

Using Lincoln High School's School-wide Rubrics to Teach the Common Core

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LHS School-wide Rubrics Through the Years

- ▶ Began in 2008 as part of the NEASC process
 - Based on several departments' previous work with the RI Skills Commission
- ▶ Transition to Common Core in preparation for the PARCC Assessment
 - PARCC begins in the 2014–15 School Year
- ▶ PBGR Committee began aligning the SWRs to the Common Core during the 2011–12 school year and continued through last year.

Critical Factors for Success

- ▶ Core group of faculty responsible for development (PBGR Committee and School-wide rubrics committee)
 - ▶ Coherence of assessments in diploma system
 - ▶ Imperative to improve in New England Common Assessment Program (NECAP)
 - ▶ Administrative expectations and support
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CCSS Writing Standards

- ▶ There are 3 Writing Strands:
 - Argument Writing (W.9–10.1);
 - Informational/Explanatory Writing (W.9–10.2); &
 - Narrative (W.9–10.3).
- ▶ Writing Rubrics also reflect several Reading and Language standards.

Lincoln High School-wide Rubrics

•Argument Writing

- Persuasive Writing
- Text-based Argument (NEW)

•Explanatory Writing

- Report Writing
- Response to Text (Revised)
- Narrative Procedure
- Reflective Writing
- Scientific Investigation

•Narrative Writing

- Narrative Account

•Non-writing Rubrics

- Active Reading
- Problem Solving
- Oral Presentation
- Text-Based Discussion
- Visual Product

CCSS Writing Standard 1: Argument Writing

- ▶ CCSS.ELA-Literacy.W.1.1-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - 1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge concerns, values, and possible biases.
 - 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 1e Provide a concluding statement or section that follows from and supports the argument presented.

Text-Based Argument School-wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p>Establishes a Context</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p><i>Skillfully</i> selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona.</p> <p>Establishes an <i>insightful</i> interpretive claim/assertion in the form of a thesis when responding to a given prompt.</p>	<p>Selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W.9-12.1&2</i></p> <p>*Establishes an interpretive claim/assertion in the form of a valid thesis when responding to a given prompt. <i>W.9-12.1&2</i></p>	<p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.</p> <p>Attempts an interpretive claim/assertion in the form of a thesis but thesis may not address the prompt or may be invalid or unclear.</p>	<p>Does not select and summarize key ideas to set context.</p> <p>Does not state a thesis.</p>
<p>Demonstrates Critical Thinking</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p><i>Skillfully</i> fulfills all discipline-specific and task requirements.</p> <p><i>Skillfully</i> develops precise, logical, & <i>knowledgeable</i> claims by clarifying and analyzing the significance of the relationships between claims, reasons, & evidence.</p> <p>Interprets text by making valid inferences and drawing <i>complex</i> conclusions based on an <i>insightful</i> reading of the text(s).</p> <p>Supports interpretation and conclusions by selecting <i>the most significant</i> and relevant evidence appropriate to the audience's knowledge of the topic, accurately citing evidence as appropriate.</p> <p>Accurately uses general academic and/or domain-specific words/phrases to <i>enhance meaning</i>.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>*Develops precise and logical claims (and counterclaims when appropriate) by clarifying and analyzing the relationships between claims, reasons, and evidence. <i>W.9-10.1b, c</i></p> <p>*Interprets text by making valid inferences and drawing credible claims/conclusions based on an accurate reading of the text(s). <i>W.9-10.1a, 2a,b; RI.9-10.2-6; RL.9-10.1-6,&10</i></p> <p>*Supports interpretation and conclusions by selecting significant, relevant, and sufficient evidence (e.g. facts, extended definitions, concrete details, strong and thorough textual evidence, and prior knowledge) appropriate to the audience's knowledge of the topic, accurately citing evidence when appropriate. <i>W.9-10.2b,8,9; RI.9-10.1; RL.9-10.1-3,&10</i></p> <p>Accurately uses general academic and/or domain-specific language that clarifies and supports purpose. <i>L.9-12.6</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to develop claims, but some analysis lacks logic, clarity, and/or accuracy, or analysis is insufficient.</p> <p>Attempts to interpret text by making inferences and conclusions, but interpretation may be inaccurate, incomplete, or cause confusion.</p> <p>Attempts to support interpretation and conclusions, but some evidence lacks significance, relevance, or sufficiency.</p> <p>Does not cite some evidence, or cites evidence inaccurately and/or inappropriately.</p> <p>Attempts to use general academic and/or domain-specific words/phrases, but some usage is inaccurate or inappropriate.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Most analysis lacks logic, clarity and accuracy, or no analysis is present.</p> <p>Little or no interpretation of the reading.</p> <p>Interpretation and conclusions are not supported with evidence.</p> <p>Does not cite evidence.</p> <p>Does not use general academic and/or domain-specific words/phrases.</p>
<p>Produces Clear and Coherent Writing</p>	<p>Uses a sophisticated organizational structure that <i>enhances the response</i>.</p> <p>Establishes and <i>consistently maintains</i> a formal style and objective tone while attending to the discipline-specific writing norms and conventions.</p>	<p>Provides organization appropriate to task, purpose, and audience with a clear and coherent opening, body, transitions, and a conclusion that follows from and supports the argument presented. <i>W.9-12.1-4</i></p> <p>Establishes a formal style and objective tone while attending to the discipline-specific writing norms and conventions. <i>W.9-12.1d; 2e</i></p>	<p>Provides some elements of organization and/or organization causes confusion.</p> <p>Attempts to establish a formal style and objective tone, but one element is insufficient.</p>	<p>Little evidence of organization.</p> <p>Does not establish either a formal style or an objective tone.</p>
<p>Demonstrates Command of Written Language Conventions</p>	<p>Demonstrates <i>consistent</i> control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. <i>L.9-12.1, 2</i></p> <p>Occasional errors do not interfere with meaning (for on-demand writing).</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors inhibit meaning.</p>

Text-based Argument— Demonstrates Critical Thinking

Demonstrates Critical Thinking

Must meet standard on this expectation to meet the overall standard

Skillfully fulfills all discipline-specific and task requirements.

Skillfully develops precise, logical, & knowledgeable claims by clarifying and analyzing the significance of the relationships between claims, reasons, & evidence.

Interprets text by making valid inferences and drawing *complex* conclusions based on an *insightful* reading of the text(s).

Supports interpretation and conclusions by selecting *the most significant* and relevant evidence appropriate to the audience's knowledge of the topic, accurately citing evidence as appropriate.

Accurately uses general academic and/or domain-specific words/phrases to *enhance meaning*.

Fulfills all discipline-specific and task requirements.

*Develops precise and logical claims (and counterclaims when appropriate) by clarifying and analyzing the relationships between claims, reasons, and evidence.
W.9-10.1b, c

*Interprets text by making **valid inferences** and drawing **credible claims/conclusions** based on an accurate reading of the text(s). *W.9-10.1a,2a,b; RI9-10.2-6; RL.9-10.1-6,&10*

*Supports interpretation and conclusions by selecting significant, relevant, and sufficient **evidence** (e.g. facts, extended definitions, concrete details, strong and thorough textual evidence, and prior knowledge) appropriate to the audience's knowledge of the topic, accurately citing evidence when appropriate.
W.9-10.2b,8,9; RI9-10.1; RL.9-10.1-3,&10

Accurately uses general academic and/or domain-specific language that clarifies and supports purpose. *L.9-12.6*

Activity 1: Editing for Formal Style and Objective Tone

CCSS W.9–12.1d & 2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

What Is Formal Style and Objective Tone?

- ▶ Formal style is synonymous with academic writing, in which the writer adopts an impersonal, professional, and objective tone.
 - Common Characteristics of a Formal Style:
 - Use of precise and effective language;
 - No colloquial language (i.e. everyday speech/slang);
 - No use of contractions;
 - Use of an active voice rather than passive;
 - No use of the first (“I”) or second person (“you”).
- ▶ Objective Tone is conveyed by treating a topic in an impartial and impersonal style, where all information is discussed independent of the writer’s personal viewpoints/opinions.

A Google search for academic writing will yield many examples of style guides to use as a resource for students.

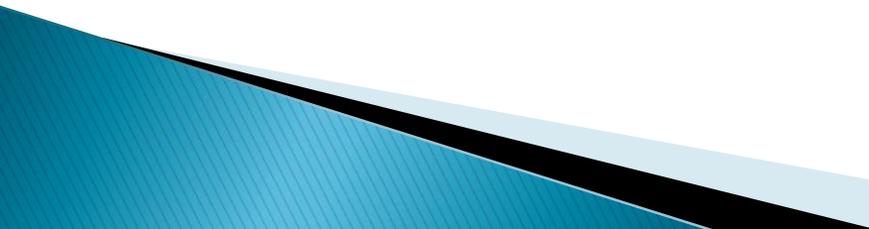
School-wide Rubric Expectation: Produces Clear and Coherent Writing

- ▶ Provides organization appropriate to task, purpose, and audience with a clear and coherent opening, body, transitions, and a conclusion that follows from and supports the argument presented. *W.9-12.1-4*
- ▶ Establishes a formal style and objective tone while attending to the discipline-specific writing norms and conventions. *W.9-12.1d; 2e*

Teaching Strategy: Editing for Style and Tone

- ▶ The best way to teach style and tone is to have students edit actual writing (including their own) for style and tone.
- ▶ **Sample 1:**
 - After reviewing the characteristics of formal style and tone, model the editing process by identifying style and tone errors, and offer suggestions for revision.
- ▶ **Sample 2:**
 - Provide students with a sample of student writing for them to “grade” individually.
 - After a few minutes, have students share their edits with an elbow partner, then share as a large group.

Let's Try It...

- ▶ Read Sample 1 and identify errors in style and tone based on the list below:
 - Use of precise and effective language;
 - No colloquial language (i.e. everyday speech/slang);
 - No use of contractions;
 - Use of an active voice rather than passive;
 - No use of the first (“I”) or second person (“you”).
 - ▶ Working with an elbow partner, offer revision suggestions that will correct the style and tone errors.
 - ▶ Share as a large group.
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Activity 2: Selecting the Best Evidence

CCSS W.9–12.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

School-wide Rubric Expectation: Demonstrates Critical Thinking

Evidence Indicator:

Supports interpretation and conclusions by selecting significant, relevant, and sufficient evidence (e.g. facts, extended definitions, concrete details, strong and thorough textual evidence, examples, prior knowledge, etc.) appropriate to the audience's knowledge of the topic, accurately citing evidence when appropriate. *W.9-10.2b, 8, 9; RI.9-10.1; RL.9-10.1-3 & 10*

Using the Indicator as an Instructional Tool

- ▶ Sufficient
- ▶ Relevant
 - Appropriate, applicable, & connected
- ▶ Significant
 - Meaningful, persuasive, & rational
- ▶ Lesson
 - Students select evidence to support thesis
 - Provide rationale for selections

Assessment Tool

Prompt:

Should the use of animals in scientific experiments be banned because of practicality and ethics?

▶ ***In your essay, you should:***

- ***explain your position with supporting evidence from the class discussion, personal experiences, and the readings;***
- ***evaluate how guidelines on experimentation would impact both humans and animals***

Assessment Tool

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Questions?

- ▶ Feel free to contact any of us with questions or comments.
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