

Preparing Students for New Assessments of the Common Core State Standards

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Text Project

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**Teach the standards
not
the targets**

✿ The standards were developed to guide instruction and curriculum

✿ The Targets were created to guide the development of assessment items .

Challenges of the New Assessments

- ✿ **Constructed response items**
- ✿ **Research simulations**
- ✿ **Length of texts and tasks**

Item example: What could you conclude about the author's bias? Provide two pieces of evidence from the text that support your conclusion.

Problems students are likely to have answering this question:

- ✿ They provide one but not two pieces of evidence from the text.
- ✿ They provide their own ideas but not evidence from the text.
- ✿ They do not make a clear connection between their conclusion and the evidence.
- ✿ They respond in a brief, difficult to understand manner.
- ✿ They fail to state a conclusion.

Constructed Responses Require

- ✿ Close reading of tasks not only texts
- ✿ Awareness of emote audiences
- ✿ Evidence
- ✿ Focus
- ✿ Thoroughness

Does the question ask me to

✿ List?

✿ Describe?

✿ Explain?

✿ Provide?

Students need to be especially clear in their writing since responses are scored by computers or remote readers who do not know them.

Self-monitoring of Responses

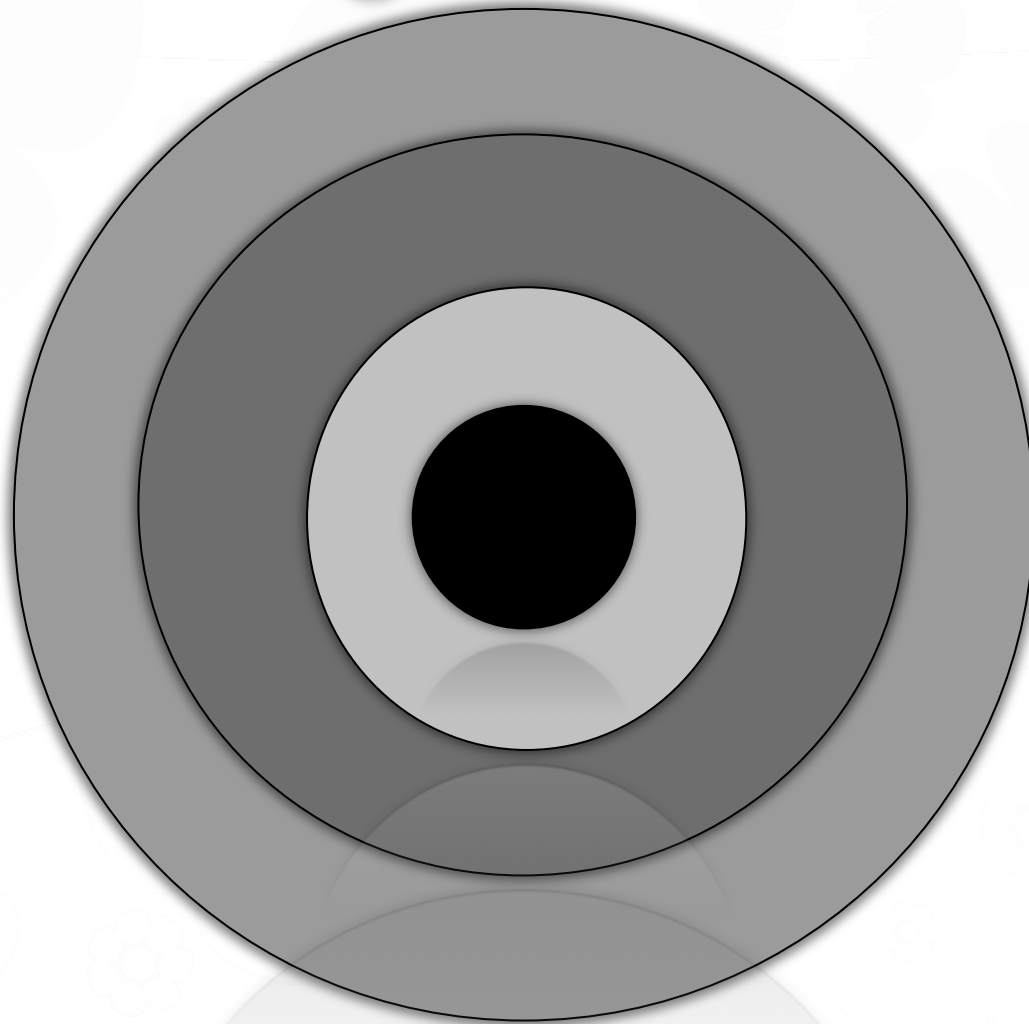
- ❁ Can someone who is not sitting next to me understand this without asking for clarification?
- ❁ Would I be convinced by the evidence I chose to support my response?
- ❁ Did I provide the best evidence?
- ❁ Did I provide enough evidence?
- ❁ Is my response thorough and complete?

More Self-monitoring

- ❁ Did this response answer the question and/or focus on the task?
- ❁ Is this response complete? Is there anything else that could be added to make it stronger?
- ❁ Are there specific references to parts of the text or classroom activity?

Connections between
inferences/conclusions and text
support need to be stated
explicitly.

The Target Has Levels



So does the completeness of answers

Levels of Completeness

- ✿ **Response contains some ideas from the passage related to the question but not really an answer.**
- ✿ **Response contains ideas that barely answer the question.**
- ✿ **Response contains ideas that answer the question and give support from the passage.**
- ✿ **Response is a very thoughtful, thorough answer with complete ideas and support.**

Supporting Fluency in Responding

- ✿ Writing longer responses to tasks**
- ✿ Giving clear responses and arguments in classroom discussions**
- ✿ Learning logs**

Learning Log Starters

- ✿ What is the author's main point and how does he/she support it?
- ✿ How does the information you gained today connect with what you knew/learned before?
- ✿ What is confusing about the information you covered? Why is it confusing?
- ✿ What is your opinion of this author, character, text? Give specific support from the text.
- ✿ What do you predict will come next? Provide support from the text for your prediction.
- ✿ What was especially noteworthy or important in what you read, saw, heard today? Why? Give specific details.

Dealing with Time Pressure in the Classroom

Integrate instruction and application activities

across

***reading+writing+listening+
social studies+speaking***

STAMINA



Habits of Mind and Dispositions

Persistence

Confidence

Independence

Research Simulations

- ✿ Reading multiple texts
 - Skimming
- ✿ Gathering information
 - Scanning
 - Judging relevance
 - Judging reliability
- ✿ Organizing information
- ✿ Using evidence and moving beyond it

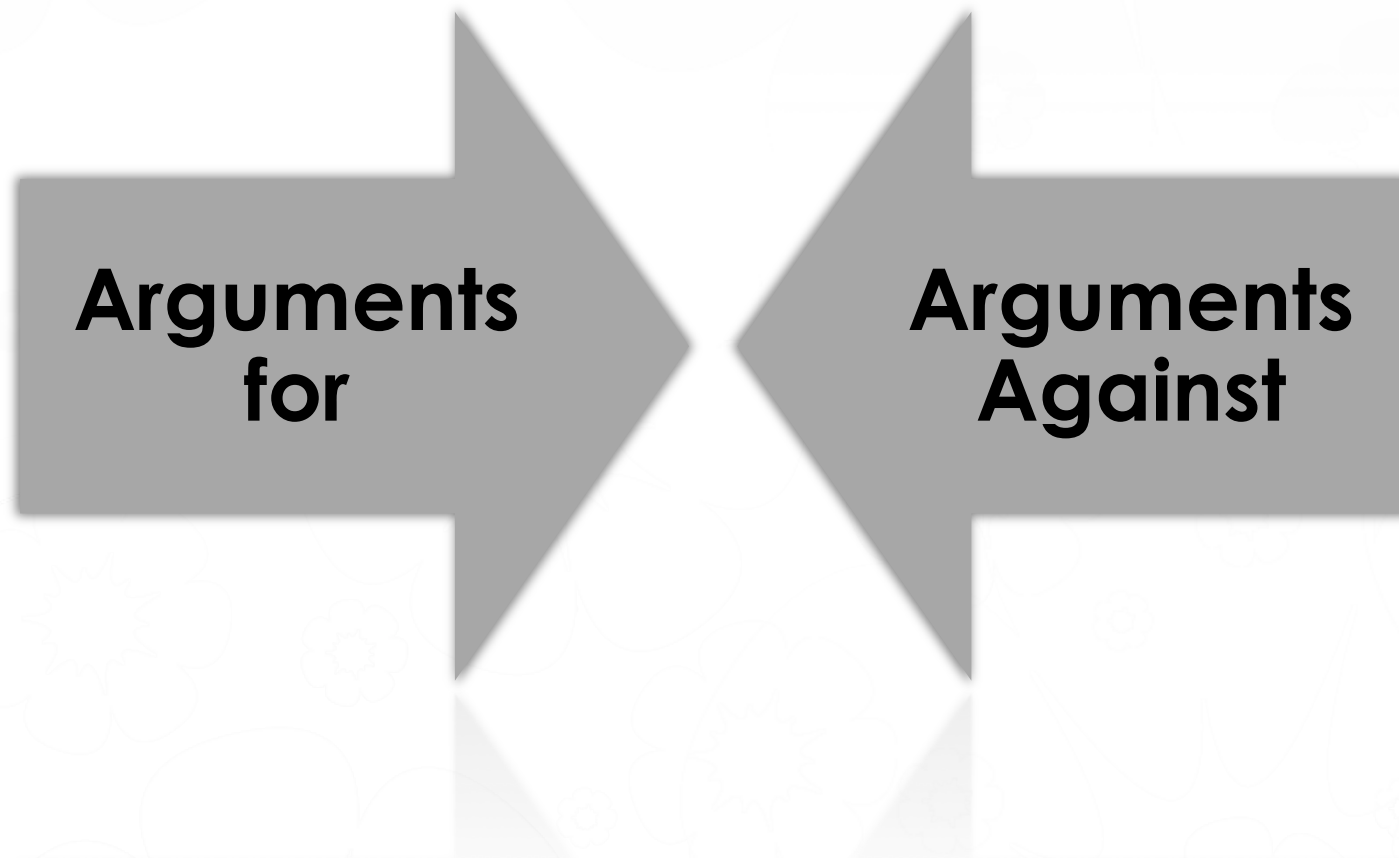
Looking across Multiple Texts for Information.

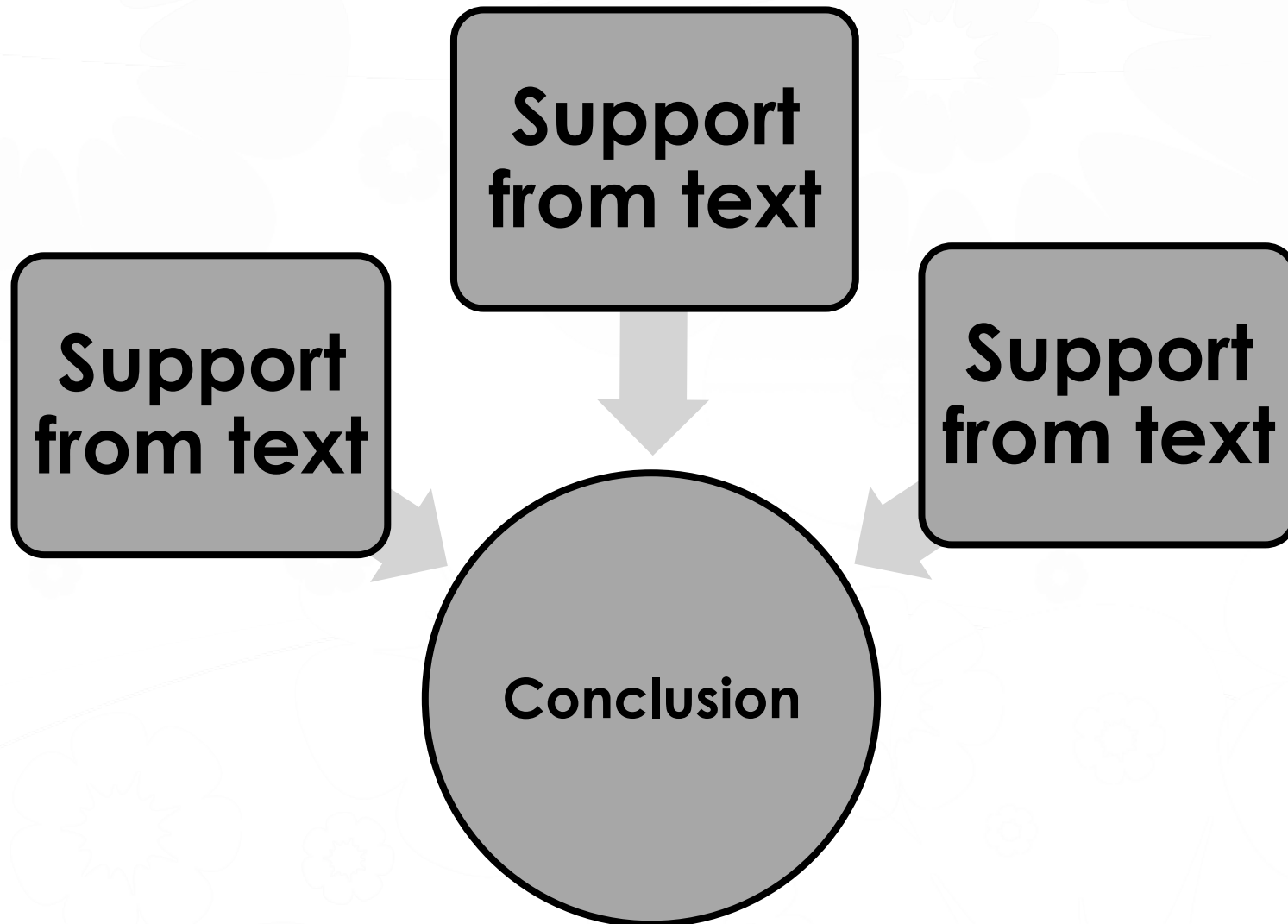
- ✿ Skimming texts first to get general idea of what they contain
- ✿ Read task directions carefully.
- ✿ Reread texts gathering needed information. Depending on related tasks this could be scanning for specific information.
- ✿ Start noting relevant ideas. (How to judge relevance and how to take notes). Which ideas/information came from which text.

Consider the reliability and bias of sources

- ✿ Author's background**
- ✿ Content of message**
- ✿ Date of production**
- ✿ Source (Internet, newspaper, magazine, book, report)**

Organizing Information





Longer Writing Tasks Mean

**Students need to understand
characteristics of different
genres and pay attention to
what writing tasks require.**

Research Simulations

- ✿ **Reading multiple texts**
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- ✿ **Gathering information**
Scanning
Judging relevance
Judging reliability
- ✿ **Organizing information**
- ✿ **Using evidence and moving beyond it**

Classroom Challenges for Developing Complete Literacy

- ✿ Moving beyond text
evidence with hypotheses**
- ✿ Connections to other texts**
- ✿ Connections to experiences
in and out of the classroom**

The Link

**Content
Standards**

**What Happens
in
the Classroom**

**Performance
Standards**

Formative Assessment Is Part of the Link

- ✿ Feedback to teachers and students**
- ✿ Involves both teachers and students**
- ✿ Process**
- ✿ Integrated into instruction**
- ✿ Ongoing**

What Else

Application
Critical thinking
Problem solving
Communication
Learning
Collaboration
Self direction
Personal responsibility

And

- ✿ **Civility**

- ✿ **Self awareness**

- ✿ **Awareness of community**

Keep the real goals in mind.

Aim ahead of the targets.

**The most important things to
know are your students.**

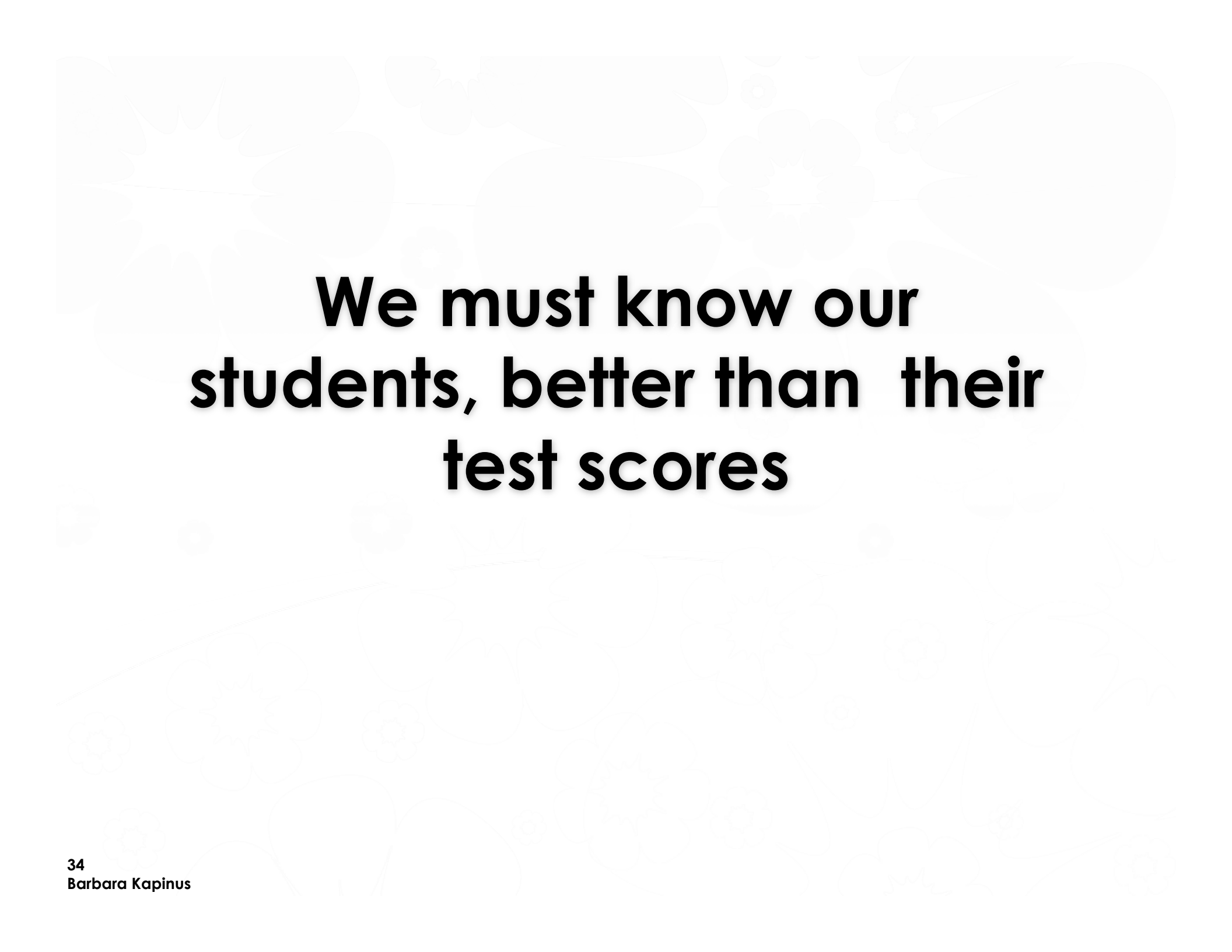
Need to Rethink the Entire System of Education

Education, not test scores, is the purpose of teaching and learning.

Students need teachers who demonstrate and exercise the qualities we want in students: they are thoughtful, informed decision makers and problem solvers.

*The greatest obstacle to
discovery is not
ignorance-it is the
illusion of knowledge.*

Daniel J. Boorstin

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**We must know our
students, better than their
test scores**