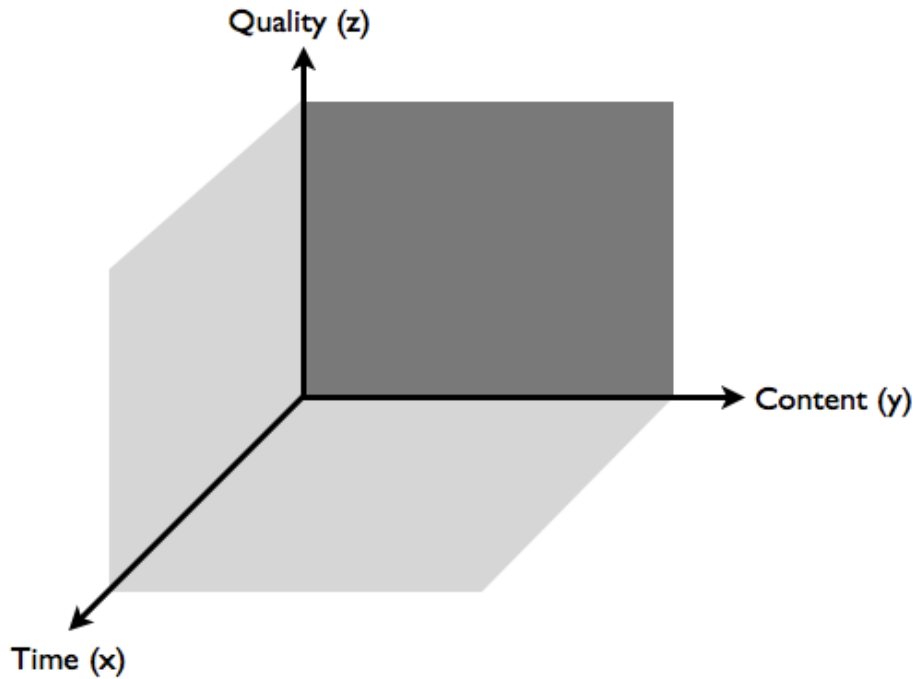


**Predicting End of Year Mathematics Achievement
with
Opportunity to Learn and CBM Measures:
Year 1 Report**

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Arizona State University
Gerald Tindal
University of Oregon

Opportunity to Learn (OTL) the Intended Curriculum

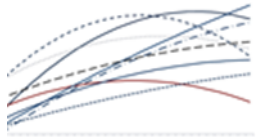


Definition: Opportunity to Learn

The degree to which a teacher dedicates **instructional time** and **content coverage** to the intended curriculum objectives emphasizing higher-order **cognitive processes**, evidence-based **instructional practices**, and **alternative grouping formats**.

(Kurz, 2011)

**A unified conceptualization of OTL
based on 50+ years of empirical research.**



NCAASE Multiple Measures Study where OTL is featured as a Process Variable

Our Key Research Questions

- Do students with disabilities have equal access to the general curriculum in comparison to their classmates without disabilities?
- What is the relationship between opportunity to learn and academic achievement in mathematics for all students? Is the relationship different for students with and without disabilities?
- To what extent are variations in growth for students with and without disabilities related to OTL?

MyiLOGS: Calendar for Reporting Content Covered & Instructional Time

MyiLOGS

[Populate](#)
[Reports](#)
[Print Lessons](#)
[Class Profile](#)
[Print View](#)

School: Desert Meadows Name: Teacher turquoise1005m Class: Tunnell Gr. 8 Math View: Calendar

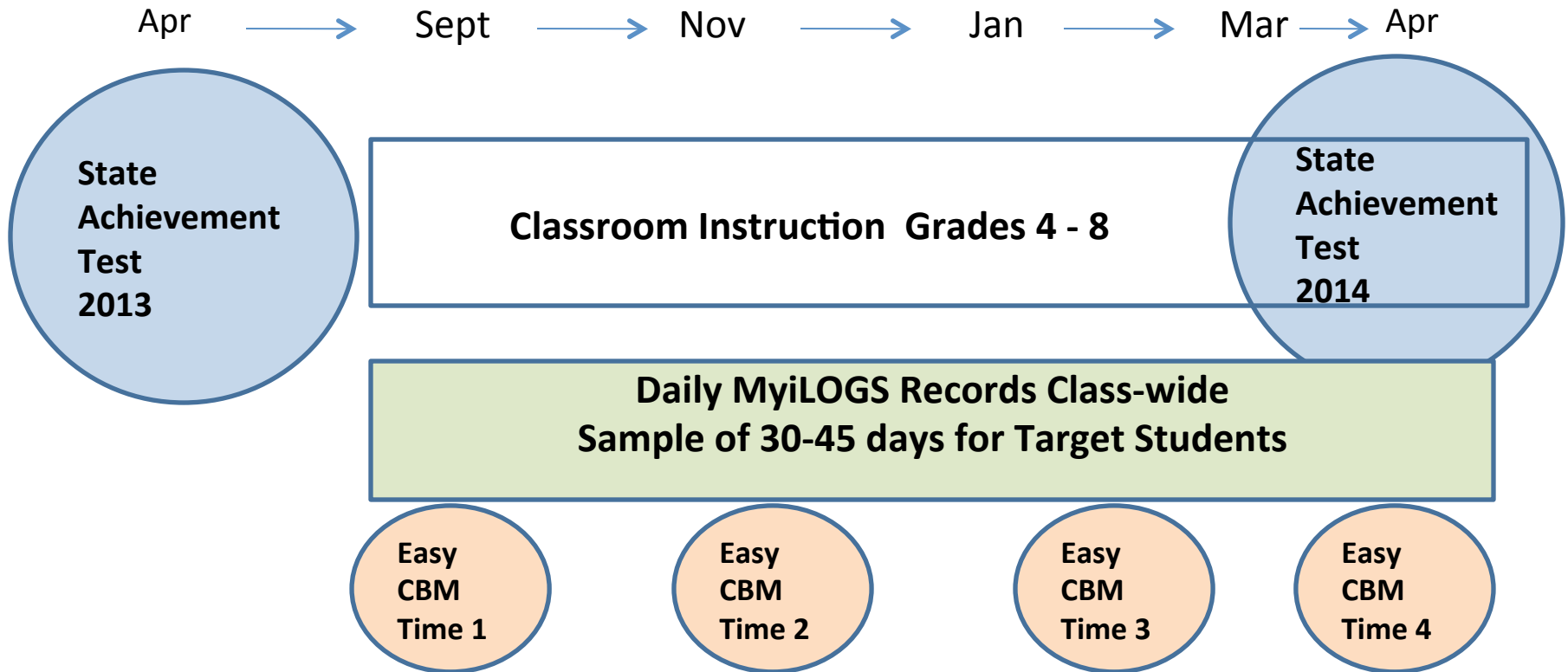
Return to main page December 2010 Return to main page

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
S1 Number/ Operations <small>S1C1P01 Compare/order S1C1P02 Classify rational/irrational S1C1P03 model read numbers S1C1P04 model/solve absolute value S1C2P01 Factors/multiples/prime S1C2P02 Rational number effects S1C2P03 Percent Inc., dec, simple interest S1C2P04 Std/scientific notation conver. S1C2P05 Simplify expression S1C3P01 Estimate1 S1C3P02 Estimate on number line</small>			S2C3PO2 Counting-factorial notation 1 ⌚ 15 min. S2C2PO1 Theoretical/experimental ⌚ 15 min. S2C2PO3 Sample space for dep/indep ⌚ 15 min. S2C2PO2 Compare outcome/prediction ⌚ 15 min. Concept Review Bell Work ⌚ 10 min. Time Not Available for Instruction ⌚ 10 min.	S2C2PO1 Theoretical/experimental 2 ⌚ 15 min. S2C2PO2 Compare outcome/prediction ⌚ 15 min. S2C2PO3 Sample space for dep/indep ⌚ 15 min. S2C3PO2 Counting-factorial notation ⌚ 15 min. Concept Review Bell Work ⌚ 10 min. Time Not Available for Instruction ⌚ 10 min.	Testing ⌚ 60 min. 3 Time Not Available for Instruction ⌚ 15 min. Concept Review Bell Work ⌚ 5 min.
S2 Data Analy, Prob., Discrete Math S3 Patterns, Algebra, and Functions S4 Geometry and Measurement S5 Structure, Logic Custom Skills/Activities	Time Not Available for Instruction ⌚ 40 min. 6 S2C2PO2 Compare outcome/prediction ⌚ 40 min.	Time Not Available for Instruction ⌚ 30 min. 7 S3C3PO1 Alg. expressions, equations, inequalities ⌚ 15 min. S3C3PO2 Evaluate expression ⌚ 15 min. S3C3PO3 Linear equations and inequalities ⌚ 20 min.	S3C3PO2 Evaluate expression 8 ⌚ 30 min. Time Not Available for Instruction ⌚ 50 min.	S3C3PO2 Evaluate expression 9 ⌚ 45 min. Time Not Available for Instruction ⌚ 35 min.	S3C3PO1 Alg. expressions, equations, inequalities ⌚ 15 min. 10 S3C3PO3 Linear equations and inequalities ⌚ 20 min. Time Not Available for Instruction ⌚ 45 min.

Drag skills from the calendar here to delete them.

Multiple Measures Study Design

Four 2-year Longitudinal Cohorts: 4-5, 5-6, 6-7, & 7-8



Multiple Measures Study: Year 1 Findings

- Teachers (N = 69) and students (N = 261; 136 SWD + 125 SWoD) from AZ & OR schools grades 4th-8th .
- A regression analysis showed OTL, easyCBM, grade, and special education status predicted nearly **67% of the variance in students' end of year mathematics achievement as measured by the OR Assessment of Knowledge & Skills in Math**. By comparison, this same set of measures accounted for **61% of the variance in students' end of year mathematics achievement on the AZ Instructional Measurement of Skills test**.
- Inspection of the regression results showed
 - **CBM measures are the best single predictor of end-of-year achievement (46% of the variance)**
 - **OTL indices of time, content, cognitive processes, and instructional practices contributed an additional 10% to the prediction of end of year achievement for students in mathematics.**

Thank You & Stay in Touch

<http://www.ncaase.com>

www.myilogs.com

www.easycbm.com

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