Fullerton Network

Raising Rigor with Standards-Based Performance Assessment

Set a Goal ➡ Set Objectives ➡ Plan ➡ Act ➡ Expand Progress

School Progress Toolkit

Planning and Development Resources

Align Outcomes with Activities

Outcome	Activity/Activities
explain rationale for developing performance assessments	Contrast multiple choice item to performance assessment; identify benefits of performance assessments
analyze tasks to determine rigor	Classify items as formative or summative performance assessments (some are both); use Bloom's taxonomy to identify level of challenge, including kinds of knowledge (conceptual, procedural as well as basic) and thinking
identify features of a high quality performance assessment	analyze and improve performance assessments Adjust performance assessment criteria to indicate accommodations for differentiation
articulate the process for developing a performance assessment to your teachers	Create your school's teacher's guide including glossary of key terms and steps teachers will follow, including examples improved or developed at the session
develop a performance assessment	Design an assessment for a literacy unit, then use the criteria to evaluate and improve it
self-assess the effectiveness of your teacher teams	Identify priorities for teacher team development in terms of each outcome
develop strategies to strengthen the effectiveness of your teacher teams	make action plans for each outcome, including strategies to model, support, monitor, and recognize progress

Progress Plan School: _____

Goal: Increase rigor of standards-based assessment and instruction.

objective	How	When
increase rigor of instruction		
increase use of rigorous performance-based assessments		
increase alignment with Common Core literacy standards		
increase integration of rigorous literacy and content learning in instructional units and assessments		

Comprehensive Outcome: Strengthen effectiveness of teacher teams to plan, use, evaluate, and improve rigorous standards-based assessment and instruction.

What is the Standards Base?

What's Important to Understand for a Standards-Based Curriculum?

Here is the BOSTON PUBLIC SCHOOLS answer.
http://boston.k12.ma.us/teach/standards.asp#words

Learning Standards --- general descriptions of what every student must know and be able to do in each subject area. For example, a Writing Standard might be, "Students employ a variety of writing formats." Under each standard is a set of specific objectives, such as: "Use conventional formats for written products (margins, spacing, paragraph indents)."

Curriculum Frameworks --- important elements that extend the standards, define our expectations in detail, and provide additional guidance to teachers and students in areas such as skill objectives, key questions, and student products.

Curriculum (plural: *curricula)* --- the detailed, teacher-developed description of what students learn and do, week by week or unit by unit.

Strands --- subdivisions of a subject to help organize teaching and learning. For example, three mathematics strands are: (1) Patterns, Relations and Functions, (2) Probability and Statistics, and (3) Geometry and Measurement.

Product --- a student work or performance that demonstrates what the student knows and can do. Examples: a written report, science project, speech or painting.

Key Questions --- challenging, open-ended questions students investigate and answer to develop and demonstrate important skills and understandings. Students must answer these questions well to be promoted.

Assessment --- formal and informal ways to determine what students know and can do. Assessments typically are based on information from multiple choice and short answer tests, essay questions, portfolios (collections of student work), and performances (such as a debate or a science experiment).

Part 1: Rigor and Clarity

What is rigor?

How does Bloom's Taxonomy answer that question?

LEVEL	Actions	Products
Knowledge	define, describe, duplicate, label, locate, list, memorize, recall, repeat, reproduce, state	glossary, list
Comprehension	classify, collect, describe, explain, identify, illustrate, paraphrase, recognize, report, restate, translate	chart, drawing, sequence chart, timeline
Application	adapt, change, choose, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use	illustration, model, report
Analysis	categorize, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, predict, organize, question, select	diagram, flowchart, presentation, report
Evaluation	appraise, argue, criticize, defend, evaluate, judge, rank, select, sort, support, value	editorial, rating, report, speech
Synthesis	combine, connect, integrate, relate	artwork, article, booklet, exhibit, poem, report, speech, story
Creativity *New category added in the 1990s.*	assemble, construct, create, design, develop, dramatize, formulate, invent	artwork, booklet, exhibit, poem, report, speech, story

Progressive Learning
Which kind of thinking from Bloom's taxonomy do students reach in each level?

Example: Biology

The Chunk: Structure and function of a cell.

Exemplary
Make a booklet for elementary students explaining the cell. Include a glossary and illustrations.

Capable
Make a diagram of a cell and write a paragraph about each part.

Essential
Label the parts of a cell and note role of each part.

Example: Language Arts/English

The Chunk: Elements of a story: plot, setting, character

Exemplary
Use the elements of a story to make one up.

Capable
Read a story. Complete this chart:

Setting	Characters	Plot/Events

Essential
Listen to story.
Draw pictures that show: who was in the story; what they did; where it took place.

Is acquiring knowledge a low-level skill?

KINDS OF KNOWLEDGE
Source: Intel Teach Program; original text adjusted by the Center for Urban Education

Factual Knowledge—Basic information
Knowledge of terminology
Examples: Vocabulary terms, mathematical symbols, musical notation, alphabet
Knowledge of specific details and elements
Examples: Components of the Food Pyramid, names of congressional representatives, major battles of WWII

Conceptual Knowledge—The relationships among pieces of a larger structure that make them function together
Knowledge of classifications and categories
Examples: Species of animals, different kinds of arguments, geological eras
Knowledge of principles and generalizations
Examples: Types of conflict in literature, Newton's Laws, principles of democracy

Knowledge of theories, models, and structures
Examples: Theory of evolution, economic theories, DNA models

Procedural Knowledge—How to do something
Knowledge of subject- specific skills and algorithms
Examples: Procedure for solving quadratic equations, mixing colors for oil painting, serving a volleyball
Knowledge of subject- specific techniques and methods
Examples: Literary criticism, analysis of historical documents, mathematical problem-solving methods
Knowledge of criteria for determining when to use appropriate procedures
Examples: Methods appropriate for different kinds of experiments, statistical analysis procedures used for different situations, standards for different genres of writing

Metacognitive Knowledge—Knowledge of thinking in general and your thinking in particular

Strategic knowledge
Examples: Ways of memorizing facts, reading comprehension strategies, methods of planning a Web site

Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
Examples: thinking ahead when using an electronic database; differences between writing emails and writing business letters

Knowledge can be developed and deepened at all levels of Bloom's Taxonomy.

http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/#table
Designer/Developer - Dianna Fisher

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

Caption: As one can see from the Oregon State chart above, the intersection of the six Cognitive Process defined dimensions (Remember, Understand, Apply, Analyze, Evaluate, and Create) with the four Knowledge Dimensions (defined as Factual, Conceptual, Procedural, and Meta-Cognitive) forms a matrix that shows the potential for content development/application across the levels of the Taxonomy.

Note: Each of the cells contains a hyperlinked verb that launches a pop-up window containing definitions and examples.

Example: Biology

The Chunk: Animal Adaptation—structure and function

Knowledge
List bird adaptations explained in article.

Comprehension
Complete a chart with examples of animal adaptations based on chapter on birds.

Application
Infer relationship between structure and function for adaptations of an unfamiliar bird, including leg length, wing size, kind of feet, kind of bill. Make a "key" to "reading" that bird.

Analysis
Make a diagram of a fish, indicating how its structures would enable it to survive.

Evaluation
Contrast different structures of a fish. Decide which structures are most essential to the fish's survival in its habitat.

Synthesis
Design a bird to live in a challenging habitat, explaining the reasons for the adaptations.

Plan Progressive Learning

The Chunk:

Knowledge

Comprehension

Application

Analysis

Evaluation

Synthesis

Knowledge Base for Performance Assessment Progress

Term	Explanation
assessment	determining the relationship between the status of a learner and the intended level of performance
baseline	the initial starting point for an educational intervention
criterion	specification of the level or kind of knowledge or ability of a learner to meet a standard; specification of a level or quality of an instructional activity to meet curricular and instruction requirements
evaluation	determining the value of something
formative evaluation	analyzing the impact of an educational activity with the intention to improve instruction or respond to identified needs of the learner
learning standard	description of what all learners must know and be able to do
outcome	the results of an educational program or intervention
performance based assessment	determining level of competence through an activity in which the learner demonstrates through application the intended learning outcomes
qualitative analysis	Interpretation of statements, oral and written, observations, artifacts.
quantitative analysis	Interpretation of data that quantify results. Some qualitative data can be restated in quantitative terms.
summative evaluation	determining the value of an educational activity or program with the intention of making a final judgment

Principles of Assessment for Effective Teaching/Learning

Based on Understanding by Design.

Principle	Explanation
Focus	Emphasize important elements (essential and enduring content).
Application	Assess both knowledge and abilities.
Explicit	Clearly communicate the intended outcomes, the kind of work to be done, and the criteria and standards to be met.
Flexibility	Use a variety of formats to assess.
Formative for the Educator	Provide a basis to analyze and improve the program.
Comprehensive	Summative evaluation should be based on several demonstrations of learning outcomes.
Transfer	Evaluate the learners' ability to apply what has been learned to other contexts.
Independence	Evaluate the degree of independence with which the learner uses the knowledge.

PART 2: Increase Effective Use of Rigorous Performance Based Assessments

What is Performance Assessment?

Two answers and two questions.

"Performance Assessments are assessments that require students to use knowledge and skills in the completion of some project or task." – John R. Criswell

Performance Assessment
http://www.edutopia.org/assessment-for-understanding-taking-deeper-look

But tests aren't the only way to gauge a student's knowledge and abilities, just as reciting formulas and memorizing the periodic table is not the only way to learn chemistry. Throughout the country, many educators are going beyond traditional tests and using performance assessments in their K-12 classrooms to gauge what students know and can do.

They're designing projects that require students to apply what they're learning to real-world tasks, like designing a school building or improving the water quality in a nearby pond. And they're giving students the experience, as assessment expert Grant Wiggins says, "of being tested the way historians, mathematicians, museum curators, scientists, and journalists are actually tested in the workplace."
In a classroom setting, performance assessment is an essential companion to project learning. By developing comprehensive rubrics by which to evaluate student performances, teachers ensure that projects are more than just fun and engaging activities. They're true tests of a student's abilities and knowledge, linked to standards, and documented so that everyone -- students, parents, and educators -- understands what is being assessed.

The "performance" can include a wide range of activities and assignments: from research papers that demonstrate how well students can evaluate sources and articulate an opinion to experiments or problems that enable a teacher to gauge a student's ability to apply specific math or science knowledge and skills. Some performance assessments consist of individual projects; others require groups of students to work together toward a common goal.
But whatever the project or problem, well-crafted performance assessments share a common purpose: to give students the chance to show what they know and can do and to provide teachers with the tools to assess these abilities.

Thinking Prompts:

1. What are benefits of using a performance assessment instead of a multiple-choice test?
2. What is required to use performance assessment effectively?

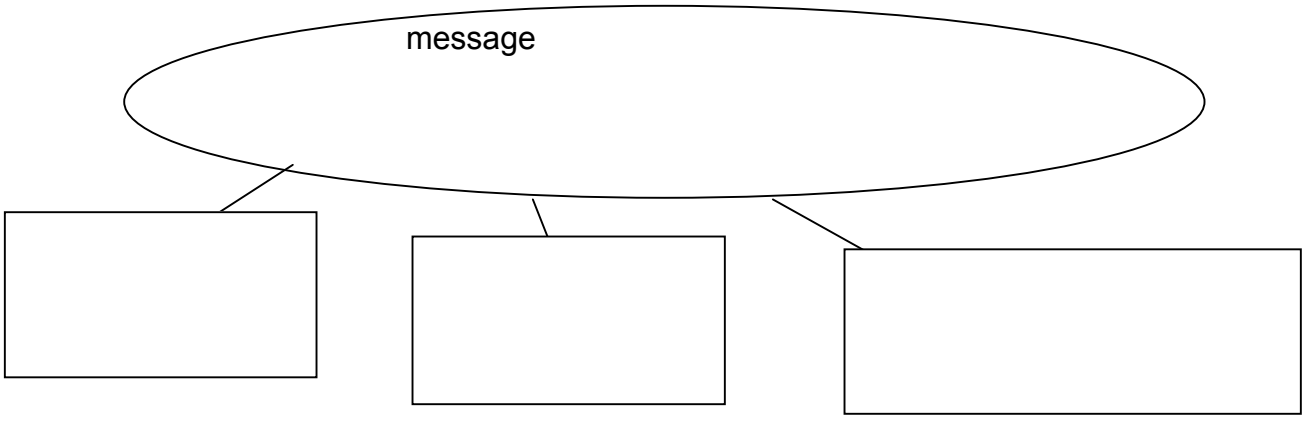
What does the student need to know and be able to do to answer these questions?

What is the poem's central message?
a. Be happy. b. Be determined. c. Be strong. d. Be like me.

Which of these techniques did the poet use?
a. metaphor b. simile c. irony d. onomatopoeia

What does the student need to know and be able to do to complete these tasks?

Complete this diagram to tell what the poet's central message is. In the boxes note the lines from the poem that most strongly support that message.



List three techniques the poet uses, with an example from the poem of each technique.

technique	example

Write the next stanza for the poem. Your stanza should continue to develop the theme of the poem. Use the following techniques: metaphor; alliteration; rhyme.

Which of these anchor standards would a teacher be able to assess with confidence from the multiple choice questions or from the performance assessment?
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

What other directions or tasks would you add to the performance assessment to ensure that a teacher would get sufficient evidence of students' competence for all 3 standards?

Examples of Products

- *Which of these could be formative assessments?*
- *Which could be summative?*
- *Which could be both?*

Next Generation Assessments
International Center for Leadership in Education
www.nextnavigator.com

Student Work
Student work is at the heart of learning. Focusing on student work is also an excellent means of measuring the quality of instruction. Student work is defined as the observable effort or tangible products produced by a student. Student work provides the most tangible evidence of the learning process. The best way to judge the quality of teaching and learning is by looking at the work that students are producing in the classroom.

- Is the work meaningful and challenging?
- Are all students actively engaged?
- Do students have a clear understanding of what constitutes outstanding work?
- Do students who commitment to and enthusiasm for their work?

Answers to these questions provide rich evidence of the quantity and quality of learning taking place. Teachers should spend time thinking about what significant pieces of work students will produce and not limit themselves by simply defining the content and objectives for what students will learn. The following list of student work is a good reference for defining student work as part of assessment planning.

- Advice letter
- Analysis of painting
- Analyzing primary sources
- Argument analysis
- Article reviews
- Biography analysis
- Cartoon
- Character analysis
- Chart
- Complaint letter
- Data analysis
- Debate
- Error analysis
- Field guide
- Film analysis
- Geometric analysis
- Graph
- Interview Questions
- Journal entry
- Letter writing
- Literary analysis
- Logical sequences
- Map
- Memo
- News report
- Oral history
- Persuasive letter
- Planning for a task
- Poem
- Poster
- Preparing for a discussion
- Proposal
- Proposals and criteria
- Questionnaire
- Questions
- Real-world problem solutions
- Road trip directions
- Rules
- Scale model
- Speech critiques
- Survey
- Taxonomy
- Timelines

A CLEAR WAY OF THINKING ABOUT DIFFERENTIATION and PERFORMANCE-BASED ASSESSMENT

Carol Tomlinson Elements of Instruction

√ What to teach—Content

√ How to learn--Process

√ How to assess--Product

Content:	
Process:	
Product:	

The Differentiation Connection

B1: Differentiation strategies: content, process and product

Chicago Public Schools Office of Teaching and Learning
http://www.chicagoteachingandlearning.org/tl-cross-content/cps-rti-toolkita-guide-to-implementation/b-high-quality-instruction.html

Lesson Variable	Example Differentiation Strategies
Content What knowledge or skills do students need to learn?	• Meeting with small groups to re visit an idea or skill for struggling learners or to extend the learning of advanced learners • Compacting lessons to focus only on what students need to know based on pre-assessments and individual learning profiles • Supporting background context through scaffolding to help students work and learn at their current zone of proximal development and move up to grade-level expectations • Varying levels of spelling and/or vocabulary lists • Providing multiple examples of content (ex. different examples of ways to identify seeds) • Highlighting critical information (e.g. reiterating broad concepts both orally and through other media, utilizing graphic organizers) • Monitoring student understanding of critical information throughout the lesson with frequent checks for understanding
Process In what activities will the student engage in order to access, make sense of, and master the content?	• Presenting content through multiple media and formats (e.g. auditory and visual means, computer access, text materials on tape, handouts) • Using reading materials at varying reading levels • Developing guided notes for students to follow along with during lessons • Providing opportunities to practice with support in small groups, pairs, or independently • Pairing students (with the same or different reading/readiness levels) • Varying activity questions based on previous learning and abilities • Modeling/explaining multiple process examples (e.g. different examples of how students can find appropriate texts to complete the assignment) • Planning the most complex learning activity first (one that would challenge the most advanced learner in the class) then modifying that activity for students at lower levels • Using tiered activities through which all learners work with the same important content, but proceed with different levels of support, challenge, or complexity • Using small group activities/stations to target individual/small group areas of need or enrichment • Providing interest stations that encourage students to explore subsets of the class topic of particular interest to them • Offering on-going, relevant feedback during guided and independent practice • Developing task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners; can be completed during the lesson or as students complete other work early • Offering manipulatives or other hands-on supports • Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage advanced learners to pursue a topic in greater depth
Product What culminating projects do students need to complete in order to show what they have learned?	• Giving students options of how to express their learning in multiple ways (e.g. create a skit, write a letter, develop a 3-D model) • Varying questions based on previous learning, interest, and abilities • Using rubrics that match and extend students' varied skills levels • Allowing students to work alone or in small groups on their products • Encouraging students to create their own product assignments that meet required expectations

Strategy Guide—Ways to Scaffold, Engage and Advance Learning

Developed through the ASPIRE Initiative of the Chicago Public Schools

Powerful Practices	**Teaching Strategies**	**Diverse Student Activities/Assessments**
❑ Graphic Organizers ❑ Cooperative Learning ❑ Using short segments of passages to teach vocabulary in context/writing ❑ Specific Informal Assessment ❑ Curriculum-Based "probes" to clarify thinking ❑ Reciprocal Peer Tutoring ❑ Explicit Timing ❑ Teacher Think-Alouds ❑ Peer Tutoring ❑ Using Response Cards During Instruction Roberta C. Kaufman and Robert W. Wandberg, editors, Powerful Practices for High Performing Special Educators, Corwin Press, 2010.	❑ model ❑ students demonstrate ❑ clear directions ❑ explicit objective ❑ illustrated word wall ❑ check for understanding daily ❑ week synthesis ❑ check daily for understanding ❑ work with pairs and small groups ❑ gradual release of responsibility ❑ ask challenging questions ❑ scaffold student learning progress to independence ❑ use differentiated assessments ❑ point out punctuation in context ❑ "fold-a-books" ❑ model writing with "mentor" texts	❑ write __letter __poem __article __story ❑ draw/write about music ❑ "read" paintings ❑ act out a story or history ❑ invent a game ❑ modify a story ❑ outline, write, illustrate a topic booklet ❑ make problem-solving guide ❑ build models ❑ create museum-like displays ❑ make portfolios ❑ present topics ❑ debate ❑ write songs ❑ Summarize today's learning with an example ❑ word and number games ❑ make picture glossary

ENRICHMENT AND ACCOMMODATIONS for Individual Students

Student	Enrichment/Accommodations

Differentiate Instruction AND Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

Teach Explicitly	*Teach and **Assess** Diversely Assessment if done **independently***
Word Knowledge T: Display words and pictures by patterns and topic	❑ Draw pictures to show what words mean. ❑ Match words/pictures pictures/words. ❑ Chart word patterns. ❑ Make alphabet chart or book. ❑ Write sentence with word. ❑ Choose word to complete sentence. ❑ Make/complete grammar chart rule and example.
Strategic Reading *Reading Transfer:* T: Read to, read with students Think out loud—explain the strategies you use as you read S: Re-read to find out more. *PQROST:* T: Preview; ask BIG question S: Read, organize, show, tell	❑ Think out loud. ❑ List what's important ❑ Ask yourself questions as you read ❑ Apply the same strategy to different sections or texts. ❑ Draw pictures of: characters, setting, event. ❑ Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. ❑ Answer multiple choice question; explain your choice. ❑ Write or match sentences that describe or explain _____. ❑ Infer characteristics, motives, prior actions, next action. ❑ Summarize. ❑ Identify the main idea, give examples. ❑ Dramatize the story or history ❑ Write the next part. ❑ Write note to or from someone who "was there".
Math T: Demonstrate math T: Post vocabulary and example/picture	❑ Draw the problem and solution ❑ Act out the problem and solution ❑ Write math—examples, explanations, "Math Path". ❑ Make up math problems. ❑ Make math glossary. ❑ Write a math guide
Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas	❑ List important words, add pictures. ❑ List information about one category. ❑ Draw pictures that show facts about this topic. ❑ Complete graphic organizers. ❑ Give facts that support an idea. ❑ Identify or choose an idea that facts support. ❑ Write and/or draw about a topic.
Writing T: Do a "write aloud" ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.	❑ Work on one kind of writing at a time. ❑ Focus on one criterion for good writing at a time. ❑ Edit writing for that one focus. ❑ Illustrate your own writing. ❑ Make punctuation posters

Assess formatively and summatively

How to Interpret a Poem

Outcome: I can infer the theme of a poem and explain how the poet communicates the theme with examples and images.

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Monday **Preview Model Interest**	*Tuesday* **Model and GUIDE**	*Wednesday* **GUIDE and go farther**	*Thursday* **ASSESS and Clarify**	*Friday* **Fix Go Deeper Finish well**
T I DO: Read first part of poem aloud. Thinks out loud—identifies any figurative language. Guides students to notice other techniques used. S: Make symbol-word picture chart—word and symbol used in poem. *Check for understanding:* YOU DO: What is figurative language? Give one example from the poem. Start poet's glossary: interpret image symbol alliteration rhyme stanza	T I DO: Think out loud—how writers use words and images to communicate a theme. Read rest of poem and think out loud with the students: what is the theme, how does the poet express it with techniques (images, rhyme, repetition, other elements used in this poem.) S: Re-read poem and list evidence for the theme. *Draw a picture* of what poet "says" in poem to communicate the theme. Share/compare with other student. *Check for understanding:* YOU DO: continue poet's glossary: theme image rhythm repetition	T I DO: List steps to interpret a poem—read it once to figure out topic; read it again to infer theme; read it 3rd time to identify techniques used to communicate theme and develop tone, mood. S WE DO: Analyze a poem, steps 1, 2, 3. *Check for Understanding:* YOU DO: Continue glossary: simile metaphor mood tone Write your own directions: how to interpret a poem.	ASSESSMENT—*Check for independent competence* S: Independently read poem. Identify theme. List ways the writer has communicated it with examples. T: Check for Understanding—circulate and guide individuals needing assistance. Think Out Loud with Class or group: clarify any points students did not "get". **Students needing support:** Pair and compare lists, add more evidence of ways the poet communicates the theme. **Advanced Students**: Write about poem—letter to the poet or extended response—how did this poet create a mood or tone?	**Students needing support:** *Read a new poem, use poem reader (graphic organizer) to show how the parts communicate a theme.* ***Advanced Students:*** *Write your own guide to reading a poem—use this week's poem or another poem—could be a poem you write!* ***Class Synthesis:*** *What have we learned about interpreting poems?* *Recommended:* *Week 2—poetry writing week—students use the techniques they identified this week to create their own poems.*

What is required for high quality performance assessments

Criteria Source: CPS Office of Instruction

1. Aligned to Rigorous Standards (i.e. CCSS)
2. Multi-Step Process that Requires Construction and Articulation of Student Thinking
3. Clear Criteria for Proficiency
4. Clear Directions for Students & Teachers

Fullerton Network Application:
Using these criteria, evaluate the performance assessment for the unit.

1. Aligned to Rigorous Standards (i.e. CCSS)
Does it represent the "unpacked" core elements of these standards?
If not, what needs to be changed?

2. Multi-Step Process that Requires Construction and Articulation of Student Thinking
Does it include multiple steps?
Does it require the construction of thinking?
Does it require students to articulate their thinking?
If not, what needs to be changed?

3. Clear Criteria for Proficiency
Are the criteria for meeting the requirements clear?
Are they complete?
If not, what needs to be changed?

4. Clear Directions for Students & Teachers
Are the directions clear?
Are they complete?
If not, what needs to be changed?

http://www.edutopia.org/appropriate-assessments-reinvigorating-science-education

Your teacher has received a bouquet of flowers and is having trouble with them. The leaves are drooping, and the flowers look sick. You decide to do an investigation to discover what might be wrong with them.

Students must then perform the following tasks:

- Read two articles about plants and their stem system.
- Write an essay explaining how you would study your teacher's flower to determine what's wrong with it.
- Draw an illustration that would help other students understand your investigation.
- With a partner, use a magnifying glass, look at the cut edge of a bottom of a celery stalk (which is used in place of the flower), make a list of things you observe about the stalk, break the stalk, and describe what you see.
- Draw and color a picture of what you think will happen to this celery if it sits in red dye overnight. Explain why you think so.
- On the next day, study the celery that was soaked overnight in the red dye. Write a paragraph to explain how the celery is the same or different from what you predicted yesterday.
- Write an essay explaining why a scientist might want to do more than one investigation when trying to answer a question about science.
- Write a note to your teacher telling what you have learned about flowers and how to take care of them.

Performance Assessment focused on the photograph "Selma-to-Montgomery March for Voting Rights in 1965, by James Karales. (Available through Picturing America, http://picturingamerica.neh.gov/)

BIG IDEAS/ "Enduring Understandings"

- American history is about challenges, choices, and changes.
- The Civil Rights movement was about both division and unity for Americans.
- Conflicts can be resolved through nonviolent means.
- Individuals can bring about change.

Concepts/Vocabulary:
challenge, conflict, determination, discrimination, nonviolent, rights, movement

Big Question: How and why have individuals changed the rights of individuals in the United States?

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2. Determine a theme or 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.
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Writing: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
ILS 14B understand the roles and influences of individuals and interest groups in the political systems of the United States.

Assessment:
Students will write expository text (in a range of formats) that explains their interpretation of a theme represented in Selma-to-Montgomery March for Voting Rights in 1965 and related readings.

Directions for the assessment:
Task 1. Read the news account about the Selma-to-Montgomery March and list information about the situation: causes, motives of participants, challenges they faced.
Task 2. Read the article about the Civil Rights movement. Identify important events in that history. Create a chart in which you identify causes and effects of three important events.
Task 3: Identify a theme you believe the photograph communicates about the Civil Rights movement. Relate to the Big Question. Support your theme with examples from the photo, news report, and history. You may use any of these formats: a speech; an essay; a poem; a news report; a dialogue. You may include a photo or drawings that represents the theme today.

Follow these directions: (based on Common Core Writing Standard for Expository Text, 6th grade)

- Introduce the topic and your interpretation.
- Include relevant facts, definitions, concrete details, quotations, or other information and examples in your text.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use core vocabulary from the lesson in your writing.
- Provide a concluding statement or section that follows from the information or explanation presented.

Part 3: Backwards-Design for learning content concepts and developing/applying literacy competencies

Enduring Ideas Essential Questions Big Thinking

In the Backwards Design model, presented in Understanding by Design, Wiggins and McTigue organize a progression from the end through the activities—starting with the "end in view"—that is:

- Starting with the outcomes
- Specifying the assessment that would demonstrate achievement of those competencies
- Planning learning experiences to achieve them

The kinds of outcomes that Understanding by Design values are "deep"—rigorous requirements for learning.

The PARCC assessment preview demonstrates that there is an alignment between the Common Core priorities and Backwards Design.

The following pages are from PARCCONLINE.org, where you will find substantial resources relating to the assessment of the Common Core State Standards.

Clarification from PARCC:
The chart is meant to illustrate and provide context for the standards ***but not replace the standards themselves***.
The Model Content Framework Chart reflects the integrated nature of reading, writing and research (as illustrated by the arrows connecting them). Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module. As indicated by the bar that stretches underneath the chart, reading, writing and research rest on a fundamental skill set that includes citing evidence, analyzing content, using correct grammar, acquiring and applying vocabulary, conducting discussions, and reporting findings.2

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence*:* The goal of close, analytic reading is to be able to discern and cite evidence from the text to support assertions. In grade 3, students should refer explicitly to the text as the basis for answers (RL/RI.3.1).

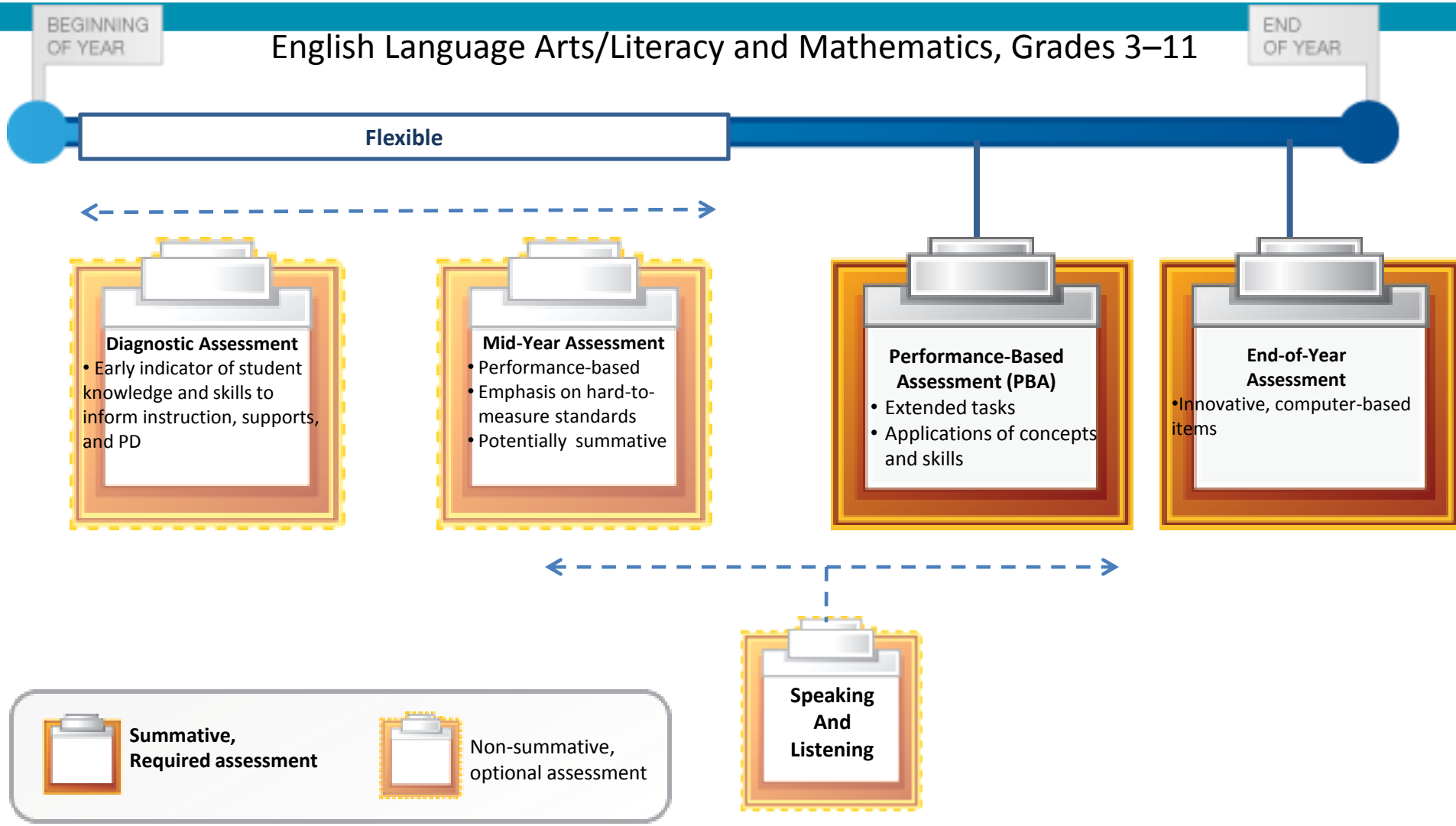
Analyze content: The content of each text should determine which standards (RL/RI.3.2–9 and SL.3.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.3.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.3.4–6).21 Students require multiple exposures to targeted vocabulary words in authentic contexts to retai

Source: PARCCONLINE.org

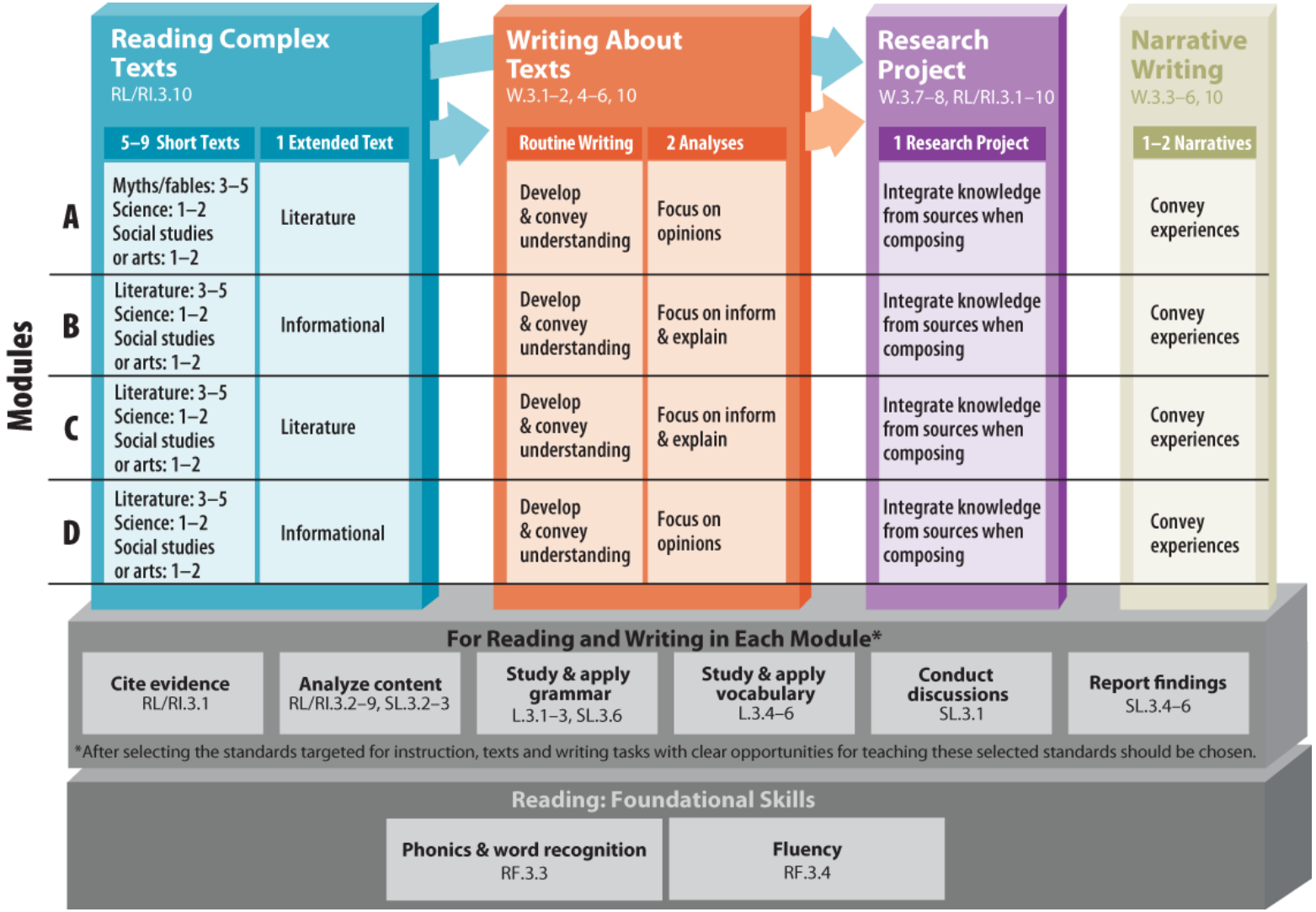
The PARCC Assessment Design



Approach of the Model Content Frameworks for ELA/Literacy

- PARCC Model Content Frameworks provide one model for how to organize content and integrate the four strands of the CCSS
- They **focus on framing the critical advances in the standards:**
  - Reading complex texts
  - Reading a range of texts—literature and informational
  - Writing effectively when using and/or analyzing sources
  - Conducting and reporting on research
  - Speaking and listening
  - Using knowledge of language effectively when reading, writing, and speaking

Model Content Framework Chart for Grade 3



Example of Key Terms and Concepts for Grade 3

Key Terms and Concepts for Grade 3 ELA/Literacy Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

Five to nine short texts from across the curriculum: Selections would include short texts from across the curriculum of sufficient complexity for close reading (with emphasis in one module on reading myths/fables) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking.[18] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, page 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, page 31).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter

Content Learning Planner: Topic-- _____

Anchor Reading Standards: 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Content Standard:_____

Core Concepts: _____

Unit Focus Question:_____

Construct the focusing question based on the standards.

Unit Assessment: ___Make a presentation ___Write a booklet ___Make a display ___Write and illustrate a guide ___Make up a test—with answers

___ _____

	Resources	**Activities and Assessments**
Core Topic or Question: Concepts		
Core Topic or Question: Concepts:		
Core Topic or Question: Concepts:		
Core Topic or Question: Concepts:		

Topic: Women who have influenced individual rights
Enduring Understanding: Individuals and groups in the past influenced the rights of individuals today. (ILS)
Core Concepts: choice, change, conflict, leader, obstacle, persistence

Unit Focus Question: How have women influenced the rights of individuals today.

1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.
2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize** the **key supporting details** and **ideas**.
3. **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text.

Assessment: **Students will use information about the topic to explain the concepts as they learn them in…**

___charts __diagrams ___illustrations ___maps ___ presentation ___essay ___ report ___ poem ___ glossary ___ booklet ___ display

___ _____

Culminating Performance Assessment: Students will create a visual representation of women's history, communicating a theme

Week	Topic and Concepts	Resources	Activities and Assessments
1	Community Leaders cause change community determined effect leader	Students' information based on their own experience Interviews with local persons Photos	How someone has helped our community: write/illustrate that history. Include the words from this week's concept list and examples of how those words relate to this woman's achievements.
2	Jane Addams' Struggles city leader leadership obstacles persistence urban	Photos newspaper articles. Biography	Dramatize an event in that person's life—include information that communicates how she enabled individuals to make progress
3	A woman who has helped the United States country improve nation progress	Internet or other research sources US history book Biography	Identify a woman who made a significant contribution to the rights of others. Write a poem or song about that woman's progress. Include core vocabulary from this unit.

Performance Assessment for the unit on the Great Wall of China
Camras School, 6th Grade Team, **Draft,** February 2012

Core Vocabulary: cost-benefit analysis; issue; resource; viewpoint

Common Core Literacy Standards to be Assessed

RI.6.1- Key Ideas and Details
Cite textual evidence to support of what the text says explicitly as well as inferences drawn from the text

RI.6.7- Integration of Knowledge and Ideas
Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue

RI.6.9-Integration of Knowledge and Ideas
Compare and contrast one author's presentation of events with that of another.

W.6.1-
a. Introduce claim(s) and organize the reasons and evidence clearly
b. Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style
e. Provide a concluding statement or section that follows from the argument presented.

Social Science Standard to be Assessed
ILS16.B.4. Analyze the consequences of political ideas and actions taken by significant individuals in the past.

Description of Task:
Students will independently read and analyze primary documents C,E and F. In writing, students will answer the following question and support their answer with evidence from the documents.
When building The Great Wall of China, did the benefits outweigh the costs?

Directions for Administering Assessment:
Day 1: Teacher will read aloud the background essay and students will be introduced to the big question (*When building The Great Wall of China, did the benefits outweigh the costs?)*
In small groups, students will break down the question about what the question is asking or write the question in their own words.
(Note: Teacher may want to do a mini-lesson on multiple meaning words including the word "cost")
Day 2: Provide students with time to independently read and analyze Documents C, E and F.
Provide students with time to plan and write an answer to the big question (*When building The Great Wall of China, did the benefits outweigh the costs?) using evidence to support their conclusions.*

Special Education Students: Students will have the background essay read aloud to them and time to collaborate with peers to restate the question. Teacher will follow accommodations and modifications listed in students' current IEP's.

English Language Learners: Students will have the background essay read aloud to them and time to collaborate with peers to restate the question.

Student Directions:
Day 1: "I will read aloud the front page and background essay to you. You may highlight or write on all documents if it helps you."
Day 2: "You will independently analyze three different documents to answer the question, "*When building The Great Wall of China, did the benefits outweigh the costs?"* You may use these documents along with the background essay from yesterday when forming your response. You will write your answer citing evidence from the text to support your conclusion. Please write your response on loose-leaf paper.

Follow these directions: (based on Common Core Writing Standard for Expository Text, 6th grade)
- Introduce the topic and your interpretation.
- Include relevant facts, definitions, concrete details, quotations, or other information and examples in your text.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use core vocabulary from the lesson in your writing.
- Provide a concluding statement or section that follows from the information or explanation presented.

Assessment Criteria

Rubric

Standard RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
	Developing	**Meeting**	**Exceeding**
Explicit Information	Cites explicit text evidence that does not support analysis and/or off-topic	Cites explicit text evidence (1 or 2) to support analysis	Cites several pieces of explicit text evidence (3 or more) to support analysis
Inferential Thinking	Inferences drawn from text are inaccurate, off-topic, and/or does not support analysis	Inferences (2 or more) drawn from the text are explained and supports the analysis	Inferences (2 or more) drawn from the text are explained, supports the analysis, and includes counter-arguments

Standard RI 6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

	Developing	**Meeting**	**Exceeding**
Integration of Information	Integrates supporting evidence from one source to compose a response; Or integrates supporting evidence from source(s) that does not support analysis, off-topic, and/or is misrepresented	Integrates supporting evidence from two sources to compose a response	Integrates supporting evidence from all three sources to compose a response

Standard ILS16.B.4. Analyze the consequences of political ideas and actions taken by significant individuals in the past.

Developing	**Meeting**	**Exceeding**

EXAMPLE: CULTURE TOPICS AND QUESTIONS

Concepts: change, choice, constancy, diversity, interdependence, tradition, values

The following topics align with the national scope and sequence for K-8 social science.

K	Listen, read, draw: What's important to families? 18 A	Listen, read, draw: How and what do families celebrate? 18 A	Listen, read, draw How do families work together? 18 A c	How do families live together? 18 A
1	How do people live in our neighborhood? 18A, 5A	How do people show they value each other. 18A,5A good help hope	What do people value in our neighborhood 16AB and how do they show it? 18A	What do people celebrate in our neighborhood? 18A
2	How did people meet needs in our community in the past? 16A	What values did people in people in our community have the past? 16A	How do people in our community and others meet needs today? 18A	How do people in communities show values today. 18A
3	How did people live in Chicago long ago? 16A	How, where, and why did people travel in Chicago long ago? 16A, 5A	What was important to people in Chicago in the past? 16A	What values of Chicago stayed the same or changed and how that affects us today? 18A
4	How did people live in Illinois in the past? 16A	How, where, and why did people travel in Illinois in the past? 16A	How and why have people changed Illinois? 16A	What values of people have stayed the same and what values have changed? 18A
5	How did people live in the US in the past? 16A, D	How, where, and why did people travel in the US in the past? 6A,D	How have communication and technology changed—and how does that affect the US today? 16A,D,	What values of the U.S. have stayed the same; what values have changed? 18A,C, 5A
6	Who lives where, why? 16A,D, 18A	Who lives how—why? 16A,D, 18A	Values—how are they different/alike for different cultures? 16A,D, 18A	How do values influence traditions and history; how does a Culture 16AB change? 18A,C
7	US Choices--Where and how have people chosen to live? 16A,D, 18A	US choices—where and how have people chosen to move? 16A,D, 18A	US Choices—what is important now? 16A,D, 18A	What choices from the past are important to the US today? 16AB 18A D
8	US Choices—what choices have people made about how to work? 16A,D, 18A	US Choices—what choices have people made about how to live? 16A,D, 18A	US Changes—what changes have people made that changed the US? 16A,D, 18A	What values still are important to the US today? 16AB 18AC

National Museum of Mexican Art
The Museum is working with teachers on the planning of units based on the Museum's permanent exhibit.

This page relates to that project but is designed as an activity for the Fullerton Network workshop.

Enduring understandings: (source: National Council for Social Studies)
Cultures are dynamic and change over time.
Human cultures exhibit both similarities and differences.
People have individual identities and also a shared identity as members of a particular culture.

Concepts: constancy and change; culture; tradition; values; group cultural identity

Standards:
Common Core Anchor Reading Standards: 1. Read closely to determine what the text (or artwork or exhibit) says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions. 2. Determine central ideas or themes and analyze their development; summarize the key supporting details and ideas.
Common Core Writing Anchor Standard 2: Write informative/explanatory texts (and illustrations) to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Outcomes

Students will increase their knowledge of Mexican culture.
Students will increase their appreciation of Mexican culture.
Students will know how to analyze what an artwork represents about a culture.
Students will develop a framework based on core concepts for analyzing a culture.

What is the BIG question?

What is the performance assessment?

What's your BIG question for a unit?

What outcomes will you develop?

How will students demonstrate that they have developed the competence—achieved the outcomes? What is the performance assessment?

Part 4: Synthesis

Teacher's Guide: Write directions for a teacher who is going to prepare a performance assessment.

Start with a glossary—what are the terms the teacher needs to know?

Then move to procedure—what are the steps the teacher should take?

Think BIG!

This list is a resource you can use to start or expand your collection of inspiring sayings. Students can learn about shared wisdom across cultures as well as how to interpret images when they interpret these and other sayings.

1. All things at first appear difficult. (China)
2. To teach is also to learn. (Japan)
3. The habit of thinking is the habit of gaining strength. (*Nigeria*)
4. Beginning is easy; continuing is hard. (Japan)
5. When eating a fruit, think about who planted the tree. (Vietnam)
6. Life is a promise; fulfill it. (*Mother Teresa*)
7. Learn about the future by looking at the past. (*Tamil*)
8. Fall seven times, stand up eight. (*Japan*)
9. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (*Colin Powell*)
10. Don't let yesterday use up too much of today. (*Cherokee*)
11. One of these days is none of these days. (*Traditional*)
12. A little axe can cut down a big tree. (*Jamaica*)
13. One minute of patience can mean ten years of peace. (*Greece*)
14. It takes two to make the quarrel, but only one to end it. (*Nicaragua*)
15. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (*Dr. Martin Luther King, Jr.*)

RESOURCES

PARCC Recommendations

Grant Wiggins on Assessment

Nonfiction Reading/Writing Common Core Connections

PQROST Guides

In addition to these resources, there are substantial online resources relating to Understanding by Design and the Common Core State Standards and assessment in general.

The following are three examples.

Resources for History/Social Science Assessments including Tasks and Rubrics
http://score.rims.k12.ca.us/standards/performanceassessment/

editorial rubric
http://www.sdcoe.net/score/actbank/editorialrub.html

ongoing assessment
http://www.learner.org/workshops/socialstudies

PARCC: Possible Uses of the Model Content Frameworks

•Assist in transitioning to the CCSS
–Help inform curriculum, instruction, and assessment

–Increase educator engagement and awareness

•Assist in evaluating resources

•Provide awareness on the balance of tasks

•Help educators think more deeply about the standards, especially foundational structures

•Inform grade-level analyses

Guidance for Building Administrators

•Using the module chart and the other charts to guide discussions around implementation of the standards

•Focusing on the key terms to ensure consistent understanding and use of these terms throughout a school

•Facilitating dialogue among disciplinary teachers to foster student literacy development across contents

Guidance for Curriculum Developers

•Using the module chart with the standards to sketch out potential model instructional unit plans

•Using the key terms to ensure consistent application of the terms as curricula are developed

•Recognizing the shifts in the standards from grade to grade and using these shifts as grade-level curricula are developed and as materials are purchased to align with the curricula

Clarifications of Assessment by Grant Wiggins, co-author of Understanding by Design

http://www.edutopia.org/grant-wiggins-assessment#graph3

1. What distinctions do you make between "testing" and "assessment"?

Our line of argument is that testing is a small part of assessment. It needs to be part of the picture. Many people who are anti-testing end up sounding anti-evaluation and anti-measurement. A good test has a role to play. The language that we like to use is, it's an audit. It's a snapshot. You don't run your business for the audit. You want more than a snapshot, you want a whole family album. But the audit and the snapshot have a place in the larger picture.

What can the test do that more complex, performance-based, project-based things can't do? Look for discrete knowledge and skill for the individual student. Many projects, because they're so collaborative, end up making you wonder, well, what about the individual student? What does the individual student know?

For instance, in some state-based, performance-based assessment, they always had a parallel paper-and-pencil test for the individual student so that you had enough data on the individual. A different way to say it -- and this is what scientists and researchers say -- is *triangulate the information*. Match the quiz against the project, against the PowerPoint® presentation. Now what's the whole picture say? So, what we would say is "testing" is one piece of a portfolio.

2. What is authentic assessment and why is it important?

Authentic assessment, to me, is not meant to be the charged phrase, or jargony phrase that it has come to be for a lot of people. When we first started using it fifteen years ago, we merely meant to signify authentic work that big people actually do as opposed to fill-in-the-blanks, paper-and-pencil, multiple-choice, short-answer quiz, school-based assessment. So it's authentic in the sense [that] it's real. It's realistic. If you go into the work place, they don't give you a multiple-choice test to see if you're doing your job. They have some performance assessment, as they say in business.

Having said that, there is a misunderstanding. People say, "Well, if it's not authentic, it can't possibly be a good assessment." We never said that. We never implied it. There's a lot of authentic work that doesn't make for good assessment because it's so messy and squishy and it involves so many different people and so many variables that you can't say with any certainty, "Well, what did that individual student know about those particular objectives in this complex project that occurred over a month?" So there's a place for unauthentic, non-real-world assessments. We're just making the distinction that you shouldn't leave school not knowing what big people actually do.

3. Why is it important that teachers consider assessment before they begin planning lessons or projects?

One of the challenges in teaching is designing, and to be a good designer you have to

think about what you're trying to accomplish and craft a combination of the content and the instructional methods, but also the assessment. And one of the things that we've done over the past years in working with teachers is share with them how important it is to say, "What are you going to assess? What's evidence of the goals that you have in mind?" Otherwise your teaching can end up being hit-or-miss.

We call it *backward design*. Instead of jumping to the activities -- "'Oh, I could have kids do this, oh, that'd be cool" -- you say, "Well, wait a minute." Before you decide exactly what you're going to do with them, if you achieve your objective, what does it look like? What's the evidence that they got it? What's the evidence that they can now do it, whatever the "it" is? So you have to think about how it's going to end up, what it's going to look like. And then that ripples back into your design, what activities will get you there. What teaching moves will get you there?

4. How do you assess project-based learning?

It all starts with, well, what are our goals? And how does this project support those goals and how are we assessing in light of those goals? So, you would expect to see for any project a scoring guideline, a rubric, in which there are clear links to the project, to some criteria and standards that we value that relate to some overarching objective -- quite explicitly, that we're aiming for as teachers.

Sometimes we run into the problem that the project is so much a creature of the student's interest that there's no question that lovely learning occurs, but we sort of lose sight of the fact that now it's completely out of our control. We don't even know what it's really accomplishing in terms of our goals other than the kid is learning a lot and doing some critical and creative work.

\What we have to do is realize that even if we give this kid free reign to do really cool projects, it's still got to fit within the context of some objectives, standards, and criteria that we bring to it, and frame the project in so that we can say by the end, "I have evidence. I can make the case that you learned something substantial and significant that relates to school objectives."

BIG QUESTIONS CAN CONNECT THE COMMON CORE READING AND WRITING STANDARDS

Nonfiction READING AND WRITING CONNECTIONS Kindergarten

Nonfiction Reading
KEY IDEAS AND DETAILS
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Write Explanatory Texts: Explain what You Learn

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Nonfiction READING AND WRITING CONNECTIONS First Grade

Nonfiction Reading
KEY IDEAS AND DETAILS
1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Write Explanatory Texts: Explain what You Learn

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Nonfiction READING AND WRITING CONNECTIONS Second Grade

Nonfiction Reading

KEY IDEAS AND DETAILS
1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Write Explanatory Texts: Explain what You Learn

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Nonfiction READING AND WRITING CONNECTIONS Third Grade

Nonfiction Reading
KEY IDEAS AND DETAILS
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

Write Explanatory Texts: Explain what You Learn

TEXT TYPES AND PURPOSES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- Provide a concluding statement or section.

Nonfiction READING AND WRITING CONNECTIONS Fourth Grade

Nonfiction Reading
KEY IDEAS AND DETAILS
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Write Explanatory Texts: Explain what You Learn

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; 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.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- 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.

Nonfiction READING AND WRITING CONNECTIONS Fifth Grade

Nonfiction Reading
KEY IDEAS AND DETAILS
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Write Explanatory Texts: Explain what You Learn

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.
- 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.

Nonfiction READING AND WRITING CONNECTIONS Sixth Grade

Nonfiction Reading
KEY IDEAS AND DETAILS
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Write Explanatory Texts: Explain what You Learn

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

Use appropriate transitions to clarify the relationships among ideas and concepts.

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

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the information or explanation presented.

Nonfiction READING AND WRITING CONNECTIONS Seventh Grade

Nonfiction Reading
KEY IDEAS AND DETAILS
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Write Explanatory Texts: Explain what You Learn

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

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

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Nonfiction READING AND WRITING CONNECTIONS Eighth Grade

Nonfiction Reading
KEY IDEAS AND DETAILS
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Write Explanatory Texts: Explain what You Learn

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

The PQROST structure aligns with the use of Essential Questions and Enduring Ideas.

After you identify the core concepts and frame essential questions, this structure can be used to scaffold students' learning progress.

P: Preview
How will you introduce the topic?

Q: Question
What's the big question?
See the national and Illinois standards for social studies or science.

R: Read
How will students read thoughtfully?
Use the Common Core Informational Text standards.

O: Organize
How will students organize what they learn?
Use graphic organizers that will scaffold students' learning.

S: Summarize/synthesize
How will students summarize/synthesize what they learn?
Use the Common Core writing standards to identify an appropriate format.
Then use the Common Core and Illinois Writing Standards to guide students to write appropriately.

T: Tell
How will students present what they learned?
Ideally, students will include drawings and graphic organizers that help communicate their ideas just as the writer of an article does.

For graphic organizers, lesson and unit planning resources using this approach: http://teacher.depaul.edu.

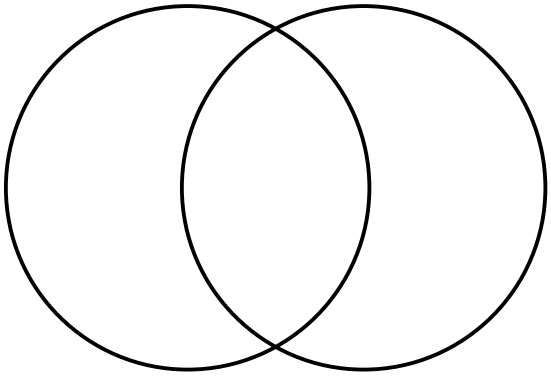
ORGANIZE TO THINK CLEARLY AND LEARN MORE

The Organizers can be scaffolds and assessments.

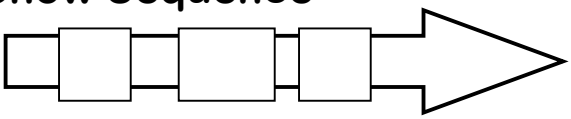
Classify and Clarify

Category	Category

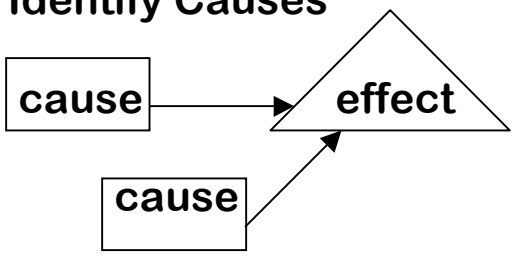
Compare and Contrast



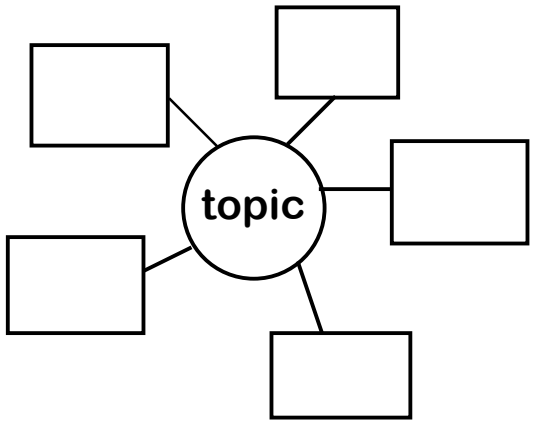
Show Sequence



Identify Causes and Effects

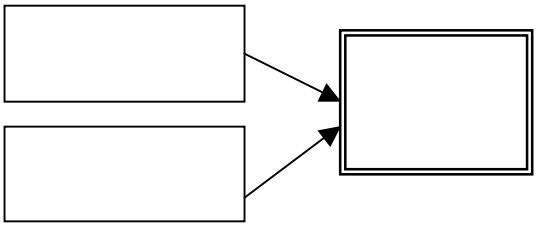


Organize Information

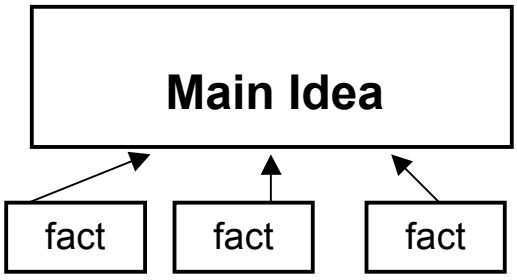


Show Inferences

information → *inference*



Infer and Support Ideas



Graphic Organizer Assessment Rubric

Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to making a presentation or writing about a topic or situation. It may be a "pre-writer" that students use to organize their writing. So students should meet the following criteria when making a graphic organizer:

- ✓ **Is it complete?**
- ✓ **Is it correct?**
- ✓ **Is it clear?**

The following rubric is designed for use if the graphic organizer is the final assignment. Otherwise, it can be used as a checklist for making sure that the organization is complete and useful as students base their next steps—writing or presenting—on the information they have organized.
Recommended: Students can exceed if they revise their responses to meet the level 4 requirements.

SHOW CLEAR THINKING

Rating	Requirements
4	☐ Provides information for each part of the organizer ☐ All information is correct ☐ Gives organizer a title (if it does not have one) ☐ Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response) ☐ Cites the source of the information (grades 5-8)
3	☐ Provides information for each part of the organizer ☐ All information is correct
2	☐ Provides information for most parts of the organizer ☐ Most information is correct
1	☐ Provides information for part of the organizer ☐ Some information is correct