PAINLESS PROTOCOLS FOR PRIORITIZING THE COMMON CORE STATE STANDARDS

SC Formative Assessment Conference
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Elizabeth Abbott, Lauren LaVenia, Gloria Nester,
Christy Steelman, and Brie Williams
Lexington Middle School, Lexington District One
Timeline and Structures

- District Implementation Team Fall 2012
- Implementation Leadership Team Spring 2012
- Leadership and Learning Center May 2012
- June Institute Summer 2012
- WIT 2012-2013
- Modules Fall 2012
- Prioritizing Summer & Fall 2012
- Unwrapping Fall 2012
- Conceptual Units Spring 2013
Enrichment, Remediation, Intervention Prior to Next Unit of Study

Effective Teaching Strategies with Progress Monitoring Checks

Rigorous Curricular Unit of Study Based on Unwrapped Priority Standards

Common Formative Post Assessment and PLC Process

Common Formative Pre Assessment and PLC Process


Scope, Sequencing and Pacing of Curricular Units

Priority and Supporting CCSS

Common Core State Standards (CCSS)
A priority standard is one that provides students with knowledge and skills that will endure throughout life, be valuable in multiple disciplines, and provide success in the next level of instruction.

A supporting standard is one that enables a student to perform the priority standard.

Criteria for Priority Standard

- **Endurance**
  - Will this standard provide students with knowledge and skills that will be of value beyond a single assignment, project or test date?
  - Which standards represent concepts and skills that *endure*?

Criteria for Priority Standard

• Leverage
  – Will this standard provide knowledge and skills that will be of value in multiple disciplines?
  – Which standards are critical for our students to know and understand? Which standards, according to the state assessment, do we especially need to emphasize?

Criteria for Priority Standard

• Readiness
  – Will this standard provide students with essential knowledge and skills that are necessary for success in the next grade level or the next level of instruction—for success in school and in life?
  – What knowledge and skills do this year’s students need so they will enter next year’s class with confidence and readiness for success?

Protocol for Prioritizing a Strand of Standards

Each team member:
1. Read each standard in that strand.
2. Apply criteria to each standard to determine if it is a priority.
3. Write down the standard number(s) that meet all three criteria.
4. Report choices to group. (Table facilitator records.)

Content group:
5. Determine group’s Priority Standards and Supporting Standards (80% consensus).
Your Charge

- Math groups: Prioritize Geometry strand for your group’s grade level.
- ELA groups: Prioritize Informational Text strand for your group’s grade level.
- Use standards template to record your Priority Standards and Supporting Standards.
Consensus Building

Why consensus-based decision making?

- Faculty members know that their input is respected and valued when important decisions are made.
- The larger group has ownership of a decision before they are asked to agree to it.
- Leads to the articulation of meaningful and deeply held beliefs, a mission, and a vision for a school/district.
Conditions of Consensus

- I can live with the decision (until I’m ready to live the decision).
- I will support my colleagues in implementing this decision.
- I will do absolutely nothing to impede the implementation of this decision.
How? Consensus Protocol

• **Step 1: Display the Data**
  – Place dots beside the standards your school identified as priority.

• **Step 2: Identify Priority Standards**
  – Identify standards that have at least six schools represented. The standards identified will become priority standards without further discussion.

• **Step 3: Identify Supporting Standards**
  – Identify standards that have 0-2 schools represented. The standards identified will become supporting standards without further discussion.
Step 4: Time to Reflect
- For standards that have 3-5 recommendations, take 10 minutes of independent time to review the standards up for discussion and reflect on what you would like to contribute to the discussion. When reviewing, consider the three criteria and prepare statements of support and/or clarifying questions. For each statement or question, write the standard number on one side of the card and statement or question on the other side.

Step 5: Time to Talk
- Facilitator sorts the cards for each standard up for discussion. Addressing one standard at a time, the facilitator selects a card and reads the statement or question and facilitates discussion.

Step 6: Final Recommendation
- The facilitator asks each group member to recommend standard(s) in question as priority or supporting. Any standard with 80% consensus as a priority will be added to the list of priority standards.
Key Ideas and Details

P. CCSS ELA Literacy RL.11 12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters unclear.

P. CCSS ELA Literacy RL.11 12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

P. CCSS ELA Literacy RL.11 12.3 Analyze complex sets of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

S. CCSS ELA Literacy RL.11 12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

S. CCSS ELA Literacy RL.11 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

S. CCSS ELA Literacy RL.11 12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

P. CCSS ELA Literacy RL.11 12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

P. CCSS ELA Literacy RL.11 12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissenting) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

P. CCSS ELA Literacy RL.11 12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

P. CCSS ELA Literacy RL.11 12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Reporting Your Standards

- Prioritizing_Template-math.docx
### Learning Targets

- I can explain the purpose of prioritizing standards.
- I can define and apply the criteria for identifying priority and supporting standards.
- I can identify an example of a rigorous performance task and explain what makes it rigorous.

### Table

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<thead>
<tr>
<th>Timeframe</th>
<th>Activity</th>
<th>Audience/Grouping</th>
<th>Facilitator(s)</th>
<th>Resources Needed</th>
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<tbody>
<tr>
<td></td>
<td>Process Demonstration</td>
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<td>Content area/grade level prioritizing</td>
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<td>Define rigor and share examples of performance tasks</td>
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<td>Virtual modules</td>
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<td>Math</td>
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Next Steps

- Each school submits recommendations for prioritized standards by 11/10
- Vertical alignment
- Unwrapping
- Curricular Unit Plans
Resources

Contact Us

- Eabbott@lexington1.net
- Gnesters@lexington1.net
- Llavenia@lexington1.net
- Csteelman@lexington1.net
- BCwilliams@lexington1.net