

D4 Understanding the Common Core State Standards & Assessment

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AGENDA FOR TODAY

College and Career Readiness Skills and the 21st Century Skills

Textual Complexity and Interdisciplinary Literacy

Examining Current Curriculum and Assessing for Common Core State Standards Alignment

Creating a Needs Analysis for the transition to Common Core State Standards

SOME GUIDING QUESTIONS (ESSENTIAL QUESTIONS)

What are the expectations of CCSS?

What are not the expectations of CCSS?

How do we build a synergetic context between CCSS, curriculum, and assessment?

What do we already know about Common Core State Standards?

THINK-PAIR-SHARE ACTIVITY

Directions: Turn to a neighbor (or 2) and discuss what you already know about CCSS for about 2 minutes.

What do we know about CCSS? The 21st Century 3 Rs

Designed to be **robust, relevant, and rigorous.**

Robust: higher level thinking

Relevant: engagement, student involvement, brain-based research

Rigorous: high expectations, critical thinking, challenging thinking

WHAT IS NOT INCLUDED:

Prescribe specific instructional strategies and/or curriculum.

Interventions for students who are performing below grade level or who have special needs.

Support for English Language Learners (ELL)

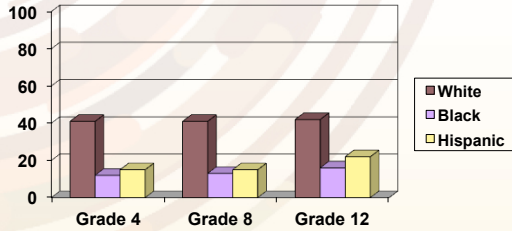
Why were Common Core State Standards created and how do they impact today's classrooms?

Why were Common Core State Standards created and how do they impact today's classrooms?

- Intended to create greater consistency for student performance and expectations among states.
- NAEP data indicates that the majority of students are not college and career ready.

What do we know about readers?

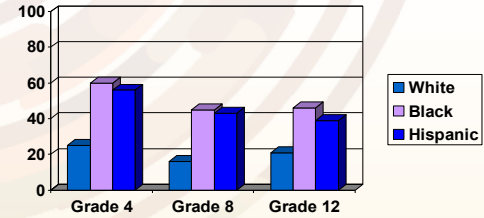
At or Above Proficient on 2002 NAEP Reading



Grigg, W.S., Daane, M.C., Jin, Y., & Campbell, J.R. (2003). *The nation's report card: Reading 2002*. Jessup, MD: Education Publications Center.

Students Most At Risk

Below Basic on 2002 NAEP Reading



Grigg, W.S., Daane, M.C., Jin, Y., & Campbell, J.R. (2003). *The nation's report card: Reading 2002*. Jessup, MD: Education Publications Center.

21st Century Skills

- PROBLEM SOLVING
- TEAM WORK
- ENTREPRENEURSHIP
- RESEARCH
- CRITICAL THINKING

CCSS FRAMEWORK

Your curriculum and assessment are the "guts" and CCSS is the overall design.



FIGURING OUT THE FRAMEWORK

Close reading of the document is essential. Read the Standards and all goals.

Discussion, interpretation, close reading and analysis is necessary.

	K-5		6-12	
Strands	English Language Arts		English Language Arts	Literacy in History/Social Studies, Science, & Technical Subjects
Standards College & Career Readiness Anchor Standards	Anchor Standard: Reading			
	Key Ideas and Details, Grades 6-12. Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Grade-Specific Standards				
Reading, Standard 2.				
Grade	Literature		Informational Text	
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.	
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	

FIGURE 5.1: Reading the CCSS with an example.

From Supporting Students in a Time of Core Standards: English Language Arts, Grades 6-8 by Tonya Perry, with Rebecca Manley. ©2011 National Council of Teachers of English.

Activity

- We are going to move into groups as follows:

Activity: As You Read the Standards

- Why is it structured in this way?
- What does the language suggest?
- What do you learn about the Standards in the introduction?
- What information and why is the information included in the appendices?

Record your responses on the back channel:

<http://www.todaysmeet.com/SDEDICCSS>

<http://www.corestandards.org/>

Looking at the Structure and Hierarchy of CCSS

Do the competencies have to be taught in the order presented in the document?

Answer: No! The competencies are a guideline for ongoing instruction and are NOT intended to be units, activities, or skills. The competencies are NOT intended to be a grocery list of content skills that are taught and then checked off.

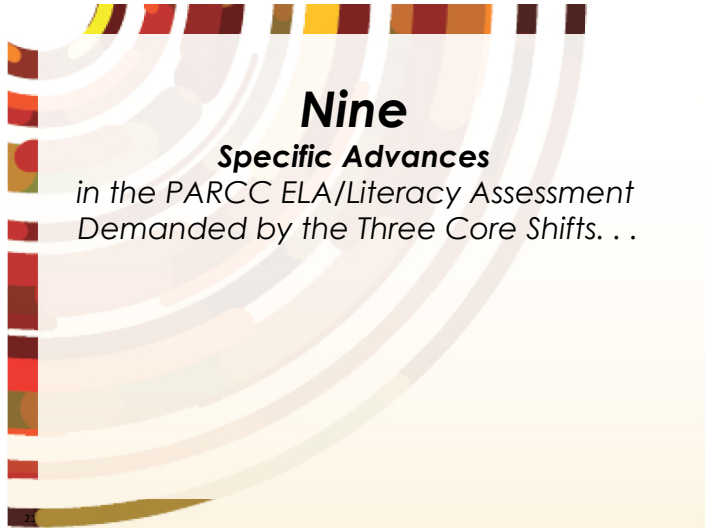
Textual Complexity and Interdisciplinary Literacy

What Are the Shifts at the Heart of PARCC Design (and the Standards)?

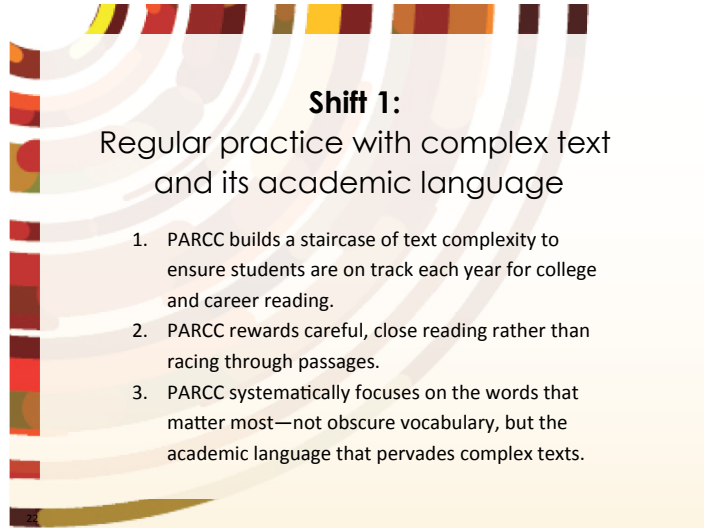
1. **Complexity:** Regular practice with complex text and its academic language.
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
3. **Knowledge:** Building knowledge through content rich nonfiction.

The CCSS Shifts Build Toward College and Career Readiness for All Students

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graph LR; A[Engage with Complex Text] --> B[Extract and Employ Evidence]; B --> C[Build Knowledge]
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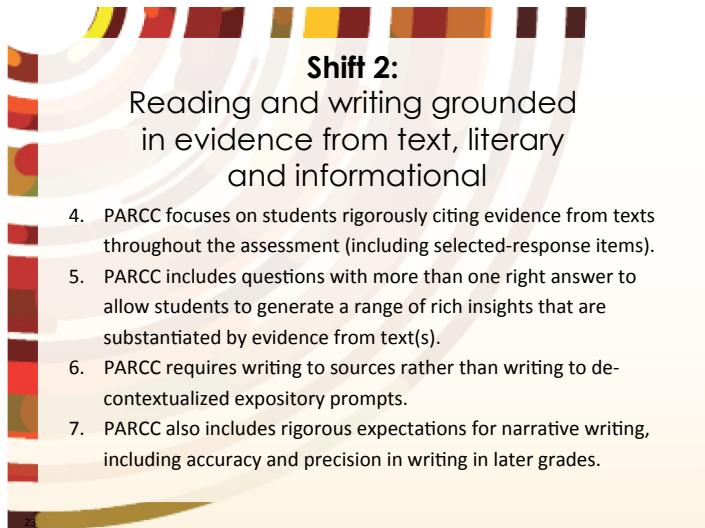


Nine
Specific Advances
*in the PARCC ELA/Literacy Assessment
Demanded by the Three Core Shifts. . .*



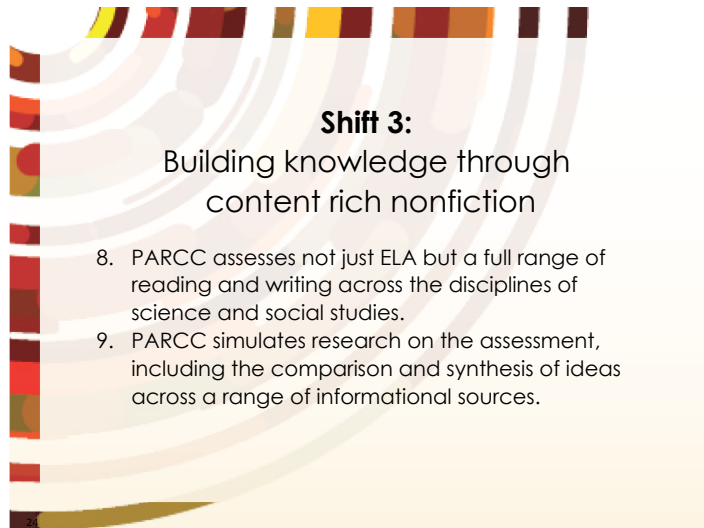
Shift 1:
Regular practice with complex text
and its academic language

1. PARCC builds a staircase of text complexity to ensure students are on track each year for college and career reading.
2. PARCC rewards careful, close reading rather than racing through passages.
3. PARCC systematically focuses on the words that matter most—not obscure vocabulary, but the academic language that pervades complex texts.



Shift 2:
Reading and writing grounded
in evidence from text, literary
and informational

4. PARCC focuses on students rigorously citing evidence from texts throughout the assessment (including selected-response items).
5. PARCC includes questions with more than one right answer to allow students to generate a range of rich insights that are substantiated by evidence from text(s).
6. PARCC requires writing to sources rather than writing to de-contextualized expository prompts.
7. PARCC also includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.



Shift 3:
Building knowledge through
content rich nonfiction

8. PARCC assesses not just ELA but a full range of reading and writing across the disciplines of science and social studies.
9. PARCC simulates research on the assessment, including the comparison and synthesis of ideas across a range of informational sources.

II. Sample Items Illustrating Some of the Advances

Students' Command of Evidence with Complex Texts is at the Core of Every Part of the Assessment!

SO . . .

Two standards are always in play—whether they be reading or writing items, selected-response or constructed-response items on any one of the four components of PARCC. They are:
 Reading Standard One (Use of Evidence)
 Reading Standard Ten (Complex Texts)

Three Innovative Item Types That Showcase Students' Command of Evidence with Complex Texts

Evidence-Based Selected Response (EBSR)—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.

Technology-Enhanced Constructed Response (TECR)—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).

Range of Prose Constructed Responses (PCR)—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are four of these items of varying types on each annual performance-based assessment.

PARCC Summative Assessment with EBSR, TECR, and PCR Items

PERFORMANCE-BASED COMPONENT		
LITERARY ANALYSIS TASK	NARRATIVE TASK	RESEARCH SIMULATION TASK
The Literature Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.	The Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.	The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college- readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.
END-OF-YEAR ASSESSMENT On the end-of-year assessment, students have the opportunity to demonstrate their ability to read and comprehend complex informational and literary texts. Questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in more thorough comprehension of the concepts.		

Grade 7 Analytical Prose Constructed-Response Item #1

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

Aligns to the Standards and Reflects Good Practice

Specific CCSS alignment to:
 RI.7.1 (use of evidence); RI.7.2 (summary of text); RI.7.10 (complex texts).
 W.7.2 (writing to explain or inform); W.7.4 (writing coherently); W.7.9 (drawing evidence from texts).
 L.7.1-3 (grammar and conventions).

- Requires *writing to sources* rather than to a de-contextualized or generalized prompt (e.g., asks about a specific aspect of Earhart’s life).
- Requires students to *draw evidence* from the text and cite this evidence clearly.
- Requires students to apply the *knowledge of language and conventions* when writing.
- Purposely designed to help students gather information for writing the final analytic essay that asks students to evaluate the arguments made in three texts about Earhart’s bravery (i.e., her bravery can be expressed as her ability to face the many challenges).

Final Grade 7 Prose Constructed-Response Item #2

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Grade 7 Technology-Enhanced Constructed-Response Item

Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean.
	People don’t really know where Earhart and Noonan died.

Part A
 Highlight the claim that is supported by the most relevant and sufficient facts within “Earhart’s Final Resting Place Believed Found.”

Part B
 Click on two facts within the article that best provide evidence to support the claim selected in Part A.



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