College and Career Readiness Standards-in-Action

ADVANCED UNIT

2

WORKSHOP MATERIALS
ENGLISH LANGUAGE ARTS/LITERACY

FOCUSING ON ASSIGNMENTS AND STUDENT WORK

2016

This page intentionally left blank.

TABLE OF CONTENTS

This page intentionally left blank.

FEEDBACK CHECKLIST FOR TEAM MEMBERS[1]

I will…   I did…

☐ Provide feedback on the strengths and accomplishments of the assignment, as well as on its weaknesses and on areas where it can be strengthened.

☐ Give feedback in a manner I would like to receive it.

☐ Focus on the assignment, rather than on judgments about my colleague as a person or a professional.

☐ Demonstrate support for my colleague when providing feedback by using nonjudgmental language and a supportive tone of voice and body language.

☐ Avoid overwhelming my colleague with more feedback than is needed. Encourage my colleague to let me know when it is difficult to hear my feedback.

☐ Be as specific as possible, suggesting instructional approaches, resources, etc., to improve the assignment.

☐ Leave my colleague feeling helped, motivated, and inspired.

FEEDBACK CHECKLIST FOR PRESENTING INSTRUCTOR

I will…   I did…

☐ Stay open and receptive to comments and reflections from my colleagues. Focus on inquiry rather than advocacy. (Avoid becoming defensive.)

☐ Demonstrate support nonjudgmental language and a supportive tone of voice and body language as my colleagues provide feedback.

☐ Focus on improving the assignment, rather than on viewing suggestions as criticism of my professional skills.

☐ Participate actively in re-envisioning a stronger and more aligned assignment.

---

[1] Adapted from Westberg, J. and Hilliard, J. (1994). *Teaching Creatively with Video: Fostering Reflection, Communication, and Other Clinical Skills.* New York: Springer Publishing.

CCR STUDENT WORK PROTOCOL FOR ELA/LITERACY

Presenting Instructor:

Level of Learning: **Date:**

This protocol is designed to evaluate the quality of student assignments and their alignment with the CCR standards. For each step in the process, use the guiding questions to stimulate and inspire discussion and to determine a set of findings.

Step 1 : Analyze the purpose and demands of the assignment (without consulting other materials, such as the standards or student work). (10–15 minutes)

Take time individually and then collectively to develop a focused understanding of the assignment. Take the assignment at face value and do not assign to it purposes or demands that are not readily evident.

Guiding Questions:
- What do you think students would learn from completing this assignment?
- Why might an instructor give this assignment?
- Examine the scoring guidelines provided to students: Is it clear what students need to know and be able to do to successfully complete the assignment?

Notes and observations on the purpose and demands of the assignment:

Step ② : Select the CCR standards that best match the assignment's demands. (10–15 minutes)

Examine the assignment and its supporting instructional materials: answer keys, scoring guidelines, and/or rubrics. Remember to consider all domains of the CCR standards.

Guiding Questions:
- Which level-specific CCR standards (up to four) best match the content and performance demands of the assignment (identified in Step 1)? Are there any gaps between the demands of those standards and the assignment?
- Is the assignment more closely aligned with CCR standards from a lower or higher level? (If so, go directly to Step 4.)
- Is one or more of the key instructional advances, listed below, evident in the assignment?
  - Text Complexity: Are the qualities and complexity of any associated texts appropriate for the assignment and level? Does the assignment support students in unpacking the academic language (vocabulary and syntax) in passages?
  - Evidence: Does the assignment require students to provide text-based evidence?
  - Knowledge: Does the assignment focus on content-rich informational texts? Is the assignment a research project?

Alignment Descriptors: Rate alignment for every standard identified as a target for the assignment.

ALIGNMENT OF THE ASSIGNMENT WITH THE IDENTIFIED CCR STANDARD(S) FROM THE TARGETED LEVEL OF LEARNING		
3	EXCELLENT	The demands of the assignment are clearly consistent with all aspects of the content of the identified standard(s).
2	STRONG	The demands of the assignment are consistent with the *most critical* aspects of the identified standard(s). However, some of the *less critical* aspects of the standard(s) may not be addressed.
1	WEAK	The assignment demands do **not** address the *most critical* aspects of the identified standard(s). However, some of the *less critical* aspects of the standard(s) are addressed.
0	NO ALIGNMENT	No CCR standards match the demands of the assignment.

Notes, observations, and alignment ratings on the CCR standards that best match the assignment and their alignment ratings:

State whether one or more of the instructional advances are represented in the assignment. If so, explain how:

Note gaps between the demands of the selected standards and the assignment:

Step ③ : Analyze student work. (20–25 minutes)

Work *individually* to answer the questions in the following table for each student work sample.

Student Work Sample	(1) What does the student's work demonstrate about the depth of his/her understanding of the content?	(2) What does the student's work demonstrate about his/her proficiency with the demands of the targeted CCR standards?	(3) According to the scoring guidelines and answer keys, what is the student's proficiency regarding the targeted CCR standards? (If no scoring guidelines are provided, mark with N/A.)
Student #_____			
Student #_____			
Student #_____			

Student Work Sample	(1) What does the student's work demonstrate about the depth of his/her understanding of the content?	(2) What does the student's work demonstrate about his/her proficiency with the demands of the targeted CCR standards?	(3) According to the scoring guidelines and answer keys, what is the student's proficiency regarding the targeted CCR standards? (If no scoring guidelines are provided, mark with N/A.)
Student #_____			
Student #_____			
Student #_____			

Work *collectively* to compare your responses in the chart above and then to answer the following questions about the patterns seen across the collection of student work samples.

Guiding Questions:

- What does the pattern of student responses show about students' understanding of the text?
- What are the most frequent and fundamental problems students appear to have with the assignment? Are there common errors made across the collection of student work? What do the patterns across multiple student work samples demonstrate about the clarity and alignment of the assignment (i.e., the directions, scoring guidelines, and supporting materials)?
- In what ways does the assignment allow (or not allow) students to demonstrate various levels of proficiency with the targeted standards?
- What does the student work tell us about the kind and level of knowledge and skills students have learned and still need to learn? What are the implications of the findings regarding needed additional instruction or re-envisioning of the assignment?

Notes and observations on the patterns across the student work samples:

Step **4** : Redesign and strengthen the assignment. (15–20 minutes)

Review your notes from Steps 1–3 to decide collectively how to strengthen the assignment (what to keep, delete, or add) so that it more closely aligns with the CCR standards.

Guiding Questions:
- If you determined the assignment was weakly aligned with the identified CCR standards (score of 1), how can the assignment be strengthened? Use the content of the selected standards more than the specifics of the original assignment to guide the redesign.
- If only one standard aligns with the original assignment, which standards could be added to enrich the assignment?
- If the assignment is already well-aligned with the identified CCR standards (mainly scores of 2 and 3) and students did well, how might the assignment challenge students further? In what ways could a re-envisioned assignment promote higher levels of active problem-solving, reasoning, and critical thinking?
- If the assignment is already well-aligned with the identified CCR standards from the targeted level of learning (mainly scores of 2 and 3) but students did not do well, what supportive instructional approaches might help students reach the proficiency? (Consider how to reconfigure the lesson to address common errors and misconceptions.)

Suggestions for improving the assignment:

Suggestions for improving the accompanying instructional approaches:

REDESIGNED ASSIGNMENT FOR ELA/LITERACY

Assignment Title: _____ **Level:** _____

Which CCR standards are addressed in this assignment?

1.

2.

3.

4.

Write the redesigned CCR-aligned assignment below. (This could include revisions to the prompts or directions, adjustments to the way questions are asked, or changes to scoring guidelines.)

Summarize the instructional approaches recommended for this assignment. (Include the prerequisite content that students need in order to complete the assignment and how the assignment connects to future learning.)

APPENDIX: CONDUCT A LESSON STUDY

LESSON STUDY GUIDE[2]

Step 1 : Create or Redesign the Lesson.

Determine the goal of the Lesson Study group and situate the goal within a sequence of learning. Use the Guide to Develop an ELA/Literacy Lesson for Lesson Study to record key elements.

Step 2 : Teach and Observe the Lesson.

- Support the natural atmosphere of the classroom while you observe:
  - Arrive early and stay in the classroom during the entire lesson to capture how the lesson is set up, its flow, and the conclusion.
  - Minimize your interactions with students so as not to disrupt them.
  - Circulate freely when students are working individually or in groups (if you cannot hear students or need to see their work); otherwise, move to the side or back of the room during whole-class discussion.
- Assume the role of a researcher—collecting data on the lesson—rather than an evaluator of the instructor teaching the lesson.
- Make observations about the lesson plan itself. Take notes that focus on the goals and activities of the lesson.

Step 3 : Debrief the Lesson.

Within days of the observation, reassemble the group to discuss the lesson and share your observations. Give the instructor who taught the lesson the first opportunity to offer reactions to the lesson. Comment on specific aspects of the lesson and support feedback with concrete evidence:

- Were the lesson goals clear?
- Did the lesson sufficiently target the college and career readiness standards (the student knowledge and skills that are the focus of the lesson goals)?
- Did the activities support achieving the goals?
- Was the flow of the lesson coherent?
- What did student responses, presentations, or discussions indicate about what they were learning?

---

[2] Ertle, B., Chokshi, S., and Fernandez, C. (2002). Lesson Study Tools. New York: Columbia University/Lesson Study Research Group. Retrieved September 11, 2009, from http://www.tc.columbia.edu/lessonstudy/tools.html; Makoto, Y., Chokshi, S., and Fernandez, C. (2001). Sample Lesson Plan Format. New York: Columbia University/ Lesson Study Research Group.

Step 4 : Revise and Re-Teach the Lesson.

Revise the lesson based on the observations and analysis, and select another member of the group to teach the revised lesson.

Step 5 : Document and Disseminate the Lesson.

After the revised lesson is taught and observed, assemble the group again. The instructor who taught the revised lesson should report on the success of the revised lesson and what students have learned. This includes identifying and discussing 1) the progress that various classes of students made toward meeting the Lesson Study goal; and 2) the knowledge they gained and skills they learned along the way.

Step 6 : Add the Improved Lesson to a Resource File.

A member of the workgroup (could be the presenting instructor) should use the ELA/Literacy Lesson Development Checklist to serve as a final quality check of the lesson they developed. Then they should add that lesson to a resource file for instructors in their program to use. This may be an electronic file so that teachers can easily download, share, and update the improved version of the assignment.

GUIDE TO DEVELOP AN ELA/LITERACY LESSON FOR LESSON STUDY

Date and time the lesson will be taught: _____

Instructor: _____

Classroom: _____

1. Set up the lesson and establish the learning goals:

What are the learning goals of this lesson?

What text(s) is (are) the focus of the lesson? What are the big ideas of the text? How do those relate to the learning goals for students in this lesson?

What must students know and be able to do to meet the goals?

How long should this lesson take to complete (e.g., number of class sessions or hours)?

What is the intended level of this lesson?

2. Identify the level-specific CCR ELA/literacy standards that are the target of the lesson:

What 4-8 CCR level-specific standards are targeted in the lesson?

Do the selected standards represent a mixture of reading, writing, speaking and listening standards?

3. Determine the complexity of texts:

Has this text been evaluated for complexity from a trusted source?[3]

What are the quantitative and qualitative complexity measures of the text(s)?

How will the complexity of the text(s) represented in your lesson?

---

[3] Use the text complexity resources available under Advanced Unit 1 to evaluate the quantitative and qualitative complexity of the text(s) to complete the template.

4. Identify vocabulary words:

What 5-10 high-value academic vocabulary words have been identified from the text that demand attention and are related to the big ideas?

5. Create questions that draw evidence and learning from the text:

What series of text-dependent questions have been created to support students' engagement with and understanding of the text?[4]

Do the questions require that students use evidence from the text to support their claims?

Do the questions support students' understanding of the big ideas and the key information from the text?

---

[4] Use the Checklist for Evaluating Question Quality available under Advanced Unit 1 to assist with the development of good text-based questions and writing assignments for items 5 and 6.

6. Create writing assignments:

Has a writing assignment—or a variety of writing assignments—been developed that is tied to the text students are reading (e.g., notes, summaries, short responses, brief research, or formal essays)?

Does the lesson include supports for student writing such as note-catchers or other organizing tools?

What culminating activity is included that will demonstrate students' understanding of the big idea(s)?

7. Build knowledge:

How is student learning extended through related readings or research?

8. Notes to instructors who will use this lesson:

ELA/LITERACY LESSON DEVELOPMENT CHECKLIST

This checklist is designed to serve as a final quality check of the lesson developed for your Lesson Study.

1. Learning Goals for Students:

_____ Student learning goals are identified.

_____ Requisite knowledge and skills are identified.

2. Level-Specific CCR ELA/Literacy Standards:

_____ 4–8 CCR level-specific standards are identified as targets of the lesson.

_____ The selected standards represent a mixture of reading, writing, and speaking and listening standards.

3. Complexity of Texts:

_____ This information has been transferred to your lesson.

_____ The text has been evaluated for quantitative complexity (if possible).

_____ The qualities of the text(s) that make it challenging have been identified.

_____ This information has been transferred to your lesson.

4. Vocabulary Words:

_____ At least 5–10 high-value general academic vocabulary words from the text(s) have been selected and entered in your lesson template.

5. Questions That Draw Evidence and Learning From the Text:

_____ Students have to read the text to answer each question.

_____ Questions require that students use evidence from the text to support their claims.

_____ A series of questions is included to support students' understanding of the big ideas and the key information from the text.

_____ Questions point students to the most challenging and important parts of the text.

_____ Questions reflect level-specific standards.

_____ Questions go beyond the text to make other connections only after the text has been explored.

6. Writing Assignments:

_____ All writing assignments demand that students write to the text and use evidence.

_____ The culminating assignment leads students to display their understanding and learning of the big idea(s) from the text.

_____ The culminating assignment is sufficiently structured so students at this level can experience success in capturing their learning.

_____ Instructions to teachers and students are clear about what must be performed to achieve proficiency.

7. Build Knowledge:

_____ Links to other readings on the text's topic are listed.

_____ Other related and commonly available texts to extend this lesson are listed.

_____ Suggested ideas for brief research projects are listed.

8. Notes to Instructors:

_____ Helpful suggestions or notes to the instructors who will use this lesson are listed, including scaffolds and supports for students.