New NYS Writing Rubrics & Common Core Assessments

Grades 3 - 5

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1/10/13 or 1/15/13
Today’s Game Plan

- The *New* NYS Common Core Assessments
  - Educator Testing Guide Highlights
  - New Rubrics
  - Sample Questions
- Common Core Expectations
- Applying Close Reading & Evidence-Based Writing Priorities
Assessment Timeline

2012-13: 3-8 NYS ELA & Math Common Core Assessments

2013-14: ELA Common Core Regents Exams
- Content and scoring aligned with College & Career Readiness
- 65% passing for students
- 75% Aspirational Performance Measures for Districts

2014-15: PARCC Assessments
- Potential NYS participation in national assessments
Instructional Shifts and how they will be reflected in the ELA Assessments:

“In ELA, these shifts will be characterized by an intense focus on complex, grade-appropriate non-fiction and fiction texts that require the application of academic vocabulary and other key college and career readiness skills.”
### ELA Assessments & CC Shifts

<table>
<thead>
<tr>
<th>Shift 1: Pre-K-5, Balancing Informational &amp; Literary Texts</th>
<th>Passages will be authentic, and will be balanced between informational and literary texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 2: 6-12, Knowledge in the Disciplines</td>
<td>Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.</td>
</tr>
<tr>
<td>Shift 3: Staircase of Complexity</td>
<td>Passage selection will be based on text complexity that is appropriate to grade level per Common Core.</td>
</tr>
<tr>
<td>Shift 4: Text-based Answers</td>
<td>Questions will require students to marshal evidence from the text, including from paired passages.</td>
</tr>
<tr>
<td>Shift 5: Writing from Sources</td>
<td>Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text.</td>
</tr>
</tbody>
</table>
New ELA Assessments: Highlights

- Speaking and Listening will no longer be assessed;
- All text passages will be authentic and worthwhile to read;
- Some text passages may express opinions with which the reader may disagree;
- Text passages may be longer and more rigorous than on past tests;
- ELA Tests will be split into 4 books administered across 3 days;
- Grade 3 and 4 Tests will have a shorter maximum testing time to complete than in previous years; and
- New CCLS rubrics will be used for scoring short and extended response questions.
<table>
<thead>
<tr>
<th>Grade Bands in the Standards</th>
<th>Old Lexile Levels</th>
<th>Common Core Lexile Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2-3</td>
<td>450-725</td>
<td>450-790</td>
</tr>
<tr>
<td>4-5</td>
<td>645-845</td>
<td>770-980</td>
</tr>
<tr>
<td>6-8</td>
<td>860-1010</td>
<td>995-1115</td>
</tr>
<tr>
<td>9-10</td>
<td>960-1115</td>
<td>1080-1305</td>
</tr>
<tr>
<td>11-CCRR</td>
<td>1070-1220</td>
<td>1215-1355</td>
</tr>
</tbody>
</table>

(Credits: Common Core Appendix A)
p. 4 Length of Reading Passages

- Grade 3: 500 – 600 words
- Grade 4: 600 – 700 words
- Grade 5: 700 – 800 words
- Grade 6: 750 – 850 words
- Grade 7: 800 – 900 words
- Grade 8: 900 – 1000 words
“The move to using authentic texts . . . outside of a student’s particular cultural experience. While all assessments will include appropriate texts, please be aware that authentic texts will likely prompt real responses—perhaps even strong disagreement—among our students. Students need to be prepared to respond accordingly while engaging with the test. The alternative would be to exclude many authors and texts that are capable of supporting the rigorous analysis called for by the Common Core.

For example, a selection from Roald Dahl’s James and The Giant Peach . . .”
## 2013 ELA Testing Times & Questions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Book</th>
<th>Questions</th>
<th>Estimated Time for Completion</th>
<th>Session Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>30 MC</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>2 &amp; 3</td>
<td>7MC/3 SR/1ER</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5 SR/1ER</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Est. Time</strong></td>
<td><strong>150</strong></td>
<td><strong>210</strong></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>30 MC</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td></td>
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<td>7MC/3 SR/1ER</td>
<td>50</td>
<td>70</td>
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<td>50</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Est. Time</strong></td>
<td><strong>150</strong></td>
<td><strong>210</strong></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>42 MC</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>2 &amp; 3</td>
<td>21MC/3 SR/1ER</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5 SR/1ER</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Est. Time</strong></td>
<td><strong>190</strong></td>
<td><strong>270</strong></td>
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Time to Move — into Grade Level Groups!

• Stand & Stretch

• Move to Your Grade Level

• Meet Your New Group!
“Extended-response questions are designed to assess *Writing from Sources*. They will focus primarily on Common Core Writing Standards. Extended-response questions will require comprehension and analysis of *either* an individual text *or* paired texts. **Paired texts require students to read and analyze two related texts. Paired texts are related by theme, genre, tone, time period, or other characteristics.** Many extended-response questions will ask students to express a position and support it with text-based evidence. **For paired texts, students will be expected to synthesize ideas between and draw evidence from both texts.** Extended-response questions allow students to demonstrate their ability to write a coherent essay using textual evidence . . .”
Short Response
2 Point Rubric

- **Highlight** Key Words in Each Level
- Noticings?
Extended Response
4 Point Rubric

• Review the 4 Criteria

• Highlight Key Words in Each Level

• Noticings?
Where are they coming from? Where are they going to?

- Compare the Grade 3 & Grade 4/5 Rubrics
- What are the similarities? Differences?
- What challenges do these rubrics present?
GO DIRECTLY TO YOUR HOME GROUP

DO NOT PASS GO, DO NOT COLLECT $200

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Introducing the Rubric to Students

• Tweaking rubric language?
• Teaching some rubric language as academic vocabulary?
• Use of rubric in other subjects—social studies, science?
Sample Questions - Overview

New York State Testing Program

After Lunch:

Here We Go—Again!

Move into Grade Level Groups
<table>
<thead>
<tr>
<th>I Do This!</th>
<th>Changes</th>
<th>Implications for Practice</th>
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</table>
Share Your Insights!

• **Read** the sample readings and questions, highlighting key points and evidence of Common Core Shifts and Standards

• **Discuss**
  - What are your noticings?
  - Changes from previous exams?
  - Challenges?
  - Implications for practice? How can we promote student success?

• **Report Out**
Sample Questions – Notes

- **Aligned CCLS:** Provides specific standard
- **Commentary:** Explains the alignment
- **Rationale:** Explains the correct response
- “Words that could be defined for students are in bold.”
Report Out

- **Provide** an overview of the readings and questions
- **Describe** 3-5 changes or noticings
- **Suggest** implications for practice
Grade 3: “The Poplar Tree”

3 - 5 Changes/Noticings:
- Implied details, not all literal
- Complex questions
- Seems more like 4th grade test
- Very specific

Implications for Practice:
- Put questions in your own words?
3 - 5 Changes/Noticings:
• # of paragraphs on side
• Text complex
• Technical words not bolded
• Wording of question is similar but rubric is difficult

Implications for Practice:
• Use rubric to determine instructional changes
Grade 5

“Black Beauty” & “The Secret Garden”

3 - 5 Changes/Noticings:

• Response requires more writing than 3 sentences
• Challenging SR
• Bullets don’t accurately reflect question
• Text complexity, dense

Implications for Practice:
Grade 3: “The Poplar Tree”

3 - 5 Changes/Noticings:

• Deeper character analysis—how a character affected the outcome of story, responds to events
• More complex questions: “Why is the old man in the forest at the beginning of the story?” Text never states this explicitly—must be inferred.
• Not just identifying elements
• More inferences regarding characters, relationships and how these affect the plot
• No scaffolding—bullets only

Implications for Practice: Much more analysis, more organization and writing pieces; deeper questions—beyond literal and comprehension; higher order thinking skills
Grade 4: Myth & Fact
“Why the Evergreen Trees Never Lose Their Leaves” & “Why are evergreen trees green all year round”

3 - 5 Changes/Noticings:

• Difficult vocabulary
• Dense text
• Structural changes: paragraphs numbered, info piece is second rather than first
• No inference for question 12
• Detail, followed by “thus . . .” – shows expectation of analysis, why the detail is important

Implications for Practice: Practice with context clues, build stamina, practicing with paired passages, use prior knowledge, emphasize transition words, practice with reading and interpreting questions
Grade 5
“Black Beauty” & “The Secret Garden”

3 - 5 Changes/Noticings:

• Complexity of texts
• Sophisticated vocabulary
• Short Response: all inferential
• Written from the animals’ perspectives
• Full texts, not broken up, no pictures
• Long paragraphs
• Different points of view/perspectives
• Academic vocab in questions

Implications for Practice: Need stamina! Expose students to inferences, complex paired passages, metacognitives—why/how did the author use . . .
In the past, students were required to

- characterize the text
- exhibit a cursory understanding of the lead character
- comprehend one sentence from the entire text
- understand basic, non-consequential vocabulary
- answer without a deep analysis of text
- look beyond text for stimuli
- answer by recalling text details
- did not require complete sentences
Now, students must . . .

- Comprehend complex, grade-level texts. What should be noted is comprehension of text is assumed, it is not the focus of measurement.
- Identify central themes and key text elements.
- Requires students to consider entire text.
- Place aspects of the text in context of the entire text.
- Move beyond basic recall of details within text in ways such as making an inference as to how specific portions of text relate to the structure of the whole text or wrestle with meaningful, real-world questions.
- In terms of analysis, students will be asked to make and support text-based analyses, to support their text-based analyses with key details, and carry an analysis beyond one text, relating details to overarching messages of both entire texts.
February Workshops: Rubric Applications with Student Exemplars

Feb. 20 – Grade 8
Feb. 21 – Grade 7
Feb. 22 – Grade 6
Feb. 27 – Grade 5
Feb. 28 – Grade 4
March 1 – Grade 3
Appendix B: Suggested Texts

New NYS 3-8 ELA Assessments

New Curriculum Modules:
http://engageny.org/english-language-arts
– 3-8: Expeditionary Learning
– 9-12: Odell Education
Return to Your Home Groups
Revisit:

- Reading & Writing Standards
- Sample Performance Tasks
Your Writing Assignment

- How are we looking at the Common Core Standards with “new eyes?” More deeply understanding rigor?
- Prioritize a section of an upcoming text: What questions would you ask to assure students delve deeper into the text? Are required to analyze and make inferences?
- Develop a Common Core writing task/tweak a writing assignment for the new NYS ELA rubric.
Resources

- Engage NY:  http://engageny.org


- PARCC:  http://www.parcconline.org
           (Partnership for Assessment of Readiness for College & Careers)

- PTA:  www.pta.org/parents/content.cfm?ItemNumber=2583
Take-Aways . . .

A writing or reading activity that I can implement *immediately* with students to support their learning:
Thank YOU!!!

Any further questions, please feel free to call or email me!

Pat Krizan

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845-627-4726