

# **Common Core State Standards (CCSS): Integration of Literacy Skills**

**Chanda Robinson**  
**Office of Teacher Effectiveness**

**May 3-4, 2012**

# AGENDA

Welcome and Introductions

Overview

- SC Social Studies Academic Standards (2011)
- CCSS for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

CCSS and Social Studies

- Alignment Activity

Mini Lessons

Assessment Overview

# **What does literacy look like in your domain/discipline?**

# **Social Studies Literacy Skills for the 21<sup>st</sup> Century**

## **Statement in Appendix A:**

Social Studies literacy skills in the chart represents a continuum of **tools, strategies, and perspectives** that are necessary for the student's understanding of the social studies content to be taught at each grade level.

**Social Studies Literacy Skills for the Twenty-first Century  
A Continuum of Social Studies Literacy Elements**

<b>K-3</b>	<b>4/5</b>	<b>6-8</b>	<b>High School</b>
Distinguish between past, present and future time.	Establish chronological order in reconstructing an historical narrative.	Explain change and continuity over time and across cultures.	Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and extrapolate into the future.
Measure and calculate calendar time.	Create and interpret data on time lines	Interpret parallel time lines from different places and cultures.	Trace and describe continuity and change across cultures.
Identify cause and effect relationships.	Identify and explain cause and effect relationships	Identify and explain multiple causation and multiple effects	Assess the relative importance of multiple causes on outcomes.
Differentiate between fiction and informational text and primary and secondary sources.	Identify multiple points of view/biases and ask questions that clarify points of view.	Evaluate multiple points of view/biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.	Evaluate the validity of points of view/biases using evidence and sound reasoning.
Explain the difference between fact and opinion.	Explain the difference between fact and opinion, evidence and argument.	Analyze evidence, arguments, claims and beliefs.	Analyze and evaluate evidence, arguments, claims and beliefs.
Interpret information from a variety of social studies resources.*	Utilize different types of media to synthesize social studies information from a variety of social studies resources*	Select or design appropriate forms of social studies resources* to organize and evaluate social studies information.	Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
Identify maps, mental maps and geographic models as	Construct maps, mental maps and geographic	Interpret Earth's physical and human	Represent and interpret Earth's physical and

**\*Social Studies resources include the following:** texts, calendars, time lines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

# Reading Standards for Literature 6-12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
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**Key Ideas and Details**

- |   |   |  |
|---|---|--|
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.        | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   | 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                | 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  |

**Craft and Structure**

- |  |  |  |
|--|--|--|
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.               | 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   | 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text.  | 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   | 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  |

READING: LITERATURE



# How to Read the Common Core State Standards in English Language Arts

- **K–5 and 6–12 ELA Standards have 4 Strands**
  - Reading – Literature and Informational Text
  - Writing
  - Speaking and Listening
  - Language
- **6–12 History/Social Studies, Science, and Technical Subjects have 2 Strands**
  - Reading – Literature and Informational
  - Writing

# How to Read the Common Core State Standards in English Language Arts

- Each of the strands is linked to a strand-specific set of College and Career Readiness (CCR) Anchor Standards.

Let's take a look at:

- Reading page 35
- Writing page 41
- Speaking and Listening page 48
- Language page 51
- Reading for SS page 60
- Writing for SS page 63

## English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## English Language Arts Standards » Reading: Literature » Grade 1

### Standards in this strand:

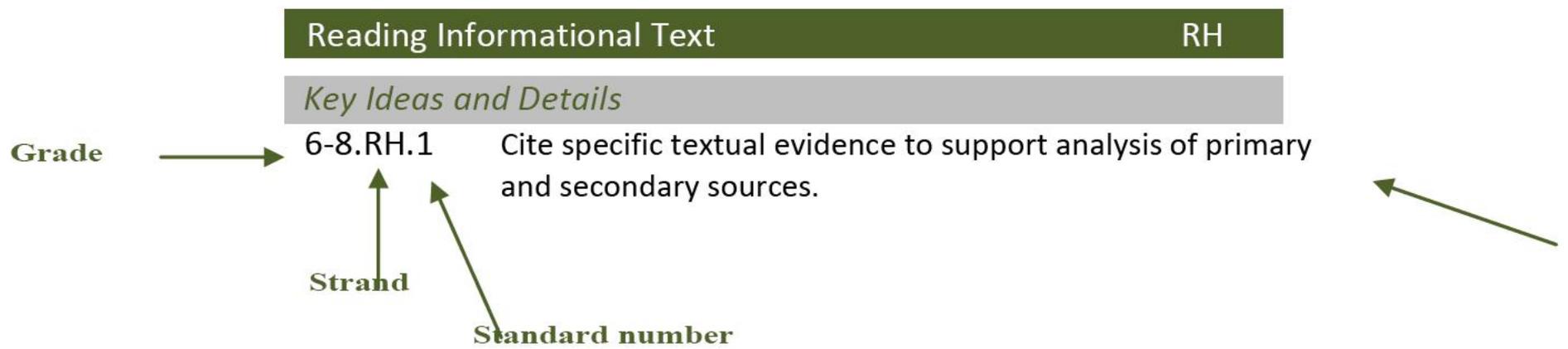
RL.1.1 | RL.1.2 | RL.1.3 | RL.1.4 | RL.1.5 | RL.1.6 | RL.1.7

### Key Ideas and Details

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of a story's main message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story.

*Notation for grade-specific standards:*

Individual grade-specific standards are identified by grade, strand, and number (or number and letter applicable); for example, **6-8.RH.1**, means *grades 6-8, Reading History, standard 1*.



# **CCSS and Social Studies (SS) Literacy Skills: Alignment Study**

## **Group Work**

Review the CCSS and SS Literacy Skill by the grade level assigned to your table.

Discuss and chart your findings on the paper provided.

Select a spokesperson to present your findings.

# **CCSS and Social Studies (SS) Literacy Skills: Alignment Study**

## **Questions to Consider:**

What are the commonalities within the CCSS and SS Literacy Skills?

What are the changes and “steps up” from grade to grade within the CCSS and SS Literacy?

# What does it all mean?

# What does it all mean for teachers?

**Lesson plans and teaching should include the following:**

**SC Social Studies Academic Standards**

**and**

**CCSS for English Language Arts & Literacy/Social Studies, Science and Technical Subjects**

# **Reading and Writing the Renaissance: Early Cultures to 1600 (Grade 6)**

**Sara L. Schwebel, Ph.D.**  
**University of South Carolina**  
**Asst. Professor of English**  
**May 3-4, 2012**

# Reading and Writing the Renaissance

## **Standard 6-6:**

The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

# Reading and Writing the Renaissance

**Indicator 6-6.1:** Summarize the contributions of the Italian Renaissance, including the importance of Florence, the influence of humanism and the accomplishments of the Italians in art, music, literature, and architecture.

**Indicator 6-6.2:** Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther).

# Reading and Writing the Renaissance

The Italian Renaissance roughly spans the years between 1330-1530.

- Classic Greek and Roman texts were rediscovered and studied by humanists, who celebrated inquiry and embraced the liberal arts as tools for citizenship and governance
- Artists created masterpieces of European culture under patronage of both the Church and the patrician elite
- Religion—and the Catholic Church—remained a defining force in society



**The Italian States, circa 1494**

# Reading and Writing the Renaissance

“Italy” is a historical construct, as is the adjective “Italian.”



<http://www.norton.com/college/history/ralph/resource/italy.htm>

The Italian States, circa 1494



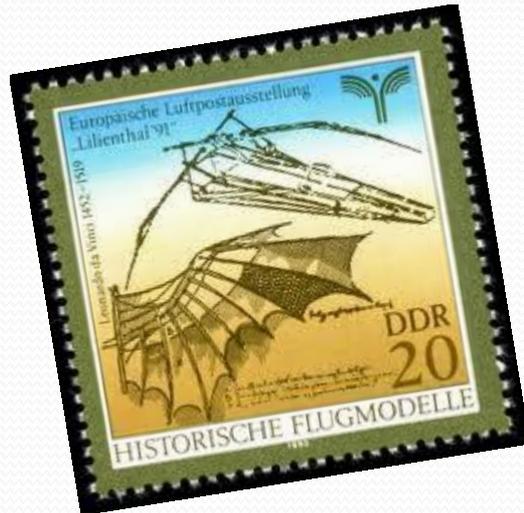
<http://www.nationonline.org/oneworld>

Italy as a State in today’s European Union

# Reading and Writing the Renaissance

Leonardo da Vinci:  
Artist, Inventor, Scientist  
(1452-1519)

The Mona Lisa



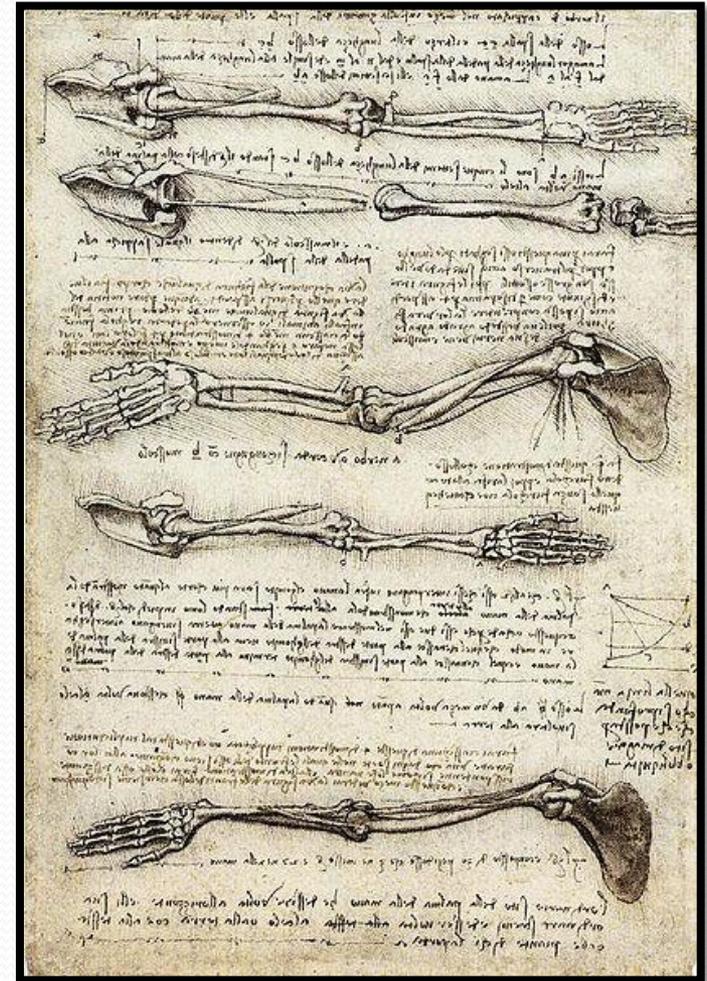
[http://ru.wikipedia.org/wiki/%D0%A4%D0%B0%D0%B9%D0%BB:Mona\\_Lisa\\_Louvre.jpg](http://ru.wikipedia.org/wiki/%D0%A4%D0%B0%D0%B9%D0%BB:Mona_Lisa_Louvre.jpg)

Da Vinci's epitomizes our idea of the "Renaissance Man" today

# Reading and Writing the Renaissance

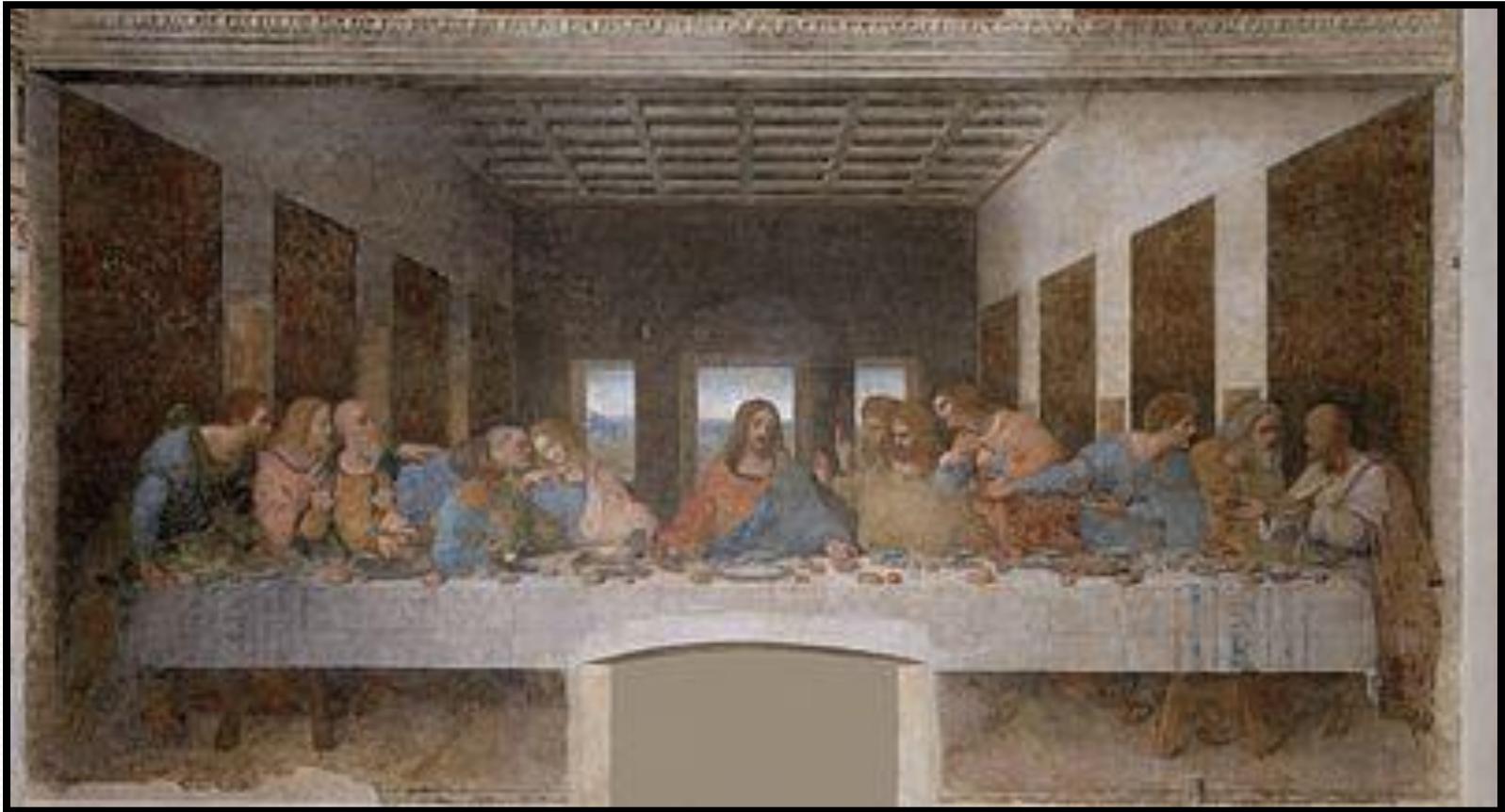
## Science meets Art

- Da Vinci observed and engaged in dissections, despite the Church's disapproval.
- Empirical observation enabled him to rely on *evidence* rather than on inherited wisdom from the ancients.
- Dissection increased da Vinci's ability to achieve realism in artistic form.



Anatomical study of the arm (c. 1510)

# Reading and Writing the Renaissance



Leonardo da Vinci's *The Last Supper*

# Reading and Writing the Renaissance

What information might da Vinci's *The Last Supper* (1495-98) give us about visual arts in the High Renaissance? What questions might it spark?

## Consider:

- Size of canvas (15 feet × 29 feet)
- Subject of painting
- Artistic style



Detail: Jesus and disciples  
Thomas and James

# Reading and Writing the Renaissance

How do the tasks just completed help to build “Twenty-First Century Literacy Skills” as identified in the SC Social Studies Literacy Skills Chart?

- Analyze evidence, arguments, claims, and beliefs.
- Explain change and continuity over time and across cultures.
- Select or design appropriate forms of social studies resources to organize and evaluate social studies information.

“Social Studies resources include the following: texts, calendars, timelines, **maps**, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, **illustrations**, **paintings**, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographical information systems.” (*South Carolina Social Studies Academic Standards*, p. 11)

# Reading and Writing the Renaissance

**In what ways do the tasks *also* contribute to fulfillment of the CCSS?**

## **CCSS for Literacy in History/Social Studies**

### **6-8.RH.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

### **6-8.RH.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

# Reading and Writing the Renaissance

## CCSS for Reading Literacy in History/Social Studies,

### **6-8.RH.5**

Describe how a text presents information (e.g., sequentially, comparatively, casually).

### **6-8.RH.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

# Reading and Writing the Renaissance

Patrician families wielded immense political, economic, and cultural power during the Renaissance. Beginning around 1434, the Medici family of Florence was among the most influential.

## The Medicis:

- Made their fortune through banking, manufacture, and textiles
- Gained and held political influence for three generations
- Patronized the arts; embraced humanism
- Helped to make Florence the cultural capital of Europe during the so-called Italian Renaissance



Cosimo de' Medici (1389-1464).  
Portrait by Pontormo.

# Reading and Writing the Renaissance

Cosimo de Medici's grandson, Lorenzo the Magnificent (1449-1492), expanded the family's banking interests and strengthened its relationship with the Pope. As a result, Lorenzo's son Giovanni was made a Cardinal at the tender age of 14. (He later ruled as Pope Leo X.) The following letter of advice (provided in English translation) was written to the adolescent Giovanni.

## **In your groups:**

- Read the father's letter to his son: paragraphs 1, 4 & 5
- Identify words that may be unfamiliar for a sixth grade student
- Identify the theme or central idea of each paragraph

# Reading and Writing the Renaissance

Medieval Sourcebook:

Lorenzo De Medici:

Paternal Advice To A Cardinal (C. 1491)

You, and all of us who are interested in your welfare, ought to esteem ourselves highly favored by Providence, not only for the many honors and benefits bestowed upon our house, but more particularly for having conferred upon us, in your person, the greatest dignity we have ever enjoyed. This favor, in itself so important, is rendered still more so by the circumstances with which it is accompanied, and especially by the consideration of your youth and of our situation in the world. The first that I would therefore suggest to you is that you ought to be grateful to God, and continually to recollect that it is not through your merits, your prudence, or your solicitude, that this event has taken place, but through his favor, which you can only repay by a pious, chaste and exemplary life; and that your obligations to the performance of these duties are so much the greater, as in your early years you have given some reasonable expectations that your riper age may produce such fruits. It would indeed be highly disgraceful, and as contrary to your duty as to my hopes, if, at a time when others display a greater share of reason and adopt a better mode of life, you should forget the precepts of your youth, and forsake the path in which you have hitherto trodden. Endeavor, therefore, to alleviate the burden of your early dignity by the regularity of your life and by your perseverance in those studies which are suitable to your profession. It gave me great satisfaction to learn, that, in the course of the past year, you had frequently, of your own accord, gone to communion and confession; nor do I conceive that there is any better way of obtaining the favor of heaven than by habituating yourself to a performance of these and similar duties. This appears to me to be the most suitable and useful advice which, in the first instance, I can possibly give you.

<http://www.fordham.edu/halsall/source/lorenzomedi1.asp>

# Reading and Writing the Renaissance

## CCSS for Reading Literacy in History/Social Studies

### **6-8.RH.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### **6-8.RH.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

### **6-8.RH.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

# **Reading and Writing the Renaissance**

## **CCSS for Reading Informational Text**

### **6.RL.2**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

### **SC Social Studies Literacy Skills for the 21<sup>st</sup> Century**

Analyze evidence, arguments, claims, and beliefs

# Reading and Writing the Renaissance

**Keeping in mind the SS literacy skills and CCSS standards we just reviewed, let's analyze the source:**

- Giovanni was 14 when he received this letter from his father. What does the style and diction of the document suggest about Lorenzo's education? Giovanni's?
- How does this letter demonstrate Lorenzo's humanistic ideals?
- The Medici family enjoyed great influence in part because its members worked together: how does Lorenzo convey this idea to Giovanni?

# Reading and Writing the Renaissance

**Keeping in mind the SS literacy skills and CCSS standards we just reviewed, let's analyze the source:**

- According to his father, what is Giovanni's "job" as a Cardinal?
- What evidence does this letter provide to support the claim that Lorenzo Medici was politically astute?
- What evidence does this letter provide about the importance of the Catholic Church as a political institution? About the way religious ideas shaped daily lives in Renaissance Europe?

# Reading and Writing the Renaissance

**Now extend the lesson, addressing CCSS writing standards in the process: ask students to select one of the bullet-pointed questions from the previous slide and use it as the basis of a short, in-class essay.**

## **6-8.WH.1**

Write arguments to support claims with clear reasons and relevant evidence.

## **6-8.WH.9**

Draw evidence from informational texts to support analysis, reflection, and research.

# Reading and Writing the 1920s and 30s: U.S. History & The Constitution

# The Roaring Twenties and Great Depression

Let's review the standards relevant to lesson planning :

*SC Social Studies Academic Standards, pages 108-09*

*Common Core State Standards, pages 61-62*

# The Roaring Twenties and Great Depression

## Texts Illustrating the Complexity, Quality, and Range of Student Reading 6-12:

*Roll of Thunder, Hear My Cry* (1976) [6-8]

*The Grapes of Wrath* (1939)[9-10]

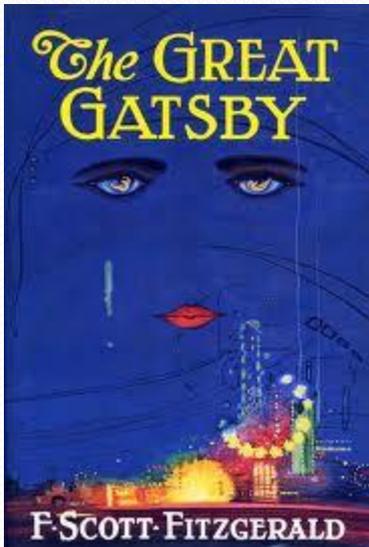
*The Great Gatsby* (1925) [11-CCR]

*Their Eyes Were Watching God* (1937) [11-CCR]

*Black Boy* (1945) [11-CCR]

CCSS, page 32

# The Roaring Twenties and Great Depression



- What can *Gatsby* (published in 1925) tell us about change in American society and culture?
  - Themes?
  - Literary style?
- What does it mean that *Gatsby* is highlighted as an “illustrative text” for the CCSS?
- What is the *historical* significance of that curricular choice?

# The Roaring Twenties and Great Depression

What can *Gatsby* (published in 1925) tell us about society, culture, and the economy during the Jazz Age?

- Discuss at your table.
- Select a spokesperson to present your findings.
- Look at USHC-6.1 (*SCSS Academic Standards*, page 108 to place the question in context)

Note: we've left literary questions such as, "is Nick a reliable narrator?" and "What is the symbolism of the green light?" to the ELA teachers.

# The Roaring Twenties and Great Depression

If we read *Gatsby* as a primary source, what can it tell us about the early 1920s?

- Regional divides (East vs. Midwest)
- Racism/anti-Semitism/eugenics movement
- Growing rift between ultra-rich and average Americans
- Prohibition & organized crime

# The Roaring Twenties and Great Depress

If we read *Gatsby* as a primary source, what can it tell us about the early 1920s?

- Celebrity culture replacing “Society”
- Youth as the ideal
- The pursuit of pleasure
- Sexual revolution & evolving gender roles: short dresses, female athletes, heterosocial drinking

# The Roaring Twenties and Great Depress

What can the 1925 novel tell us about the Jazz Age?

- Automobiles, urban life, the rise of suburbs
- Literary Modernism

# The Roaring Twenties and Great Depression

“For what had happened in the twenties was that the development and changes in society, including the modes of everyday life in America, were both more interesting and important (meaning: more consequential) than the history of its politics and of its government. (In spite of the suffrage given to women, there was, for the first time in many decades, a definite drop in the percentage of voters after 1920).”

“Whether *The Great Gatsby* is immortal is arguable; what is not arguable is that it is representative of a period, not only because of its contents but also because of its style.”

John Lukacs, “The Great Gatsby? Yes, a Historical Novel” in *Novel History: Historians and Novelists Confront America’s Past (And Each Other)*. Ed. Mark C. Carnes. New York: Simon & Schuster, 2001.

# The Roaring Twenties and Great Depression

What aspects of the 1920s are *absent* from Fitzgerald's novel?

- Discuss at your table.
- Select a spokesperson to present your ideas.

What does it mean that *Gatsby* is highlighted as an “illustrative text” for the 21<sup>st</sup> century CCSS? Does the choice have *historical* significance?

# The Roaring Twenties and Great Depression

## **11-12.RH.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

## **11-12.RH.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

# The Roaring Twenties and Great Depression

Encourage students to use *Gatsby* to generate research questions.

For example:

- Are Tom Buchanan's attitudes toward race representative of his historical counterparts? How did such attitudes affect policy and social practice at federal, state, and local levels?
- Numerous *Gatsby* characters flout the law, particularly the 18<sup>th</sup> amendment. What was the effect of Prohibition on American society?

# The Roaring Twenties and Great Depression

## Research Topics Cont'd

- Gatsby (aka James Gatz) achieves the American Dream but dies disheartened. What is Fitzgerald saying about the historical moment in which he wrote?

# The Roaring Twenties and Great Depression

## 11-12.WH.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

## Contact Information

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# CCSS: the Role of Smarter Balanced Assessment Consortium

What, Why, How, and When

Jenny Howard  
Office of Assessment

# The Common Core State Standards

- Define the knowledge and skills students need for college and the workplace
- Were created to *guide*
  - curriculum development
  - instruction
  - assessment
- Are *NOT* a blueprint for a summative assessment

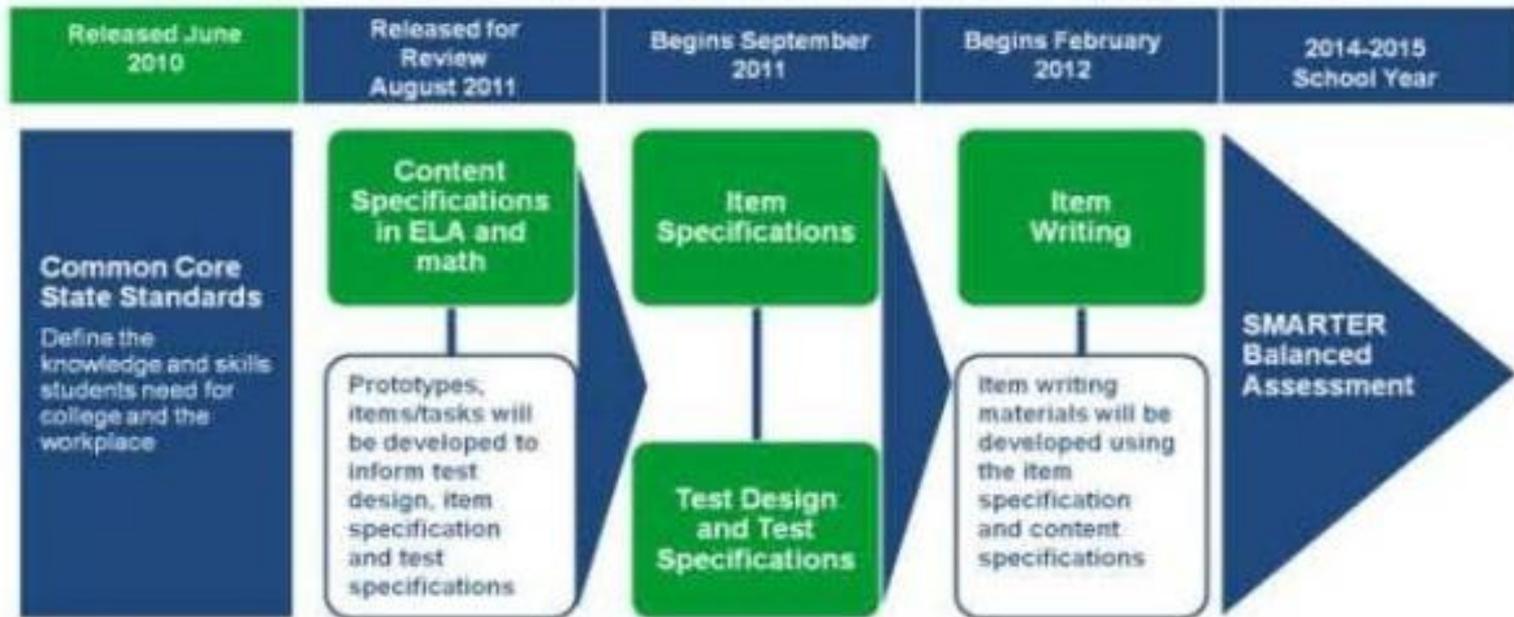
# Smarter Balanced: What and

## why

- The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college and career readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U. S. Department Of Education in 2010 to develop an assessment system aligned to the CCSS by the 2014-15 school year.

# Overview of Assessment Development

## SMARTER Balanced Summative Assessment Development Overview



# Building the assessment: How

Prior to building the assessment, the developer

- must start with guidelines which are *based on the standards*
- must determine how to evaluate “the learning” in the context of a large-scale assessment

# Building the assessment (cont'd)

- must complete an *in-depth analysis* of the standards in order to “root out” the most critical aspects (for assessment purposes)

This in-depth process of analyzing the standards produces Content Specifications, which is the *what* of the assessment (what should be evaluated)

# Content Specifications

- Who participated in analyzing and developing these content specifications?
  - member states
  - leading researchers
  - content experts
  - some authors of CCSS

# Content Specifications (cont'd)

Purpose :

- To provide clear and rigorous assessment targets from which test blueprints and item/task specifications are established
- To ensure the assessment system accurately assesses full range of standards
  - must decide how full range of standards can best be represented (types of items/tasks)
  - must decide how items/tasks can be combined for efficiency (issues with test length)

# Content Specs (cont'd)

- Process involves reorganizing and combining standards statements (e.g. strands , headings for anchor standards) for assessment tasks and reporting purposes.
- Content of the standard does *not* change

## Think

integrating skills and concepts

versus

tapping isolated skills in one strand



Integrated reading, writing, speaking,  
listening, and research

“Often, several standards can be  
addressed by a single rich task.”

CCSS p.5

(with thanks to Tammy)

# Content Specs (cont'd)

- Example: Standards for composing writing are in the writing strand, while editing skills for grammar, usage, and mechanics are included in the language strand. Since composing and editing are taught together, it makes sense to assess those skills in the context of writing items and tasks. The resulting scores would fall under a *claim* about the use and interpretation of writing.

## Content Specs (cont'd)

***It is very important to understand the word CLAIM in terms of the Smarter Balanced assessment.***

# Claims for ELA/Literacy

## Learning

- Claims are broad statements of the assessment system's learning outcomes.
- Claims identify the set of knowledge and skills important to measure (the learning outcomes)

# Claims for ELA/Literacy

## Learning

- ***Overall Claim*** (Grade 3-8) – Students can demonstrate progress toward college and career readiness in English language arts and literacy
- ***Overall Claim*** (High School) – Students can demonstrate college and career readiness in English language arts and literacy

# Claims (cont'd)

- Claim # 1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Claim # 2 – Students can produce effective and well-grounded writing for a range of purposes and audiences
- Claim # 3 – Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Claim # 4 – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information

# Content Specifications

## Claim

### Grade 8 SUMMATIVE ASSESSMENT TARGETS

#### ELA/Literacy Claim #1- Informational Texts

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

55% of text-related items will come from reading informational texts, and may include biographies, and science, social studies, and technical texts/topics

To the degree possible, all informational passages will include at least one item assessing each of the 4 assessment targets (#8-#11) below.

SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)

**Standards: RI-1**

RI-1 is a component of each of the seven targets listed below.)

8. KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts

**Standards: RI-1, RI-3, RH-3**

(DOK 2)

**RI-1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI-1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI-3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RH-3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

## Assessment Target

# Assessment Targets

- Each claim has a set of summative assessment targets (See handout)
- The assessment targets are followed by statements describing the kinds of evidence that would be sufficient to support the claim.

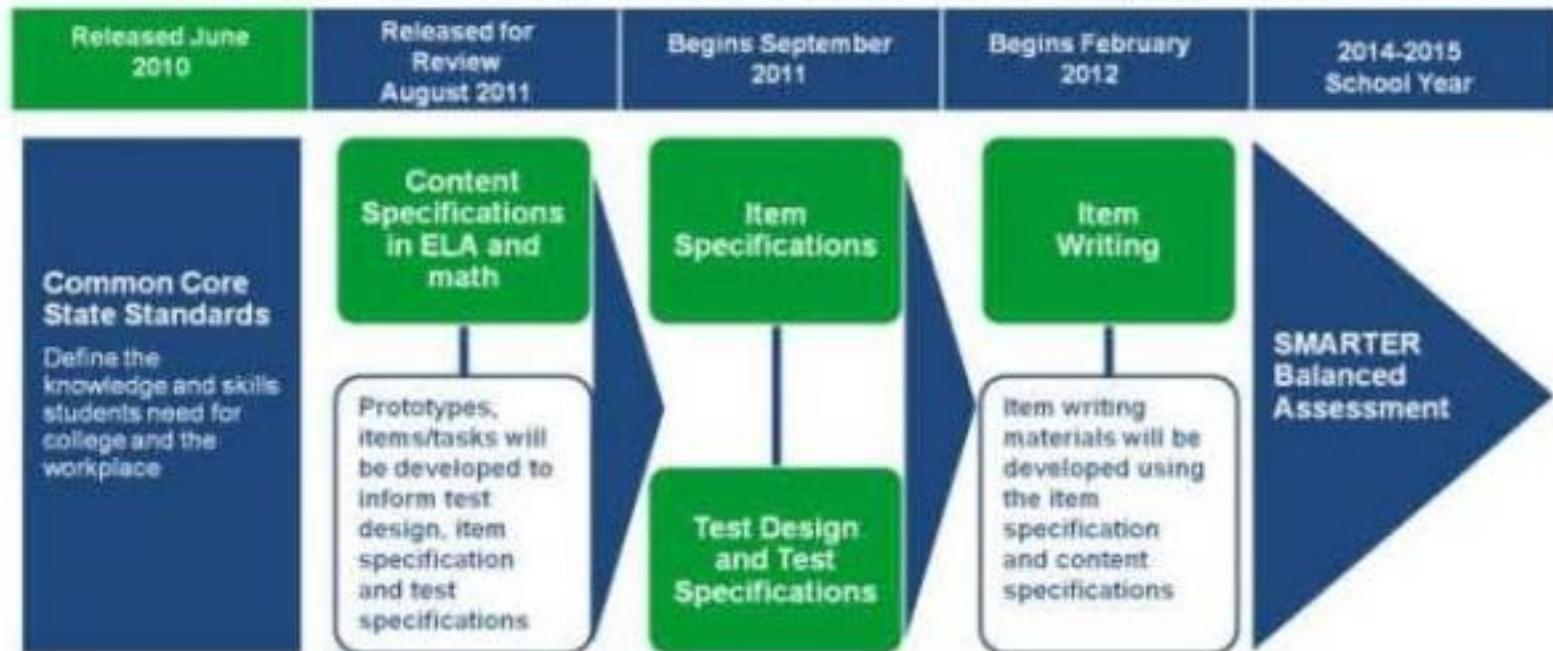
# Assessment Targets (cont'd)

Each assessment targets table:

- Indicates prioritized content
- Shows how one or more CCSS (or parts of standards) address the target
- Identifies the intended Depth of Knowledge (DOK) level for items and tasks  
(See handout on DOK)

# Assessment development: Next step

## SMARTER Balanced Summative Assessment Development Overview



# Item Specifications

- Once test developers are grounded in the content specifications, they must then rely on item specifications to build the assessment.
- Item specifications contain *highly* specific information about what each item or task should include, at a level of detail well beyond what is provided in the typical standards document.

# Item Specification Table

<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
<b>Target 5: ANALYSIS WITHIN OR ACROSS TEXTS:</b> Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)	
<b>Secondary Target(s)</b>	
<b>1: KEY DETAILS:</b> Use explicit details and implicit information from the text to support answers or basic inferences	
Standards:	<b>RL-6, RL-7, RL-9</b>
DOK target(s):	3, 4
Evidence Required:	When reading literary text, students <ol style="list-style-type: none"> <li>1. Cite specific evidence which supports interpretations of various literary and graphic elements within the text; OR</li> <li>2. Make comparisons on how information related to theme, topic or events is influenced by different presentations, perspectives or formats.</li> </ol>
Allowable item types*:	<b>CR</b>
Task Models:	<p><i>1: 4-pt CR (DOK 4) – provides stimulus material that includes two literary excerpts, one narrated in the first person and the other in the third person. Students are prompted to explain in two or three paragraphs the differences and/or similarities between the two points of view.</i></p> <p><i>2a: 2-pt CR (DOK 3) – provides stimulus material where two thematically-linked texts are presented in print and/or graphic versions. Students are prompted to cite and interpret textual evidence that addresses the theme from each text and to compare how each version presents specific descriptions.</i></p> <p><i>2b: 4-pt CR (DOK 4) – provides stimulus material that presents two literary texts and students identify and cite similarities and/or differences between the two texts such as growth of characters over time or chronological patterns of events.</i></p>
Key non-targeted constructs:	None
Allowable stimulus materials:	Literary text
Allowable disciplinary vocabulary:	Point of view, first and third person, theme, topic
Allowable Tools:	Word processing tools including spell check
Target-specific attributes:	Stimulus text should be on grade level.
Accessibility concerns:	For both CRs and PTs, students will be required to enter sometimes lengthy text using a keyboard.
Sample items:	Hot links will provide access to sample items for this target.
Scoring Information:	Rubrics: 2 and 4 point item-specific rubrics.

Task Models describe future items

# Item Specifications (cont'd)

- Item types
  - Selected response (SR) multiple choice
  - Constructed response (CR)
  - Performance task (PT)
  - Technology enhanced item (TEI)

# Grade 6 C1T10 SR item

Then, their pills are **dispensed**. The customers open a little door in the machine and pick up their medication.

The whole transaction usually takes about five minutes—which is just as fast, or faster, than going to a live pharmacist.

*Item Stem:*

Which highlighted word comes from the Latin root that means “to weigh out or measure”?

**Options:**

- A. medicine**
- B. insert**
- C. dispensed**
- D. transaction**

**Distractor Analysis:**

- A. Medicine includes the Latin suffix –ine, meaning “of or pertaining to.”**
- B. While all four options have common Latin roots, “insert” comes from the Latin root meaning “to put or join.”**
- C. Key – “Dispense,” as well as “expense” and “recompense,” comes from the Latin root meaning “to weigh or measure.” In the text, it refers to meting out the pills corresponding to the prescription. The context also strongly supports the connection between “dispensed” and its root.**
- D. While all four options have common Latin roots, “transaction” comes from the Latin root meaning “to drive through or propel.”**

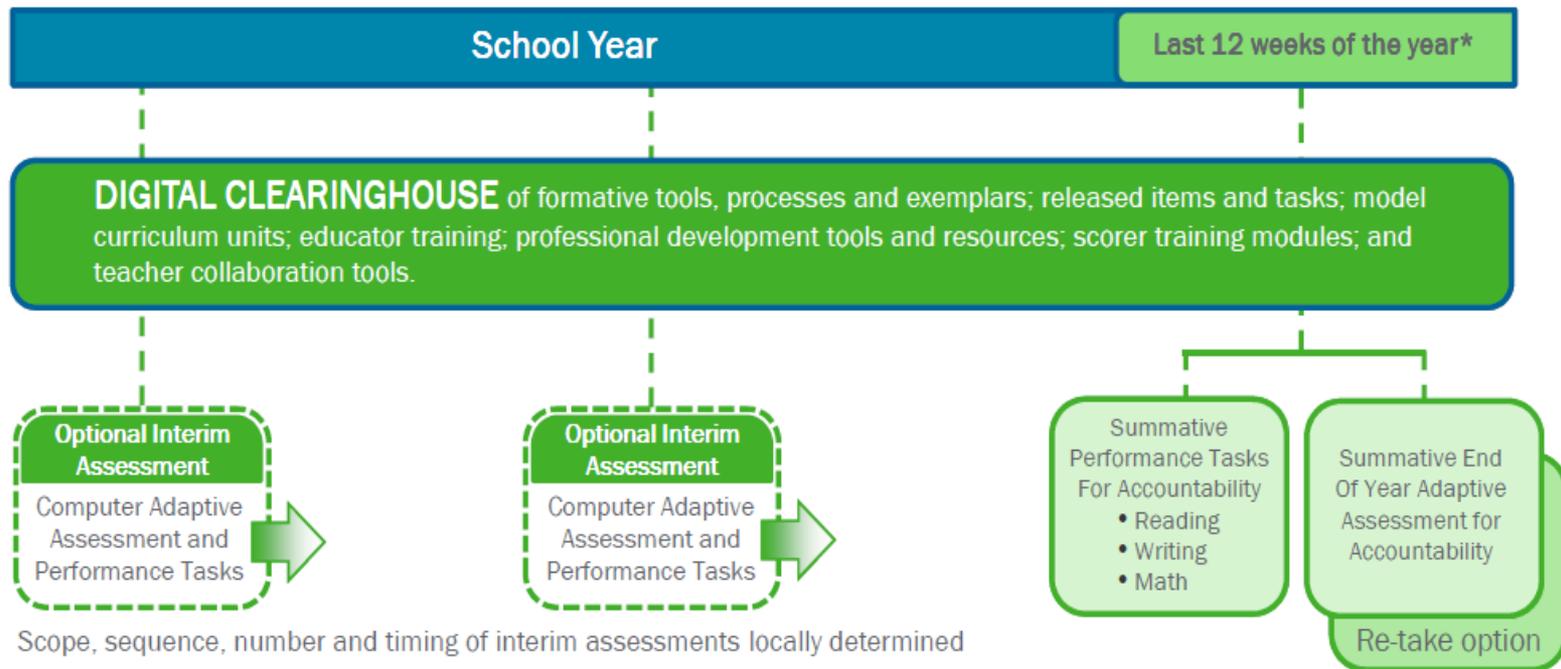
# Showcase 3 Grade 4 CR item

task model from item specification table

Sample Item ID:	<b>ELA.Gr.CR.Claim1.XXXXX.5.XXX</b>
Grade/Model:	4/2b
Claim:	<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	<b>Target 5: ANALYSIS WITHIN OR ACROSS TEXTS:</b> Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)
Standard(s):	<b>RL-6, RL-7, RL-9</b>
DOK:	4
Difficulty:	M
Item Type:	Constructed Response
Score Points:	4
Correct Response:	See rubric
Stimulus/Passage(s):	<i>How the Leaves Came Down and The Little Captive</i>
Acknowledgement(s):	"How the Leaves Came Down" <a href="http://www.gutenberg.org/cache/epub/4560/pg4560.html">http://www.gutenberg.org/cache/epub/4560/pg4560.html</a> excerpt from "The Little Captive" From <i>Wide Awake Stories</i> , Charles E. Graham & Co., Newark, N.J., New York, N.Y.
Item/Task Notes:	
How this item/task contributes to the "sufficient evidence" for this claim:	When students read and interpret excerpts from two different literary texts, they will compare how patterns of events in the texts are similar.

# A Balanced Assessment System

English Language Arts and Mathematics, Grades 3-8 and High School



\*Time windows may be adjusted based on results from the research agenda and final implementation decisions.



Integrated reading, writing, speaking,  
listening, and research

“Often, several standards can be  
addressed by a single rich task.”

CCSS p.5

# ELA/Literacy PT – Robot Pets

Sample Item ID:	ELA.8.PT.2.WritingXXXXX.7.XXX
Title:	Robot Pets
Grade/Model:	8/3
Claim(s):	<p><b>Primary Claims</b></p> <p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p> <p><b>Secondary Claim</b></p> <p>3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>
	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b><u>Claim 1</u></b></p> <p><b>8. KEY DETAILS:</b> Identify explicit text evidence to support inferences made or conclusions drawn about texts</p> <p><b>11. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence and/or elaboration to support claims, concepts, ideas)</p>

# ELA/Literacy PT – Robot Pets

**Sources (2 articles, 3 videos; presented in the order in which they are used)**

**Article 1**

***Metro Daily News***

***June, 2011***

**The Rise of the Robot Pet  
by Elena Soto**

Nanto City, Japan, is facing a challenge that's typical of cities across the country. The city has a large (and growing) elderly population and a shortage of younger people to care for them. But Nanto City is approaching this problem in an unusual way. Over the course of 12 years, and at a cost of \$10 million, Japan's National Institute of Advanced Industrial Science and Technology has developed a robotic animal—a baby seal named Paro—to help ease the burdens of Nanto City's older residents. Some of these people not only struggle with physical illness but also with feelings of sadness, loneliness, and isolation.

By all accounts, Paro is helping. Informally, nurses report that a few elderly patients treat Paro like a family pet, covering him with blankets and trying to feed him snacks. A more formal study by Dr. Takanori Shibata, Paro's creator, discovered a 50% increase in brain activity in certain patients after spending 20 minutes with the seal.

Stimuli:

# ELA/Literacy PT – Robot Pets

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## ***Student Directions:***

**Session 1** (60 minutes)

### **Your assignment:**

Your school is planning a technology fair for which one category of entries is writing about technology. You will read several articles and view several videos about a new technology, then write an argumentative essay about it.

### **Steps you will be following:**

In order to plan and compose your essay, you will do all of the following in three sessions over the next three days:

- 1) Read an article and watch two videos on the topic of robot pets, taking notes on these sources.
- 2) Answer three questions about the sources.
- 3) Read a second article and watch a video, taking notes on these sources.
- 4) Participate in a discussion of the information in the sources with a small group of classmates, taking notes on your discussion.
- 5) Plan and write your essay.

### **Directions for beginning:**

You will now read an article from a newspaper and watch two videos related to the topic of robotic pets, taking notes on all of these sources. Take notes because you will use them in the other sessions. You can refer back to any of the sources as often as you like while you are taking notes during this session and during later sessions on this task. Your notes and the sources will be your basis for writing your final draft.

# ELA/Literacy PT – Robot Pets

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## Questions

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Explain what the author's attitude is toward robot pets in the article "The Rise of the Robot Pet." Use details from the article you read to support your answer.
2. The author of "The Rise of the Robot Pet" uses different types of evidence to support her claim about robotic pets. Identify two different types of evidence she uses and give an example of each.
3. What can people learn about robotic pets from the videos "Fugitsu's cute teddy-bear robot shows what it can do" and "Pleo: Robot, pet, or both?" that they would not learn from "The Rise of the Robot Pet"? Support your answer with details from the videos and the article.

# ELA/Literacy PT – Robot Pets

## Session 2 (45 minutes)

Now you will read an article from the magazine “Technology Trends Quarterly” and watch a video, “Maya’s Human Interaction,” taking notes on each.

(Article 2)  
(Video 3)

Next move to the area your teacher has assigned for your small group. Take your notes with you.

Discuss as a group the following questions. You may refer to your notes. Write other people’s ideas in your notes, as well as new ideas you have during the discussion.

1. What did you think about robotic pets at the end of Session 1?
2. How are real pets better than robotic pets? How are robotic pets better than real pets?
3. What did you like about robotic pets?
4. What didn’t you like about robotic pets?
5. Did your opinion of robotic pets change after reading the article and seeing the video in Session 2? If not, why not? If so, how, and why?

# ELA/Literacy PT – Robot Pets

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## Your Assignment

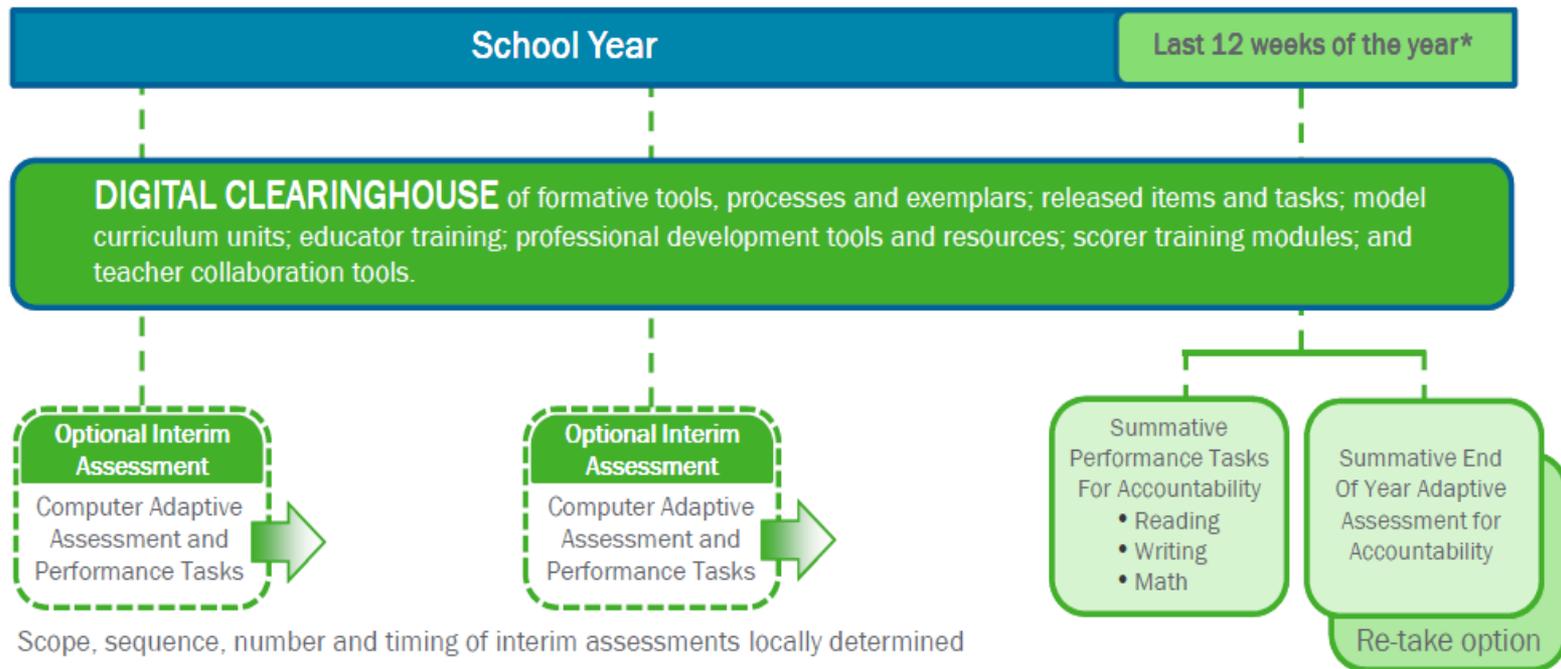
Remember, your school is planning a technology fair for which one category of entries is writing about technology. Write an argumentative essay to make a claim for or against robotic pets. Your essay can be read by students, teachers, and community members who attend the technology fair. Support your claim with details from what you have read, viewed, and discussed with some of your classmates.

**How your essay will be scored:** The people scoring your essay will be assigning scores for

1. *establishing a claim*
2. *presentation of relevant evidence* – how well you provide support and elaboration for your claim with specific information from the sources and how well you stay on topic throughout the essay
3. *organization* – how well your ideas logically flow from your statement of focus, to supporting ideas, to concluding statement(s)
4. *conventions* – how well you follow the rules of grammar and mechanics (spelling, punctuation, capitalization, etc.)
5. *language, tone, purpose, audience* – the appropriateness of your language and tone for your purpose and audience
6. *content* – the accuracy and relevance of the information you use from the sources.

# A Balanced Assessment System

English Language Arts and Mathematics, Grades 3-8 and High School



\*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

**For more information:**  
Go to *new* Smarter Balanced website  
[www.smarterbalanced.org](http://www.smarterbalanced.org)

Suggested readings:

- Content Specifications
- Item Specifications

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