



**Tennessee Department of Education  
Spring 2015 Leadership Course  
Middle School Class 1**

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**Agenda and Table of Contents**

<b>Agenda</b>	<b>Key Reference Materials</b>
<b>Opening Session</b> 8:30-9:15	Course Goal and Norms, Guiding Principles, TEAM Alignment, Key Questions
<b>Assessments Overview</b> 9:15-9:45	TNReady and Social Studies Overview, TNReady Overall Instructional Implications, TNReady Overview PLC Guide, Reflection
<b>TNReady (ELA)</b> 10:00-11:30	TNReady ELA Overview, TNReady ELA Instructional Implications, Sample Items, Item Deconstruction, Key Student Behaviors and Teacher/Leader Actions, PLC Guide, Reflection
<b>Social Studies</b> 11:30-12:00  <b>LUNCH</b>  <b>Social Studies</b> 1:00-1:30	Social Studies Overview, Standards and Performance Level Descriptors, Field Test Assessment Frameworks, Scoring Rubric, Sample Items, Item Analysis, PLC Guide, Expectations Progression
<b>High Impact Writing Survey</b> 1:30-2:00	High Impact Practices, PLC Guide, "Start-Stop-Keep" Reflection
<b>TNReady (Math)</b> 2:15-3:45	TNReady Math Overview, TNReady Math Instructional Implications, Math Practices Sample Items, Item Comparison, Key Student Behaviors and Teacher/Leader Actions, PLC Guide, Reflection
<b>Appendix and Closing</b> 3:45-4:00	Contact Information, Bridge to Practice, Assessment Documents, Math Major Focus of the Grade

# **Welcome to Spring 2015 Leadership!**

## **Our Goal in this Course:**

Support collaborative learning among leaders that is focused on increasing student achievement as we transition to new assessments aligned to the Tennessee state standards.

## **How Will We Achieve that Goal:**

- Peer-Led Discussions and Collaboration
- Direct Applications to Our Classrooms and Schools
- A Focus on Identifying Key Leader Actions

## **Course Norms:**

- Keep students at the center of focus and decision-making.
- Balance urgency and patience.
- Be solutions-oriented.
- Speak Up!
- We need collective solutions. Be present and engaged.
- Challenge with respect.
- Risk productive struggle.
- Monitor airtime and share your voice.

# Guiding Principles

- All students are capable of achieving at a high level
- Students rise to the level of expectation when challenged and supported appropriately
- Students learn best when they are authentically engaged in their own learning
- We must continuously improve our effectiveness as teachers and leaders in order to improve student success
- We must make every minute with our students count with purposeful work and effective instruction

# What this Course Is and Is Not

What it is	What it is not
Peer led; Leaders learning alongside other leaders	TDOE-prescribed course of action
Content-specific key actions needed for student success	General discussion of instructional practices
A learning series with bridge to practice exercises	Only an isolated PD experience
Focused on student learning and teacher support	Focused on test preparation
New content on our new assessments in Tennessee as it applies to instruction	In-depth information regarding assessment administration logistics
Connected to actionable strategies that can be used in your school/district	Sit and get content



## Alignment of the Spring 2015 Leadership Course to the TEAM Administrator Rubric

The Division of Curriculum and Instruction and the Division of Teachers and Leaders have partnered in ensuring that the activities of the Spring 2015 Leadership Course and the accompanying Bridge to Practice exercises are aligned to practices and outcomes in the TEAM Administrator Evaluation Rubric.

During both **Class One** and **Class Two**, Leadership Course participants will be engaging in collaborative professional learning and evaluating school and district instructional practices for the purpose of implementing a model of continuous improvement. Upon return to their schools and districts, participants will be equipped with several opportunities to engage with their school and district Leadership Teams in facilitating ongoing learning and instructional planning for all teachers.

School and district leaders are strongly encouraged to utilize the learning opportunities provided in the Spring 2015 Leadership course to make connections to the following indicators of the TEAM Administrator Evaluation Rubric:

- **Indicator A1: Capacity Building:** Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards.
- **Indicator A2: Data Analysis and Use:** Collaborates with educators to analyze multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
- **Indicator B2: Leveraging Educator Strengths:** Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
- **Indicator B4: Ownership:** Models and communicates expectations for individual and shared ownership of student, educator, and school success.
- **Indicator C1: Evaluation:** Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model and uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
- **Indicator C2: Differentiated Professional Learning:** Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*.
- **Indicator C4: Teacher Leaders:** Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.

More information about the TEAM Administrator Evaluation process can be found at: <http://team-tn.org/evaluation/administrator-evaluation/>.

Questions?

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**Forbes**<http://onforb.es/1wRQVpv>

Glenn Llopis Contributor

*Solving the leadership identity crisis to enable unseen opportunities*

Opinions expressed by Forbes Contributors are their own.

LEADERSHIP 1/06/2015 @ 9:45AM : 16,838 views

# Embrace a New Leadership Mindset by Facing 8 Critical Realities

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As we enter the New Year together, this is the perfect time to reflect upon the ways we can mature and grow as leaders. With the economy beginning to show signs of life, leaders must take stock of their attitude, approach and style and identify ways to improve their performance for the betterment of the employees and the organizations they serve. This process begins by accepting the fact that you may need to adopt a new leadership mindset – a realization awakened by your past experiences, previously missed opportunities and the business trends that demand it.

A mindset shift requires you to break away from old behaviors and habits that may no longer be serving you effectively in your leadership. It demands that you escape your comfort zone and accept that complacency is doing you more harm than good. Adopting a new mindset is the first step in reinventing yourself as a leader, and ultimately regaining your competitive advantage, impact and influence.

Changing your mindset requires you to look at the manner in which you engage people, approach situations, make decisions and evaluate opportunities. It's about changing unproductive behaviors and throwing ego out the door. This can be extremely difficult, especially when you feel compelled to make behavioral changes in your leadership when circumstances force your hand – for example, as a result of a reorganization, downsizing, merger or acquisition.

As a leader, it's not about waiting for your business, clients or the marketplace to shape your mindset – but rather about being acutely aware of the dynamics around you to anticipate when it's time to change. If you wait, and don't have time to prepare for a mindset shift, that is when it feels forced, uncomfortable and awkward. On the other hand, when you can anticipate and begin to make the required behavioral changes, you are better able to sustain your leadership momentum.

As you continue your leadership journey in 2015, resolve to embrace a new mindset by taking a close look at these eight critical realities of the workplace:

### **1. A Positive Mental Attitude Fuels Endurance and Performance**

21st century leaders see opportunities everywhere, every day, and they make the most of those that cross their path. Many times they are opportunities that others don't see. A positive mental attitude allows you to drown out the noise, and see opportunity where others see chaos and uncertainty. If you don't maintain a positive attitude, it's all too easy to grow tired of the rat race and let bitterness rise to the surface; this creates unnecessary disruption and negatively impacts those we lead.

To adopt a new leadership mindset, stop judging others and begin to see people through a lens of opportunity. Everyone has something to offer and when given the opportunity to reach their full potential, people tend to deliver more than what is expected from them – especially when their leader displays a positive mental attitude, sees the glass as half-full and accepts people for who they are rather than expecting everyone to be just like them. Leaders inspire higher-levels of performance through genuine engagement and choosing the right attitude and outlook that motivates their employees to achieve and succeed.

### **2. Mental Toughness Makes You Stronger**

Mental toughness defines the leadership game. You need wide-angle vision to continuously navigate the terrain that awaits you and to make the big decisions that support your vision. The tension points of leadership can be extremely exhausting and pressure-packed. Nevertheless, the leadership journey must continue with a demeanor unfazed as if it were business as usual.

Mental toughness is acquired over time through trials and tribulations. To be mentally tough means that you have grown accustomed to anticipating crisis and managing change – a by-product of experiencing failure and knowing how to renew and reinvent yourself.

As I have learned from my own experiences, mental toughness begins when you can separate your emotions and remain focused on what matters most. Mental toughness is a mindset; embrace it.

### **3. Risk Must Be Your Best Friend**

As a business leader, I have learned one thing above all about adverse circumstances. It is a certainty that those who venture more, risk more adversity. Risk is always in the gap between opportunity and success. You

must therefore make risk your new friend. Risk is at times fickle, but without it the greatest opportunities will not be realized.

Unless you are willing to accept that you must take calculated risks whatever the consequences, your days in leadership are numbered. If you lead with the mindset that risk is your best friend, you will stop being afraid to fail, and instead be empowered to learn from the risks you take.

Remember this: *Adversity may make or break you, but it ultimately reveals who you are as a leader.*

#### **4. Authenticity Leads to Discovery**

When you lead in ways that come most naturally to you, you start to stand out from the crowd and people begin to take notice. People gravitate towards those leaders who are most authentic and have the self-trust to be themselves – not what others want them to be. Being authentic is difficult, especially when you feel the pressure to fit-in-the-culture of the workplace.

But the best leaders are the authentic ones who define the culture and set the standards by which you evaluate and assess other leaders. You remember authentic leaders the most because they unleash their passionate pursuits and unique ways of thinking in everything they do and how they do it. Being authentic is a mindset from which you define your distinction, multiply your influence and allow your leadership to get discovered.

#### **5. What You Read Shapes How You Lead**

It's easy to spot a leader with an identity crisis because they rely on the reuse of other people's content, rather than looking inside themselves to discover their own creativity of thought and originality of purpose. How many times have you heard your boss or another leader quote a book and then repurpose key messages from that book as if they were their own?

The content you read shapes how you lead and influence others. Leaders gravitate towards content that fuels their knowledge and provides them with the insights and wisdom to keep them on their toes and better serve others. This is fine, but true leadership requires original thought and imagination to truly motivate others, solve problems, and cultivate innovation and initiative.

Continuous improvement is a mindset that demands a commitment to education. Stay ahead of the latest trends to assure your leadership never loses its impact and influence. Educate yourself the right way and be mindful of the content you read and how it shapes the way you think and lead. But never let it become a substitute for your own ideas and ideals.

#### **6. Employees Want to be Heard – So Listen**

Empower people and provide them with a platform to express themselves without judgment. Social media has taught us that to lead in the 21<sup>st</sup> century you must be agile and adaptable towards the needs of others – and this means giving people a voice and listening to their needs, desires and aspirations.

When employees say they want their voices to be heard, they are really saying they want leaders who will not just hear them, but really listen to them. As employees seek more attention, feedback and support, leaders must become more mindful of individual needs in order to more effectively inspire professional development and overall performance. Leaders who listen are able to create trustworthy relationships that are transparent and breed loyalty. You know the leaders who have their employees' best interests at heart because they truly listen to them.

Listening is a mindset. Be a responsible listener and put it to good use.

## **7. Competition is Fierce**

Today's workplace is a reflection of the times: uncertain and unstable. As leaders navigate this short-term, fast-paced, tension-filled terrain, they must be careful not to develop an attitude that adds fuel to the fire of this uneasy environment.

The workplace used to be focused on the planning and execution of short, mid-range and long-term growth objectives. It was a place where careers were born and legacies were created. A place that encouraged teamwork, unity and advancement – and fueled by collaboration, partnerships and client relationships. Today, long-term business goals have been eclipsed by a more short-term personal goal: survive the unknown long enough to stay in the game. For leaders, this means adapting to a role where time management is often unmanageable because everything is a priority.

Being competitive is a mindset. Competition is so fierce in the workplace that only leaders with the right strategic focus who never lose momentum will be able to keep their competitive edge.

## **8. Significance is Greater than Success Alone**

The leader that does not seek to be significant cares primarily for recognition, while the leader that seeks to be significant cares primarily for respect. Recognition explodes and subsides, respect reverberates and multiplies. Significance allows your leadership to be more sustainable than success itself.

Seeking to be significant is a mindset that will allow you to build the necessary foundation to effectively deal with the previous seven critical realities you will face as a leader in 2015. Sustaining this new mindset

throughout the year will enable you to maximize the full potential of your leadership and better serve others.

As you begin to renew your leadership and adopt a new mindset, let these eight critical realities of the workplace be your guide. It may not always be easy, but it doesn't have to be that difficult either if you rely on your most authentic self; a positive but mentally tough attitude; empowered employees with a voice that you listen to; risk as your best friend; and significance as your true measure of success.

Follow me on Twitter @GlennLlopis

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## Opening Article

After reading the article “Embrace a New Leadership Mindset by Facing 8 Critical Realities” by Glenn Llopis, complete the following 4 A's Reflection:

1. What **assumptions** does the author of the text hold?
2. What do you **agree** with in the text?
3. What do you want to **argue** with in the text?
4. What parts of the text do you want to **aspire** to?

Select a phrase or sentence from the article that created the "A" reaction for at least two of the "A" questions.

Share at your table two of your A's.

## Key Questions for Today's Class

- What are the important administration elements of TNReady and the new social studies assessment?
- What student expectations should frame our instructional support for teachers as we transition to the new TNReady English language arts assessments?
- What should students experience in social studies instruction to ensure they are prepared?
- What high impact writing opportunities should students experience across disciplines?
- What student expectations should frame our instructional support for teachers as we transition to the new TNReady math assessments?



# **Section 1: Assessments Overview**



## Introduction to TNReady

Emily Freitag  
Assistant Commissioner of Curriculum & Instruction  
January 2015

### **This video will discuss two main questions:**

- What are the key features of TNReady Assessment that we know at this point?
- When will additional information be determined and shared?

Our goal is to increase the number of students who graduate ready to succeed in college or a living-wage career.

**With time and support, students have risen to meet high expectations.**

- 11<sup>th</sup> Grade Writing:
  - In 2004 – 72%
  - In 2012 – 92%
  
- Algebra II TCAP
  - In 2011 – 30.8%
  - In 2014 – 47.9%
  
- Approximately 100,000 additional Tennessee students are on grade level in math compared to 2010.
- More than 57,000 additional Tennessee students are on grade level in science compared to 2010.

## What is TNReady?

- TNReady was selected through a competitive Request for Proposals (RFP) process.
- TNReady will be written to assess our current Tennessee State Standards in math and English language arts in grades 3-11.
- TNReady can be adjusted over time if the standards change.
- This is an assessment designed by Tennessee, for Tennessee.

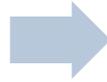
## What is TNReady?

- The primary vendor for TNReady is Measurement Incorporated(MI), with the American Institute of Research (AIR) serving as a subcontractor.
- TNReady will be administered on the MIST platform – both in ELA & math.

## TNReady Timeline for Administration

Part I (ELA and Math)

- Given 2/3 of the way through the course or year



Part II (ELA and Math)

- Given 90% of the way through the course or year

There will be a block option for high school.

- Students will receive **one** score for math that combines parts I & II and **one** score for ELA that combines parts I & II.
- Writing will be part of the overall ELA score, not a separate test.
- We will know in March what standards will be assessed on each part of the test.

## TNReady Item Types

Not all questions will be multiple choice.

- Our writing assessment and CRA expanded the use of non-multiple choice items.

There will be Evidence Based Selected Response (EBSR) and Constructed Response Items.

- Specific test blueprint will be determined this winter.
- Writing intensive.

There will be Technology Enhanced Items (TEI) on the assessment.

- More information about how TEI will be assessed with paper pencil will be available in March.

**Sample items** as well as **additional information about the design** for each subject on specific topics like timing, calculator use, online administration and reporting is available in two key documents:

- TNReady Design Phase I
- Instructional Implications

You will review this with your facilitator in greater detail.

**There are a few other assessment updates to be aware of this year.**

- Social Studies field test taking place in Spring 2015, with new assessments beginning in 2015-16.
- Students will take the writing assessment in February in grades 3-11.

### What will it take?

- Belief our Students Can Do It
- Continuous Improvement
- Working together

Send your questions to  
[TNCore.Questions@tn.gov](mailto:TNCore.Questions@tn.gov)

**TNReady: Design and Instructional Implications**

**Overall:**

<b>What we know</b>	<b>What should students know and do?</b>	<b>What should teachers know and do?</b>	<b>What should leaders know and do?</b>
<p>1) The assessment will be designed to assess our current standards and can be adjusted over time if the standards change.</p>	<ul style="list-style-type: none"> <li>• Experience daily instruction based on the standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan instruction based on the standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure instruction is being planned based on the standards.</li> </ul>
<p>2) The test will be given online with a paper pencil back up for the first three years.</p>	<ul style="list-style-type: none"> <li>• Practice with the platform multiple times before the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan practice and plan lessons and instruction that mimics the functions available on the assessment and the assessment platform.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students have the opportunity to practice.</li> <li>• Encourage teachers to assign tasks that allow students to use the tools they will use on the test.</li> </ul>
<p>3) There will be a variety of item types.</p> <ul style="list-style-type: none"> <li>• Not all questions will be multiple choice</li> <li>• Evidence Based Selected Response</li> <li>• Technology Enhanced</li> <li>• Constructed Response</li> </ul>	<ul style="list-style-type: none"> <li>• Explore content with a variety of types of questions.</li> <li>• Regularly write.</li> <li>• Experience the types of items that will be on the assessment as part of their learning prior to administration.</li> <li>• Experience instruction that balances focus on critical thinking and basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Personally experience the variety of item types.</li> <li>• Plan assessments with multiple types of items.</li> <li>• Plan assignments that ask student to articulate their thinking and approach through thinking, speaking and writing.</li> <li>• Balance critical thinking, application and basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure teachers have the opportunity to personally experience the technology and the types of items that will be on the test.</li> <li>• Ensure district or school assessments involve multiple item types, not just multiple choice.</li> </ul>
<p>4) TN Ready will be given in two parts.</p> <ul style="list-style-type: none"> <li>• Part I will be given 2/3 of the way through the course or year.</li> <li>• Part II will be given 90% of the way through the course.</li> <li>• There will be a block option for high school.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the key content for part I before the test is given.</li> <li>• Understand that testing will have multiple important parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure instructional plans include all key content for Part II in the first half of the year. (More information will be shared in March.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure any school or district pacing guides begin instruction on the major work of the grade early in the year.</li> </ul>

**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to begin to explore and familiarize themselves with TNReady assessment.

**Topic for Discussion: TNReady Overview**

<b>Step 1:</b>	Download the TNReady overview from the “For Leaders” section of the TNCore website at <a href="http://www.tncore.org">www.tncore.org</a> . You will also want to download the “TNReady Instructional Implications” document and the “TNReady Overview Video” if you would like to use these. This activity should take approximately 45-60 minutes.
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>1. Watch the video “TNReady Overview Video.”</li> <li>2. Give teachers 2-3 minutes to discuss at their tables any immediate reactions.</li> </ol>
<b>Step 3:</b>	<ol style="list-style-type: none"> <li>1. Go through the PowerPoint presentation that you downloaded.</li> <li>2. After each section of the presentation, refer teachers to the “TNReady Instructional Implications” document and have them read the “What should students know and do?” and the “What should teachers know and do?” columns. Have each table create a list on chart paper of “Current Practices” and “Needed Practices” that marks where they feel instructional changes need to occur.</li> </ol>
<b>Step 4:</b>	<ol style="list-style-type: none"> <li>1. Have each group share out from their reflections.</li> <li>2. Encourage each group to select the one “Current Practice” that is impacting learning and select one “Needed Practice” that, if implemented, would most greatly impact learning.</li> </ol> <p>You will repeat Steps 3 and 4 for all three sections of the PowerPoint and “TNReady Instructional Implications” document.</p>
<b>Step 5:</b>	<p>After completing all three sections of the PowerPoint and accompanying document, provide some time for reflection at each table. Conduct a “3-2-1 Reflection” with them:</p> <ul style="list-style-type: none"> <li>• 3 immediate actions that TNReady expectations requires of you as a teacher</li> <li>• 2 areas of further professional learning that you need as a teacher</li> <li>• 1 most important high impact instructional practice that we need to embrace as a school</li> </ul>
<b>Step 6:</b>	Collect the chart paper that include the “Current Practices” and the “Needed Practices”. Your school leadership team can compile these into an action plan document to share with staff and use in setting your instructional and professional learning priorities for the 2015-16 school year.





## **Section 2: TNReady (ELA)**

## TNReady ELA (Reading)

TNCore

All reading questions will be text-dependent and will include informational text as well as literature from the disciplines of ELA, science, social studies, and technical subjects.

Majority of reading score points will be devoted to questions that require students to cite textual evidence.

Tasks will focus on central ideas of the text.

Vocabulary will focus on general academic (Tier 2).

We will know number of passage sets by March.

Texts will be similar complexity to 2015 Writing Assessment.

## TNReady ELA (Reading)

TNCore

- Close Reading strategies have focused on effective strategies for the types of questions we will see on TNReady.
- Continued student interaction with high quality, grade level texts across the disciplines will be crucial.

## TNReady ELA (Writing)

TNCore

- Students will write an extended response based on a grade-level appropriate complex passage.
- Tasks will be based on a response to at least one text and require students to cite evidence.
- Year One will focus on opinion/argumentative and informational/explanatory writing.
- Support and elaboration will weigh more heavily than conventions and language.
- These items will be human scored.

2/3 of the way through course

To Be Determined

- Number of sections per part
- Timing
- Specific rubric and scoring
- Number of passages per grade level
- Weighting of final score
- Reporting Design

## TNReady ELA (Writing)

TNCore

- Results on the writing section will factor into the overall score (including accountability and TVAAS).
- The MIST Platform is familiar to us.
- All grades (3-11) will have a writing section.

## •What We Know

- Language standards will be assessed authentically through actual student writing or exercises that reflect real-world activities (i.e. editing a paper).
- These standards will not be assessed only through selected response questions.

## •To Be Determined

- Total number of question on Part II
- Weighting of conventions in the rubric and/or scoring tools

Notes:

**TNReady**  
**Sample Items**  
**English language arts**

**Passage #4**  
**Grade 6-8**

**Goofs and Great Inventions**

**Lost Cities, Lost Treasure**

- 1 In 1871, an adventurer named Heinrich Schliemann started digging in the ground of a Turkish city, seeking the lost land of Troy. Schliemann, a businessman and scholar, was born in Germany in 1822. As a young man he dreamed of discovering the treasures of the ancient world, and even made a plan for it when he was nine years old.
- 2 His youthful sense of adventure eventually brought him to California, where he made a fortune in the gold rush. With his profits, he began his second career in archaeology.
- 3 Archaeology was still a young science in the 1800s. In fact, it was hardly a science at all. The promise of treasure and adventure in foreign lands attracted people like Schliemann. Like a lot of treasure hunters, Schliemann was smart, curious—and hungry for gold or fame. On the other hand, he loved ancient cultures, especially Greek culture. He loved learning and traveling. By the end of his life, he spoke 13 languages, including his native German. He loved Greek history and culture so much that he and his wife Sophia named their children Agamemnon and Andromache.
- 4 There was another, less likeable side to Schliemann. He has been described as a trickster who didn't always tell the truth. He was known for changing or making up details in his stories of discovery. He wrote a thrilling account of his experience in the San Francisco fire of 1849—even though he was nowhere near San Francisco at the time. And as much as he loved antiquities and learning, his love of attention and money were equally strong. They may have been too strong in the end.
- 5 In 1868 he had been seeking the lost city of Troy for many years. He found out that a British archaeologist named Frank Calvert owned part of a site in Turkey. It was near the modern town of Canakkale. Calvert believed that ancient Troy was founded at this site. He did not have the funds to dig or discover for himself. Schliemann agreed to fund and share in the work.
- 6 Calvert was very different from Schliemann. He was self-taught, modest, and liked to keep his discoveries quiet. He was serious about protecting the artifacts he found. He did not have enough money of his own to carry out his work. He had to rely on Schliemann's funds. This proved disastrous for him, and perhaps even worse for the remains of Troy.
- 7 By 1871, Schliemann had started digging up Troy his way. He was convinced he knew exactly how far down to dig, and how to get there. He had workers open up huge trenches in the earth, shoveling out layers of debris and artifacts that had lain undisturbed for centuries. Although he and Calvert both discovered treasure, the damage done to the site was profound. Today, archaeologists believe that the historic Troy that the Greek poet Homer described was in a layer much higher up. We will never know for sure.
- 8 Schliemann's careless actions erased important clues to Troy's past. Schliemann took the credit for what was found, and Calvert's contribution was almost forgotten. Calvert's family is still fighting to give him full credit for finding ancient Troy. Schliemann is remembered not only as a great explorer but also for being dishonest. Yet both men discovered great things at the site: ancient axes, household items, and jewels. Together, they did prove there had been an ancient city called Troy. The gold and other precious items they found are now in the Pushkin Museum in Moscow, Russia. Was the find worth the damage it caused to the site?

**How a Melted Bar of  
Chocolate Changed Our  
Kitchens**

- 9 Percy Spencer never set out to help you cook your dinner in only 5 minutes. All he did was carry a bar of chocolate in his pocket onto the factory floor. What he discovered that day was more than how to get chocolate stains out of your clothes. He discovered a completely new way to cook.
- 10 The events leading up to the most powerful melted candy in the world gives us a clue to the kind of person Percy Spencer was. He was born in the town of Howland, Maine in 1894. As a boy, he liked to tinker and discover how things worked. His uncle was handy with machines, and taught Spencer a lot about them. When a log hauler broke down outside their house, the young boy had fun watching and helping while his uncle worked to fix the truck.
- 11 Percy went to work quite early to help support his family. By the time he was 16, he was working full-time in a machine shop. He volunteered to be one of three men who helped the machine shop convert to electrical power in 1910. He had no real training at the time, but he decided to try. That experience taught him everything he needed to be an electrician.

- 12 Imagine for a moment what that was like for young Percy Spencer. Today, every year, computers are becoming faster and smaller. Touch-screen technology is still very new. We have hardly begun to understand what else we can discover. Imagine you are Percy Spencer in the brand-new world of electrical engineering. So much to discover! And so many mistakes to make!
- 13 In everything he did from then on, Percy Spencer seemed to run toward discovery and take the chance of making mistakes. He joined the navy to become a telegraph operator. Once again, he did not know much about this type of work. He taught himself what he needed at night, while he was standing watch on the ship.
- 14 By the time he was in his early 20s, Percy Spencer had taken another big leap. He was only the fifth employee of the new company Raytheon. He continued inventing and learning. The company grew, and his knowledge grew with it. Soon he was an equal with the smartest and best educated people in the United States.
- 15 Before Spencer Percy's lucky microwave discovery, Raytheon was most famous for making a device that helped shrink down the radio to a modest size and cost. That helped put radios in many American households, making it one of the first devices for broad, shared communication. Raytheon also manufactured magnetic devices used for tracking moving vehicles and other moving objects on Earth or in space. One of Raytheon's experiments was the Magnetron. The Magnetron generated microwaves, which are exactly what they sound like: small waves that are shorter in length than a regular radio wave. Scientists at Raytheon discovered that the Magnetron gave off a lot of heat. No one made a connection between this high heat and any possibilities for progress until Percy Spencer.
- 16 Standing near the Magnetron one day while it was on, Spencer noticed that the bar of chocolate in his pocket melted. He had a moment of realization. He asked for popcorn kernels, and put them near the heat. Minutes later, the man we can thank for microwave popcorn had a discovery on his hands.
- 17 It took more than 20 years, a lot of patience, and many mistakes before Raytheon perfected a microwave oven that people could use and could afford. In 1967, the Amana Radarange made its debut. Movies on demand at home were still decades away, but at least now Americans were ready with the popcorn. All thanks to Percy Spencer and his mistaken snack.

## **In Praise of Careful Science**

- 18 Don't be fooled: Accidents usually do not lead to great discoveries. Although it is fun to think about how a bump on the head from an apple changed our understanding of gravity, the reality is less fun. Most of the time, scientists work for decades and make very few mistakes. When they do, most mistakes cause problems, not progress.
- 19 Scientist John Denker says that many "big discoveries" were actually invented, step by step. Scientists made small discoveries over time. A lot of these small discoveries were predicted, and then proven, with no mistakes. Denker describes how magnetrons and radar were discovered. They were researched for years. The work was kept secret. The scientists worked to avoid mistakes. When they were announced, the public did not imagine the years that went into that work. Then, Percy Spencer accidentally discovered the magnetron's property for heating food. That one moment overshadowed many years of careful science.
- 20 It also took more than 20 years after the "melted chocolate moment" to bring a commercial microwave to the public. The equally important process after discovery is also ignored. During that long process after discovery, scientists need to test their ideas with care and make as few mistakes as possible. When Pierre and Marie Curie discovered radium, they spent years after the 1898 discovery studying it. They were still studying it when they shared the Nobel Prize for Science with Henri Becquerel in 1903.
- 21 As John Denker says, "I am reminded of the rock star who said it took him 15 years to become an overnight sensation."
- 22 It is too easy to say, "Without mistakes, no discoveries can be made." Most mistakes do not lead directly to discoveries. Thomas Edison said that inventing was 1 percent inspiration and 99 percent perspiration. The typical role of a mistake in science is not to lead to a brilliant invention, but to teach a scientist how to do better next time. As space physicist Carl Sagan once said, "Science is a self-correcting process."

## A Series of Quotations about Error and Discovery

- 23 “We learn wisdom from failure much more than from success. We often discover what will do by finding out what will not do; and probably he who never made a mistake never made a discovery.”—19th century Scottish author Samuel Smiles
- 24 “Error is a hardy plant; it flourisheth in every soil.”—19th century English writer Martin Farquhar Tupper
- 25 “Love truth, but pardon error.”—18th century author and philosopher Francois Marie Arouet Voltaire
- 26 “The aim of science is to seek the simplest explanations of complex facts. We are apt to fall into the error of thinking that the facts are simple because simplicity is the goal of our quest. The guiding motto in the life of every natural philosopher should be, Seek simplicity and distrust it.”—20th century philosopher Alfred North Whitehead

### Sample Item: Long Extended Response

#### Writing Training Test Grades 6-8 #1

It’s no secret that sometimes great discoveries come as a result of really big mistakes. But are they always worth the problems they cause? Sometimes the mistakes lead to greatness, and sometimes they lead to disaster. Are mistakes key to making discoveries?

Write an essay for your science class web site arguing whether or not mistakes are a key part of discovery. Your essay must be based on ideas, concepts, and information from the “Goofs and Great Inventions” passage set.

Manage your time carefully so you can

- plan your essay;
- write your essay; and
- revise and edit your essay.

Be sure to

- include a claim;
- address counterclaims;
- use evidence from multiple sources.

Do not over rely on one source. Type your answer in the space provided.

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## Key Teacher and Leader Actions That Support Student Expectations and Behaviors

On the following page, you will find the “Instructional Implications” document that applies to our discussion around TNReady English language arts. As we read through each section, use the space below to make notes about what you feel are the **3-5 most beneficial actions and behaviors** for each column that you want to prioritize at your school. These will form the basis of an action plan in your “Bridge to Practice.”

Key Leader Actions	Key Teacher Actions	Key Student Behaviors

English Language Arts

What we know	What should <u>students</u> know and do?	What should <u>teachers</u> know and do?	What should <u>leaders</u> know and do?
<p>5) All reading questions will be text dependent and will include non-fiction and literature from the disciplines of ELA, science, history/social studies and technical subjects.</p> <ul style="list-style-type: none"> <li>The majority of reading score points will be devoted to questions that require students to directly provide textual evidence in support of their response.</li> <li>Tasks will focus on the central ideas and important particulars of the text, rather than on peripheral concepts.</li> <li>Vocabulary items will ask students to use context to determine meaning and focus on general academic (tier 2) vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly read complex texts from a range of disciplines and answer questions about what they have read that require them to cite evidence.</li> <li>Regularly make and defend arguments with evidence in talk and writing.</li> <li>Evaluate the best evidence.</li> <li>Practice discerning the meaning of words in context.</li> <li>Identify and construct central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Experience the assessment questions personally.</li> <li>Know how to evaluate the complexity of a text and select texts with quantitative and qualitative features appropriate for the grade level.</li> <li>Plan and ask questions that require students to evaluate and cite evidence to defend an argument.</li> <li>Plan and ask questions that require students to determine the meaning of words in context.</li> <li>Provide opportunities for students to identify/construct central ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers experience and deeply understand the questions students will be asked.</li> <li>Define expectations for the school about the frequency of exposure to complex texts.</li> <li>Ensure the texts students are reading reflect or exceed the complexity of the tasks they will experience on the assessment.</li> <li>Ensure teachers are asking questions in discussion and on assessments that require students to read closely and cite and evaluate evidence.</li> </ul>
<p>6) Two-thirds of the way through the course or the year, students will be required to write an extended response based on a grade-level appropriate complex passage.</p> <ul style="list-style-type: none"> <li>All writing tasks will be based on a response to at least one text and require students to demonstrate ability to cite evidence.</li> <li>Writing tasks, for year one, will focus on persuasive/argument and expository writing.</li> <li>The rubric will more heavily weight points for support and elaboration with fewer points for conventions and language.</li> <li>Results on the writing section will be factored into the overall ELA score.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly write in response to a text, typing response wherever possible.</li> <li>Receive actionable feedback on their writing (structure and form) and have the opportunity to apply the feedback in revision and in novel situations.</li> <li>Review their writing with a peer.</li> <li>See examples of strong essays and responses from other students.</li> <li>Experience direct instruction in how to outline and structure an argument in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and deeply understand the structure of the writing tasks and the scoring guides.</li> <li>Structure regular opportunities for students to write in response to a text.</li> <li>Provide feedback to students on their writing.</li> <li>Provide opportunities for students to review writing with peers and review strong examples.</li> <li>Explicitly teach students how to outline an argument and write in response to a text.</li> </ul>	<ul style="list-style-type: none"> <li>Define expectations for the school for the frequency of writing assignments.</li> <li>Ensure all teachers experience and deeply understand the structure of the writing tasks and scoring guides.</li> <li>Ensure all teachers know how to structure tasks for students involving writing based on sources.</li> <li>Ensure all teachers know how to and provide regular, substantive feedback on content and form of student writing.</li> <li>Ensure teachers across disciplines are incorporating rigorous writing tasks.</li> </ul>

<p>7) Language standards will be assessed authentically through actual student writing or exercises that reflect real world activities (i.e. editing a paper). Language standards will not be assessed only through selected response questions.</p>	<ul style="list-style-type: none"> <li>• Have opportunities to practice editing papers and responding to questions that require students to identify and solve grammar errors.</li> <li>• Receive feedback on conventions and language in writing (in balance with feedback on structure and content).</li> </ul>	<ul style="list-style-type: none"> <li>• Experience and understand the types of questions students will be asked.</li> <li>• Understand the weighting of total points on language questions in the context of the overall ELA blueprint.</li> <li>• Provide opportunities for students to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure teachers understand how language will be assessed and the balance of points that will come from language questions.</li> </ul>
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**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to familiarize themselves with the expectations of the new TNReady English language arts expectations for students.

**Topic for Discussion: TNReady ELA Item Deconstruction**

<b>Step 1:</b>	Download the “TNReady ELA Expectations” presentation from the “For Leaders” section of the TNCore website at <a href="http://www.tncore.org">www.tncore.org</a> . You will also want to download the sample items and the “Instructional Implications for ELA.” (You may also make copies of them from this manual.)
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>1. If you have not shown your staff the TNReady overview video or the accompanying PowerPoint presentation, review the presentation you downloaded from TNCore on ELA expectations.</li> <li>2. Give teachers 2-3 minutes to discuss any immediate reactions at their tables and then share out.</li> </ol>
<b>Step 3:</b>	<ol style="list-style-type: none"> <li>1. Distribute the “Instructional Implications” document and talk through each row.</li> <li>2. Allow teachers to concentrate on the “Teachers” and “Students” columns.</li> <li>3. After each row, give some discussion time at each table and have tables share out which actions they want to prioritize and which student behaviors they believe need to become areas of focus.</li> </ol>
<b>Step 4:</b>	<ol style="list-style-type: none"> <li>1. Distribute the TNReady sample items.</li> <li>2. Allow teachers some time to review the items and engage in discussion centered on how the key teacher actions and student behaviors could impact mastery of these items.</li> </ol>
<b>Step 5:</b>	<ol style="list-style-type: none"> <li>1. Choose one of the sample passage sets for your grade band and allow teachers to work through the entire set, completing all items just as students would.</li> <li>2. When all teachers are finished, record reactions to the items and the passages on chart paper.</li> </ol>
<b>Step 6:</b>	<p>From their experiences, have grade levels and/or content areas record instructional planning goals for using these and similar items in classroom instruction. You may also provide time for teachers to create similar items to these for use in daily instruction.</p> <p>Guiding questions may include:</p> <ol style="list-style-type: none"> <li>1. What expectations of our students must occur for them to be successful on these types of items?</li> <li>2. Are the reading passages we are using in our instruction now reflective of the passages we see in these types of items?</li> <li>3. What practices do we have in place now that are supporting our students’ expectations in reading and writing?</li> <li>4. What instructional practices do we need to prioritize and benchmark through frequent analysis of student work that support these student expectations?</li> </ol>

## TNReady ELA Reflection

As we conclude this section on the TNReady ELA assessment overview, briefly reflect on what you have learned about the new assessment’s expectations, what the items look like, and key teacher and leader actions. Complete the following chart as we look at what we are already doing, what we need to stop doing, and what we need to start doing in our instructional practices around English language arts.

<i>What instructional practices are we <b>already using</b> in our school/district that supports student success on TNReady in ELA?</i>	<i>What practices do we have in place in our school/district that do not align with TNReady expectations in ELA that we <b>need to stop</b>?</i>	<i>What instructional objectives and practices do we need to <b>start and prioritize</b> to maximize impact on student success on TNReady in ELA?</i>

Notes:



# **Section 3: Social Studies**

## 2015 TCAP Social Studies/US History: Design and Administration Information

The new content standards for social studies and US History, which were passed by the State Board of Education in July 2013, will go into effect during the 2014-15 school year. They are available [here](#). As announced in the June 3 Director Update ([here](#)), there will be a field test for new TCAP Achievement and End of Course social studies/US History tests based on these standards in spring 2015 and operational testing will begin in the 2015-16 school year. This memo includes detailed design and administration information.

Please contact [tncore.questions@tn.gov](mailto:tncore.questions@tn.gov) with any questions about test design and [tned.assessment@tn.gov](mailto:tned.assessment@tn.gov) with any questions about test administration.

<b>Design and Administration</b>	
Administration	<ul style="list-style-type: none"> <li>• There will be a TCAP field test in 2014-15. Operational social studies/US History testing will resume in the 2015-16 school year.</li> <li>• The field test will be statewide and will be administered online. Results from the field test will be used to inform and improve the new operational assessments, and will not be shared with districts.</li> <li>• The field test will include both multiple choice and extended response items (essays.) Essays will be scored both for the Tennessee Social Studies content and literacy expectations. The final design of the operational assessment may or may not include these essays, but we will be testing these items on the field test. A decision on the inclusion of extended response items on the operational assessment will be made after field test results have been examined.</li> <li>• There will be an extended testing window to allow districts to schedule and complete online testing from April 13 – May 8.</li> <li>• For scheduling purposes and to balance load on servers, districts will be given the opportunity to select a testing window during order entry. Information on scheduling will be provided in a separate communication via EdTools.</li> </ul> <p>Total time will include both the multiple choice and extended response sections and will be determined and communicated by the field test results. The expectation is that both sections will be administered during the same session.</p>
Format	The Spring 2015 field test will be administered online to all students on the TestNav8 platform.
Grade bands	<p>Students currently assessed on TCAP-Alternative Portfolio will not participate in the Spring 2015 field test. Beginning in 2015-16, a separate alternative social studies assessment will be administered. Additional information regarding the alternative social studies assessment is forthcoming.</p> <p>For students participating in the field test, test forms will be written for the following grades and subject areas:</p> <ul style="list-style-type: none"> <li>• Grades 3-8</li> <li>• US History</li> </ul> <p>No additional content areas, World History included, have been added to the list of field tested subjects.</p>
Design	<ul style="list-style-type: none"> <li>• All students in Grades 3-8 and US History will respond to both multiple choice and extended response item(s). We will be sharing more detailed test design information (e.g. number of test</li> </ul>

	<p>items) later this fall.</p> <ul style="list-style-type: none"> <li>• Scoring will include both the multiple choice and extended response sections of the test. More details about reporting will be available following the field test.</li> <li>• For the extended response portion, students will engage with a written or visual stimulus.</li> <li>• Texts will be chosen based on a variety of factors, including quality, style, and subject matter, and will be reviewed by teachers for content and sensitivity.</li> </ul>
<p>Educator Review Meetings</p>	<p>Educator Content and Bias and Sensitivity Meetings for Social Studies Achievement Grades 3-8 and End of Course US History will be taking place in Nashville November 3-7, 2014. More information will be forthcoming from TDOE.</p>
<p><b>Scoring and Accountability</b></p>	
<p>Scoring Process</p>	<ul style="list-style-type: none"> <li>• The spring 2015 TCAP Achievement and EOC social studies/US History field test will be centrally scored by Pearson. Like previous field tests, results will be used to inform and improve the new operational assessments. Results from the field test will not be shared with districts.</li> <li>• We expect the following for the scoring of the operational test beginning in 2015-16. Please note that this is subject to change based on the Spring 2015 field test: <ul style="list-style-type: none"> <li>○ Both sections of the assessment, including the multiple choice items and extended response items will be scored centrally. No local scoring will be required.</li> <li>○ The scoring process will be robust and driven by Tennessee students and educators. Educators will participate in a process called rangefinding using actual student work from Tennessee classrooms. Decisions made by the rangefinding committee will directly inform how the testing vendor trains their scorers.</li> </ul> </li> <li>• The vendor will closely train and monitor their scorers to ensure validity. Scorers must meet minimum education requirements, participate in extensive training, and successfully score several rounds of qualification sets built from actual TN student responses before they are permitted to score live student responses. Scorers are also closely monitored by scoring leadership with the vendor and the Department of Education throughout the scoring window to ensure validity in scoring and identify and correct potential validity issues.</li> </ul>
<p>Scoring Rubrics &amp; Performance Level Descriptors</p>	<ul style="list-style-type: none"> <li>• Scoring rubrics for the extended response section are trait-based, which means that student writing will be scored according to a number of specific and separate criteria instead of a single group of indicators. The rubrics will assess <b>two</b> traits: <b>content and literacy</b>. The rubrics have been designed to focus on how well a student has mastered and can communicate content knowledge.</li> <li>• Scoring rubrics have been developed by the department to assess the extended response portion of the test. The rubrics are built directly from the language of the new Tennessee social studies/US History content and literacy standards. For grades without social studies literacy standards, the rubrics incorporate the Writing Strand from the new Tennessee standards for English language arts</li> <li>• Rubrics are differentiated by the following grade bands: <ul style="list-style-type: none"> <li>○ Grades 3-5</li> <li>○ Grades 6-7</li> <li>○ Grade 8 and US History</li> </ul> </li> <li>• In spring 2014, Tennessee educators in grades 3-8 and US History drafted Performance Level Descriptors (PLDs) to broadly describe the content knowledge, skills, and practices students performing at a given level should be able to demonstrate at each particular grade level. The PLDs outline the expectations about what type of performance is needed to demonstrate that students are prepared to engage successfully in further studies in the content area. These PLDs will serve as the basis for standard setting following the first operational administration.</li> </ul>

	Both the scoring rubrics and PLDs will be released for each grade band this fall to help teachers and students better understand the expectations of the new test.
Data Return	Results from the Spring 2015 field test will not be shared with districts. As with all new assessments, standard setting will need to occur before data from the first operational administration is returned. More information about the timeline for standard setting and 2016 operational data return are forthcoming.
Reporting and Accountability	The Spring 2015 field test will have no effect upon district or school level accountability including AMOs, and will not be used for TVAAS. Results from the field test will be used to inform and improve the new operational assessments, and will not be shared with districts.  Operational social studies/US History testing will resume in the 2015-16 school year. Following the field test, more information about what student, school, and district reports will look like will be shared.
<b>Technology</b>	
TestNav 8 Platform	<ul style="list-style-type: none"> <li>• Windows XP; 7 or later</li> <li>• OS X 10.6 or later</li> <li>• Linux Ubuntu 12.04 or later</li> <li>• iOS 7 or later</li> <li>• Chrome OS 35 or later</li> </ul>
Devices	<ul style="list-style-type: none"> <li>• iPad2 or later</li> <li>• Chromebooks</li> <li>• Windows 8 tablets</li> </ul>
Bandwidth	<ul style="list-style-type: none"> <li>• 20 kb/s per student</li> <li>• 150 kb/s per student for audio accommodations</li> </ul>
Technical Support	All questions should be submitted via Contact Support tickets on EdTools. The department will provide phone support details with administration information specific to the field test.
<b>Tools, Accessibility Features, and Accommodations</b>	
<b>*For more details about accommodations, please see the <a href="#">Accommodations Manual</a>*</b>	
Features for all Students	The following tools will be provided to <u>all</u> students: <ul style="list-style-type: none"> <li>• Glossed word feature – students can use in instances where a word or phrase may need a definition</li> </ul>
Accommodations	Accommodated forms (e.g. Braille) will not be included in the Spring 2015 field test. Accommodated forms will be available for operational testing beginning in 2015-16. At that time, these forms will be reserved <u>only</u> for students with the accommodation listed in his/her IEP or 504 plan. More information is forthcoming about accommodations that will be available for the Spring 2015 field test and operational test (e.g. text-to-speech).
<b>Support Plan</b>	
Practice Materials	In early spring 2015, the department will make at least one practice test available for each grade/subject area to help teachers and students prepare for the new assessments. <ul style="list-style-type: none"> <li>• These practice materials will illustrate the various types of items used to evaluate the student's mastery of the new social studies/US History standards.</li> <li>• Practice tests will be released as Electronic Practice Assessment Tests (ePATs) and available on PearsonAccess</li> </ul>
Professional Development	Summer 2014 Direct Teacher Training Series (materials <a href="#">here</a> ) focused on supporting K-12 teachers in understanding the new expectations for student learning in social studies and instructional strategies that will support student success.

## Social Studies Expectations Activity

In this section of your participant manual, you will find the set of standards for 7th grade social studies. These represent the full set of student standards for this grade level. After completing each step, debrief as a table.

### STEP 1: Standards Analysis

As a table, divide up the current standards by reporting category and review them as a learner. Look through the standards and collaboratively build and expand your content knowledge of any names, locations, and events that teachers and students may not be familiar with. Look, also, for any performance-based expectations.

Observations:

### STEP 2: Assessment Frameworks Walk-through

Explore the assessment frameworks found in this section of your manual. Identify what percentage of questions will come from the area of the standards that you analyzed. Areas for discussion might be:

- Where are the main areas of focus?
- How can this be helpful in providing guidelines to teachers for planning?
- How should this impact instruction?

Observations:

### **STEP 3: Performance Level Descriptors Analysis**

Explore the new Performance Level Descriptors (PLDs) found in your participant manual. Based on your analysis of your section of the standards and the corresponding assessment frameworks, identify what skills and capacities are necessary for a student to successfully demonstrate mastery.

Observations:

### **STEP 4: Review of Sample Items and Constructed Response Rubric**

Look at the sample items for your grade band included in your manual. For the extended response question, you will find the grade band Tennessee Constructed Response Rubric.. As you look at the items, consider the following questions:

- What has changed about the way multiple choice questions are designed for your students?
- What skills must a student possess to be successful on the extended response question?
- What elements in a student's writing must exist for that student to score at the 3-4 range?

Observations

<b>Content Strand Code</b>	<b>Content Strand</b>	<b>Definition</b>
C	Culture	Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.
E	Economics	Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.
G	Geography	Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.
H	History	History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
P	Government, Civics, and Politics	Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.
TN	Tennessee Connection	Tennessee has a unique story and provides a more intimate view of the past in our present lives. As students connect with their own state's history and geography they will gain a greater perspective of the impact and significance of national history, movements, decisions, and ideas.

## Seventh Grade

### World History and Geography: The Middle Ages to the Exploration of the Americas

**Course Description:** *Seventh grade students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography's influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world.*

#### **The Fall of the Roman Empire**

*The legacy of the Roman Empire and the consequences of the fall of the Roman Empire.*

7.1 Analyze the legacy of the Roman Empire. (C, H)

7.2 Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P).

**Primary Documents and Supporting Texts to Read:** excerpts from Eusebius of Caesarea, "Ecclesiastical History," that describes Constantine

#### **Islamic World, 400 A.D/C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.3 Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and Euphrates Rivers, Nile River. (G)

7.4 Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)

7.5 Trace the origins of Islam and the life and teachings of Muhammad, including Islam's historical connections to Judaism and Christianity. (C, H)

7.6 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life. (C, H, P)

7.7 Analyze the origins and impact of different sects within Islam, Sunnis and Shi'ites. (C, H)

7.8 Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)

7.9 Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)

7.10 Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)

7.11 Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)

7.12 Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)

**Primary Documents and Supporting Texts to Consider:** excerpts from *The Hadith*, Muhammad; excerpts from *The Book of Golden Meadows*, Masoudi

### **Africa, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).

7.14 Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)

7.15 Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)

7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)

7.17 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)

7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)

**Primary Documents and Supporting Texts to Read:** excerpts from *Sundiata: An Epic of Old Mali*

### **China, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert. (G)

7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)

7.21 Analyze the role of kinship and Confucianism in maintaining order and hierarchy. (C, H, P)

7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)

7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)

7.24 Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)

7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)

7.26 Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and sea voyages. (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Analects*, Confucius

### **Japan, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.27 Compare the major features of Shinto, Japan's indigenous religion, and Japanese Buddhism. (C, H)

7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)

7.29 Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180. (H, P)

7.30 Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as *The Tale of Genji*, one of the world's first novels. (C, H)

7.31 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Tale of Genji*

## **Middle Ages in Western Europe, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

- 7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)
- 7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)
- 7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)
- 7.35 Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)
- 7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)
- 7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)
- 7.38 Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)
- 7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.” (C, H, P)
- 7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)
- 7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)
- 7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Life of Charlemagne: The Emperor Himself*, Einhard; selected accounts of the Black Death; excerpts from *Summa Theologica*, Thomas Aquinas

**Primary Documents and Supporting Texts to Consider:** excerpts from "Frank-land": An Islamic View of the West, Al-Qazwini; excerpts from *Walter of Henley's Husbandry* (describes manor life)

## **The Renaissance and Reformation**

*Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.*

7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)

7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)

7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (C, E, G, H)

7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith. (C, H)

7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing. (C, H)

7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)

7.49 Gather relevant information from multiple sources about Henry V, Hundred Years War, and Joan of Arc. (H, G, P)

7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P)

7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)

7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)

7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church. (C, H, P)

7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P)

7.56 Engage effectively in collaborative discussions explaining Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)

7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)

**Primary Documents and Supporting Texts to Read:** excerpts from “Ninety-Five Theses”, Martin Luther; excerpts from *The Travels of Marco Polo*

**Primary Documents and Supporting Texts to Consider:** excerpts from *In Praise of Folly*, Erasmus; selected pieces from William Shakespeare; excerpts from *The Prince*, Machiavelli

## **The Enlightenment and Scientific Revolution**

*Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.*

7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)

7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)

7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)

7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)

7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17<sup>th</sup> century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *Two Treatises of Government*, John Locke; excerpts from *The Spirit of Law*, Montesquieu

**Primary Documents and Supporting Texts to Consider:** excerpts from *Galileo Discovers the Moons of Jupiter*, Galileo Galilei; excerpts from *The Principia* and *The Correspondence of Isaac Newton*, Sir Isaac Newton

## **The Age of Exploration**

*Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. Students analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.*

7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)

7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)

7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16<sup>th</sup> century). (C, G, H, P)

7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)

7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)

7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)

7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)

7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)

7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P)

7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)

7.74 Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15<sup>th</sup> and 16<sup>th</sup> centuries and the major economic and social effects on each continent. (C, E, G, H)

7.75 Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures. (C, H)

**Primary Documents and Supporting Texts to Read:** excerpts from the journals of Christopher Columbus

**Primary Documents and Supporting Texts to Consider:** excerpts from *Indigenous Peoples of North America*, James D. Torr

\*The test will include multiple choice items and one constructed response item drawn from a standard in one of the four reporting categories\*

<b>Reporting Category 1: Early Modern World Civilizations: Africa, China, Japan, and the Islamic World</b>		<b>%</b>	<b># of Items</b>
<b>Standard 2: Islamic World: 400 A.D./C.E.–1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.		38%	17-21
7.3	Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, the Mediterranean Sea, the Black Sea, the Caspian Sea, the Tigris and Euphrates Rivers, and the Nile River. (G)		
7.4	Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)		
7.5	Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. (C, H)		
7.6	Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims’ daily lives. (C, H, P)		
7.7	Analyze the origins and impact of different sects within Islam, Sunnis and Shi’ites. (C, H)		
7.8	Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)		
7.9	Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)		
7.10	Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)		
7.11	Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)		
7.12	Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)		
<b>Standard 3: Africa: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.			
7.13	Analyze the growth of the Ghana, Mali, and Songhai kingdoms, including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P)		

7.14	Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)	
7.15	Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)	
7.16	Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)	
7.17	Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)	
7.18	Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)	
<b>Standard 4: China: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.		
7.19	Create a visual or multimedia display to identify the physical location and major geographical features of China, including the Yangtze River, the Yellow River, the Himalayas, the Plateau of Tibet, and the Gobi Desert. (G)	
7.20	Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)	
7.21	Analyze the role of kinship and Confucianism in maintaining order and hierarchy. (C, H, P)	
7.22	Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)	
7.23	Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass, and gunpowder. (C, E, G, H)	
7.24	Describe and locate the Mongol conquest of China including Genghis Khan and Kublai Khan. (G, H, P)	
7.25	Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)	
7.26	Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and sea voyages. (C, E, H, P)	
<b>Standard 5: Japan: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.		
7.27	Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism. (C, H)	
7.28	Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)	
7.29	Trace the emergence of the Japanese nation during the Nara period, 710–794, and the Heian period, 794–1180. (H, P)	

7.30	Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as <i>The Tale of Genji</i> , one of the world's first novels. (C, H)	
7.31	Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)	

<b>Reporting Category 2: The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s</b>		
<b>Standard 1: The Fall of the Roman Empire</b> —The legacy of the Roman Empire and the consequences of the fall of the Roman Empire.		<b># of Items</b>
7.1	Analyze the legacy of the Roman Empire. (C, H)	18%
7.2	Summarize the consequences of the fall of the Roman Empire, including the continuation of the Eastern Roman Empire as the Byzantine Empire and Justinian and the significance of Constantinople. (C, E, G, H, P)	7-11
<b>Standard 6: Middle Ages in Western Europe: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.		
7.32	Identify the physical location and features of Europe, including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea, and the influence of the North Atlantic Drift. (G)	
7.33	Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)	
7.34	Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)	
7.35	Examine the Norman Invasion, the Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)	
7.36	Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions, including trial by jury, the common law, the Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)	
7.37	Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)	
7.38	Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)	

7.39	Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of "natural law." (C, H, P)	
7.40	Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)	
7.41	Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)	
7.42	Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, the Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)	

<b>Reporting Category 3: Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration</b>		
	<b>%</b>	<b># of Items</b>
<b>Standard 7: The Renaissance and Reformation</b> —Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.		
7.43	44%	20-24
7.43	Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)	
7.44	Cite evidence in writing explaining the importance of Florence, Italy, and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)	
7.45	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo’s travels and the location of his routes. (C, E, G, H)	
7.46	Describe how humanism led to a revival of classical learning and fostered a new interest in the arts, including a balance between intellect and religious faith. (C, H)	
7.47	Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into the vernacular, and printing. (C, H)	
7.48	Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (the Sistine Chapel, the statue of David), Johann Gutenberg, and William Shakespeare. (C, G, H)	
7.49	Gather relevant information from multiple sources about Henry V, the Hundred Years War, and Joan of Arc. (H, G, P)	
7.50	Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, the Spanish Armada, and the rise of English power in Europe. (H, G, P)	

7.51	Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)	
7.52	Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)	
7.53	Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)	
7.54	List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, the selling of indulgences, and England's break with the Catholic Church. (C, H, P)	
7.55	Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action. (C, H, P)	
7.56	Engage effectively in collaborative discussions explaining Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)	
7.57	Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)	
7.58	Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)	
<b>Standard 8: The Enlightenment and Scientific Revolution</b> —Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.		
7.59	Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)	
7.60	Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, the microscope, the thermometer, and the barometer. (C, H)	
7.61	Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)	
7.62	Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)	
7.63	Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17 <sup>th</sup> century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P)	

	<p><b>Standard 9: The Age of Exploration</b>—Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. Students analyze reasons for the movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.</p>	
7.64	Identify the locations of the Olmecs, Mayans, Aztec, and Incas, and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)	
7.65	Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)	
7.66	Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)	
7.67	Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)	
7.68	Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)	
7.69	Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations’ agricultural systems. (C, H)	
7.70	Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)	
7.71	Identify the European countries responsible for North American exploration and the modern-day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)	
7.72	Analyze why European countries were motivated to explore, including reasons such as religion, political rivalry, and economic gain. (C, E, H, P)	
7.73	Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview, including cartography, compass, caravel, and astrolabe. (C, E, G, H, P)	
7.74	Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries and the socioeconomic and social effects on each continent. (C, E, G, H)	
7.75	Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures. (C, H)	

**Social Studies Grade 7 Performance Level Descriptors (PLDs)  
World History and Geography: The Middle Ages to the Exploration of the Americas**

<b>Reporting Category</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Generic Descriptors</b>	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.
<b>Early Modern Civilizations: Africa, China, Japan, and Islamic World</b>	A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the Early Modern civilizations of the Islamic world, Africa, China, and Japan, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Early Modern civilizations of the Islamic world, Africa, China, and Japan below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events;	A student at this level demonstrates mastery by examining and understanding aspects of the Early Modern civilizations of the Islamic world, Africa, China, and Japan at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between	A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the Early Modern civilizations of the Islamic world, Africa, China, and Japan beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings;

	<p>level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, economic, political, and cultural structures of the Islamic world, Africa, China, and Japan. The student also explains the importance of Muslim scholars, African trading centers, the contributions of Chinese dynasties, and the development of a Japanese militaristic society. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content</p>	<p>draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p><b>The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the legacy of the Roman Empire and the Middle Ages in Western Europe, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial comprehending aspects of the legacy of the Roman Empire and the Middle Ages in Western Europe below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>standards are prepared for the next level of study.</p> <p>A student at this level demonstrates mastery by examining and understanding aspects of the legacy of the Roman Empire and the Middle Ages in Western Europe at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions.</p> <p>The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the cultural and political legacy of Roman Empire and to evaluate the</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the legacy of the Roman Empire and the Middle Ages in Western Europe beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills</p>
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<p><b>Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, or of</p>		<p>geographic, economic, and cultural structures of Western Europe. The student also explains the development of the Byzantine Empire, the conflicts and cooperation of the Western Church and European monarchs and identifies the effects the Church and the Crusades had on the world. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and of Scientific Revolution and the Age of Exploration, below the proficient level</p>	<p>A student at this level demonstrates mastery by examining and understanding aspects of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and of Scientific Revolution and the Age of Exploration, at the proficient level and at a</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and about Scientific Revolution and the Age of Exploration,</p>	

	<p>Scientific Revolution and the Age of Exploration, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, political, economic, and cultural structures of Western Europe during the Early Modern period. Students also explains the conflicts and cooperation between the Church and European scholars, the revival of classical learning, the significance of new scientific theories, the origins of modern economic</p>	<p>beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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			<p>theories and Enlightenment thinkers, the locations of early New World civilizations, and the impact of European exploration on those civilizations. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	
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TN SS Constructed Response Rubric Grades 6-7

	Social Studies Content	Literacy in Social Studies
<p><b>Score</b></p> <p style="text-align: center;"><b>4</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the knowledge and skills related to the development of societies and civilizations. This level of understanding is demonstrated through a clear, focused explanation and thoughtful analysis.</li> <li>• Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Demonstrates a strong understanding of the historical period referenced in the question.</li> <li>• Addresses all aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support all facets of the response.</li> <li>• May contain minor content errors that do not reflect a misunderstanding of primary social studies concepts.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims directly related to the question.</li> <li>• Introduces the topic or claim with accuracy and clarity.</li> <li>• Develops the topic or claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Creates cohesion and clarity of relationships among ideas and concepts.</li> <li>• Utilizes appropriate social studies terminology correctly to inform about or explain the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that follows from and supports the information or explanation presented.</li> <li>• Produces information appropriate for the task, purpose, and audience.</li> <li>• May contain minor errors in grammar and mechanics, but these errors do not detract from overall comprehensibility.</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the knowledge and skills related to the development of societies and civilizations. This level of understanding is demonstrated through adequate explanation and analysis.</li> <li>• Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims generally related to the question.</li> <li>• Introduces the topic or claim with adequate clarity.</li> <li>• Develops the topic or claim with some relevant facts, definitions, details, quotations, or other information and examples.</li> <li>• Identifies relationships among ideas and concepts.</li> <li>• Misuses some social studies terminology, creating minor</li> </ul>

	<p>referenced in the question.</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the historical period referenced in the question.</li> <li>• Addresses many aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support some facets of the response.</li> <li>• May include content errors that indicate a minor misunderstanding of primary social studies concepts.</li> </ul>	<p>flaws in the information or explanation of the topic.</p> <ul style="list-style-type: none"> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that offers some support for the information or explanation presented.</li> <li>• Produces information generally appropriate for the task, purpose, and audience.</li> <li>• May contain a few errors in grammar and mechanics, but these errors detract little from overall comprehensibility.</li> </ul>
<b>2</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of some of the knowledge and skills related to the development of societies and civilizations, but the explanation lacks depth and detail and the analysis lacks focus and clarity.</li> <li>• Demonstrates a partial understanding of the content strand(s)—geography, culture, society, economics, politics, and Tennessee connection—referenced in the question.</li> <li>• Demonstrates a partial understanding of the historical period referenced in the question.</li> <li>• Addresses few aspects of the question.</li> <li>• Cites little evidence from the stimulus (or stimuli) to support the response.</li> <li>• May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims partially related to the question.</li> <li>• Introduces the topic or claim, but with limited clarity.</li> <li>• Develops the topic or claim with some inadequate support of facts, definitions, details, quotations, or other information and examples.</li> <li>• Describes some of the relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Establishes an objective tone, but introduces some unsupported conjectures.</li> <li>• Provides a conclusion with little support for the information or explanation presented.</li> <li>• Produces some information inappropriate for the task, purpose, or audience.</li> <li>• May contain errors in grammar and mechanics that partially detract from overall comprehensibility.</li> </ul>
<b>1</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of the knowledge and skills related to the development of societies and civilizations.</li> <li>• Demonstrates little or no understanding of the content strand(s)—geography, culture, society, economics, politics, and Tennessee connection—referenced in the question.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims unrelated to the question.</li> <li>• Fails to introduce the topic or claim or introduction lacks clarity.</li> <li>• Develops the topic or claim with little or no support of facts, definitions, details, quotations, or other information and examples.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates little or no understanding of the historical period referenced in the question.</li> <li>• May address some of the elements of the question, but the conclusions are inadequate or inaccurate.</li> <li>• May contain many content errors, flaws in reasoning, or misuse social studies terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to describe relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures.</li> <li>• Fails to provide a conclusion that contains support for the information or explanation presented.</li> <li>• Produces information inappropriate for the task, purpose, or audience.</li> <li>• Contain errors in grammar and mechanics that detract from overall comprehensibility.</li> </ul>
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**TN SS Constructed Response Rubric (Used in Grade 8 and U.S. History)**

	<p align="center"><b>Social Studies Content</b></p>	<p align="center"><b>Literacy in Social Studies</b></p>
<p align="center"><b>Score</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis.</li> <li>• Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Addresses all aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support all facets of the response.</li> <li>• Consistently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May include minor content errors that do not reflect a misunderstanding of primary social studies concepts.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims directly related to the question.</li> <li>• Introduces the topic or claim with accuracy and clarity.</li> <li>• Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Creates cohesion and clarity of relationships among ideas and concepts.</li> <li>• Utilizes appropriate social studies terminology to inform about or explain the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that follows from and is supported by the information or explanation presented.</li> <li>• May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility.</li> </ul>
<p align="center"><b>4</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through adequate explanation and analysis.</li> <li>• Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims generally related to the question.</li> <li>• Introduces the topic or claim with adequate clarity.</li> <li>• Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples.</li> <li>• Identifies relationships among ideas and concepts.</li> </ul>
<p align="center"><b>3</b></p>		

	<p>referenced in the question.</p> <ul style="list-style-type: none"> <li>• Addresses many aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support some facets of the response.</li> <li>• Frequently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or predictions.</li> <li>• May include content errors that indicate a minor misunderstanding of primary social studies concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that offers some support for the information or explanation presented.</li> <li>• Produces information generally appropriate for the task, purpose, and audience.</li> <li>• May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.</li> </ul>
<p style="text-align: center;"><b>2</b></p>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates some historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, but explanations often lack depth and detail, and analysis lacks focus and clarity.</li> <li>• Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Addresses few aspects of the question.</li> <li>• Cites little evidence from the stimulus (or stimuli) to support the response.</li> <li>• Occasionally exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims partially related to the question.</li> <li>• Introduces the topic or claim, but with limited clarity.</li> <li>• Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples.</li> <li>• Describes some of the relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Establishes an objective tone, but introduces some unsupported conjectures.</li> <li>• Provides a conclusion with little support for the information or explanation presented.</li> <li>• Produces some information inappropriate to the task, purpose, or audience.</li> <li>• May contain errors in grammar and mechanics that partially detract from overall comprehensibility.</li> </ul>

<b>1</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little to no historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, with explanations that contain little depth and detail, and analysis that has little focus or clarity.</li> <li>• Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• May address some of the elements of the question, but the conclusions are inadequate or inaccurate.</li> <li>• Rarely exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May contain many content errors, flaws in reasoning, or misuse of social studies terminology.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims unrelated to the question.</li> <li>• Fails to introduce the topic or claim or introduction lacks clarity.</li> <li>• Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations, or other information and examples.</li> <li>• Fails to describe relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures.</li> <li>• Fails to provide a conclusion that contains support for the information or explanation presented.</li> <li>• Produces information inappropriate to the task, purpose, or audience.</li> <li>• Contains errors in grammar and mechanics that detract from overall comprehensibility.</li> </ul>
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**Social Studies  
Pilot Assessment  
Sample Items**

## Social Studies Sample Items

### Sample Item: Multiple Choice

Grade 7

The information below relates to the historical development of West Africa.

One of the main aspects of the development of West African kingdoms was the emergence of cities. The first city, Koumbi Saleh, grew on the edge of the Sahara where the Kingdom of Ghana developed around it. Further inland, three bustling centers emerged along the Niger River: Djenné, Timbuktu, and Gao. These cities were the major sites of trading activity in the Malian Empire. Gao eventually broke from a declining Mali and created the Songhai Empire.

Which conclusion is supported by the information and your knowledge of West Africa?

- A. Outside influences caused cities to decline.
- B. Exhaustion of resources forced cities to change.
- C. Trading centers promoted regional development.
- D. Conflicts among cities hindered cultural advancement.

### Answer Key

C

## Sample Item: Extended Response

### Grade 7

The map and the excerpt below are about the first head of the Medici family of the Italian city-state of Florence.

Explain how the location, political system, and economies of the Italian city-states were different from those towns and cities in other parts of Europe.

- How do those differences help explain why the Renaissance started in the Italian city-states instead of elsewhere in Europe?
- Use evidence from the information provided and your knowledge of world history to support your answer.

**Florence and the Other Italian City-States, ca. 1500**



It is difficult to recognize Cosimo de' Medici as a statesman. . . . For it may seem to us no great achievement for a man to make himself master of a little city-state, with a few thousand inhabitants. . . .

. . . Florence was far more independent . . . than the medieval . . . towns. . . . And Florence was more than a state, she was even in miniature an empire, since she ruled over several subject towns. . . .

Florence, too, was a commercial state; the possession of land was . . . the least important part, of wealth. . . .

The political conditions in which Cosimo had to work were largely those of modern, not of medieval politics. . . . The position of the Pope was hardly distinguished from that of the head of a secular state; feudalism had ceased to be a force in politics.

—*Cosimo de' Medici*, Katherine Dorothea Ewart Vernon, 1899

**Source: Public Domain**

The passage below discusses information from a book by Niccolò Machiavelli on the history of Florence.

Lorenzo de' Medici deserves much of the credit for making Florence a leading city of the Italian peninsula. He devoted himself to the development of the city and of his own family. For the city, he used the abundant vacant land to lay out new streets and line them with houses. Under his direction, the city was enlarged and beautified. His concern for the recent wars in which Florence was involved led him to fortify the castle of Firenzuola. He undertook this effort to assure greater quiet and security. The improved fortress would be able to resist and combat its enemies at a greater distance from the city. He also began the restoration of the Poggio Imperiale in the mountains towards Bologna in the direction of Siena. It too was fortified in the latest designs of the time.

In peaceful times, de' Medici was a great patron of anyone that excelled in any art, as well as of scholars and of learning. He sponsored activities to entertain the citizenry and keep them united. Festivals that included jousts, archery, and feats of bravery from earlier times became popular among the people. He worked to maintain the growing economy of the city and to honor nobility and the wealthy. In short, he worked tirelessly to promote Florence and its citizens.

### Extended Response Exemplar

The Italian city-states were ruled by wealthy merchant families like the Medici. Their source of political power was their immense wealth from banking and controlling long-distance trade. The location of the leading city-states on key water routes gave them access to important trade routes. This location gave them connections throughout Europe and beyond. The wealth from trade allowed them to hire standing armies to protect their territory. They also collected taxes, which helped them improve the city and pay for the army and the bureaucrats that ran the city.

This situation was different from the structure in the rest of Europe where feudalism was still in force. Under feudalism, warrior families ruled. Their political power was based on ownership of all the land and their military prowess. In the feudal political system, peasants owed allegiance to the nobles. They “paid” a portion of the crops they grew on the nobles’ land in exchange for military protection. The few towns that existed under the feudal system were much smaller and owed their existence to the nobles that ruled the countryside.

The economy in the Italian city-states was more prosperous than the economy under feudalism. It was an urban commercial economy based on long-distance trade, which was far more profitable than the small-scale peasant farming associated with the feudal system. Merchants sold goods imported throughout the continent. This process made the economy money-based rather than a bartering economy. Accumulating and using money made the influence of the Italian leaders far-reaching.

The Renaissance likely started in the Italian city-states because their political and economic systems were more efficient than those of the rest of Europe, which was still under feudalism. The resulting stability and wealth made them prosperous enough to provide patronage for the artists and thinkers that started the Renaissance. In many cases, they attracted artists and thinkers from Europe and beyond. Additionally, the worldly patrons encouraged a spirit of creation and discovery.

**PLC Guide:** This document is designed to assist your teacher team with preparing for the upcoming Spring 2015 TCAP social studies/US History field test and beyond. It includes the following components:

1. Summary of the design of the field test
2. Process guide to facilitate discussion among teacher teams about the new assessment.  
Includes tips for breaking down and interpreting the new standards, assessment frameworks, Performance Level Descriptors (PLDs), and the extended response scoring rubric

**Summary of the design of the field test:**

More information about design, administration dates, and supporting resources for the Spring 2015 field test can be found [here](#).

- The new assessments consists of **two** parts:
  1. Multiple choice questions at various levels of difficulty
    - Many of these items have one or more stimuli such as a map, political cartoon, reading excerpt, etc. that should be used in addition to prior knowledge to help the student successfully answer the question.
    - The higher level questions require students to make a deeper analysis of the content.
    - There is a shift away from questions that only ask students to recall information.
  2. One extended response question
    - This question provides several stimuli and also expects prior content knowledge to be referenced.
    - The response will be typed online in the TestNav8 platform and should thoroughly address the question/questions asked by the prompt.
    - The extended response question will be evaluated with a rubric.

**Process Guide**

The following is a sample protocol that teacher teams might use to help plan next instructional steps for the 2014-15 school year.

<b>Step 1:</b>	<p>Review the current standards individually as a learner. Discuss with team members the similarities and differences in skills and content knowledge necessary between the old and current standards. Focus on understanding the instructional shifts necessary for student success.</p> <ul style="list-style-type: none"> <li>• Current standards: <a href="http://tn.gov/education/standards/social_studies.shtml">http://tn.gov/education/standards/social_studies.shtml</a></li> <li>• “Old” standards: <a href="http://tn.gov/education/standards/archives.shtml">http://tn.gov/education/standards/archives.shtml</a></li> <li>• Process standards and content coding should also be discussed</li> </ul> <p>The new standards have a much greater focus on Tennessee’s contribution to history. Look through the standards and collaboratively build and expand your content knowledge of any names, locations and events that teachers are not familiar with.</p>
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<b>Step 2:</b>	<p>Explore the assessment frameworks (found at <a href="http://www.tn.gov/education/assessment/social_studies.shtml">http://www.tn.gov/education/assessment/social_studies.shtml</a>) for relevant grade levels and identify what percentage of questions will come from each area of the standards. Discuss options for how to approach instructional planning over the school year. If your district has created a pacing guide, be sure to reference it as a resource. Areas for discussion might be:</p> <ul style="list-style-type: none"> <li>• Where are the main areas of focus?</li> <li>• How can this provide helpful guidelines for planning?</li> <li>• How will this impact instruction?</li> </ul>
<b>Step 3:</b>	<p>Have team members individually explore the Performance Level Descriptors (PLDs) (see appendix) for relevant grade levels and identify what skills and capacities are necessary to successfully demonstrate mastery. Pinpoint the skills that students will need to be proficient or advanced and note differences between the two levels.</p> <p>Based on the details, as a team, add to the list generated in Step 1 with any further points of emphasis for your students: what will they need to do to succeed on the Spring 2015 field test? Consider using this information to create essential questions or “I can” statements for students.</p>
<b>Step 4:</b>	<p>Print the “2015 TCAP Social Studies/U.S. History: Design and Administration Information” (found in this manual) and share with teacher team members to review together. Based on the details, add to the list generated in steps 1 and 4 with any further points of emphasis for your students.</p>
<b>Step 5:</b>	<p>Work with team members to plan a common writing activity with students to build student success on extended response item types. As a grade level, choose a primary source listed in social studies standards (Note: 3<sup>rd</sup> grade will need to choose a text, as there are no primary sources listed).</p> <p>Consider using the released sample practice items for Grade 3, Grade 7, and US History as a model. These practice items are available in ePATs for online practice and can be accessed here. Full practice tests for all grades will be available in February 2015.</p> <p>Create a writing stimulus/prompt to accompany the chosen primary text listed in the standards. Sample literacy units and instructional resources can be found on the TNCore website at <a href="http://www.tncore.org">www.tncore.org</a>.</p>
<b>Step 6:</b>	<p>Review the social studies Constructed Response rubrics (found in this manual) focusing on both the content and the literacy components. Identify skills on the rubric that you can use to help move a student towards a higher score point (e.g. from a 2 to a 3).</p>
<b>Step 7:</b>	<p>Rewrite social studies Constructed Response rubric in student friendly language and share with students. Model social studies literacy tasks for students. Have students use text in a</p>

	<p>picture, analyze map, and/or passage by using prior knowledge to come to a conclusion and answer as many parts of the question as they can. Practice using blank paper for pre-writing skills and organization/outline of thoughts when answering a prompt.</p>
<b>Step 8:</b>	<p>Have students complete the common writing activity (see Step 6). Collect student work samples and bring to discuss with team. Score the student work using the released Constructed Response rubrics. Share results and observations with colleagues. Create strengths/needs chart to frame further instruction. You might want to consider the following questions:</p> <ul style="list-style-type: none"> <li>• What evidence can you draw from these student samples about your students' capabilities?</li> <li>• Where do students still need to grow more?</li> <li>• What are strategies you can use to help bridge those deficits and improve student writing?</li> </ul>
<b>Step 9:</b>	<p>Once practice materials are made available in February 2015, assign the full practice test (ePATs) or relevant sections as a pre-assessment. If possible, have students complete the practice test on TestNav8 to practice in an online testing format.</p> <p>Score the practice tests and share results and observations with colleagues. Discuss how the data/findings from the February practice tests can help drive instruction throughout February and March?</p>
<b>Step 10:</b>	<p>As a teacher team, work together to create additional sample questions. Use appropriate grade-level vocabulary and focus on writing higher-order questions. Revisit PLDs to ensure questions measure full range of ability.</p> <p>Consider using the released sample practice items for Grade 3, Grade 7, and US History as a model. These practice items are available in ePATs for online practice and can be accessed here. Full practice tests for all grades will be available in February 2015.</p>

## Expectations Progression

You have now reviewed one grade level of the new social studies standards for your grade band and you have analyzed the Performance Level Descriptors and the Literacy Scoring Rubrics. Thinking about the current social studies curriculum practices at your school, complete this implementation checkpoint.

1. Along this continuum, where do you feel your school/district is in regards to implementation of the new social studies standards?



2. What do you see as the greatest shift in expectations needed in social studies instruction at your school or in your district?
3. What are your three biggest take-aways from this activity as a leader?
4. Identify at least three immediate actions that you need to take as a leader to support your teachers in their implementation of the new social studies standards and preparation for this spring's pilot assessment.

# **Section 4: Writing Research**

## 2014 TCAP Writing Assessment Best Practices Teacher Survey

**Question: To what extent did you use the following resources to plan your writing instruction during the 2013-14 school year?**

**Most Effective Writing Teachers (Group A)**

	<b>Very Rarely</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Very Frequently</b>
Textbook	44%	15%	29%	7%	5%
District pacing guide	22%	14%	32%	21%	10%
Common district formative assessments	26%	14%	32%	19%	10%
Teacher-created assessments	6%	0%	10%	42%	42%
Practice tasks from tncore.org	8%	5%	31%	32%	25%
Practice Tasks on the MIST platform	13%	13%	39%	23%	13%
Materials other teachers at my school created	5%	1%	15%	30%	49%
Materials from tncore.org: ELA units or close reading tasks	19%	13%	24%	26%	18%
Materials from professional development trainings	16%	12%	36%	22%	14%

**Less Effective Writing Teachers (Group B)**

	<b>Very Rarely</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Very Frequently</b>
Textbook	35%	21%	26%	18%	0%
District pacing guide	19%	12%	22%	31%	17%
Common district formative assessments	19%	18%	26%	32%	5%
Teacher-created assessments	4%	4%	23%	44%	25%
Practice tasks from tncore.org	8%	18%	28%	28%	17%
Practice Tasks on the MIST platform	23%	16%	32%	20%	9%
Materials other teachers at my school created	2%	6%	28%	39%	25%
Materials from tncore.org: ELA units or close reading tasks	8%	11%	30%	34%	16%
Materials from professional development trainings	12%	27%	23%	30%	8%

**Question: How often do the following activities occur in your classroom?**

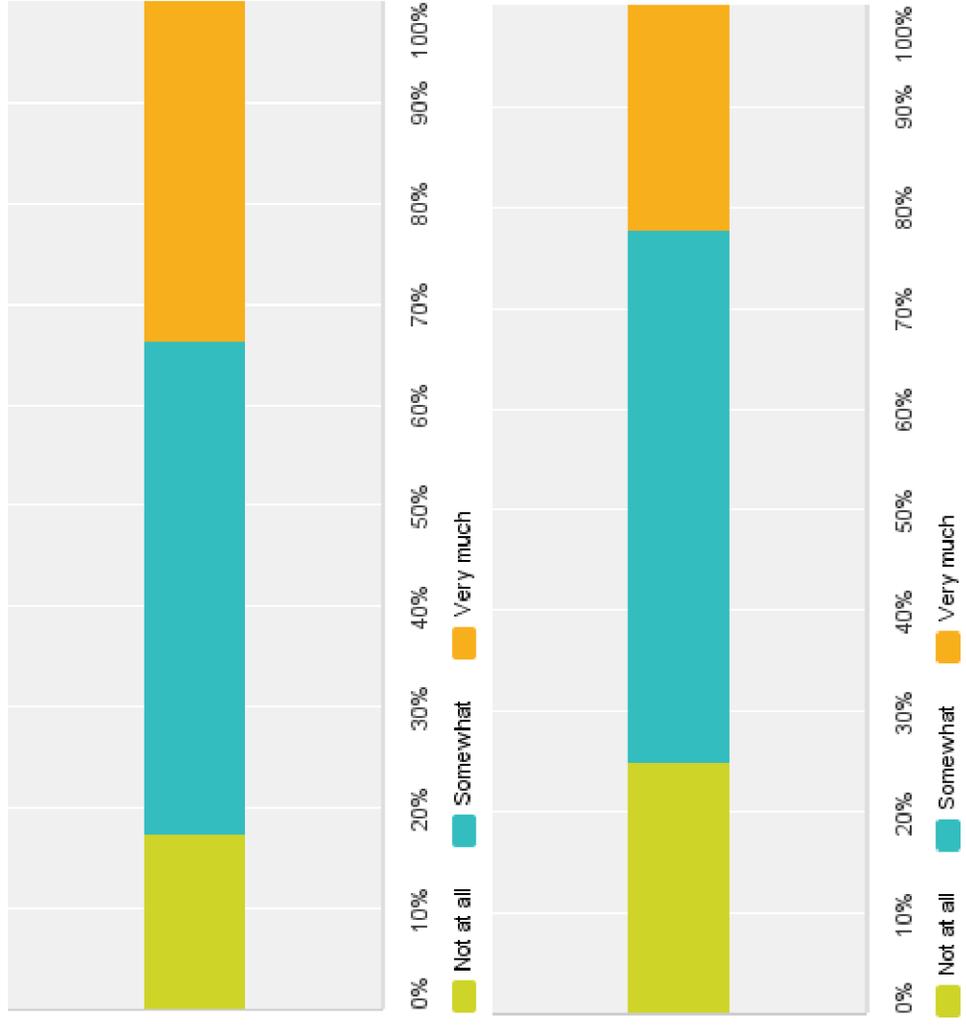
**Most Effective Teachers (Group A)**

	<b>Very Rarely</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Very Frequently</b>
Students write in response to text	<b>0%</b>	<b>2%</b>	<b>9%</b>	<b>37%</b>	<b>51%</b>
Students write about something other than a text	<b>8%</b>	<b>11%</b>	<b>52%</b>	<b>19%</b>	<b>10%</b>
Students write timed essays or papers	<b>5%</b>	<b>14%</b>	<b>46%</b>	<b>23%</b>	<b>13%</b>
Students plan or draft a piece of writing	<b>2%</b>	<b>2%</b>	<b>16%</b>	<b>52%</b>	<b>28%</b>
Students revise a previous piece of writing	<b>3%</b>	<b>4%</b>	<b>33%</b>	<b>37%</b>	<b>22%</b>
Students work on a piece of writing together in pairs or small groups	<b>6%</b>	<b>12%</b>	<b>45%</b>	<b>21%</b>	<b>15%</b>
Students engage in close reading of a complex text	<b>2%</b>	<b>0%</b>	<b>22%</b>	<b>35%</b>	<b>41%</b>
Teacher provides direct instruction in writing techniques	<b>0%</b>	<b>2%</b>	<b>9%</b>	<b>43%</b>	<b>46%</b>
Teacher provides individual feedback to students on writing	<b>1%</b>	<b>2%</b>	<b>17%</b>	<b>39%</b>	<b>41%</b>

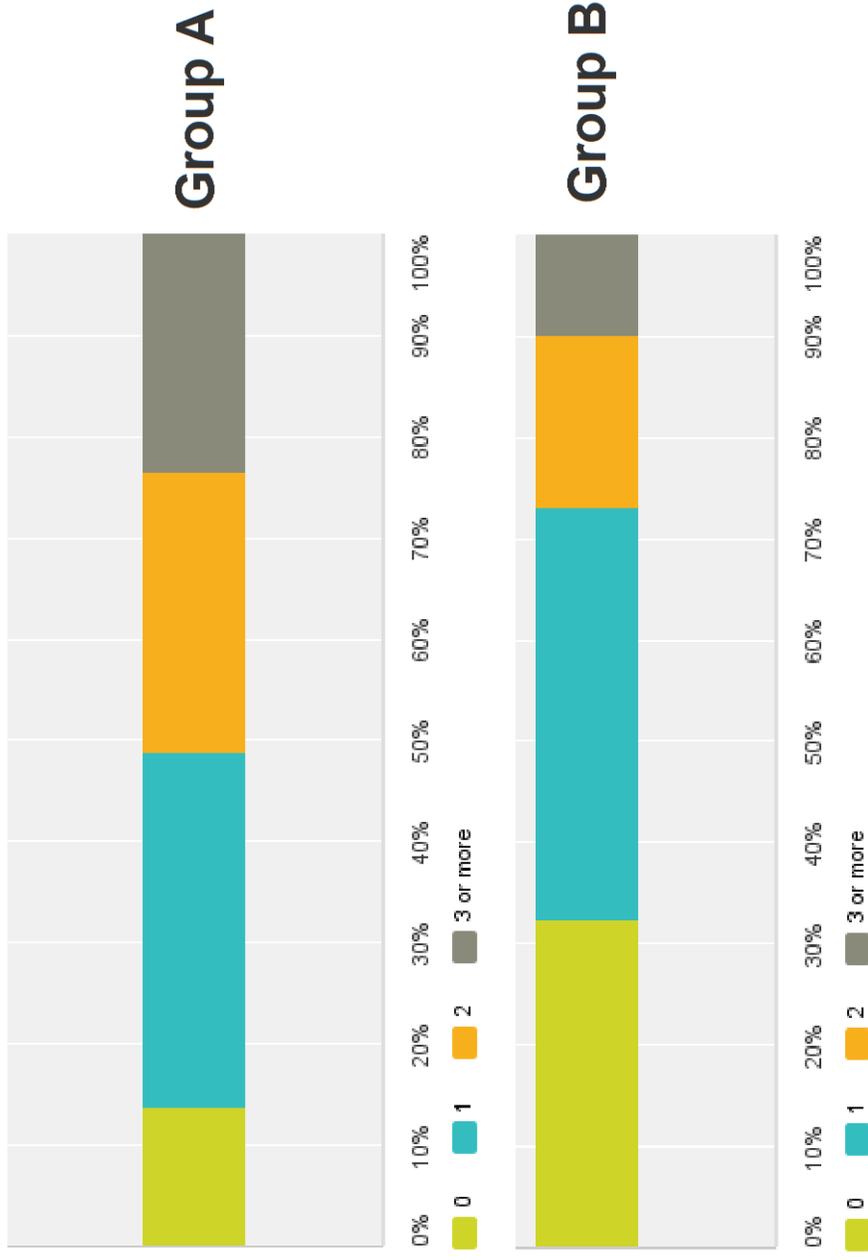
**Less Effective Teachers (Group B)**

	<b>Very Rarely</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Very Frequently</b>
Students write in response to text	<b>0%</b>	<b>5%</b>	<b>17%</b>	<b>49%</b>	<b>29%</b>
Students write about something other than a text	<b>3%</b>	<b>15%</b>	<b>45%</b>	<b>26%</b>	<b>10%</b>
Students write timed essays or papers	<b>9%</b>	<b>26%</b>	<b>49%</b>	<b>11%</b>	<b>5%</b>
Students plan or draft a piece of writing	<b>3%</b>	<b>6%</b>	<b>36%</b>	<b>41%</b>	<b>14%</b>
Students revise a previous piece of writing	<b>4%</b>	<b>11%</b>	<b>46%</b>	<b>30%</b>	<b>8%</b>
Students work on a piece of writing together in pairs or small groups	<b>6%</b>	<b>34%</b>	<b>27%</b>	<b>29%</b>	<b>5%</b>
Students engage in close reading of a complex text	<b>1%</b>	<b>4%</b>	<b>26%</b>	<b>36%</b>	<b>33%</b>
Teacher provides direct instruction in writing techniques	<b>1%</b>	<b>2%</b>	<b>21%</b>	<b>53%</b>	<b>24%</b>
Teacher provides individual feedback to students on writing	<b>4%</b>	<b>1%</b>	<b>22%</b>	<b>50%</b>	<b>23%</b>

To what extent does the TCAP Writing Assessment itself (design, text types, writing mode, etc.) inform what you do in the classroom?



# How many times did your students use the MLST portal to practice writing prior to the 2014 TCAP Writing Assessment?



## Teacher Survey Reveals High Impact Writing Instructional Practices

“I think the biggest thing that drives me is knowing that writing is a skill that is necessary for all fields of study. If you cannot accurately express your ideas, no one will hear.”

This quote from a Tennessee writing teacher reflects the view of many highly effective writing teachers across our state. Last year’s writing assessment raised the bar of expectations for both students and teachers. Students required great stamina and attention to detail to read multiple passages and utilize evidence from them to write a convincing, focused set of essays. Likewise, the work of writing teachers took on a more urgent significance, pulling the entire writing process into a more central place in classrooms across college level work.

This past fall the Division of Curriculum and Instruction reached out to those teachers whose students performed at the highest levels across Tennessee last February. Our survey asked them to reflect on what key practices impacted student writing the most and what advice they would give to other teachers seeking to hone their craft of writing instruction in their own classrooms.

In identifying high impact teachers for the survey, the research team averaged scores of students by teachers across the state and dropped teachers with less than ten students. Next, eligible high impact teachers were put into four categories based on their students’ percentage of qualifying for free or reduced price lunch (0-24%, 25-49%, 50-74%, and 75-100%). An equal number of teachers was selected from each category to ensure an equal representation. 2000 teachers were emailed and approximately 250 teachers completed the survey.

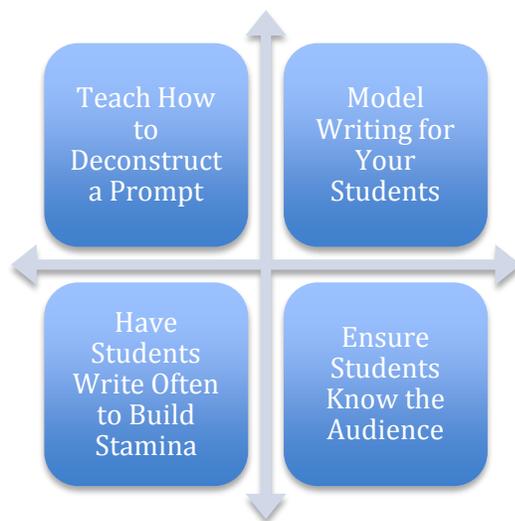
The findings reflect a focus on deliberate instruction around multiple modes of writing, keen attention to deconstructing complex passages and prompts, and encouraging multiple loops of feedback, editing, and revising.

**Graphic showing Highly Effective Teacher Writing Instruction practices:**

Students in my classroom:	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
<b>Write in response to text</b>	0%	2%	9%	37%	51%
<b>Write timed essays or papers</b>	5%	14%	46%	23%	13%
<b>Plan or draft a piece of writing</b>	2%	2%	16%	52%	28%
<b>Revise previous writing</b>	3%	4%	33%	37%	22%
<b>Work on writing with someone</b>	6%	12%	45%	21%	15%
<b>Engage in close reading a text</b>	2%	0%	22%	43%	46%
<b>Write about something besides a text</b>	1%	2%	17%	39%	41%

**How did highly effective writing teachers approach the preparation of student writers?**

**High Impact Instructional Practices:**



When approaching the writing process, teachers incorporated several key practices:

- “A lot of my colleagues pushed their students hard to know the ins and outs of a 5-paragraph essay. I understand that. But I pushed for them to write for an audience in mind, more than to write for a particular assessment.”

- “On demand writing has been key.”
- “A lot of prompt decomposition work with students so that they know what the prompt is asking for in their writing.”
- “I model writing for my students.”
- “Citing textual evidence is now critical to all of my student writing workshops.”

In fact, teachers specified that effective techniques also included student practice of planning for ten minutes and then writing for thirty minutes. Repetitive writing focused on revisions following feedback also helped produce stronger student writers.

### **What did highly effective writing teachers think were the main reasons their students performed well on the writing assessment?**

The most often mentioned reason cited by teachers for increased student proficiency in writing: practice. Truly, carving time out in the instructional process for the practice of writing in varying situations and varying lengths yields great dividends. Teachers suggested a number of ways to find this time:

- “My students write every single day for 30 minutes and then again when they do reading exercises; writing fluency is just as important as reading fluency.”
- “Out of class writing assignments are based on design of the writing assessment (informational texts) and that synthesis has been key.”
- “I’ve built a joy for writing with my students instead of telling them what to write all the time.”
- “Practicing writing informs my planning of lessons.”
- “Writing across subject areas (science and social studies) has been key.”

These teachers also reported an increased student ownership of their own writing the more they wrote and noticed that writing mechanics increased with practice.

### **What advice do highly effective teachers give to teachers who are struggling with supporting their students’ growth as writers?**

The teaching of writing is a process that requires long-term commitment and perseverance. This perseverance must also be transferred to students who have to learn that effective writing evolves. Most of all, they recommend that teachers do not give up on the process:

- “Don’t give up and don’t be intimidated. Use peer feedback and student group work. Be engaged in helping your students get better.”
- “Writing demonstrates comprehension more than any worksheet.”
- “Look at exemplar essays from TNCore to see what is expected.”

- “Writing does not have to be a long assignment; even short opportunities for practice can be effective when used meaningful.”
- “I would say that the biggest piece of advice is to take it slow and chunk the assignments. In order to get better at writing, teachers think you need to have them write a lot. That’s not the case. You need to build up to the long pieces.”

Some of the best learning we can do as teachers is from one another. Seek out those teachers whose classroom practices engage students and impact student achievement over time. From these highly effective writing teachers, we can learn a great deal about helping students grow as writers.

#### **Key Actions for Teachers Revealed in the Study**

- **Teacher-created assessments** are crucial. Encourage the use of the Non-Summative Literacy Toolkit on TNCore as a model.
- Teachers need to utilize **high quality practice tasks** because they reflect the rigor of TNReady tasks and support critical thinking.
- Teachers need to provide students with opportunities to **write on demand** to build stamina and for multiple purposes/audiences.
- Teachers need to be given structured opportunities for **sharing high impact strategies** and materials.

#### **Key Behaviors for Students Revealed in the Study**

- Students should be writing in response to **grade level texts** across subjects.
- Students should write in a **timed setting** as often as possible.
- Students should regularly **organize, plan, and outline** for before writing a draft.
- Students should **revise a previous piece of writing** after receiving specific, purposeful feedback from at least one other person.

## Writing a Tricycle: Three Fast & Free Ways to Grade Student Writing

posted by Communications Team on November 25, 2014 in Columns



*A Memphis teacher explains how giving virtual feedback on student writing engages students and saves teachers time. In this post Jason Carr, a Library Media Specialist at Westwood High School, details three virtual steps to help improve student writing and save some of that red ink.*

*By Jason Carr*

Right now, somewhere in the world, there is an ELA teacher staring up at yet another stack of student essays. Ever the optimist, she is determined to pore over each paper and strike a blow for grammarians everywhere. Beating back the dark forces of poor punctuation and misplaced modifiers, this communication crusader stabs at the heart of her students' work until it runs wet with the red ink and sweat afforded by one more excruciating session of grading that would make the Spanish Inquisitors blush.

But is there a better way?

A plethora of research points to the fact that one-on-one, timely feedback goes a long way to increasing student learning and retention. Unfortunately, although these precious feedback moments have a potentially major impact, teachers have had few strategies at their disposal to make them happen often and in a sustainable manner.

Fortunately, such technology may finally be here.



Jason Carr, Library Media Specialist, Westwood High

Thanks to the ubiquity of free screencasting software ([Jing](#), [Screencast-O-Matic](#), etc.), teachers now have access to tools that can help them offer personalized audio/video feedback to their students. This software allows users to capture the action on their computer screens as well as to record their voice as they explain what is seen. Students using such a tool would have the ability to screencast their own writing before they submit it for peer review and final submission. This leads students to the knowledge that good writing is not a mere one-off skill that only a rare few possess; rather, it is a process that anyone can master. And, as the “punny” homophone of this post’s title suggests, it is a three-step cycle of improvement and reflection.

## Step 1: Creation and Proofreading

By far, the number one complaint I hear about student writing from ELA teachers is that students rarely proofread their work. Thus, the diligent teacher feels the need to point out every missed jot and tittle along the way. Unfortunately, even if the instructor has written sage advice regarding the flow of her students’ ideas, it is buried behind the massive amount of proofreader’s marks which very few students understand. More frustrating is the fact that many students may not even need such detailed reminders; most mistakes of this type are simply typing or grammar errors that the student could have easily caught by reading over their writing in the first place.

Combating this type of neglect is rather easy: simply ask students to screencast their work and submit the video file along with their essay. As students read aloud, they will catch spelling and grammar errors they recognize. They may even change sentence structure to offer a wider variety of language once they hear too much repetition. This may require them to start and stop the screencast process several times as they perfect their writing, but this is exactly what we want them to do. Indeed, this is exactly the methodology that professional writers follow to refine their work before publication.

“*Students can begin to understand that proofreading is not just a suggestion teachers make to help them improve their grade, it is an essential part of the writing process.*”

## Step 2: Peer Review

Once students have produced the best version of their writing, it’s time to send it over to a peer for student-level analysis. This is done to help students pay attention to details and to allow them to learn to offer and accept constructive feedback from others. Teachers can help facilitate this step by utilizing an easy-to-use rubric that allows students to look for a variety of items conducive to clear writing. Students can work anonymously and merely mark comments on the rubric, or they may create their own screencast video critiques to share with their peers. Either way, it is important that the writer have the opportunity to make revisions based upon this feedback before final submission.

## Step 3: Teacher Feedback

At this point, the teacher has in front of her a written assignment that has been thoroughly vetted. Any errors left in the writing offer clues that both the writer and the peer reviewer may need specific, targeted help in certain content areas. Rather than tracking down random mistakes, teachers get a chance to see what students really need for improved success. The essay may still show some red ink, but it will no longer look like a massacre.

In addition, the teacher will screencast her own review of the student's work, offering thorough and personalized feedback in a way she never could through writing alone. One, five-minute video presents the student with a virtual one-on-one assessment of his/her writing and provides the type of information that will be more likely internalized.

Once teachers get over the slight technical hurdle of grading papers in this new way, they'll quickly begin to see a change not only in their students' writing, but also in the classroom culture.

“*Rene Curley, a teacher who graciously agreed to try this technology at my school location, commented that students are now begging her for their videos. They feel that she is able to speak directly to them and is able to offer higher quality feedback in a shorter amount of time.*

She has even begun to experiment with having students screencast their own writing first and their initial assessment of the process is extremely positive.

We are certainly keen to see how far they will take this new technology.

## Want More?

If you would like to see this powerful process in action, click [here](#) for a short video of a teacher grading a student's work that has already been edited and peer reviewed.

For a multimedia overview of this process, check out my Videoscribe [Better Writing Through Screencasting](#).

*Have a time-saving classroom idea you want to share? **Tell** us about it! We can't wait to hear from you.*



A Tennessee Department of Education Website

## Why Writing Matters in the Early Grades

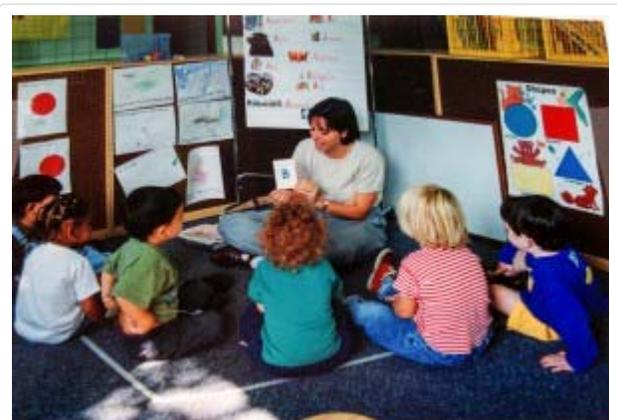
posted by **Communications Team** on November 10, 2014 in **News**

*Because writing is essential to our students' success after high school, we are excited to share resources, tips from teachers, and a love of writing here at Classroom Chronicles.*

*Whether students are days into kindergarten or days away from graduation, writing is a critical part of how students learn. Mia Hyde, CORE director in First Tennessee, works to support districts in a variety of subjects and grades, but here she explains why it is never too early to start putting pen to paper.*

By Mia Hyde

Let's be honest. Teaching writing in the primary grades is tough. In Kindergarten, students come to us with a wide range of readiness for writing. Some students are just learning to hold a pencil and others are using letters to represent words or individual sounds. We write to communicate our ideas. Even very young children understand this. They watch adults and older children write and they emulate writing in their play. When young children scribble, they are beginning to understand that writing is a way to share information. Because scribbles are difficult for others to read and understand, our goal, as early grades teachers, is to help students learn to write in a way that others can read and understand.

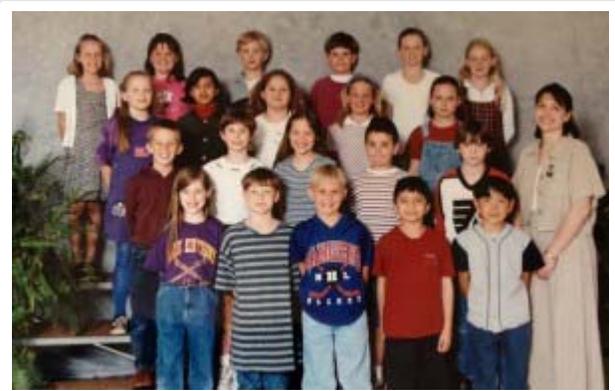


Mia remembers reading to her own pre-K student when she was in the classroom.

Writing is a complex language process. Writing requires cognitive skills (thinking about what to write), linguistic skills (stretching out sounds in words), and motor skills (writing the letters).

Over time, students will become more automatic in linguistic and motor skills and can focus on the more demanding cognitive skills of writing. But, in the early grades, students are just starting to put all of these skills together...at the same time...and that's tough!

Even though teaching writing in the primary grades is challenging, it is also extremely important. This is the time to lay the foundation for students to understand that writing is a way to share ideas, opinions and understandings in a way that is lasting and can be read by others. When I first started teaching first grade, I quickly realized that my students loved to write, but it was very difficult for me to read. There were no spaces between words, there were mixed upper and lower case letters, there were symbols and scribbles, and I could hardly make sense of it at all. Eventually I got better at reading these early writings, but I also learned to say, "Tell me what you wrote. Point to the words as you read your writing to me." This was an important breakthrough for my students and for me. It helped my students to understand that someone else often reads your writing. From this, along with lots of modeling from me, they started to work to make their ideas in their writing more clear and began including things like spaces between words, capital letters and punctuation, and adding more sounds to their spelling of words.



Mia with her third grade class as a classroom teacher.

Writing matters in the early grades because this is the time to teach students that even when we have to focus on the little things, like using a 'finger space' between words, we can't take our eyes off of the big picture: writing is a powerful way to express yourself.

*Tell us why writing matters to you! Write your thoughts on this image, and share your passion for writing on social media using the hashtag #TNwrites.*



A Tennessee Department of Education Website

## Three Ways to Encourage Student Writers to Take More Risks

posted by **Communications Team** on January 7, 2015 in **Columns**

*The ability to write is a powerful tool. It helps students give us a window into their lives, and it will help them to grow into adults that can share compelling opinions and professionals that can effectively communicate ideas. David Timbs, the department's executive director of instructional leadership support, was recently inspired by his own children's experience with writing. In this post David, a veteran writing teacher, shares three ways to help students become better writers.*

*By David Timbs, Executive Director of Instructional Leadership Support, Tennessee Department of Education*

When I first started teaching high school English in northeast Tennessee, colleagues from other departments often asked me why it seemed that I got to know my students so well and so quickly. I appeared to know my students' likes, their dislikes, their interests; encouraging discussions around a myriad of topics came easier, and student engagement in my classes increased. My answer, really, was simple: I read something written by my students each and everyday.

Writing is hard work. It is also one of the most creative, compelling, and beneficial endeavors in which we can engage. As a teacher, reading my students' writing provided a window into their wonderings, their understandings, and their solely unique perspectives. When students invite you to read their writing, they are allowing you to see their learning at its most personal level. Over the years of teaching both high school and college students, I have learned key lessons that positioned me to encourage students in ways that spurred them to take more ownership, risk, and pride as they crafted their words.

### **Feedback to writers is crucial.**

We all want feedback, but only when it affects us positively. Providing feedback to a person's writing is a



David Timbs, Executive Director of Instructional Leadership Support

delicate affair. You must applaud the successful efforts, while framing constructive feedback in specific, actionable tones that help guide students' writing to the next level. The feedback must be intentional and timely with built-in loops where students can react to the feedback with further refinement.

### **Writing practice counts when it has a clear purpose.**

Not all student writing needs to be polished and refined. It does, however, need to have a clear purpose. Putting our thoughts to paper is a solitary learning experience and it needs to be rewarded with an intended end goal. Some writing may be shared only with the teacher, some may only be shared aloud in small groups, and some may be refined based on feedback from multiple sources. Writing is not one of those activities that we do for the sake of doing it. As teachers, we must frame its purpose, provide clear expectations, and ensure it is shared in some forum.

### **Helping students understand their audience defines approach.**

Our standards demand student writing at a level we have not seen before. They are asked to write for a variety of purposes, and we must help our students understand that knowing the intended audience for their writing is tantamount to deciding an approach to the topic. The audience influences a writer's style, tone, word choice, and organization. As we help our students grasp how to dissect complex writing prompts centered on rigorous passages across content areas, we must not lose the step where we also pause to consider the audience. Highly successful writing teachers count this practice among one of their most impactful instructional strategies.

Writing is both a technical process and an art. Like all processes, there are steps that, when followed, result in a high quality product. And like any art, writing also is an individualized experience that allows the writer to create work that reflects his personal flair and perspective.

As I learned in the classroom, student writing allows teachers to get to know each and every student the way that discussions often limit. And in creating that classroom environment that charges our students to create, to express themselves, and to engage with their words, the act of providing feedback matters, practice with a purpose is essential, and writing with an audience in mind solidifies direction.



**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to familiarize themselves with the high impact writing strategies revealed in our survey of teachers.

**Topic for Discussion: High Impact Writing Strategies**

<b>Step 1:</b>	Download the “High Impact Writing Strategies” presentation from the “For Leaders” section of the TNCore website at <a href="http://www.tncore.org">www.tncore.org</a> . You will also want to share the document that summarizes the survey findings. This activity should take approximately 30 minutes.
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>1. Read the document that summarizes the findings.</li> <li>2. Give teachers 2-3 minutes to discuss at their tables any immediate reactions.</li> </ol>
<b>Step 3:</b>	<ol style="list-style-type: none"> <li>1. Go through the PowerPoint presentation that you downloaded.</li> <li>2. Encourage teachers to record their observations as you review the survey findings, including the quotes from teachers.</li> <li>3. As you review, have teachers brainstorm what they could do to build more stamina in their student writers.</li> </ol>
<b>Step 4:</b>	<ol style="list-style-type: none"> <li>1. Discuss the top practices of high impact teachers and the top experiences of high achieving students.</li> <li>2. Encourage each group of teachers to select two top practices that they believe will impact writing across the curriculum if they embrace.</li> </ol>
<b>Step 5:</b>	<ol style="list-style-type: none"> <li>1. Set goals with each grade level and/or content area for employing the top practices in instruction over the next four weeks.</li> <li>2. Establish a date and time when you will meet again to review their progress. Student work should be brought to this meeting so that analysis of authentic work can drive the conversation.</li> </ol>
<b>Step 6:</b>	Commit to repeating Step 5 each month. In addition, continue to prioritize the selection of rigorous texts and challenging prompts across content areas to broaden students’ writing experiences. Length and purpose of assignments should vary to build stamina.

## **Writing Reflection: “Start-Stop-Keep Reflection”**

As you think about the current writing practices at your school in comparison to what you have learned from the research study around high impact writing instruction, complete the following “Start-Stop-Keep Reflection” and we will share as a group.

When I think about the current writing practices across the curriculum in my school or district, we need to:

Start Implementing These Practices	Stop These Practices	Keep Doing and Refining These Practices



# **Section 5: TNReady (Math)**

## TNReady Math will reflect the focus of the Tennessee State Standards.

Vast majority of the points will come from the major work of the grade. There will be more emphasis on this “major work” than before.

Specific information about what will be assessed on Part I will be identified by March.

Specific blueprint will be determined by March.

Score point determination from standards will be determined by March.

### Extended Response Questions

- Scoring guides available for training
- Reflect the CRA Tasks

### Question Scoring

- Partial credit option available
- Scoring guides will contain specifics and point value

### Balanced Focus of Questions

- Conceptual Understanding
- Fluency
- Application

- Extended Response items that will require human scoring will be on Part I (2/3 of the way through the course).
- The number of questions have yet to be determined.

- What We Know

- Fluency will be assessed as detailed in the standards without a calculator in Grades 3-6.
- Calculators will be permitted in grades 7-11.

- To Be Determined

- It is not clear if there will be a calculator section and a non-calculator section in grades 3-5.
- Specific types of calculators and functions will be determined by May.
- Reporting design
- Overall weight of the Fluency section as part of the overall test.

**TNReady**  
**Sample Items**  
**Math (Grades K-8)**

**Sample Item: Graphic Response**

Grades 5-6 Training Test #17

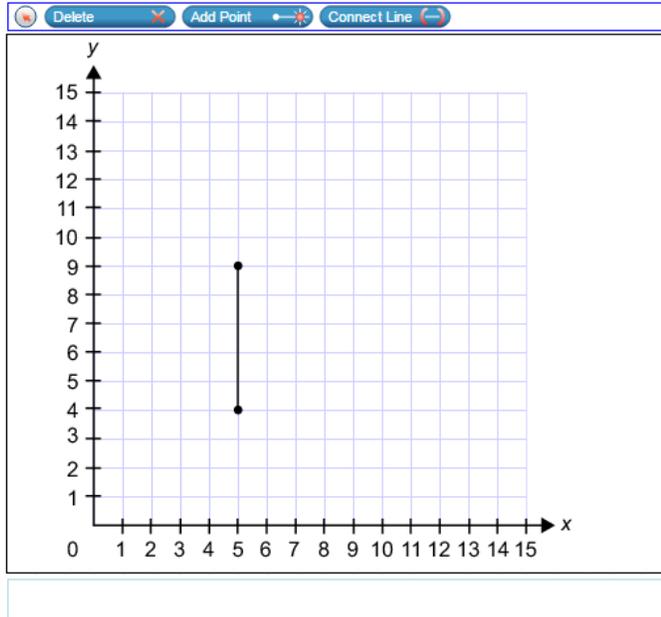
17



One side of a pentagon with vertices at  $(5, 4)$  and  $(5, 9)$  are shown.

Use the Connect Line tool to draw the remaining sides of the pentagon with these conditions:

- at least two sides each have a length of 5 units, and
- at least one side has a length of 8 units.



## Math Sample Items

### Sample Item: Multiple Select

Grades 7-8 Training Test #12

Select all the expressions that are equivalent to  $-7$ .

$-\frac{14}{2} \times \frac{7}{7}$

$7 \times -1 \times -1 \times -1$

$-4 \times \frac{7}{4}$

$-7 \times -1$

$7^{-1}$

**Sample Item: Short Answer**

Grades 7-8 Training Test #16

An equation is shown.

$$a^b = c$$

Both  $a$  and  $c$  are less than 0, and  $b$  is a positive integer.

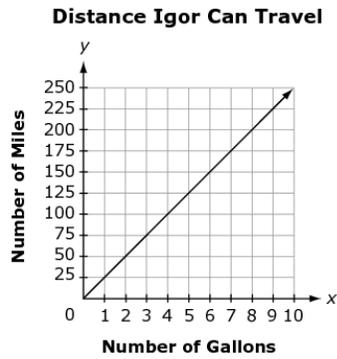
State another fact that must be true about  $b$ . Give a complete statement to explain your reasoning.

Type your answer in the space provided.

**Sample Item: Equation Response**

**Grades 7-8 Training Test #8**

Igor's car travels 25 miles on a gallon of gas. The car's gas tank has a capacity of 10 gallons. The distance Igor can travel is shown in the graph.



Before his trip, Igor stops at a gas station where 10 gallons of gas costs \$41.90. His gas tank is already  $\frac{2}{5}$  full and he spends \$16.76 on gas.

What is the maximum distance, in miles, Igor can travel with the gas he now has in his tank?

← → ↶ ↷ ✖

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4	5	6	<	≤	=	≥	>		
7	8	9	$\frac{\square}{\square}$	$\square^\square$	( )		$\sqrt{\square}$	$\sqrt[\square]{\square}$	$\pi$
0	.	-							

## **TNReady Mathematics Items (Grades 6-8)**

In your participant manual, you will find a set of sample TNReady items for math.

Use the assigned items to complete this activity. You will also have a PLC Guide to repeat this activity with your teachers. For your reference, you can find the "Standards for Math Practice" and "Look Fors." You will also find the grade level instructional focus time for math in the appendix.

Take a few moments and complete this item as if you were a student. Use the following reflection questions to capture your thinking.

### **Reflection Questions**

1. What are the mathematics skills students use to complete this activity?
2. What mathematical practices (found in this section) will students use to complete this activity?
3. Have your students had the practice with the technology needed to complete this activity? If not, what plan do you have to provide them with access and practice?
4. What mathematics skills would need to be taught in previous grades in order for students to be successful with this activity?
5. What do these sample tasks show that your teachers need to be doing in their classrooms?

# Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

## **1 Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

## **2 Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

## **3 Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions,

communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### **4 Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### **5 Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### **6 Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

## **7 Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

## **8 Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

### **Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

## STANDARDS FOR MATHEMATICAL PRACTICES OBSERVATION TOOL

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The eight Standards for Mathematical Practice are an integral part of Tennessee Academic Standards for Mathematics in all grade levels and courses. These practices describe the varieties of expertise, habits of mind, and productive dispositions that teacher seek to develop in their students. Just as we expect timeliness, respect, and organization from our students, these behaviors are modeled by adults. Similarly, teachers should understand the need to appropriately model the behaviors exemplified by the Standards for Mathematical Practice, while ultimately seeking for the students to exhibit these behaviors autonomously.

Practices 3 and 4 also represent practices that requires students to produce something. Practice 3, *construct viable arguments and critique the reasoning of others*, asks students to produce an argument based on mathematical reasoning. Practice 4, *model with mathematics*, asks students to produce a mathematical model to represent a real-world problem situation or context by applying their mathematical knowledge.

When using this tool, check to see if STUDENTS exhibit the following behaviors in solving mathematics problems and if TEACHERS facilitate these behaviors by providing cognitively demanding tasks and encouraging sense-making for ALL students.

Based from work by Melisa Hancock for KATM/KSDE Summer Academy, 2011

## STANDARDS FOR MATHEMATICAL PRACTICES OBSERVATION TOOL

Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Student: Actions/Responsibilities
<p><b>1. MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM</b></p>	<p>Open-ended/multi-step problem with no solution pathway evident.</p> <p>Non-routine problems with multiple solution paths.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides time and facilitates discussion in problem solutions.</li> <li>• Facilitates discourse in the classroom so that students UNDERSTAND the approaches of others.</li> <li>• Provides opportunities for students to explain themselves, the meaning of a problem, etc.</li> <li>• Provides opportunities for students to connect concepts to “their” world.</li> <li>• Provides students TIME to think and become “patient” problem solvers.</li> <li>• Facilitates and encourages students to check their answers using different methods.</li> <li>• Provides problems that focus on relationships and are “generalizable”.</li> <li>• Encourages and provides opportunities for students to revise their work.</li> <li>• Ask questions and provides support or scaffolding in a way that does not take over the thinking of the students.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Are actively engaged in solving problems &amp; thinking is visible (i.e., DOING MATHEMATICS vs. FOLLOWING STEPS OR PROCEDURES).</li> <li>• Are analyzing givens, constraints, relationships, and goals (NOT the teacher).</li> <li>• Are discussing with one another, making conjectures, planning a solution pathway, not jumping into a solution attempt or guessing at the direction to take.</li> <li>• Relate current “situation” to concept or skill previously learned and check answers using different methods.</li> <li>• Continually ask self, “does this make sense?”</li> <li>• Regulates own need to revise or try a different approach.</li> </ul>
<p><b>Evidence &amp; Comments:</b></p>			

Based from work by Melisa Hancock for KATM/KSDE Summer Academy, 2011

## STANDARDS FOR MATHEMATICAL PRACTICES OBSERVATION TOOL

Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Student: Actions/Responsibilities
<p><b>2. REASON ABSTRACTLY AND QUANTITATIVELY</b></p>	<p>Provide a context or situation for students that allows them to “abstract” the situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents.</p> <p>Tasks that allow for pausing during the manipulation process in order to probe into the referents for the symbols involved.</p> <p>Tasks require students to respond by <i>contextualizing</i> their mathematical solution in terms of the problem situation given.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides a range of representations of math problem situations and encourages various solutions.</li> <li>• Provides opportunities for students to make sense of quantities and their relationships to the context in problem situations.</li> <li>• Provides problems that require flexible use of properties of operations and objects.</li> <li>• Emphasizes quantitative reasoning which entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, <b>not just how to compute them and/or rules</b>; and knowing and flexibly using different properties of operations and objects.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Use varied representations and approaches when solving problems.</li> <li>• Make sense of quantities and their relationships to the context in problem situations.</li> <li>• Are <i>decontextualizing</i> (abstract a given situation and represent it symbolically and manipulate the representing symbols), and <i>contextualizing</i> (pause as needed during the manipulation process in order to probe into the referents for the symbols involved).</li> <li>• Use quantitative reasoning that entails creating a coherent representation of the problem at hand, considering the units involved, and attending to the meaning of quantities, not just how to compute them.</li> </ul>
<p><b>Evidence and Comments:</b></p>			

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Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Student: Actions/Responsibilities
<b>3. CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS</b>	<p>Tasks that allow students to analyze situations by breaking them into cases and then justify, defend/refute and communicate examples, counterexamples, and/or claims.</p> <p>Tasks that require students to provide an explanation based on mathematical understanding appropriate to the grade level and problem situation.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides ALL students opportunities to understand and use stated assumptions, definitions, and previously established results in constructing arguments.</li> <li>• Provides ample time for students to make conjectures and build a logical progression of statements to explore the truth of their conjectures.</li> <li>• Provides opportunities for students to construct arguments and critique reasoning of peers.</li> <li>• Facilitates and guides students in recognizing and using counterexamples.</li> <li>• Encourages and facilitates students justifying their conclusions, communicating, and responding to the arguments of others.</li> <li>• Asks useful questions to clarify and/or improve students' arguments.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Make conjectures and explore the truth of their conjectures.</li> <li>• Recognize and use counterexamples.</li> <li>• Justify and defend ALL conclusions and communicates them to others.</li> <li>• Recognize and explain flaws in arguments. (After listening or reading arguments of others, they respond by deciding whether or not they make sense. They ask useful questions to improve arguments.)</li> <li>• <u>E</u>lementary Students: construct arguments using concrete referents such as objects, drawings, diagrams, actions. <u>L</u>ater, students learn to determine the domains to which an argument applies.</li> </ul>
<p><b>Evidence and Comments:</b></p>			

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Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Student: Actions/Responsibilities
<p><b>4. MODEL WITH MATHEMATICS</b></p>	<p>Problem solving situations such as:  <b>Elementary:</b> this might be as simple as writing an addition equation to describe a situation.  <b>Middle grades:</b> a student might apply proportional reasoning to plan a school event or analyze a problem in the community.  <b>High School:</b> a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.</p> <p><i>Emphasis should be on using mathematics to model a real-world situation.</i></p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides problem situations that apply to everyday life.</li> <li>• Encourages students to use previously learned content and apply it to more sophisticated, grade level problems.</li> <li>• Encourages refinement of the model and discuss appropriate limitations.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Apply the mathematics they know to everyday life, society, and the workplace.</li> <li>• Write equations to describe real-world situations.</li> <li>• Are comfortable in making assumptions and approximations to simplify complicated situations.</li> <li>• Analyze relationships to draw conclusions.</li> <li>• Improve their model if it has not served its purpose.</li> </ul>
<p><b>Evidence and Comments:</b></p>			

Based from work by Melisa Hancock for KATM/KSDE Summer Academy, 2011

## STANDARDS FOR MATHEMATICAL PRACTICES OBSERVATION TOOL

Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Student: Actions/Responsibilities
<p><b>5. USE APPROPRIATE TOOLS STRATEGICALLY</b></p>	<p><b>Elementary:</b> students are provided tasks that require a variety of tools to solve.</p> <p><b>High School:</b> tasks might include students analyzing graphs of functions and solutions generated using a graphing calculator to detect possible errors by using estimations and other mathematical knowledge.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Provides a variety of tools and technology for students to explore to deepen their understanding of math concepts.</li> <li>Provides problem solving tasks that require students to consider a variety of tools for solving. (Tools might include pencil/paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software, etc.)</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Consider available tools when solving a mathematical problem.</li> <li>Are familiar with a variety of mathematics tools and use them when appropriate to explore and deepen their understanding of concepts.</li> </ul>
<p><b>Evidence and Comments:</b></p>			

Based from work by Melisa Hancock for KATM/KSDE Summer Academy, 2011

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Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Student: Actions/Responsibilities
<b>6. ATTEND TO PRECISION</b>	<p><b>Elementary:</b> students are solving problems and carefully formulating explanations to others.</p> <p><b>High School:</b> students are examining claims and making explicit use of definitions.</p> <p>Mathematical precision refers to solutions, language and arguments, symbols, etc.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Facilitates, encourages and <u>expects</u> precision in communication.</li> <li>• Provides opportunities for students to explain and/or write their reasoning to others.</li> <li>• Provides opportunities to refine claims or solutions in order to increase precision.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Use and clarify mathematical definitions in discussions and in their own reasoning (orally and in writing).</li> <li>• Use, understand and state the meanings of symbols.</li> <li>• Express numerical answers with degree of precision appropriate to the problem/context.</li> </ul>
<p><b>Evidence and Comments:</b></p>			

Based from work by Melisa Hancock for KATM/KSDE Summer Academy, 2011

## STANDARDS FOR MATHEMATICAL PRACTICES OBSERVATION TOOL

Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Student: Actions/Responsibilities
<p><b>7. LOOK FOR AND MAKE USE OF STRUCTURE</b></p>	<p><b>Elementary:</b> task might require students to notice that three and seven more is the same amount as seven and three more or they may sort a collection of shapes according to how many sides they shapes have. Later, students will see <math>7 \times 8 =</math> the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for the distributive property.</p> <p><b>High School:</b> in the expression <math>x^2 + 9x + 14</math>, students see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities and time for students to explore patterns and relationships to solve problems.</li> <li>• Provides rich tasks and facilitates pattern seeking and understanding of relationships in numbers rather than following a set of steps and/or procedures.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Look closely to discern patterns or structure.</li> <li>• Associate patterns with properties of operations and their relationships.</li> <li>• Step back for an overview and can shift perspective.</li> <li>• See complicated things, such as algebraic expressions, as single objects or as composed of several objects. (Younger children decompose and compose numbers.)</li> </ul>
<p><b>Evidence and Comments:</b></p>			

Based from work by Melisa Hancock for KATM/KSDE Summer Academy, 2011

## STANDARDS FOR MATHEMATICAL PRACTICES OBSERVATION TOOL

Mathematical Practice Standard	Task (Example)	Teacher: Actions/Responsibilities	Students: Actions/Responsibilities
<p><b>8. LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING</b></p>	<p><b>Upper Elementary:</b> solving problems and noticing that when dividing 25 by 11 they are repeating the same calculations over and over again, and conclude they have a repeating decimal.</p> <p><b>Middle School:</b> students might abstract the equation <math>(y-2)/=3</math> by paying attention to the calculation of slope as they repeatedly check whether the points are on the line through (1,2) with a slope of 3.</p> <p><b>High School:</b> Tasks that allow High School students to notice regularity in the way terms cancel when expanding <math>(x-1)(x+1)(x^2+1)</math> and <math>(x-1)(x^3+x^2+x+1)</math> which might lead to the general formula for the sum of a geometric series.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Provides problem situations that allow students to explore regularity and repeated reasoning.</li> <li>Provides rich tasks that encourage students to use repeated reasoning to form generalizations and provides opportunities for students to communicate these generalizations.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Notice if calculations are repeated and look for both general methods and shortcuts.</li> <li>Pay attention to regularity and use to solve problems.</li> <li>Use regularity and use this to lead to a general formula and generalizations.</li> <li>Maintain oversight of the process of solving a problem while attending to details and continually evaluates the reasonableness of immediate results.</li> </ul>
<p><b>Evidence and Comments:</b></p>			

Based from work by Melisa Hancock for KATM/KSDE Summer Academy, 2011

## Key Teacher and Leader Actions That Support Student Expectations and Behaviors

On the next page of your participant manual, you will find the “Instructional Implications” document that applies to our discussion around TNReady mathematics. As we read through each section, use the space below to make notes about what you feel are the **3-5 most beneficial actions and behaviors** for each column that you want to prioritize at your school. These will form the basis of an action plan in your “Bridge to Practice.”

Key Leader Actions	Key Teacher Actions	Key Student Behaviors

### Mathematics Instructional Implications

What we know	What should students know and do?	What should teachers know and do?	What should leaders know and do?
<p>8) The assessment will reflect the focus of the standards.</p> <ul style="list-style-type: none"> <li>The vast majority of score points will come from the major work of the grade.</li> <li>No items will directly or indirectly assess students on topics prior to the introduction of that topic in the standards (i.e. probability including chance, likely outcomes and probability models will not be assessed prior to grade 7, statistical distributions will not be introduced prior to grade 6 and similarity, congruence and geometric transformations are introduced in grade 8.)</li> <li>Questions will balance conceptual understanding, fluency and application, assessed together and separately.</li> </ul>	<ul style="list-style-type: none"> <li>Experience daily instruction based on the standards with a focus on the major work of the grade from the start of the school year.</li> <li>Experience a variety of assignments and tasks that deepen understanding of the major work of the grade.</li> </ul>	<ul style="list-style-type: none"> <li>Personally deeply understand the major work of the grade and what students need to know and do to successfully answer rigorous questions about each topic.</li> <li>Plan instruction to focus on the major work of the grade from the start of the year.</li> <li>Provide a variety of opportunities to deepen and demonstrate knowledge of concepts, application and procedures for each topic.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure any school and district pacing guides and assessment series focus majority of time (and points) on the major work of the grade.</li> <li>Ensure teachers' assessments reflect a range of types of questions about the major work of the grade.</li> </ul>
<p>9) Some questions in every grade level will require students to model and make mathematical arguments.</p> <ul style="list-style-type: none"> <li>Questions will require extended response in math.</li> <li>There will be scoring guides and training for scorers.</li> <li>There will be opportunity for partial credit.</li> <li>All questions requiring in-person scoring will be on part I.</li> </ul>	<ul style="list-style-type: none"> <li>Practice explaining thinking in response to instructional and assessment tasks in talk and writing.</li> <li>Receive feedback on extended responses answers and have the opportunity to apply the feedback in revision and in novel situations.</li> <li>See models and multiple exemplars of extended response answers.</li> <li>Practice responding to extended response questions on the platform multiple times before the operational assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and deeply understand a variety of extended response and modeling tasks. Understand the range of potential student solutions of frequent misconceptions.</li> <li>Experience the platform personally.</li> <li>Provide students regular opportunities to explain thinking in talk and writing.</li> <li>Provide students feedback on their responses and opportunities to apply the feedback in revision and novel situations.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure any school or district pacing guides and interim assessments include questions that require students to model and make mathematical arguments.</li> <li>Ensure teachers experience and deeply understand the questions that will be asked and multiple pathways for student solutions.</li> <li>Ensure teachers understand how questions will be scored and provide feedback to students.</li> </ul>
<p>10) Student's fluency with traditional basic procedures will be assessed, as detailed in the standards, in grades 3-6 without the aid of a calculator.</p> <ul style="list-style-type: none"> <li>Calculators will be permitted on other grades.</li> <li>Fluency will have some time element.</li> <li>Fluency will be reported as part of the math score overall.</li> </ul>	<ul style="list-style-type: none"> <li>Receive instruction on and the opportunity to practice answering problems with procedures without calculators.</li> <li>Practice using the calculator with the functions that are appropriate prior to the operational assessment and practice responding to questions in a timed setting.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and deeply understand the type of fluency questions that will be asked.</li> <li>Understand the tools and functions that will be on the platform and ensure classroom tools reflect these functions.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students in grades 3-6 get instruction and practice without a calculator.</li> <li>Ensure students in all grades practice with the calculator on the platform prior to operational assessment.</li> </ul>

SECURE MATERIAL – Reader Name: \_\_\_\_\_  
Tennessee Comprehensive Assessment Program

# TCAP/CRA

## 2014



# 6

## Phase III

### Are These Ratios the Same? Task

### Anchor Set

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**Grade 6 — 2013–14, Phase III**  
**Part 1: Constructed Response Task Section**

**Are These Ratios the Same? Task**

The math class is working with ratios. The teacher asks the students to determine the ratio of boys to girls in the class. Rhonda counts 12 boys and 15 girls in all.

- a. Jimmy says “I used the numbers 4 and 5 to write my ratio.” Explain using ratio language what the numbers in Jimmy’s ratio represent.



A large rectangular box for writing the answer to question a. In the top-left corner, there is a small icon of a hand holding a pencil.

- b. Sammy says, “My ratio is totally different. I got 12 to 27.” Explain using ratio language what the numbers in Sammy’s ratio represent.



A large rectangular box for writing the answer to question b. In the top-left corner, there is a small icon of a hand holding a pencil.

**Grade 6 — 2013–14, Phase III**  
**Part 1: Constructed Response Task Section**

**Are These Ratios the Same? Task**

- c. The students then count the boys and girls in the entire 6th grade. They find that there are 2 boys for every 1 girl. Use a table or tape diagram to show how many girls there are if there are 40 boys.



## Scoring Guide

### The CCSS for Mathematical Content (4 points)

- 6.RP.A.1(x) Uses ratios or ratio language to explain the meaning of each of the numbers in part a. \_\_\_\_\_  
**(1 Point)**
- 6.RP.A.1(z) Uses ratios or ratio language to explain the meaning of each of the numbers in part b. \_\_\_\_\_  
**(1 Point)**
- 6.RP.A.2 Uses unit rate to set up a relationship between the number of boys and the number of girls in part c. \_\_\_\_\_  
**(1 Point)**
- 6.RP.A.3 Solves for the missing piece of data in part c. \_\_\_\_\_  
**(1 Point)**

### The CCSS for Mathematical Practices (1 point)

- MP4 Uses an appropriate table or tape diagram to scale the ratio. \_\_\_\_\_  
**(1 Point)**  
(MP4: Model with mathematics.)

**TOTAL POINTS: 5**

## The CCSS for Mathematical Content Addressed In This Task

Understand ratio concepts and use ratio reasoning to solve problems.	
6.RP.A.1	Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>
6.RP.A.2	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i>
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

## The CCSS for Mathematical Practices\*

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. **Model with mathematics.**
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

\* Gray type indicates Mathematical Practices not addressed in this assessment.



**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to begin to explore familiarize themselves with TNReady assessment in mathematics. This should take approximately 60 minutes.

**Topic for Discussion: Moving to TNReady in Math**

<b>Step 1:</b>	<p>Download the “TNReady Math Expectations” presentation from the “For Leaders” section of the TNCore website at <a href="http://www.tncore.org">www.tncore.org</a>. You will also want to download the sample items and the “Instructional Implications for Math.” (You may also make copies of them from this manual)</p> <p>You will also want teachers to bring in an assessment they currently use in class as well as a copy of the Tennessee Standards for the grade and/or course(s) they teach.</p>
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>1. If you have not shown your staff the TNReady overview video or the accompanying PowerPoint presentation, review the presentation you downloaded from the TNCore website on TNReady Math expectations.</li> <li>2. Give teachers time to discuss any immediate reactions and share out.</li> </ol>
<b>Step 3:</b>	<ol style="list-style-type: none"> <li>1. Discuss the “Instructional Implications” document and talk through each row</li> <li>2. Ask teachers to focus on the “Teachers” and “Students” columns.</li> <li>3. After each row, give some discussion time at each table and have tables share out which actions they want to prioritize and which student behaviors they believe need to become areas of focus.</li> </ol>
<b>Step 4:</b>	<ol style="list-style-type: none"> <li>1. Distribute the TNReady sample items.</li> <li>2. Allow teachers time to review items and engage in discussion on how they teacher actions and student behaviors could impact mastery of the items.</li> </ol>
<b>Step 5:</b>	<p>Use the following guiding discussion questions:</p> <ol style="list-style-type: none"> <li>1. How often are we using instructional tasks during class time?</li> <li>2. After seeing these sample items, are we on track with the amount of time we spend on tasks?</li> <li>3. How often are students sharing their solution pathways and reasoning with their peers?</li> <li>4. Do we need to spend more time allowing our students to share pathways and reasoning?</li> <li>5. How can we accomplish this?</li> </ol>
<b>Step 6:</b>	<p>Have teachers get out the assessments they currently give to their students. Have them discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. How can we make our assessments look more like these TNReady sample items?</li> <li>2. Do we need to do common assessments to make this happen?</li> </ol>
<b>Step 7</b>	<p>Have teachers get out the Tennessee Standards for their course. Knowing that the majority of the test will come from of the major work of the grade:</p> <ol style="list-style-type: none"> <li>1. How do we ensure we are spending the majority of time on this major work?</li> <li>2. Will we have to rewrite pacing guides?</li> </ol>
<b>Step 8</b>	<p>Have teachers identify math instructional priorities for the 2015-2016 school year. Conduct a “3-2-1 Reflection with them: 3 instructional priorities as teachers, 2 different expectations for students, and 1 area of focus that will best impact student achievement.</p>

## Being Intentional About Using the Standards for Mathematical Practice

**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to begin to consider ways to intentionally incorporate the Standards for Mathematical Practice into their instruction.

**Background:** The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that teacher seek to develop in their students. Just as we expect timeliness, respect, and organization from our students, these behaviors are modeled by adults. Similarly, teachers should understand the need to appropriately model the behaviors exemplified by the Standards for Mathematical Practice, while ultimately seeking for the students to exhibit these behaviors autonomously. Remember, the way students are given the opportunity to use the Standards for Mathematical Practice is by working on content.

### **Topic for Discussion: Standards for Mathematical Practice**

<b>Step 1:</b>	<ul style="list-style-type: none"> <li>• Ensure that everyone has a copy of the 8 Standards for Mathematical Practice and their descriptions, available at: <a href="http://tn.gov/education/standards/math/standards_mathematical_practice.pdf">http://tn.gov/education/standards/math/standards_mathematical_practice.pdf</a></li> <li>• Ensure everyone has a copy of the “Standards for Mathematical Practices Observation Tool”</li> <li>• (Spend time reviewing and discussing the Standards for Mathematical Practice, if necessary)</li> </ul>
<b>Step 2:</b>	<ul style="list-style-type: none"> <li>• Consider an upcoming mathematical goal for your students:               <ul style="list-style-type: none"> <li>○ Define the goal for student understanding</li> <li>○ Determine standards for mathematical content will students be working on</li> <li>○ Determine which standards for mathematical practice students will have the opportunity to work on (1-2, no more than 3)</li> <li>○ Be sure to use evidence for why these practices are the most appropriate for the content.</li> </ul> </li> </ul>
<b>Step 3:</b>	<ul style="list-style-type: none"> <li>• Select a high level task that will support the student learning goals identified in step 2.</li> </ul>
<b>Step 4:</b>	<ul style="list-style-type: none"> <li>• Use the “Standards for Mathematical Practices Observation Tool” to consider ways in which teachers will support, encourage, and model the standards for mathematical practice in step 2.               <ul style="list-style-type: none"> <li>○ What will the teacher be saying?</li> <li>○ What will the teacher be doing?</li> </ul> </li> </ul>
<b>Step 5:</b>	<ul style="list-style-type: none"> <li>• Establish shared criteria for what will be acceptable evidence from the students that they are working on the standards for mathematical practice named in step 2.               <ul style="list-style-type: none"> <li>○ What will students be saying?</li> <li>○ What will students be doing?</li> </ul> </li> </ul>
<b>Step 6:</b>	<ul style="list-style-type: none"> <li>• Build out the rest of the lesson in the time remaining.               <ul style="list-style-type: none"> <li>○ The Thinking Through a Lesson Protocol can support teacher planning: <a href="http://tncore.org/sites/www/Uploads/summer2013/Summer%202012/00_Thinking%20Through%20a%20Lesson_20131007.pdf">http://tncore.org/sites/www/Uploads/summer2013/Summer%202012/00_Thinking%20Through%20a%20Lesson_20131007.pdf</a></li> </ul> </li> </ul>





# **Section 6: Closing and Appendix**

## 2015 Summer Training



There will be **four tracks of training** offered this summer:

- 3-11 Math
- 3-11 ELA
- 3-11 Social Studies
- Early Grades with a focus on literacy

Content will provide **clear strategies and tools** to help all students meet **high expectations** - integrating information about standards, assessments, resources, and instructional practices.

Designed for **teacher leaders selected to represent their schools**. Content will include follow up modules & PLC resources to support implementation throughout the year.

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## 2015 Summer Training



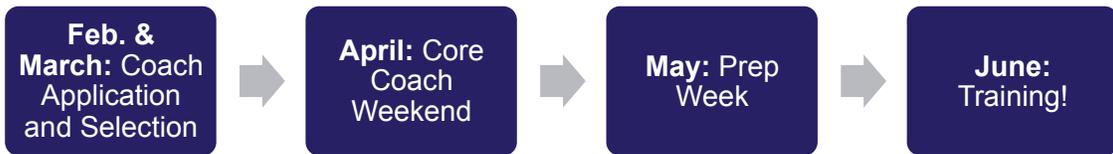
Training will be two days in length and offered in CORE Regions.

**The specific dates of trainings will be:**

- June 9-10
- June 11-12
- June 16-17
- June 18-19
- June 23-24
- June 25-26

Registration information will be shared early this Spring.

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Notes:

# Tennessee Department of Education

## Spring 2015 Leadership Course

### **Bridge to Practice: "Forward Focus" Plan**

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For this Bridge to Practice activity, leaders are required to return and engage with their school or district's Leadership Team in completing this "Forward Focus" plan. This plan will ensure that schools plan purposefully for summer training, identify key focus objectives for their own school or district's transition to the new assessments, and create a culture of collaboration centered on improving student achievement.

Leadership Course participants will bring these plans to Class Two and this will serve as the opening piece during collaborative sharing and networking time. This will ensure that everyone is able to learn from one another and take the best ideas back to their schools and districts. Completion of this plan is required for TASL credit as well. The plan will build on what you believe are key focus areas for YOUR school or district. It will also springboard to summer planning as you will determine who should attend summer training.

### **Identifying Your Key Focus Areas for Your Action Plan**

In collaboration with your school/district leadership team, determine what key actions will be vital to your vision in the areas of English language arts, math, and social studies for the remainder of this year and into summer 2015 as you plan for the 2015-16 school year. These will center on actions for teachers and leaders as well as needed key behaviors from students. We have provided ideas of possible actions that you may include.

The planning document begins on the next page and you will receive a template for this in an email after Class 1 has concluded. In addition, you will receive a video outlining summer training and an accompanying planning tool that you and your leadership team can use to purposefully plan how you will utilize your school's allocated slots for summer training.

## Action Planning Tool

School:	District:
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**Key Focus Area:** \_\_\_ English language arts \_\_\_ Math \_\_\_ Social Studies  
(You may complete an action planning tool for multiple areas.)

Based on student expectations in the area indicated above, list your key objective (e.g., to engage students more deeply in reading multiple passages and then responding to a prompt using evidence) and the possible actions and behaviors that you want to prioritize at your school/district:

Key Focus Area Objective:
Expected Behaviors from Students to Support This Key Focus:
Possible Actions from Teachers to Support This Key Focus:
Possible Actions From Leaders To Support This Key Focus:

## **Possible Key Actions might include:**

**One:** Convene a group of students to talk with them about what has changed in their learning in math and ELA at your school in the past year. Bring your reflections/findings to Class Two. You might also want to use this as a faculty meeting discussion.

**Two:** Complete at least one PLC (available at the end of each section) before the next class. These include TNReady Overview, Deconstruction of a TNReady ELA item, Social Studies student Expectations Process, High Impact Writing Overview, and Comparison of a TNReady Math Item and a Math CRA item.

**Three:** Compile “Three Days in the Life of a Social Studies Student” at your school and complete a comparison between what is and what should be. In this activity, ask a sample of students to collect examples of the activities they are currently completing in social studies classes.

**Others:**

## “3-2-1 Self-Reflection”

Using the following 3-2-1 protocol, reflect on the information you’ve learned today regarding new assessment expectations in English language arts, math, and social studies as well as high impact writing practices.

**3** things that I’ve learned that need to impact instruction at my school:

**2** key actions that I want to immediately take when I return to school:

**1** thing that I’m worried about or have concerns about:



\*The test will include multiple choice items and one constructed response item drawn from a standard in one of the four reporting categories\*

<b>Reporting Category 1: Human Origins and the Emergence of Civilizations</b>		<b>%</b>	<b># of Items</b>
<b>Standard 1: Human Origins in Africa through the Neolithic Age</b> —Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age, which led to the development of civilizations.		10%	3-7
6.1	Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)		
6.2	Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C,H)		
6.3	Explain the importance of the discovery of metallurgy and agriculture. (E, H)		
6.4	Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)		
6.5	Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)		
6.6	Identify and explain the importance of the characteristics of civilizations, including: the presence of geographic boundaries and political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities the existence of social classes; developed systems of religion, learning, art, and architecture; a system of record keeping; and technology. (C, E, G, H, P)		
6.7	Recognize time designations and the abbreviations, including: B.C., B.C.E., A.D., C.E., circa (c. or ca), decades, centuries, prehistoric, and historic. (H)		

<b>Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel</b>		<b>%</b>	<b># of Items</b>
<b>Standard 2: Mesopotamia: c. 3500-1200 B.C./B.C.E.</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.		53%	24-28
6.8	On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucuses Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee, and explain why the region is referred to as the Fertile Crescent. (G)		
6.9	Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)		

6.10	Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)	
6.11	Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)	
6.12	Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations. (C, E, H)	
6.13	Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)	
6.14	Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (C, E, H, P)	
<b>Standard 3: Ancient Egypt: c. 3000–1200 B.C./B.C.E.</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.		
6.15	On a historical map, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)	
6.16	Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H, P)	
6.17	Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)	
6.18	Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)	
6.19	Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus. (C, E, H)	
6.20	Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: Menes, Khufu, Hyksos invasion, Ahmose, King Tut, Queen Hatshepsut, Ramses the Great. (C, H, P)	
6.21	Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P)	
6.22	Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt. (C, H, P)	

<b>Standard 4: Ancient India</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.	
6.23	Locate and describe the Himalayas and the major river systems, including Indus and Ganges, and evaluate the importance of each. (E, G, H)
6.24	Analyze the impact of the Aryan invasions. (C, H, P)
6.25	Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H)
6.26	Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P)
6.27	Write a narrative text describing how Siddhartha Guatama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)
6.28	Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)
6.29	Identify the important aesthetic and intellectual traditions, including: Sanskrit literature, including the <i>Bhagavad-Gita</i> , <i>Ramayana</i> , and the <i>Mahabharata</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero. (C, E, H)
<b>Standard 5: Ancient China</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.	
6.30	Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)
6.31	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H)
6.32	Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)
6.33	Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism. (C, H)
6.34	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)
6.35	List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)
6.36	Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)
6.37	Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)
6.38	Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)

	<b>Standard 5: Ancient Israel</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.	
6.39	On a historical map of the Mediterranean Sea, Jordan River, and Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)	
6.40	Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)	
6.41	Describe the monotheistic religion of the Israelites, including: the belief in one God (monotheism), the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that all people must adhere to the same moral obligations, whether ruler or ruled, and the Torah and the Hebrew Bible as part of the history of early Israel. (C, H)	
6.42	Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 B.C./B.C.E. and the building of the first temple by Solomon. (G, H, P)	
6.43	Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)	
6.44	Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H)	
6.45	Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 A.D./C.E., and the renaming of the country by the Romans. (C, H)	

<b>Reporting Category 3: Ancient Greece to 300 B.C.</b>		<b># of Items</b>
	<b>%</b>	<b>8-12</b>
	19%	
<b>Standard 7: Ancient Greece: c. 800–300 B.C./B.C.E.</b> - Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.		
6.46	On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 B.C./B.C.E.. On a contemporary map, trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)	
6.47	Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)	
6.48	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in	

	ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)	
6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the “polis” or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law. (C, H, P)	
6.50	Compare and contrast life in Athens and Sparta. (C, H)	
6.51	Compare and contrast the status of women and slaves between Athens and Sparta. (C, H)	
6.52	Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)	
6.53	Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)	
6.54	Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)	
6.55	Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)	
6.56	Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Athena), and events; and where and how we see their names used today. (C, H)	
6.57	Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)	
6.58	Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)	
6.59	Describe the purposes and functions of the lyceum, the gymnasium, and the library of Alexandria, and identify the major accomplishments of the ancient Greeks: Thales (science); Pythagoras and Euclid (mathematics); Hippocrates (medicine); Socrates, Plato, and Aristotle (philosophy); Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama); the Parthenon, the Acropolis, and the Temple of Apollo (architecture); and the development of the first complete alphabet, with symbols representing; both consonants and vowels. (C, H)	

<b>Reporting Category 4: Ancient Rome to C.E. 500</b>		<b># of Items</b>
	<b>%</b>	<b>7-11</b>
<b>Standard 8: Ancient Rome: c. 500 B.C./B.C.E.–500 A.D./C.E.</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.	18%	
6.60	On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 A.D./C.E. (G, H)	
6.61	Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)	
6.62	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G,	

	H, P)	
6.63	Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)	
6.64	Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire: Military organization, tactics, and conquests and decentralized administration; the purpose and functions of taxes; the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes; and the benefits of a Pax Romana. (C, E, G, H, P)	
6.65	Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, and on the city of Constantinople on the Roman Empire. (H, P)	
6.66	Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)	
6.67	Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H )	
6.68	Describe the origins and central features of Christianity: monotheism; the belief in Jesus as the Messiah and God's Son; the concept of resurrection; the concept of salvation; belief in the Old and New Testaments; the lives, teachings, and contributions of Jesus and Paul; and the relationship of early Christians to officials of the Roman Empire. (C, G, H, P)	
6.69	Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)	
6.70	Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of the Colosseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P)	
6.71	Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G)	
6.72	Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Her,a and their inclusion in modern society.	

\*The test will include multiple choice items and one constructed response item drawn from a standard in one of the four reporting categories\*

<b>Reporting Category 1: Colonialism (1600–1750)</b>		<b>%</b>	<b># of Items</b>
<b>Standard 1: Colonialism (1600–1750)</b> —Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.		14%	5-9
8.1	Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)		
8.2	Trace and explain the founding of Jamestown, including: Virginia Company, James River, John Smith, Pocahontas, Powhatan, John Rolfe, "starving time," Tobacco, Bacon's Rebellion, Indentured servants and slaves, The arrival of women, House of Burgesses. (E, G, H)		
8.3	Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)		
8.4	Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: Non-Separatists/Puritans, John Winthrop, theocracy, Town meetings, Anne Hutchinson and Roger Williams-Rhode Island, Thomas Hooker-Connecticut, Salem Witchcraft Trials. (C, E, G, H, P)		
8.5	Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: Dutch influences, Peter Stuyvesant, Patroon System, Renaming to New York, Diverse population. (C, E, G, H)		
8.6	Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: William Penn, Philadelphia, Role of women, Relationship with Indians. (C, E, H, P)		
8.7	Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a "debtor" colony and a "buffer" colony. (C, E, G, H)		
8.8.	Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)		
8.9	Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)		
8.10	Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)		
8.11	Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)		
8.12	Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different		

	ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)	
8.13	Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: The First Virginia Charter, 1606; The Mayflower Compact, 1620; Charter of the Massachusetts Bay Colony, 1629; The Fundamental Orders of Connecticut, 1639; The New England Articles of Confederation, 1643; The Maryland Toleration Act, 1649. (C, H, P)	
8.14	Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)	

<b>Reporting Category 2: Development of an American Republic (1720–1789)</b>			
		%	# of Items
		25%	
<b>Standard 2: Development of a New Nation (1720–1787)</b> —Students will understand the major events preceding the founding of the nation and relate their significance to the development of the American Republic.			
8.15	Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)		
8.16	Explain how the practice of salutary neglect, experience with self-government, and widespread ownership of land fostered individualism and contributed to the American Revolution. (C, E, H, P)		
8.17	Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, <i>The Autobiography of Benjamin Franklin</i> , the Albany Plan of Union and the Join or Die cartoon. (C, H, P)		
8.18	Describe the impact of the John Peter Zenger trial on the development of the principle of a free press. (C, P)		
8.19	Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)		
8.20	Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: long hunters, Wilderness Road, Daniel Boone, William Bean, Thomas Sharpe Spencer, Dr. Thomas Walker. (C, G, H, TN)		
8.21	Summarize the major events of the Watauga Settlement, including: Battle of Alamance and Regulators; Watauga Purchase and Compact; James Robertson; Little Carpenter, Dragging Canoe. (E, P, TN)		
8.22	Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: Mercantilism; Pontiac's Rebellion; The Proclamation of 1763; The Sugar Act, 1764; The Quartering Act, 1765; The Stamp Act, 1765; The Declaratory Act, 1766; The Townshend Act, 1767; The Boston Massacre, 1770; The Boston Tea Party, 1773; The Intolerable Acts, 1774; Patrick Henry; Benjamin Franklin; John Adams; Sam Adams; John Hancock; Thomas Jefferson; Sons of Liberty. (C, E, H, P)		
8.23	Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)		

8.24	Using Thomas Paine's <i>Common Sense</i> and <i>The Crisis</i> , identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)	
8.25	Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, Francis Marion. (C, E, H, P, TN)	
8.26	Summarize the effect of the Revolution on the Wataugas and the reasons, plans, and struggles in creating the Cumberland Settlement, including: formation of Washington District, Cherokee War, Nancy Ward, Watauga Petitions, Transylvania Purchase, Richard Henderson, James Robertson, John Donelson, severe winter and river travel, Cumberland Compact, Indian attacks, Battle of the Bluffs. (G, P, TN)	
8.27	Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, H, P)	
	<b>Standard 3: The Constitution and Foundation of the American Political System (1777–1789)</b> — Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate.	
8.28	Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)	
8.29	Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P)	
8.30	Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)	
8.31	Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: distribution of power between the states and federal government, Great Compromise, Slavery and the 3/5 Compromise, George Washington and James Madison. (C, E, H)	
8.32	Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No.10 and 51 and other primary source texts. (H, P)	
8.33	Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)	
8.34	Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)	

8.35	Analyze the major events of George Washington's presidency, including Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)	
8.36	Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P)	
8.37	Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)	

<b>Reporting Category 3: The Young Nation to the Divided Nation (1789–1850)</b>		
	%	# of Items
	34%	15-19
<b>Standard 4: Growth of the Young Nation (1789–1849)</b> —Students analyze the aspirations and ideals of the people of the new nation.		
8.38	Describe daily life—including traditions in art, music, and literature—of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)	
8.39	Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: William Blount, John Sevier, Rocky Mount, Treaty of Holston, Cumberland Gap, River systems, Natchez Trace, Jackson Purchase. (G, H, P, TN)	
8.40	Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court—Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P)	
8.41	Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)	
8.42	Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)	
<b>Standard 5: The United States' Role on the World Stage (1789–1849)</b> —Students analyze United States foreign policy in the early Republic.		
8.43	Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: Impressment, War Hawks, Henry Clay, Burning of Washington, Fort Mchenry, William Henry Harrison, Tecumseh, Andrew Jackson, Battle of Horseshoe Bend, Battle of New Orleans. (E, H, P, TN)	
8.44	Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)	
8.45	Analyze the relationship the United States had with Europe, including the influence of The Monroe Doctrine. (E, G, P)	
<b>Standard 6: The Sectionalism of the American North, South, and West (1800–1850)</b> —Students analyze the paths of the American		

	people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized.	
8.46	Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads, including Henry Clay's American System. (E, G, H, P)	
8.47	Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P)	
8.48	Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)	
8.49	Analyze the women's suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P)	
8.50	Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)	
8.51	Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)	
8.52	Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)	
8.53	Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811–12 on the land and people of Tennessee. (G, H, TN)	
8.54	Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)	
8.55	Explain the events and impact of the presidency of Andrew Jackson, including the "corrupt bargain," the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)	
8.56	Analyze the contributions of Sequoyah to the Cherokee. (C, TN)	
8.57	Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cite evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)	
8.58	Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P)	
8.59	Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the	

	roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)	
8.60	Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)	
8.61	Describe the major events and impact of the presidency of James K. Polk, including his "Dark Horse" nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)	
8.62	Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)	
8.63	Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49'ers. (C, E, G, H)	
	<b>Standard 7: Slavery in America (1800–1850)</b> — Students analyze the growth of slavery and the resulting controversies.	
8.64	Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P)	
8.65	Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)	
8.66	Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and <i>The Liberator</i> ; Frederick Douglass and the <i>Slave Narratives</i> ; and Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> , Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's <i>The Emancipator</i> . (C, E, H, P, TN)	
8.67	Explain the reasons for and the impact of the Compromise of 1850, including the roles played by Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P)	
8.68	Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, "Bleeding Kansas," the Sumner Brooks incident, and the John Brown raid on Harper's Ferry. (H, P)	
8.69	Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)	
8.70	Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)	
8.71	Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)	

<b>Reporting Category 4: The Civil War, Reconstruction, and Westward Expansion (1830–1890)</b>	<b>%</b>	<b># of Items</b>
	27%	12-16
<b>Standard 8: Civil War (1830–1865)</b> — Students analyze the multiple causes, key events, and complex consequences of the Civil		

War.	
8.72	Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)
8.73	Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions—growth of cities, deforestation, farming and mineral extraction. (E, G, H, P)
8.74	Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)
8.75	Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)
8.76	Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)
8.77	Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)
8.78	Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)
8.79	Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)
8.80	Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles: Anaconda Plan, First Battle of Bull Run, Fort Henry and Fort Donelson, Shiloh, Antietam, Stones River, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, Chickamauga, Lookout Mountain, Franklin, Nashville, Sherman's "March to the Sea," Appomattox Court House.
8.81	Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)
<b>Standard 9: Reconstruction (1865–1877)</b> —Students analyze the character and lasting consequences of Reconstruction.	
8.82	Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)
8.83	Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)
8.84	Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)
8.85	Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen,

	including racial segregation and Jim Crow laws. (C, H, P)	
8.86	Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C,P, TN)	
8.87	Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)	
8.88	Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)	
8.89	Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. (C, E, G, H, TN)	
8.90	Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly. (G, P, TN)	
<b>Standard 10: Westward Expansion (1865–1890)</b> —Students analyze the social, political, and economic transformation of America as a result of westward expansion.		
8.91	Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map. (E, G)	
8.92	Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)	
8.93	Explain the significance of various American Indian leaders, including: Crazy Horse, Geronimo, Sitting Bull, Chief Joseph. (H)	
8.94	Explain the impact of the Homestead Act. (E, H, P)	
8.95	Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)	
8.96	Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)	
8.97	Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H)	
8.98	Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. (E, G, H)	

## Tennessee's State Mathematics Standards | Grade 3

In Grade 3, instructional time should focus on four critical areas:

- (1) developing understanding of multiplication and division and strategies for multiplication and division within 100;
- (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1);
- (3) developing understanding of the structure of rectangular arrays and of area; and
- (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example,  $\frac{1}{2}$  of the paint in a small bucket could be less paint than  $\frac{1}{3}$  of the paint in a larger bucket, but  $\frac{1}{3}$  of a ribbon is longer than  $\frac{1}{5}$  of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Adopted by the Tennessee State Board of Education, July 2010

## Tennessee’s State Mathematics Standards | Grade 4

In Grade 4, instructional time should focus on three critical areas:

- (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
- (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
- (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Adopted by the Tennessee State Board of Education, July 2010

## Tennessee's State Mathematics Standards | Grade 5

In Grade 5, instructional time should focus on three critical areas:

- (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
- (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and
- (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Adopted by the Tennessee State Board of Education, July 2010

# Tennessee's State Mathematics Standards | Grade 6

In Grade 6, instructional time should focus on four critical areas:

- (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
- (3) writing, interpreting, and using expressions and equations; and
- (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as  $3x = y$ ) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

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# Tennessee’s State Mathematics Standards | Grade 7

In Grade 7, instructional time should focus on four critical areas:

- (1) developing understanding of and applying proportional relationships;
- (2) developing understanding of operations with rational numbers and working with expressions and linear equations;
- (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
- (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Adopted by the Tennessee State Board of Education, July 2010

# Tennessee’s State Mathematics Standards | Grade 8

In Grade 8, instructional time should focus on three critical areas:

- (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- (2) grasping the concept of a function and using functions to describe quantitative relationships;
- (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $m \cdot A$ . Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

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## The Mathematical Task Analysis Guide

### Lower-Level Demands Memorization Tasks

- Involves either producing previously learned facts, rules, formulae, or definitions OR committing facts, rules, formulae, or definitions to memory.
- Cannot be solved using procedures because a procedure does not exist or because the time frame in which the task is being completed is too short to use a procedure.
- Are not ambiguous – such tasks involve exact reproduction of previously seen material and what is to be reproduced is clearly and directly stated.
- Have no connection to the concepts or meaning that underlie the facts, rules, formulae, or definitions being learned or reproduced.

### Procedures Without Connections Tasks

- Are algorithmic. Use of the procedure is either specifically called for or its use is evident based on prior instruction, experience, or placement of the task.
- Require limited cognitive demand for successful completion. There is little ambiguity about what needs to be done and how to do it.
- Have no connection to the concepts or meaning that underlie the procedure being used.
- Are focused on producing correct answers rather than developing mathematical understanding.
- Require no explanations, or explanations that focus solely on describing the procedure that was used.

### Higher-Level Demands Procedures With Connections Tasks

- Focus students' attention on the use of procedures for the purpose of developing deeper levels of understanding of mathematical concepts and ideas.
- Suggest pathways to follow (explicitly or implicitly) that are broad general procedures that have close connections to underlying conceptual ideas as opposed to narrow algorithms that are opaque with respect to underlying concepts.
- Usually are represented in multiple ways (e.g., visual diagrams, manipulatives, symbols, problem situations). Making connections among multiple representations helps to develop meaning.
- Require some degree of cognitive effort. Although general procedures may be followed, they cannot be followed mindlessly. Students need to engage with the conceptual ideas that underlie the procedures in order to successfully complete the task and develop understanding.

### Doing Mathematics Tasks

- Requires complex and non-algorithmic thinking (i.e., there is not a predictable, well-rehearsed approach or pathway explicitly suggested by the task, task instructions, or a worked-out example).
- Requires students to explore and to understand the nature of mathematical concepts, processes, or relationships.
- Demands self-monitoring or self-regulation of one's own cognitive processes.
- Requires students to access relevant knowledge and experiences and make appropriate use of them in working through the task.
- Requires students to analyze the task and actively examine task constraints that may limit possible solution strategies and solutions.
- Requires considerable cognitive effort and may involve some level of anxiety for the student due to the unpredictable nature of the solution process required.

Mathematics Teaching in the Middle School. Also in: Stein, Smith, Henningsen, & Silver (2000). Implementing standards-based mathematics instruction: A casebook for professional development, p. 16. New York: Teachers College Press.

# Tennessee Department of Education

## Spring 2015 Leadership Course

### Contact Information:

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- Your facilitators

Your facilitators today were:

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