



SAUSD's



Volume 9 Number 5

Getting to the **CORE**

Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

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We Caught you...



CLAS leaders engage in learning the fourth grade unit of study.

Upcoming Meetings

April 15 – May 28, 2013 - Unit of study trainings at various sites throughout the district.

CCSS Spotlight on Success

The Common Core Standards in Mathematics demand an increase in rigor, deep conceptual understanding, procedural skill and fluency, and application of knowledge. To support this instructional shift, classroom teachers, CLAS, and curriculum specialists have worked collaboratively to develop units of study in Grades 4, 5, and 6, Algebra 1 & 2, and Geometry. Their work has been supported by David Foster, Silicon Valley Math Project, and by IMP (Irvine Math Project), who have offered valuable feedback in the unit development process.

CLAS Update

Just as the 2012-2013 school year is winding down, CLAS is gearing up to bring the CCSS units of study to each teacher at each site. Intermediate and High School curriculum specialist and CLAS are already receiving positive feedback about their training at sites across the district. Elementary CLAS celebrated the completion of the K-5 units and their training on April 26, 2013. All CLAS are enthusiastically eager to share their learning through trainings scheduled throughout May.

Principal's Corner Types of Questions Matter

Educators have known about question types and the skills required to answer different types of questions for years. Everyone has heard of the revision of Bloom's taxonomy for the 21st Century focusing on the terms remembering, understanding, applying, analyzing, evaluating and creating. What may not be clear despite a strong understanding of questioning taxonomies, is the effect that repeatedly asking certain kinds of questions can have on the reading habits of students. Over time, when they are asked lower order questions, students read for that type of information only.

Excerpt from *Text Complexity, Raising Rigor in Reading* by Douglas Fisher, Nancy Frey and Diane Lapp

News!

Teachers who applied to the Summer Writing Teams have received an email confirmation of their participation.

K-12 Connection

Smarter Balanced Assessment Update

On February 20, 2013, members of the [Smarter Balanced Assessment Consortium](http://www.smarterbalanced.org) (SBAC) began administering a Pilot Test of the assessment system in schools across the country. The Pilot Test was the first of two large-scale tryouts of the assessments prior to implementation in the 2014-15 school year. Through the Pilot Test, Smarter Balanced will gather information about the performance of assessment items and the test delivery system under real-world conditions.

The Pilot Test, in which Santa Ana participated, was conducted in grades 3-11 in English language arts/literacy and mathematics. While the Pilot Test will be administered online, it did not include the computer adaptive feature designed for the operational assessment in 2014-15. Data from the Pilot Test will allow Smarter Balanced to conduct initial scaling that will be used to program the adaptive test engine.

Once the pilot concludes in May and the results of the pilot are released, we will provide you with updated information. If you would like to follow the SBAC updates independently, you can go to www.smarterbalanced.org.

Elementary- Grade 4

The following is the beginning of a story that a student is writing for a class assignment. The story needs more details and an ending. Read the beginning of the story and then complete the task that follows.

Oliver's Big Splash

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

Write an ending for the story by adding details to tell what happens next.



Educational Services
Department

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Intermediate - Grade 6

Read the text and complete the task that follows it.

Cell Phones in School—Yes or No?

Cell phones are convenient and fun to have. However, there are arguments about whether or not they belong in schools. Parents, students, and teachers all have different points of view. Some say that to forbid them completely is to ignore some of the educational advantages of having cell phones in the classroom. On the other hand, cell phones can interrupt classroom activities and some uses are definitely unacceptable. Parents, students, and teachers need to think carefully about the effects of having cell phones in school.

Some of the reasons to support cell phones in school are as follows:

- Students can take pictures of class projects to e-mail or show to parents.
- Students can text-message missed assignments to friends that are absent.
- Many cell phones have calculators or Internet access that could be used for assignments.
- If students are slow to copy notes from the board, they can take pictures of the missed notes and view them later.
- During study halls, students can listen to music through cell phones.
- Parents can get in touch with their children and know where they are at all times.
- Students can contact parents in case of emergencies.

Some of the reasons to forbid cell phones in school are as follows:

- Students might send test answers to friends or use the Internet to cheat during an exam.
- Students might record teachers or other students without their knowledge. No one wants to be recorded without giving consent.
- Cell phones can interrupt classroom activities.
- Cell phones can be used to text during class as a way of passing notes and wasting time.

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.