



SAUSD's



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Common Core in Action

Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

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We Caught you...



Students participate in a Collaborative Academic Conversation

Upcoming Meetings

CCSS Parent Training Series

Assessment – Nov. 13, 2013
Mathematics – Feb. 26, 2014

Register by contacting
Jessica Perez at 714 - 558-5764

CCSS Spotlight on Success

Collaborative academic conversations are essential to a 21st Century Classroom as part of the CCSS and SAUSD's Theoretical Framework. To further support this focus on academic discourse and collaborative structures, SAUSD units of study have been created to allow for genuine opportunities for academic conversations grounded in evidence. The units will give students the opportunity to practice the five core communication skills (Zwiers & Crawford) in the collaborative analysis and evaluation of a variety of texts.

CLAS Update

CLAS leaders are industriously collaborating with Curriculum Specialists to finalize units of study that are scheduled to roll out at sites at staggered points during the months of November through December. They are energetically preparing personalized unit implementation training for all district teachers involved in the roll-out.

Principal's Corner Students Can Facilitate Conversations Too

Most teachers know how to foster effective whole-class conversations and squeeze the most learning into them. The ask deep questions at the right time, keep the conversation focused, notice when students are confused, and build ideas upon ideas. They work hard to get students to verbalize their thinking. Teachers can and should train students to do the same things. The professional development module is supporting the teachers in reaching this objective. Students can learn teacher-like skills such as using partner responses as a ways to get deeper and more academic conversations, pausing to allow the partner to think about what was said or posing a thought-provoking question.

Source: *Academic Conversations* by Jeff Zwiers and Marie Crawford

News!

The first session of a three part Parent Training series was met with great enthusiasm by more than 100 parents! This training series focuses on assisting parents with how they can best support their children as SAUSD implements Common Core State Standards.

K-12 Connection

Productive Collaboration in the Classroom

Productive collaboration is the academic discourse of learners as they discuss, clarify, question, provide evidence, disagree and develop solutions. Students don't automatically know how to collaborate in this way. As part of learning how to collaborate, students need to be taught to discuss topics in ways that keep the group moving forward. This is especially true because we expect groups to meet with productive failure. This is a state of learning that we actively strive for and is based on the reminder that one learns from one's mistakes. We have noticed that when the task is too easy, groups typically divide the work and go their separate ways until they meet again to assemble the pieces. Ideally, we want the task to be difficult enough so students have a reason to talk with one another to resolve their confusions. Students must have a task that is sufficiently complex enough that errors can occur.

Source: *Text Complexity, Raising Rigor in Reading*, Douglas Fisher, Nancy Frey and Diane Lapp

Smarter Balanced Assessment



ELA/Literacy Preliminary Summative Assessment Blueprint Target Sampling ELA/Literacy Grades 3-5—Table 4a

Component	Claim	Content Category	Assessment Target	DOK	Min CAT Items	Min Item Type		Min, Max Items
						SR	CR	
CAT	1. Reading	Literary (1 long set)	1: Key Details	1,2	p(1)=0.5	3	1	6-8
			2: Central Ideas	2	p(1)=1.0			
			3: Word Meanings	1,2	p(1)=0.5			
			4: Reasoning and Evaluation	3,4	p(1)=1.0			
			5: Analysis within/across Text	3,4	p(1)=1.0			
			6: Text Structures and Features	2,3				
			7: Language Use	2,3				
		Informational (1 long set)	8: Key Details	1,2	p(1)=0.5	3	1	6-8
			9: Central Ideas	2	p(1)=1.0			
			10: Word Meanings	1,2	p(1)=0.5			
			11: Reasoning and Evaluation	3,4	p(1)=1.0			
			12: Analysis within/across texts	3,4	p(1)=1.0			
			13: Text Structures and Features	2,3				
			14: Language Use	2,3				
	2. Writing	Purpose/Focus/Organization	1/3/6: Write/Revise Brief Texts	2	p(2)=1.0	2	1	7-10
		Evidence/Elaboration	1/3/6: Write/Revise Brief Texts	2				
		Conventions	9. Edit/Clarify	1	p(2)=1.0			
		3. Speaking/Listening	Listening	4. Listen/Interpret	1,2,3			
	4. Research	Research	2: Interpret and Integrate Information	2	p(5)=1.0	1	0	5-6
			3: Evaluate Information/Sources	2				
			4: Use Evidence	3				

- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
- Min CAT Items: This column describes the minimum number of CAT items each student will receive for each target. For example, for grades 3-5 ELA/Literacy Key Details, p(1)=0.33 indicates that each student will have a 50% likelihood of receiving at least 1 Key Details CAT item.



Educational Services Department

Charles E. McCully, Interim
Superintendent
Michelle Rodriguez, Ed.D.,
Chief Academic Officer
Judy Barden, Administrator on
Special Assignment
Lupe Gomez, Ed.D.,
Administrator on Special
Assignment



ELA/Literacy Preliminary Summative Assessment Blueprint Target Sampling ELA/Literacy Grades 6-8—Table 4b

Component	Claim	Content Category	Assessment Target	DOK	Min CAT Items	Min Item Type		Min, Max Items	
						SR	CR		
					CAT	1. Reading	Literary (1 long set)	1: Key Details	2
2: Central Ideas	2	p(1)=1.0							
3: Word Meanings	1,2	p(1)=0.33							
4: Reasoning and Evaluation	3	p(1)=1.0							
5: Analysis within/across Text	3,4	p(1)=0.33							
6: Text Structures and Features	2,3,4								
7: Language Use	3								
Informational (1 long set)	8: Key Details	2	p(1)=0.5	3			1	8-10	
	9: Central Ideas	2	p(1)=1.0						
	10: Word Meanings	1,2	p(1)=0.5						
	11: Reasoning and Evaluation	3	p(1)=1.0						
	12: Analysis within/across Texts	3,4	p(1)=1.0						
	13: Text Structures and Features	3,4							
	14: Language Use	3							
2. Writing	Purpose/Focus/Organization	1/3/6: Write/Revise Brief Texts	2	p(4)=1.0		2	1	7-10	
	Evidence/Elaboration	1/3/6: Write/Revise Brief Texts	2						
	Conventions	9. Edit/Clarify	1						p(3)=1.0
	3. Speaking/Listening	Listening	4. Listen/Interpret						1,2,3
4. Research	Research	2: Interpret and Integrate Information	3,4	p(5)=1.0		1	0	5-6	
		3: Evaluate Information/Sources	3						
		4: Use Evidence	3,4						