



User Manual

CIA Alignment

This document was created to help schools utilize the web-based applications offered by DMAC Solutions.®

Click on the sections below or scroll to the next page to see step-by-step instructions. As always, please contact us if you have any questions!

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(click to view)

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CIA Alignment

Log in to DMAC Solutions® at <https://www.dmac-solutions.net>

**Teacher passwords are automatically generated based on class roster uploads sent to DMAC. The DMAC District/Campus Administrators can create logins for other user roles.*

Click on CIA Alignment

Navigating CIA Maps

Utilize the Search feature located on the left side of page

- > Select **Campus**, **Content Area**, and **Course/AP Course** (hover over course to see Texas Administrative Code)
- > Select Search button (**reset** will clear Search)
- > Utilize column headers to search for previously created plans


NOTE: Column headers will sort in ascending or descending order when clicked

The screenshot shows the 'CIA Maps' interface. On the left, there are search filters for 'Campus' (DMAC ELEMENTARY), 'Content Area' (English Language Arts & Reading), and 'Course' (ELA-PK). Below these are checkboxes for 'show deleted maps' and 'Search' and 'reset' buttons. On the right, there is a table of maps with columns: Map Name, Periods, # Expectations, Created On, and Last Modified. The table lists three maps: 'testing map 3', 'ELA-PK 2015', and 'ELA-PK'. Each map row has a set of icons on the right for actions like Edit, Copy, Rename, Print, Share, and Delete. A red box highlights the search filters and the table headers. A red arrow points from the 'Delete' icon in the table to the 'Icons' table below.



















Icons		
	Add New	Create a new map
	Lock/Unlock	District Administrator or manager can lock or unlock maps to be edited by other users. Locked maps can only be edited by district administrator or managers.
	Edit	Click to open the map
	Copy Map	Copy a map
	Rename	Give map a different name
	Print	Click to get a printable PDF of selected map
	Share	Share map with other district users
	Delete	Remove a selected map NOTE: This cannot be undone. If you click this in error, please contact the DMAC Helpdesk at 1.866.988.6777

Adding a New Map

Click **New**  to start a new map

- > Type map name
- > Click **Add**
- > The map will default to the top of the list (use the column headers to sort)
- > Click **edit**  to begin adding information to your map



<input type="checkbox"/>	Map Name	Periods	# Expectations	Created On	Last Modified	
<input type="checkbox"/>	testing map 3	0	145	08/28/17 10:50 AM Dmac Isd [dmacisd]	08/28/17 10:50 AM Dmac Isd [dmacisd]	     
<input type="checkbox"/>	ELA-PK 2015	1	145	08/27/17 3:04 PM Dmac Isd [dmacisd]	08/28/17 10:09 AM Dmac Isd [dmacisd]	     
<input type="checkbox"/>	ELA-PK	1, 3	139		08/24/17 4:31 PM Dmac Isd [dmacisd]	     

Settings


Settings

Year Map Content & Courses Log

Expectation Year : 2015

AP Statement Year :

STAAR Assessment Year :

- > Click  in the upper right corner
- > **Year** - Displays Expectation Year of current TEKS (adopted)
NOTE: STAAR Assessment Year defaults to the most current Spring Administration for the District Mastery

Settings

Year Map Content & Courses Log

Rename Map : ELA Grade 5 Save

- > **Map** - Rename map and click save

Settings

Year Map Content & Courses Log

Content Area: English Language Arts & Reading

Course: ELA-K - 11

submit

- > **Content & Courses** - Add additional Student expectations from a different course within the same map. The original course selected will be the location for the map. This feature can be used to combine two subjects into a special class. Example: an Engineering Class might utilize Student Expectations from Geometry and Physics.

Settings

Year Map Content & Courses Log

date	user	description
No records to display.		

- > **Log** - keeps running record of any changes in the map

Add New Period

Click **New Period** + to add a new period to the map. A period can be a unit or interval of time.

- > Select **Period**
- > Add **Descriptor** and **Start Date**
- > Click **Show**

CIA Map
ELA Grade 5 (locked)

Course: ELA-Gr5
Campus: DMAC ELEMENTARY

New Period Settings Share Help

Schedule New

Period: 1 Unit: Show


☒ Copy District SE Notes of Period

Descriptor:

Start Date:

- > The Period created/selected appears highlighted in the column on the left.
- > The window populates with SE#, written Student Expectations (mouse-over for TEKS statement), Reporting Category, District SE Notes, STAAR Tested, STAAR Mastery, and Periods Planned.
 - STAAR Tested/Mastery - populates data from most recent STAAR administration for your District (mouse-over reveals administration date/test)
 - Periods Planned - records your selections

NOTE: Each of the Column headers are sortable.

- > Select the SEs to be included in this Period.
- > Click **Save** 


CIA Map
Unit Test Map

Course: **AlgI**
Campus: **DMAC High**

Period 1
Unit 1
Unit 2
Period 2
Period 3
Period 4

SEs	ELPS	Reporting Category	District SE Notes	STAAR Tested	STAAR Mastery	Periods Planned
<input type="checkbox"/> SE#	Student Expectations					
<input type="checkbox"/> A.2A	determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	3		2	43%	
<input type="checkbox"/> A.2B	write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	3		1	44%	
<input type="checkbox"/> A.2C	write linear equations in two variables given a table of values, a graph, and a verbal description	3		2	56%	
<input type="checkbox"/> A.2D	write and solve equations involving direct variation	3		1	52%	
<input type="checkbox"/> A.2E	write the equation of a line that contains a given point and is parallel to a given line	3		-	-	
<input type="checkbox"/> A.2F	write the equation of a line that contains a given point and is perpendicular to a given line	3		-	-	
<input type="checkbox"/> A.2G	write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined	3		-	-	

NOTE:

- Additional icons appear on your tool bar in the upper right
- ELPS tab and AP Statements available for your selection
- > To subdivide each Period into Units (of time or subtopics), click **New Period**  in the tool bar.
 - Select Unit number
 - Check/uncheck box to copy over District SE Notes from the Period
 - Enter Descriptor for the Unit
 - Click Show

Save **New Period**


Schedule New

Period: 1 Unit: 2 **Show**

☒ Copy District SE Notes of Period

Descriptor:





➤ Unit created appears highlighted in the column on the left

- SEs added to the initial Period will auto-populate
- Check/uncheck any SE for that Unit
- Click **Save** 

CIA Map
Unit Test Map

Course: **AlgI**
Campus: **DMAC High**

Period 1
Unit 1
Unit 2
Period 2
Period 3
Period 4

SEs		ELPS				
SE#	Student Expectations	Reporting Category	District SE Notes	STAAR Tested	STAAR Mastery	Periods Plan
<input checked="" type="checkbox"/> A.2A	determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities	3		2	43%	
<input type="checkbox"/> A.2B	write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points	3		1	44%	
<input checked="" type="checkbox"/> A.2C	write linear equations in two variables given a table of values, a graph, and a verbal description	3		2	56%	
<input type="checkbox"/> A.2D	write and solve equations involving direct variation	3		1	52%	

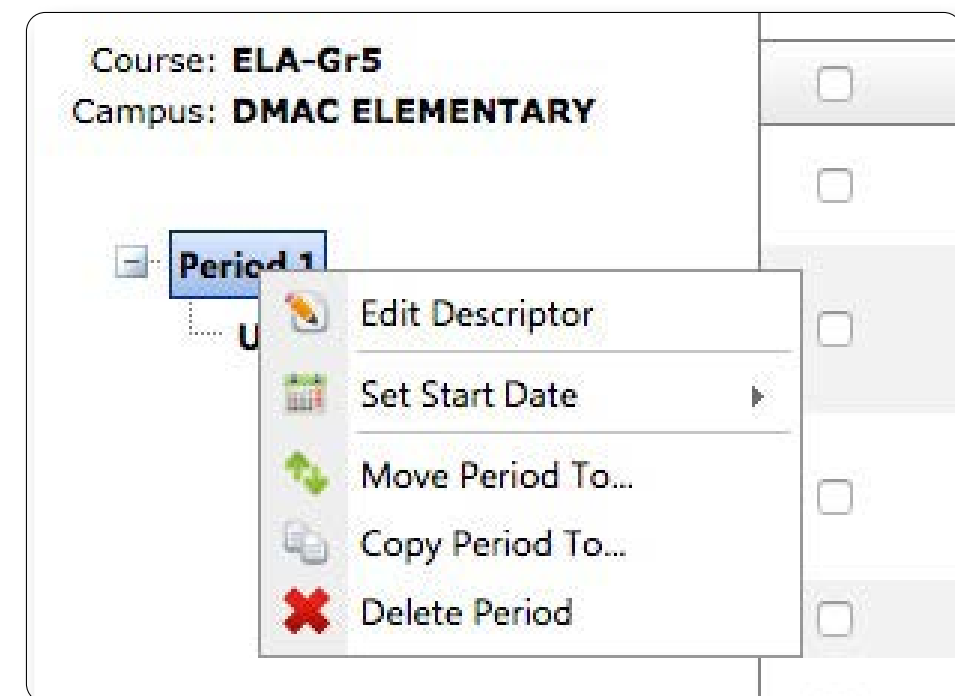
Save New Period Settings District Notes Attachments Share Print

➤ To change name of Period/Unit in the left column – you must first have selected/saved SEs to the period/unit:



- **Right Click** on Period/Unit name
- Choose Edit Descriptor
- Type change
- Click on white space

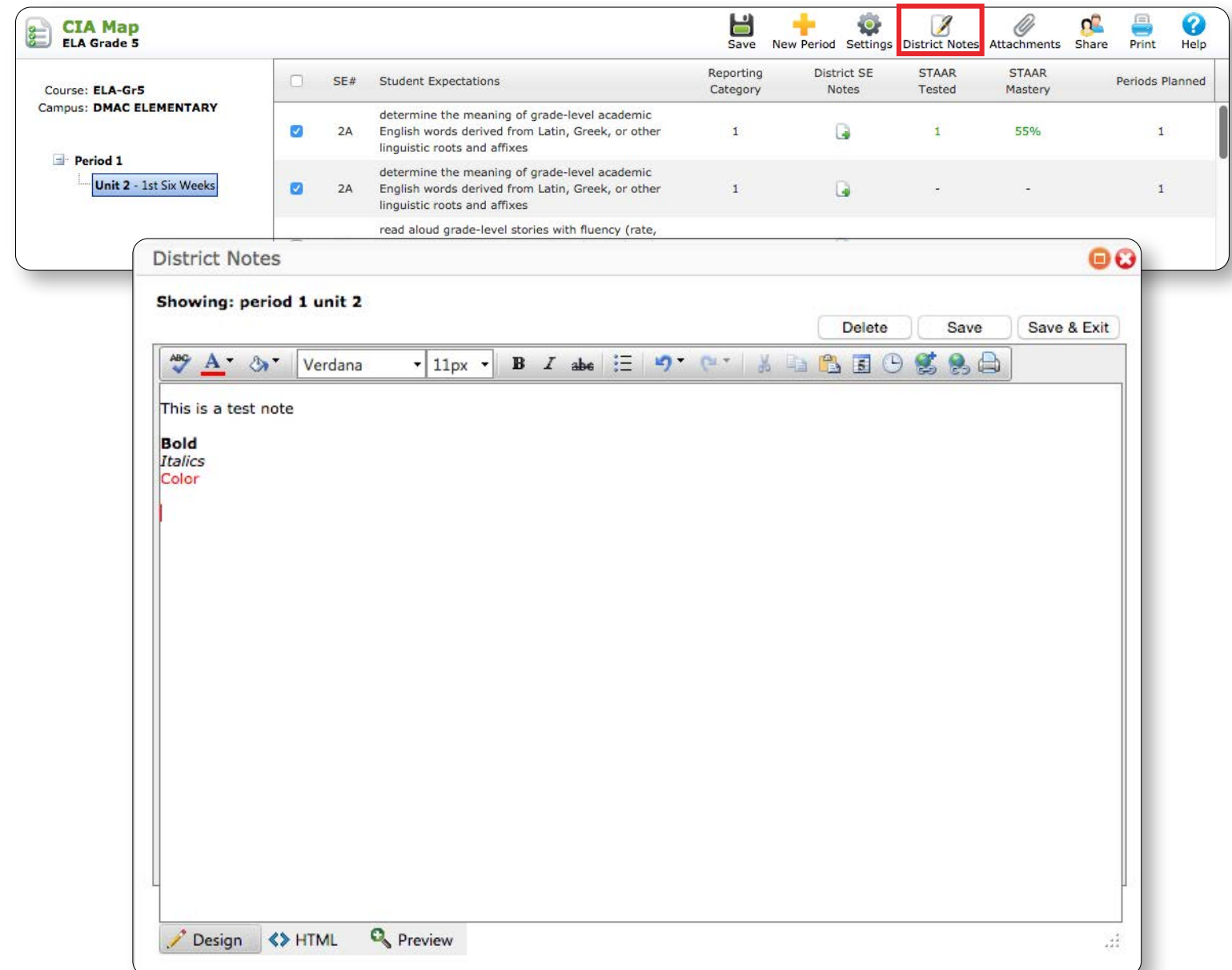
Additional Features:

- For Period
 - Set or change Start Date
 - Move/Copy/Delete Period
- For Unit
 - Move/Copy/Delete Unit





District Notes



- To add District Notes/additional information (ex. Specificity, vocabulary, etc.)
 - Click on the Period/Unit in the left column
 - Click District Notes  in tool bar/upper right
 - Type, copy or paste information and format within the window as needed (formatting options include the ability to add color, bullets and hyperlinks)
 - Click Save & Exit 



The screenshot displays the 'CIA Map ELA Grade 5' application. The main window shows a table of student expectations for ELA Grade 5 at DMAC ELEMENTARY. The 'District Notes' button in the top toolbar is highlighted with a red box. A 'District Notes' window is open, showing 'Showing: period 1 unit 2'. The window contains a text editor with a toolbar for formatting (bold, italic, color, etc.) and a text area with the text 'This is a test note'. The window also has 'Delete', 'Save', and 'Save & Exit' buttons at the top right.

SE#	Student Expectations	Reporting Category	District SE Notes	STAAR Tested	STAAR Mastery	Periods Planned
<input checked="" type="checkbox"/> 2A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	1		1	55%	1
<input checked="" type="checkbox"/> 2A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	1		-	-	1
	read aloud grade-level stories with fluency (rate,					

District SE Notes

SE#	Student Expectations	Reporting Category	District SE Notes	STAAR Tested	STAAR Mastery	Periods Planned
<input checked="" type="checkbox"/> A.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution			54	52%	1, 2, 3, 4
<input checked="" type="checkbox"/> A.2A	determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain	3				

District Notes

Showing: period 1 unit 2

Delete Save **Save & Exit**

Verdana 11px

This is a test note

Bold
Italics
Color

Design HTML Preview

NOTE: To add a link, click here and type in the Link **URL, Link Text** and Target (how you want the window to open). Click **Ok**.



Course: ELA-Gr4
Campus: DMAC ELEMENTARY

Period 1 - First 6 weeks - sample


Unit 1 - Fiction



Unit 2 - Poetry

> To add District SE Notes

- Click on the Period/Unit in the left column
- Click  in District SE Notes column associated with chosen SE
- Type, copy or paste information and format within the window as needed
- Click Save & Exit
- Icon will be replaced with Edit 
- Edit Icon will be displayed in Period/Unit name on left

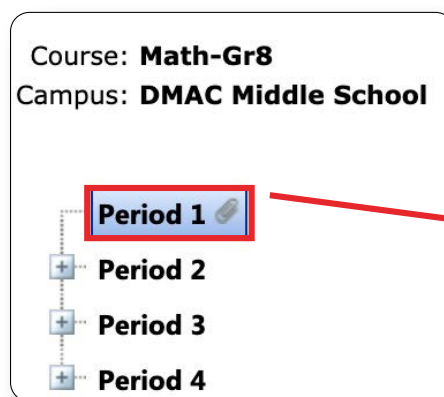
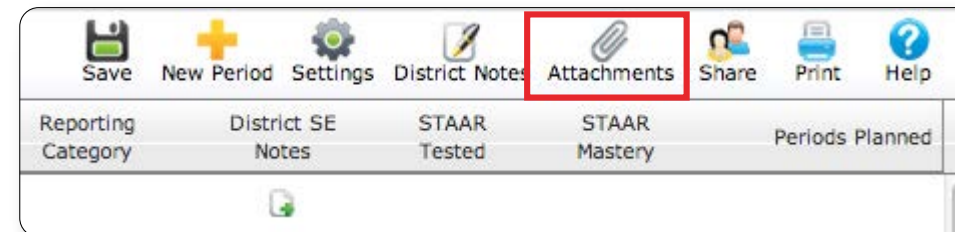
Additional Features:


- > Click on column headers to **Sort** by Reporting Category, STAAR Tested, STAAR Mastery, Periods Planned in ascending or descending order.
- > Click **New Period**  and repeat above steps to continue adding new periods to the Map

Save New Period Settings District Notes Attachments Share Print Help						
<input type="checkbox"/> SE#	Student Expectations	Reporting Category	District SE Notes	STAAR Tested	STAAR Mastery	Periods Planned
<input checked="" type="checkbox"/> 5.1A	apply mathematics to problems arising in everyday life, society, and the workplace					1
<input checked="" type="checkbox"/> 5.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution					1

Attachments

- Click on the Period/Unit in the left column
- Click **Attachments** 

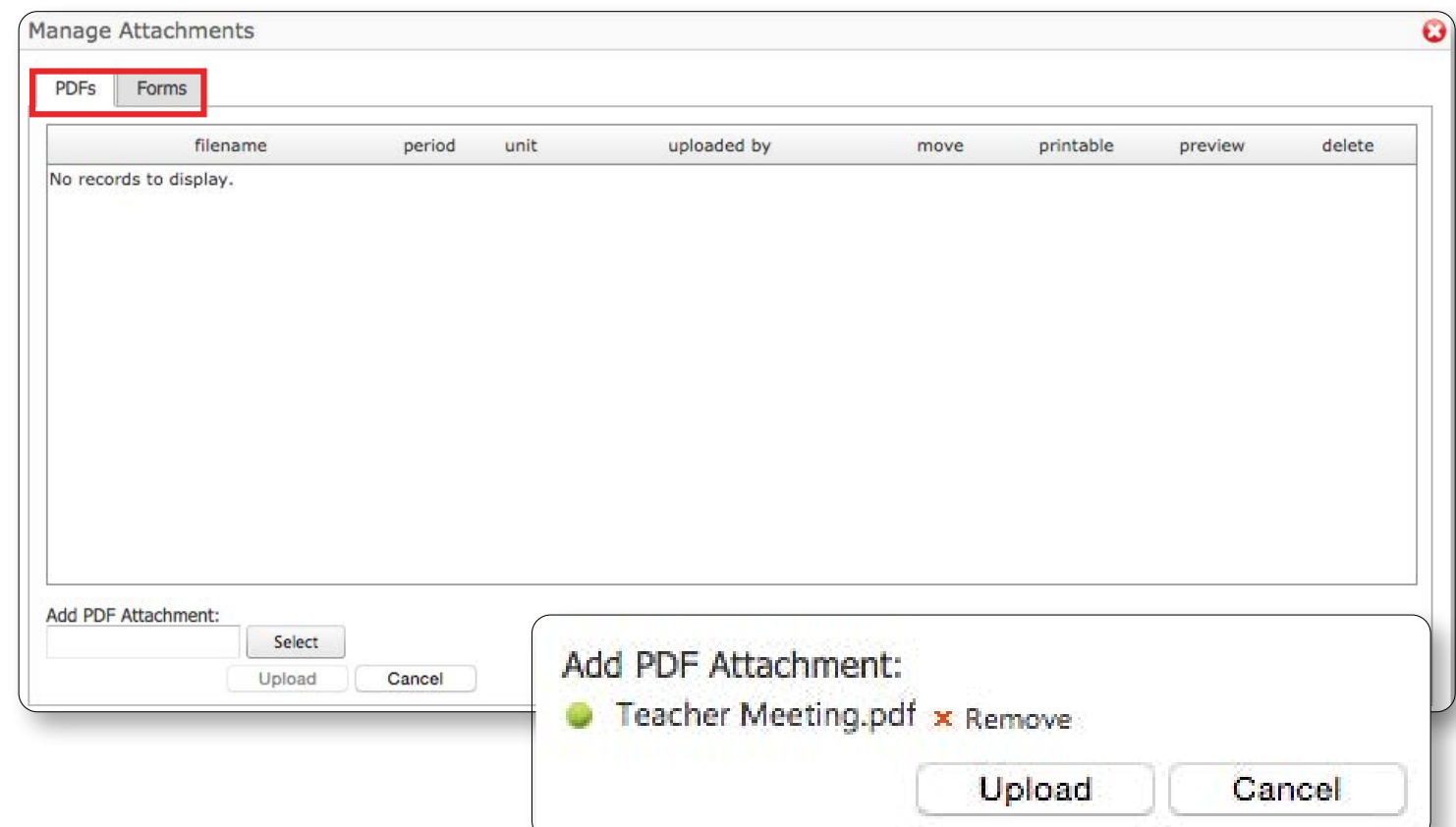


-  will appear next to the Period if an attachment is tied to it

Choose PDF or Forms

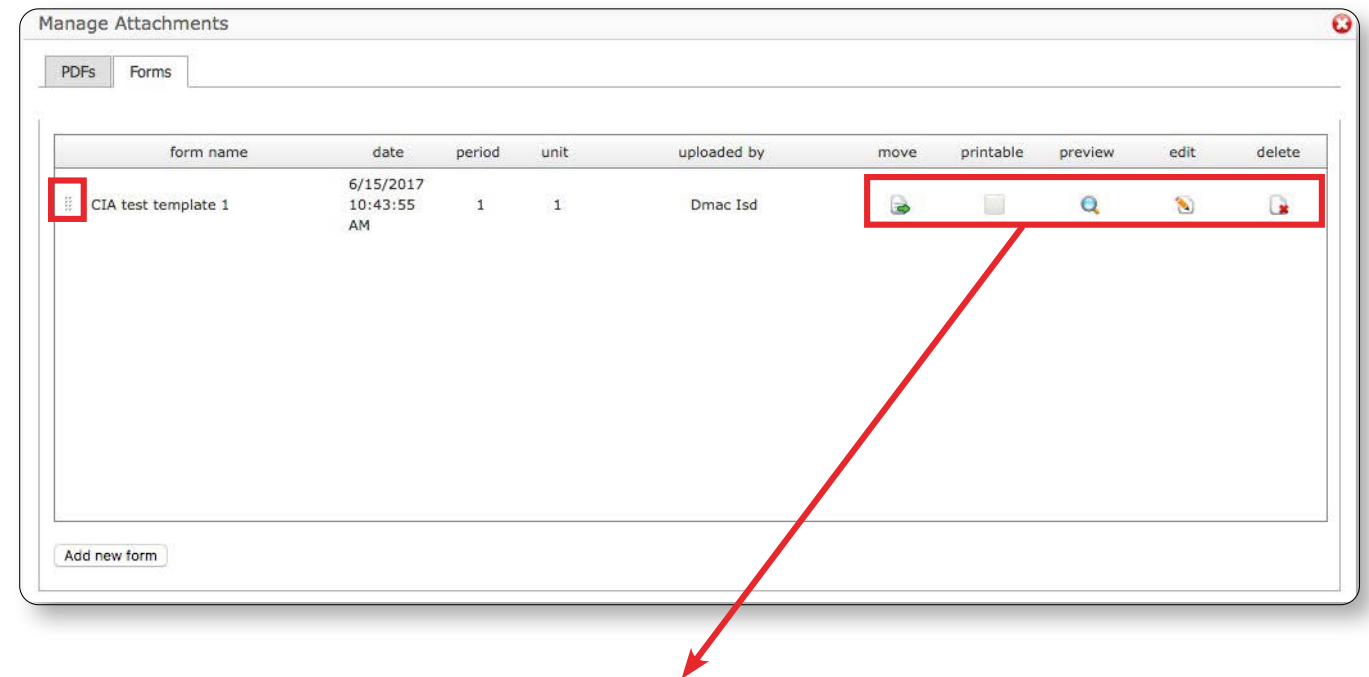
➤ PDF

- Click **Select** at bottom left to find your pdf document
- Find your document and click Open or Insert
- Click **Upload**



➤ **Forms** (**NOTE:** Choosing Forms will only work for schools who utilize the FormWorks® application)

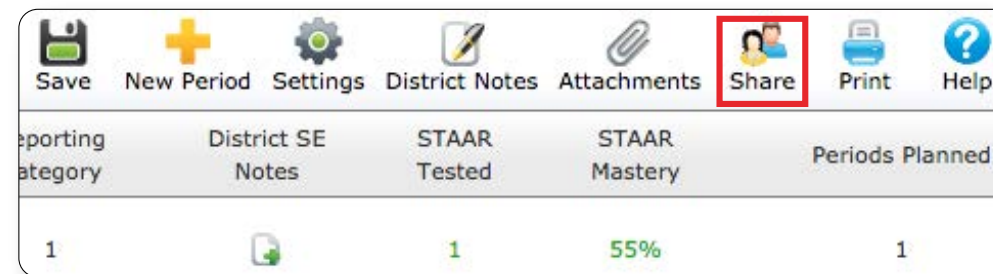
- Click **Forms** tab
- Click **Add new form** in lower left corner
- Select Template and add information to the form
- Click Save
- Click the close icon in upper right corner






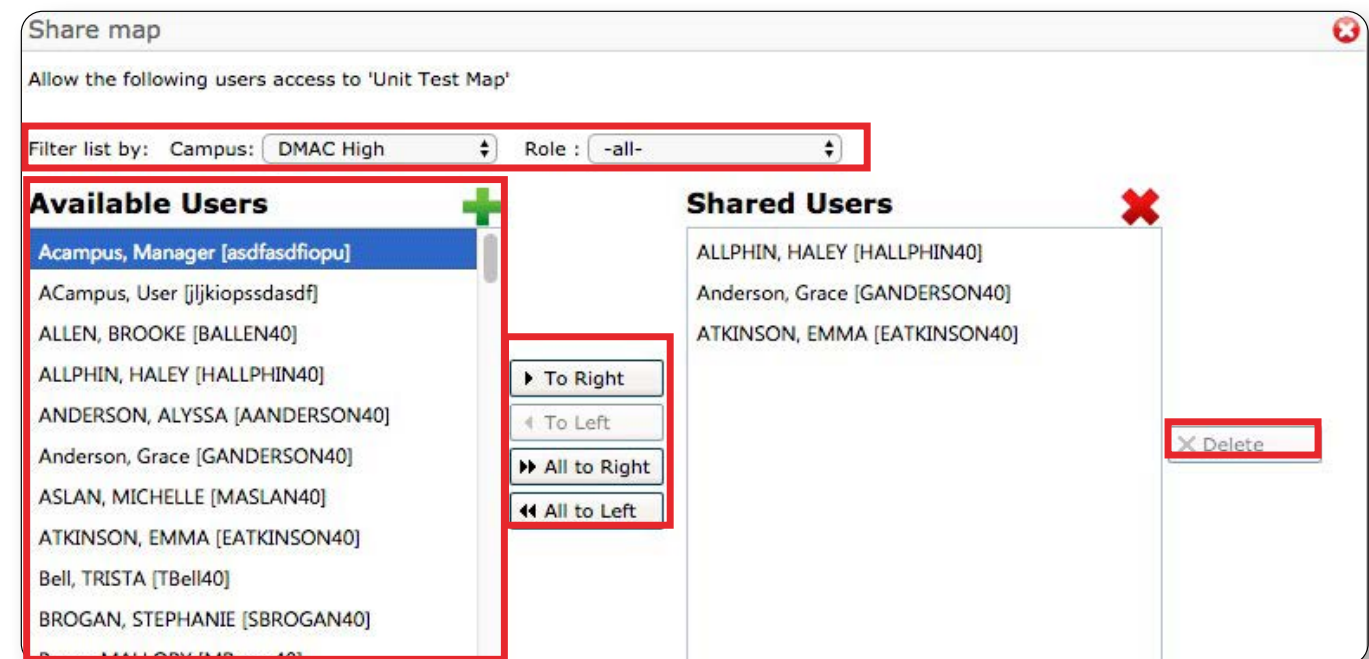
Icons		
	Rearrange	Move a pdf or form within the same period/unit; click on the dots to the left of the file name to drag and drop the file to the new location
	Move	Move between period/unit; click Move icon; select new period/unit location; Click Move
	Print Y/N	Click on the icon to print (green check mark appears); click on the icon again to not print (no check mark)
	Preview	Open the pdf for viewing
	Edit	Edit Form
	Settings	Rename your document
	Delete	Delete document (** Only the owner or District/Campus Admin-Mgr-Users can delete documents. Owners can NOT delete other owners documents)
	Close	Close pop-up window

Sharing Maps

> Click **Share** 



- > Select **Campus/Role** from drop-down
- > Select **Name** from **Available Users** (one at a time)
- > Click  or **>To Right** to populate the names under **Shared Users**
- > To manage **Shared Users**, click  or Delete
- > Click  to close the window and return to the map



Printing Maps

> Click **Print** 



- > **Title** (optional) - Information entered in this field appears in the upper right hand corner of the report.
- > Select the **Period(s)** and/or **Unit(s)**
- > Select **Page orientation** using radio buttons
- > Check the items to include in the map
- > Click **Print Map Detail**
- > To view **Summary Reports** click
 - **Summary-by-Year** includes Reporting Category, SE Number/Description and period selected
 - **Summary-by-Unit** includes Reporting Category, SE Number/Description and period/unit selected
 - **Export Map Summary** exports the Summary by Year to an EXCEL file

Print

Title (optional):

Period:

All

Unit:

All

Page orientation :

☒ Portrait

☐ Landscape

☐ Select/Unselect All

☐ Show ELPS

☐ Show ELPS concept and description

☐ Show district ELPS notes

☐ Show reinforced SEs/APs/ELPS

☐ Show district notes

☐ Show district SE/AP notes

☐ Show attachments

☐ Show TEKS concept and description

☐ Show TEKS only

☐ Show reporting category

☐ Show STAAR tested and STAAR mastery information

Print Map Detail

☐ Show Unselected SEs

Print Summary-By-Year

Print Summary-By-Unit

Export Map Summary

Example:**Print Map Detail****CIA Alignment**

Campus: DMAC High

Content Area: Mathematics - 111

Course: Algl Map Name: Unit Test Map

Grading Period/Unit: 1/1

SE Course	SE Number	SE Description, TEKS Concept and Description, Reporting Category	District SE Notes	Introduced/ Reinforced	STAAR Tested	STAAR Mastery
Algl	A.1A	apply mathematics to problems arising in everyday life, society, and the workplace Mathematical process standards: The student uses mathematical processes to acquire and demonstrate mathematical understanding.	test note	I	0	0%
Algl	A.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution Mathematical process standards: The student uses mathematical processes to acquire and demonstrate mathematical understanding.		I	0	0%
Algl	A.2A	determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities Linear functions, equations, and inequalities: The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. [3] The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities.	This is a sample Note	I	2	65%
Algl	A.2C	write linear equations in two variables given a table of values, a graph, and a verbal description Linear functions, equations, and inequalities: The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. [3] The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities.		I	2	62%

Example:
Summary-by-Year

CIA Alignment			Summary-By-Year DMAC Demo Map 1						
Category	SE Number	SE	1	2	3	4	5	6	7
Course: Math-Gr4									
1	4.02C	compare and order fractions using concrete objects and pictorial models							X
1	4.04C	recall and apply multiplication facts through 12 x 12							X
3	4.08B	identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models							X
4	4.12B	use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time							X
Course: Math-Gr5									
0	5.14A	identify the mathematics in everyday situations	X			X			
0	5.14B	solve problems that incorporate understanding the problem making a plan carrying out the plan and evaluating the solution for reasonableness		X					
0	5.14C	select or develop an appropriate problem-solving plan or strategy including drawing a picture looking for a pattern systematic guessing and checking acting it out making		X		X			
0	5.14D	use tools such as real objects manipulatives and technology to solve problems			X				
0	5.15A	explain and record observations using objects words pictures numbers and technology	X			X			
0	5.15B	relate informal language to mathematical language and symbols	X	X					
0	5.16A	make generalizations from patterns or sets of examples and nonexamples		X	X	X			
0	5.16B	justify why an answer is reasonable and explain the solution process		X					
1	5.01A	use place value to read write compare and order whole numbers through the 999999999999	X	X			X		
1	5.01B	use place value to read write compare and order decimals through the thousandths place	X	X			X		
1	5.02A	generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3	X	X		X	X		
1	5.02B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number		X		X	X		
1	5.02C	compare two fractional quantities in problem-solving situations using a variety of methods including common denominators	X			X	X		
1	5.02D	use models to relate decimals to fractions that name tenths hundredths and thousandths	X	X		X	X		

Example:
Summary-by-Unit



CIA Alignment

Summary-By-Unit

DMAC Demo Map 1

Category	SE Number	SE	1/1	1/2	1/3	1/4	1/5	1/6	2/1	2/2	2/3	2/4	2/5	2/6	3/1	3/2
0	5.14A	identify the mathematics in everyday situations		X		X	X									
0	5.14B	solve problems that incorporate understanding the problem making a plan carrying out the plan and evaluating the solution for reasonableness								X						
0	5.14C	select or develop an appropriate problem-solving plan or strategy including drawing a picture looking for a pattern systematic guessing and checking acting it out								X						
0	5.14D	use tools such as real objects manipulatives and technology to solve problems														
0	5.15A	explain and record observations using objects words pictures numbers and technology		X		X	X									
0	5.15B	relate informal language to mathematical language and symbols		X		X	X			X						
0	5.16A	make generalizations from patterns or sets of examples and nonexamples								X						
0	5.16B	justify why an answer is reasonable and explain the solution process								X						
1	5.01A	use place value to read write compare and order whole numbers through the 999999999999	X	X				X								
1	5.01B	use place value to read write compare and order decimals through the thousandths place	X	X				X								
1	5.02A	generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3														
1	5.02B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number														
1	5.02C	compare two fractional quantities in problem-solving situations using a variety of methods including common denominators														
1	5.02D	use models to relate decimals to fractions that name tenths hundredths and thousandths			X											
1	5.03A	use addition and subtraction to solve problems involving whole numbers and decimals			X	X	X	X								
1	5.03B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);								X						
1	5.03C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology) including interpreting the remainder								X						
1	5.03D	identify common factors of a set of whole numbers	X							X						

