

Agenda

- Overview
- Activity Trade rubrics and student work

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- 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

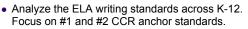
- The Common Core State Standards focus on ELA and Mathematics and include "the knowledge and skills that our young people need for success in college and careers."
- http://www.corestandards.org/
- BPS has grant funding to align programs with the CCSS RttT \$ linked. LOTS of work!
- The Science Department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



- · 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
 - Sample ideal student respo

Contact information

- Kate McNeill's contact information
 - Kmcneill@bc.edu
- Mandy Knight's contact information
- amanda.knight.1@bc.edu
- Pam Pelletier's contact information
 - ppelletier@boston.k12.ma.us 617.293.9473

- Workshop Webpage
 - http://bpsadvancedcerworkshop.weebly.com/