



Capture the Core

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Third Grade

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Standards-Based Reporting

Three Types of Learning Goals

Teachers are asked to look at a variety of goals to determine a student’s grade. Combining these goals can be challenging and can often result in inconsistency in grading practices. By separating these goals, we can create a clearer picture of students’ attainment of the standards as well as their work habits.

The learning goals teachers take into consideration when determining grades can be divided into three basic types: **Product**, **Process** and **Progress**. **Product Goals** focus on what the student is able to do in relation to the standard. They are determined by the results of the student’s summative assessments, major products, such as reports or projects, and other examples of accumulated learning over the term. **Process Goals** look at how the student arrived at the learning. These are the behavior components such as effort, class participation, homework and attendance. Finally, there are **Progress Goals** that address the amount of knowledge the student

has gained during the term. They do not represent where the student is relative to mastery of the standard, but rather how far the student has progressed toward mastery of the standard from where he or she began.

All of these goals are important, but when they are lumped together into one grade, a confusing and inaccurate picture of a student’s mastery of the standard may result. Why not consider a reporting system where we separate out the **Product Goals** (achievement) and report the **Process Goals** (effort, homework, participation, etc.) and **Progress Goals** (growth) as is done in other countries through standards-based grading? By doing this, we get a clearer picture of a student’s academic achievement, work habits and academic growth.

Guskey, T., & Bailey, J. (2010). *Developing standards-based report cards*. Thousand Oaks: Corwin.

Additional PARCC Sample Items Released

In early November the Partnership for Assessment of Readiness for College and Careers (PARCC) released new sample test items. With this release, PARCC has now made exemplar test items public. Items span the grades in both mathematics and English language arts/literacy.



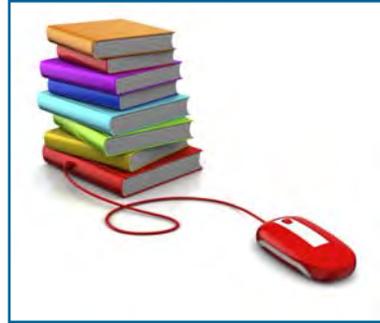
sense of how PARCC will measure student learning in mathematics and ELA/literacy. The new assessments are aligned to the Common Core State Standards.

These sample items are designed to help teachers, students and parents get a better

These new items, along with previously released items, may be found at [PARCC online](#). Click on the subject and grade on the left side of the page to see the available items as well as scoring rubrics.

Literacy Design Collaborative

The Literacy Design Collaborative (LDC) is a growing set of classroom teachers, school and district leaders, state departments, state organizations and a wide array of service providers. It has created tasks, modules, and courses which meet the challenges of literacy as per the Common Core State Standards (CCSS) expectations.



www.literacydesigncollaborative.org

where they will find a collection of templates which will engage students in written

responses to reading and which rely on language and skills taken directly from the Common Core Anchor Standards. The LDC templates consist of fill-in-the-blank assignment stems that guide K-12 teachers as they craft high-quality student assignments.

These resources can also be accessed on the EduCore website at

<http://educore.ascd.org/channels/c8920746-9ae8-49bf-bae3-f8b6cac46173>

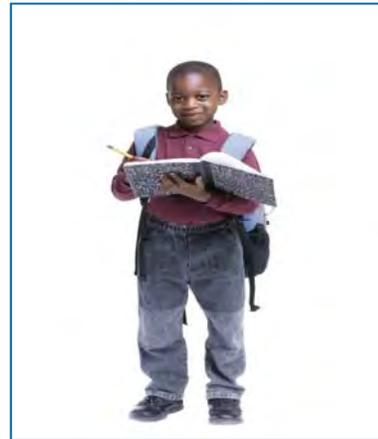
Teachers can access the LDC website at

Third Grade Template Structure

All of the template tasks require students to think in sophisticated ways. They ask students to read, analyze, and comprehend texts, then require students to write products as specified by the CCSS. As teachers read through the templates, it is evident how reading and writing are of equal importance as students work toward college and career readiness. It is also evident

that the templates are designed to allow teachers flexibility as they create tasks based upon their schools'/districts' curriculum or students' interests.

The templates have Anchor Standards built into their structure. When appropriate, the teacher may add additional standards based on the content being taught.



Third Grade Template Samples

Templates can be used in English language arts or in the content areas. Consider the following template:

(Insert question)___After reading ___(literary or informational text), write a/n ___(product) in which you answer the question and explain your reasons___(content). Give ___(number) examples from ___(text) to support your opinion.

ELA Example using the Template

Would you recommend Charlotte's Web to a friend? After reading this book, write a book review in which you answer the question and explain your reasons with reference to the author's use of storytelling strategies. Cite several examples from the book to support your opinion.

Science Example using the Template

Is pizza a nutritious food product? After reading the two articles on this topic, write a report in which you answer the question and explain your reasons from a health and science point of view. Give several examples from the articles that support your opinion.

Implementation Considerations for the Common Core Classroom

Have you fully transitioned to Common Core? Is your classroom 100% common core? How do you know? Educators have been asking for a way to determine their transition to the Common Core. Finally, the Implementation Considerations for the Common Core Classroom are available in specific grade bands to help teachers accurately determine their level of transition. The Implementation Considerations for the Common Core Classroom are a set of rubrics designed to address classroom environment, classroom materials, the

Mathematical Practice Standards, and Classroom Assessments. These rubrics can be used to pinpoint professional development needs, help create more specific and accurate timelines for implementation, to inform teachers of pitfalls, and to help create next steps. While they are not to be used as part of any official teacher evaluation, teachers are encouraged to use these Implementation Considerations for the Common Core Classrooms individually to monitor progress in their classrooms.

Teachers can also use these in vertical and horizontal team meetings to see how the transition is going inside mathematics. Try the Implementation Considerations for the Common Core Classroom today!

“We need more productive struggle in our classrooms.”

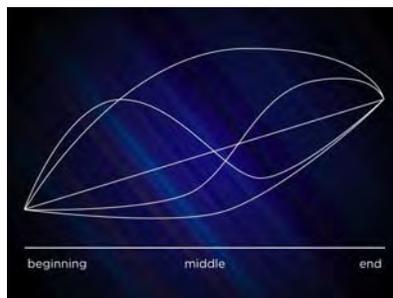
Matt Larson

Dan Meyer Presents at NCTM

The NCTM 2013 Regional Conference and Exposition in Louisville, Kentucky occurred November 6-8th. Dan Meyer presented a well-attended session called “Making Math More Like Things Students Like: Video Games.” Dan challenged the audience to learn from video games rather than turning math into a video game. In Dan’s research he discovered 6 lessons: Video games get to the point, Real world isn’t always real, Video games have an open middle, the middle grows more challenging and interesting at the same time, Instruction is visual- embedded in practice - and only as needed, and video games lower the cost of failure.

1. Video games are direct and clear from the beginning. Players jump right into the game

2. Some degree of imagination or fabrication can still feel very real and provide opportunity to interact in meaningful ways.
3. Games have a specific start and a specific end, but players can navigate throughout the game in a variety of ways as they work towards that end.



4. Video games increase in difficulty and interest as they progress. If the game only gets more challenging people stop

5. Games do not lecture or require lengthy tutorials. The directions are quick and easy, often demonstrated in pictures. Players learn from playing.
6. Games provide easy opportunity to fail and try again without making players feel badly. Players often start again without consciously thinking about failure or embarrassment. Learn more about these 6 lessons at <http://louisville13.mrmeyer.com/>.

Can you think of ways to incorporate these lessons into your classroom?

For more on Dan Meyer visit his [3 Act MathTasks](http://blog.mrmeyer.com/) on his Blog dy/dan <http://blog.mrmeyer.com/>



Discourse that is **student-centered**, encouraging students to articulate and understand their and others' learning process, is research-proven to:

- Promote student engagement (Middleton and Jansen, 2011);
- Deepen student understanding (Gibbons, 2006); and
- Aid teachers' understanding of student thinking (Martino and Maher, 1999).

Consider the following steps to not only teach "with discourse," but **actively "teach discourse"** as a vital 21st Century skill engrained in classroom culture.

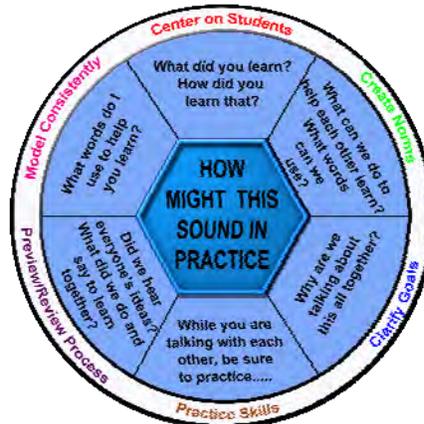
Center on Students

Reframe prior conceptions of discourse to include student-centered approaches.

- Recognize how student-centered discourse differs from teacher centered approaches used to relay information in one direction or assess correctness of responses.
- Choose opportunities for discussion to follow student thinking.
- Identify what is appropriate in student responses and note errors as an important part of learning.

Create Norms

- Actively establish learning conditions through explicit, intentional behaviors.
- Include students in the creation and regular review of behavioral norms.



- Plan procedures to efficiently and objectively create student groups.
- Arrange the physical space and seating to naturally allow discourse.

Clarify Goals

Use content-specific language to focus discourse on learning. This deters student tendencies to personalize comments.

- Clearly connect discourse to standard-based learning objectives.
- Clarify student expectations and purpose (i.e. brainstorm ideas, find a solution, improve with feedback).
- Clarify whether the class goal is consensus or diversity of ideas.

Making Connections

Conditions for Learning (Rising Star):

CL 10 The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students.

Common Core State Standards:

Math Practice Standard 3

Embedded throughout ELA Standards: Reading, Writing, Speaking and Listening

Danielson Framework:

- 1b Demonstrating knowledge of students
- 2c Creating an environment of respect/rapport
- 3b Using questioning and discussion techniques
- 3e Demonstrating flexibility and responsiveness
- 4d Participating in a professional community

Practice Skills

Identify and practice teaching skills required by a facilitative approach.

- Use questioning techniques that elicit thought versus rote response.
- Balance direct "telling" with "initiating" (summarize student work to insert new information, give counterexamples, question to help students deduce concepts, etc.).
- Identify discourse skills embedded in learning standards as well as other skills that support discourse.
- Name, teach, and practice these skills explicitly and regularly.

Preview/Review Process

Promote *layers of learning* by not only discussing content, but also "processing the process" of discourse.

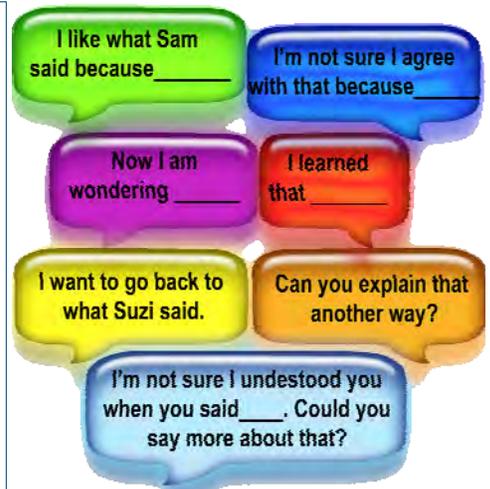
- Preview expectations/class norms.
- Review student perspectives of the discourse process, discussing strengths/areas for improvement.

Model Consistently

Practice positive discourse skills to create real-life teachable moments.

- Use identified discourse skills in exchanges with students, colleagues, and parents/families.
- Discuss with students when effective discourse is observed.

Giving students the words:



Click on the video link above to watch discourse in action (5/6th math): <http://www.insidemathematics.org/index.php/standard-3>

Conditions for Learning Indicators are part of the Rising Star school improvement tool and also on accessible on the ISBE Learning Supports web site.

Martino, A. M., & Maher, C. A. (1999). Teacher questioning to promote justification and generalization in mathematics. *Journal of Mathematical Behavior*, 18(1), 53–78.

Middleton, J. A., & Jansen, A. (2011). *Motivation matters and interest counts*. Reston, VA: National Council of Teachers of Mathematics.

Gibbons, P. (2006). *Bridging discourses in the ESL classroom: Students, teachers, and researchers*. New York, NY: Continuum.

Visit www.isbe.net to download this newsletter.

