TNCore

Tennessee Department of Education

Common Core Leadership Course 202

Middle School Class 1

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Tennessee Department of Education

Common Core Leadership Course 202

Middle School Class 1

Agenda & Table of Contents

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Mathematics 1:00 – 3:30	**Promoting Student Growth in Challenging Math Content** Tab 3, page 53
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1 - Opening

Welcome to Common Core Leadership 202.

Our Goal in this Course:

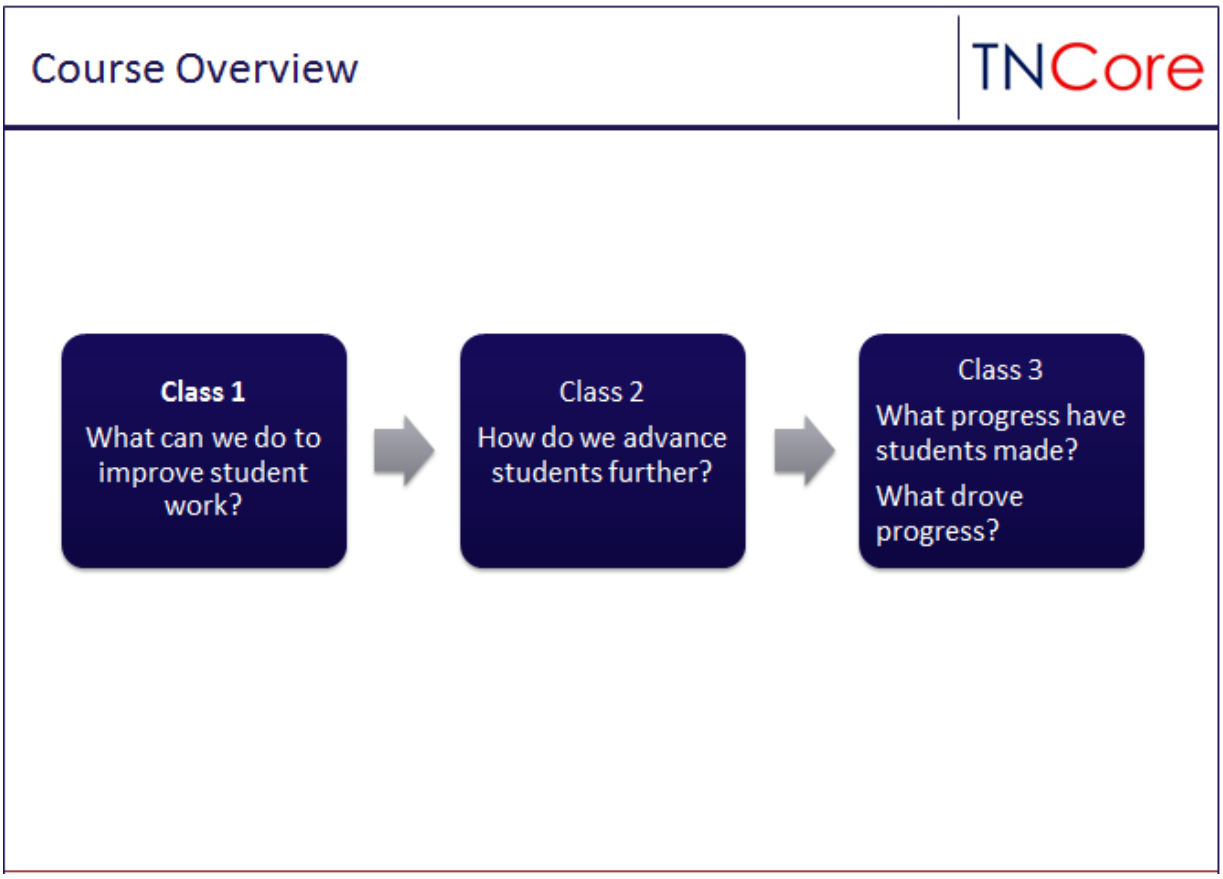
Support collaborative leadership learning focused on increasing student achievement in the transition to Common Core State Standards.

How Will We Achieve that Goal:

- Peer-Led Discussions and Collaboration
- Direct Applications to Our Classrooms and Schools
- A Focus on Student Work

Course Norms:

- Keep students at the center of focus and decision-making.
- Balance urgency and patience.
- Be solutions-oriented.
- Speak Up!
- We need collective solutions. Be present and engaged.
- Challenge with respect.
- Risk productive struggle.
- Monitor airtime and share your voice.


Course Overview
TNCore
Class 1
What can we do to improve student work?
Class 2
How do we advance students further?
Class 3
What progress have students made?
What drove progress?

Notes:

Bridge to Practice Overview

In Leadership 202, we will take on two of the hardest and most important questions we face as leaders in education:

- **How do we help all students comprehend complex texts and write effective analyses?**
- **How do we help all students master the most challenging math content in each grade?**

All activities and assignments in Leadership 202 will focus on student work. **Participants will all be asked to partner with two teachers and two groups of students – a math teacher and a math class and a literacy teacher (across any relevant content area) and a group of students.** Specific information about the sequence of activities for each content area is outlined below:

	Literacy	**Math**
Prior to Class 1	• Select partner teacher and students • Students complete cold response to one assigned literacy task • Collect and bring student work to class one • (More details about the Class One assignment are included below)	• Select partner teacher and class • Students complete a math task on focus content • Collect and bring student work to class one • (More details about the Class One assignment are included below)
In Class 1	• Analyze student work • Review key strategies for writing • Develop a plan for next steps	• Analyze student work • Review key strategies in mathematics • Develop questions for students
Between Class 1 and Class 2	• With partner teacher, conduct a close reading of the text and prompt with students • Review model essays with students • Students plan new essays • Collect and bring student prewriting to class two	• With partner teacher, conduct a lesson using questions to advance student understanding • Students complete a second task • Collect and bring student work
In Class 2	• Analyze student prewriting • Review research on best practices on providing feedback (peer and teacher delivered)	• Analyze student work on task 2 • Review math intervention strategies • Determine plan for remediation
Between Class 2 and Class 3	• With partner teacher, provide feedback on prewriting • Students revise or rewrite essay • Provide feedback on draft 2 (teacher and peer) • Students complete final draft • Collect and bring student work to class three	• With partner teacher, conduct one class of activities to remediate • Students who did not demonstrate evidence of understanding complete task 3 • Collect and bring student work
In Class 3	• Analyze and score final student work	• Analyze and score final student work

Common Core Leadership Course 202 Topics

Overall:

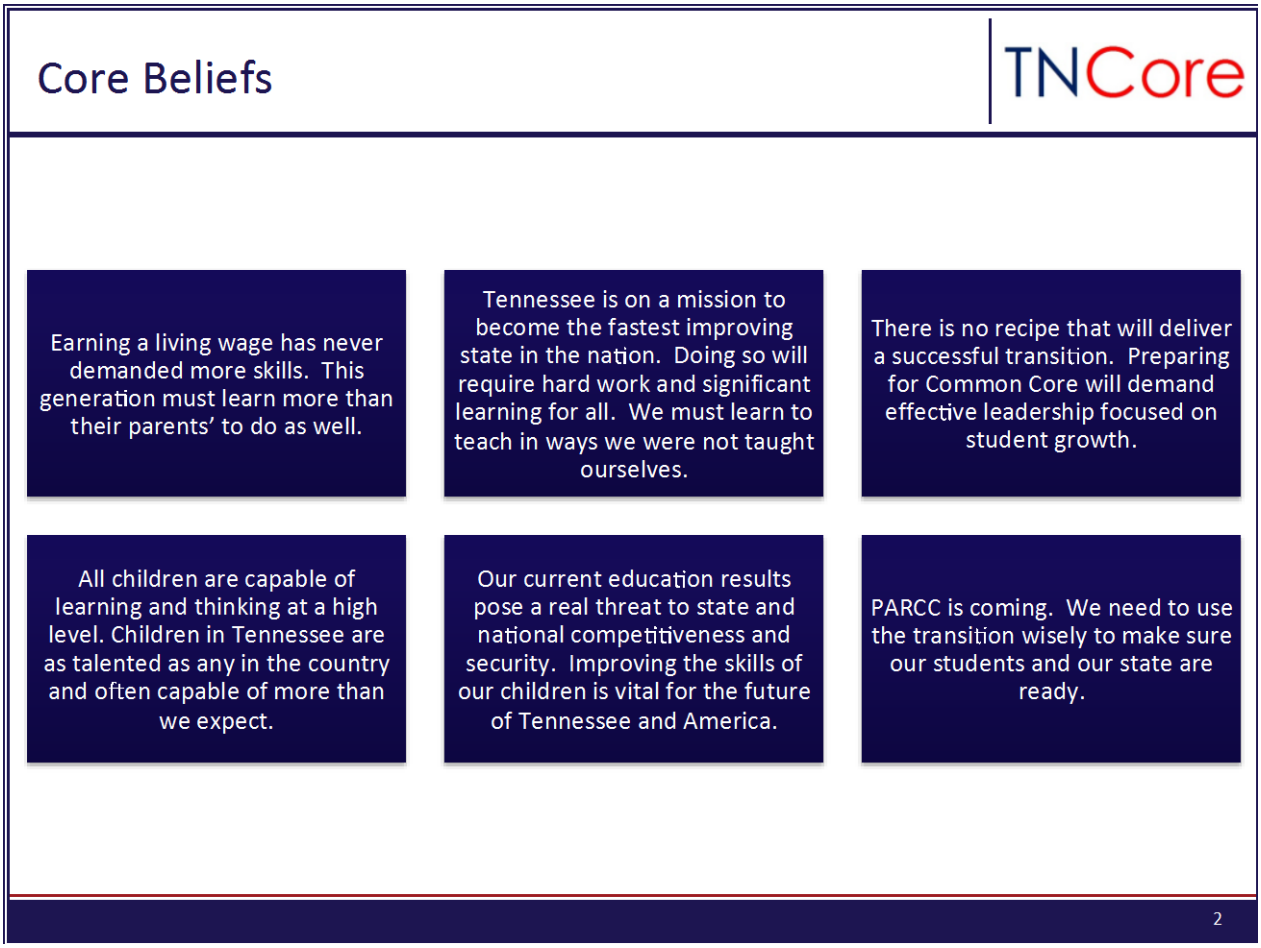
- PARCC support offerings
- PARCC Practice Test Info
- Formative assessments
- Resource guides

Math:

- PARCC sample items, evidence tables, planning
- Key components of good math instruction (assessing v. instructional tasks, how direct instruction fits in, essential understandings, goal orientation)
- Looks fors – how can you tell if a lesson is working towards a clear goal?
- Fluency
- Findings from CRA – key content gaps
- Task Arcs
- Videos

ELA/literacy:

- PARCC sample items, evidence tables
- Units
- More on text complexity – illustration of college level text
- Vocabulary instruction
- Look fors – how can you tell if a less is rigorous?
- Elementary – review simple view of reading
- Secondary – integrating literacy instruction
- Findings from student surveys / writing results


Core Beliefs
TNCore
Earning a living wage has never demanded more skills. This generation must learn more than their parents' to do as well.
Tennessee is on a mission to become the fastest improving state in the nation. Doing so will require hard work and significant learning for all. We must learn to teach in ways we were not taught ourselves.
There is no recipe that will deliver a successful transition. Preparing for Common Core will demand effective leadership focused on student growth.
All children are capable of learning and thinking at a high level. Children in Tennessee are as talented as any in the country and often capable of more than we expect.
Our current education results pose a real threat to state and national competitiveness and security. Improving the skills of our children is vital for the future of Tennessee and America.
PARCC is coming. We need to use the transition wisely to make sure our students and our state are ready.
2

Notes:

20 Things Every Tennessee Teacher Should Know about the PARCC Assessment

PARCC stands for the Partnership for Assessment of Readiness for College and Career. A partnership of 18 states and the District of Columbia, PARCC is developing math and English language arts / literacy assessments in grades 3-11. Beginning in the 2014-15 school year, the PARCC math and English language arts assessments (ELA) will replace the Achievement and End of Course math and ELA assessments as part of the Tennessee Comprehensive Assessment Program (TCAP).

PARCC is still in the design process. Test blueprints have been developed and released and the first round of items has been developed and reviewed by educators in Tennessee. Tennessee, along with other PARCC states, will participate in a field test of these items during spring, 2014. As with the field test for all TCAP assessments, the PARCC field test will help the consortia make final decisions about the design and scoring of the assessments. With Tennessee's strong support, PARCC is committed to creating high quality tests that will be improved over time based on results and feedback from all of the member states.

Based on the design of tests as of October 2013, here are 20 things every Tennessee teacher should know about PARCC:

1) **Tennesseans helped build PARCC.** Tennessee is a governing state in PARCC and Tennessee educators from K-12 schools and from institutions of higher education have participated in the design of PARCC and reviewed items for content and for bias and sensitivity. Together with other states, we are building the PARCC assessments.

2) **The Tennessee Comprehensive Assessment Program (TCAP) will include the PARCC Assessments in grades 3-11 in Math and English Language Arts / Literacy.** Beginning in the 2014-15 school year, the PARCC assessments will replace the Achievement and End of Course tests for math and English language arts (ELA) as part of the Tennessee Comprehensive Assessment Program (TCAP). We will continue to have Achievement and End of Course exams in science and social studies as part of TCAP.

3) **Participating in PARCC will allow Tennesseans to see how our state performs and grows over time in math and English language arts / literacy compared to other PARCC states.** Right now, with each state developing its own tests, there is no way to know how our students' growth and performance compares with our neighbor's performance or pace of growth. Working with other states to develop and administer PARCC will allow us to see how our students' achievement level and pace of growth compares to other PARCC states every year and will allow us to learn from others.

4) **The PARCC assessments will be given in two separate windows during the year: a Performance-Based Assessment Component in February or March and an End of Year Assessment Component in April.** There will be a block schedule administration available for both the Performance-Based Assessment and the End of Year Assessment (which will be called the End of Course Component in high school) in the fall and winter. Unlike the Achievement and End of Course math and reading assessments, not all of the testing will happen at the end of the course or year.

5) **Students' final scores will reflect their performance on both the Performance Based Assessment and the End of Year Assessment.** The Performance Based Assessment will include all of the questions that students have to perform a task not just pick an answer – for example, write an essay or create a model. The Performance Based Assessment has three parts ELA/Literacy and two parts math. The End of Year Assessment has two parts math, two parts ELA/Literacy. The final student score will be based on performance across all the components (students will not get a different score for each component).

This list represents the best information about the PARCC assessment as of October 2013. As is true of any assessment design process, there may be changes to the PARCC design informed by ongoing feedback and the field test.

6) **Sixty percent of the PARCC ELA / literacy assessment will involve writing.** Unlike previous assessments that chiefly assess ELA through multiple choice questions, writing will be a key element of PARCC. You can learn about the three writing task types in more detail and see sample items here.

7) **More than 60 percent of the math questions will focus on the math standards that have been identified as the "major work of the grade" (as outlined in the PARCC Model Content Frameworks – see here).** Unlike the Achievement and End of Course math assessments, with small number of items on every State Performance Indicator (SPI), there will be more questions on certain standards on the PARCC math assessment. Students who do well with the major work of the grade in math will do well on PARCC.

8) **The PARCC math and ELA / literacy assessments will include many different types of questions.** There will be questions that ask students to do something – these are typically called constructed response questions. All constructed response questions will part of the the Performance Based Assessment window to allow for hand scoring by the end of the year. There will also be multiple choice questions and interactive technology questions – questions that require students to drag and drop items or type an answer where no choices are given or select from many options. All of these questions will be able to be scored automatically. The End of Year component will only include questions that are automatically scored.

9) **Constructed response and writing questions will be hand-scored by trained reviewers.** Reviewers will go through in-depth training on how to use the rubric, similar to the training on our current writing assessment, to ensure fairness and consistency. Multiple reviewers will score each assessment, and a third reviewer will examine student scores if there is a discrepancy in the scoring. This scoring process is a similar approach to the scoring of the writing assessments students have taken for many years.

10) **There will be accommodations and accessibility features that allow all students to have the support they need to do well on PARCC.** Unless a student's Individualized Education Program (IEP) team determines that the student will participate in the portfolio assessment, he or she will participate in the new PARCC assessment. PARCC is being designed to be accessible for all students other than those taking the Portfolio assessment (the MAAS assessment will no longer be administered beginning in the 2014-15 school year.) Students with disabilities will be able to use accommodations specific to the PARCC assessment chosen by their IEP teams. More information about these accommodations can be found here.

11) **The PARCC portion of TCAP will be administered online,** and there will be a paper-pencil back up option at first. Not all students will take the PARCC tests at the same time, as typically has been the case with the Achievement and End of Course paper-pencil assessments. Groups of students will cycle through different test parts during a window of several weeks and return to class and continue learning throughout the window. Students will only work on assessments for a few days within the testing window.

12) **There will not be questions on the ELA/Literacy assessments that test grammar in isolation; grammar will be assessed through students' writing.** On PARCC, grammar is assessed solely through writing. There will not be stand-alone multiple choice questions assessing grammar.

13) **All passages on the ELA/Literacy parts will come from an authentic text**. The PARCC passage selection guidelines state: "The texts students encounter on tests should be worthy of careful attention, be content rich and challenging, and exhibit professional published quality." Unlike previous assessment passages, written for the purpose of the test, PARCC will feature only previously published texts.

14) **Multiple-choice and selected-response questions on the ELA/Literacy Assessments will focus on reading and vocabulary.** All multiple-choice questions will be based on a text and require students to provide evidence to

support their answer. Additionally, vocabulary questions will focus on meaning as presented in the text. Students will not be expected to have prior knowledge of the subject or content of the text.

15) **Tennessee will offer the PARCC high school level math assessments for both the traditional course sequence (Algebra I, Geometry and Algebra II) and for the integrated course sequence (Math I, Math II and Math III).** Unlike the previous End of Course offerings which only followed the traditional sequence with Algebra I and Algebra II tested, PARCC will offer the full suite of assessments for both traditional and integrated courses. Click here for more information on the mathematics pathways.

16) **Students will get partial credit for some questions in math.** On some of the constructed response math questions, students can receive partial credit if they demonstrate understanding of a concept. Students will need to generate a precise and accurate answer in order to earn full point value.

17) **In grades 1-6, there will be math questions that assess students' speed and accuracy with basic procedures without a calculator, (i.e., their math fluency).** The list of fluency standards can be found here. Beyond grade 6 will have fluency standards, but there will not be a fluency component of the PARCC assessment.

18) **In grades 6 and beyond, PARCC will have calculator and non-calculator sections.** Assessments in grades 3-5 will not allow the use of a calculator. Assessments in grades 6-7 will allow for a four-function plus square root calculator, assessments in grade 8 will allow for a scientific calculator, and assessments in high school will allow for a calculator similar in functionality to a TI-84 graphing calculator. PARCC's calculator policy can be accessed here.

19) **Students will have a math reference sheet for grades 5 and higher.** Students in grades 3 and 4 will not be provided a reference sheet. Reference sheets for grades 5-8 and for high school will be available to students during the assessment.

20) **Students who do well on PARCC will know they are ready for college and career.** PARCC will ask students to do the kind of work they will need to do to be ready for college and career. Tennessee public institutions of higher education have agreed to use students' performance on the PARCC assessment as an indicator of readiness for credit bearing work. PARCC will give students and parents clear information about whether they are on track towards meaningful options in life.

If you have additional questions about the PARCC assessment, please go to the PARCC section of the TNCore website at www.TNCore.org or email your questions to TNCore.Questions@tn.gov.

This list represents the best information about the PARCC assessment as of October 2013. As is true of any assessment design process, there may be changes to the PARCC design informed by ongoing feedback and the field test.

Idea Lab

This fall, we tried something called the "The Idea Lab." The purpose was to better understand where teachers are making instructional shifts and where we are seeing gaps in the transition to Common Core State Standards.

The two reasons we are sharing this information with you are:

- To share the findings at the state level in case they help in your own thinking and planning.
- To share our process for creating the Idea lab at the state level to use as guidance if you decide to create something similar in your schools and districts to pull out your own findings.

The process involved three steps:

1. Form a committee and have all committee members engage in a set of common field work (observations, conversations with teachers and students, review of work artifacts)
2. Facilitate a group discussion of progress and gaps and come up with ideas to target those gap areas.
3. Synthesize findings

Here are our Findings at a State Level

MATH	Progress	Gaps
1) Are teachers spending time on the right content?	• Pacing guides have generally eliminated the dropped SPIs, especially in grades 3-8. • Common Core State Standards are usually included in district pacing guides, often alongside SPIs. • A sample of pacing guides show an allocation of about 50 percent of instructional time to focus clusters. • There is a feeling that teachers are spending more time on content and understanding and feeling less pressure to cover all standards quickly. • There is some evidence of teachers integrating multiple standards into a single day, instead of completing a standard per day	• Still not enough time on focus content. • Pacing guides show that not enough time is planned to be spent on additional standards. • There is a lack of evidence about whether high school courses have stopped teaching the dropped SPIs and their progress in the transition. • Administrators still want checklist of standards covered. • There is a disconnect between formative assessments and how the focus content is assessed. • Many textbooks have not been adapted to reflect the focus content and spending different amounts of time on different standards.
2) Are students getting regular practice with demanding tasks?	• More rigorous math tasks are being used, especially in grades 3-5. • Teachers are more aware of importance of rigor and the importance of analyzing tasks for rigor. • Students are exhibiting more stamina on the 2013 CRA leading to fewer blank responses and students attempting more items. • The released task arcs are useful and recognized as high quality resources. • There seems to be better	• The demand of tasks is still not as rigorous as it could be. • K-2 instructional and assessment tasks are not being widely used. • There appears to be less usage of tasks in middle grades than in elementary. • Task arcs aren't being used as full units; teachers are generally using parts of the task arcs. • Overall, there is a lack of understanding of larger goals or understandings instruction is driving toward with tasks. Teachers might be using a task but

	implementation by teachers who have received more training on the strategies.	towards what end?
3) Are teachers asking questions that assess and advance student understanding?	• Teachers are asking more questions overall. • Many questions are meant to assess students understanding of the topic. • There are also more questions being asked that ask students to explain how they got an answer or why their answer is correct or incorrect.	• There is a limited use of advancing questions, especially knowing what questions to ask beyond the initial why/how question. • Questions often lack purpose – towards what end?

ELA	Progress	Gaps
1) Are students receiving daily practice citing evidence in conversation, writing and/or research?	• Students are being asked to cite evidence more often in writing and conversation. • There is some variation in the frequency and medium used to provide evidence. • This shift is especially evident in English language arts classrooms.	• Although there has been progress, there are still gaps in citing evidence. • This gap is more pronounced in content areas other than English language arts. • There seems to be a limited understanding of the purpose of citing evidence and how it can help students better understand both the content and the text.
2) Are teachers selecting appropriately complex texts that reflect the needed balance of informational text and fiction?	• Teachers are using more nonfiction texts in English language arts classes. • There seems to be interest and enthusiasm from both teachers and students about reading nonfiction. • The balance of fiction and nonfiction is improving in all grade levels, and there is more reading beyond textbooks in many subjects.	• Teachers seem to struggle to with knowing how and where to go to select quality additional texts or other resources when or if they feel the textbook is not complex enough. • The biggest area of struggle in determining text complexity seems to be in the qualitative measure; teachers are more familiar with using a quantitative measure and considering the interest and ability of the students.
3) Are students receiving regular practice with and feedback on their writing?	• There is evidence of students writing more in both English language arts and content area classes. • More assignment in writing are based on a text than previously. • Educators show a sense of urgency around improving student writing.	• Teachers seem to struggle to understand what to focus on in providing feedback, both in content area classes and English language arts. • Content area teachers seem unclear of their role in developing students writing abilities and how to incorporate text based writing.

Next Steps at the State Level:

- We will be developing exercises that focus on these key challenges for the leadership course 202.
- We have shared these findings with CORE Directors and we are working on support tools.
- We will incorporate these focus areas in summer training, especially;
    - Writing
    - Critical Math Content

Process:

As we noted, one of the purposes of this document is to help districts replicate the process to pull out their own findings. The next three pages contain resources for use in using this process for reflection at the local level.

The field work and discussion focused on the following key questions:

ELA

- Are students receiving daily practice citing evidence in conversation, writing and/or research?
- Are teachers selecting appropriately complex texts that reflect the needed balance of informational text and fiction?
- Are students receiving regular practice with and feedback on their writing?

Math

- Are teachers spending time on the right content?
- Are students getting regular practice with demanding tasks?
- Are teachers asking questions that assess and advance student understanding?

Field Work

ELA Field Work: Each committee member chose one exercise from artifact review and hosted a teacher focus group, student focus group and conducted observations.

1. **Artifact review**: (choose one)
    a. Collect 5 sample assignments in an ELA class and review the tasks closely to determine if they require citing evidence.
    b. Collect writing assignments across subject areas (ELA, science, ss and CTE) and examine the type of writing required.
    c. Collect three texts used in an ELA class and evaluate the complexity qualitatively and quantitatively – are these texts appropriately complex for the grade level?
    d. Collect one writing task and 5 pieces of graded student work. What are the areas of feedback?
2. **Teacher focus group**:
    a. How are you thinking about planning this year? What kinds of assignments have you been trying to provide students? What about your planning, if anything, has changed since last year?
    b. How have you selected texts this year? What about the approach to text selection, if anything, has changed? What steps do you go through in selecting a text?
    c. How are you grading writing this year? What kinds of things are you looking for in student work? Where are you focusing your feedback?
3. **Student questions**
    a. What are some of the main things you have been learning about this year? What are some of the things that your teacher is focused on teaching you? How do you know your teacher cares about these topics?
    b. What kinds of things do you read in class? Who selects what you read? What do you notice

about the things you are reading?
    c. How often are you asked to write in English? Across other subjects? What are your personal strengths and weaknesses in writing? What feedback do you get on your writing?
    d. Have you noticed anything different this year in English class than last year?
4. **Teacher observation**
    a. Observe 10+ minutes in at least 4 math classrooms and look for trends in:
        i. Evidence
        ii. Texts
        iii. Feedback

Math Field Work:

Math Field Work: Each committee member chose one exercise from artifact review and hosted a teacher focus group, student focus group and conducted observations.

1. **Artifact review**: (choose one)
    a. Review 2-3 long term plans or pacing guide for a teacher, school or district. Review for focus on focus standards.
    b. Review a collection of tasks that are being used in instruction for a single classroom. What do you notice?
    c. Script the questions asked in 10 minutes of observation for 2-3 different teachers.
2. **Teacher focus group**:
    a. Where have you spent time this year? How are students doing relative to this time last year? What are the biggest changes you are noticing? What are you biggest fears or concerns about where you are spending time?
    b. How have you been selecting tasks this year? What factors have you considered? What are you finding it harder and easier to find? What, if anything, has changed about how you are using tasks?
    c. How have you been thinking about questions in your planning? What types of questions are you asking? What types of questions are students responding to? How are you evaluating when to ask students and question and when to provide students information?
3. **Student question**:
    a. What kinds of problems are you doing in your math class? What kinds of problems are you good at? What kinds of problems are harder? What kind of problems do you like best? What kind of problems do you like least?
    b. What kinds of questions does your teacher ask you? What have you learned most about this year? What helped you learn that?
    c. Have you noticed anything different this year than last year in math?
4. **Teacher Observation:**
    a. Observe 10+ minutes in at least 4 math classrooms and look for trends in:
        i. Focus
        ii. Tasks
        iii. Questions

We convened for a 3 hour discussion, guided by the following questions:

Discussion Guide:

- Start with introductions with some background.
- Discuss goals and establish norms at the outset. Establish the expectations for the timing of the agenda but allow for some flexibility based on where the conversation trends.
- Ask everyone to go around and share striking impressions from field work.
- What is working? Where did people see evidence of progress?
- What is not working? Where did we see gaps against what we'd like to be seeing? (Don't talk about next steps yet – just get the issues out on the table)
- What do we think is driving the progress? - Get really specific here. Why have we seen the progress that we have seen? What made that progress possible?
- What do we think is driving the gaps? (This is the most important question that will be discussed and it is important to get extremely specific. Why are these gaps present?)
- What are the most important gaps to address?
    - What are the lacking knowledge, skills and beliefs that are underneath the pressing gaps?
- How can we address these gaps?
-
- Synthesis at the end of the discussion: Allow each person to share an overall reaction from the day - ing away from our discussion today? What is most exciting to you? What is most surprising?

2 - Literacy

Promoting Student Growth and Common Core Writing

Tennessee Department of Education
Common Core Leadership Course 202
Middle School English Language Arts
Grades 6 – 8

English Language Arts Table of Contents

Course Objectives

Participants will:

- Examine and discuss the common elements of college- and career-level writing
- Study and score student work
- Learn about current research on effective writing practices
- Experience & examine best practices to support student understanding and organization

College Paper Assignment

Writing to Discover
EN-1123: Essay 3

Topic: For this paper, you will select two pioneers in your chosen field—one foundational and one current. Then you will analyze the impact each has made on the field, taking into consideration when they entered the field and what was happening culturally at the time. Ultimately, this is a **character analysis**, but you are using an element of argument in your case for who is a pioneer.

Assignment: This assignment is in two parts. (A.) Research the pioneers. Remember that you are not just finding sources on your pioneers, but on cultural elements of the times as well. Some of the sources can agree with others and yourself, but not all of them; you may also need to find texts that **disagree** and **differ** from one another and, perhaps, with your argument. Each of your sources should be **scholarly** and not merely informational (an encyclopedia or Wikipedia are examples of informational sources). You will also want to be aware of *the type* of source you use; one of the goals of this assignment is that you learn how to **consult authorities** in your field and present **yourself** as **an authority in conversation** with them.

(B.) Analyze your pioneers and their places in the field. In order to do this, you should **1) present** your pioneers, **(2) discuss** the work they've done and cultural implications/ramifications, **(3) evaluate** the pioneers' effectiveness within the field, and **(4) work toward an argument** of your own (not necessarily in that order). You must find a way to present yourself as a **reliable commentator** on the field and the pioneers; this means you will need to be **well informed** on the topic (you should actually read your sources rather than just finding quotes that support your claim). Since you are **creating an argument** through your discussion of these texts, you will need to do more than merely summarize their points (though you may need to do some of that). Remember, you are partaking in a **conversation** with experts within your field.

> For example, if my chosen discourse community is writing centers, I could choose Stephen North and Andrea Lunsford as my pioneers. North is foundational, and Lunsford is current. My research will find that North focused on presenting writing centers in a specific way—non-fix it shop—and Lunsford focuses on collaboration within centers, colleges, and universities. I would examine sources that not only agree with me, but also might agree with my pioneers. I would also examine some that disagree with my choice of North and Lunsford, or disagree with their claims (I wouldn't just look in the writing center community; I could find information within Education and university structures.). From these sources, I will make the argument (thesis statement!) that perceptions of writing centers in American university culture influenced my pioneers' perceptions and effects on the field itself.

Purpose: To improve your proficiency in the writing that you will do post-graduation and within your major coursework and to learn more about your chosen profession.
Audience: Your peers in this class and me.

Assessment: The final draft of this assignment will be evaluated on general levels: how effective your introduction is, how well you organize the entire essay and individual internal paragraphs, how well you use primary and secondary support (examples and details) to describe your specified topic and support your thesis, and how well the overall paper is edited for grammar, mechanics, and spelling. [Content-30%, Organization-30%, Vocabulary-20%, Grammar-10%, Mechanics-10%]
You will be given class time for workshops; please take them seriously.

Traps to Avoid:

- Failing to assert a clear and strong judgment
- Failing to support judgments with details and evidence
- Overusing first or second person (i.e. "I," "me," "my," "we," "us," "our," or "you"); this usually leads to issues with sentence variety
- Writing to a generic audience

Additional Information:

- Your annotated bibliography and paper must be in the style that is used in your field.
- Your paper must be **at least** 4 pages in length (not counting a resource page).
- The Writing Studio is here to help!

College Paper Sample

Student's Name

Professor's Name

EN 1123-15

16 February 2013

Finding Harmony within Opposition: Balancing the Methods

Of Allen Lane and Colin Robinson in the Modern World of Publishing

Behind every book cover lays a secondary story: the story of how the written work came to be bound. Publishing houses represent a complicated mediation between artistry and business, economics and passionate creation. Because of the dual nature of this business, the publisher's story contains much conflict and criticism. While the majority in the book business believes that a publisher should primarily aim to bring in revenue and satisfy reader interest, the minority still cries out for artistic integrity. Many criticize publishers' attempts to maximize profit by encouraging authors to adjust their work towards a 'desirable' and constrictive product. This debate between book marketability and integrity is stamped across the history of book publishing. Ultimately, the way a publisher approaches this eternal debate depends on the situational context of the era. Publishing thus represents an evolving field that caters to the needs of the time. Two men whose preferred publishing methods fall on opposite sides of the spectrum, Allen Lane of Penguin Books and Colin Robinson of OR Books, are publishing pioneers of their generation. Whether discovering means to mass-market paperback books for the price of a pack of cigarettes or courageously founding an independent publishing company that caters

to an exclusive audience, these men have defined the futures of their craft.

Allen Lane, founder of Penguin Books, ingeniously pushed the reading world into a paperback frenzy, creating an era of literacy in which the written word was inexpensive, the projected audience of readers was expanded, and marketing was key to profit. At the time of his bold endeavor, those involved in the book business were aware of a deprived "reading public at the cheaper end of the market" (McCleery). However, no measures had been taken to reach this unaddressed audience since paperback books, a cost-effective solution, were "regarded at the time as 'dirty rubbish' by respectable publishers" (Cavendish). Lane's environment thus differed greatly from the intellectual movement that defines our current era; the lay reading population was limited to intellectuals and those most passionate about learning from the written word. Lane first sympathized with the unread folk upon discovering that the Exeter station bookstall had nothing of worth to read, leaving him without any means to while away his time on the train. A traumatic experience for book enthusiasts, this deprivation of readily available reading material led to an epiphany that would define the future of book sales: the need for widespread reproduction of paperback novels at a bare-minimum price. This risky business venture opposed common publication methods of the time. An innovator in his field, Lane's mass-marketing approach placed him as the "center as an initiator of events" that transcends generations, directly affecting our interactions with literature today (McCleery). By catering to those less inclined to read, Lane's venture may receive credit for starting a literature frenzy- a heightened sense of humanity's capability to gain enjoyment and knowledge from reading- that leads individuals today to spend the afternoon idling away time beneath piles of paperbacks in the local bookstore.

With the support of his two younger brothers, Dick and John, Allen Lane's vision of

inexpensive, easily accessible paperback reprints led to the establishment of a new company: Penguin Books. According to J.E. Morpurgo, the author of the biography *Allen Lane: King Penguin,* Lane established an "'institution of national and international importance, like the *Times* or the *BBC*'" (Cavendish).

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Source: Common Core State Standards Initiative
http://www.corestandards.org/ELA-Literacy/CCRA/W

PARCC Sample Assessment Question

TNCore

3rd Grade (Research Simulation Task)

You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

- In your article, be sure to describe in detail why some solutions they tried worked and others did not work.
- Tell how the challenges each one faced were the same and how they were different.

Notes:

PARCC Sample Assessment Question | TNCore

6th Grade (Narrative Writing Task)

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

Notes:

PARCC Sample Assessment Question

TNCore

10th Grade (Literary Analysis Task)

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms "Daedalus and Icarus."

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Notes:

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: • utilizes well-chosen, relevant, and sufficient evidence[1] from the stimuli to insightfully develop the topic. • thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains an effective and relevant introduction. • utilizes effective organizational strategies to create a unified whole and to aid in comprehension. • effectively clarifies relationships among ideas and concepts to create cohesion. • contains an effective and relevant concluding statement or section.	The writing: • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. • Illustrates sophisticated command of syntactic variety for meaning and reader interest. • utilizes sophisticated and varied transitional words and phrases. • effectively establishes and maintains a formal style.	The writing: • demonstrates consistent and sophisticated command of grade-level conventions of standard written English.[2] • may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: • utilizes relevant and sufficient evidence[1] from the stimuli to adequately develop the topic. • adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains a relevant introduction. • utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. • clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. • contains a relevant concluding statement or section.	The writing: • illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. • illustrates consistent command of syntactic variety for meaning and reader interest. • utilizes appropriate and varied transitional words and phrases. • establishes and maintains a formal style.	The writing: • demonstrates consistent command of grade-level conventions of standard written English.[2] • contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: • utilizes mostly relevant but insufficient evidence[1] from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. • explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.	In response to the task and the stimuli, the writing: • contains a limited introduction. • demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. • clarifies some relationships among ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section.	The writing: • illustrates inconsistent command of precise language and domain-specific vocabulary. • illustrates inconsistent command of syntactic variety. • utilizes basic or repetitive transitional words and phrases. • establishes but inconsistently maintains a formal style.	The writing: • demonstrates inconsistent command of grade-level conventions of standard written English.[2] • contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: • utilizes mostly irrelevant or no evidence[1] from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. • inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains no or an irrelevant introduction. • demonstrates an unclear organizational structure; ideas are hard to follow most of the time. • fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. • contains no or an irrelevant concluding statement or section.	The writing: • illustrates little to no use of precise language and domain-specific vocabulary. • illustrates little to no syntactic variety. • utilizes no or few transitional words and phrases. • does not establish or maintain a formal style.	The writing: • demonstrates limited command of grade-level conventions of standard written English.[2] • contains numerous and repeated errors that seriously impede meaning.

[1] Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.
[2] Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

The 2013 TCAP Writing Assessment: Statewide Results and Instructional Implications for Common Core Writing

Introduction:

In 2013, Tennessee realigned its writing assessment program to:

- assess the Common Core State Standards for English language arts,
- incorporate the three key instructional shifts of building knowledge through informational texts, reading complex texts, and responding with textual evidence, and
- help prepare teachers and students for the content and format of the PARCC assessments.

The February 2014 Tennessee Comprehensive Assessment Program Writing Assessment will emphasize the same shifts while attempting to approach more closely the format of the PARCC assessment, which will assess both reading and writing starting in the 2014-15 school year.

Key Results and Instructional Implications: The following table outlines the major trends from student results[1] of the February 2013 TCAP Writing Assessment and provides examples of how teachers may choose to adjust their instruction. **Please note these results are drawn from statewide data and may not be representative of students in your district or school**.

Key Results	Instructional Implications
Overall, **Conventions was the highest scoring trait**, followed by Language/Style.	Since students generally experience more success with **form** (*how* students write, as measured by Language and Conventions), more emphasis could be placed on improving **content** (*what* students write, as measured by the Focus/Organization and Development[2] traits). However, students still need practice in all traits.
Overall, students **struggled the most in Support/Elaboration**. Only 1.5 percent of 8th Graders and 0.9 percent of 11th Graders received a score of 4 (on a 1-4 scale) in Support/Elaboration.	Students appear to need more practice in the skill of writing to sources, including: • Selecting relevant and significant details and ideas from a text • Supporting claims and explanations with specific evidence from texts • Synthesizing textual evidence from multiple sources into a coherent explanation or argument
A large number of student responses (7,470) were too limited to evaluate and therefore unscorable. In most of these cases, students simply copied the text instead of writing an original essay.	There may be many different issues at play for students with unscorable responses. Teachers may consider diagnosing and providing direct instruction in the following skill areas: • Reading foundational skills and comprehension • Structuring a paragraph that provides textual evidence • Practice with the format of online testing
Significant achievement gaps exist for students with disabilities, English language learners, and students who qualify for free- or reduced-priced lunch.	The same subgroups of students that tend to perform lower on TCAP exams also performed lower on the Writing Assessment. These students may need intervention and extra remediation in reading and writing.

[1] For more detail, see the data appendix at the end of this memo.

[2] In the revised 2013-14 rubrics, Support/Elaboration is now called Development, and Language/ Style is now called Language.

Next steps to prepare students for the TCAP Writing Assessment and PARCC during the 2013-14 school year: The following next steps provide tips and potential instructional practices to help teachers prepare students:

1. Become familiar with the format of the 2013-14 TCAP Writing Assessment. This memo has further details. We will continue to update information on www.TNCore.org and through TNCore Updates. Click here to sign-up for the TNCore Update.
2. Review the score reports for your incoming students; analyze their strengths and weaknesses by trait and provide instruction in the common areas of deficit. Use the sample writing tasks the Tennessee Department of Education will release as extra practice for your students, and give them feedback using the revised rubrics . Sample writing tasks will be released as optional assessment resources in the fall and spring on www.TNCore.org.
3. Use the resources from module 5 in the 4-12 ELA Common Core summer training materials to create your own prompts for your students. Modules 2 and 5 also provide strategies for building student skill in comprehending complex texts and writing to sources. You can find summer training materials here.
4. Learn more about PARCC prose constructed responses by reviewing the sample items and draft rubrics.
5. Consider focusing writing instruction on the following key Common Core Writing Standards (note that Anchor Standards apply to *all* grades k-12).

Anchor Standard
CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

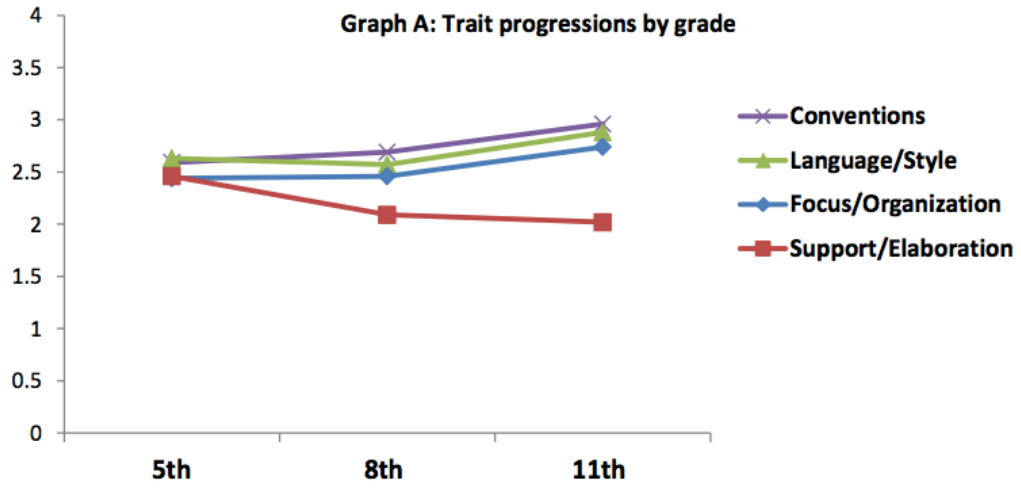
TENNESSEE DEPARTMENT OF EDUCATION

Data Appendix

Table 1: Scores by Trait (1-4 scale)

	Focus/Organization		Support/Elaboration		Language/Style		Conventions	
	Average	% scoring a 3 or 4	Average	% scoring a 3 or 4	Average	% scoring a 3 or 4	Average	% scoring a 3 or 4
5th grade	2.44	41.3%	2.46	42.0%	2.63	56.6%	2.59	51.0%
8th grade	2.46	45.5%	2.09	23.3%	2.57	50.3%	2.69	57.4%
11th grade	2.74	67.9%	2.02	27.6%	2.88	73.5%	2.96	75.5%
Overall	2.54	50.9%	2.20	31.2%	2.69	59.7%	2.74	60.7%

Graph A: Trait progressions by grade



Note: this graph traces student performance on each trait across all three tested grades. Conventions and Language/Style remain the highest two traits and these scores go up slightly over three grades. Support/elaboration is the lowest scoring trait and scores drop from 5th to 11th grades.

Table 2:
Students Receiving Condition Code D: Too Limited to Evaluate (scored as a zero in all four traits)

	Overall number	Overall %	5th	8th	11th
D: Too Limited to Evaluate	7,470	3.6%	2,661	4,596	213

Supporting Rigorous English Language Arts Teaching and Learning

TCAP ELA Phase 1 Writing Task

Analysis

Please read "Leaders of the Civil War Era: Harriet Tubman" by Ann Malaspina.[1]

You have now read two texts about Harriet Tubman. Write an essay that compares and contrasts the authors' purposes and how their purposes are conveyed in the two texts. Be sure to cite evidence from both texts to support your analysis. Follow the conventions of standard written English. Write your essay in the space provided on the next pages.

You may use this area for notes ONLY. Use the lined pages to write your essay.

[1] Malaspina, Ann. (2009). *Leaders of the Civil War Era: Harriet Tubman* (p.69–82). New York: Chelsea House.

The Woman Called Moses

by Walter Oleksy and Meg Mims

In the year 1835 on a large plantation located in Bucktown, Maryland, a 15-year-old black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with her parents in the slave quarters.

The room was hot, almost too hot to bear. Softly, so as not to waken her sleeping parents, Harriet Tubman got up and walked to the open doorway of the chinked-log cabin and listened to the sounds of music and laughter that floated down through the heavy night air from the mansion where her owners were celebrating the harvest of a bumper cotton crop.

It was a beautiful clear night, with millions of twinkling stars and a silver moon. Many years later Harriet would recall that night and describe it as the turning point in her life, the night when the wind quieted and some unseen force reached down from the star-studded heavens and stripped away the terror that kept her mind and her body in servitude. That night, Harriet's fear was replaced with a single focus: to escape from slavery and to live free.

From the spoken and written words of Harriet Tubman, we can learn much about who she was and about how she felt about being a slave. . . .

"We were always uneasy. Now I've been free, I know what slavery is. I have seen hundreds of escaped slaves but I never saw one who was willing to go back and be a slave. I have no opportunity to see my friends in my native land. We would rather stay in our native land if we could be as free there as we are here (in the North). I think slavery is the next thing to hell. If a person would send another into bondage he would, it appears to me, be bad enough to send him to hell if he could."

Fourteen years of back-breaking, dawn-to-dark labor in the cotton fields would pass before Harriet Tubman would make good on her vow to escape from the bonds that held, in practice and by law, her body and the bodies of almost four million other black slaves as the "nonhuman" property of their white owners.

She told of how much freedom meant to her:

"There's two things I've got a right to," said Harriet, "and these are Death or Liberty. One or the other I mean to have. No one will take me back alive; I shall fight for my liberty, and when the time has come for me to go, the Lord will let them kill me."

In 1849, Harriet Tubman escaped. She made her way to the North and to freedom aided

by the Underground Railroad. This was a system invented by a loosely organized group of white people who hated the practice of slavery and actively fought against it by aiding and protecting runaway slaves. When she finally reached the free soil of Pennsylvania, Harriet declared:

"When I found I had crossed that line, I looked at my hands to see if I was the same person. There was such a glory over everything; the sun came like gold through the trees, and over the fields, and I felt like I was in Heaven." . . .

Harriet soon realized she could not be free until all her people were free. She wrote later, "I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land; and my home, after all, was down in Maryland, because my father, my mother, my brothers, my sisters, and friends were there. But I was free and they should be free! I would make a home in the North and bring them there!"

A year after her own escape, Harriet sneaked back onto the same Maryland plantation and assisted in rounding up members of her family, including her aging parents. She conducted them through the Underground Railroad system into the comparative safety of the northern states.

Once Harriet's own relatives were safe, she embarked upon a series of daring and courageous forays into other southern states, becoming one of the Underground Railroad's most famous "conductors." Huge rewards were offered for her capture and she became the object of an intense hunt. Some 75,000 slaves were led to freedom by Harriet Tubman and the 3,000 or so sympathizers who provided aid and shelter along the hazardous way. Two hundred of those 75,000 were personally brought to safety by Harriet Tubman.

Harriet defiantly led the frightened, weary slaves northward, maintaining order with a rigid military discipline in order to protect their lives and her own. Often, she would keep them moving by threatening them with a loaded revolver. She did not want to be cruel, but she knew that if she relaxed her vigilance for a second, her mission would be over and her freedom and the freedom of her followers would be lost. Harriet said, "As a conductor of the Underground Railroad for eight years, I can say what most conductors can't say—I never ran my train off the track and I never lost a passenger." . . .

Harriet Tubman had the courage to make a decision, to set her life's course in an unswerving direction against the forces and the beliefs of her day. By her devotion to her cause, she helped open up to all blacks the full benefits of our democracy.

Harriet Tubman's task is not finished. Her life stands as a challenge for all of us to follow and her instructions are simple: dare to stand alone, dare to have a firm purpose, and dare to have your purpose known.

Grade 6-8/Text 1

Leaders of the Civil War Era: Harriet Tubman

by Ann Malaspina

. . . Like other abolitionists, Tubman was frustrated that Lincoln did not immediately put an end to slavery. She was horrified that, when slaves fled to Union strongholds in the Confederacy during the early months of the war, Lincoln still was reluctant to free them immediately. “God won’t let master Lincoln beat the South till he does the right thing,” Tubman declared. Still, Tubman told a friend that she had a vision that slaves would soon be free. Although blacks and women were not allowed to enlist in the army, Tubman was determined to help the United States. She set out to raise funds for the war effort. By this time, Tubman’s fame had grown. People throughout the country compared her to Moses, who had led his people out of Egypt to freedom. She knew many leading citizens in Boston, New York, and Philadelphia. Through them, she was able to become more involved in the war. . . .

Through her abolitionist friends, Tubman met the governor of Massachusetts, John Andrew, who was strongly against slavery. Governor Andrew admired Tubman and arranged for her to join Quaker volunteers who were heading into the Confederacy to help the fugitive slaves gathered on the coast of South Carolina and on the Sea Islands. This region was deep in slaveholding territory, and Tubman was taking a big risk to go there. As Catherine Clinton notes in her biography, “she was still a wanted woman in the slave South.” Tubman’s trip was sponsored by the New England Freedmen’s Aid Society. Her Boston friends and other abolitionists raised money to pay her way. Before she left for the South, she may have gone back to upstate New York to see her parents, to make sure that they had enough money. . . .

Tubman found that her experiences on the Underground Railroad proved valuable to the war effort. Her abilities to track through the woods, disguise herself, and lead others on secret missions equipped her well to help carry on activities behind enemy lines. The Union Army turned to former slaves and free blacks to supply intelligence during the war. The military authorities called such information “Black Dispatches.” According to the Central Intelligence Agency’s Center for the Study of Intelligence, these dispatches were “the single most prolific and productive category of intelligence obtained and acted upon by Union forces throughout the Civil War.” At the height of the war, in 1862, the abolitionist Frederick Douglass wrote this about the Union’s black spies: “Negroes have repeatedly threaded their way through the lines of the rebels exposing themselves to bullets to convey important information to the loyal army of the Potomac.”

Tubman worked under Colonel James Montgomery, a Union officer who led the 2nd South Carolina Volunteers. The Volunteers was a black army unit that conducted surprise attacks behind enemy lines. Tubman led spying trips into Confederate territory. She brought back information about troop movements and strengths. In January 1863, according to Kate Clifford Larson, Tubman was paid $100 for her spying efforts and to bribe informants. Tubman, in turn, paid local slaves and free blacks who knew the region and could help her with her operations. Dressed as a field hand or a farm wife, Tubman

was not recognizable when she went on her missions. . . .

In June 1863, Colonel Montgomery asked Tubman to help guide soldiers up South Carolina's Combahee River. The narrow, blackwater river was bordered by rice plantations and swamps and emptied into the Saint Helena Sound near Beaufort. Tubman was to lead the soldiers past the Confederate lines. As the sun set on June 2, Tubman guided Colonel Montgomery and 150 soldiers along the river and past the Confederate lines. The Union solders then surprised the Confederates and destroyed Confederate supplies.

The successful Union force brought back 700 to 800 slaves who were laborers on nearby plantations, as well as much enemy property. This feat made Tubman famous. The Commonwealth, a Boston newspaper, published a story about Tubman on July 10, 1863:

> Col. Montgomery and his gallant band of 800 black soldiers, under the guidance of a black woman, dashed in to the enemies' country . . . destroying millions of dollars worth of commissary stores, [1] cotton and lordly dwellings, and striking terror to the heart of rebeldom, brought off near 800 slaves and thousands of dollars worth of property.

[1] **commissary stores:** food and supplies for the army

Malaspina, Ann. (2009). Leaders of the Civil War Era: Harriet Tubman (p.69–82). New York: Chelsea House.

Grade 6-8/Text 2

Reflecting on Student Work:
Low, Medium, and High

Directions: After you've read your students' work, sort the essays into one of three piles: Low, Medium, and High. Then complete the questions below.

How many essays did you place in each pile?

Low	Medium	High

What are the strengths of your students' papers? List 2-3.

What are the weaknesses of your students' papers? List 2-3.

Interact with two people you haven't met yet and give/share an answer to this question: What would you and your teachers need to do to get all of your students into the "high" pile?

Grades 6 – 8 Training Set Item

Training Set Directions

After you have read and reviewed the texts, anchor responses and annotations for this item, you may complete this training set.

This item-specific training set was developed to help you practice scoring responses before you begin to score your students' work. Unlike the individual trait anchors, you will review these responses for all four traits. Responses within the training set have also been placed in random order, unlike anchor responses.

There are five responses in the training set. After reading each response, write down your score for all four traits (Development, Focus & Organization, Language, and Conventions). There is space available after each response for you to provide a score. Once you have finished scoring, you may go on to the next response and repeat this process.

You are highly encouraged to use the anchor responses and appropriate rubrics for this item as you move through the training set and score responses. Keep in mind that your copies of the texts may also help in assessing these training responses.

An answer key has been provided on the last page of this training set. Once you have finished scoring the training set, you may compare your score with the true score for each response.

Training Set: Response #1

Harriet tubman really was fustrated with lincoln because he was not aginast slavery. God wont let master Lincoln beat slavery because harriet tubman would not let him. Harriet tubman vist and wrote letters to the people who were in slavery. She did not like the underground railroad. Tubman worked under Colnel James Montgomery. She did not like she thought about slavery agina. in Jone 1863. Conolel Montgomery asked tubman to help guided soldries in the south it ended up in the commonwealth, A boston newspaper. plushied a story about Tubman on July 10, 1963. Col. Mongromy and gallnet band of 800 black soldies. Destroying Harriet tubman lordly and dwellings, and strinking terror to the heart of rebeldom, brought off near 800 slaves and thousands of dollars worth property. And Harriet tubman stayed being strong and stoping slavery.

Scores

Development:

Focus & Organization:

Training Set: Response #2

The two text's I read about Harriet Tubman were similar and diffrent. Harriet tubman was a brave woman. So let's compare the two.

In the text The Woman Called Moses it talked more about how she had grew up and the way she escaped. The text talked about were she lived. She grew up on a plantetion. She was living in a one room cabin with her family. She escaped through the underground railroad. The story gave detail but not as much.

In the text Leaders of the Civil War it told alot of information and detail. The text told us how Tubman was frustrated at Lincon. She wanted him to end slavary right away. She helped in the civil war to end slavary. She became a spi. This tex gave us exact dates told us what happend.

The differences in these stories is in the text The Women Called Moses it told us what happend but, it didnt say who was there, were as in the text Leaders of the Civil War it told us when the civil war was, what the date was. One story was just about Harriet Tubman the other was further along history.

These two stories are very similar my reasoning for that is they both talk about real life History. These text also talk about Harriet Tubman and her great achivements.

These two text are very great stories to read. Each story has it's own little twist but still on the same track. The stories had many diffrences, but they still had alot of similarities.

Scores

Development:

Focus & Organization:

Training Set: Response #3

After reading, “A Woman Called Moses” and “Leaders of the Civil War: Harriet Tubman,” I have decided that both articles were written to be informational. Both articles are written about Harriet Tubman and both inform the reader about her bravery and how she cared for others. The articles also have differences. Passage one informs about Tubman’s growing up and escaping slavery; however, passage two informs the reader about Tubman being a spy. Passage one describes how she led the slaves to freedom, but in the other passage, she led some soldiers during the Civil War.

In both articles, they talked about how brave she was and what a good woman she was. For example, in “The Woman Called Moses”,she started wanting her freedom when she was only 15! She had known slavery all her life but had the courage to want a better life and to be free. After 14 more years, she showed how brave she was by finally escaping through the Underground Railroad. Then, even after she had escaped and was safe herself, she went back and helped 75,000 more escape (she helped 200 personally). She was free and could have stayed in the North, but she bravely returned to assist others. In “Leaders of the Civil War: Harriet Tubman,” Harriet Tubman was a spy for the Union Army. She led 150 black soldiers past the Confederate lines. The Union soldiers were then able to surprise the Confederates and destroy enemy property. This was taking a big risk for her; she could have been caught and made a slave again or even killed! Also, the authors talked about how Harriet Tubman was a good woman. For example, in “A Woman Called Moses,” when she escaped to the North, she decided that she would make a home for her family and bring them to the North. In “Leaders of the Civil War: Harriet Tubman,” Harriet Tubman wanted to help with the war to end slavery. Even though she was not allowed to enlist in the Army, she was determined to help by raising funds for the war effort. Both articles show that she was a good woman because she cared for others.

Despite the similarities, the articles are different because in the “Woman Called Moses” she was a slave and it talked more about how she escaped from slavery, was an Underground Railroad conductor and helped other slaves escape. In “Leaders of the Civil War Era: Harriet Tubman,” she was a spy trying to end slavery by becoming active in the war effort. In “The Woman Called Moses” she led slaves; in “Leaders of the Civil war Era: Harriet Tubman” she led soldiers. In “The Woman Called Moses,” she was fifteen; in “Leaders of the Civil War Era: Harriet Tubman” she was much older.

(*Continued on next page)*

In conclusion, these articles have similarities and differences, but both articles are written to inform. All in all, Harriet Tubman has done a lot to help the United States be a better place to life. She always showed bravery and determination. She was a very caring and good woman. Harriet Tubman made a difference in American History!

In conclusion, these articles have similarities and differences, but both articles are written to inform. All in all, Harriet Tubman has done a lot to help the United States be a better place to life. She always showed bravery and determination. She was a very caring and good woman. Harriet Tubman made a difference in American History!

Scores

Development:

Focus & Organization:

Training Set: Response #4

The Woman called Moses and Leaders of the Civil War Era: Harriet Tubman are both based on the same person, Harriet Tubman. Even though they are based on the same person, they are writen about two different things she did. Also, there are some similarities in the two stories.

The Woman called Moses is about a slave named Harriet Tubman. This story is different from Leaders of the Civil War Era: Harriet Tubman because it talks about how she ecscaped slavery through the Underground Railroad and helping other slaves ecscape and get to freedom through the Underground Railroad. Also, this non-fiction writing was based before the Civil War started and about what she did to help the slaves before the Civil War.

The Leaders of the Civil War Era: Harriet Tubman is also about a slave named Harriet Tubman. This story is different from The Woman called Moses because it talks about Harriet being an abolitionist and helping the Union Army or the North. For example, Harriet went on missions, was one of the Union's black spies, and helped guide soldiers up South Carolina's Combahee River. Also, this non-fiction writing was based during the Civil War and what she did to help the Union Army.

The two non-fiction writings also have some similarities. First, they are both about the slave, Harriet Tubman. Second, in both stories she both helped free slaves. Last, the time period was when slaves were alowed.

As you can see The Woman Called Moses and Leaders of the Civil War Era: Harriet Tubman both have similarities and differences. The similarities were they bot talked about Harriet Tubman, both talked about freeing the slaves, and the time period. The differences were they talked about different things that Harriet did and when she did it.

Scores
Development:
Focus & Organization:

Training Set: Response #5

I think the author's purpose for this story is that they want us to know what happened and why it did. Don't give up keep going until you reach your goal is another thing they did in this story if Harriet keeps going she will finally reach her goal of being free. That what I feel the story is about just keep pushing and never give up and it will come true. I think the author's purpose is to inform us that if you work hard you will reach your goal and that's what Harriet Tubman did.

Scores

Development:

Focus & Organization:

Training Set Key

Training Set: Response #1
Development: 1
Focus and Organization: 1
Language: 1
Conventions: 1

Training Set: Response #2
Development: 2
Focus and Organization: 2
Language: 2
Conventions: 2

Training Set: Response #3
Development: 3
Focus and Organization: 3
Language: 4
Conventions: 4

Training Set: Response #4
Development: 2
Focus and Organization: 3
Language: 3
Conventions: 3

Training Set: Response #5
Development: 1
Focus and Organization: 1
Language: 1
Conventions: 2

Scoring Students' Work

Directions:

1) Pick one essay from each of your "Low," "Medium," and "High" piles.
2) Label each with an L, M, or H on top for easy reference
3) Find a partner and swap your pile of three papers
4) Score your partner's papers using the rubric and anchor papers.
5) Fill in the scores in the table below and calculate the trait averages.
6) When you and your partner are finished, exchange papers and this score sheet. Discuss your findings with each other:
    - Did anything surprise you about the scores?
    - Do you disagree on any of the score points?
    - Based on the average scores, what is the greatest area of need for your students? Does this correspond with the areas of need you identified earlier when reflecting on student work?

	Low	**Medium**	**High**
Development			
Focus and Organization			

Average Development Score:

Average Focus and Organization Score:

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students toward extracting the key meanings or ideas found there. Text-dependent questions typically begin by exploring specific words, details, and arguments, and then move on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or "backwards design" process, teachers should start by reading and annotating the text, identifying the key insights they want students to understand from the text. Keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orient students to the text. They should also be specific enough so that students gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, and craft questions that draw students' attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words ("Tier Two") that are abstract and likely to be encountered in future reading and studies.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-dependent Questions

Text-dependent questions should follow a coherent sequence to ensure that students stay focused on the text, so that they come to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that (a) reflects mastery of one or more of the standards (b) involves writing, and (c) is structured to be completed by students independently.

Eleven Elements of Effective Adolescent Writing Instruction

This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum.

1. **Writing Strategies**, which involves teaching students strategies for planning, revising, and editing their compositions

2. **Summarization**, which involves explicitly and systematically teaching students how to summarize texts

3. **Collaborative Writing**, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions

4. **Specific Product Goals**, which assigns students specific, reachable goals for the writing they are to complete

5. **Word Processing**, which uses computers and word processors as instructional supports for writing assignments

6. **Sentence Combining**, which involves teaching students to construct more complex, sophisticated sentences

7. **Prewriting**, which engages students in activities designed to help them generate or organize ideas for their composition

8. **Inquiry Activities**, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task

9. **Process Writing Approach**, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

10. **Study of Models**, which provides students with opportunities to read, analyze, and emulate models of good writing

11. **Writing for Content Learning**, which uses writing as a tool for learning content material

Source: *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (Graham and Perin, 2007). http://all4ed.org/wp-content/uploads/2006/10/WritingNext.pdf

Research Overview —Writing-to-Sources

Key Steps

1. **Prepare**:

   a.) Analyze the prompt to pose or clarify a question about text(s)
   b.) Gather and analyze textual evidence
   c.) Create a thesis. Test it: does it answer the question? Is it supported by evidence?
   d.) Create an outline

2. **Draft:** Put your ideas into sentences and paragraphs. Explain and support your ideas.

3. **Revise**: Consider your reader's needs and expectations. Have you successfully communicated/argued your point?

4. **Edit**: Correct errors in conventions; ensure correct citation

5. **Publish**

Based on http://writing.mit.edu/wcc/resources/writers/writingprocess

Gather and analyze textual evidence through graphic organizers

	Text One	Text Two
Purpose		
How is purpose conveyed?		

Reflections and Looking Ahead

1. What are 1-2 take-aways that you have from this Literacy module?

2. What are you going to do between now and Class 2 to support your students in writing?

3. Based on what you learned today, what are you going to share with your teachers?

3 - Math

Promoting Student Growth in Challenging Math Content

Tennessee Department of Education
Common Core Leadership Course 202
Middle School Mathematics
Grades 6 – 8

Mathematics Table of Contents

Course Objectives

Participants will:

- Consider the expectations of CCSS tasks for students;
- Examine what we presently know about student understanding statewide and in our buildings;
- Deepen content knowledge in a targeted skill deficit;
- Prepare to support teachers in their work to improve student outcomes.

Class One Agenda

Participants will:

- Review state-wide data from last year's CRA;
- Complete an assessment task on areas that presented students the greatest challenge;
- Focus on content and key understandings in grade 7;
- Analyze student work from bridge to practice;
- Plan a conversation to have with a teacher about trends in student work and next steps.

Statewide Constructed Response Data, 2012

Middle School Band

Grade 6 CRA Summary

Task 1 Mall Task		Task 2 Lunchroom Tiles Task		Task 3 Water Pumps Task		Task 4 Packing Crates Task	
6.RP.A.1	25.2	6.RP.A.3	36.7	6.RP.A.1	42.7	6.EE.A.1	62.0
6.RP.A.3b	24.2	6.RP.A.3c	40.5	6.RP.A.3	67.2	6.RP.A.1	45.0
6.RP.A.3d	23.3	MP3	52.2	6.RPA.3b	74.8	6.RP.A.3	18.6
MP3	16.1	MP7	31.6	MP4	81.0	MP1	35.6
MP4	32.1			MP6	43.1		

Grade 7 CRA Summary

Task 1 Pet Adoptions Task		Task 2 Snack Mix Task		Task 3 Lunch Time Snacks Task		Task 4 Car Wash Task	
7.RP.A.2a	30.1	7.RP.A.1	46.4	7.RP.A.2b	7.1	7.RP.A.2a	18.4
7.RP.A.3	35.5	7.RP.A.2b	42.1	**7.RP.A.2***	5.2	MP1	4.7
MP3	26.3	7.RP.A.2c	16.2	MP7	5.7	MP3	5.8
MP4	50.1	MP4	51.8				
MP6	6.9	MP6	5.4				

Grade 8 CRA Summary

Task 1 Cell Phone Plan		**Task 2** Fire Department		**Task 3** Bacteria Growth		**Task 4** Marcus's Lemonade Stand	
8.F.A.2	20.3	8.F.A.1	18.7	8.F.A.3	33.0	**8.EE.B.6***	10.6
MP1	38.0	MP4	23.0	MP1	39.3	MP3	18.1
				MP6	30.3	MP7	34.1

"The number to the right of the standard is the percentage of students receiving all possible points for that standard for the particular task. Typically, each standard for each task was worth one point, but in some instances it was worth two points."

Statewide Constructed Response Data, 2012

Review and Reflection Questions (Small Group Discussion)

Where did students do well? Where did they struggle? Consider both content and practice standards.

Extension Question

How might these results impact the direction of work of all 6-8 teachers?

Grade 6 Summative CRA Findings and Implications

Task 1 Mall Task		Task 2 Lunchroom Tiles Task		Task 3 Water Pumps Task		Task 4 Packing Crates Task	
6.RP.A.1	25.2	6.RP.A.3	36.7	6.RP.A.1	42.7	6.EE.A.1	62.0
6.RP.A.3b	24.2	6.RP.A.3c	40.5	6.RP.A.3	67.2	6.RP.A.1	45.0
6.RP.A.3d	23.3	MP3	52.2	6.RPA.3b	74.8	6.RP.A.3	18.6
MP3	16.1	MP7	31.6	MP4	81.0	MP1	35.6
MP4	32.1			MP6	43.1		

"The number to the right of the standard is the percentage of students receiving all possible points for that standard for the particular task. Typically, each standard for each task was worth one point, but in some instances it was worth two points."

Content Results:
Looking across the data for content from grade 6, within the Ratio and Proportion domain the strongest scores occurred on task 3 where students were assessed on their ratio understanding in the context of equivalent fractions. Students were less proficient on 6.RP.A.1 and 6.RP.A.3 when asked to use ratio reasoning to explain a solution. For the content standard 6.EE.A.1, 62 percent of students correctly wrote and evaluated a numerical expression containing whole-number exponents.

Practice Results:
The highest rate of success for the mathematical practices was MP4 (Model with Mathematics) in task 3 where 81 percent of students demonstrated mastery. In this task, students correctly modeled proportional relationships from numbers in a given table. However, only 32 percent of students were able to correctly model (MP4) in task 1 where they had to show a unit conversion without the support of a data table. Additionally, only 16.1 percent of grade 6 students demonstrated proficiency in task 1 on MP3 (Make sense of problems and persevere in solving them). Students need opportunities and exposure to rigorous problem-solving experiences. Teachers can model and incorporate last year's CRA tasks into instructional time to create this learning environment.

The following is intended to help illustrate the standards in the RP domain:

Previous TN standards concerning rate and ratio solicited knowledge-level thinking where students solved problems procedurally. Current Common Core content and practice standards for rate and ratio solicit reasoning-level thinking requiring students to solve problems analytically and through explanations in addition to procedural processes.

Example: On the Packing Crates task, students first calculated the voumes of a small crate and a large crate. A lower-level assessment item would follow up by asking the students to write the ratio of the volumes. Instead, students were asked, "Is the ratio of the volumes of the smallest packing crate to the largest packing crate 1:5? Use ratios and/or ratio language to explain why or why not."

To be able to accurately answer the questions, students need to have multiple opportunities to build proficiency with the following ratio types:

- Part-to-Part: In a classroom there are 13 girls and 9 boys, both of these numbers are parts of another whole. They can be written as $\frac{13}{9}$, representing a ratio of thirteen to seven. However, this is not a fraction, even though the fraction bar is used. You must look at how it is used in the context of the problem to determine if it is a part-to-part ratio.
- Part-to-Whole: In a classroom there are 13 girls and 9 boys with a total of 22 students, both 13 and 9 are parts of the whole. This can be written as $\frac{13}{22}$ for girls to whole, or $\frac{9}{22}$ for boys to whole. This can be thought of as a true fraction called thirteen twenty-seconds.
- Ratios as Quotients: If you can buy 5 pencils for $1.50, the ratio of money for pencils is 5 pencils for $1.50. The cost per pencil is the unit rate, or the cost per pencil is $.30.
- Ratios as Rates: The difference between a ratio and a rate is that a rate describes a ratio relationship in terms of how two different units are involved with each other.
- Ratios compared with fractions: Ratios and fractions are related concepts but do not mean the same thing. It depends on the context of the problem if it is a fraction or if the fraction bar is simply used to symbolically represent the relationship between two quantities.
- Multiplicative Comparison: It is vitally important to develop proportional reasoning that students understand that ratios represent a multiplicative relationship and not an additive relationship. In ratios, the multiplicative relationship is a comparison between two quantities and that they are different from the two measures of the ratio composition.
- Composed Unit: Two types – iterating and partitioning of the composed unit. With the pencil example, 5 pencils for $1.50, 10 pencils for $3, 15 pencils for $4.50 is iterating; 1 pencil for $.30, 2 pencils for $.60 is partitioned. Any number of pencils can be calculated by determining the composed unit or the unit rate.

Example:

Consider comparing the lengths of two worms. Worm A is 6 inches and Worm B is 4 inches (Fig. 1.7). Students could compare the worms additively (How much longer/shorter are the worms?). Students could compare the worms multiplicatively (see below).

- How many times longer is worm A than worm B? (Worm A is $1\frac{1}{2}$ times the length of worm B.)
- The length of worm B is what part, or fraction, of the length of worm A? (Worm B is $\frac{2}{3}$ the length of worm A.)

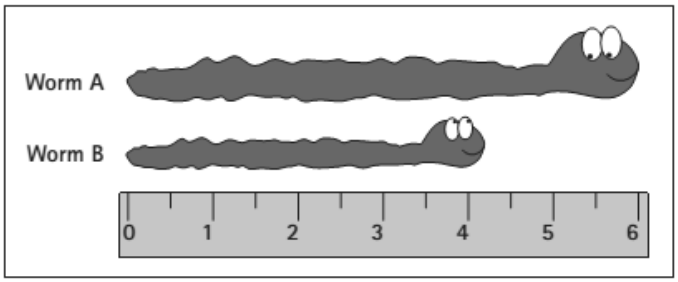
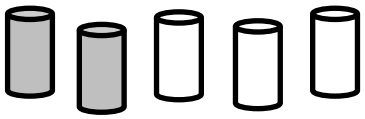


Fig. 1.7. Comparing the lengths of two worms

A multiplicative comparison is a ratio; an additive comparison is not. In general, forming a multiplicative comparison involves asking, "How many times greater is one thing than another?" or "What part or fraction is one thing of another?"

Source: National Council of Teachers of Mathematics, 2010

Typical Ratio Problem: Write the ratio of apple concentrate to water. (Apple concentrate in gray cans.)



Under traditional assessment, a student who writes the ratio 2:3 is awarded credit for getting the right answer. However, we cannot assume that a student who writes 2:3 understands that for every 2 cans of apple concentrate, there are 3 cans of water. To assess ratio understanding, take the problem further by asking the student if apple juice made with 4 cans of concentrate and 6 cans of water will have the same amount of "apple-taste." A student who does not have ratio understanding may say that the apple juice made from the 4:6 ratio has more of an "apple-taste" because it was made with more concentrate. Students will need to experience problems such as these to develop ratio understanding.

Helpful Resources

- Phase I CRA Tasks and Scoring Guides 2012-13 on www.TNCore.org:
  - Comparing Cars
  - Triangles and Stars
  - Birthday Candy
- Phase II CRA Tasks and Scoring Guides 2012-13 on www.TNCore.org:
  - Playground
  - Three Trips
  - Comparing Squares
  - Courtyard
- Summative CRA Tasks and Scoring Guides 2012-13 on www.TNCore.org:
  - Mall
  - Lunchroom Tiles
  - Water Pumps
  - Packing Crates
- Task Analysis Guide on www.TNCore.org
- PARCC Model Content Frameworks on www.parcconline.org
- Learning Progressions on www.turnonccmath.net

A Plan for the 6th Grade Professional Learning Community

Step One:	Access your teacher or grade level data from the Measurement Inc. portal at https://state2.measinc.com/WP/SignIn.aspx. *(Note: you may need to get login information from your school testing coordinator or principal.)*
Step Two:	Work through all four tasks for your grade level available at http://tncore.org/math/assessment/sample_assessments.aspx. For tasks that had low scores for your students, score a few anchor papers to become familiar with the task and expectations for student performance. Anchor papers are included in the scoring guides located here: http://tncore.org/math/assessment/scoring_resources.aspx.
Step Three:	Review data across your grade level: Look for strengths and weaknesses across content and practice standards. What trends do you notice? (For example, our students were strong in task 2 on 3.OA.A.4 and weak in 3.OA.B.5 in task 4; our students were strong in MP3 in task 1 and weakest in MP7 in task 3.) Look for particular tasks that had strong or low overall scores. (For example, our students scored strongest on task 1 and lowest on task 4.)
Step Four:	In light of the data and the tasks, identify specific points where your students most likely experienced difficulty. Things to consider might be: • How is the task presented to students in terms of language, graphs, diagrams, and tables? • How are students expected to respond to the task (i.e. through words, diagrams, or equations)? • In what ways were the students to make use of the practice standards in this task?
Step Five:	Build a series of lessons with high-level tasks in an upcoming unit and collect student work from at least three students that are in different places in their learning. After the unit, analyze the student work for understanding of these students. Consider how to use understandings from previous grades to build understanding. The curricular resources page on TNCore.org offers instructional tasks and task arcs by grade level that may be helpful to you in writing a unit plan: http://tncore.org/math/curricular_resources.aspx.

Grade 7 Summative CRA Findings and Implications

Task 1 Pet Adoptions Task		Task 2 Snack Mix Task		Task 3 Lunch Time Snacks Task		Task 4 Car Wash Task	
7.RP.A.2a	30.1	7.RP.A.1	46.4	7.RP.A.2b	7.1	7.RP.A.2a	18.4
7.RP.A.3	35.5	7.RP.A.2b	42.1	**7.RP.A.2***	5.2	MP1	4.7
MP3	26.3	7.RP.A.2c	16.2	MP7	5.7	MP3	5.8
MP4	50.1	MP4	51.8				
MP6	6.9	MP6	5.4				

"The number to the right of the standard is the percentage of students receiving all possible points for that standard for the particular task. Typically, each standard for each task was worth one point, but in some instances it was worth two points."

Content Results:
Looking across the data for content from grade 7, the strongest scores were found in Task 2 on standards 7.RP.A.1, computing the unit rate, and 7.RP.A.2b, determining the constant of proportionality. The lowest scores were on standard 7.RP.2* on task 3. Students were asked to state the meaning of the constant of proportionality in the context of the problem and use scaling or visual representations to offer a valid explanation as to why the two equations represent the same proportional relationship.

Practice Results:
Looking at Task 4, since less than 20 percent of students earned a content point on the Car Wash Task, it makes sense that MP1 represented the lowest rate of success for the mathematical practices coinciding with the low success rate on the content for this task. However, considering the higher rate of success for earning content points for both tasks 1 and 2, it is significant that less than 7 percent of students received credit for MP6, attending to precision.

The following is intended to help illustrate the expectations for content standard 7.RP.A.2 a,b,c:

7.RP.A.2a Decide whether two quantities are in a proportional relationship, *e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.*

Examples:

In Task 1 Part (a) Pet Adoptions and Task 4 Part (a), students needed to explain why the graph(s) represented a proportional relationship. Students could satisfy this requirement by:

- Reasoning that the points in the graph fall on a straight line passing through the origin
- Using all ordered pairs in the graph to create quotients by dividing x by y (or y by x) consistently to produce equivalent results for each ordered pair
- Using ordered pairs to form ratios that can be expressed as equivalent fractions
- Using a table to reason that the first coordinates increase (or decrease) by a multiple, that same behavior is observed in the second coordinates for each row of the table.

7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Examples:

- In Task 2 Part (b) students are asked to find and explain the constant of proportionality for the Snack Mix. Students can accomplish this by:
    - Expressing the amount of tablespoons per 1 serving
    - Expressing the number of servings per 1 tablespoon
    - Noting that the number of tablespoons is ½ the number of servings.
- In Task 3 Part (b) students explain the meaning of the constant of proportionality by:
    - Expressing the constant as $1.25 per 1 snack
    - Expressing the constant as 1 dollar per 0.8 snacks

7.RP.A.2c Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.

Example:

- In Task 2 Part (c) students are asked to write the equation expressing the proportional relationship between m, servings of snack mix, and b, tablespoons of butter. Students can accomplish this by:
    - Writing m = 2b
    - Writing b = ½ m
    - Writing an equivalent equation

Essential Understandings (from the National Council of Teachers of Mathematics)

- Reasoning with ratio involves attending to and coordinating two quantities.
- A ratio is a multiplicative comparison of two quantities, or it is the joining of two quantities in a composed unit.
- Forming a ratio of a real world attribute involves isolating that attribute from other attributes and understanding the effect of changing each quantity on the attribute of interest.
- A number of mathematical connections link ratios and fractions:
    - Ratios are often expressed in fractional notation, although ratios and fractions do not have identical meaning.
    - Ratios are often used to make "part-part" comparisons, but fractions are not.
    - Ratios and fractions can be thought of as overlapping sets.
    - Ratios can often be meaningfully interpreted as fractions.
- Ratios can be meaningfully reinterpreted as quotients.
- A proportion is a relationship of equality between two ratios. In a proportion, the ratio of two quantities remains constant as the corresponding values of the quantities change.
- Proportional reasoning is complex and involves understanding that –
    - Equivalent ratios can be created by iterating and/or partitioning a composed unit;
    - If one quantity in a ratio is multiplied or divided by a particular factor, then the other quantity must be multiplied or divided by the same factor to maintain the proportional relationship; and
    - The two types of ratios – composed units and multiplication comparisons – are related.
- A rate is a set of infinitely many equivalent ratios.
- Several ways of reasoning, all grounded in sense making, can be generalized into algorithms for solving proportional problems.

Helpful Resources

- Instructional Tasks on www.TNCore.org:
  - Collecting Plant Species Task
  - Capture-Recapture Task
  - Walking Task
  - Coupon Book Sales Task
  - Salsa Task
- Phase I CRA tasks from 2012-2013 available on www.TNCore.org:
  - Basketball Scores
  - Orange Juice For Sale
  - Deshawn's Run
  - Farmer's Market
- Phase II CRA tasks from 2012-13 available on www.TNCore.org:
  - Broken Light Bulbs
  - Lemonade Stand
  - Used Video Games
  - Babysitting Fees
- Task Analysis Guide on www.TNCore.org
- PARCC Model Content Frameworks on www.parcconline.org
- Learning Progressions on www.turnonccmath.net

A Plan for the 7th Grade Professional Learning Community

Step One:	Access your teacher or grade level data from the Measurement Inc. portal at https://state2.measinc.com/WP/SignIn.aspx. *(Note: you may need to get login information from your school testing coordinator or principal.)*
Step Two:	Work through all four tasks for your grade level available at http://tncore.org/math/assessment/sample_assessments.aspx. For tasks that had low scores for your students, score a few anchor papers to become familiar with the task and expectations for student performance. Anchor papers are included in the scoring guides located here: http://tncore.org/math/assessment/scoring_resources.aspx.
Step Three:	Review data across your grade level: Look for strengths and weaknesses across content and practice standards. What trends do you notice? (For example, our students were strong in task 2 on 3.OA.A.4 and weak in 3.OA.B.5 in task 4; our students were strong in MP3 in task 1 and weakest in MP7 in task 3.) Look for particular tasks that had strong or low overall scores. (For example, our students scored strongest on task 1 and lowest on task 4.)
Step Four:	In light of the data and the tasks, identify specific points where your students most likely experienced difficulty. Things to consider might be: • How is the task presented to students in terms of language, graphs, diagrams, and tables? • How are students expected to respond to the task, (i.e. through words, diagrams, or equations)? • In what ways were the students to make use of the practice standards in this task?
Step Five:	Build a series of lessons with high-level tasks in an upcoming unit and collect student work from at least three students that are in different places in their learning. After the unit, analyze the student work for understanding of these students. Consider how to use understandings from previous grades to build understanding. The curricular resources page on TNCore.org offers instructional tasks and task arcs by grade level that may be helpful to you in writing a unit plan: http://tncore.org/math/curricular_resources.aspx.

Grade 8 Summative CRA Findings and Implications

Task 1 Cell Phone Plan		**Task 2** Fire Department		**Task 3** Bacteria Growth		**Task 4** Marcus's Lemonade Stand	
8.F.A.2	20.3	8.F.A.1	18.7	8.F.A.3	33.0	**8.EE.B.6***	10.6
MP1	38.0	MP4	23.0	MP1	39.3	MP3	18.1
				MP6	30.3	MP7	34.1

"The number to the right of the standard is the percentage of students receiving all possible points for that standard for the particular task. Typically, each standard for each task was worth one point, but in some instances it was worth two points."

Content Results:
Looking across the data for grade 8, the strongest performance for a content standard was on 8.F.A.3 for task 3, where students were asked to determine whether or not a graph represented a linear function and explain their reasoning. The greatest challenge for content was on task 4 with standard 8.EE.B.6, where students are to use similar triangles to explain why the slope of a line is the same between any two distinct points.

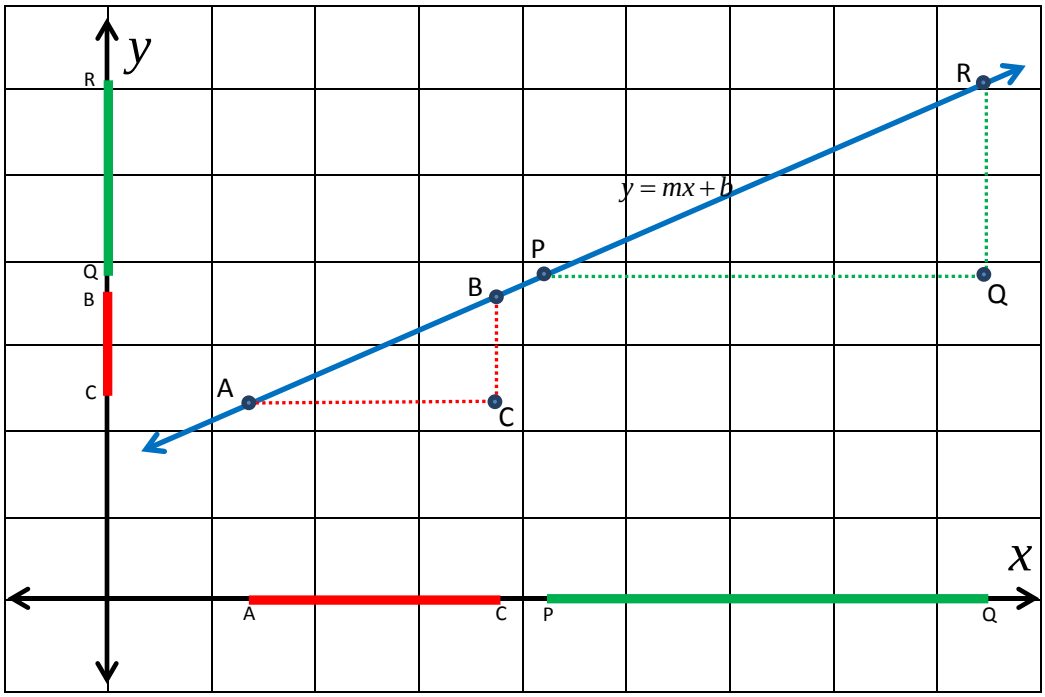
Practice Results:
The strongest performance for math practices was on MP1, also on task 3, where students used an appropriate method to determine if the graph represented a linear function and if the equation given in the task represented the graph. The greatest challenge for practice was for MP3, also on task 4, where students were to explain slope using similar triangles.

The following is intended to help illustrate the content standard 8.EE.B.6:

8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Students worked with scale drawings and proportional reasoning in 7th grade. Students will benefit from building on this understanding that when polygons are similar, their corresponding sides are proportional. Teachers can use this critical understanding as a foundation to support learning this standard. Teachers can also connect the idea of dilations and similar figures in the 8th grade geometry standards.

The rate of change of a function describes how one variable quantity changes with respect to another. It is critical that students understand the meaning of slope as a constant rate of change, which distinguishes this family of functions from other types of functions. A function's rate of change is one of the key determining factors in determining the kinds of real-world phenomena the function is able to model (from the National Council of Teachers of Mathematics).



Notice that $\Delta ABC \sim \Delta PRQ$. Any two right triangles created this way will be similar. Therefore, their corresponding sides will be proportional: $\frac{BC}{AC} = \frac{RQ}{PQ}$. Because the ratios of "rise" to "run" are equal for any two triangles drawn, the slope of the line will be the same between any two distinct points on the line. The change in the vertical distance with respect to the change in the horizontal distance will always be equal for any two distinct points on the line.

Students may need to see some examples with coordinate values to see the relationships between the sides of the triangles. However, it is important that students generalize their observations to reach the conclusion as defined by the standards for any two distinct points on a non-vertical line.

Essential Understandings (from the National Council of Teachers of Mathematics)

- A rate of change describes how one variable quantity changes with respect to another—in other words, a rate of change describes the covariation between two variables.

- Linear functions are characterized by a constant rate of change. Reasoning about the similarity of "slope triangles" allows deducing that linear functions have a constant rate of change and a formula of the type $f(x) = mx + b$ for constants m and b.

Helpful Resources

- Instructional Tasks on www.TNCore.org
  - Water Tank
  - Distance from Memphis
  - Sally's Car Loan
- CRA assessment tasks and scoring guides from 2012-13 on www.TNCore.org
  - Two Different Graphs (Phase I)
  - Roofline (Phase II)
- Task Analysis Guide on www.TNCore.org
- PARCC Model Content Frameworks on www.parcconline.org
- Learning Progressions on www.turnonccmath.net

A Plan for the grade 8 Professional Learning Community

Step One:	Access your teacher or grade level data from the Measurement Inc. portal at https://state2.measinc.com/WP/SignIn.aspx. *(Note: you may need to get login information from your school testing coordinator or principal.)*
Step Two:	Work through all four tasks for your grade level available at http://tncore.org/math/assessment/sample_assessments.aspx. For tasks that had low scores for your students, score a few anchor papers to become familiar with the task and expectations for student performance. Anchor papers are included in the scoring guides located here: http://tncore.org/math/assessment/scoring_resources.aspx.
Step Three:	Review data across your grade level: Look for strengths and weaknesses across content and practice standards. What trends do you notice? (For example, our students were strong in task 2 on 3.OA.A.4 and weak in 3.OA.B.5 in task 4; our students were strong in MP3 in task 1 and weakest in MP7 in task 3.) Look for particular tasks that had strong or low overall scores. (For example, our students scored strongest on task 1 and lowest on task 4.)
Step Four:	In light of the data and the tasks, identify specific points where your students most likely experienced difficulty. Things to consider might be: • How is the task presented to students in terms of language, graphs, diagrams, and tables? • How are students expected to respond to the task, (i.e. through words, diagrams, or equations)? • In what ways were the students to make use of the practice standards in this task?
Step Five:	Build a series of lessons with high-level tasks in an upcoming unit and collect student work from at least three students that are in different places in their learning. After the unit, analyze the student work for understanding of these students. Consider how to use understandings from previous grades to build understanding. The curricular resources page on TNCore.org offers instructional tasks and task arcs by grade level that may be helpful to you in writing a unit plan: http://tncore.org/math/curricular_resources.aspx.

Seventh Grade Basketball Scores Task

In the table below, Roberto recorded his team's basketball score every 4 minutes for the first half of the game.

Time in Minutes	4	8	12	16
Score	8	16	24	38

His friend Tom says that the numbers in Roberto's table represent a proportional relationship. Roberto disagrees.

Who is right? Explain to Roberto and Tom how to test the data in the table to see whether or not the relationship is proportional.

Review and Reflection Questions
(Small Groups)

1. Compare your solution paths. Try to come up with as many ways as possible to respond to the question.

2. Discuss which practices you used to complete the task.

3. What is essential for students to understand to successfully complete this task?

Seventh Grade Task – Unpack and Analyze

The clown walks 10 centimeters in 4 seconds. How far will the frog walk in 8 seconds if the frog travels at the same speed as the clown?

Solve the Problem:

Try to come up with as many different ways to solve the problem as you can.

Mindset Extension of Seventh Grade Task

You need the recipe to have the same amount of "orange-y" taste no matter how much you make. Complete the table for various recipes.

Orange Concentrate	3		15		20
Water	4	8		22	

Review and Reflection:

1. Can you think of a "rule" that will allow you to find the amount of water needed for any amount of concentrate? Explain your reasoning.

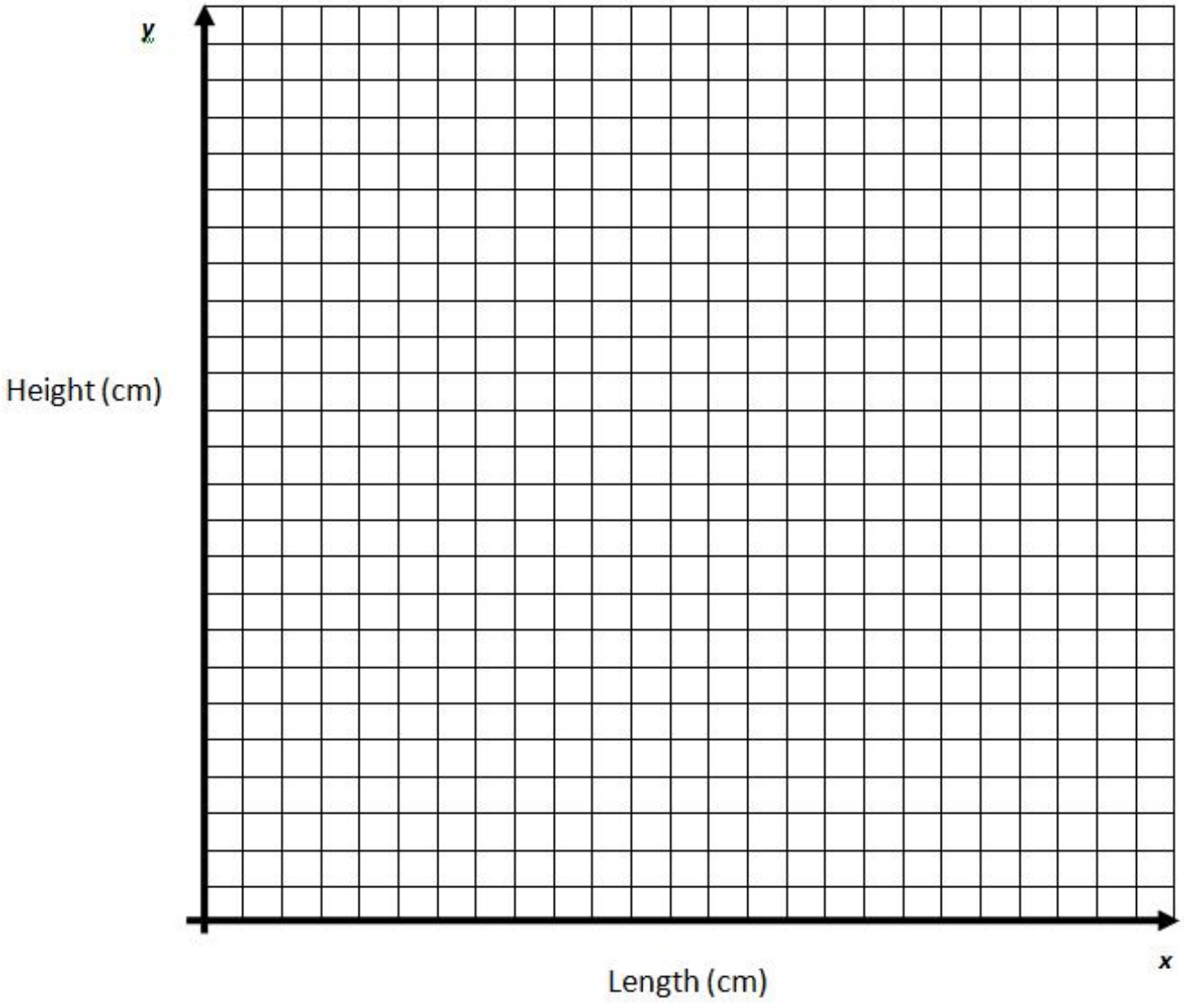
2. Can you think of a "rule" that will allow you to find the amount of concentrate needed for any amount of water? Explain your reasoning.

Mindset Extension of Seventh Grade Task

Building a Ramp

Length (cm)	12			
Height (cm)	8			

Graph all the points for the group. (Consider scaling if needed.)



Review and Reflection:

1. Describe the characteristics of the graph.

2. What does the point (1,⅔) represent?

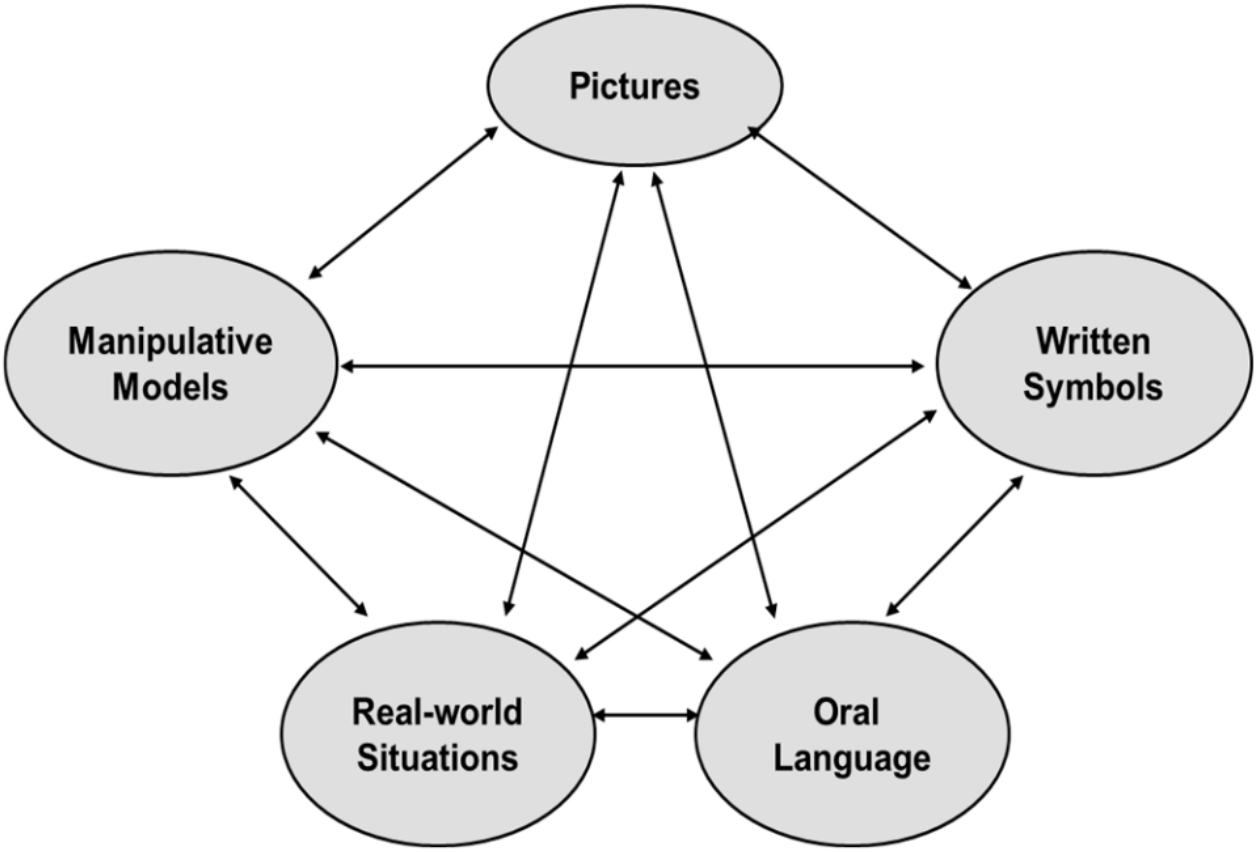
3. Can you write a rule that will allow you to find the height of the ramp for any given length?

Conceptual Understanding

Knowledge that has been learned with understanding provides the basis of generating new knowledge and for solving new and unfamiliar problems. When students have acquired conceptual understanding in an area of mathematics, they see connections among concepts and procedures and can give arguments to explain why some facts are consequences of others. They gain confidence, which then provides a base from which they can move to another level of understanding.

Kilpatrick, J., Swafford, J., & Findell, B. (2001). Adding it up: Helping children learn mathematics. Washington, DC: National Academy Press

Making Connections between Representations



Analyzing Student Work

Review and Reflections:

1. What are trends you notice across the student work? (Be specific.)

   Strengths:

   Challenges:

2. Do you believe that students have the understanding about the Proportional Reasoning that they need to have? Why or why not?

Analyzing Student Work (continued)

Recording Expectations for Students and Teachers

What are student expectations for completing the task successfully?	What are the teacher expectations for making sure students complete the task successfully?

Planning the Conversation

Key Points to Remember:

1. Keep the focus of the conversation founded in student work and student thinking.
2. Ask questions will encourage reflections and model the importance of asking questions for learning.
3. Press for evidence and specificity.

Sample Questions:

- What trends did you find in the student work? Strengths and challenges? (Press for evidence.)
- What insights does this give you about where your students are in relation to the goals? (Be specific.)
- What would it take to move students closer to the understanding they need? (Be specific.)
- What will you do differently as a result of looking at student work? (Be specific.)
- What can I help you with? (Be specific.)

Plan Your Conversation:

Characteristics of Questions that Support Students' Exploration

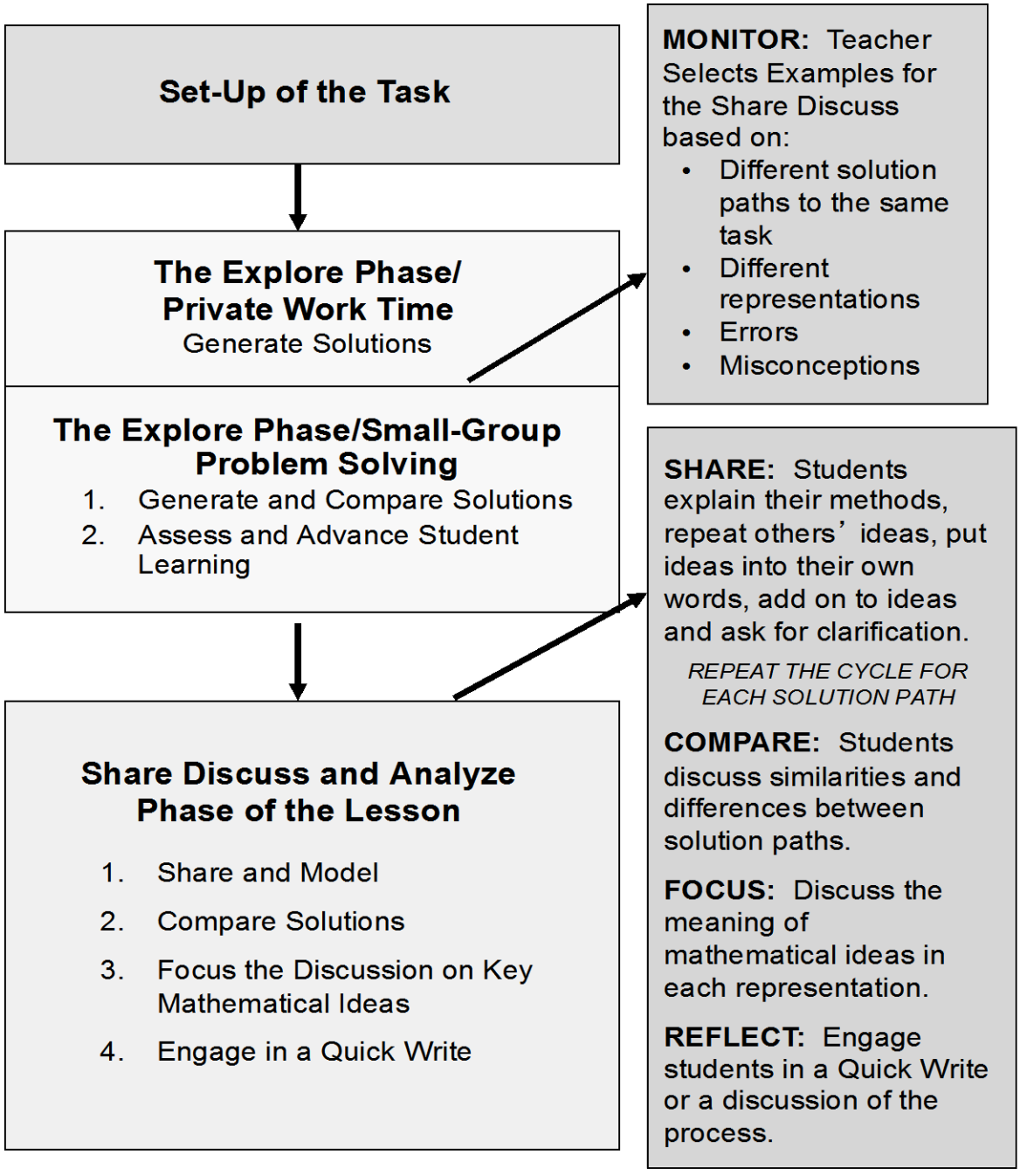
Assessing Questions

- Based closely on the work the student has produced.
- Clarify what the student has done and what the student understands about what s/he has done.
- Provide information to the teacher about what the student understands.

Advancing Questions

- Use what students have produced as a basis for making progress toward the target goal.
- Move students beyond their current thinking by pressing students to extend what they know to a new situation.
- Press students to think about something they are not currently thinking about.

Structures and Routines of a Lesson



Reflections and Looking Ahead

1. What are 1-2 take-aways that you have from this math module?

2. What are you going to do between now and Class 2 to support your students with challenging math content?

3. Based on what you learned today, what are you going to share with your teachers?

4 - Appendix

Appendix

Tennessee Department of Education
Common Core Leadership Course 202

Tennessee Department of Education

Common Core Leadership Course 202

Contact Information:

With questions, please contact:

- TNcore.questions@tn.gov or
- Your facilitators

Your facilitators today were:

Name: _____ Email: _____

Name: _____ Email: _____

Tennessee Department of Education

Common Core Leadership Course 202

Notes:

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