

Using the ELA Common Core State Standards to Create Common Assessments

**Thursday, December 13, 2012
Morning Session**

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College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

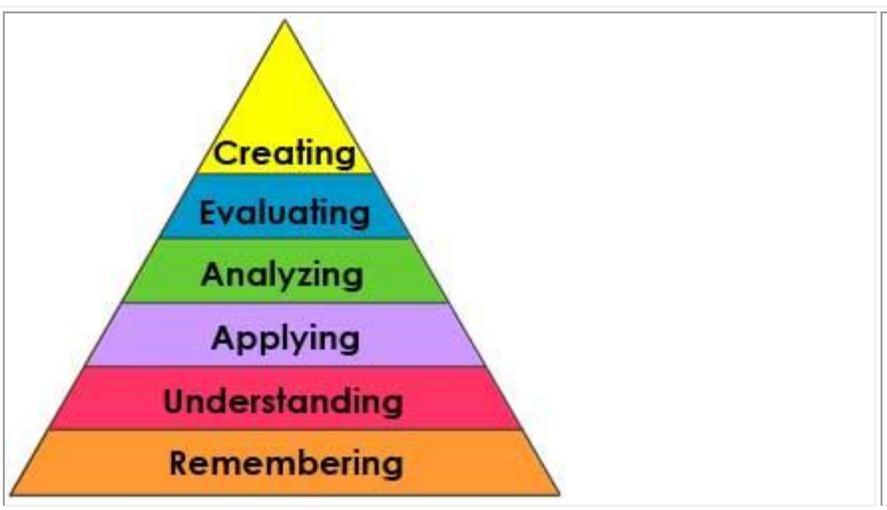
Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

2. **Write** informative/explanatory texts to **examine** and **convey** complex ideas and information clearly and accurately through the effective selection, organization, and analysis (of content). [see Bloom and DOK, pages 4-5 of this handout]

“Unwrapped” Skills (students need to be able to do)	“Unwrapped” Skills (students need to know)	Bloom’s Taxonomy Levels	DOK
<p style="text-align: center;">Write</p> <p style="text-align: center;">examine</p> <p style="text-align: center;">convey</p>	<p style="text-align: center;">informative/explanatory texts</p> <p style="text-align: center;">complex ideas and information</p> <p style="text-align: center;">selection, organization, analysis (of content)</p>		

<p>Grade 8 (W.8.2)</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a <u>topic</u> clearly, previewing what is to follow; organize <u>ideas, concepts, and information</u> into <u>broader categories</u>; include <u>formatting</u> (e.g., headings), <u>graphics</u> (e.g., charts, tables), and <u>multimedia</u> (when useful to aiding comprehension).</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Grades 9-10 (W. 9-10.2)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a <u>topic</u>; organize <u>complex ideas, concepts, and information</u> (to make important <u>connections</u> and <u>distinctions</u>); include <u>formatting</u> (e.g., headings), <u>graphics</u> (e.g., figures, tables), and <u>multimedia</u> (when useful to aiding comprehension).</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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<p>Bloom's Cognitive Taxonomy</p>	
<p>1 Remembering: can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce, state, identify</p>
<p>2 Understanding: can the student explain ideas or concepts?</p>	<p>paraphrase, retell, summarize, describe, discuss, explain, recognize, report, select, translate, infer</p>
<p>3 Applying: can the student use the information in a new way?</p>	<p>use, choose, demonstrate, employ, illustrate, operate, schedule, sketch, solve</p>
<p>4 Analyzing: can the student distinguish between the different parts?</p>	<p>compare, contrast, differentiate, distinguish, examine, experiment, question, sequence, show cause and effect.</p>
<p>5 Evaluating: can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>
<p>6 Creating: can the student create new product or point of view?</p>	<p>construct, appraise, create, design, develop, formulate, reconstruct, synthesize</p>

- **DOK-1 – Recall & Reproduction** - Recall of a fact, term, principle, concept, or perform a routine procedure (Objective)
- **DOK-2 - Basic Application of Skills/Concepts** - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs (Objective)
- **DOK-3 - Strategic Thinking** - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer (Subjective)
- **DOK-4 - Extended Thinking** - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources (Subjective)

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				
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Describe or define facts, details, terms Select appropriate words to use when intended meaning/definition is clearly evident Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why, cause-effect Give non-examples/examples Take notes; organize ideas/data Summarize results, concepts, ideas Identify main ideas or accurate generalizations of texts 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts Develop generalizations of the results obtained or strategies used 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	<ul style="list-style-type: none"> Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply a concept in a new context Apply word choice, point of view, style to impact readers' interpretation of a text 	<ul style="list-style-type: none"> Select or devise an approach among many alternatives to research a novel problem Illustrate how multiple themes (historical, geographic, social) may be interrelated
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view)	<ul style="list-style-type: none"> Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Compare literary elements, terms, facts, details, events Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish: relevant-irrelevant information; fact/opinion 	<ul style="list-style-type: none"> Analyze interrelationships among concepts, issues, problems Apply tools of author's craft (literary devices, viewpoint, or potential dialogue) with intent Use reasoning, planning, and evidence to support inferences made 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Draw & justify 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, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

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“Unwrapped” Skills (students need to be able to do)	“Unwrapped” Skills (students need to know)	Bloom’s Taxonomy Levels	DOK

Brainstorm ideas for possible assessment based on unwrapped standard

Non negotiables of common assessment

Nice to have but negotiable

Possible Content

Rubric

Advanced	Proficient	Progressing	Beginning
All the proficient criteria PLUS:		Meets _____ of the proficient criteria	Meets fewer than _____ of the proficient criteria

Daily Feedback for Facilitator

<p>WWW (What Worked Well)</p>	<p>EBI (Would Have Been Even Better If...)</p>
<p>Questions for Facilitator</p>	<p>One More Thing</p>