Thurgood Marshall College Fund
Teacher Quality & Retention Program
CCSS Quarterly Training #1
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Overview

- ELA shifts in instruction
- unwrapping standards
- create clear learning targets
- learning target and assessment match
- critical consumer of media

K-W-L

- K- What do you know about the Common Core State Standards?

- W- What do you want to know about the Common Core State Standards?

- L- What have you learned about the Common Core State Standards?

Background of the Common Core

Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) with the following design principles:

- Result in College and Career Readiness
- Based on solid research and practice evidence
- Fewer, clearer, and higher

How did CCSS emerge?

- State led initiative
- NGA and CCSSO collaborated
- Took best of state standards and internationally benchmarked them
- 2009 CCR Anchor Standards released
- 2010 CCSS released
- Not national standards
- Different states are at different levels of implementation.

ELA/Literacy: 3 shifts

1. **Building knowledge** through **content-rich nonfiction**

2. Reading, writing, and speaking grounded in **evidence from text,** both literary and informational

3. Regular practice with **complex text** and its **academic language**

“Unwrapping” standards

1- Identify key concepts by **underlining important nouns or noun phrases**

2- Identify skills by **circling the verbs**

3- Create a graphic organizer to **represent the “unwrapped” concepts and skills**

RI.6.2 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 judgments.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

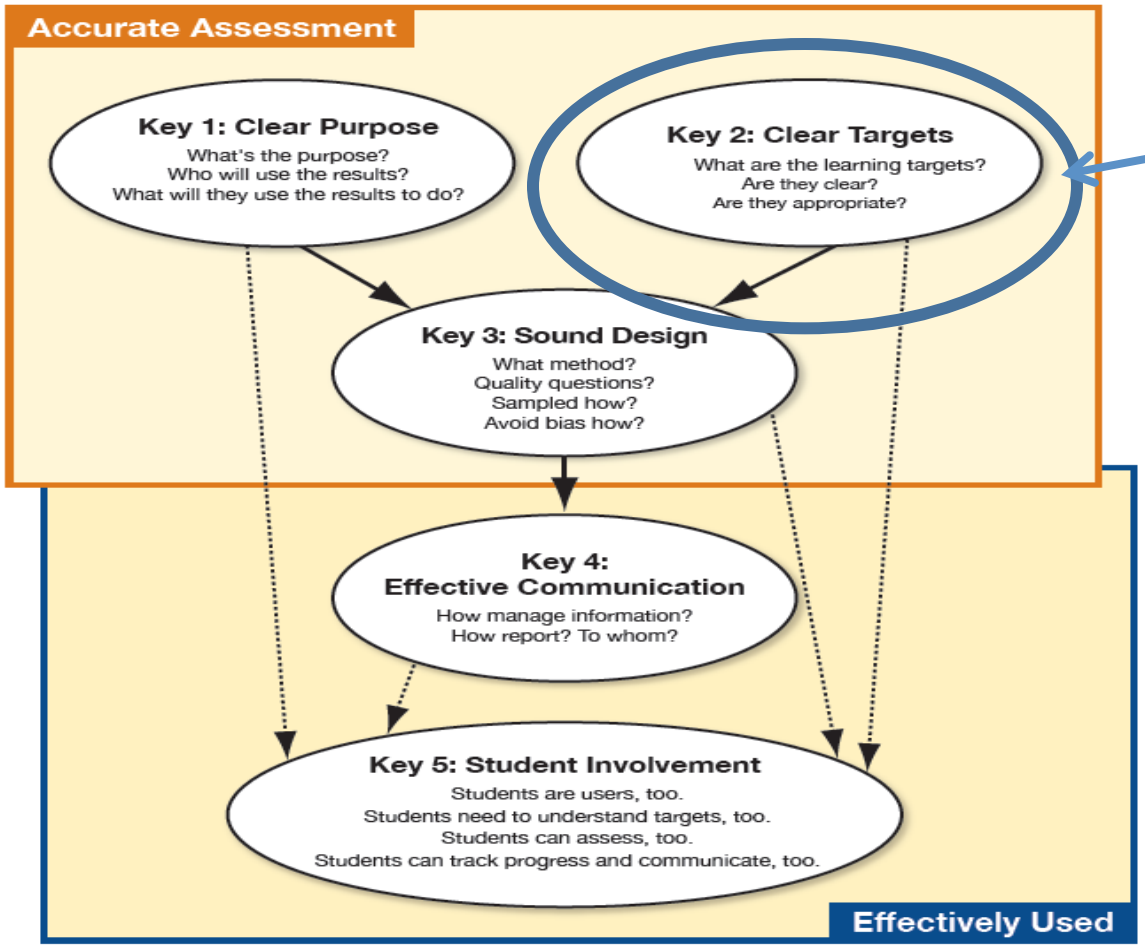
Skills (verbs)	Concepts (Nouns)
DETERMINE (2, 4)	A central idea of a text How [central idea] is conveyed through particular details
PROVIDE (2, 4)	Summary of the text, distinct from personal opinions or judgments
WRITE (4, 6) SUPPORT (2, 4)	Arguments Claims with clear reasons and relevant evidence
INTRODUCE (2,3) ORGANIZE (3,5)	Claims Reasons Evidence
USE (3) DEMONSTRATE (2)	Credible sources Understanding of topic or text

Types of Learning Targets – Using the Cognitive Rigor Matrix to design targets

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *M-Sci*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, observe, & recognize facts, principles, properties ○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	○ Evaluate an expression ○ Locate points on a grid or number on number line ○ Solve a one-step problem ○ Represent math relationships in words, pictures, or symbols ○ Read, write, compare decimals in scientific notation	○ Specify and explain relationships (e.g., non-examples/examples; cause-effect) ○ Make and record observations ○ Explain steps followed ○ Summarize results or concepts ○ Make basic inferences or logical predictions from data/observations ○ Use models /diagrams to represent or explain mathematical concepts ○ Make and explain estimates	○ Use concepts to solve non-routine problems ○ Explain, generalize, or connect ideas using supporting evidence ○ Make and justify conjectures ○ Explain thinking when more than one response is possible ○ Explain phenomena in terms of concepts	○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts ○ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Follow simple procedures (recipe-type directions) ○ Calculate, measure, apply a rule (e.g., rounding) ○ Apply algorithm or formula (e.g., area, perimeter) ○ Solve linear equations ○ Make conversions among representations or numbers, or within and between customary and metric measures	○ Select a procedure according to criteria and perform it ○ Solve routine problem applying multiple concepts or decision points ○ Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps ○ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) ○ Construct models given criteria	○ Design investigation for a specific purpose or research question ○ Conduct a designed investigation ○ Use concepts to solve non-routine problems ○ Use & show reasoning, planning, and evidence ○ Translate between problem & symbolic notation when not a direct translation	○ Select or devise approach among many alternatives to solve a problem ○ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	○ Retrieve information from a table or graph to answer a question ○ Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) ○ Identify a pattern/trend	○ Categorize, classify materials, data, figures based on characteristics ○ Organize or order data ○ Compare/ contrast figures or data ○ Select appropriate graph and organize & display data ○ Interpret data from a simple graph ○ Extend a pattern	○ Compare information within or across data sets or texts ○ Analyze and draw conclusions from data, citing evidence ○ Generalize a pattern ○ Interpret data from complex graph ○ Analyze similarities/differences between procedures or solutions	○ Analyze multiple sources of evidence ○ analyze complex/abstract themes ○ Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for concepts or solutions ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results	○ Gather, analyze, & evaluate information to draw conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	○ Brainstorm ideas, concepts, or perspectives related to a topic	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one data set, source, or text ○ Formulate an original problem given a situation ○ Develop a scientific/mathematical model for a complex situation	○ Synthesize information across multiple sources or texts ○ Design a mathematical model to inform and solve a practical or abstract situation

Keys to Quality Classroom Assessment



Where Am I Going?

Provide students with clear and understandable vision of the learning target

R. Stiggins, J. Arter, J. Chappuis, & S. Chappius (2006) Classroom Assessment for Student Learning. ETS, Portland, OR.

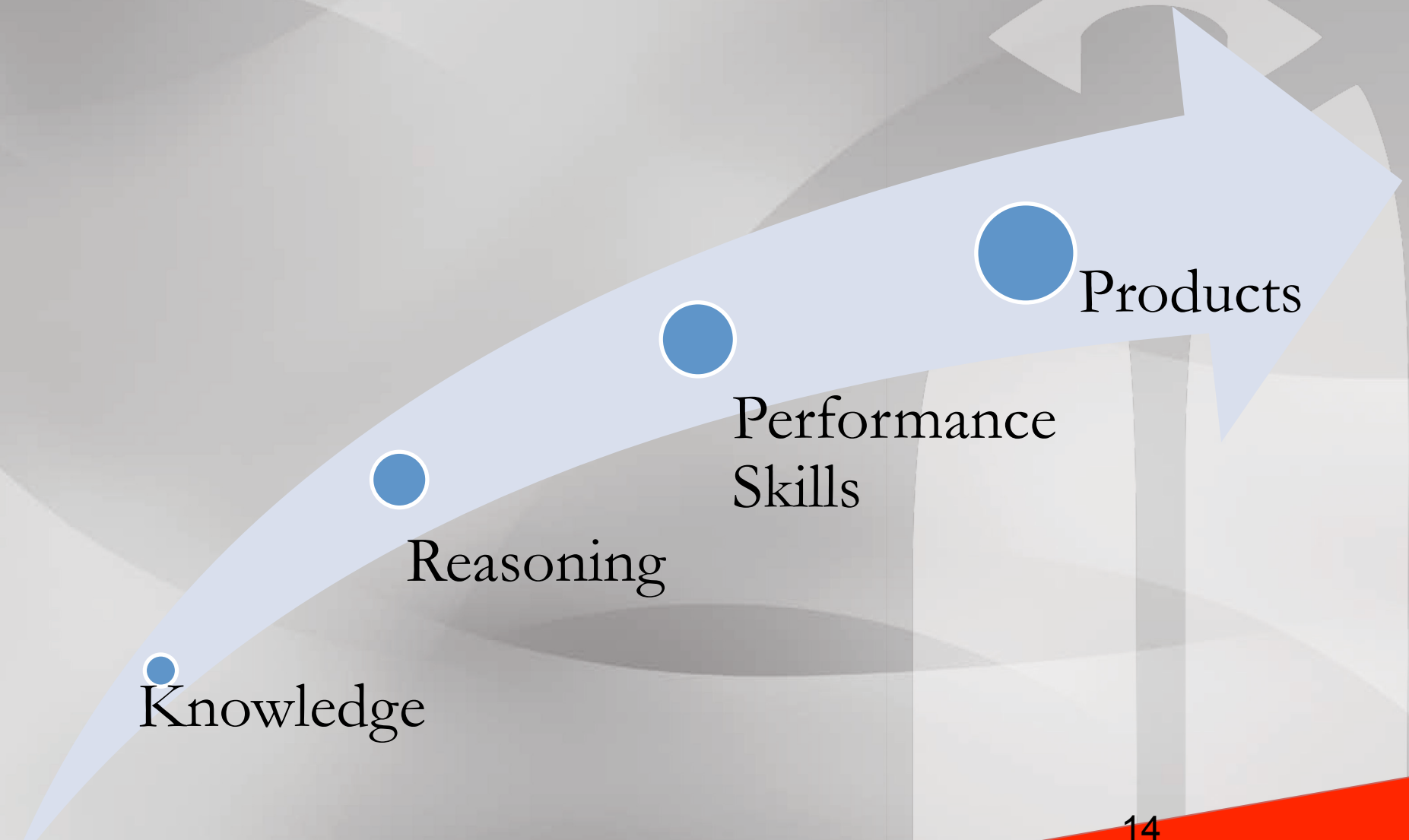
Clear Learning Target

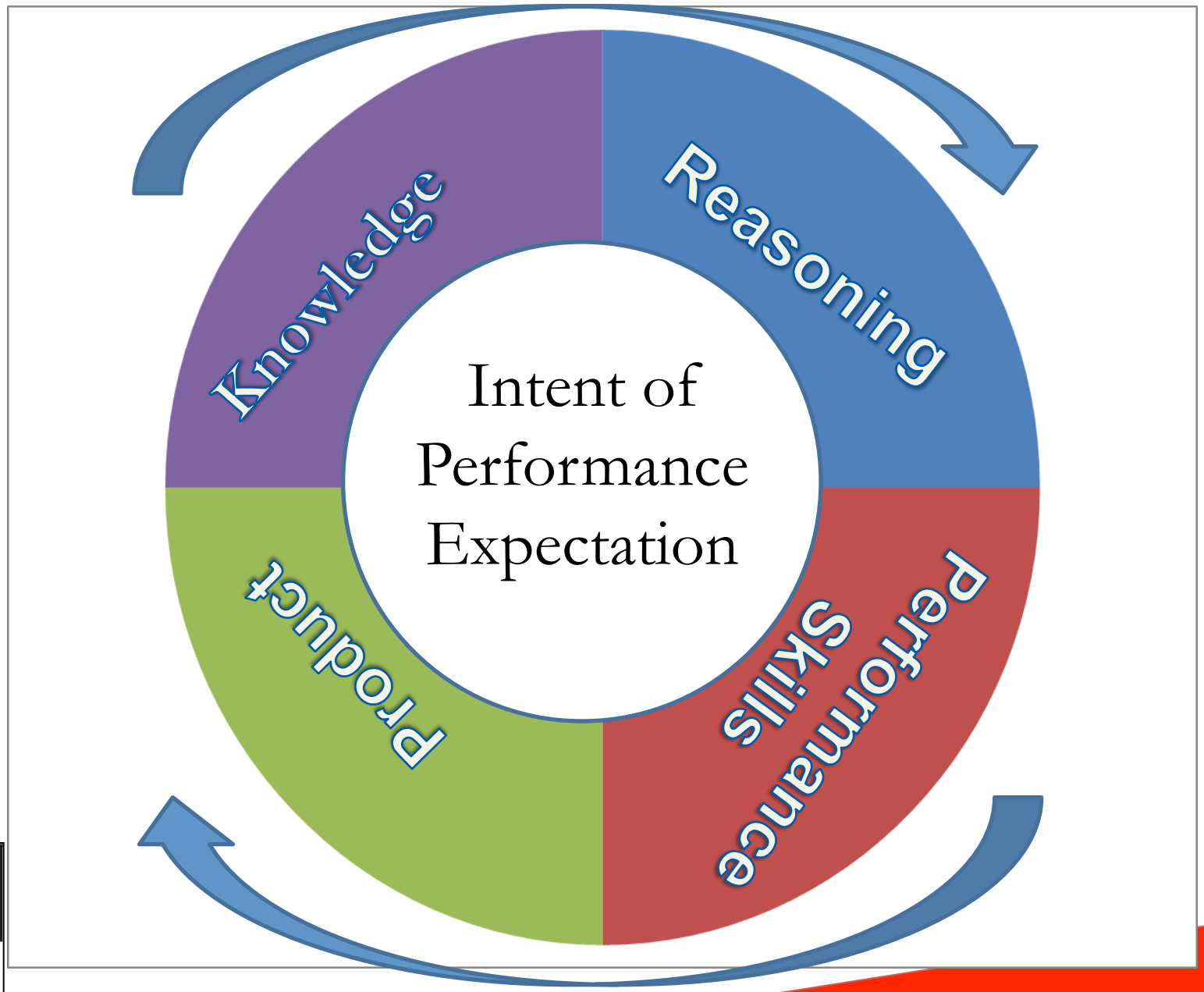
- If the learning is unclear to you then
  - You will not be able to make it clear to students.
  - It will be unclear what to teach and how to assess.
  - It could be interpreted different ways that could lead to significantly different learning experiences.
- Create learning targets that are inherent to the intent of the standard.
- Sometimes the benchmark or standard is stated in a manner that is clear and may only need to be categorized to determine which method should be used to assess the intended learning.

Types of Learning Targets

Knowledge	Reasoning	Performance Skills	Product
What **knowledge** or **understanding** is required to become competent on this standard?	What **reasoning** (if any) is required to be competent on this standard?	What **performance skills** (if any) are required to demonstrate competence on this standard?	What **product** competencies (if any) are required by this standard?
Remember, not all standards have all of these as underpinnings and some standards may only need to be 'classified' to assist with assessing students' learning.			

Cognitive Scaffolding and Targets





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Rules of Thumb for Deconstruction of Standards

1. Deconstruction of a standard should occur only if it makes the standard clearer- *sometimes you don't know that until you try to deconstruct it.*

2. There are no "product" targets/standards for reading. "Product" target/standards in mathematics require students to produce a concrete tangible item; a simple sketch/drawing is not math product.

3. Phonics targets are *typically* knowledge targets. Mathematical procedures where students follow memorized rules or algorithms are knowledge targets because they only require procedural knowledge.

Rules of Thumb for Deconstruction of Standards

4. Only "performance skill" in reading involves reading aloud, where the only way you could have evidence of attainment of the standard is to LISTEN to students. Everything else in reading is either knowledge or reasoning. The only "performance skills" in mathematics include standards where you would actually have to OBSERVE students so you can SEE or HEAR them to know if they mastered the target.

5. A product target will *not always* have an accompanying performance skill target. Product targets sometimes produce evidence of target attainment that do not require a „direct observation" of performance. (i.e., using the writing process to complete an assigned piece of writing). Teachers do not always need to SEE or HEAR the students drafting their ideas. The finished product will provide the evidence.

Rules of Thumb for Deconstruction of Standards

6. Performance skill and product targets assure that educators do not "scantron their way through life." The "screener" for determining whether or not a standard is a performance skill or product target is that it *cannot be assessed accurately using selected response or extended response assessment items*. Performance skill targets and product targets require observations, „other" assessments, or specific products (that would be beyond any typical extended written response) that focus on *degrees of QUALITY, not just right or wrong*.

7. Don't belittle the knowledge category – knowledge does not equal "easy or simple." Knowledge includes procedural knowledge--KNOWS HOW, as well as KNOWS THAT and KNOWS WHEN. (Tying your shoe begins as a skill, but becomes procedural knowledge once you have mastered it).

Rules of Thumb for Deconstruction of Standards

8. Product vs. Learning Task: Some standards may seem to imply that a "product" is called for when in fact WE impose a notion of HOW we would teach or look for mastery of the target (assess). In that case, the standard probably doesn't have an underpinning product target. Be sure when you are deconstructing standards that the FOCUS is on the learning intended– and not the instructional lesson or activity you would design.

9. "Comprehension", just like" *understands"*, is a FUZZY term (i.e., different people interpret it in different ways). If you use that word in a target, it needs to be more clearly defined.

10. The ultimate reasons we categorize standards/targets include:
    a. To reflect the true cognitive demand needed
    b. To inform the best (valid and efficient) assessment method for gathering *defensible evidence of student attainment*

Example of the work

Performance Expectation

- K-PS2-2

How to use:

- Activity 4.2
- Activity 4.4

PROTOCOLS

Activity 4.2

Target – Method Match Template

Take each LT:

Determine what type of Assessment Method would be appropriate for each.

Learning Target Match

- While using K-PS2-2 look over the learning targets created in each section and Match the Learning Target with the Target Type and what type of assessment could be used to assess that target.
- Evaluate the number of each type of assessment used.
- Note: You could check more than one assessment type.

Types of Assessments

- **Selected Response**
  - Multiple choice
- **Extended Written Response**
- **Performance**
- **Personal Communication**
  - Anecdotal notes from verbal discussion with student

Assessment – Learning Target Match

- Take the assessments given to you and match each question or activity to the correct Learning Target assessed (could possibly be more than one assessed)
- What patterns and/or concerns do you see?
- What changes would needed to be made with these activities/questions?

Assessment Creation

- Once you have examined the LT's and determined what type of assessment method you should use look for/create the assessment questions.
- Once you have selected the questions/ activities/extended response items use **Activity 4.4 Audit an Assessment for Clear Learning Targets** to assess what targets are assessed for each question.

YOUR TURN

1) Find the Standard or PE within your subject that you wish to work with.
2) Begin to deconstruct the standard/PE using the forms provided
3) Once the deconstruction of the standard is complete use the Learning Target Match form to check for connection and match.

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Thank you for your time!

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