



SAUSD's

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Getting to the CORE

Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

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We Caught you...



After learning about CCSS, parents collaborate on a problem solving activity.

Upcoming Meetings

Jan-Feb 2013 - Quality Teaching for English Learners-inform SAUSD units of study.

CCSS Spotlight on Success

The CCSS in Reading and Literacy underscore a shared responsibility for students' literacy development. The grade-level standards have their foundation in ten reading/literacy anchor standards, which increase according to a "staircase of complexity." These standards require an integrated approach to instruction which emphasize the analysis of key details and language in a variety of complex texts. For more information on the anchor standards, see the following link: <http://www.sausd.us/Page/21071>.

CLAS Update

2012 was...CCSS, adult learning theory, being a teacher, coach, consultant. Presenting to staffs of 5-150, grappling with complex text, discerning big idea and essential questions. Rediscovering the wonder of collaboration, peer to peer communication, and creativity. Rejoicing in shared goals; preparing all students for college, career and community, implementing CCSS through units of study. Appreciative of the camaraderie that makes it all worthwhile!

Principal's Corner Writing Secondary Common Core Units of Study

On December 18 and 19, QTEL will provide background on our theoretical framework and provide professional development on effective scaffolding for English Learners to our secondary writing teams. After the winter break, course-alike writing teams will meet 2-3 times prior to February 6, 2013, to develop the first draft of units of study. In February, the writing teams will receive feedback from QTEL, department chairs and administration to revise and finalize the units of study for the pilot. By the end of March, the writing teams will pilot various lessons from units of study to ensure an effective unit of study for all teachers in the identified courses to implement after the CST.

News!

In preparation for the work with QTEL, curriculum specialists, Common Core Steering Committee members and secondary CLAS teacher leaders are reading *Scaffolding the Academic Success of Adolescent English Language Learners, A Pedagogy of Promise* by Aida Walqui & Leo van Lier.

K-12 Connection

Collaborative Conversations

A critical part of student engagement and learning is academically productive talk produced during classroom "collaborative conversations." "Talk" promotes learning by providing formative feedback about student understanding; deepening students' critical thinking that asks them to prove their points with evidence from the text; building student confidence to take risks; and implementing "talk" across disciplines.

It takes strategic planning to get students to take the risk of exposing their thoughts and engaging in talk with others. Changing from a "recitation classroom" to a classroom of rich productive talk requires norms and expectations that become a natural part of how the classroom operates. Assure equity by using strategies such as: "partner talk," and "wait time." Note who participates and include quiet students with gentle encouragement. Ask them to begin the collaborative talk session with a question. Steps for successful classroom collaborative conversations will be in our next issue of GTC. (Source: *The Inquiry Project funded by NSF, 2011*).

Smarter Balanced Assessment



The introduction of the new Smarter Balanced Assessments in the spring of 2015 will require our students to demonstrate their understanding in more complex and varied ways. Santa Ana is taking a proactive stance to ensure that our students will transition successfully to the new assessments by changing instruction and the way that we assess learning starting this school year.

Grade 6 Performance Task

Garden of Learning

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

1. Task Overview

(20 minutes for classroom activity, 105 for performance task = 125 total minutes)

Classroom Activity (20 minutes)

Students will be introduced to the topic of school and community gardens to prepare an argumentative article. They will be given time to read and view the sources and briefly discuss them.

Part 1 (35 minutes)

Students will examine the sources and take notes. They will then respond to three (3) constructed-response questions.

Part 2 (70 minutes)

Students will have access to the sources they examined in Part 1. They will refer to their notes and their answers to the constructed-response questions to compose a full-length argumentative article. Students cannot change their answers to the constructed-response questions. They will pre-write, draft, and revise an article.

Scorable Products

Student responses to the constructed-response questions at the end of Part 1 and the article completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.

Notice the application of knowledge is relevant to grade level. Though both assessments require students to prepare an argument, the 6th grade assessment highlights local context that serves as a foundation to examine a more complex global situation in later grades. For example, compare part 1 of the 6th grade task with part 1 of the 11th grade task to understand the changing demands of complexity.



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Grade 11 Performance Task

Nuclear Power: Friend or Foe?

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

1. Task Overview

(20 minutes for classroom activity, 120 minutes for performance task = 140 total minutes)

Classroom Activity (20 minutes)

Using visual stimuli (chart and photo), the teacher invites students to share prior knowledge of nuclear power. By way of class discussion, and in order to contextualize the examination of stimuli in Part 1, students are reminded of two basic understandings about nuclear power: 1) that it is one among several ways that societies produce electricity and 2) that its use is controversial.

Part 1 (50 minutes)

Students examine and take notes on the stimuli, a series of Internet sources that present both sides of the nuclear debate. Constructed-response questions call upon the students to summarize and evaluate the presented sources.

Part 2 (70 minutes)

Students refer to their notes as needed to compose a full-length argumentative report. Students are allowed access to the stimuli they examined in Part 1. Pre-writing, drafting, and revisions are involved.

Scorable Products

Student responses to the constructed-response research questions at the end of Part 1 and the report completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.