

LINCOLN PARISH SCHOOL DISTRICT

Science

6-12 Curriculum, Instruction, and Assessment (CIA) Guidelines

Lincoln Parish Curriculum Guidelines (Tier I – LDOE)

- **Science**
 - ✓ Current LDOE science standards

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

Lincoln Parish Instructional Guidelines

- **Science**
 - ✓ Hands-on instructional strategies, learning activities, and tasks
 - ✓ Science tasks, including LDOE instructional tasks
 - ✓ Vocabulary is embedded in lessons as opposed to “being” the lesson
 - ✓ Teacher modeling of instructional tasks
 - ✓ Scientific method taught and embedded throughout the year
 - ✓ Science informational text, charts, graphs, and other graphic organizers
 - ✓ Students produce charts, graphs, and other graphic organizers for data
 - ✓ Informational Texts tasks
 - ✓ Model research simulation for ELA (using multiple resources to form and defend opinions or big ideas)
 - ✓ Writing and extended constructed response questions and tasks that test content and claims

- **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

- **Science**
 - ✓ Exit Tickets when applicable
 - ✓ Include science informational text, charts, graphs, and other graphic organizers
 - ✓ Students produce charts, graphs, and other graphic organizers for data
 - ✓ Quarterly cumulative benchmark tests that reflect the item-type and structure of state assessments
 - ✓ Assessments need to assess the student’s ability to:
 - Apply the scientific method to complete instructional tasks
 - Complete research simulation tasks

- Complete extended constructed response questions

➤ **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, PARCC, EOC) or other assessments specific to a course (AP, IBC assessment, proficiency test)
- ✓ Use new comprehensive assessment-delivery platform (formally EAGLE) 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
- ✓ EAGLE

➤ **Benchmark Assessments**

- ✓ To be updated by horizontal teams and administered by all teachers across parish
- ✓ Cumulative assessments that project student performance on state assessments
- ✓ Reflect the item-type and structure of state assessments
- ✓ *See all other requirements listed under assessment for each subject area*

➤ **Assessment to Guide Instruction**

- ✓ Science instructional tasks

➤ **Assessments Used to Assign Student Grades**

- ✓ Assessments are aligned to Lincoln Parish Tier 1 curriculum
- ✓ 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 science
- ✓ 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 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 retaught and retested as needed
- ✓ Academic and behavior interventions are necessary to ensure success for all students

