**State Standards**

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- **Scope:**
  - Outlines what is taught (TEKS) for each grade level/course
  - Defines the rigor and content of the TEKS
  - Includes the TEKS specificity (examples/details)
  - Highlights Readiness and Supporting Standards
  - Targets expectations (TEKS) within and across grade levels/courses

- **Sequence:**
  - Groups (bundles) the TEKS into curricular units
  - Includes a suggested sequence and duration for each unit
  - Offers a sequence that ensures all TEKS are addressed within the year and STAAR-assessed standards (TEKS) are presented prior to the state assessment

- **Assessment:**
  - Bridges curriculum, assessment, and instruction
  - Explains the details of each curricular unit including:
    - An overview
    - Performance Assessment(s)
    - Overarching Concepts, Understandings, and Questions
    - Unit Concepts, Understandings, and Questions
    - Misconceptions
    - Vocabulary
    - Bundled TEKS with targeted specificity
    - English Language Proficiency Standards (ELPS)
  - Performance Assessment(s)
    - Offers evidence of student progression toward and/or attainment of identified TEKS
  - Assessment Item Bank
    - Provides a collection of selected-, numerical-, and constructed-response items aligned to specific units and TEKS
  - Formative Spiral Item Bank
    - Provides a collection of mostly constructed-response items
    - Aligns items to previously taught grade level TEKS and current grade level TEKS in order to spiral concepts
    - May include multiple content TEKS in a single item

- **Technology:**
  - Provides online delivery and district customization of curriculum and assessment components and content-specific resources
  - Provides video and quick guide support for districts and/or teachers
  - Provides a district-managed platform that includes the following tools:
    - Bookmarking, quick search, and calendar features
    - Teacher Website Builder
    - Design Templates
    - Assessment Creator
    - Administrator Walkthrough Tool
    - District-level communication and resource sharing

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**Teachers use the TEKS to:**
- Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1)

**Teachers use the VADs, TCDs/ETCDs to:**
- Clarify grade level/course expectations
- Understand the vertical depth and complexity of the TEKS within and across grade levels/courses
- Identify potential gaps in students’ understanding and plan for appropriate intervention

**Teachers use the YAGs & TVDs to:**
- View the TEKS taught within the year in a single snapshot
- Organize and plan long-term high-quality instruction
- Collaborate with peers to share and allocate instructional resources
- Pace instruction and customize sequencing as appropriate
- Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment

**Teachers use the IFDs to:**
- Determine what content should be taught in each grading period
- Organize and plan medium- to short-term high-quality instruction
- Determine unit learning objectives and focused learning experiences
- Select instructional resources and materials that are aligned with the specified TEKS
- Maintain focus on the TEKS while planning and implementing instruction

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