

LINCOLN PARISH SCHOOL DISTRICT
MATH
Curriculum, Instruction, and Assessment Guidelines

Lincoln Parish Curriculum Guidelines (Tier I – LDOE)

- **Math**
 - Grades 6-Algebra I - Teaching resources and materials must be comprised primarily of Eureka materials
 - Supplemental materials must support the Louisiana Student Standards for Mathematics
 - Geometry, Algebra II, etc. - Use of district approved curriculum
 - Using LA Student Standards for Mathematics (LSSM)

- **General Guidelines**
 - Standards must be written on all lesson plans
 - Tier I resources recommended

Lincoln Parish Instructional Guidelines

- **Math**
 - MDC tasks
 - LDOE Math Curricular Resources (K-12 Math Planning Resources)
 - LDOE Instructional Tasks
 - Coherence Map (Achieve the Core)
 - Talk Moves
 - Use questions and math tasks to:
 - Teach students to demonstrate conceptual understanding, procedural skills and fluency, and applications
 - Teach students to apply understanding to real-world examples (require real-life application and conceptual understanding)
 - Teach students to demonstrate mathematical reasoning by explaining, critiquing, and justifying how they arrived at their answer using precise mathematical language, verbally (student-teacher, student-student) and written

- **General Guidelines for All Courses**
 - Reading, including informational texts and writing has to occur in all classes
 - Rigorous learning tasks (use tasks provided by LDOE in teacher toolbox)
 - Differentiated instruction included in lesson plans
 - Objectives written and shared with student in student friendly terms
 - Purposeful talk occurs and Talk Moves (student-teacher, student-student) are utilized to facilitate discussions
 - RTI plan in place and implemented daily (specific to individual student's needs)
 - Edgenuity and A+ used for credit recovery and Edgenuity used to offer initial credit for courses that schools cannot offer face-to-face on campus
 - High school students are instructed to earn IBC in applicable classes
 - Special Ed. inclusion students receive core instruction in regular classroom

Lincoln Parish Assessment Guidelines

- Exit Tickets (used to informally assess student learning and plan for future instruction and/or remediation)
- Regular cumulative assessments, such as weekly, bi-weekly
- Mid-module and end-of module assessments that are aligned to the standards
- Quarterly cumulative benchmark tests that reflect the item-type and structure of state assessments or LEAP 360 Interim Assessments
- Assessments need to include tasks that assess the student's ability to:
- Demonstrate conceptual understanding, procedural skills and fluency, and applications

- Apply understanding to real-world examples (require real-life application and conceptual understanding)
- Demonstrate mathematical reasoning by explaining, critiquing, and justifying how they arrived at their answer using precise mathematical language (verbally and written)
- **General Guidelines**
 - Standards must be written beside all items on major assessments
 - Assessments must be rigorous and aligned to the standards
 - Assessments are to reflect state assessments (LEAP 2025, EOC) or other assessments specific to a course (AP, IBC assessment, proficiency test)
 - Use comprehensive assessment-delivery platform (EAGLE, Edulastic) to develop assessments
 - Culminating writing activities are required at the end of each unit in ELA, science and social studies
 - Use rubrics for grading tasks and writing activities
 - Quarterly cumulative benchmark assessments that should project student performance on state assessments
- **Benchmark Assessments**
 - To be administered by all teachers across parish
 - Cumulative assessments that project student performance on state assessments or LEAP 360 Interim Assessments
 - Reflect the item-type and structure of state assessments
 - *See all other requirements listed under assessment for each subject area*
- **Assessments Used to Assign Student Grades**
 - Assessments are aligned to the Louisiana Student Standards for Mathematics
 - Eureka Math assessments and cumulative (weekly, bi-weekly) assessments that are reflections of state assessments
 - Questions should be graded on accuracy of answer, not on the use of a particular strategy
 - Use a variety of assessment techniques
 - Formative and summative assessments, informal observations, checklists, rubrics, and conferencing
- **Student Grades**
 - Grades 6 - 12 instruction and assessment should align with the assessment guides for math
 - Grades are based solely on grade-level standards and should reflect individual student achievement
 - Grades should not be inflated with bonus or extra credit work
 - Avoid the use of Zeroes, when at all possible by use of RTI time
 - Students should have the opportunity to make up missed work and retest areas of deficiency Standards not mastered should be re-taught and re-tested as needed
 - Academic and behavior interventions are necessary to ensure success for all students

