

# Rhode Island 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](mailto:info@LeaderEd.com).

## Tri-State New England (TSNE) Grade Level Expectations (GLEs)

The TSNE GLEs are specified for the development of a common, large-scale, state level assessment. Partner states have or may include additional GLEs for use within each state for local assessment purposes. The Rhode Island testing program is administered during the fall of each year, assessing students' knowledge of the GLEs in the previous grade level. Therefore, for each grade in ELA and mathematics reported in the following tables, the data reflects the priority ratings relative to the grade level specified.

## English Language Arts

The reading portion of the New England Common Assessment Program (NECAP) is used in Rhode Island to assess students on a statewide basis. Rhode Island reading GLEs identify content knowledge and skills expected of all students for large-scale assessment in grades 3-8. Reading grade span expectations (GSEs) for grades 9-10 are assessed in grade 11. Writing GLEs are assessed on the NECAP in grades 5, 8, and GSEs in grade 11.

## Testing Priority Designation

Information necessary to make priority designations relative to reading assessments was obtained from the Rhode Island Department of Education's website. It provided the number of possible test items for each GLE/GSE used on the 2009 assessments. The number of test items per GLE/GSE at each grade level/span was averaged. Standard deviations (STD) were calculated for each grade level/span and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Grade level expectations/spans that were not tested were assigned a Low (L) priority designation.

The Rhode Island Department of Education's website also provided information relative to assigning writing priority designations. The document, *Guide to Using the 2009 NECAP Reports* contains a table entitled "Writing Distribution of Emphasis." This table reveals writing distribution assessment emphasis by content cluster. The degree of emphasis for each content cluster is identified as "Less emphasis" or "Greater emphasis." The absence of specific data, *i.e.*, the number of score point per content cluster or the number of test items per content cluster, made it necessary for ICLE researchers to assign writing priority designations based on the "Less" or "Greater" distribution of assessment emphasis. Therefore, the content clusters identified as getting "Greater emphasis" were assigned a High (H) priority designation. The content clusters identified as getting "Less emphasis" were assigned a Medium (M) priority designation. Content clusters that were not tested were assigned a Low (L) priority designation. The results can be found in Table 1.

**Table 1. English Language Arts Priority Designation Data**

| Grade    | Mean  | STD  | Mean – STD | Designations |            |          |
|----------|-------|------|------------|--------------|------------|----------|
|          |       |      |            | L = Low      | M = Medium | H = High |
| 2(3)     | 8.67  | 2.45 | 6.22       | 0            | 1-6        | >6       |
| 3(4)     | 8.67  | 1.94 | 6.73       | 0            | 1-7        | >7       |
| 4(5)     | 8.67  | 1.94 | 6.73       | 0            | 1-7        | >7       |
| 5(6)     | 10.40 | 0.00 | 10.40      | 0            | 1-10       | >10      |
| 6(7)     | 10.40 | 1.64 | 8.76       | 0            | 1-9        | >9       |
| 7(8)     | 10.40 | 1.64 | 8.76       | 0            | 1-9        | >9       |
| 9-10(11) | 10.40 | 1.64 | 8.76       | 0            | 1-9        | >9       |

English Language Arts summary data are presented in Table 2.

**Table 2. English Language Arts Assessment Data Summary**

| English LA    |                  |            | NESS <sup>1</sup> |            |           | NECAP      |           |            |
|---------------|------------------|------------|-------------------|------------|-----------|------------|-----------|------------|
| Grade         | Content Clusters | GLE/GSE    | H 1-19            | M 20-38    | L 39-50   | H          | M         | L          |
| 2(3)          | 24               | 65         | 47                | 13         | 5         | 7          | 7         | 51         |
| 3(4)          | 25               | 79         | 55                | 19         | 5         | 13         | 5         | 61         |
| 4(5)          | 25               | 84         | 56                | 22         | 6         | 36         | 7         | 41         |
| 5(6)          | 26               | 82         | 56                | 21         | 5         | 19         | 0         | 63         |
| 6(7)          | 26               | 82         | 57                | 20         | 5         | 14         | 5         | 63         |
| 7(8)          | 27               | 88         | 62                | 19         | 7         | 42         | 6         | 40         |
| 9-10(11)      | 28               | 104        | 71                | 22         | 11        | 42         | 9         | 53         |
| <b>Totals</b> | <b>181</b>       | <b>584</b> | <b>404</b>        | <b>136</b> | <b>44</b> | <b>173</b> | <b>39</b> | <b>372</b> |

## Mathematics

The mathematics portion of the New England Common Assessment Program (NECAP) is used in Rhode Island to assess students on a statewide basis. Rhode Island mathematics GLEs identify content knowledge and skills expected of all students for large-scale assessment in grades 3-8. Mathematics GSEs for grades 9-10 are assessed in grade 11.

### Testing Priority Designation

Information necessary to make priority designations relative to assessments was obtained from the Rhode Island Department of Education's website. It provided the number of possible test items for each GLE/GSE on released 2007 tests. The number of test items per GLE/GSE at each grade level/span was averaged. Standard deviations (STD) were calculated for each grade level/span and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. GLEs/spans that were not tested were assigned a Low (L) priority designation. The results can be found in Table 3 below.

**Table 3. Mathematics Priority Designation Data**

| Grade    | Mean  | STD   | Mean – STD | Designations |            |          |
|----------|-------|-------|------------|--------------|------------|----------|
|          |       |       |            | L = Low      | M = Medium | H = High |
| 2(3)     | 16.25 | 11.26 | 4.99       | 0            | 1-5        | >5       |
| 3(4)     | 16.25 | 9.48  | 6.77       | 0            | 1-6        | >6       |
| 4(5)     | 16.50 | 7.74  | 8.76       | 0            | 1-9        | >9       |
| 5(6)     | 16.50 | 6.17  | 10.33      | 0            | 1-10       | >10      |
| 6(7)     | 16.50 | 4.04  | 12.46      | 0            | 1-12       | >12      |
| 7(8)     | 16.50 | 6.17  | 10.33      | 0            | 1-10       | >10      |
| 9-10(11) | 16.00 | 6.79  | 9.21       | 0            | 1-9        | >9       |

Mathematics summary data are presented in Table 4.

**Table 4. Mathematics Assessment Data Summary**

| Mathematics   |           |            | NESS <sup>1</sup> |            |            | NECAP     |           |           |
|---------------|-----------|------------|-------------------|------------|------------|-----------|-----------|-----------|
| Grade         | Standards | GLE/GSE    | H<br>1-16         | M<br>17-42 | L<br>43-70 | H         | M         | L         |
| 2(3)          | 6         | 24         | 16                | 8          | 0          | 12        | 0         | 12        |
| 3(4)          | 6         | 29         | 17                | 11         | 1          | 13        | 0         | 16        |
| 4(5)          | 6         | 31         | 21                | 9          | 1          | 17        | 0         | 14        |
| 5(6)          | 6         | 31         | 23                | 8          | 0          | 11        | 4         | 16        |
| 6(7)          | 6         | 30         | 24                | 5          | 1          | 13        | 4         | 13        |
| 7(8)          | 6         | 32         | 22                | 9          | 1          | 12        | 4         | 16        |
| 9-10(11)      | 4         | 23         | 17                | 6          | 0          | 16        | 1         | 6         |
| <b>Totals</b> | <b>40</b> | <b>200</b> | <b>140</b>        | <b>56</b>  | <b>4</b>   | <b>94</b> | <b>13</b> | <b>93</b> |

## Science

The Rhode Island science curriculum includes the GSEs eligible for assessment in grades 4, 8, and 11. The science GSEs are written for grade spans K-2, 3-4, 5-6, 7-8, and high school. They describe the science knowledge and abilities students should demonstrate at the end of each grade span. Since the large-scale high school science assessment is given near the end of grade 11, the GSEs for high school for all students are aligned with the content for the assessment.

### Testing Priority Designation

Information necessary to make priority designations relative to assessments was obtained from the Rhode Island Department of Education's website. It provided the number of possible test items for each GSE on released 2010 tests. The number of test items per GSE at each grade span was averaged. Standard deviations (STD) were calculated for each grade span and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. GSEs that were not tested were assigned a Low (L) priority designation. The results can be found in Table 5.

**Table 5. Science Priority Designation Data**

| Grade Span | Mean  | STD  | Mean – STD | Designations |            |          |
|------------|-------|------|------------|--------------|------------|----------|
|            |       |      |            | L = Low      | M = Medium | H = High |
| 3-4        | 11.00 | 0.76 | 10.24      | 0            | 1-10       | >10      |
| 5-7        | 11.00 | 0.76 | 10.24      | 0            | 1-10       | >10      |
| 9-10       | 11.00 | 0.76 | 10.24      | 0            | 1-10       | >10      |

Science summary data are presented in Table 6.

**Table 6. Science Assessment Data Summary**

| Science       |                 |            | NESS <sup>1</sup> |            |            | NECAP     |            |           |
|---------------|-----------------|------------|-------------------|------------|------------|-----------|------------|-----------|
| Grade Span    | Content Domains | GSE        | H<br>1-32         | M<br>33-50 | L<br>51-85 | H         | M          | L         |
| 3-4           | 4               | 78         | 49                | 10         | 19         | 14        | 58         | 6         |
| 5-7           | 4               | 104        | 54                | 15         | 35         | 13        | 87         | 4         |
| 9-10          | 4               | 74         | 42                | 10         | 22         | 12        | 62         | 0         |
| <b>Totals</b> | <b>12</b>       | <b>256</b> | <b>145</b>        | <b>35</b>  | <b>76</b>  | <b>39</b> | <b>207</b> | <b>10</b> |

## Totals for English Language Arts, Mathematics, and Science

Table 7 presents the number of grade level expectations/spans compared to the number of grade level expectations/spans tested. Using this data, the percentage of grade level expectations/spans tested was calculated.

**Table 7. Totals and Percentages for English Language Arts, Mathematics, and Science**

|                              | # of Grade Level Expectations/Spans | Grade Level Expectations/Spans Tested | % of Grade Level Expectations/Spans Tested |
|------------------------------|-------------------------------------|---------------------------------------|--|
| <b>English Language Arts</b> | 584                                 | 212                                   | 36.31                                      |
| <b>Mathematics</b>           | 200                                 | 107                                   | 53.50                                      |
| <b>Science</b>               | 256                                 | 180                                   | 70.32                                      |
| <b>Totals</b>                | <b>1,040</b>                        | <b>499</b>                            | <b>47.98</b>                               |

### Common Core State Standards (CCSS) to GLE/GSE Alignment Data

International Center content area specialists have crosswalked English language arts and mathematics CCSS to the Rhode Island English language arts and mathematics GLEs/GSEs. The purpose of this study was to determine the number and percent of the CCSS that are aligned/non-aligned to the GLEs/GSEs. The same process was also used to determine the number and percent of the GLEs/GSEs that are aligned/non-aligned to the CCSS.

The results that follow provide Rhode Island teachers, curriculum planners, and administrators with information relevant to the status of the GLEs/GSEs compared to the CCSS. Considerations the Rhode Island Department of Education will make include whether to adjust the current curriculum to align with the CCSS or abandon the current curriculum and replace it with the CCSS. The information in the following alignment tables may assist Rhode Island education stakeholders during this time of decision making.

The following scale served as a guide to determine the GLE/GSE to CCSS 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

### CCSS to Rhode Island English Language Arts GLEs/GSEs Alignment Data

The English Language Arts (ELA) CCSS is divided into strands. A specific strand follows each CCSS strand of the College and Career Readiness Standards (CCRS). Numbered standards follow the CCRS in each strand. Therefore, the overall organization of the ELA CCSS is: strand, CCRS, and CCSS.

Table 8 presents relevant grade level data of ELA CCSS that do not align to Rhode Island ELA GLEs/GSEs.

- Column 1 contains the ELA CCSS strands (in bold) with the related CCRS listed under each strand.
- Column 2 identifies the ELA CCSS and subparts that do not align to Rhode Island GLEs/GSEs.
- Column 3 contains the sum of the non-aligned ELA CCSS and subparts.
- Column 4 lists the number of ELA CCSS and subparts in each strand.
- Column 5 reveals the percentage of ELA CCSS and subparts for each strand that is not aligned to Rhode Island GLEs/GSEs.