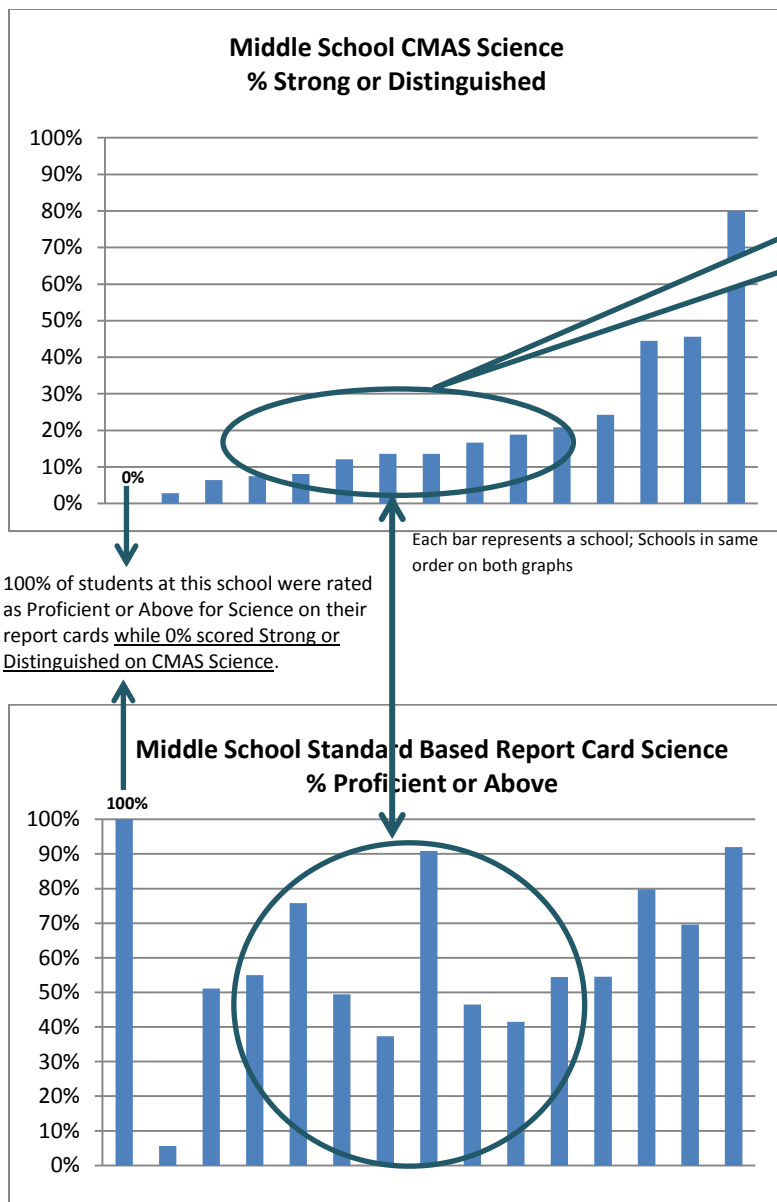


The relationship between CMAS Science and Social Studies scores and grades on report cards is extremely inconsistent across middle schools in DPS.

CMAS Science and Social Studies* scores from the spring of 2014 were not well aligned with grades earned on report cards** at the end of the 2013-14 school year, especially in schools that scored lower on CMAS. As we begin to shift toward state-mandated competency-based graduation requirements (beginning with the class of 2021), this highlights the need for Pre-K to 12th teachers to develop a deeper understanding of the rigor associated with the standards.



Schools with lower CMAS scores have less alignment with report card proficiency ratings.

Recommendations:

- 1) School staff should prioritize the development of a deep understanding of the standards, essential learning goals, grade level expectations, student learning objectives, content language objectives, and how to use a body of evidence to drive instruction. The Scope and Sequence documents, end of unit assessments, interim assessments, and the [Standards Toolkit](#) have been developed; however, the district should actively engage school leaders and teachers to learn the standards and use these resources.
- 2) DPS must provide school staff with examples of what student work is expected to look like for each grade level and each content area at various points in time.

*Results are similar for CMAS Social Studies.

**Results are similar for Elementary Schools as well as Middle Schools using the GPA system.