>
<td>X</td>
</tr>
<tr>
<td>13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.</td>
<td>X</td>
</tr>
<tr>
<td>14. Presents procedures for monitoring the delivery of curriculum.</td>
<td>X</td>
</tr>
<tr>
<td>15. Establishes a communication plan for the process of curriculum design and delivery.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Total** 15  
**Percentage of Adequacy** 100%

In 2011 a Curriculum Audit conducted by the International Curriculum Audit Center-Phi Delta Kappa International, at that time Humble ISD met 0% of the CMSi criteria.

An auditor of the Curriculum Management Systems, Inc., under the direction of the International Curriculum Audit Center-Phi Delta Kappa International, examined the current Humble Independent School District Curriculum Management Plan developed in response to the audit that was conducted in 2011. The auditor found the Humble Independent School District Curriculum Management Plan met 100% of the CMSi criteria when reviewed June 2014.