

Kentucky Curriculum Matrix Summary

Introduction

The Curriculum Matrix data in this resource kit is provided as a guide to help educators in planning curriculum and instruction. All interpretations of state standards, Common Core *State* Standards, and state assessment program data that were needed to construct the correlations in this Matrix were conducted by content area specialists in each discipline and reviewed by research managers. Where and if necessary, interpretations of the learning statements used in the correlations were verified by third-party reviewers and/or officials of the state's department of education. Every effort has been made to ensure the accuracy of the crosswalk and summary data. However, some learning outcome statements are, by their nature, subject to interpretation and determination of intent by content area specialists. Educators should always exercise their own best judgment in determining how to apply the data.

Care was taken to ensure that all data used in the analyses was current at the time of publication, but all standards and assessment data remain subject to updates as states revise or update their state standards or assessment programs. The International Center welcomes your feedback, advice, and suggestions about the data provided. The Center also eagerly encourages users to help us keep the data current for all educators in their state by advising us of any such updates. Please address all comments to: International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148 or info@LeaderEd.com.

Kentucky Core Content Assessment

The Kentucky *Core Content for Assessment 4.1* (reading, writing, mathematics, and science at elementary, middle, and high school levels) represents the content that has been identified as essential for all students to know and will be included on the state assessment. This content is designed for use with, not instead of, Kentucky's Academic Expectations and *Program of Studies* to provide the focus for the development of the Kentucky Core Content Test (KCCT).

Curriculum Matrix Priority Designations

Reading and Writing

The Kentucky English reading and writing curriculum includes Core Content Standards assessed by the KCCT in reading for grades 3-10 and in writing for grades 4, 8, and 12.

Testing Priority Designation

Information necessary to make priority designations relative to assessments was obtained from the Kentucky Department of Education website. Assessment priorities were determined by examining the data from the *Core Content for Reading Assessment* and *Core Content for Writing Assessment* (elementary, middle, and high school 4.1 versions). Data from these resources was used to determine priority designations. The KCCT is designed to measure proficiency of the Core Content Standards in the KCCT. Therefore, to determine priority designations, the number of reading and writing Core Content Standards at each grade level subdomain was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Because all KCCT Core Content Standards are eligible for assessment, there were no Low (L) priority designations. The KCCT reading and writing priority designation results can be found in Table 1.

Table 1. Reading and Writing Priority Designation Data

Grade	Mean*	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
End of Primary	6.00	2.45	3.55	0	1-4	>4
4	6.25	2.54	3.71	0	1-4	>4
5	6.25	2.54	3.71	0	1-4	>4
6	6.38	2.45	3.93	0	1-4	>4
7	6.88	2.15	4.73	0	1-5	>5
8	6.88	2.15	4.73	0	1-5	>5
9-10	6.50	2.40	4.10	0	1-4	>4
11-12	6.50	2.40	4.10	0	1-4	>4

*Outliers were not averaged.

Reading and writing summary data is presented in Table 2.

Table 2. Kentucky Reading and Writing Data Summary

Reading and Writing			KCCT			National Essential Skills Study (NESS) ⁱ		
Grade	Subdomains	Core Content Standards	H	M	L	H 1-19	M 20-38	L 39-50
3	9	63	58	5	0	46	14	3
4	9	66	61	5	0	48	15	3
5	9	67	62	5	0	49	15	3
6	9	66	66	0	0	49	15	3
7	9	71	64	7	0	50	18	3
8	9	70	63	7	0	48	19	3
9-10	9	67	61	7	0	48	17	2
11-12	9	67	61	6	0	48	16	3
Totals	72	537	496	42	0	386	129	23

Mathematics

The Kentucky mathematics curriculum includes Core Content Standards assessed by the KCCT in grades 3-8 and 11.

Testing Priority Designation

Information necessary to make mathematics priority designations relative to assessments was obtained from the Kentucky Department of Education website. Assessment priorities were determined by examining the data from the *Core Content for Mathematics Assessment* (elementary, middle, and high school 4.1 versions). Data from these resources was used to determine priority designations. The KCCT is designed to measure proficiency of the Core Content Standards in the KCCT. Therefore, to determine priority designations, the number of mathematics Core Content Standards at each grade level organizer was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Because all KCCT Core Content Standards are eligible for assessment, there were no Low (L) priority designations. The KCCT mathematics priority designation results can be found in Table 3.

Table 3. Mathematics Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	2.27	1.44	1.43	0	1	>1
4	2.47	1.31	1.09	0	1	>1
5	2.40	1.31	1.09	0	1	>1
6	2.31	1.31	1.00	0	1	>1
7	2.44	1.27	1.16	0	1	>1
8	2.44	1.46	0.98	0	1	>1
High School	4.06	2.93	1.13	0	1	>1

Mathematics summary data is presented in Table 4.

Table 4. Kentucky Mathematics KCCT Data Summary

Mathematics			KCCT			National Essential Skills Study (NESS) ¹		
Grade	Subdomains	Core Content Standards	H	M	L	H 1-16	M 17-42	L 43-70
3	5	34	29	5	0	19	13	2
4	5	37	32	5	0	19	15	3
5	5	35	30	5	0	18	14	3
6	5	37	33	4	0	21	12	4
7	5	38	33	5	0	27	8	3
8	5	39	32	7	0	22	15	2
High School	5	67	63	4	0	33	25	9
Totals	35	287	252	35	0	159	102	26

Science

The Kentucky science curriculum includes Core Content Standards assessed by the KCCT in grades 4, 7, and 11.

Testing Priority Designation

Information necessary to make science priority designations relative to assessments was obtained from the Kentucky Department of Education website. Assessment priorities were determined by examining the data from the *Core Content for Science Assessment* (elementary, middle, and high school 4.1 versions). Data from these resources was used to determine priority designations. The KCCT is designed to measure proficiency of the Core Content Standards in the KCCT. Therefore, to determine priority designations, the number of science Core Content Standards at each grade level organizer was averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Because all KCCT Core Content Standards are eligible for assessment, there were no Low (L) priority designations. The KCCT science priority designation results can be found in Table 5.

Table 5. Science Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
4	3.00	1.60	1.40	0	1	>1
7	2.00	1.07	0.93	0	1	>1
High School	6.57	3.20	3.37	0	1-3	>33.37

Science summary data is presented in Table 6.

Table 6. Kentucky Science KCCT Data Summary

Science			KCCT			National Essential Skills Study (NESS) ¹		
Grade	Subdomains	Core Content Standards	H	M	L	H 1-32	M 33-50	L 51-85
4	4	21	19	2	0	18	12	1
7	4	14	11	3	0	10	1	3
High School	4	46	41	5	0	29	9	8
Totals	72	175	157	18	0	106	32	36

**Total Percentage for KCCT Tested
Reading, Writing, Mathematics, and Science**

Table 7. Total Percentage for all KCCT Tested Grade Levels in Reading, Writing, Mathematics, and Science

	Number of Core Content Standards	Number of Core Content Standards Tested	Percent of Core Content Standards Tested
Reading, Writing	538	538	100%
Mathematics	287	287	100%
Science	72	72	100%
Totals	897	897	100%

**Common Core State Standards (CCSS) to Kentucky Core Content Standards (CCS)
Alignment Data**

International Center content area specialists crosswalked English language arts and mathematics CCSS to the Kentucky reading, writing, and mathematics CCS. The purpose of this study was to determine the number and percent of the CCSS that are aligned/non-aligned to the Kentucky CCS. The same process was also used to determine the number and percent of the Kentucky CCS that are aligned/non-aligned to the CCSS.

The results that follow provide Kentucky teachers, curriculum planners, and administrators with information relevant to the status of the Kentucky CCS compared to the CCSS. Considerations the Kentucky Department of Education will make are whether to adjust the current KCCT to more closely align with the CCSS or to abandon the current curriculum and replace it with the totally new CCSS. The information in the following alignment tables may assist Kentucky education stakeholders during this time of decision making.

The following scale served as a guide to determine the CCS to Common Core State Standards alignment:

- 1** = A word-for-word alignment (rarely possible)
- 2** = Not a word-for-word alignment, but the Depth of Knowledge (DOK) and skills described in each standard have *the same meaning* (used most often)
- 3** = Not a word-for-word alignment, but the DOK and skills described have *essentially the same meaning* (somewhat a stretch for an alignment; justification may be arguable)
- 4** = Not a word-for-word alignment, but the DOK and/or skills described have *some similarity* (considered non-alignment)
- 5** = No alignment