



COMMON ASSIGNMENT STUDY

Agenda

- Welcome
- What is CAS?
- Small group rotations
- Teacher panel

Where CAS began

The Common Assignment Study (CAS) was conceived to facilitate multi-district, multi-state collaboration among teachers within participating districts and states during the transition to new college- and career-readiness standards.



Project goals

Unit Design and Use

- Explore how to successfully design, revise, and implement high quality units in participating districts and states.
- Focus on the use of student work on common assignments to inform instructional conversations.

Resources and Support

Identify resources, support and professional learning opportunities educators need to effectively design and implement the units.

Evidence of Student Learning

Determine how evidence of student learning from common assignment units may contribute to more robust teacher evaluation systems, particularly in non-tested grades and subjects.



THE FUND FOR TRANSFORMING
EDUCATION IN KENTUCKY



THE
COLORADO
EDUCATION
INITIATIVE

Why CAS?

Professional Learning Communities

Develop common units, share instructional strategies, score and analyze student work

Content knowledge

Deepen understanding of the new standards, learn how to integrate literacy skills, strengthen ability to productively use assessment

Student learning

Develop more robust ways of documenting student learning, demonstrate teachers' contributions to improving student achievement

Year one

- Two districts each in CO and KY
- 6 cross-state teams of 8 teachers each: MS/HS Science, MS/HS US History, MS/HS ELA
- Each team met in the summer of 2013 and the winter of 2014 to create 2 units
- Each teacher taught those units during the 2013-14 school year

Year two

- Multiple districts in CO and KY
- 6 cross-state teams: MS/HS Science, MS/HS US History, MS/HS ELA
 - 62 teachers in Kentucky
 - 38 teachers in Colorado
- Each team revises the units from year one and implements them
- Teachers can choose their level of participation

Year three

- Multiple districts in CO and KY
- 13 content teams
 - Nearly 100 teachers in Colorado
- Teams implement existing units and design new units
- Teachers can choose their level of participation

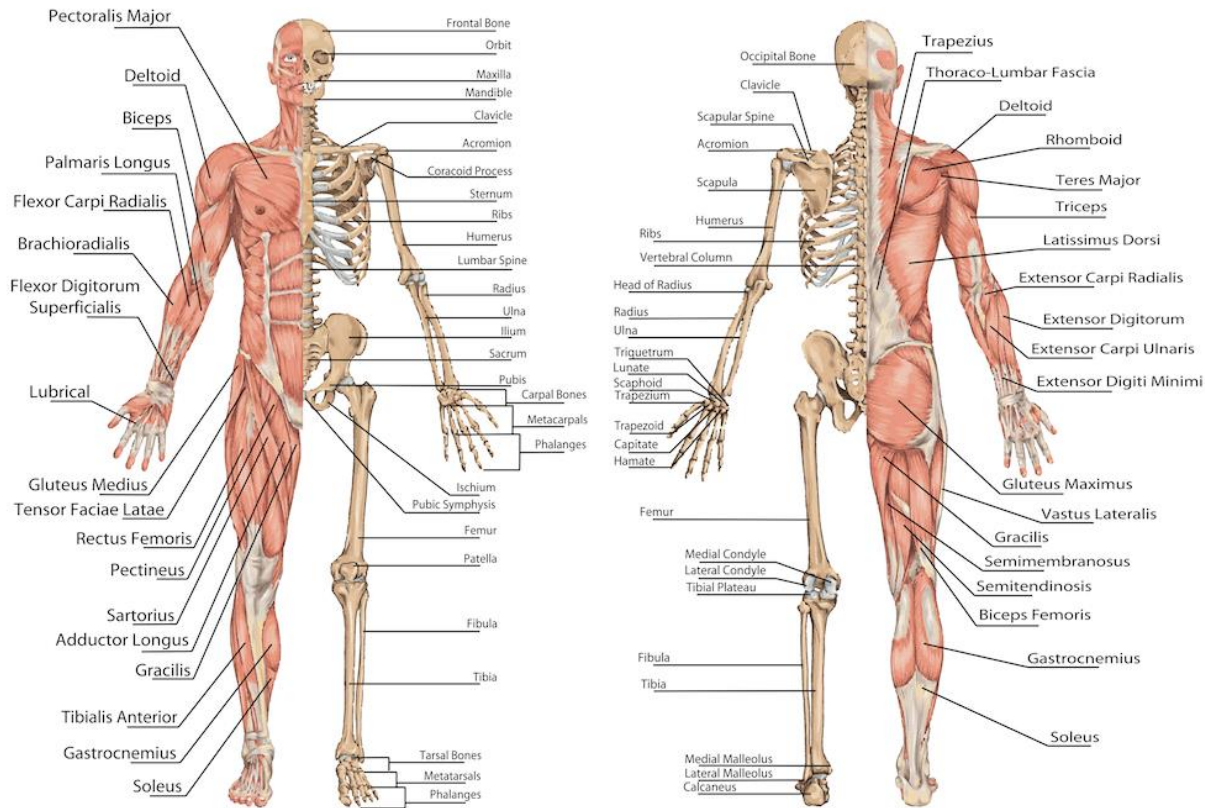
Implement/Revise

- Teach two common units of study (one fall, one spring)
- Submit student work for two assignments for each unit
- Participate in two in-district/region meetings to review student work for each unit
- Participate in state-wide convenings (winter and summer)

Lead

- All of the Implement/Revise requirements
- Lead in-district/region and/or state-wide convenings and student work review sessions
- Coordinate activities for your content group
- Optional: Design additional units

Anatomy of a CAS unit



Anatomy of a CAS unit

Stage 1 – Identify Desired Results		
Established Goals/ Standards	Transfer	
<p>CCSS and relevant state standards here</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant</p>	<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Successfully argue a claim by supporting it with logical reasoning, evidence, and explanation from reading and research of credible sources.</p>	
	Meaning	
	<p>Understandings/Big Ideas</p> <p><i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> -A sound argument is based on logical reasoning -Audiences/readers can make informed decisions about the influence of a text when they recognize a writers' possible bias/slant. -Multiple perspectives help develop an informed understanding of an issue/idea. -Authors use compelling claims, relevant evidence and explanation to effectively communicate their perspective. 	<p>Essential Questions</p> <p><i>Students will keep considering that . . .</i></p> <ul style="list-style-type: none"> -What makes an effective argument? -What evidence can we as authors use to make a compelling argument? -How can we distinguish our point of view from others'? -How do we determine the credibility of a source? <p>Context Questions</p> <p><i>Are all parts of the Children's Bill of Rights viable in today's society?</i></p>
	Acquisition	
<p>Know (Content) — Students will know . . .</p> <p>Claim, evidence, credibility, argument, cite, logos, pathos, ethos, point of view, fact vs. opinion, perspectives, bias, opposing claim/counter claims, logical reasoning</p> <p>*focus on bold print content</p>		
<p>Do (Skills) — Students will be skilled at . . .</p>		

Anatomy of a CAS unit

Stage 2 – Determine Acceptable Evidence	
Evaluative Criteria	Assessments
LDC rubric	<p><i>Key performance tasks, tests, etc., including LDC task</i></p> <ul style="list-style-type: none"> • <i>Pre-assessment: text annotation</i> • <i>Content vocabulary quiz</i> • <i>Constructed Response (passage-based using LDC template task</i> • <i>Summative assessment: LDC argumentation task (see below)</i>
	<p>Supports/Scaffolding</p> <p><i>How will learning and assessment tasks be scaffolded/supported for ALL students (ELL, special education, low performing, etc.)?</i></p> <p><i>Support:</i></p> <ul style="list-style-type: none"> • <i>Provide a body of low level passages or cites as the “research” for students</i> • <i>Create a “writer’s notebook” to define each step of the process</i> • <i>Model the process using a sample topic</i> • <i>Teacher created guides for note-taking and outlining</i> • <i>Choice in topics</i> • <i>Choice of texts</i> <p><i>Extensions: debates, mock kids UN meeting to develop a new Bill of Rights, argumentation speeches</i></p>

Anatomy of a CAS unit

Stage 3 – Plan Learning Experiences and Instruction
Unit Texts & Materials
Teacher Resources: <ul style="list-style-type: none">• procon.org• livebinders.com• <i>Teaching Argument Writing</i> (Hillocks)• Scholastic <i>NYT Upfront</i> and <i>Scope</i> magazines• Todaysmeet.com• <i>Great Debaters</i> movie clip
Assessment Tasks
<i>Measurable mile markers of student growth (tasks that will get evaluated)</i>
Pre-assessment A passage based “quiz” where student identify elements of argument by annotating text. They then respond to the issue stating their own opinion and evidence. (Cell phones in school task)
Mid-assessment <i>A passage-based LDC template task (Mom as a Facebook friend?)</i> After reading the text, “Should Mom Be Your Facebook Friend?” Write an essay that argues your position on the parent monitoring of teens on social networking sites. Support your position with evidence from the text. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate or clarify your position.
Summative/unit assessment <i>LDC argumentation template task collection II, template #1*</i>
Learning Tasks
<i>The Instructional Ladder—Sequence of learning activities to prompt and guide student growth. Add pages accordingly.</i>
Introducing Argumentation (2 weeks) see lesson plans from Melissa Henderson and Roselind Koop (CAS website) <ol style="list-style-type: none">1. <i>Pre-assessment</i> (1 day)2. <i>Hook activity: modified “gum” activity from George Hillocks page 70</i> (1 day)3. <i>Content vocabulary front loading (note-taking, foldable, and card sort)</i> (2 days)4. <i>Taking a stance activity/four corner debate (with in-vetro meat article)</i>5. <i>More practice with identifying a claim, analyzing evidence, purpose, tone, audience “Three Circle” activity “Veto on Video Games” Holt Language book</i> (2 days)

The “common” in CAS

- Standards
- Big ideas
- Content and skills
- LDC task
- Assessments

CAS Tools

www.commonassignment.org



Explore CAS!

- Divide into three stations:
 - Teacher collaboration
 - Student work analysis
 - Unit design and revision

Teacher panel

