THE COMMON CORE KNOWLEDGE AND PRACTICE SURVEY

Report

This report reflects the results from School ABC for 7 teachers between grades K and 2 in English Language Arts (ELA).

This report provides results from the Common Core Knowledge and Practice Survey taken by the teachers in your school. This survey focuses on the three major instructional Shifts required by the Common Core State Standards (CCSS) in English Language Arts/Literacy:

1. **Complexity**: regular practice with complex text and its academic language

2. **Evidence**: reading, writing, and speaking grounded in evidence from texts, both literary and informational

3. **Knowledge**: develop a breadth of understanding across topics through content-rich fiction and non-fiction

This report also includes a section on Knowledge and Practice of Lesson Alignment to the CCSS.

For more information about the Common Core Knowledge and Practice Survey, please click here (AchieveTheCore/AboutTheSurvey.php).

HOW TO USE THIS REPORT

Survey reports are meant to serve as a snapshot of knowledge and practice of the Common Core State Standards within a school setting. The reports show data in aggregate so as to remain non-evaluative and ensure anonymity of participants.

We encourage educators to use their reports as a starting point for honest conversations about the state of implementation in their local setting. Within the report, a set of discussion questions are embedded in the report to provide guidance to facilitate conversations among colleagues. A list of resources is also included in the report and can be used by teachers individually or in professional development/PLC settings to learn more about the Standards.

> This report is not an evaluative tool, nor is it a measure of teacher quality. Rather, this report is a measure of teachers' knowledge and practice of the Common Core State Standards

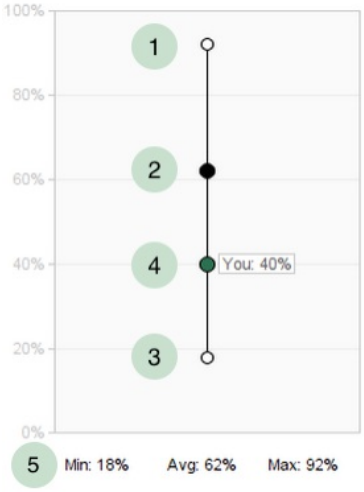
Both the survey questions and the resulting feedback reports are organized around the major Shifts in English language arts and mathematics. One to two pages in each report are devoted to each Shift. Further, the page for that Shift is divided into two parts, one about knowledge of the Shift, and the other about instructional practices employing that Shift.

The second part of the report for each Shift focuses on teachers' practices as they relate to that Shift of the Common Core State Standards. Because teaching is a contextualized practice, there is not correct or incorrect answer to this section. Instead, there are some practices that are encouraged by the Common Core State Standards. This section is designed to give a picture of what instruction related to the Common Core looked like over the time that the survey was completed. The results are meant to be used to stimulate discussions about the instructional practices occurring at your school.

Result Report Components - See reverse for more details.

1. Knowledge Results: Provides information on teacher's knowledge of the CCSS.
2. Practice Results: Provides information regarding teachers' practices in the classroom in relation to the CCSS
3. Discussion Questions: Provides discussion questions to help coaches and teachers collectively reflect on the Shifts in classroom practice.
4. Resources: Provides resources to support group discussions and help teachers continue to learn about the CCSS.

How to Read Knowledge Charts

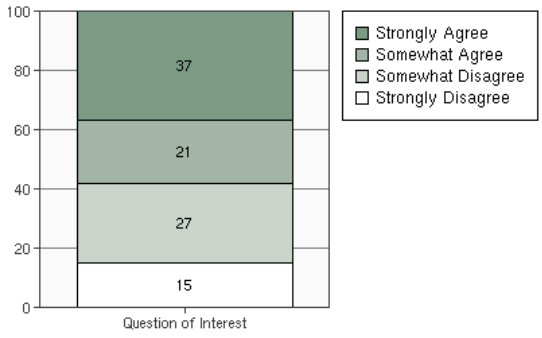


The knowledge results for each of the Shifts are presented in a graph such as the one shown to the left.

1. The top open circle represents the highest score among the group.
2. The middle solid circle represents the mean or average score for the group.
3. The bottom open circle represents the lowest score among the group.
4. Individual teachers will see their own results represented as green circle.
5. The exact values are displayed underneath the graph, as in the example here: Min: 18%, Avg: 62%, Max: 92%

How to Read Practice Charts

PRACTICE | Rate of emphasis teachers placed on reading a text.



Practice data is displayed in simple bar graphs and stacked bar graphs. A stacked bar graph is a graph that is used to compare the parts to the whole. As with the simple bar graph, the stacked bar graph uses rectangular boxes to represent categories of a variable. The whole bar represents the total number of participants, and each section represents the percentage of participants representing that specific category.

How to Use the Discussion Questions

The discussion questions in this report are meant to provide guidance for coaches and teachers to collectively reflect on classroom practice in relation to the Shifts. These conversations will help educators continue to develop strategies and make progress towards effective implementation of the Shifts. We recommend these are used in a professional learning community or professional development setting in which educators can have an open and honest dialogue about the current state of aligning instruction and practice to the Standards.

How to Use Resources

The resources in this report are meant to support the discussion between instructional leaders and teachers and help educators continue to learn about the Shifts in the Common Core State Standards and how to translate them into practice. The collection contains narrative descriptions and illustrations of the Shifts in the form of sample problems and texts, as well as tools and activities designed for self-learners and PLC/PD settings.

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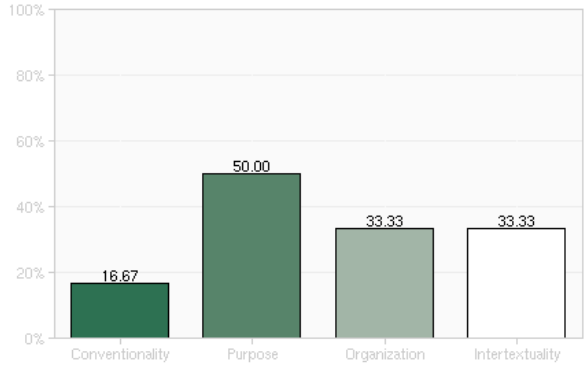
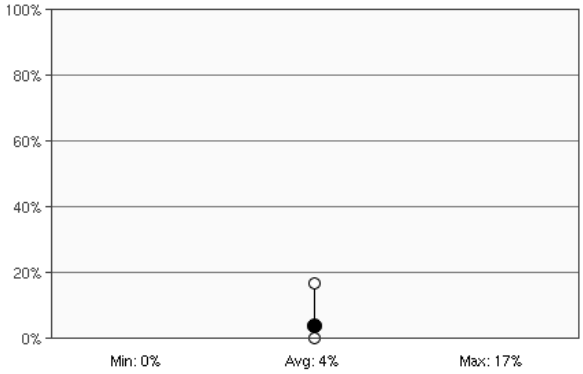
ELA | COMPLEXITY

KNOWLEDGE | Percent of teachers who correctly evaluated a text for grade-level appropriateness

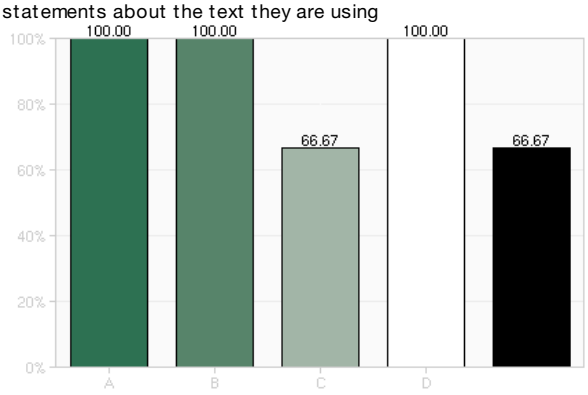


KNOWLEDGE | Distribution of teachers' knowledge regarding familiarity with academic vocabulary

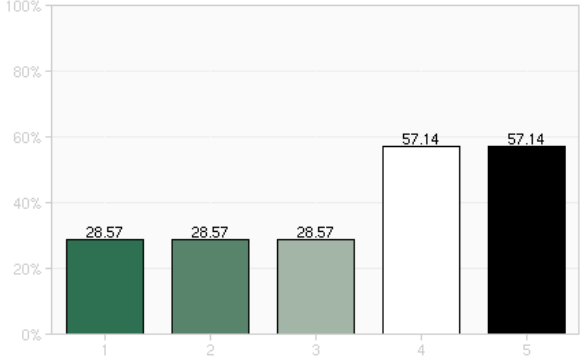


Min: 0% Avg: 8% Max: 18%

PRACTICE | Extent to which teachers agree with the following statements about the text they are using



PRACTICE | Extent to which teachers agree with the following statements about working with complex text



KEY

A - The text really engages my students.
B - The reading level is at the grade level that I am teaching.
C - The reading level is appropriate for the abilities of my students.
D - This text has worked well for me in the past.
E - The content of the text fits well with what we are studying.

1 - I figure out additional structures and scaffolds for all of my students.
2 - I deemphasize sections of the text if I think they are too difficult for my students.
3 - I take challenging sections of the text and reword them so that my students can understand.
4 - I provide more advanced texts for students who are reading above grade-level.
5 - In addition to the text I provide easier texts for students who are reading below grade-level.

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ELA | COMPLEXITY

Discussion Questions

As you examine the results, these questions are meant to help facilitate a discussion among teachers and instructional leaders about Complexity.

1. What texts are our students reading over the course of the year?

2. How were these texts decided/chosen?

3. How much practice do students have with appropriately complex texts? What is our evidence?

4. How are we building students' academic vocabulary?

5. How do we support all students in working with grade-level text? How do we provide scaffolding for students below grade-level so they can read grade-level text? How do we create opportunities for students who are advanced to engage more deeply with grade or above grade-level text?

Resources

These resources can help you deepen your knowledge and practice of Complexity.

The Shifts (http://achievethecore.org/shifts-ela): Webpage containing information and resources of the three shifts

Webinar on Finding Texts (http://achievethecore.org/text-webinar): A webinar from Metametrics and SAP that explains how to find texts at different levels of complexity using online databases

Finding CCSS Grade-Levels for Texts (http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/656/finding-ccss-grade-levels-for-texts-scass-rubrics-list-pg): Rubrics for evaluating the qualitative features of text complexity

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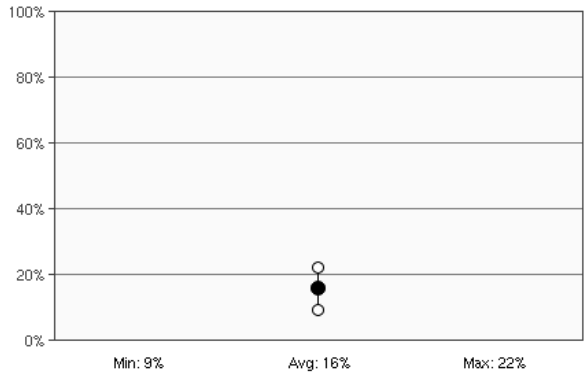
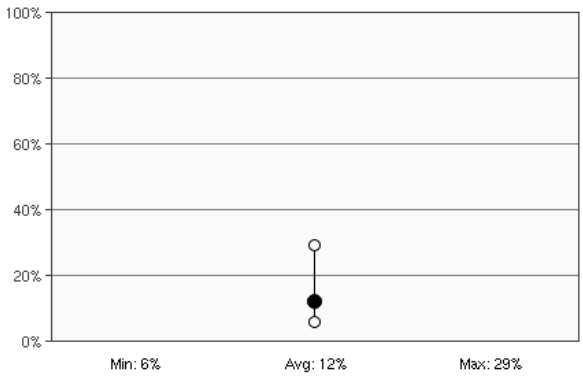
ELA | EVIDENCE

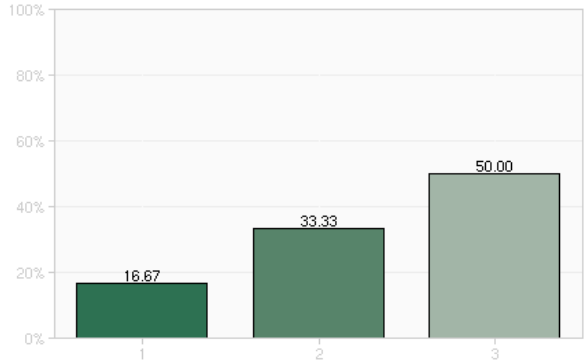
KNOWLEDGE | Distribution of teachers' knowledge regarding the accurate identification of text-dependent and text-specific questions



KNOWLEDGE | Distribution of teachers' knowledge regarding the accurate sequencing of text-dependent questions



PRACTICE | Ways that teachers chose to redirect students back to the text



KEY

1 - Asked questions that referred the student back to the text, and were essential to the text.

2 - Asked questions that referred the student back to the text, but were not essential to the text.

3 - Asked questions that were outside of the text, that did not refer student back to text.

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ELA | EVIDENCE

Discussion Questions

As you examine the results above, these questions are meant to help facilitate a discussion among teachers and instructional leaders about Evidence.

1. How often do we require students to cite evidence from the text during classroom discussions?

2. After students read a passage, are we providing them with text-dependent questions, activities, and tasks? What is our evidence?

3. Do we choose writing prompts that require students to draw evidence from the text?

Resources

These resources can help you deepen your knowledge and practice of Evidence.

The Shifts (http://achievethecore.org/shifts-ela): Webpage containing information and resources of the three shifts

Guide to creating text-dependent questions (http://achievethecore.org/text-dependent-questions): Resources for writing and evaluating text-dependent questions

Checklist for evaluating question quality (http://achievethecore.org/question-quality-checklist): A clear checklist for evaluating the quality of text-dependent questions

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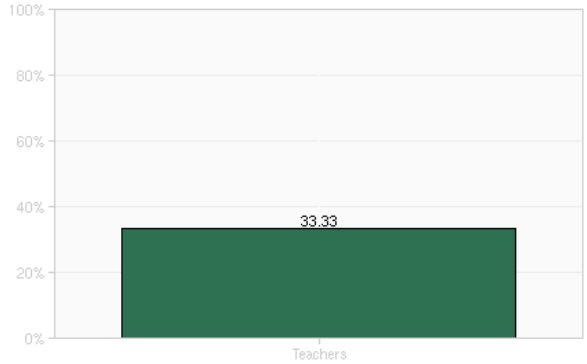
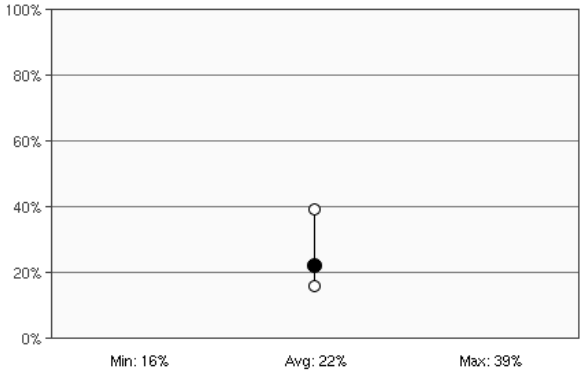
ELA | KNOWLEDGE

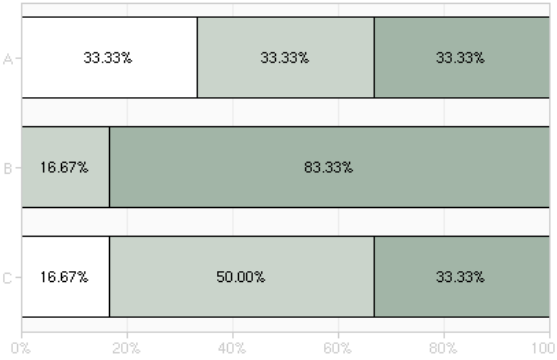
KNOWLEDGE | Percentage of teachers who were able to identify activities to build students' content knowledge on a subject or topic



KNOWLEDGE | Distribution of teachers' knowledge regarding identification of domain-specific vocabulary



PRACTICE | Frequency with which teachers connect literacy instruction to other disciplines to build content knowledge



KEY

A - Read non-fiction text in the classroom

B - Connected literacy instruction to other content (e.g., science, social studies)

C - Sought texts from other content area teachers

- Several times a week
- About weekly
- Several times a month
- Less than once a month
- Almost never/Never

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ELA | KNOWLEDGE

Discussion Questions

As you examine the results above, these questions are meant to help facilitate a discussion among teachers and instructional leaders about Knowledge.

1. How often are students reading non-fiction texts?

2. Have we sequenced texts around a topic so that students are building knowledge about a particular subject? When? Give an example.

3. Are we using non-fiction texts to teach students about science, history/social studies, and the arts? (For MS/HS teachers: Are we working with teachers of other subjects to coordinate curriculums where appropriate?)

Resources

These resources can help you deepen your knowledge and practice of Knowledge.

The Shifts (http://achievethecore.org/shifts-ela): Webpage containing information and resources of the three shifts

ELA/Literacy Sample Lessons (http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/752/featured-lessons-list-pg): Common Core-aligned sample lessons with explanations and supporting resources

In Common - Effective Writing for All Students (http://achievethecore.org/in-common): Demonstrates using K-12 samples for all three types of Common Core writing

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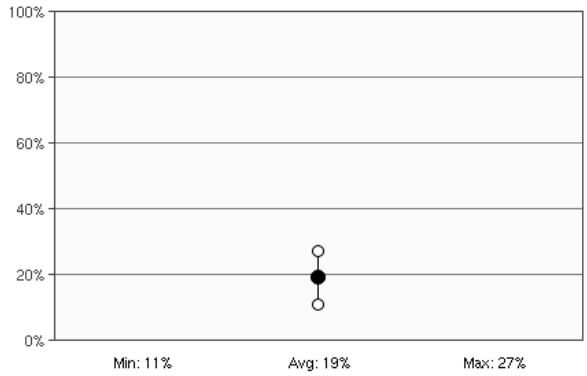
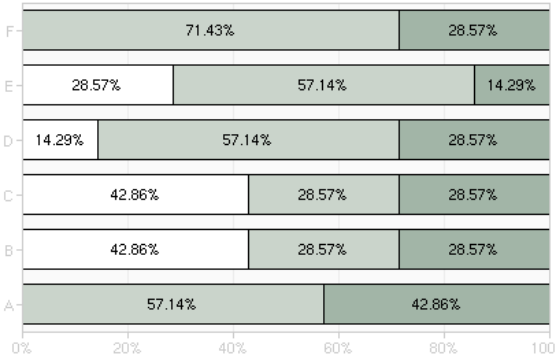
ELA | LESSON ALIGNMENT

KNOWLEDGE | Distribution of teachers' knowledge regarding identification of activities in a lesson that meet the needs of all students



PRACTICE | Rate of emphases teachers placed on certain text-priority activities in a unit of study



KEY

A - Reading a text

B - Discussing language author uses in text, or themes found in text

C - Informational/persuasive writing

D - Discussing vocabulary words

E - Speaking and listening skills

F - Attending to grammar and writing conventions

- Major emphasis
- Minor emphasis
- Not an emphasis

This report reflects the results from School ABC for 7 teachers between grades K and 2 in English Language Arts (ELA).

ELA | LESSON ALIGNMENT

Discussion Questions

As you examine the results above, these questions are meant to help facilitate a discussion among teachers and instructional leaders about aligning lessons to the Standards.

1. What tools or protocols do we currently use to evaluate alignment of instructional materials? How do we use them?

2. How can we use tools and protocols more effectively to generate evidence-based commentary and provide recommendations for improvement to developers and teachers?

Resources

These resources can help you deepen your knowledge and practice of Lesson Alignment.

Planning Tool (http://achievethecore.org/planning-tool): Lesson planning tool

Coaching Tool (http://achievethecore.org/coaching-tool): A tool to assist teachers, and those who support them, build understanding about CCSS-aligned instruction