

Thurgood Marshall College Fund Common Core Webinar Tennessee State University Faculty

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http://tmcf.org/our-programs/k-12-education/common-core-state-standards

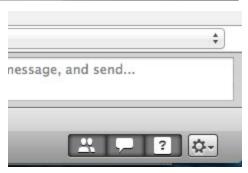
Agenda

- Introductions
- Common Core & Higher Education
- Overview of ELA and Math Shifts
- Next Generation Assessments
- Literacy and Assessment
- Analyzing Text Complexity



The Webinar

- Making WebEx interactive!
- Who is here?
 - Tell us your name and what you are teaching this semester using the "Chat"
 Feature on the right





The Common Core

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.



http://www.corestandards.org/ELA-Literacy/RL/11-12/

Why is the CCSS Important to Universities?





www.wordle.net

University Expectations of Students

- Use complex texts
- Use evidence from a text
- Incorporate the use of text sets
- Increase content knowledge
- Develop written and oral competencies
- All students achieve high standards
- Demonstrate knowledge through assessments



The Common Core

FACT	<u>MYTH</u>
A set of K-12 standards that provide a framework of skills and understanding to prep for college and career	A prescribed curriculum or pacing guide that limits how teachers design their day to day teaching
Developed by 48 states, territories and the District of Columbia	Mandated by the Federal Government
Included input from variety of teachers and teacher organizations (AFT, NEA, NCTE, NCTM), high approval rating from teachers	Forced on teachers without input or buy-in
The standards build upon each other and include suggested supports for scaffolding	The standards are developmentally inappropriate and aren't appropriate for all students
Two main testing consortia (PARCC, SBAC) developed assessments aligned with the standards.	The tests are designed to collect private student information and make money for companies.

http://www.corestandards.org/about-the-standards/frequently-asked-questions/



The Shifts - An Overview of the CCSS Standards

The CCSS Requires Three Shifts in ELA/Literacy

- 1. Regular practice with **complex text** and its **academic language**
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- 3. Building knowledge through content-rich nonfiction

The CCSS Requires Three Shifts in Mathematics

- **1. Focus:** Focus strongly where the standards focus.
- **2. Coherence**: *Think* across grades, and *link* to major topics
- **3. Rigor:** In major topics, pursue *conceptual* **understanding,** procedural skill and *fluency*, and *application*

achievethecore.org

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www.achievethecore.org

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Standards Need Assessing

What do you see as a major difference?

Mathematics, Grade 6

OLD TEST ITEM

Ms. August's class went to the museum on February 14th and they had an ice-cream party on March 2nd. How many days were there between the museum trip and ice-cream party? (Not a leap year)



PARCC TEST ITEM

Mr. Ruiz is starting a marching band at his school. He first does research and finds the following data about other local marching bands.

	Band 1	Band 2	Band 3
Number of Brass Instrument Players	123	42	150
Number of Percussion Instrument Players	41	14	50

PART A: Enter your answer in the box.

Mr. Ruiz realizes there are _____ brass instrument player(s) per percussion player.

PART B: Mr. Ruiz has 210 students who are interested in joining the marching band. He decides to have 80% of the band be made up of percussion and brass instruments. Use the unit rate you found in Part A to determine how many students should play brass instruments.

Show or explain all your steps.

Standards Need Assessing

What do you see as a major difference?

English Language Arts/Literacy, Grade 7



PARCC TEST ITEM

Writing Prompt:

area is closing.

Going to the movies is a major source of entertainment for many students. Imagine that the only discount movie theater in your

Write a persuasive essay in support of keeping the discount movie theater open.

Writing Prompt

The three titles are:

You have read a website entry and an article, and viewed a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a brave, courageous person.

- "The Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance" (video)

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

Write an essay that analyzes the strength of the arguments related to Earhart's bravery in at least two of the three supporting materials. Remember to use textual evidence to support your ideas.

Desired Characteristics of Assessments

- Assessment FOR
 learning, not assessment
 of learning
- Real life examples
- Scaffolded higher level application
- ALL classes using texts

The CCSS Requires Three Shifts in ELA/Literacy

- Regular practice with complex text and its academic language
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- 3. **Building knowledge** through **content-rich nonfiction**



Texts in assessments means teachers are using texts in <u>all</u> parts of classes

The CCSS Requires Three Shifts in ELA/Literacy

- Regular practice with complex text and its academic language
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- 3. **Building knowledge** through **content-rich nonfiction**

- One characteristic that many K-12 teachers are finding very helpful is the concept of text complexity
- What does text complexity mean to you?

Choosing Texts that Challenge Students

- CCSS seeks to have all students reading grade level texts (this is a process!)
 - What is a grade level text? Quantitative analysis is one easy tool
 - Programs have been designed that can measure the word count, word length, sentence length, paragraph length
 - Lexile
 - ATOS (Accelerated Reader)





Choosing Appropriate Texts

- If you were teaching a hypothetical lesson on "Intro to IEPs", what text would you choose?
- Let's look at an example that students might find
 - Open this page on IEPs
 - Open a new tab and Google "ATOS Text Analyzer"



Copy/paste the first three paragraphs

The Analysis

esults:	
File Submitted:	Direct Entry
ATOS Level:	7.9
Word Count:	128
Average Word Length:	4.8
Average Sentence Length:	12.8
Average Vocabulary Level:	3.8
Language selected:	English
Confirmation #:	926937

- This text what are positives and negatives?
- You already provide your students with complex texts, and the goal now is to <u>explicitly</u> teach them what a complex text is and how to use them throughout a class



Ways to Scaffold for Diverse Learners

You choose to have your students read the original Public Law 94-142.

• How would you scaffold for a student with an SAT verbal score of 500? 710?

STATEMENT OF FINDINGS AND PURPOSE

01

SEC. 3. (a) Section 601 of the Act (20 U.S.C. 1401) is amended by inserting "(a)" immediately before "This title" and by adding at the end thereof the following new subsections:

"(b) The Congress finds that-

"(1) there are more than eight million handicapped children in the United States today;

"(2) the special educational needs of such children are not being fully met;

"(3) more than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;



Suggested Scaffolding Strategies

- Assign selected portions (the abstract or other filtering techniques)
- Offer the reading in advance AND read it in class
- Offer as part of a text set (great for introducing the concept of research)



Explicitly guiding students in selecting complex texts

• How do you see yourself using "text complexity" as a topic in your class?

• Q&A?



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