



## Advanced CER Course Class 4: Rubrics & BPS and the Common Core

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## Agenda

- Overview
- Activity – Trade rubrics and student work
- Discussion – Lessons Learned
- Activity – Analyze student writing - density
- Activity – Create rubric – abiotic
- Activity – Design question and rubric
- Debrief and questions



## Last Assignment

- For April 13 meeting
  - Design another question to use with your students (either an investigation or an assessment)
  - Design a rubric for the question
  - Bring into the meeting:
    - Copy of your final rubric and question
    - 6 samples of student writing – 2 low, 2 medium and 2 high



## Activity: Analyze Transcripts

- Work in pairs
  - (If someone did not complete the assignment, you can join a pair).
- Trade rubric & student work with colleague
- Score the student work with the rubric
  - Consider strengths and weaknesses of rubric
  - Consider strengths and weaknesses of student writing
- Trade back. Discuss scores as well as strengths and weaknesses



## Discussion: Lessons Learned and Questions

- How did the process go of designing the rubric? How was this similar and different from other rubrics you have developed?
- What did you learn from your discussion with your colleague?
- Any recommendations on how to design CER rubrics in the future?



## Common Core State Standards

- The Common Core State Standards focus on ELA and Mathematics and include “the knowledge and skills that our young people need for success in college and careers.”
- <http://www.corestandards.org/>
- BPS has grant funding to align programs with the CCSS – RtTT \$ linked. LOTS of work!
- The Science Department needs YOU to work with us on this!



## Activity 1 – Analyze Common Core Writing Standards



- Analyze the ELA writing standards across K-12. Focus on #1 and #2 CCR anchor standards.
- #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.

## Activity 1 – Analyze Common Core Writing Standards



- Analyze the ELA writing standards across K-12. Focus on #1 and #2 CCR anchor standards.
- Discuss with your group:
  - What are the implications of these ELA writing standards for science?
  - How are these similar and different from the CER writing we have been discussing?
  - How do the expectations for #1 and #2 change across grades?

## Groups



- Group #1
  - Angela Burgos, Jose Rosa, Tim Chan, Leo Fitzsimons, and Lisa Henderson
- Group #2
  - Lee Burke, Maxina Rosa, Darren T. Wells, and Johanna Waldman
- Group #3
  - Nick Kapura, Gwen Perry, Josie Tavares, Kris Grymonpre, and Lauren Williams

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## Activity 2 - Create Common Core Assessment Item



- With colleagues in your grade band (elementary, middle and high), design an performance task/assessment that would target either ELA #1 or #2.
- On large chart paper record:
  - Target ELA standard
  - Assessment Question
  - Expectations for Student Writing
    - Either include a sample ideal student response or a description of what you would look for in student writing.

## Argument: a special emphasis



- The value of effective argument extends well beyond the classroom or workplace, however. As Richard Fulkerson (1996) puts it in *Teaching the Argument in Writing*, the proper context for thinking about argument is one “in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own” (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty- first century.

–CCSS, Appendix A, p.25

## Last Assignment



- For May 25 meeting
  - Write down 3 CER questions you think you might use next year.
    - These can be questions you used this year and were successful, questions you used this year that you then adapt or new questions.
  - Bring into the meeting:
    - 5 Copies of a document that includes
      - Grade Level
      - 3 CER Questions – including a description of what curriculum they will be used in.
      - Sample Ideal student responses

## Contact information



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