

CSCOPE Q&A



General Questions:

Q What is CSCOPE?

A *CSCOPE is a comprehensive, customizable, user friendly curriculum management system built on the most current research-based practices in the field. Its primary focus is to impact instructional practices in the classroom to improve student performance.*

This multi-faceted system includes three key components that operate seamlessly:

- *Professional Development*
- *Curriculum & Assessment*
- *Innovative Technology*

Q What is curriculum?

A *Curriculum involves the what, the when, and the why.*

- *What – TEKS – In CSCOPE: Vertical Alignment Documents and Instructional Focus Documents*
- *When – Effective sequencing for instruction – In CSCOPE: Year at a Glance and Instructional Focus Document*
- *Why – Performance Standards – In CSCOPE: Instructional Focus Documents*

Q Will the system have:

A *Government - yes (lag)*
Economics - yes (lag)
Sociology - no
Psychology - no
Calculus - no
Earth science - not this year
Physics - yes (lag)

Q Will the system have Pre-AP and AP?

A *No, CSCOPE is unable to include these courses because the curricula are copyrighted by the College Board. However, teachers may want to review lessons to familiarize themselves with the 5E Instructional model. Districts can also add Pre-AP and AP to their CSCOPE website..*

Q Will CSCOPE be revised this summer?

A *Yes, there will be minor revisions to the IFD, YAG, and exemplar lessons based on feedback from teachers and districts. The VAD, YAG, and IFD curriculum documents will be revised prior to lesson revision.*

Vertical Alignment Documents:

Q Why aren't the VADS for Social Studies lined up by grade level?
How should we interpret the gold shading?

A *The SS VAD works a little differently than other subject areas because of the strands. In math, for example, a Geometry TEKS is always a Geometry TEKS. In Social Studies, topics and ideas can be approached from different perspectives in different strands. For example, you can look at immigration from a historical viewpoint (History strand), from its geographic influences (Geography strand), from the economic impact immigration had (Economics strand), political impact (Government), etc., through all 8 strands.*

The bottom line is that the Social Studies TEKS from 5, 8, and 11 (or any paired grade levels) do not line up directly across the page because there is not a direct one-to-one alignment of TEKS across grade levels.

An example of this is the 5th grade TEKS 5.4E, a History strand TEKS on the 13th, 14th and 15th amendments. 5.4E is highlighted gold on the VAD while the 8th grade TEKS on the same line (8.9A) is not highlighted yellow. This fifth grade TEKS, taught as part of the History Strand in 5th grade to provide background and contextual framework, actually corresponds closely with 8.17B in the Government Strand at 8th grade. 8.17B is tested in Objective 4 at the 8th grade, 10th grade, and Exit levels.

For the SS VADS, the gold means that this 5th grade TEKS aligns with a concept/idea tested at 8th, 10th, or 11th grade - not necessarily the single one that is on the same line in the VAD.

The relationship of TEKS across grade levels in SS is much more complex and is not a direct alignment, often providing different perspectives on a larger idea in different courses.

Q What will happen when the ELA TEKS are revised?

A CSCOPE will adjust the VADs accordingly. Adjustments to the IFDs and lessons will follow.

Q What will happen when the ELA TEKS are revised?

A *CSCOPE will adjust the VADs accordingly. Adjustments to the IFDs and lessons will follow.*

Year at a Glance:

Q Does the number of days for units include the assessment?

A No, keep in mind that the days are suggested lengths and are flexible as well.

Q What is taught in the last six weeks for 5th grade science since most of the TEKS are tested?

A The 6th six weeks starts before TAKS. The TEKS addressed in the 6th six weeks are the ongoing process TEKS 5.1 (A,B) 5.2 (A-E) and 5.3 A. Listed below:

(1) *Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:*

(A) *demonstrate safe practices during field and laboratory investigations; and*
(B) *make wise choices in the use and conservation of resources and the disposal or recycling of materials.*

(2) *Scientific processes. The student uses scientific methods during field and laboratory investigations. The student is expected to:*

(A) *plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;*
(B) *collect information by observing and measuring;*
(C) *analyze and interpret information to construct reasonable explanations from direct and indirect evidence;*
(D) *communicate valid conclusions; and*
(E) *construct simple graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate information.*

(3) *Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:*

(A) *analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information*

These are all process skills and are ongoing TEKS that are integrated into each six weeks.

Units:

Q Do the CSCOPE units build in review of the previous year?

A *It is by design that CSCOPE builds rather than separating review of prior year's content at the beginning of the school year. The approach is one of a spiraled curriculum. As such, we purposefully use o- grade-level content to address the issue of building competency in the TEKS. Naturally, you may find students who would benefit from additional review and may have to supplement the lessons with additional time for specific interventions that will support their learning.*

Q The first IPC unit is not Lab Safety and Procedures. Is there going to be a Lab Safety and Procedures unit for IPC?

A *All of the process skills including safety are embedded into the lessons throughout the year. Process skills should not be taught by themselves, students learn process skills better in context.*

Unit Assessments:

** Please also refer to the Guide for Unit Assessments at <http://www5.esc13.net/cscope/>

Q Can the unit tests "hidden" in the system?

A *Yes, under the district administrator options is a function for turning on or off the unit assessment access for teachers.*

Q Can the unit tests be disaggregated?

A *Unit tests can be disaggregated if the district has the systems (AEISIT, etc) to do it.*

Q Will assessments be available for K-2?

A *Yes, they will be performance tasks.*

Q Will the unit assessments change every year?

A *This is to be determined at a later time.*

Q Can the order of the assessment items be changed?

A *No.*

Q Can a district add assessment items?

A *Only if you have Adobe software to edit the assessment.*

Q What is the interaction of district benchmarks with CSCOPE assessments?

A *This will have to be determined after the assessments are published ... then will be a district decision.*

Lessons:

Q What does it mean when CSCOPE calls the lessons “exemplars”?

A *CSCOPE provides exemplar lessons to demonstrate the depth, breadth, and rigor of the clusters of specified student expectations taught in this unit. They are intended to be used as any other high quality teaching resource. Teachers can add to these lessons with other materials to allow students to achieve the standards clustered together in the instructional focus document. These exemplars contain the elements of learning to ensure that students have access to the rigor and content of the IFD; however, they can and should be supplemented with other available resources.*

Q Is homework provided in the CSCOPE lessons?

A *Homework or independent practice is assigned based on individual students' performance in guided practice and should reinforce the learning at the instructional level. As you know, assigning independent practice at a frustrational level is counterproductive and actually can inhibit student learning. Likewise assigning homework that the student can already do (even prior to instruction) is seen as busy work and contributes nothing to the learning. CSCOPE affords teachers the opportunity to design independent practice based on individual students' needs. Teachers are in the best position to make appropriate assignments based on student strengths and weaknesses and are encouraged to do so.*

Q Are word problems for math integrated in the lessons?

A *Yes, they are embedded within the units. We are trying to include meaning real world problems with each concept. Ex: Grade 4 Unit 2 Lesson 1 see handouts beginning page 23 -25, 28 - 32.*

Q What lessons will be available for Spanish Language Arts?

A *K-3 lessons will be available for this school year.*

Q Where are the SLA units/lessons located in the system?

A *From the home page select other (next to the content areas). On the next screen select a grade (K-3), from the dropdown select Spanish Language Arts, leave the author blank, and then select units from the "Search Type". From the next screen click the link to open the unit.*

Q What other lessons will be translated into Spanish?

A *For the content areas, we will have the vocabulary and the handouts translated for K-6 in this order:
Math
Science
Social studies*

Q Are there specific grammar lessons?

A *No, teachers know their students' specific needs and can integrate lessons within the revising and editing processes which meet those needs.*

Q Do the CSCOPE lessons have phonics and spelling instruction?

A *Teachers still need to use their district resources for developmental skills such as phonics and spelling. CSCOPE provides a booklet titled Daily Classroom Routines in which we outline the other components of instruction teachers will need to schedule during the 90 minutes of ELA. These are located in the Resource Sampler section under ELA.*

Q Where can I find materials to enhance the reading/vocabulary lessons for elementary?

A *Please refer to the Teacher Reading Academy materials (<http://www.texasreading.org/tra/>)*

Q How much flexibility do teachers have with the lessons?

A *The lessons are intended to be exemplars; it will be a district decision to determine the flexibility of implementation. If changes to the lessons are made it is critical that the substitutions are created via district procedures to ensure student success on the performance indicators.*

Q How can we best use CSCOPE lessons for students who are not on grade level?

A *As much as possible students will need to be taught on grade level because of the changing nature of the assessments. However, you can look at the vertical alignment documents, determine the specificity for the grade level, go back to the grade level of the student's performance and look at the specificity there to determine how best to scaffold that student's learning. A teacher can also access all grade levels within CSCOPE to investigate activities that might best fit the student's needs.*

Q Will answer keys be provided for every lesson?

A *No, some of the activities are intended to be open-ended with the potential for multiple answers. In this case answer keys most likely will not be provided.*

Q How should I best use a Power Point (if one has been provided)?

A *When you click the link for the power point the system gives you an option to save or open. Save the power point to your computer. This way you will be able to read any notes on the slides, edit the power point if desired, as well as allowing it to play faster than it will play through your Internet browser.*

Q Will there be lessons for the second six weeks for Chemistry?

A *No, the IFD has been posted on the CSCOPE web site and will help teachers create lessons around the TEKS and performance indicators. New chemistry lessons will be posted for the third six weeks.*

Q Why might it appear that the order of CSCOPE Algebra I is different from what teachers are used to seeing in textbooks?

A *While most traditional algebra courses take an algorithmic approach to algebra and solve equations earlier in the school year, CSCOPE takes a functional approach. Therefore, the writers chose to develop the idea of relationships between variables in a real world situation before teaching how to solve equations. This approach is reflected in TEXTEAMS Algebra 2000 and Beyond, Mathematics TEKS Connection Grades 9-12, as well as many current textbook series. Students will officially solve equations in Algebra I in Unit 5 which is at the beginning of the 3rd six weeks. In 7th grade students are introduced to solving equations and 8th grade builds on that knowledge. So students have been exposed to solving equations in middle school and will get to it in Algebra I very soon.*

CSCOPE Site:

Q How do I send questions regarding technical support for the system?

A *The tech support in the CSCOPE site is for technical issues with the site only, not content questions. If you are on a document or section of the site that you wish to send in for technical support copy the address line first (ex: http://cscopedemo.nerdeveloper.net/view_Unit.cfm?oid=234929), each unit and lesson has an identifier that shows in the address line. Copy this address into the text box with the question you are sending. This information will be helpful in allowing technical support to find the issue you wish to have addressed.*

Q What is the purpose of the choice to “enter alias set up mode”?

A *Alias set up mode only appears at the administrator level and allows the district to change any of the labels, aliases, we use for the section headings. *It would be a good idea not to mess with this while NER is still populating the system (uploads of each 6 weeks), it might mess up your data.*

Q Do campus administrators have the ability to manage users?

A *NER is working on a campus level search for managing users.*

Q How long will a lesson plan created by a teacher stay in the system?

A *It will stay in the system until the teacher deletes it.*

Q Can teachers look at each other’s lesson plans in the system?

A *Yes, anyone can look at anyone else’s lessons but can only change/edit what they create.*

Q What is happening if I delete/change a lesson and it is still showing on my home screen?

A *As a safety feature, the server actually keeps the lesson for two weeks in case someone marks the wrong one. As a result of this, it stays resident in the current browser session (meaning, you will still see it in some instances as it is only marked for deletion). To get rid of it: log out, close the browser, and log back in. Same holds true for the title except for a different reason. To speed the session up, the home page stays static, meaning it stays the way it did when you logged in for the whole session. It saves time because you don't have to keep going back to the servers to get new data every time you request the home page. It just goes back to what has all ready been loaded. To solve: log out, close the browser and log back in.*

Q Why might a document I uploaded into CSCOPE not open?

A Check to make sure you have not included any illegal characters or spaces in the file name (ex: using the # in a file name will cause an error).

Q When entering information in the text box for a lesson plan it gives me an error message ...

A Several things to know about using this text box.

- Make sure there are no embedded objects, pictures, or excel spreadsheet tables
- The color palette in Word is more extensive than the one in the editor, so it is best to use black before copy/pasting

ESC Region XIII Contact Information:

Jennifer Drumm
Coordinator, CSCOPE Curriculum and School Improvement
512-919-5459
Jennifer.drumm@esc13.txed.net

Updated: March 18, 2008