

Consider the following example as you revise your plan for English Student Teacher Screening. In the three sections—excerpted from a teacher candidate’s larger plan—you can clearly see the relationship between Common Core State Standards, student outcomes, and student assessment.

<p>Illinois Common Core Learning Standards</p>	<p><u>Grades 9-10, Reading Literature, Standard 1:</u> CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Grades 9-10, Reading Literature, Standard 2:</u> CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>Grades 9-10, Reading Literature, Standard 4:</u> CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><u>Grades 9-10, Writing, Standard 10:</u> CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Grades 9-10, Speaking and Listening, Standard 1d:</u> CC.11-12.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p>Student Outcomes Aligned with Common Core</p>	<p>By the end of class today, students will be (better) able to:</p> <ul style="list-style-type: none"> • Analyze what the text says explicitly (CC.9-10.R.L.1) • Analyze the cumulative impact of specific word choices on meaning (CC.9-10.R.L.4) • Interpret inferences drawn from the text (CC.9-10.R.L.1) • Define a theme or central idea of a text (CC.9-10.R.L.2) • Identify strong and thorough textual evidence to support analysis (CC.9-10.R.L.1) • Explain the meaning of words and phrases as they are used in the text, including figurative and connotative meanings (CC.9-10.R.L.4) • Apply cumulative impact of specific word choices on meaning by writing over a short time frame (CC.9-10.R.L.4) (CC.9-10.W.10) • Speak about their own views and understanding (CC.11-12.SL.1.d) • Unpack new connections in light of the evidence and reasoning presented (CC.11-12.SL.1.d)

Note how the teacher candidate has clearly demonstrated which activities and assignments will be used to measure which outcomes.

Student Assessment	<ul style="list-style-type: none"> • Initial personal interpretation of the symbol paragraph (collected) <ul style="list-style-type: none"> ○ Analyze what the text says explicitly (CC.9-10.R.L.1) ○ Define a theme or central idea of a text (CC.9-10.R.L.2) ○ Apply cumulative impact of specific word choices on meaning by writing over a short time frame (CC.9-10.R.L.4) (CC.9-10.W.10) • Participation in small group discussion (observed by instructor) <ul style="list-style-type: none"> ○ Identify strong and thorough textual evidence to support analysis (CC.9-10.R.L.1) • Participation in class discussion (observed by instructor) <ul style="list-style-type: none"> ○ Explain the meaning of words and phrases as they are used in the text, including figurative and connotative meanings (CC.9-10.R.L.4) ○ Speak about their own views and understanding (CC.11-12.SL.1.d) ○ Unpack • 2 comprehensive sentences about symbols (collected if deemed necessary) <ul style="list-style-type: none"> ○ Analyze the cumulative impact of specific word choices on meaning (CC.9-10.R.L.4) • <i>Maus</i> handout (collected on Monday) <ul style="list-style-type: none"> ○ Unpack new connections in light of the evidence and reasoning presented (CC.11-12.SL.1.d)
--------------------	---