

Using the ELA Common Core State Standards to Create Common Assessments

Thursday, December 13, 2012

***Afternoon Session**

Prepared by Brandon Doubek, Ed.D.

Total Numbers of CCSS in English Language Arts

K	73		9-10	75
1	82		11-12	74
2	72			
3	91			
4	86			
5	84			
6	79			
7	76			
8	78			



Notes:

Number of Common Core ELA Standards								Number of Common Core ELA Standards							
Grade	Literature	Info. Text	Foundational Skills	Writing	Speaking Listening	Language	TOTAL	Grade	Literature	Info. Text	Foundational Skills	Writing	Speaking Listening	Language	TOTAL
Kinder.	10	10	17	7	8	21	73	6 th	9	10	0	28	10	22	79
1 st	10	10	19	7	9	27	82	7 th	9	10	0	28	10	19	76
2 nd	10	10	11	7	9	25	72	8 th	9	10	0	28	10	21	78
3 rd	10	10	9	21	10	31	91	9 th -10 th	9	10	0	28	10	18	75
4 th	9	10	6	25	10	26	86	11 th -12 th	9	10	0	28	10	17	74
5 th	9	10	6	25	10	24	84								

Notes:

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literature	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Literary and Informational Passages by Grade in the 2011 NAEP Writing Framework

Grade	Persuade	Explain	Convey Expression
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Notes:

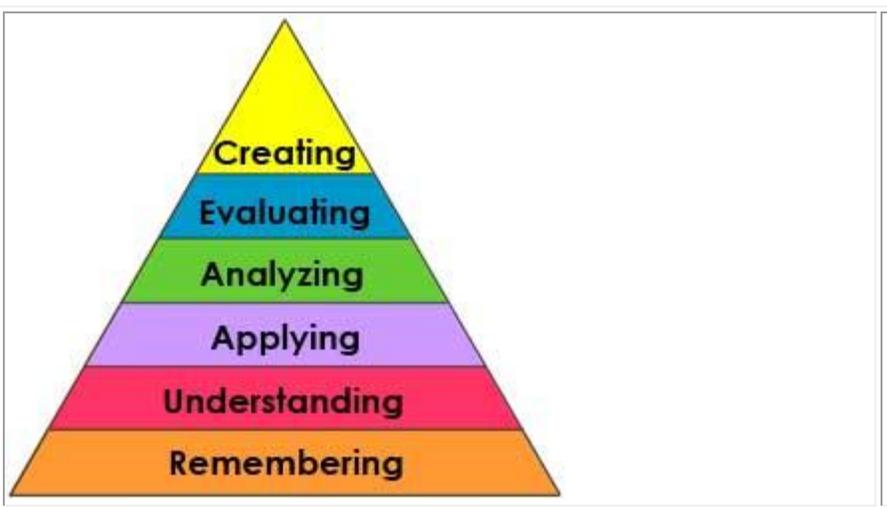
ELA Appendices

ELA Appendix A	ELA Appendix B	ELA Appendix C
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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
Write examine convey	informative/explanatory texts complex ideas and information selection, organization, analysis (of content)		

<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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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).

“Unwrapped” Skills (students need to be able to do)	“Unwrapped” Skills (students need to know)	Bloom’s Taxonomy Levels	DOK
Verbs	Nouns (and context)	Standard classification; Instructional implication for scaffolding	Assessment classification and implication for scaffolding

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

	What instructional tasks must occur for students to feel successful and confident on this informative essay assessment?
Task 1: Bloom: _____	
Task 2: Bloom: _____	
Task 3: Bloom: _____	
Task 4: Bloom: _____	

Smarter Balanced Item and Task Types

The Smarter Balanced assessment system includes a variety of item types. Smarter Balanced is exploring different response options for mathematics problems, including innovative uses of tablet technology. The response formats included in the sample items will be updated based on findings from cognitive labs and small scale trials being conducted this fall, as well as additional information gathered during pilot testing in early 2013.

- **Selected-response items** prompt students to select one or more responses for a set of options.
- **Technology-enhanced items** take advantage of computer-based administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types. Technology-enhanced items capitalize on technology to collect evidence through a non-traditional response type, such as editing text or drawing an object. Selected-response and technology-enhanced items can be scored automatically.
- **Constructed-response items** prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target.
- **Performance tasks** measure a student’s ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks will be used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items. Some constructed-response items and performance tasks can be scored automatically; many will be hand-scored by professionally trained readers. These tasks will be delivered as part of the interim and summative components of the assessment system, with more extended tasks available in the digital library as part of the Smarter Balanced-developed exemplar instructional modules and inventory of currently available resources. The time and resource constraints for each performance task will be guided by its placement in the overall assessment system. Smarter Balanced has a comprehensive research agenda. During the spring 2013 pilot, the Consortium will research the effects of including a brief classroom interaction phase in the summative performance task on accessibility and standardization. The classroom interaction phase will then be appropriately constrained for performance tasks depending on the intended use and placement within the overall Smarter Balanced assessment system.

Grade 9 ELA Released Constructed Response Task

Stimulus Text:

Read the story "The Discontented Pendulum," about the pieces of a clock including a pendulum, a swinging, weighted lever. Then answer the question that follows.

The Discontented Pendulum

By Jane Taylor (*1st paragraph of prompt only*)

"An old clock that had stood for fifty years in a farmer's kitchen, without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly stopped. Upon this, the dial plate (if we may credit the fable) changed countenance with alarm; the hands made a vain effort to continue their course; the wheels remained motionless with surprise; the weights hung speechless; and each member felt disposed to lay the blame on the others. At length the dial instituted a formal inquiry as to the cause of the stagnation, when hands, wheels, weights, with one voice, protested their innocence..."

Item Prompt:

During the course of this story, the pendulum undergoes a major transformation. What lesson does he learn, and how does the dial help him reach this new understanding? Use details from the story to support your response.

Scoring Rubric

2 The response:

- Gives sufficient evidence of the ability to summarize the central idea and key events from the story
- Includes specific details that make clear reference to the text
- Adequately supports the summary with clearly relevant details from the text

1 The response:

- Gives limited evidence of the ability to summarize the central idea and key events from the story
- Includes some specific details that make reference to the text
- Supports the summary with limited details from the text

0 A response gets no credit if it provides no evidence of the ability to summarize the central idea and key events, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The pendulum learns to approach life one step at a time rather than becoming overwhelmed by the totality of his responsibilities. The dial teaches him this important lesson by asking the pendulum to break down his ticking responsibilities into a short series of six ticks and evaluate his reaction. When hearing that the pendulum considers these discrete tasks to be quite manageable, the dial reminds his friend that he can make his task simpler by focusing only on what's immediately before him.

Score Point 2 Sample:

The pendulum learns that he needs to take life one step at a time and not worry about getting his whole job finished at a single stretch. The dial helps the pendulum understand this point by telling him to make a few ticks at a time. The pendulum can do this without feeling tired, and the dial reminds him that he just needs to focus on the single steps ahead in order to get the whole job done.

Score Point 1 Sample:

The pendulum learns that if he makes a just a few ticks at a time instead of worrying about ticking forever, then he will be able to get the job done without feeling exhausted.

Score Point 0 Sample:

The clock was old and lazy.

Available: <http://dese.mo.gov/divimprove/assess/sbac.html>

What are ELA teacher leaders saying about the work they have achieved and need to achieve to prepare for the next generation assessments (Smarter Balanced)?

What specific resources may be required (not already in place) to move this work forward?

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>