

ALIGNING TEACHER ASSIGNMENTS TO THE CCSS (60 minutes)

Who Should Use this Module?

This module is for educators who have a developing understanding of the Common Core State Standards and are ready to begin assessing existing teacher assignments, in order to determine where they align to the CCSS and where they can be modified to meet the new demands of the Standards.

Guiding Questions:

- How does the work our students are currently being asked to do align with the Common Core State Standards?
- How can the Common Core State Standards strengthen the work that schools are already engaged in to support student learning and achievement?
- How can we modify curriculum to meet the demands of the Common Core State Standards?

Prerequisites:

This module should is designed to build understanding about the importance of instructional coherence between teacher created tasks (assignments), rubrics, and student work.

→Aligning Teacher Assignments to the CCSS←
[Revisiting Assessment, As, Of and For Learning](#)

Context:

In order for the Common Core State Standards to be successful at the classroom level, educators must connect curriculum, assessments and instruction and ensure that what their assessments ask students to know and be able to do aligns with what the corresponding CCSS ask students to know and be able to do.

Outcome:

Participants will be able to align a teacher task (assignment) with corresponding Common Core State Standards and recognize strengths and areas for improvement in light of these new standards.

Suggested Materials:

- [Copies of Common Core State Standards for Writing](#) (by grade level)
- *CCSS Examination and Alignment Chart*

Agenda:

1.) Introduction to the activity.

The facilitator reminds participants that the CCSS:

- a) are aligned with college and career expectations;
- b) include rigorous content and application of knowledge through high-order skills;
- c) build upon strengths and lessons of current state standards;
- d) are informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and
- e) are evidence and/or research based. **(10 minutes)**

Note to facilitator:

The English Language Arts CCSS are divided into:

- *a comprehensive K-5 section that addresses literature and informational text, and*
- *two content area-specific sections for grades 6-12—one for ELA and one for Literacy in History/Social Studies, Science, and Technical Subjects.*

Each section is further divided:

- *The K-5 and 6-12 ELA standards are divided into Reading, Writing, Speaking and Listening, and Language strands.*
- *The 6-12 Literacy in History/Social Studies, Science, and Technical Subjects section focuses on Reading and Writing only.*
- *Each ELA strand (i.e., reading, writing, etc.) is headed by a set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.*
- *CCR Anchor standards and corresponding grade-specific standards are further divided into strands (e.g., Text Types and Purpose, Research to Build and Present Knowledge, etc.).*

2.) The facilitator distributes copies of the grade-level Writing Standards from the CCSS and then points out to the entire table the relevant standards listed on the facilitator's *CCSS Examination and Alignment Chart*. **(5 minutes)**

3.) The facilitator states:

You will only examine those standards that are relevant to your grade-level assignment. In the "Text Types and Purposes" strand, only 1 of the 3 standards is applicable. The relevant standard is already noted on the template. All other standards are relevant to the table group's student work.

For grade 7 only: Because the grade 7 writing piece is creative, the “Research to Build and Present Knowledge” strand is not applicable.

- 4.) With the same partner as Activity 1 on Instructional Coherence, participants determine the most important key words and concepts for each of the relevant standards. The goal of this exercise is for the participants to familiarize themselves with the language of the standards and what they ask students to know and be able to do. **(15 minutes)**

- 5.) The facilitator then asks pairs to review teacher and student work with a focus on existing gaps between what the assignment asks students to know and be able to do, and what the corresponding CCSS ask students to know and be able to do. Participants respond to the following:
 - What are the strengths of the student and teacher work in light of the increased rigor required by the CCSS?
 - In order to meet the rigor required by the CCSS, what recommendations would you make for curriculum revision? For instructional practices?
 - How could the teacher support learning for all students (including special education students and ELLs)? **(15 minutes)**

- 6.) The facilitator asks pairs to share their responses to the last question with the entire group. Responses are charted. **(10 minutes)**

Recommendations	
Curriculum Development	Instructional Practices

- 7.) The facilitator initiates a brief table discussion using the following prompt:
 - How would you use or modify this activity for schools in your cluster and networks? **(5 minutes)**

Bridge to Practice:

How might schools use this activity with teacher created tasks to assess how existing work their students are currently being asked to do aligns with the Common Core State Standards? How might schools use this activity to support teacher teams modify curriculum to meet the demands of the Common Core State Standards?

Additional Resources:

The resources related to [formative assessment](#) can help you learn more about classroom assessments.

Common Core State Standards Examination and Alignment

Grade Level:

CCSS Writing Standards	CCSS Examination
Anchor Standard	Directions: Look at each College and Career Readiness Anchor Standard for Writing. Determine the key words and concepts for each standard at your assigned grade level.
Text Types and Purposes	
Production and Distribution of Writing	
Research to Build and Present Knowledge	
Range of Writing	

Common Core State Standards: Activity 1.2 – CCSS Examination and Alignment

Evaluation of Artifacts	CCSS Alignment
	Directions: Use the grade-level artifacts from the earlier activity to evaluate if teacher and student work is aligned to the CCSS.
<p>What are the strengths of the student and teacher work in light of the increased rigor required by the CCSS?</p> <p>How could the student work improve? How could the teacher task improve?</p> <p>How could the teacher support the student’s learning?</p>	
<p>In order to meet the rigor required by the CCSS, what recommendations would you make for</p> <ul style="list-style-type: none">• curriculum development and• instructional practices?	