Assessment and the Common Core State Standards

Kay Burke, Ph.D.
How has assessment changed in your district, and how has this transformed instruction?
Introduction
Course Goals

- Understand the language and concepts embedded in the Common Core State Standards
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- Create formative assessments that improve learning
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- Create formative assessments that improve learning

- Develop summative assessments that prove students have mastered the standards
Course Goals

- Balanced assessment approach showcases student learning in a variety of formats
Course Goals

- Practical, hands-on tools
Course Goals

- Practical, hands-on tools
  - Performance tasks to engage students
Course Goals

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  - Performance tasks to engage students
  - Checklists to monitor student progress
Course Goals

- Practical, hands-on tools
  - Performance tasks to engage students
  - Checklists to monitor student progress
  - Rubrics to provide descriptors of quality work
Course Goals

- Discover how teachers can work together to create powerful common assessments
Course Goals

- Discover how teachers can work together to create powerful common assessments
- Consistency of grading
Course Goals

- Discover how teachers can work together to create powerful common assessments
  - Consistency of grading
  - Data to make decisions that meet the instructional needs of all students
Standards-Based Instruction and Assessment
Making the Transition to the Common Core Standards
Unit Objectives

- To describe the Common Core State Standards
- To discuss the use of power standards and how to identify them
- To explain the process of repacking standards into teacher checklists to help guide instruction
- To review how common assessments require teachers to collaborate on what they plan to teach and assess
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Common Core State Standards Initiative, corestandards.org
Common Core State Standards Initiative

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The standards:

- are aligned with college and work expectations;
- are clear, understandable and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society, and are evidence-based.

Common Core State Standards Initiative http://www.corestandards.org/about-the-standards
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Repacking the Standards: Methods
“Repacking” the Standards

- **Step 1: Target a Standard**
  - Power Standard – a standard with endurance and leverage, needed for the next level of instruction

- **Step 2: Chunk the Main Categories**
  - Identify key verbs, nouns, and phrases
  - Group items into main categories
Common Core State Standards Initiative: English Language Arts Standard: Informative Writing: Grade 5

Always start with a verb:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

“Repacking” the Standards

- Step 3: Sequence the Order for Teaching
- Step 4: Include All Other Performance Indicators
Common Core State Standards Initiative: 
English Language Arts Standard: 
Informative Writing: Grade 5

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Common Core State Standards Initiative: English Language Arts Standard: Informative Writing: Grade 5

- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Provide a concluding statement or section related to the information or explanation presented.

“Repacking” the Standards

- Step 5: Add Clarifying Information
- Step 6: Review Teaching Strategies
Vocabulary.
Vocabulary.
Vocabulary.
Vocabulary.
## Language of the Standard for a Persuasive Essay

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Engage</td>
<td>Speaker's Voice</td>
</tr>
<tr>
<td>Voice</td>
<td>Establish</td>
<td>Reader interest</td>
</tr>
<tr>
<td>Interest</td>
<td>Create</td>
<td>Clear position</td>
</tr>
<tr>
<td>Position</td>
<td>Develop</td>
<td>Relevant evidence</td>
</tr>
<tr>
<td>Proposal</td>
<td>State</td>
<td>Organizing structure</td>
</tr>
<tr>
<td>Evidence</td>
<td>Support</td>
<td>Specific purpose</td>
</tr>
<tr>
<td>Details</td>
<td>Address</td>
<td>Reader concerns</td>
</tr>
<tr>
<td>Information</td>
<td>Exclude</td>
<td>Extraneous details</td>
</tr>
<tr>
<td>Structure</td>
<td>Provide</td>
<td>Inappropriate information</td>
</tr>
<tr>
<td>Purpose</td>
<td>Raise</td>
<td>Sense of closure</td>
</tr>
<tr>
<td>Audience</td>
<td></td>
<td>Level of language</td>
</tr>
<tr>
<td>Concerns</td>
<td></td>
<td>Appropriate strategies</td>
</tr>
<tr>
<td>Closure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
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</tbody>
</table>
Repacking the Standards: Examples
Repacking the Standards

As you watch the teachers “repack” the Math and English Language Arts standards, what questions do you have that are similar to theirs?
Mathematics Grade 5: Number & Operations - Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.

- 5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, \( \frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12} \). (In general, \( \frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd} \).)
Text Types and Purposes

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

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-6/
Power Standards and Repacking the ELA Standards: Debrief
Power Standards

- Property of endurance
  - Reading comprehension
  - Writing Skills
  - Mathematical Relationships

- Principle of leverage
  - Applies to multiple academic disciplines
  - Proficiency in nonfiction writing applies to all subject areas
  - Creation and interpretation of tables, charts, and graphs

- Building blocks for the next level

- Questions on standardized tests
Debrief of Repacking Process

- In what order should the skills be taught?
- What are the precise meanings of words as they apply to the standards?
- Importance of the collaborative effort, especially across disciplines
Repacking the Math Standards: Debrief
Debrief of Repacking Process

- What prerequisites need to be included?
- In what order should the skills be taught?
- How should we teach these skills?
- How is the Common Core vocabulary different from the previous state standards?
- What shifts in procedures were noted?
Begin with the end in mind.
Final Thoughts
| **Grade 5 Writing Standard:** Students will write informative/explanatory essays. |  |  |
| **Grade 5 Language Standard:** Conventions of Standard English | Not Yet | Yes |

**Examine a Topic: Can the students…**

- Select a topic of interest *(political issue, school issue, environment, bullying, violence on television, endangered species, social networks and privacy, homework, school uniforms, etc.)*
- Research topic using current resources *(books, magazines, Internet sources, experts)*
- Gather information *(accurate and appropriate facts, statistics, and quotations)*.

**Convey Ideas and Information: Can the students…**

- Introduce a topic clearly *(background information)*
- Provide a general observation *(overview of topic)*
- Provide a focus *(purpose, topic sentence, thesis statement, point of view, controlling idea)*

**Group Related Information Logically to Aid Comprehension: Can the students…**

- Include formatting *(headings, margins, paragraphs)*
- Include illustrations *(drawings, clipart, maps, graphics)*
- Include multimedia *(PowerPoint, digital pictures, music)*

**Develop the Topic: Can the students…**

- Use facts *(names, places, dates)*
- Use definitions *(define key terms)*
- Use concrete details *(related to touch, smell, sight, hearing, taste)*
- Use quotations *(exact words from experts in the field related to topic)*
Grade 5 Writing Standard: Students will write informative/explanatory essays.
Grade 5 Language Standard: Conventions of Standard English

<table>
<thead>
<tr>
<th>Link Ideas Within and Across Categories of Information: Can the students…</th>
<th>Not Yet (0)</th>
<th>Yes (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Link using words <em>(and, however, moreover, additionally)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Link using phrases <em>(on the other hand, most importantly)</em></td>
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</tr>
<tr>
<td>• Link using clauses <em>(In addition to the environmental problems facing the homeowners,…)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use Precise Language: Can the students…</th>
<th>Not Yet (0)</th>
<th>Yes (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use action verbs <em>(attacked, ransacked, rambled, grabbed)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use vivid descriptions <em>(i.e., bloodthirsty monster, hideous hair)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use domain-specific vocabulary related to the topic <em>(mitosis, pyramid, parabola)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a Concluding Statement: Can the students…</th>
<th>Not Yet (0)</th>
<th>Yes (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Refer back to the hook in their introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide a brief summary of key ideas</td>
<td></td>
<td></td>
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<tr>
<td>• Use a effective quotation or anecdote to summarize the purpose of the essay</td>
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<td>• Use a call to action to motivate reader to take a stand</td>
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**Student Checklist for CCSS Informative Writing**

**Grade 5 Writing Standard:** Students will write informative/explanatory essays.

**Conventions of Standard English:** Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<table>
<thead>
<tr>
<th>Task: Select a topic of interest and write a five-paragraph informative essay using the guidelines included in this checklist.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examine a Topic: Did you...</strong></td>
<td></td>
</tr>
<tr>
<td>• Select a topic that interests you? What is it:</td>
<td></td>
</tr>
<tr>
<td>• Research your topic using current resources? List two sources:</td>
<td></td>
</tr>
<tr>
<td>1) _______________</td>
<td>2) _______________</td>
</tr>
<tr>
<td>• Gather accurate and appropriate facts? Give examples:</td>
<td></td>
</tr>
<tr>
<td>Fact:</td>
<td></td>
</tr>
<tr>
<td>Statistic:</td>
<td></td>
</tr>
<tr>
<td>Quotation:</td>
<td></td>
</tr>
<tr>
<td><strong>Convey Ideas and Information: Did you...</strong></td>
<td></td>
</tr>
<tr>
<td>• Provide background information about the topic? What was it?</td>
<td></td>
</tr>
<tr>
<td>• State your purpose for writing (persuade, entertain, inform, narrate)? State your purpose:</td>
<td></td>
</tr>
<tr>
<td>• Provide a focus for your paper by writing a thesis statement?</td>
<td></td>
</tr>
<tr>
<td>Write it:</td>
<td></td>
</tr>
<tr>
<td><strong>Group Related Information Logically: Did you...</strong></td>
<td></td>
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<tr>
<td>• Include appropriate formatting (headings, margins, paragraphing)?</td>
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<td>• Include appropriate illustrations (drawings, clipart, charts, maps, graphics)? Which ones:</td>
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<td>• Include appropriate multimedia (PowerPoint, digital pictures, music)? Which ones?</td>
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</tbody>
</table>
**Develop the Topic: Did you…**

- Use accurate and appropriate facts? Give examples:
  - Names: ___________________________________________________
  - Places: ___________________________________________________
  - Dates: ___________________________________________________
  - Events: ___________________________________________________

- Define key terms (content-specific words like ecosystem)?

- Use Concrete Details (touch, smell, sight, hearing, taste)? Give examples:
  - Touch: (soft)_______________________________________________
  - Smell: (stench)_____________________________________________
  - Sight: (red) ________________________________________________
  - Hearing: (loud) _____________________________________________
  - Taste: (bitter) ______________________________________________

**Use Quotations from Experts: Did you…**

- Select an appropriate quotation to support your thesis?

- Cite the name of the author of the quotation?

- Cite the title or position of the author (Secretary of Defense, author, Head of the FDA, noted scientist)?

- Cite the source where you found quotation (publication, date, page)? ___________________________________________

- Capitalize and punctuate the quotation correctly?

**Documentation: Did you…**

- Paraphrase the ideas of others by putting them in your own words?

- Give credit to your paraphrased ideas by citing the source using the correct format in your paper?

- Did you avoid plagiarism by always citing the source of the information (facts, statistics, ideas, charts) you included?
# Student Checklist for CCSS Informative Writing (p. 3)

<table>
<thead>
<tr>
<th>Grade 5 Writing Standard: Students will write informative/explanatory essays.</th>
<th>Not Yet</th>
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<tr>
<td>Grade 5 Language Standard: Conventions of Standard English</td>
<td>0</td>
<td>1</td>
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</table>

## Link Ideas Within and Across Categories of Information: Did You...

- Link ideas by using words (and, however, moreover, additionally)?
  
  Give examples:

- Link ideas by using phrases (in contrast, on the other hand, most importantly)?
  
  Give examples:

- Link ideas by using clauses (In addition to the environmental problems faced by the homeowners,)?
  
  Give example:

## Use Precise Language: Did you?...

- Use action verbs (rampaged, grabbed)? Give examples:

- Use vivid descriptions (bloodthirsty beast)? Give examples:

- Use domain-specific vocabulary relate to the topic (ecosystem)? Give examples:

## Provide a Concluding Statement: Did you?...

- Refer back to the hook in the introduction?

- Provide a brief summary of key ideas?

- Use a effective quotation or anecdote to summarize the purpose of the essay?

- Use a call to action to motivate reader to take a stand?
Final Thoughts re: Repacking Process

- Provides engagement for teachers and kids
- Provides accountability
- Promotes a common expectation across grade levels
- Teacher checklist becomes a resource for “word wall” vocabulary
Final Thoughts re: Repacking Process

- Could improve instruction by getting feedback from students re: order in which skills were taught
- Teacher checklist becomes a guide for assessment and instruction
- Helps make connections between grades
- Provides valuable collaboration
- Aligns instruction from classroom to classroom