Exploring the New NYS Rubrics & Common Core Priorities ~ K-2 Teachers ~

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Supervisor of Instructional Services

March 6, 2013
Today’s Game Plan

• The *New* NYS Common Core Assessments: Highlights & Changes

• Working Backwards:
  • Writing: New Rubrics
  • Reading: Sample Questions, “Bootstrap” Texts
  • Curriculum Modules

• Applying Close Reading & Evidence-Based Writing Priorities
NYS & Common Core Priorities
www.engageny.org

• New NYS 3-8 ELA Assessments

• Text Complexity & Close Reading

• New Curriculum Modules:
  http://engageny.org/english-language-arts
  – K-2: Core Knowledge
  – 3-8: Expeditionary Learning
  – 9-12: Odell Education

“Adopt, Adapt or Ignore!”
### Shift 1: Balancing Informational & Literary Texts
Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.

### Shift 2: 6-12, Knowledge in the Disciplines
Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.

### Shift 3: Staircase of Complexity
In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

### Shift 4: Text-based Answers
Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

### Shift 5: Writing from Sources
Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

### Shift 6: Academic Vocabulary
Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content.
The Road to Common Core

• What shifts have you tried?

• Where have you seen success?

• What are the challenges?
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.”
<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 <em>paired passages (Grades 4-8 only).</em></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;
- Paired passages: Grade 4-8, possibly for short response and extended response;
- No graphic organizers;
- 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
<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>7 MC/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>
<td>2 &amp; 3</td>
<td>7 MC/3 SR/1ER</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td></td>
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<td>5 SR/1ER</td>
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<tr>
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<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>21 MC/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>
</tr>
</tbody>
</table>
Short Response
2 Point Rubric

• **Highlight** Key Words in Each Level

• Noticings?
## 2-point Rubric: Short-response

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Features</th>
</tr>
</thead>
</table>
| **2 Point** | The features of a 2-point response are  
- Valid inferences and/or claims from the text where required by the prompt  
- **Evidence of analysis** of the text where required by the prompt  
- Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt  
- Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt  
- **Complete sentences where errors do not impact readability** |
| **1 Point** | The features of a 1-point response are  
- **A mostly literal recounting** of events or details from the text as required by the prompt  
- Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt  
- **Incomplete sentences or bullets** |
| **0 Point** | The features of a 0-point response are  
- A response that does not address **any** of the requirements of the prompt or is **totally inaccurate**  
- No response (blank answer)  
- A response that is not written in English  
- A response that is unintelligible or indecipherable |
Baby Steps . . . to Analysis
“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 . . .”
Extended Response
4 Point Rubric

• Review the 4 Criteria

• **Highlight** Key Words in Each Level

• Noticings?
### Grade 3 Expository Writing Evaluation Rubric (Continued)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CCLS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT AND ANALYSIS:</strong> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</td>
<td>W.2, R.1–9</td>
<td>4 Essays at this level:</td>
</tr>
<tr>
<td>—clearly introduce a topic in a manner that follows logically from the task and purpose</td>
<td>—clearly introduce a topic in a manner that follows from the task and purpose</td>
<td>—introduce a topic in a manner that follows generally from the task and purpose</td>
</tr>
<tr>
<td>—demonstrate comprehension and analysis of the text</td>
<td>—demonstrate grade-appropriate comprehension of the text</td>
<td>—demonstrate a confused comprehension of the text</td>
</tr>
</tbody>
</table>

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CCLS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMAND OF EVIDENCE: the extent to which the essay presents evidence</td>
<td>W.2 R.1–8</td>
<td></td>
</tr>
<tr>
<td>from the provided text to support analysis and reflection</td>
<td></td>
<td>4 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 Essays at this level:</td>
</tr>
<tr>
<td>—develop the topic with [<strong>relevant, well-chosen</strong>] facts, definitions,</td>
<td></td>
<td>—develop the topic with [<strong>relevant</strong>] facts, definitions, and details</td>
</tr>
<tr>
<td>and details throughout the essay</td>
<td></td>
<td>—partially develop the topic of the essay with the use of some textual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>evidence, some of which may be irrelevant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>—demonstrate an attempt to use evidence, but only develop ideas with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>minimal, occasional evidence which is generally invalid or irrelevant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>—provide no evidence or provide evidence that is completely irrelevant</td>
</tr>
</tbody>
</table>

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<table>
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<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COHERENCE, ORGANIZATION, AND STYLE:</strong> the extent to which the essay</td>
<td>W.2 L.3 L.6</td>
<td>4</td>
</tr>
<tr>
<td>logically organizes complex ideas, concepts, and information using</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>formal style and precise language</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>—clearly and consistently group related information together</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>—skillfully connect ideas within categories of information using linking</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>—provide a concluding statement that follows clearly from the topic and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>—provide a concluding statement that follows from the topic and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>—provide a concluding statement that is illogical or unrelated to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>—do not provide a concluding statement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CCLS</th>
<th>4 Essays at this level:</th>
<th>3 Essays at this level:</th>
<th>2 Essays at this level:</th>
<th>1 Essays at this level:</th>
<th>0 Essays at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>W.2 L.1 L.2</td>
<td>—demonstrate grade-appropriate command of conventions, with few errors</td>
<td>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
<td>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
<td>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
<td>—are minimal, making assessment of conventions unreliable</td>
</tr>
</tbody>
</table>

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New York State Testing Program
ELA Test
2013 Turnkey Training

Grade 3 Extended-response (4-point)
Sample Question

Guide Set
Grade 3: “The Poplar Tree”
Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- explain the direction in which the poplar tree’s branches grow
- explain the events that made the tree’s branches grow this way
- explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- details from the story to support your answer

Write your answer in complete sentences.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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 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?
Working Backwards—Adapting the Rubric for Grades 2, 1, K

- Tweaking rubric language?
- What aligns to the Standards and makes sense for a 2\textsuperscript{nd} grader? 1\textsuperscript{st} grader? Kindergartener?
- Teaching some rubric language as academic vocabulary?
Sample Questions - Overview

New York State Testing Program

“Everything about the Common Core implicitly and explicitly promotes text as the most important element of any education.”

— Jan Burkins and Kim Yaris

http://www.burkinsandyaris.com/the-centrality-of-text/
NYS & Common Core Priorities

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  – 9-12: Odell Education
  “Adopt, Adapt or Ignore!”
### Year-long Scope and Sequence

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery Rhymes and Fables</td>
<td>Different Lands, Similar Stories</td>
<td>Fighting for a Cause</td>
</tr>
<tr>
<td>The Human Body: Five Senses</td>
<td>Fables and Stories</td>
<td>Fairy Tales and Tall Tales</td>
</tr>
<tr>
<td>Stories</td>
<td>The Human Body: Body Systems, Germs, Diseases, and Preventing Illness</td>
<td>Cycles in Nature</td>
</tr>
<tr>
<td>Plants</td>
<td>Early World Civilizations</td>
<td>Insects</td>
</tr>
<tr>
<td>Farms</td>
<td>Early American Civilizations</td>
<td>Ancient Greek Civilizations</td>
</tr>
<tr>
<td>Kings and Queens</td>
<td>Astronomy</td>
<td>Greek Myths</td>
</tr>
<tr>
<td>Seasons and Weather</td>
<td>Animals and Habitats</td>
<td>Early Asian Civilizations</td>
</tr>
<tr>
<td>Colonial Towns and Townspeople</td>
<td>Fairy Tales</td>
<td>Charlotte’s Web I &amp; II</td>
</tr>
<tr>
<td>Taking Care of the Earth</td>
<td>History of the Earth</td>
<td>Immigration</td>
</tr>
</tbody>
</table>

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I. Why Listening and Learning?

- **Shift 1**: Presents informational texts that students aren’t yet able to read.

- **Shift 2**: Imparts content knowledge important to comprehension.

- **Shift 3**: Allows students to hear increasingly complex vocabulary, syntax and grammar.

- **Shift 4**: Provides a vehicle for asking rich, text-based questions.

- **Shift 5**: Provides opportunities for oral discussions about the source.

- **Shift 6**: Models rich, formal language and vocabulary.

- **Additionally**: Models and improves fluent reading.

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New 3-8 Curriculum Modules: Expeditionary Learning

- Making the Text Accessible to All Students
- Promoting Deep Understanding of Text by
  - Encouraging Evidence-Based Discussions
  - Providing Opportunities for Authentic Writing
  - Developing Vocabulary
- Increasing Stamina & Perseverance
Listening vs. Reading Comprehension

T. G. Sticht, 1974, 1984
“Release, Catch, Release”

- **Release**: Have students read independently or read aloud as students follow the text—1st for a general overview. Ask literal questions, 5 Ws, “get the gist,” non-threatening, making the text accessible for ALL!

- **Catch**: Focus on specific words/sentences/areas of difficulty, model, pose open-ended questions

- **Release**: Re-read for deeper meaning and reinforcement. Design questions/activities that cause student to go back to the text to re-read, find evidence and discuss with peers—laying the groundwork for writing from sources.
“Modeling as Mop-Up”

- Resist front-loading
- Resist pre-teaching
- Resist summarizing for students

Do: Focus on areas where students are confused and need assistance in making meaning but only after they have had the opportunity to tackle the text!
Learning Targets

“I Can” Statements
Close Reading

• **Selection of Text(s):** “Bootstrap” texts

• **Prioritize:** most important info; sections that present difficulty

• **Frame the Reading – Set a Purpose:**
  – A pressing question, controversy
  – A statement open for debate
  – A sense of justice: Is it fair? Is it unfair?
Passage Review Criteria


**Overarching Quality Criteria:**

- Passage merits reading because of its place in the canon, craftsmanship, significance or content?
- Passage is relevant and informative (info passages)?
- Content in passage is accurate (info passages)?
- Content in passage is told from a point of view, is persuasive, or presents an argument (info passages)?
- Passage is appropriately complex?
- Passage does **not** portray groups of people in stereotypical fashion and **avoids** stereotypical activities?
Close Reading:

“The Microscope Replaces the Telescope”

➢ **Don’t Wait Questions:** pivotal questions to avoid misunderstandings/misinterpretations; asked frequently and *throughout* the reading, rather than waiting until the end

➢ **Sharpen the Focus Questions:** targeted questions on a particular word/phrase, sentence or paragraph to support close listening and reading
Close Reading Questions

• Require students to cite and/or explain all (or the great majority) of the evidence presented in a segment of the text. Far more rigorous challenge than simply asking for evidence. Students can’t “cherry pick” a simple or obvious piece.

Then: evaluate the details—“best,” “most likely”

• Ask students to paraphrase a particularly dense and complex (in language) passage that is critical to the understanding of the text.
Revisit:

Reading Standards for Literary & Informational Texts
Graphic Organizers:

COMMON CORE: Reading Standards for Literature – Grades K - 4

COMMON CORE: Reading Standards for Informational Text
Why? Why? Why? Students not only comprehend text/provide literal details but explain why the details are important.

What does the detail show/tell us about the character/main idea/topic?

What are your top two details/examples? Why? Why are these details better than the others? (Compile a list of all details and have students evaluate.)

Why did the author use a particular word?

Rate possible themes/main ideas with thumbs up/down, smiley face/sad face, gold/silver/bronze medals. Are some better than others? Why? Again, remember the “wide latitude”—there is no one “right” answer, as long as students can provide “evidence” from the text.
Your Writing Assignment

Prioritize a section of an upcoming text:

- **1st** – What questions would you ask to assure students “get the gist?”
- **Then** – What questions would you ask to assure students delve deeper into the text?
- **Develop** 3 questions that cause students to return to the text to **analyze** and **make inferences**.
- **Require** evidence AND explanation — **Where did you see that? How do you know? Why did the author . . .**
- **Include** text structure and writer’s craft
Analysis of Text Complexity & Suitability for Item Development

Item Review Criteria for Potential Grade 3-8 ELA Items

http://www.engageny.org/resource/new-york-state-item-review-criteria-for-grade-3-8-english-language-arts-tests
Thank YOU!!!

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

Pat Krizan

pkrizan@rboces.org

845-627-4726