



Guidelines for the Development of Checkpoints

Our goal is to provide Checkpoints in all core subject areas that match the rigor of STAAR content tests as well as EOC tests. Therefore, we have implemented the following requirements for all Bullard ISD core teachers. All core teachers in the district will be expected to administer nine weeks tests that meet the following criteria:

- Each nine weeks, all core teachers on all campuses will administer a content aligned test.
- All tests should incorporate approximately 65% Readiness Standards and 35% Supporting Standards. Each grade level/content level will need to determine what percentage of their STAAR test is Readiness, Supporting, and Dual Coded. This information can be found on the Lead4ward Snapshot documents. Dual Coded questions should be included in the appropriate content tests at an appropriate ratio.
- EOCs for English I and English II should include one open-ended response question (OER).
- Checkpoints should be written so that 30% of the tested items are at the Remembering and Understanding levels of Bloom's Taxonomy and 70% of the tested items are at the Applying, Analyzing, Evaluating, and Creating levels of Bloom's Taxonomy. If you are using a released test, this should be already be embedded within the test.
- The Grade Level/Department Chair for each content area should submit a copy of the Checkpoint with test key to their campus administrator for approval 2 weeks prior to the testing date.
- The Grade Level/Department Chair for each content area should submit a copy of the Checkpoint with test key to the Curriculum Department 1 week prior to the testing date.
 - Reading, Writing, and Social Studies will submit checkpoints to Amanda Goode.
 - Mathematics and Science will submit checkpoints to Jodie Albritton.
- Grade Level/Department Chairs will enter test keys into DMAC for each content test one week prior to testing.
- All Checkpoints must be entered into DMAC so that teachers and campus administrators can analyze the data and ensure its alignment to the TEKS as well as the Year-at-a-Glance.
- All Checkpoints will be analyzed by using data provided in DMAC as well as the District's Checkpoint Analysis Form.



Checkpoint Calendar

Checkpoint	Assessment Window	Submission Due Dates
Fall Checkpoint	October 17-21, 2016	Campus Admin-- October 3, 2016 Curriculum-- October 11, 2016
Winter Checkpoint	January 9-13, 2017	Campus Admin-- December 16, 2016 Curriculum-- January 2, 2017
Spring Checkpoint (Mock STAAR)	March 2017- April 2017	Campus Admin-- Two weeks prior to test Curriculum-- One week prior to test

Teacher(s): _____ Subject: _____

Bullard ISD Nine Week Checkpoint Analysis Form

Grade Level: _____

Nine Weeks: _____

# of Question	Answer	TEK/SE	Readiness/ Supporting Standard	Bloom Level: <small>Knowledge/Comp-1 App/Analysis - 2 Synthesis/Eval-3</small>	# of Question	Answer	TEK/SE	Readiness/ Supporting Standard	Bloom Level: <small>Knowledge/Comp-1 App/Analysis - 2 Synthesis/Eval-3</small>
1					31				
2					32				
3					33				
4					34				
5					35				
6					36				
7					37				
8					38				
9					39				
10					40				
11					41				
12					42				
13					43				
14					44				
15					45				
16					46				
17					47				
18					48				
19					49				
20					50				
21					51				
22					52				
23					53				
24					54				
25					55				
26					56				
27					67				
28					68				
29					69				
30					60				

Percentages of Bloom's Levels For This Test

Knowledge/Comprehension 1	Application/Analysis/Synthesis/Evaluation 2

Percentages of Supporting/Readiness Standards

Supporting	Readiness

Approved: _____



Nine Week Data Day Expectations Using Checkpoint Data

1. Same subject grade level teams will conduct Data Day following each nine week Checkpoint. During Data Day teachers will:
 - a. Review and analyze CA data to determine strengths and weaknesses of the delivery of the curriculum.
 - b. Identify struggling students.
 - c. Create intervention AND enrichment plans
 - i. Discuss progress of interventions-- Are they effective? Do they need to be modified?
 - ii. Assign specific interventions (after school tutorials, online resources, purchased resources)
 - d. Provide teachers with the opportunity to learn from one another and share best practices in order to improve student learning (Who taught it best? How did they teach it?)
2. Each teacher will need to download, analyze and discuss the following reports found in DMAC through TEKScore:
 - a. TEKScore Student Response Report
 - b. TEKScore Item Analysis Report
 - c. Demographic Report
 - d. Student Quintile Report
 - e. SE Performance/Mastery Report
3. The Department Chair for each department will facilitate the Data Day by facilitating the discussion on the following reports found in DMAC through TEKScore:
 - a. TEKScore Results by Teacher Report
 - b. TEKScore SE Performance/Mastery Report
 - c. TEKScore Item Comparison by Teacher Report
 - d. Demographic Report
 - e. Student Quintile Report
4. Each teacher will complete a Nine Week Data Analysis Form which will be turned in to the campus administrator using the reports listed above.
5. Campus Administrators will meet with each department and/or grade level following each Checkpoint to discuss the student data reports, the completed data analysis form, and the intervention/enrichment plans.

Bullard ISD Nine Week Checkpoint Data Analysis Form

Name of Assessment: _____ Teacher: _____ Date: _____

Items/TEKS students scored highest on/Areas of Strength

Question #	Supporting or Readiness	SE	% Answered Correct	Why Students Performed Well	Materials/Strategies Used

Number of Students Tested: _____

Notes/Additional Information: _____

Items/TEKS Students scored lowest on/Areas that Need Improvement

Question #	Supporting or Readiness	SE	% Answered Correct	Plan for Intervention	(Materials or Strategies To Be Used)	Future Units Where These TEKS Can Be Spiraled

Data should be pulled from DMAC. Please make a copy and turn in to your campus administrator and your curriculum contact.