

Facilitation Guide

2012-13 NAEP TRAINING FACILITATION GUIDE (120 MINUTES)

OVERVIEW:

In this workshop, participants will strengthen their understanding of what the Common Core expects of students and surface connections between these expectations and those of the NAEP. After comparing 2009-10 New York State test items with 2012-13 Common Core sample questions, participants will analyze questions from NAEP assessments to consider how the questions and the test-taking experience itself can be used to support students in meeting the demands of the Common Core. They will then review additional NAEP resources that support rigorous classroom instruction.

OUTCOME:

Participants will understand the connections between the NAEP and the Common Core and be able to use NAEP resources to support rigorous classroom instruction.

GUIDING QUESTION:

- How can we use NAEP resources and the NAEP test-taking experience as an opportunity to help students meet the demands of the Common Core?

MATERIALS:

- Note-Taking Guide
- NAEP Deck
- NAEP Administration Information
- NAEP Questions Tool Overview
- Common Core Instructional Shifts
- Sample Items Packet
- Common Core-aligned NAEP Items Packet

FACILITATION NOTES:

1. **Warm-up and Workshop Overview. (10 minutes)** As participants settle in, facilitator asks them to choose a math or ELA focus for the workshop and hands them the appropriate folder. Facilitator orients them to the instructional shifts document in their folder and asks them to do the following:
 - Read the shifts and underline key words and phrases that resonate with you in terms of ensuring students at all grade levels are on track to graduate college and career ready.
 - Talk to a partner about how you have begun to address these shifts at your school. (10)

Facilitator frames the workshop:

- We are all engaged in the work of preparing students at all grade levels to be on track for success in college and careers, in part by preparing them for the transition to the Common Core Standards. Today, we will be thinking about how your participation in the NAEP can be used to support that same goal and strengthen the work you're already doing around the Common Core instructional shifts and college and career readiness. We'll be coming back to these instructional shifts throughout the session so please hold onto your thoughts from this warm-up.

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Facilitator presents the objectives and agenda for the session and orients participants to their folder materials.

2. Overview of NAEP. (10 minutes)

Facilitator presents slides #5-10 from the NAEP Deck to provide an overview of the assessment and its importance.

3. Activity 1: Understanding the Common Core's Expectations of Students through Sample Assessment Items. (35 minutes)

Facilitator frames the transition:

- Given that the NAEP testing framework served as an important resource for the developers of the Common Core, it is not surprising that many of the skill and content foci overlap.
- We are going to start by strengthening our understanding of what the Common Core expects of students by looking at the instructional shifts and sample assessment items. Then we will review sample NAEP items to see the ways in which they are connected to the Common Core and can support students in meeting these more rigorous standards.

Facilitator directs participants back to the Common Core instructional shifts document and reminds participants that these shifts have been identified as the major changes that need to happen in curriculum and instructional practice in order to meet the demands of the Common Core. Facilitator leads participants in a share-out of the warm-up questions around the instructional shifts:

- What resonates with you in terms of ensuring students at all grade levels are on track to graduate college and career ready?
- How have you begun to address these shifts at your school? (5)

Facilitator frames the transition:

- Many of the items on the NAEP embody the Common Core instructional shifts. Educators throughout the city have asked for concrete examples of what these shifts look like in practice as they make the necessary adjustments to curricula and instruction. Toward that end, we are going to compare assessment items aligned to New York State standards with items aligned to the Common Core before looking at how NAEP can be used to support our students in meeting these expectations.

Facilitator explains the activity steps on slide 13:

Step 1: Complete the selected items from each assessment (in ELA you can just outline your responses to the questions). (10)

Step 2: With a partner or small group, reflect on the following guiding questions in your note-taking guide:

- What are the major differences between the items?
- How do you see the instructional shifts reflected in the Common Core-aligned items?
- What instructional strategies do you use in your classroom to help prepare students to engage with tasks like these? (10)

Step 3: As a whole group, share out responses to the guiding questions for both ELA and math. (10)

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Facilitator orients participants to the appropriate section of their note-taking guide and selected items in the Sample Items packet. During whole group share out, facilitator charts responses on slide 14.

Note: Facilitator may refer to sample responses in the Appendix to support the group share.

4. **Activity 2: Connecting NAEP to the Common Core. (35 minutes)**

Facilitator frames the transition:

- To see how NAEP items and the NAEP test-taking experience itself can be used to support our students as we transition to these more rigorous standards, we are now going to examine sample questions from previous years' NAEP assessments.

Facilitator explains the activity steps on slide 16:

Step 1: Complete the NAEP items and note where you see connections to the Common Core instructional shifts. (10)

Step 2: As a whole group, share out connections to the shifts for each subject area. (10)

Step 3: With a partner or small group, discuss the following guiding questions from your note-taking guide:

- How could using questions like this as part of your instruction help prepare students for meeting the demands of the Common Core standards?
- How might the NAEP test-taking experience itself be used to support students as we move toward these new standards and assessments? (10)

Step 4: Share out thoughts as a whole group. (5)

Facilitator orients participants to the appropriate section of their note-taking guide and selected items in the Sample Items packet. During whole group share in Step 2, facilitator charts responses on slide 17.

Note: Facilitator may refer to sample responses in the Appendix to support the group share.

5. **Additional NAEP Instructional Resources. (15 minutes).** Facilitator frames the transition:

- We have looked at the expectations of the Common Core and how NAEP sample questions and the test-taking experience itself can be used to support students in meeting these expectations. I'm now going to show you a few additional resources that can support you in both preparing students to take the NAEP as well as moving toward our larger goal of ensuring students at all grade levels are on track to graduate college and career ready.

Facilitator directs participants to the Additional NAEP Items packet in their folders and notes:

- This packet contains sample NAEP questions in math and ELA that can be valuable instructional resources. Certain items are Common Core-aligned. The questions have varying levels of rigor and can provide useful exposure and practice for our students as they transition to more demanding standards. Like the Common Core-aligned Sample Items released by New York State, we recommend that teachers and schools infuse the items in this packet into their classroom instruction as well as use them as examples.

Facilitator notes that:

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- There are hundreds more NAEP questions available online through the NAEP Questions Tool (NQT).
- While not every NAEP question aligns to the Common Core, many do, especially the medium and hard constructed response examples. Those that don't align may be used to build procedural fluency or basic conceptual understanding in math or support struggling students in building understanding of the text before tackling the more complex interpretive and evaluative questions.

Facilitator demonstrates how to access sample questions on the NQT website.

Facilitator demonstrates where to access NAEP-related materials, including those from this workshop, on the Common Core Library. Facilitator may also wish to show participants how to access the “Current vs. Common Core-aligned Assessment Items” activity in the Professional Learning > Resources for Teacher Teams tab.

6. **Next Steps (15 minutes).** Facilitator asks participants to reflect on the guiding questions in their note-taking guide, and then share out as a whole group:
 - How will you work with your colleagues to integrate these resources into your instructional practice?
 - How will you talk to your students about the NAEP and how it fits with what they are working on in class?

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Appendix – Possible Responses for Activities 1 and 2

Activity 1: Understanding the Common Core’s Expectations of Students through Sample Assessment Items

4th Grade

	Focus Questions	Major Differences and Evidence of Shifts	Instructional Strategies
ELA Items	2009-10 New York State Test: #35 (Essay)	<ul style="list-style-type: none"> • Texts associated with the CC-aligned item are more complex (e.g. no pictures, the informational text is not in narrative form, lexile levels are higher). This is an example of a complex, grade-level text and accompanying task that students need to be prepared to engage with, both in the classroom and on assessments. This is reflective of Shift 3. • The CC-aligned item requires deeper engagement with the texts themselves in order to answer it. While both items require students to use details to support their answer, the old state test question is asking for a personal opinion that does not require a deep understanding of the texts themselves. This is reflective of Shift 5. 	<ul style="list-style-type: none"> • Use open-ended, text-dependent questions at various levels of rigor to help students access complex texts • During class discussions about a text, require students to find evidence in the text to support their statements • Before asking questions that force students to “go beyond the text” (by making a personal connection, for example), ensure that they have a solid understanding of what the text itself says
	2012-13 Common Core-aligned Sample Items: #14 (Essay)		
Math Items	2009-10 New York State Test: #34, #35, and #37	<ul style="list-style-type: none"> • CC-aligned items (with the exception of #6) are all multiple-step problems, even those that are multiple choice. This is reflective of Shift 4. • There is only one question from the old state test that requires knowledge of fractions, whereas three of the questions from the CC-aligned items require fluency with fractions. Furthermore, these CC-aligned fractions questions require students to apply knowledge of fractions to solve a larger problem rather than solving a one-step computation. This reflects Shift 1 because it is evidence of a greater focus on fractions in grade 4, and fractions are considered part of the major work of the grade for grade 4. It also reflects Shift 4 because the problems themselves are multi-step. • Two CC-aligned items require students to write equations. The old state test items required them to fill in the blanks on sample number sentences. This reflects Shift 4 because students must show they know how to write an equation from scratch rather than just complete one, which requires more conceptual understanding. 	<ul style="list-style-type: none"> • Model how to think about and solve challenging, multi-step problems in class • Provide opportunities to practice fluency as well as supporting students’ conceptual understanding. • Provide opportunity for students to explain their approach and justify their answers. • Review scope and sequence and spend more instructional time on the major work of the grade for 4th grade
	2012-13 Common Core-aligned Sample Items: #1, #2, and #8		

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8th Grade

	Focus Questions	Major Differences and Evidence of Shifts	Instructional Strategies
ELA Items	2009-10 New York State Test: Both questions	<ul style="list-style-type: none"> There is sophisticated metaphorical and figurative language employed throughout the 2012-13 text (e.g. “As we returned to the house every object which I touched seemed to quiver with life”; “Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought...”). It also contains more words, has a more complicated sentence structure, and has a higher Lexile level. This is an example of a complex, grade-level text and accompanying tasks that students need to be prepared to engage with, both in the classroom and on assessments. This is reflective of Shift 3. All require text-based evidence. NYS items are more scaffolded, however, providing some of the inferences in the questions themselves. The 2012-13 examples drive higher-order thinking by directing the student to make connections and draw inferences using evidence from the text – evidence of Shift 4. The 2012-13 examples don’t give the students anything but the text to answer the question—the questions require the habits for making evidentiary arguments. However, the 2009-10 examples provide a graphic organizer that allows students to write just a few words rather than full thoughts. This is evidence of Shift 5. 	<ul style="list-style-type: none"> Use open-ended, text-dependent questions at various levels of rigor to help students access complex texts During class discussions about a text, require students to find evidence in the text to support their statements. Before asking questions that force students to “go beyond the text” (by making a personal connection, for example), ensure that they have a solid understanding of what the text itself says
	2012-13 Common Core-aligned Sample Items: Both questions		
Math Items	2009-10 New York State Test: #30, #31, #32	<ul style="list-style-type: none"> Taken as a whole, the set of 2012-13 Sample Items has a much stronger focus on expressions and equations. There are no questions about angle measure, reflections in the coordinate plane, or measurement. Instead, most questions involve linear relationships. This relates to Shift 1 since the items seem to focus on similar concepts. There is strong evidence for Shifts 3 and 4. All the items from both years require fluency, but the Common Core-aligned items have a much higher level of rigor. The four items ask students to tackle problems with multiple steps, explain the meaning of mathematical concepts, and evaluate possible ways to solve an equation rather than merely solving it. Shift 5 is also evident in some items. In particular, questions 4 and 6 are good examples of requiring students to apply the math they know to solve a problem when a specific solution path is not suggested. The 2009-10 state test items are more likely to include such direction (for example: “write a proportion” and “solve the equations”). 	<ul style="list-style-type: none"> Model how to think about and solve challenging, multi-step problems in class Provide opportunities to practice fluency as well as supporting students’ conceptual understanding Provide opportunities for students to try out and defend multiple possible approaches to solving a problem. Review scope and sequence and spend more instructional time on the major work of 8th grade
	2012-13 Common Core-aligned Sample Items: #1, #5, #6, #8		

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12th Grade

	Focus Questions	Major Differences and Evidence of Shifts	Instructional Strategies
ELA Items	<p>June 2012 English Regents Exam:</p> <p>All questions including essay</p>	<ul style="list-style-type: none"> The PARCC sample texts represent a higher text complexity than the Regents samples. The Ovid piece includes more advanced language; the text is represented in an unfamiliar poetic form. The Regents sample is in a relatively straightforward narrative frame with easily accessible language. This is an example of a complex, grade-level text and accompanying tasks that students need to be prepared to engage with, both in the classroom and on assessments. This is reflective of Shift 3. The Regents essay asks students to choose texts they have previously read, while the PARCC essay requires students to use the passages provided. This emphasizes Shift 5 because student writing and answers are grounded in the texts that are present rather than the emphasis being on a decontextualized prompt where supporting details can come from texts outside of the assessment. This may also lead to students using details that are not as specific in the Regents essay. 	<ul style="list-style-type: none"> During class discussions, use open-ended, text-dependent questions at various levels of rigor to help students access complex texts Require students to provide evidence from the texts during class discussion and debate – open ended questions are necessary, but they do not guarantee text-based answers Model how to do “close readings” of complex texts by interrogating the language authors use
	<p>PARCC Grade 10 Literary Analysis Task Prototype:</p> <p>All questions including essay</p>		
Math Items	<p>Prior Year Math Regents Items:</p> <p>Three examples corresponding to F-BF.1a and F-BF.3</p>	<ul style="list-style-type: none"> The three Regents items assess basic procedural knowledge of functions and lines in the coordinate plane. Students need to use very basic calculation and/or reasoning skills, but at no time do they need to evaluate, analyze, or integrate information to complete a task. However, the PARCC items require students to create a model based on a set of data. Part A asks them to fill in the blanks of a paragraph about a data set, requiring a more than a surface level conceptual understanding of linear relationships. Part B also asks them to select multiple applicable answers, forcing them to reason about different solution paths. These differences are evidence of Shift 4. Another major difference between the items is real-world context. In the Regents items, there are no readily evident connections between what the problem asks and how it could apply to the real world. In the PARCC items, all the questions are based around an experiment similar to what students might experience in their science classes. This difference exemplifies Shift 5 – Application since it directly connects the problem and the real world. While the items from prior year Regents exam deal with some of the same content as the PARCC items, they do not include as many of the Standards for Mathematical Practice. While both sets of items require some degree of abstract and quantitative reasoning, for example, there is a strong modeling focus from the PARCC items that is absent from the Regents examples. Part C of the PARCC items asks students to explain how they know on two occasions, more evidence of Shift 4. This also relates to Math Practice 6 because they must communicate their ideas precisely. 	<ul style="list-style-type: none"> Select tasks that apply readily to everyday life and have a clear connection to the real world Select tasks whose solution path (or paths) are not made clear by the question itself. This will force students to “use the math they know” and apply it to the task. Support students in completing these real world, high-level tasks by having structures in place for discussions that build conceptual understanding. Allow students to argue/debate different approaches to a problem rather than showing one particular way to get an answer <ul style="list-style-type: none"> Ex: give students time to work independently, then share their work with a partner or small group, then move to a whole-class discussion Model practices like Math Practice 1 – make sense of problems and persevere in solving them – to give students an idea of how they can attack challenging and unfamiliar tasks
	<p>2012-13 Common Core-aligned Sample Item:</p> <p>PARCC Golf Balls Task Prototype</p>		

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Activity 2: Connecting NAEP to the Common Core

Evidence of Instructional Shifts in NAEP Items			
	4 th Grade	8 th Grade	12 th Grade
ELA Items	Focus Questions: <ul style="list-style-type: none"> All 	Focus Questions: <ul style="list-style-type: none"> #6, 10, 11 	Focus Questions: <ul style="list-style-type: none"> #6, 7, 8
	<ul style="list-style-type: none"> Shift 1 - The items are attached to an informational text, which is reflective of the Common Core's emphasis on students in elementary schools reading more informational text, especially to build content knowledge in areas like science. Shift 3 - The text is complex in lexile level, vocabulary, its non-narrative style, and the diagrams used. This is an example of a complex, grade-level text and accompanying tasks that students need to be prepared to engage with, both in the classroom and on assessments. Shift 5 - Many questions require students to use evidence from the text to support their responses; one question requires students to make an argument about the author's purpose using evidence from the text. 	<ul style="list-style-type: none"> Shift 1 - Both texts are informational articles and are infused with science content. Shift 2 - The domain-specific texts expect students to "learn from what they read." These articles exemplify how content-area teachers can infuse literacy concepts into their practice. Shift 3 - Texts are even more complex in terms of their lexile levels than the 2012-13 Common Core-aligned Sample Items passage. While they do contain nonfiction text features such as pictures and headings, these features do not qualitatively diminish the complexity of the text. This is an example of a complex, grade-level text and accompanying tasks that students need to be prepared to engage with, both in the classroom and on assessments. Shift 5 - All questions require students to ground their answers in evidence from the text. Even question #11, which asks students for an opinion, requires that opinion to be based on the effectiveness of the author's choice of title. Shift 6 - The two context clues/vocabulary questions (#7 and #8) focus on words that students will encounter across disciplines. 	<ul style="list-style-type: none"> Shift 3 - The passage has many qualitative features, especially language features, that are complex. For example, the author speaks about "crumbs of language" and "vestigial properties" without making clear what these are in the text. Both diction and syntax make this text more complex than its lexile level indicates. This is an example of a complex, grade-level text accompanying tasks that students need to be prepared to engage with, both in the classroom and on assessments. Shift 5 - While question #6 does not explicitly ask for evidence/examples as #7 and 8 do, all three questions require students to interpret ideas from the passage in their answers.
Math Items	Focus Questions: <ul style="list-style-type: none"> #8-14 	Focus Question: <ul style="list-style-type: none"> #9, 10, 11, 16 	Focus Questions: <ul style="list-style-type: none"> #3, 4, 6, 9
	<ul style="list-style-type: none"> Shift 3 - Most questions require students to make accurate basic calculations in order to solve them. Shift 4 - Many questions—specifically #8, 13, and 14—require multiple steps to be solved. Shift 5 - Questions #12 and 14 do not directly prompt students to use a particular mathematical concept in solving them. Instead, students must choose from the math they know to come up with an approach and a solution. Question #14 also asks students to explain their answer using numbers, words, or drawings. 	<ul style="list-style-type: none"> Shift 3 - Students need to be fluent in calculating the area of a rectangle and basic arithmetic, constant ratios, patterns, linearity, the coordinate plane and statistical vocabulary. Shift 4 - Question #10 requires students to contextualize and decontextualize to be able to make meaning of the graph and answer the question. To do so, they must have a conceptual understanding of linear relationships in the coordinate plane. Question #11 requires a similar ability for statistical measures. Shift 5 - Question #16 is a good example of the shift towards application because it is not clear what type of approach students need to use to solve the 	<ul style="list-style-type: none"> Shift 3 - Students need procedural and computational fluency with the following for the three selected problems: linear relationships, functions, ordered pairs, slope, intercepts, and points of intersection. Shift 4 - Questions #3 and 4 ask students to give reasons for and explain their answers. This connects to Shift 4 because they need a conceptual understanding of the math involved in order to do so. Shift 5 - Question #6 explicitly asks students what certain mathematical situations mean in the context of a real world problem. This requires them to apply their knowledge of systems of

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		problem. It forces them to use the math they know instead. It is also an example of a real-world problem, as are # 10 and 11.	linear equations to a hypothetical race between two runners.
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