



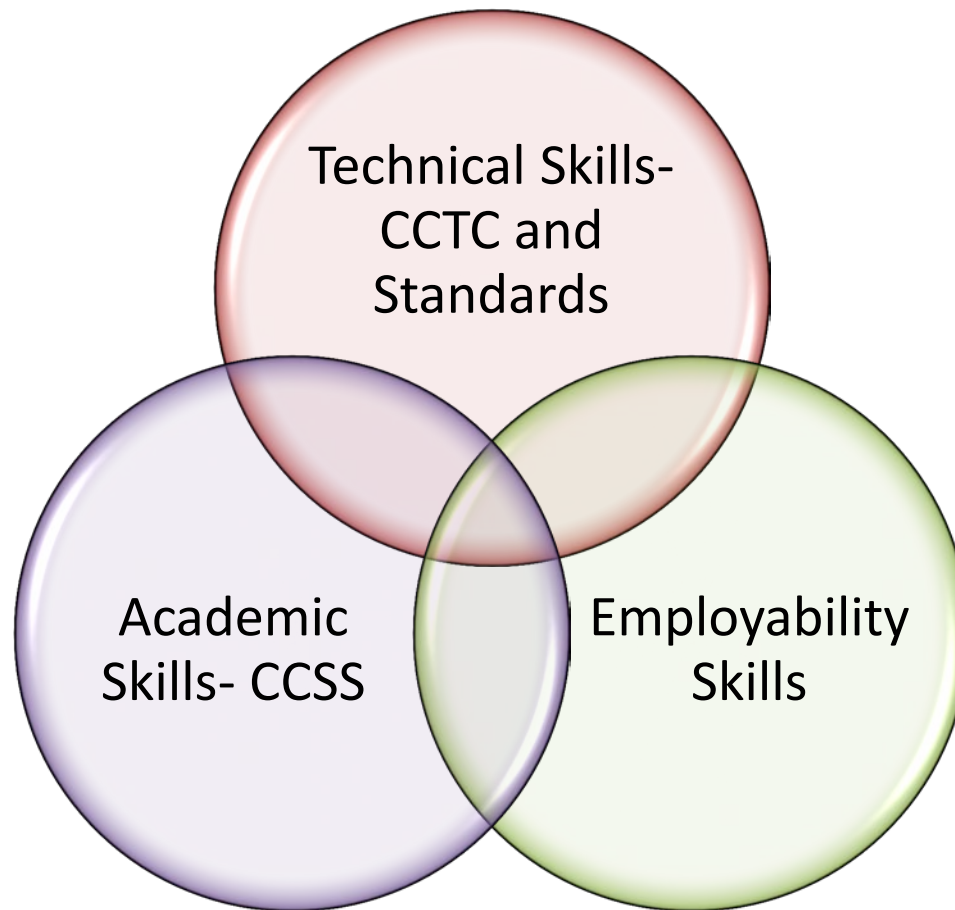
Using Common Core Standards to Support CTE Goals

Integrating Technical, Academic
and Employability Standards into
Meaningful Performance Tasks

Participants will be able to:

- ❑ Understand and use the process to unpack a Common Core State Standards (CCSS) in literacy
- ❑ Integrate Technical Standards with CCSS and Employability Skills into a Performance Task
- ❑ Develop criteria that will inform a rubric to assess the Performance Task
- ❑ Navigate the CTE Literacy Resource Guide

Integrate CTE Skills and Knowledge





Curriculum Planning (Understanding by Design Model)

Standards – Unpacking

Learning Objective

Performance Task
(assessment)

Long-Term
Planning

Weekly and
Daily
Lessons

Sort, Group, Label the Standards Cards

- You have just received 3 sets of standards cards.
 1. Examine each set of cards at your table.
 2. Determine a title or label for each set based on the content on each one.
 3. Share your labels of each set with someone at your table. Were they the same? Different?



Connect to your Expertise

- Using the **WHITE CARDS** please identify which technical standard(s) you will be teaching in the next two weeks.
- Discuss with your Cluster



Brainstorm

- What literacy skills would a person need to have in order to show mastery of the technical standards you chose?
 - Reading
 - Writing
 - Listening
 - Speaking



Brainstorm

- Are there any literacy skills you listed on your sheet that align to the Common Core State Standards in Literacy?
- Use your BLUE CARDS



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Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
	Key Ideas and Details		
1.	Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
	Craft and Structure		
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	Integration of Knowledge and Ideas		
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9.	Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	Range of Reading and Level of Text Complexity		
10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Unpacking Protocol

- Read through grade specific standard
- Use the *previous grade* standard to identify "new learning's"
- **Circle verbs** and come to consensus on meaning
 - Ask: what do students need to do to meet the standard?
- Underline noun/noun phrases
 - Ask: what do students need to know to meet the standard
- Record on template

Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Topic: Key Ideas and Details

Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

11-12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unpacking Standards Template

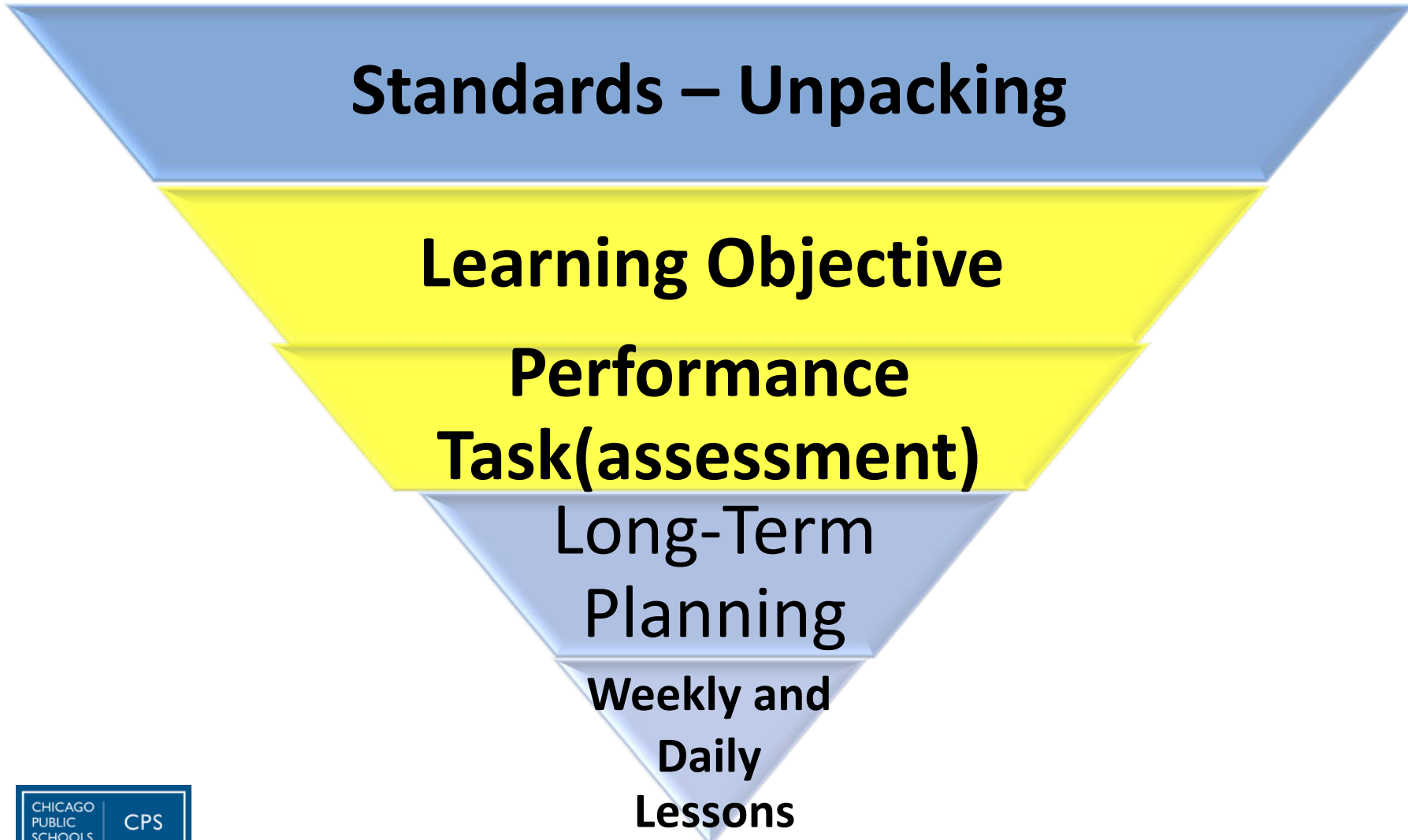
What does the student need to know? (Content)	What does the student need to be able to do? (Process)	How should the student demonstrate proficiency of the content and/or skill(s)? (Performance)
New Learning:	New Learning:	
Key Prior Learning:	Key Prior Learning:	

Unpacking Standards Template

What does the student need to know? (Content)	What does the student need to be able to do? (Process)	How does the CCSS you unpacked reinforce both the technical and employability skills you teach?	How should the student demonstrate proficiency of the content and/or skill(s)? (Performance)	What criteria would show a students' proficiency?
New Learning:	New Learning:	1. Look at the EA cards and the tech cards and utilize the terminology		
Key Prior Learning:	Key Prior Learning:			



Curriculum Planning (Understanding by Design Model)



Standards – Unpacking

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Mission Possible!!!

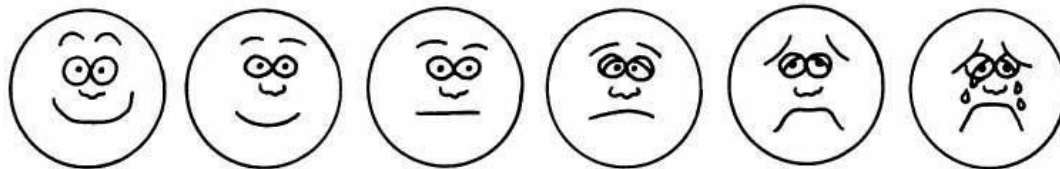
Your Mission: Create an integrated Performance Task that includes your Q2 technical standards, Employability Skills and the unpacked CCSS literacy standard.



**“Measure what we value;
value and act on what we
measure.”**

What is a Rubric?

- Descriptive scoring schemes developed by teachers (perhaps with the assistance of students) to guide the analysis of the products or processes of student's efforts
- Set of criteria that make it easier to assess the quality of a learning product
- Means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final product.



What do Rubrics Assess?

- Assessment level:
 - Student learning
- A stated learning objective:
 - **Content** – the knowledge specific to a given discipline
 - **Performance** – skills and internal processes required for achievement in a given discipline

What are the Benefits of Using Rubrics?



Components of a Rubric

SCALE

C
R
I
T
E
R
I
A

	Exemplary Distinguished 4	Good Proficient 3	Satisfactory Apprentice 2	Needs Improvement Novice 1
Criterion 1	Met and Exceeded Expectation/Standard	Met Expectation/Standard	Met Most of Expectation/Standard	Met Some or little of the Expectation
Criterion 2	DESCRIPTORS			
Criterion 3				

Good vs. Poor Rubric Examples

	Topic/Understanding	Organization	Details	Mechanics	Vocabulary
5	<ul style="list-style-type: none"> • Very creative • Compelling • Superior understanding 	<ul style="list-style-type: none"> • Extremely well developed introduction and closing • Superior transitions • Logical and flowing 	<ul style="list-style-type: none"> • Rich, varied, precise details • Highly effective 	<ul style="list-style-type: none"> • No errors • Correct spelling • Correct conventions • Varied punctuation 	<ul style="list-style-type: none"> • Rich, varied, precise use of words • Sophisticated
4	<ul style="list-style-type: none"> • Somewhat creative • Excellent understanding 	<ul style="list-style-type: none"> • Well-developed introduction and closing • Good transitions • Logical and focused 	<ul style="list-style-type: none"> • Well-developed details 	<ul style="list-style-type: none"> • Less than 5 errors • Correct spelling • Correct punctuation • Varied sentences 	<ul style="list-style-type: none"> • Varied and precise use of words • Interesting
3	<ul style="list-style-type: none"> • No spark • Good understanding 	<ul style="list-style-type: none"> • Obvious introduction and closing • Average transitions • Limited focus • Irregular flow 	<ul style="list-style-type: none"> • Details evident 	<ul style="list-style-type: none"> • Less than 10 errors • Correct punctuation • Varied sentences 	<ul style="list-style-type: none"> • Adequate word usage • Average
2	<ul style="list-style-type: none"> • Not interesting • Low effort • Brief • Limited understanding 	<ul style="list-style-type: none"> • Attempt at an introduction and closing • Transitions awkward • Confused focus • Scattered ideas 	<ul style="list-style-type: none"> • Limited details 	<ul style="list-style-type: none"> • Less than 20 errors • Punctuation inconsistent 	<ul style="list-style-type: none"> • Limited variety of words used • Below average
1	<ul style="list-style-type: none"> • No effort • Too brief • Not focused • No understanding 	<ul style="list-style-type: none"> • No introduction and closing • Poor transitions • No focus • Disjointed 	<ul style="list-style-type: none"> • Few or no details • No bibliography 	<ul style="list-style-type: none"> • More than 20 errors • No attempt to edit 	<ul style="list-style-type: none"> • Clearly below grade level • Limited word usage

Creating a Rubric

1. Determine Criteria
2. Determine Scale
3. Write Descriptors

SCALE

	Exemplary Distinguished 4	Good Proficient 3	Satisfactory Apprentice 2	Needs Improvement Novice 1	
C R I T E R I A	Criterion 1	Met and Exceeded Expectation / Standard	Met Expectation / Standard	Met Most of Expectation / Standard	Met Some or little of the Expectations/ Standard
	Criterion 2		DESCRIPTORS		
	Criterion 3				



Step #1 Generating Criterion

1. Describe (for yourself) what the task will be and what good work will look like
2. Think about the criteria that will be used to measure the quality of the performance
3. Choose one criterion to expand into your scale
4. Place the details on your planning placemat

Keep in mind...Criteria

- Use language and terms with which the students are familiar
- Criteria should be clearly related to the assignment
- Be sure to include only the most essential components of students' performance for the assignment



Step #2- Generating a Scale

- Make sure the scale for evaluation is clear
- Use words that describe the task
- Use language that is meaningful to your students
- Place your scale on the planning placemat

Generating Descriptors

- Write Descriptors in your Planning Placemat
- Should reflect standards that are high and attainable
- Phrase descriptors so that you leave considerable flexibility for students to choose and develop their own content
- Avoid unclear language such as “creative”
- Avoid unnecessarily negative language



Good vs. Poor Descriptors

Words and Phrases for Prompt and Rubric Design

Developed by the SBE Design Team, Northern Colorado BOCES

Instruction Verbs for 5 Levels of Thinking				
Knowledge/ comprehension	Application	Analysis	Synthesis	Evaluation
List	Use	Inspect	Plan	Rate
Repeat	Show	Inventory	Create	Score
Record	Apply	Examine	Design	Value
Relate	Employ	Diagram	Program	Select
Locate	Interpret	Analyze	Manage	Assess
Review	Operate	Compare	Arrange	Estimate
Restate	Sketch	Contrast	Compose	Appraise
Describe	Schedule	Relate	Propose	Evaluate
Discuss	Illustrate	Question	Set Up	Revise
Explain	Translate	Test	Collect	Judge
Recognize	Demonstrate	Measure	Assemble	Debate
Identify	Dramatize	Differentiate	Prepare	Oppose
Define		Distinguish	Construct	Defend
Report		Calculate	Formulate	Criticize
Name		Experiment	Organize	
Recall				
Tell				

Four Levels of Difference in Degrees		
Degrees of understandign	Degrees of Frequency	Degrees of effectiveness
<ul style="list-style-type: none"> • Thorough/complete • Substantial/extensive • Minimal/general • Partial/some misunderstanding 	<ul style="list-style-type: none"> • Nearlyalways/ always • Often/frequently • Sometimes/occasionally • Rarely/almost never/never 	<ul style="list-style-type: none"> • Highly effective • Effective • Moderately effective • Minimally effective/ineffective

Web Resources

- [Rubistar](#)
- [i-rubric](#)
- [Teachnology](#)
- [Teacher Planet](#)
- [Recipes4Success](#)





Rubric Activity- Your Turn

1. Individually or in your Cluster team, determine one more Criterion you wish to assess for your project and write it in the next space.
2. You will use the same scale as you used to measure the first criterion.
3. Determine your descriptors for the highest scale measurement and work backwards.



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Literacy Resource Guide

What it is...

- An **introduction** to the recommended CCSS-ELA focus of each Quarter for CPS
- The **specific Literacy Common Core State Standards** that support the recommended focus.
 - Selected by CPS teachers and Board curriculum planners
- A variety of **activities with instructions** and tools to support the standards
- **Rubrics** to use with writing

How to use it...

- “Grab and Go” graphic organizers to facilitate writing and thinking
- Instructions on how to scaffold reading strategies in a CTE classroom
- Provide opportunities to align instruction with other teachers in your building to promote collaboration



Jigsaw the Literacy Resource Guide

1. Each group will be assigned a Quarter to review
2. Examine the standards, strategies and resources provided.
3. Identify one that you think would be easy to use/use currently and one that is new to you.
4. Be prepared to share with the whole group.



Ticket Out the Door- "3, 2, 1"

3- List Three New or Reinforced Learning Nuggets

2- Questions You Still Have

1- Strategy or Resource You Will Use in the Next Three Weeks

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