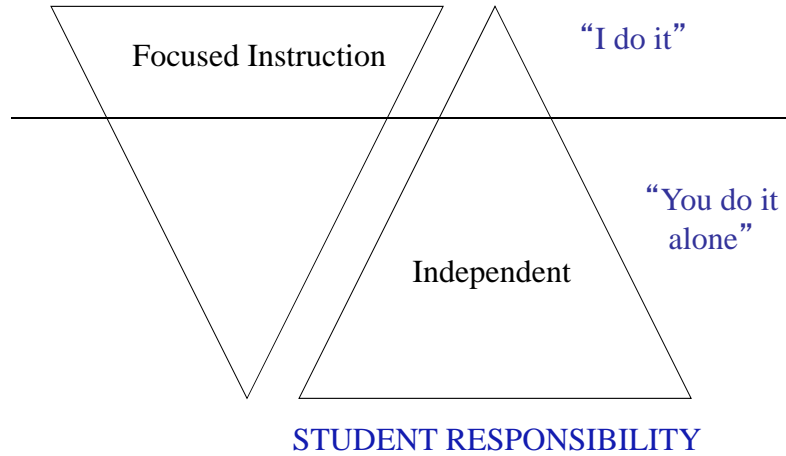


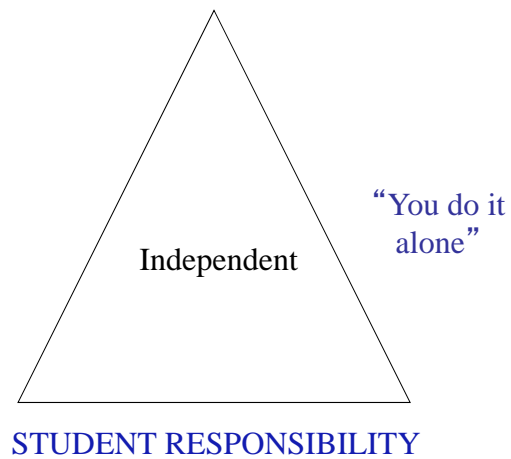
## In some classrooms ...

TEACHER RESPONSIBILITY



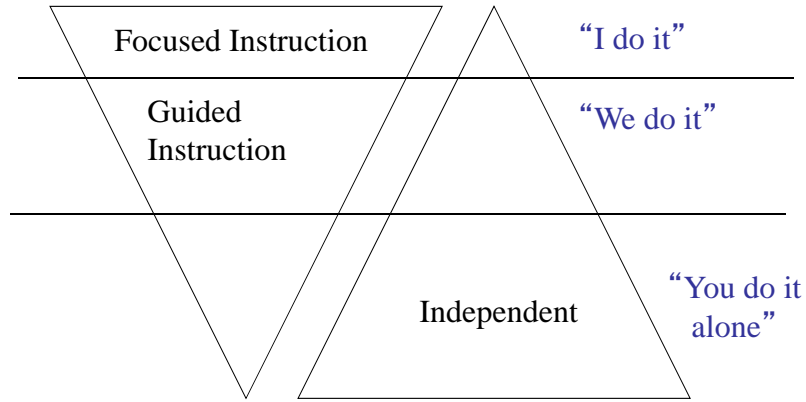
## In some classrooms ...

TEACHER RESPONSIBILITY



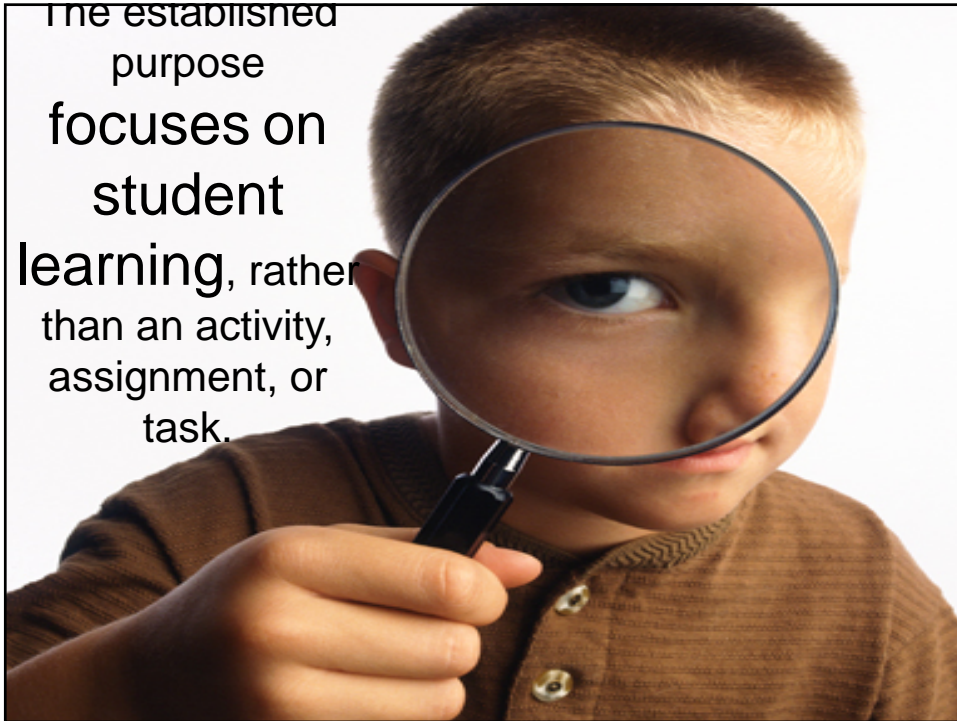
## And in some classrooms ...

### TEACHER RESPONSIBILITY



### STUDENT RESPONSIBILITY

The established purpose focuses on student learning, rather than an activity, assignment, or task.



Students understand the **relevance** of the established purpose.



**Relevance** requires...



...making connections between the subject and its application outside of the classroom walls.





## Comprehension and Collaboration



1. Prepare for and participate in collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.

Talk occurs on grade level topics, texts, and issues.



## K-2 Features

- *Following the rules of discussion*
- *Moving from participation to turn taking*
- *Sustaining discussion through questioning*
- *Adult support*



## 3-5 Features

- *Preparation for discussion*
- *Yielding and gaining the floor*
- *Posing and responding to questions*
- *From explaining own ideas to explaining the ideas of others*



## 6-8 Features

- *Using evidence to probe and reflect*
- *Collegial discussions include goals and deadlines*
- *Questions connect ideas from several speakers*
- *Acknowledge new information*



## 9-10 Features

- *Use prepared research in discussion*
- *Voting, consensus, and decision making*
- *Ensure hearing full range of opinions or options*
- *Summarize and synthesize points of disagreement*



## 11-12 Features

- *Civil, democratic discussions*
- *Questions probe reasoning and evidence*
- *Resolving contradictions*
- *Determine what additional info is needed*



## Which Is It?

### Group Work

- *Interaction*
- *Academic language practice and development*
- **Clarifying beliefs, values, or ideas**
- **Goal is sharing, not solving**
- **No accountability or group accountability**

### Productive Group Work

- *Interaction*
- *Academic language practice and development*
- **Consolidating understanding using argumentation**
- **Goal is resolving problems, reaching consensus, or identifying solutions**
- **Individual accountability**

## Quality Indicator #1

**Complexity of Task:** *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*



## Quality Indicator #2

### **Joint attention to tasks or materials**

*Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*



## Quality Indicator #3

**Argumentation not arguing:** *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*



## Quality Indicator #4

**Language support:** *Written, verbal, teacher, and peer supports are available to boost academic language usage.*



## Quality Indicator #5

**Grouping:** *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*



## Quality Indicator #6

**Teacher role:** *What is the teacher doing while productive group work is occurring?*



The **teacher** has a plan for **determining** when the established purpose has been met.



Date: \_\_\_\_\_ Topic: WWII group project \_\_\_\_\_

Error	Period 1	Period 2	Period 3	Period 4	Period 5
Start of anti-communism sentiment in the US					
Timeline of events					
Countries involved and geography					
US involvement in war due to concentration camps					
German citizen unity around Hitler					
Allegiance membership (Allies and Axis Powers)					
Allegiance motivations					
Reasons for winning the war (human/material resources versus strategy)					

Grade 7: Error Analysis of Anchor Standard 5 related to informational text

Task	Initials of Students Who Did Not Demonstrate this Skill				
	Period 1	Period 2	Period 3	Period 4	Period 5
Names appropriate text structure					
Identifies evidence from the text to support the structure					
Discusses the development of ideas related to the structure					
Notes signal words that are consistent with the structure					
Describes one section of the text and it's relationship with the information presented					
Describes a second section of the text and it's relationship with the information presented					

Error	Period 1	Period 2	Period 3	Period 4	Period 5
Mid-sentence capitalization	JC			AA	
Colons and semicolons	JC, JT, AG, DL, TV	EC, MV, WK		AA, SK, MG, EM, BA, TS	HH, DP, MR, CH
Ending punctuation	JC, AG, SL	WK, MW		AA, BA	MR
Subject-verb	JC, JT, DL, MM, SL, ST, ND	RT, VE, VD, CC		AA, MG, SC, PM, LG	DP, DE
Tense - consistency	DS	SJ, JM		AA, TR, PC	DE
Spelling	JC, MM	WK, RT, AG, SJ		AA, MG, BA, GL, PT, DO, DE, LR	SR, DC, MF
Supporting evidence	JC, JT, MM	EC, SJ		AA, MG, BA, GL, PT, DO, DE, LR, SK, EM, TS, LG, PM, DP, RT, HA, KJ, DE, RC, DW, DL, KS,	DE, MR, DC, AT



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