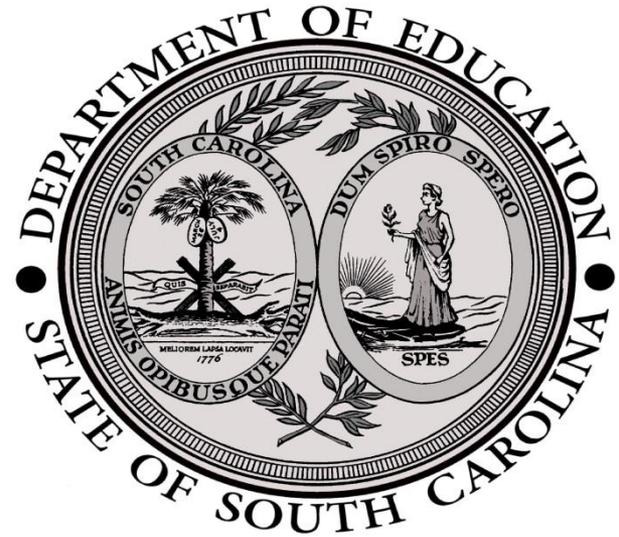


DAY 1

Spring 2016
Professional Learning
High School



Padlet

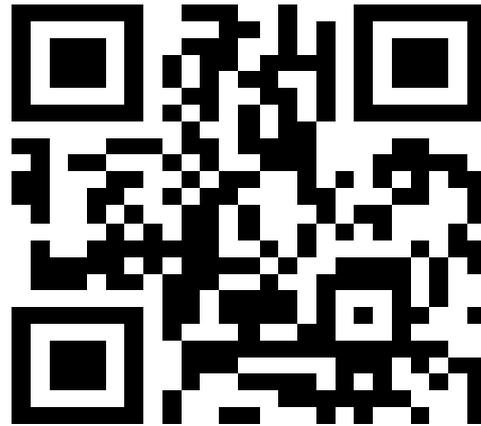
<http://tinyurl.com/gpou3ap>



Laurens

Padlet

<http://tinyurl.com/hb8wdh3>



Florence

Padlet

<http://tinyurl.com/zzq6onz>



Walterboro

Welcome



Hello
my name is



A standard I've always tried to live up to...



Goal

At the end of the two-day session, participants will be able to design a unit of study that follows the inquiry process and incorporates the *SC College- and Career-Ready Standards for ELA*.

- **I can apply knowledge of the inquiry process.**
- **I can establish an environment which is conducive to the inquiry model.**
- **I can develop essential questions that guide inquiry.**
- **I can identify ways to formatively assess students.**
- **I can integrate the communication, reading-literary text, reading-informational text, and writing standards as well as disciplinary literacy into units of study.**

SCHOODOLOGY

Access Code: V4NKS-TZ8DD

ESPN

PARDON

THE

INTERRUPTION



FOR ASSESSMENT INFORMATION...

Assessments of/for Learning

ACT

EOCEP

PSAT

SAT

WorkKeys

AP Exams

MAP

NEW! SCReady

Ready for SC Ready?

SC READY

- Contract awarded December 1, 2015
- ELA and Mathematics
- Grades 3–8
- Spring 2016: Online and Paper/Pencil
- Spring 2017: Online only

SC READY – Design

- Includes:
 - Items aligned to South Carolina College-and Career-Ready Standards that were developed and field tested by contractor
 - TerraNova items to provide national comparison
 - Norm-referenced test items

English Language Arts (ELA)

- Administered over two days
 - Session 1 and Session 2
- Approximately 2 ½ hours per day

SC READY – Draft Test Blueprint

ELA

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
ELA (total points)	84	84	84	96	96	96
Writing/Inquiry	46	46	46	46	46	46
Reading Total	38	38	38	50	50	50
Reading-Literary Text	19	19	19	21	21	21
Reading-Informational Text	19	19	19	29	29	29

SC READY – Item Types

ELA – Sessions 1 and 2

Grades	Item Type
3–8	<p data-bbox="455 791 1103 851">Selected Response (SR)</p> <p data-bbox="455 929 1619 1058">Students select their responses from a list of possible answer options.</p>

SC READY – Item Types

ELA – Sessions 1 and 2

Grades	Item Type
3–8	<p data-bbox="459 562 1545 616">Evidence-Based Selected Response (EBSR)</p> <p data-bbox="459 688 1789 1053">Students read a piece of text or passage and choose the best answer from the answer choices. Students will then be asked to support their response with evidence from the text—e.g., select multiple evidence statements, place multiple steps in correct sequence, place multiple punctuation marks correctly, etc.</p>

SC READY – Item Types

ELA–Session 1 only

Grades	Item Type
3–8	<p data-bbox="421 619 1213 676">Text-Dependent Analysis (TDA)</p> <p data-bbox="421 819 1816 1062">Students read a piece of text or passage and draw upon that text for their extended written responses—e.g., support their responses with evidence from the text.</p>

SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8)

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts • Substantial reference to the main ideas and relevant key details of the text(s) • Skillful use of transitions to link ideas within categories of textual and supporting information • Effective use of precise language and domain-specific vocabulary drawn from the text(s) • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts • Sufficient reference to the main ideas and relevant key details of the text(s) • Appropriate use of transitions to link ideas within categories of textual and supporting information • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning 	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

SC READY Writer's Checklist for Text-Dependent Analysis Question (Grade 3)

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your **response**.

FOCUS while you write

- Analyze the information from the passage as you write your **response**.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your **response**.
- Organize your response with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final **response** in the response box.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Grades 4-8: Uses the word “essay” rather than the word “response”

Sample: Text-Dependent Analysis Grade 4

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

ENGLISH 1- EOCEP

Yes, English 1 students will still be required to take it.

<http://ed.sc.gov/>



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Statewide Faculty Virtual Meeting – Wednesday, January 27 at 4pm

State Superintendent of Education Molly M. Spearman is hosting a statewide faculty meeting on the New Assessment in Grades 3-8 "SC Ready" and changes for the immediate and long-term future for Educator Evaluation.

[READ MORE](#)



General Information

- Test Dates
- Test Scores

ACCESS for ELLs®

- Overview
- Alternate Access for ELLs

ACT WorkKeys®

- Overview
- Accommodations
- Alternate Assessment to ACT WorkKeys®

Adoption List of Formative Assessments

- Overview
- Approval Process
- Funding Process
- Alignment Information

End-of-Course Examination Program (EOCEP)

- Overview
- Accommodations

HSAP (High School Assessment Program) Archive

- Information about elimination of HSAP
- Test Scores

National Assessment of Educational Progress (NAEP)

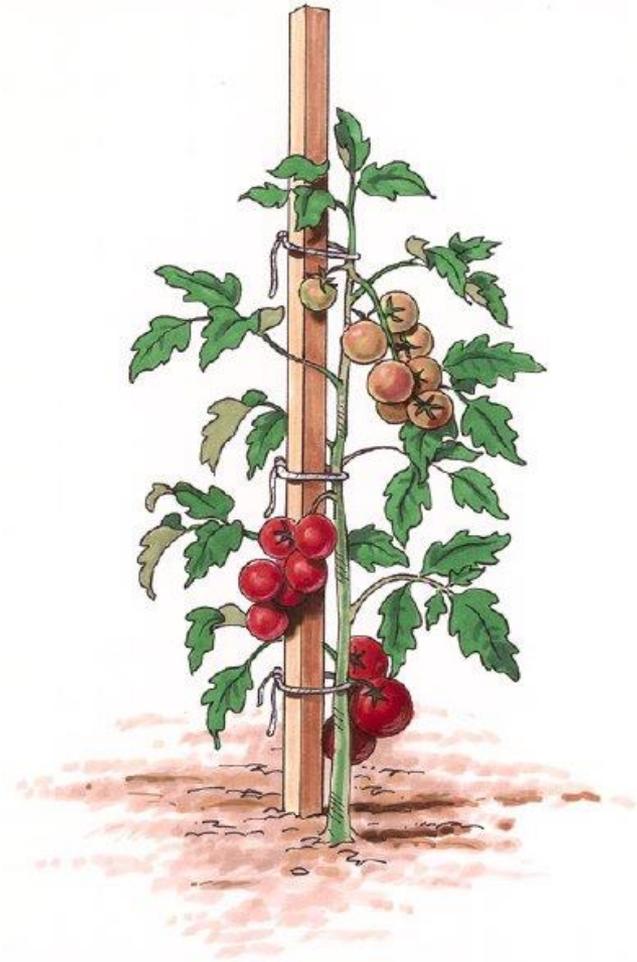
- Overview
- Sample Questions
- Data and Reports

South Carolina National Center and State Collaborative (SCNCSC)

- Overview
- Information for Educators

The ACT®

- Overview



Assessments of/for Learning

NEW! SCReady

MAP

EOCEP

PSAT

WorkKeys

ACT

SAT

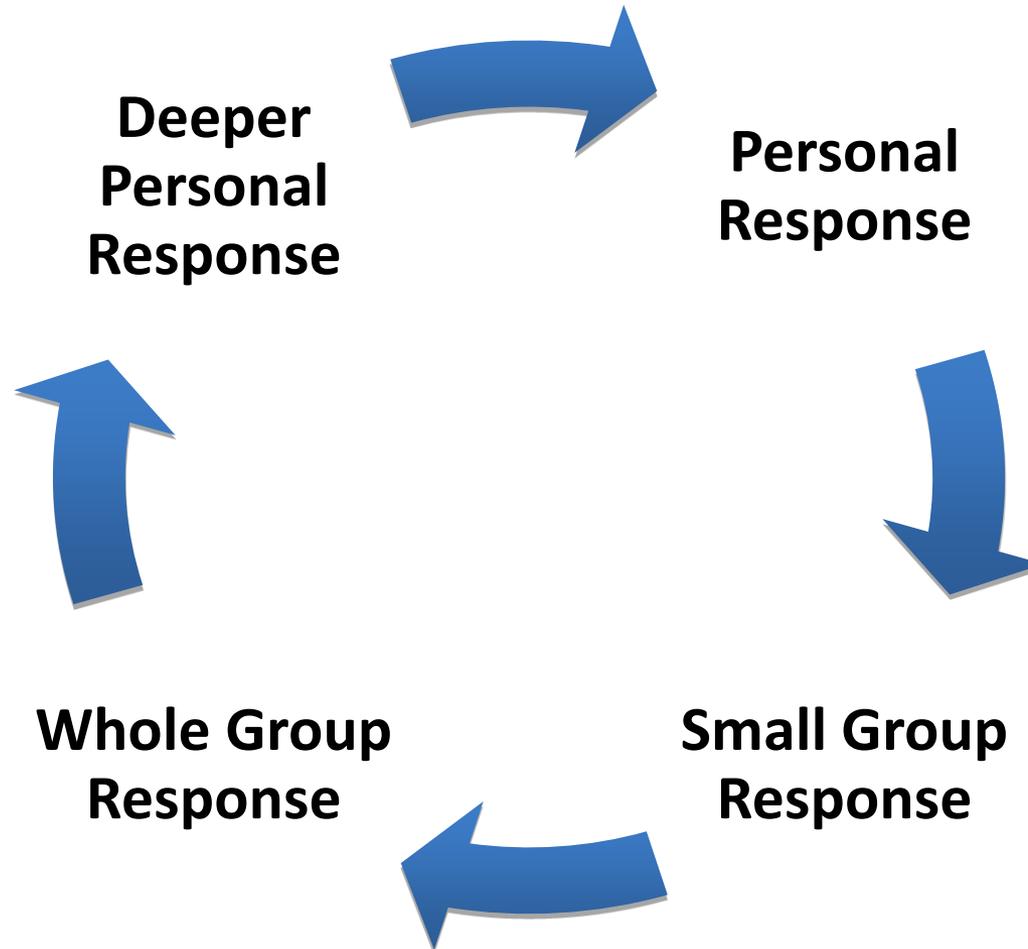
AP Exams

?

Back to our regularly scheduled program...



Engagement Framework



Opinion and Informed Opinion

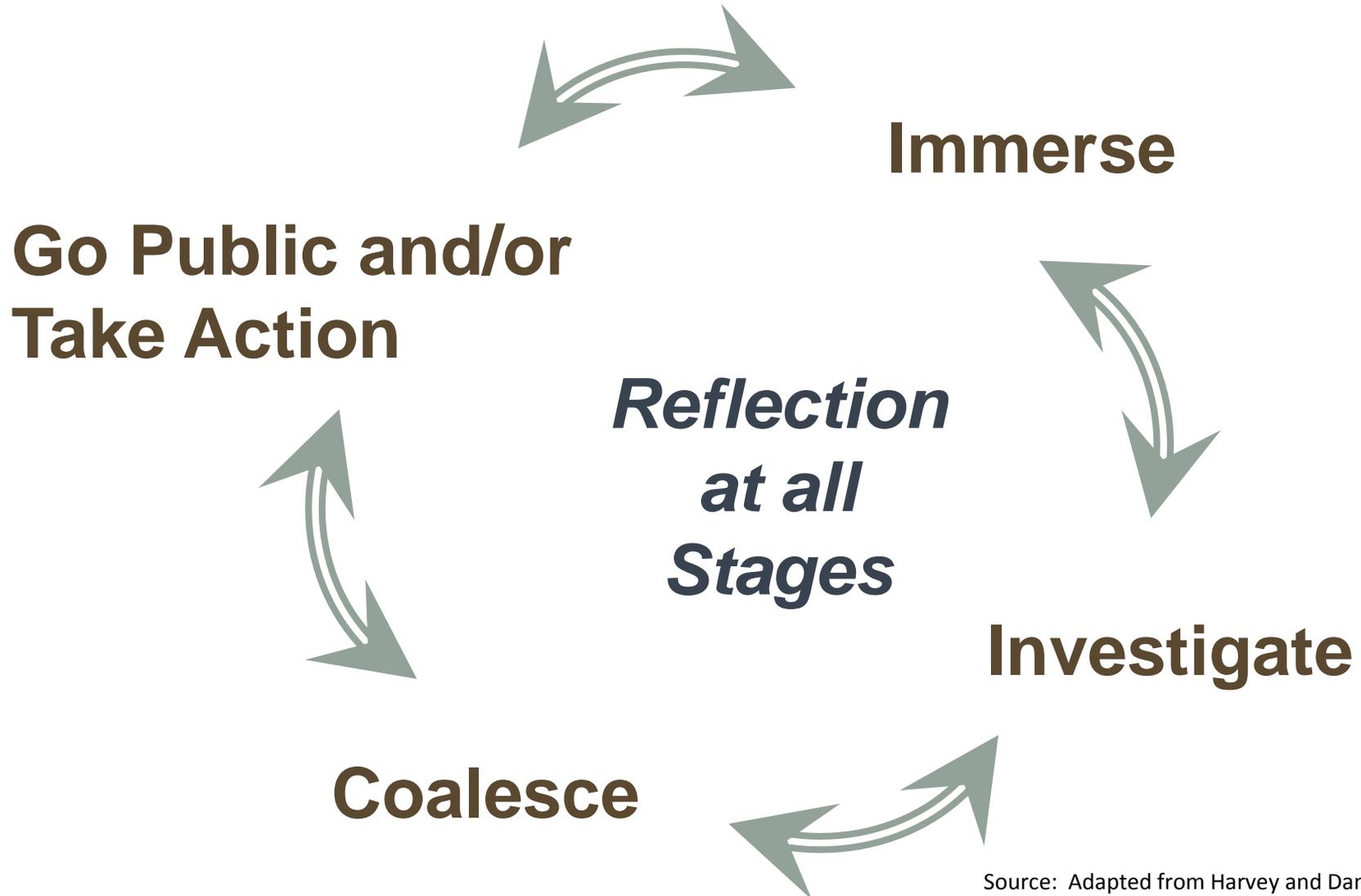
Opinion (before reading)	Reasons/ Questions	Informed Opinion (after reading)

from *Lessons in Comprehension
and Collaboration*

Where do you stand?

- **Inquiry is a long process that is difficult to plan for in secondary classes.**

Inquiry Engagement Framework



Source: Adapted from Harvey and Daniels (2009)

What is INQUIRY?



Planning for Inquiry

Consider the “Small-Group Inquiry Model” chart.

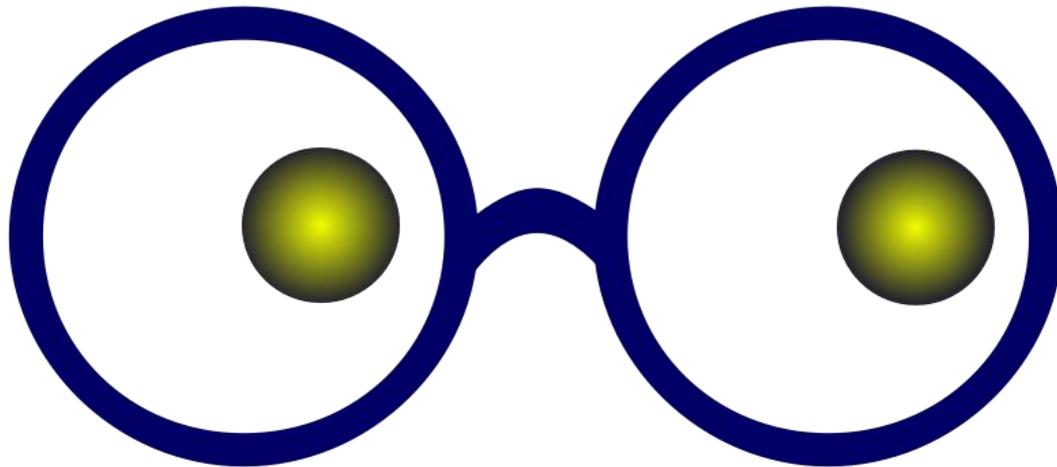
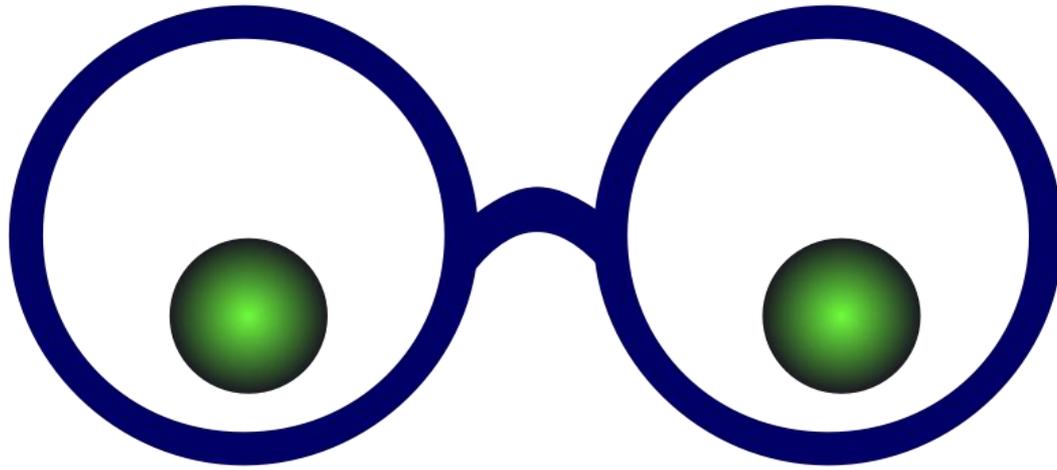
How might this model be useful in instructional planning?

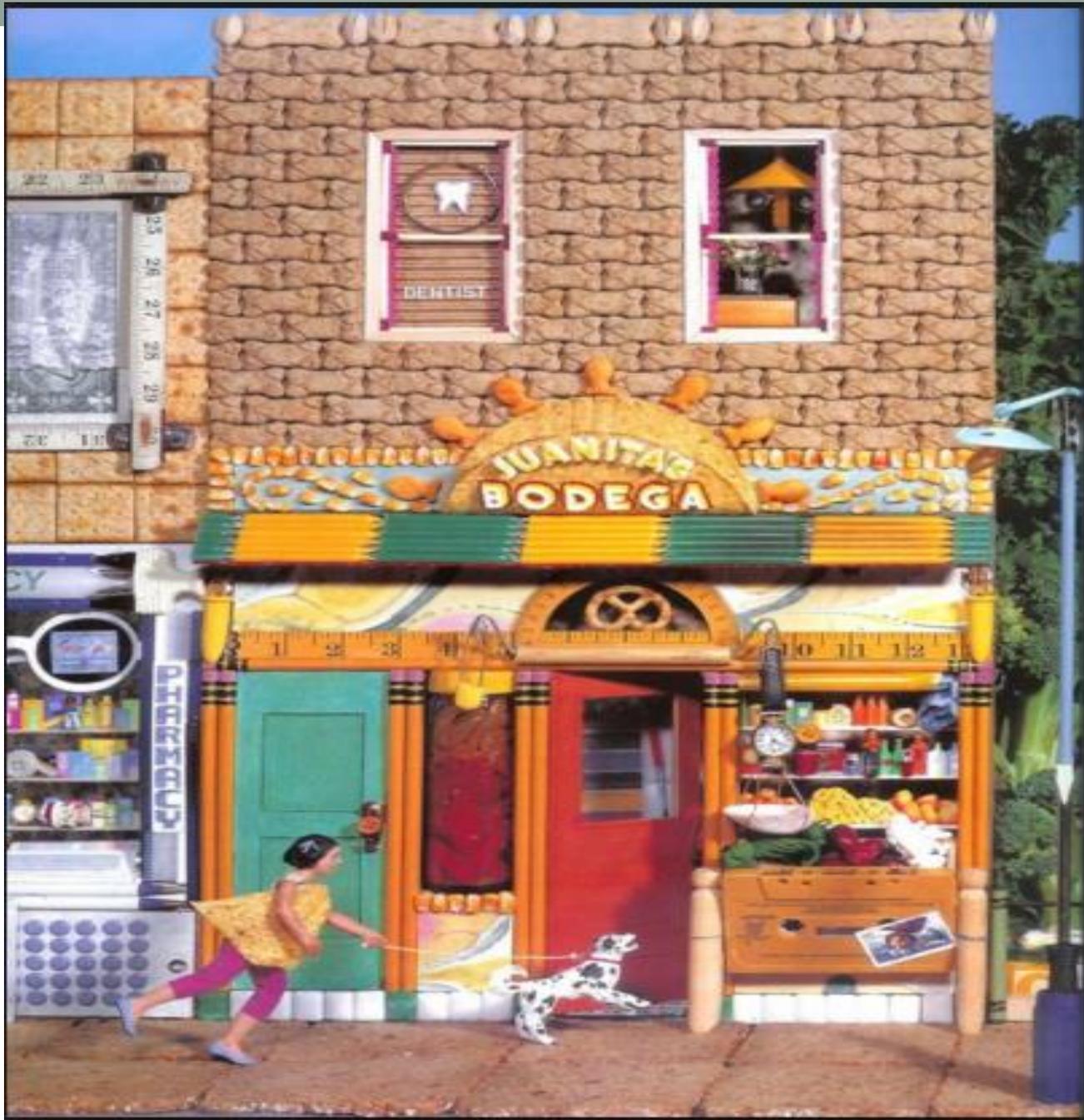


Small Group Questions

- **How does organizing classroom instruction around inquiry change the role of the teacher?**
- **Compare and contrast an “inquiry approach” with a “coverage approach” using the chart from Chapter 4.**

Asking students to look closely



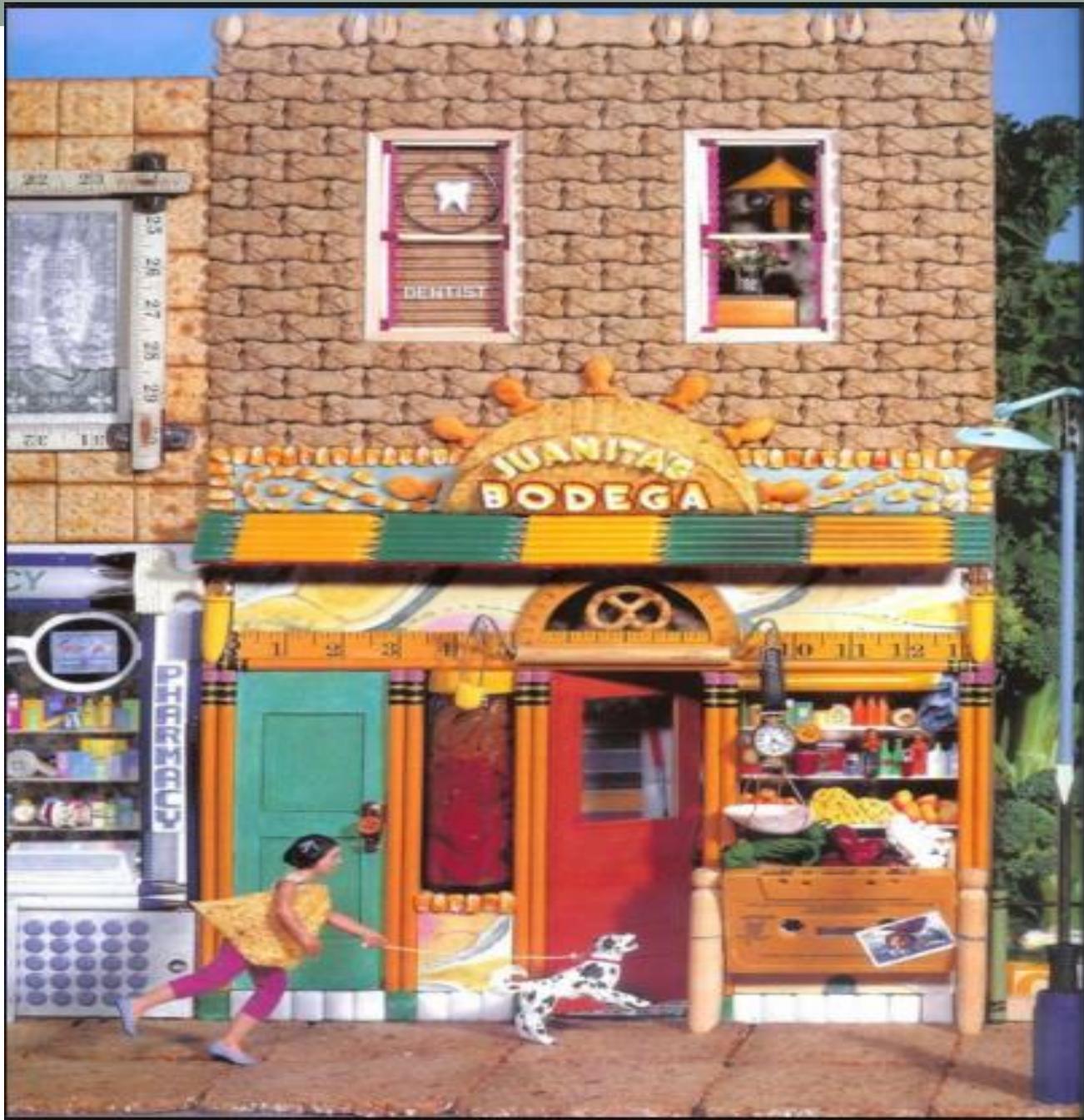


From Joan Steiner's book *Look-Alikes*

What did you see?

- Look again...
- For 3 minutes look closely
- List what you see





From Joan Steiner's book *Look-Alikes*

PERCEPTION

[Look-Alikes](#)

Perception of an object costs

Precise the Object's loss --

Perception in itself a Gain

Replying to its Price --

The Object Absolute -- is naught --

Perception sets it fair

And then upbraids a Perfectness

That situates so far --

by Emily Dickinson

Standards

Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

E1-2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

Reading-Literary Text Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Essential Knowledge

Personal Response:

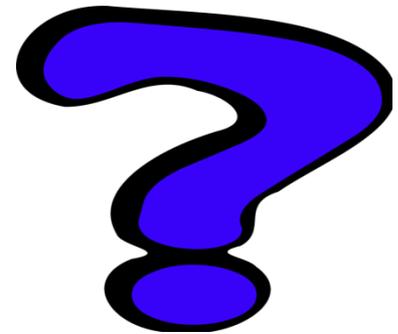
- **List the essential knowledge students need to master in your English course (5 minutes).**
- **When you think your list is complete, compare it to what you currently teach.**

Essential Question Sort



Essential Questions

[Wiggins: Part 1](#)



Essential Question RESort



Essential Questions

[Wiggins: Part 2](#)



Essential Question RESort



Essential Questions

- How do the arts shape, as well as reflect, a culture?
- What do effective problem solvers do when they get stuck?
- How strong is the scientific evidence?
- Is there ever a "just" war?
- How can I sound more like a native speaker?
- Who is a true friend?

Not Essential Questions

- What common artistic symbols were used by the Incas and the Mayans?
- What steps did you follow to get your answer?
- What is a variable in scientific investigations?
- What key event sparked World War I?
- What are common Spanish colloquialisms?
- Who is Maggie's best friend in the story?

Adolescent Learners



Students need their teachers present to answer questions or to provide help if they get stuck on an assignment; they don't need their teachers present to listen to a lecture or review content.

Unit Starting Points?



Exit Slip

- What have you learned today that you can apply in your setting?
- What questions do you still have?
- Anything else...