

Anatomy of a CRA

CRAFT

College Readiness Assignment Field Test

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Texas Higher Education Coordinating Board

THE UNIVERSITY OF TEXAS AT AUSTIN
WHAT STARTS HERE CHANGES THE WORLD

Anatomy of a CRA

After this session you will be able to....

- 1. Define a CRA**
- 2. Identify the parts of a CRA**
- 3. Articulate the ways in which standards are mapped to the CRA**

Anatomy of a CRA

What is a CRA?

The heart of the CRAFT project.

Anatomy of a CRA

My knowledge of CRAs.....

- 1. Very unfamiliar**
- 2. Unfamiliar**
- 3. Neither familiar or unfamiliar**
- 4. Familiar**
- 5. I could give this talk**

Anatomy of a CRA

What is a CRA?

Standalone lesson designed by expert educators to prepare students for college-level success.

Anatomy of a CRA

Parts of a CRA

Anatomy of a CRA

Parts of a CRA



Lesson Plan

Anatomy of a CRA

Parts of a CRA



Lesson Plan

Scoring Guide

Anatomy of a CRA

Parts of a CRA



Lesson Plan

Anatomy of a CRA

What does a general lesson plan need to have?

Anatomy of a CRA

Parts of a CRA

Instructor Task Information

Tasting Freedom: A Bittersweet Journey Toward Independence

Overview

Description

Students practice structured, complex literary analysis with Kate Chopin's "The Story of an Hour," a provocative text used as a springboard to a later discussion. Students are directed to independently read and analyze "The Story of an Hour" and develop at least six questions for discussion, including two each from question levels two, three, and four, which incorporate the higher levels of Bloom's Taxonomy. Level one questions are not appropriate. During half of the structured discussion, students will be seated in an outer circle of desks reserved for those who are initiating questions and taking notes on the discussion they hear. During the other half of the class period, students will be seated in an inner circle of desks reserved for those who are discussing the questions posed by those in the outer circle.

Final Product: After analyzing Chopin's "The Story of an Hour" and taking part in the inner/outer circle discussion, students will draw from the group discussion and select three to four ideas to elaborate on further in a 3- to 4-page literary analysis of Chopin's "The Story of an Hour."

Course

English

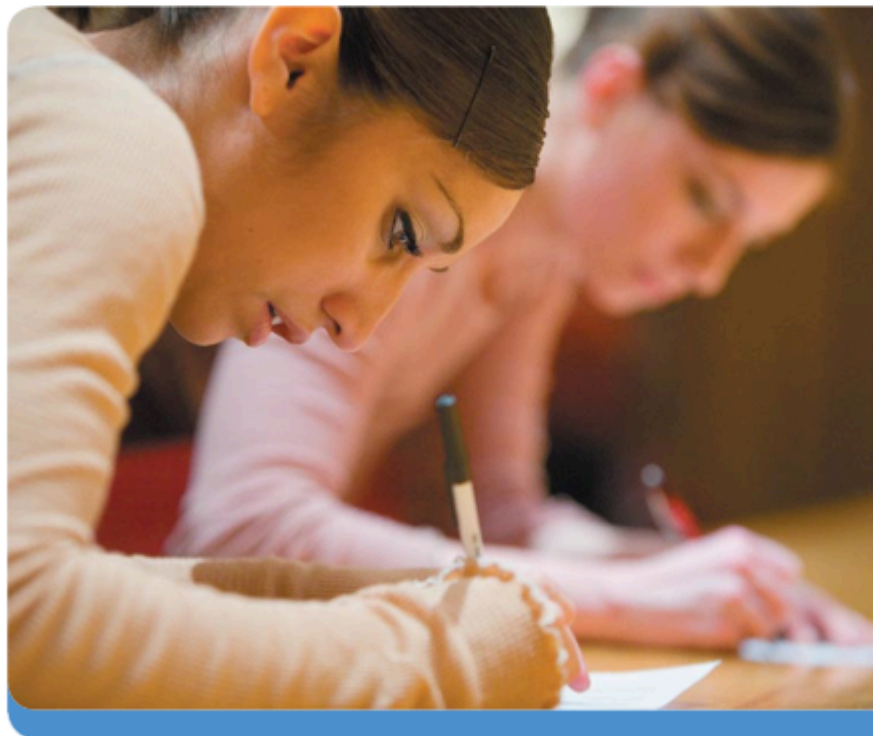
Objectives

Students will:

- Engage in scholarly literary analysis and dialogue about literature.
- Make arguments about literature and revise their points of view when valid arguments are made contrary to their initial positions.
- Use appropriate text evidence and valid illustrations to support their positions and to refute or support the positions of others.
- Take intellectual risks to support an argument that may be unpopular with peers.
- Draw and support complex inferences, and analyze and evaluate the author's position as well as classmates' positions during the discussion.
- Analyze literary devices used by the author, and explore the impact and purpose of their use (e.g., the use of imagery, figurative language, diction, syntax, etc. to create tone, mood, and theme).

Anatomy of a CRA

Texas College and Career Readiness Standards



Chapter 111. Texas Essential Knowledge and Skills for Mathematics Subchapter C. High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.008, and 28.025, unless otherwise noted.

§111.31. Implementation of Texas Essential Knowledge and Skills for Mathematics, Grade 11-12

The provisions of this subchapter shall be implemented beginning with the 2006-2007 school year. The implementation date shall supersede any other implementation dates found in this subchapter.

Source: The provisions of this §111.31 adopted to be effective September 1, 1996, 21 TexReg 4479; amended to be effective August 1, 2006, 30 TexReg 4479.

§111.32. Algebra I (One Credit).

(a) Basic understandings.

(1) Foundation concepts for high school mathematics. As presented in Grades K-8, the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics are essential foundations for all work in high school mathematics. Students will continue to build on this foundation and expand their understanding through other mathematical experiences.

(2) Algebraic thinking and symbolic reasoning. Symbolic reasoning plays a critical role in algebra; symbols provide powerful ways to represent mathematical situations and to express generalizations. Students use symbols in a variety of ways to study relationships among quantities.

(3) Function concepts. A function is a fundamental mathematical concept; it expresses a relationship between two quantities. Students use functions to determine one quantity from another, to represent and model problem situations, and to analyze and interpret data.

Anatomy of a CRA

What constitutes a CRA?

Cross-Disciplinary Standards Addressed

| Performance Expectation | Getting Started | Investigating | Drawing Conclusions |
|--|-----------------|---------------|---------------------|
| <i>I. Key Cognitive Skills</i> | | | |
| A.1. Engage in scholarly inquiry and dialogue. | ✓ | ✓ | |
| A.2. Accept constructive criticism and revise personal views when valid evidence warrants. | | ✓ | |
| B.1. Consider arguments and conclusions of self and others. | | ✓ | ✓ |
| B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions. | | | ✓ |
| D.1. Self-monitor learning needs and seek assistance when needed. | ✓ | ✓ | ✓ |
| D.2. Use study habits necessary to manage academic pursuits and requirements. | ✓ | ✓ | ✓ |
| D.3. Strive for accuracy and precision. | ✓ | ✓ | ✓ |
| D.4. Persevere to complete and master tasks. | ✓ | ✓ | ✓ |
| E.1. Work independently. | ✓ | | |
| <i>II. Foundational Skills</i> | | | |
| A.5. Analyze textual information critically. | ✓ | ✓ | ✓ |
| A.6. Annotate, summarize, paraphrase, and outline texts when appropriate. | ✓ | | |
| A.8. Connect reading to historical and current events and personal interest. | | ✓ | ✓ |
| B.1. Write clearly and coherently using standard writing conventions. | | | ✓ |
| C.6. Design and present an effective product. | | | ✓ |

Exploring a College Textbook - Texas Essential Knowledge and Skills (TEKS): English Language Arts and Reading, English IV

110.34.b.11. Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

- 110.34.b.11.A. draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and
- 110.34.b.11.B. evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.

110.34.b.13. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- 110.34.b.13.A. plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; and
- 110.34.b.13.B. structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.

110.34.b.15. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- 110.34.b.15.A. write an analytical essay of sufficient length that includes:
 - 110.34.b.15.A.i. effective introductory and concluding paragraphs and a variety of sentence structures;
 - 110.34.b.15.A.iv. a clear organizational schema for conveying ideas;
 - 110.34.b.15.A.v. relevant and substantial evidence and well-chosen details;
 - 110.34.b.15.A.vi. information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and
 - 110.34.b.15.A.vii. an analysis of views and information that contradict the thesis statement and the evidence presented for it.

Anatomy of a CRA

Parts of a CRA

Instructor Task Information Overview

Tasting Freedom: A Bittersweet Journey Toward Independence

Instructor Task Information

- Analyze a work of literature for what it suggests about its historical period and cultural context and how it evokes personal experiences and reveals character in particular historical circumstances.
- Explore the possible insights gained from the literature.
- Speak and listen actively and effectively in a group discussion.

Cross-Disciplinary Standards Addressed

| Performance Expectation | Getting Started | Investigating | Drawing Conclusions |
|--|-----------------|---------------|---------------------|
| <i>I. Key Cognitive Skills</i> | | | |
| A.1. Engage in scholarly inquiry and dialogue. | ✓ | ✓ | |
| A.2. Accept constructive criticism and revise personal views when valid evidence warrants. | | ✓ | |
| B.1. Consider arguments and conclusions of self and others. | | ✓ | ✓ |
| B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions. | | | ✓ |
| D.1. Self-monitor learning needs and seek assistance when needed. | ✓ | ✓ | ✓ |
| D.2. Use study habits necessary to manage academic pursuits and requirements. | ✓ | ✓ | ✓ |
| D.3. Strive for accuracy and precision. | ✓ | ✓ | ✓ |
| D.4. Persevere to complete and master tasks. | ✓ | ✓ | ✓ |
| E.1. Work independently. | ✓ | | |
| <i>II. Foundational Skills</i> | | | |
| A.5. Analyze textual information critically. | ✓ | ✓ | ✓ |
| A.6. Annotate, summarize, paraphrase, and outline texts when appropriate. | ✓ | | |
| A.8. Connect reading to historical and current events and personal interest. | | ✓ | ✓ |
| B.1. Write clearly and coherently using standard writing conventions. | | | ✓ |
| C.6. Design and present an effective product. | | | ✓ |

Anatomy of a CRA

Parts of a CRA

Instructor Task Information Overview

| IV. Listening | | | |
|--|--|---|--|
| B.3. Listen actively and effectively in group discussions. | | ✓ | |

Preparation

- Read the Instructor Task Information and the Student Notes.
- Prepare student copies of the Student Notes pages, the *Levels of Questions for Literary Analysis* handout, and the *Inner/Outer Circle Discussion* handout.
- Become familiar with Kate Chopin (1851 – 1904), who was best known for exploring the recurring theme of women's issues in a repressive society in her short stories and *The Awakening*.
- Arrange a copy of Kate Chopin's "The Story of an Hour" for each student.
- Plan how to make notes during the discussion to assess the participation of students. One way to do this is to make plus signs on a seating chart or class roll for every perceptive comment made while in the inner circle, minus signs for domineering behavior or shallow comments, and a "Q" for every question asked while in the outer circle, as well as writing brief comments over content of answers. You may also note the quality of the questions written ahead of time by asking students to turn in their questions in advance. You can assess the quality of notes taken during the discussion by asking students to turn in their own notes after the discussion.

Prior Knowledge

Students need an introduction to the levels of questions they are expected to construct. The handout gives an example from a familiar fairy tale and directions about the kinds of questions that should be constructed for "The Story of an Hour." Students will need to be familiar with academic vocabulary they have learned for literary analysis (e.g. plot, tone, theme, mood, imagery, types of figurative language, etc.), as well as how to use details from the text to support their arguments. Students should be familiar with discussion etiquette, but specific rules of inner/outer circle discussion outlined in the handout are helpful in guiding students to actively participate in literary discussion without monopolizing it. A short discussion about listening respectfully, not interrupting, not always being the first to respond to a question, etc., may also be helpful.

Anatomy of a CRA

Parts of a CRA

Instructor Task Information Overview

Key Concepts and Terms

- Characterization
- Conflict
- Figurative language (including metaphor, simile, and personification)
- Foreshadowing
- Imagery
- Irony (including verbal, situational, and dramatic)
- Mood
- Oxymoron
- Paradox
- Plot/plot structure
- Sound devices (including alliteration)
- Theme
- Tone

Time Frame

This assignment can be modified to meet the needs of different classroom schedules and student ability levels.

This assignment generally requires 90 minutes of class time for introducing “The Story of an Hour” and for placing it in an historical and literary context. This time will also give you the opportunity to discuss the handout and the levels of questions expected. Outside of class, students will read and annotate the short story and begin drafting their questions. Thirty minutes of class time should be sufficient to check drafts of questions and to explain how the inner/outer circle discussion will work the following day as well as how student participation will be assessed. The discussion itself can be completed either in one class period with students changing circle midway through, or it can be completed in two class periods with students in the outer circle one day and the inner circle the next day. The amount of time students spend in the circles can be adjusted to fit the needs of the class. Following the inner/outer circle discussion, student will write the literary analysis. If students will be working on the analysis in class, approximately three to five 50-minute class periods should be devoted to the writing process.

Anatomy of a CRA

Parts of a CRA

Instructor Task Information *Instructional Plan*

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Engage in scholarly literary analysis and dialogue about literature.
- Analyze literary devices used by the author, and explore the impact and purpose of their use (e.g., the use of imagery, figurative language, diction, syntax, etc. to create tone, mood, and theme).
- Analyze a work of literature for what it suggests about its historical period and cultural context and how it evokes personal experiences and reveals character in particular historical circumstances.

Procedure

1. As a class, discuss background information about Kate Chopin, the historical and cultural context in which she lived, and the theme of tasting freedom and moving toward independence.
2. Have students independently read, annotate, and analyze "The Story of an Hour."
3. Read and discuss the levels of questions for literary analysis with the class, using examples from the *Levels of Questions for Literary Analysis* handout. Instruct students to use the handout as a guide to create two questions each for levels two, three, and four to be used in an inner/outer circle discussion.
4. Explain to students how the discussion will be structured and assessed and go over the *Inner/Outer Circle Discussion* handout as a class.

Investigating

Learning Objectives

Students will:

- Engage in scholarly literary analysis and dialogue about literature.
- Make arguments about literature and revise their points of view when valid arguments are made contrary to their initial positions.
- Use appropriate text evidence and valid illustrations to support their positions and to refute or support the positions of others.

Anatomy of a CRA

Parts of a CRA

Instructor Task Information *Instructional Plan*

- Take intellectual risks to support an argument that may be unpopular with peers.
- Draw and support complex inferences, and analyze and evaluate the author's position as well as classmates' positions during the discussion.
- Explore the possible insights gained from the literature.
- Speak and listen actively and effectively in a group discussion.

Procedure

1. Arrange the room so that there is a small circle of chairs surrounded by a larger circle of chairs.
2. Decide on a way to arrange students into the open seats.
3. Students seated in the outer circle will pose two or more of the questions they previously created to the inner circle. Additionally, students will take notes on their impressions of how well the inner circle participants are articulating and defending their positions, using appropriate text evidence and illustrations and showing insight in literary analysis.
4. Seated in the inner circle, students will listen and respond to questions posed by students in the outer circle, using text evidence and sound analysis while responding to the answers of other inner circle participants.

Drawing Conclusions

Learning Objectives

Students will:

- Use appropriate text evidence and valid illustrations to support their positions and to refute or support the positions of others.
- Analyze literary devices used by the author, and explore the impact and purpose of their use (e.g., the use of imagery, figurative language, diction, syntax, etc. to create tone, mood, and theme).
- Analyze a work of literature for what it suggests about its historical period and cultural context and how it evokes personal experiences and reveals character in particular historical circumstances.

Procedure

1. Following the inner/outer circle discussion, it would be valuable to have students work in small groups to deconstruct the discussion.

Anatomy of a CRA

Parts of a CRA

Instructor Task Information *Scaffolding*

Scaffolding/Instructional Support

The following suggestions are examples of scaffolding that can be used by instructors to meet diverse student needs while students are completing this assignment:

- Be certain that all students are familiar with the example fairy tale, as English language learners may not be. In this case, a substitution can be made with something previously read or studied in class.
- Check understanding by reviewing the questions students have drafted before the discussion begins.
- Check understanding of the basic plot of the story with any student for whom the reading level may have been a stretch.
- Briefly review some of the more common literary analysis terms, like irony, imagery, tone, etc. before participating in the double-circle discussion. Consider explicitly highlighting how these features occur in the text when presenting the fairy tale examples used in the *Levels of Questions for Literary Analysis* handout.
- If in the discussion of "The Story of an Hour," the possibilities for analysis seem exhausted, consider an alternative text for the writing assignment. This is acceptable long as the text is a brief short story that is consistent with the theme given in the title of this assignment: "Tasting Freedom: A Bittersweet Journey toward Independence."
- After students complete first drafts of their literary analysis papers, have them participate in a writer's workshop (writing process) approach to edit their work and strengthen their papers.

Anatomy of a CRA

Parts of a CRA

Instructor Task Information *Solutions*

Solutions

The information below is intended to help you assess students' final work products. It may not represent all possible strategies and ideas. The accompanying scoring guide provides specific examples of ways a student might demonstrate content understanding and mastery of cross-disciplinary skills.

Necessary Elements

- Engaged participation in both inner and outer circles.
- Thoughtful and developed higher-level thinking questions for discussion.
- Clear and detailed arguments and text support for the essay and to support positions in discussion.
- Logical organization of the essay.
- Strong, clear, and useful thesis statement and supporting arguments.
- Effective and correct use of language.

Key Connections

- Clear understanding of the themes and their historical context (e.g. oppression of women, independence, feminism, freedom).
- Clear understanding of the author's use of symbolism (e.g. the heart, springtime, patches of blue sky).

Common Misconceptions

- Students need to delve beyond the surface, especially when considering figurative language and symbolism. For example, Mrs. Mallard's heart troubles are not purely physical, but represent emotional troubles as well. Remind students that they need to explore different perspectives and make connections between the text and the historical context in which it was written.

Anatomy of a CRA

Parts of a CRA

Student Notes Introduction Directions

Tasting Freedom: A Bittersweet Journey Toward Independence

Introduction

As high school seniors, it is probably safe to say that you are looking forward to more independence in the years to come. At various points in history, though, different groups (including racial and ethnic minorities, women, and those from certain religious groups) have had to struggle against cultural norms to gain freedom and be accepted by society. Kate Chopin's late 19th century short story, "The Story of an Hour," explores a character who realizes that through a potential tragedy she may actually have the first opportunity of her life to taste freedom. After reading, annotating, and analyzing her story, you will participate in a discussion about Chopin's writing and the theme of embracing freedom. You will then select key ideas from the discussion and use these ideas to write a 3- to 4-page literary analysis of "The Story of an Hour."

Directions

Getting Started

1. With the class, discuss background information about Kate Chopin, the historical and cultural context in which she lived, and the theme of tasting freedom and moving toward independence.
2. Read, annotate, and analyze "The Story of an Hour." Be sure to note devices that the author uses to develop her main character, the setting, and the cultural implications of the conflict and resolution.
3. Read and discuss the levels of questions for literary analysis. Using the examples given on the *Levels of Questions for Literary Analysis* handout as a guide, develop at least two questions for levels two, three, and four. Write questions that you think will create an interesting discussion about this story and its theme. Be prepared to have your questions checked by your instructor.

Investigating

1. Your teacher will arrange the chairs in your classroom into an inner circle and an outer circle for the next activity.
2. Read the *Inner/Outer Circle Discussion* handout as a class.

Anatomy of a CRA

Parts of a CRA

3. Choose a seat for the activity as directed by your instructor.
4. Participate in the inner/outer circle discussion, asking questions and taking notes when in the outer circle and discussing questions posed by your classmates while in the inner circle.

Drawing Conclusions

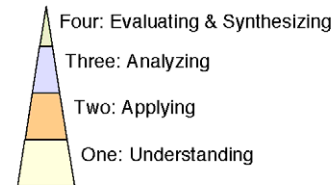
1. After the inner/outer circle discussion, be prepared to discuss with the whole class the conclusions you have drawn about Kate Chopin, "The Story of an Hour," and the applicable historical and cultural context.
2. During the class discussion, take notes about themes, questions, or details that interest you regarding the story and your classmates' impressions of these. You will use these notes to develop your literary analysis. You may want to reflect on the insights you have gained and how you feel the themes explored relate to your life and the real world in which you live after your time in the inner circle.
3. Drawing on the whole group discussions and the analysis of "The Story of an Hour" select three to four ideas that you can elaborate on further in a 3-to 4-page written literary analysis of Chopin's "The Story of an Hour."

Anatomy of a CRA

Parts of a CRA

Student Handouts

Levels of Questions for Literary Analysis



Level One Questions

Answering Level One questions about literature is as easy as searching for the literal level answer and writing it down. There is one right answer, and it can be proven. These do not make good questions for discussion because there is nothing to discuss!

Examples from "Cinderella":

- How many stepsisters did Cinderella have?
- What kind of shoes did Cinderella wear to the ball?

Level Two Questions

These questions about literature require the reader to apply information from the text to make interpretations, draw conclusions, make predictions, or classify information within the text and to articulate the main idea.

Examples from "Cinderella":

- What conclusions can be drawn about the prince from his actions following Cinderella's speedy exit from the ball?
- Are Cinderella and the prince likely to live happily ever after? Why or why not?

Level Three Questions

Level Three questions require the reader to look at how all the components of the literature created the important elements of tone and theme. Analysis involves looking at the parts and being able to articulate how they affect the whole.

Anatomy of a CRA

What standards are the CRAs mapped to?

- 1. Common Core**
- 2. TCCRS**
- 3. TEKS**
- 4. STAAR**
- 5. I don't know**

Anatomy of a CRA

Does the CRA need to be implemented as is?

- 1. No**
- 2. Yes**
- 3. Not sure**

Anatomy of a CRA

Parts of a CRA



Lesson Plan

Scoring Guide

Anatomy of a CRA

Parts of a CRA

TCCRS Performance Expectations

Tasting Freedom: Scoring Guide

Individual Work

I. KEY COGNITIVE SKILLS

A. Intellectual Curiosity

1. Engage in scholarly inquiry and dialogue.

College Ready Description:

- Student contributes key points, illustrations, and questions related to literary analysis to the class discussion. For example, the student develops multiple questions of varying levels (both literal and analytical) that advance his or her and others' understanding of Chopin's "The Story of the Hour." During the inner/outer circle conversation, the student actively poses questions when serving as an outer group participant and contributes to the conversation when serving as an inner group participant.

Student Notes: Student is expected to do this in Getting Started steps 1 and 2 and Investigating steps 2 and 3.

Evidence for Scoring: Evidence of this standard can be deduced from the literary analysis essay and observed in class discussion.

2. Accept constructive criticism and revise personal views when valid evidence warrants.

College Ready Description:

- Student examines alternative points of view and demonstrates willingness to defend, oppose, and remain neutral on contrasting interpretations of "The Story of an Hour." For example, the student listens carefully to others while participating in the inner/outer circle conversation and actively engages in verbal dissection of the story's theme, literary elements, and connections to other pieces of literature or examples from life.

Student Notes: Student is expected to do this in Investigating steps 2 and 3.

Evidence for Scoring: Evidence of this standard can be deduced from the literary analysis essay.

Intellectual Curiosity Score

| <input type="checkbox"/> Exceeding College Ready (4) | <input type="checkbox"/> College Ready (3) | <input type="checkbox"/> Approaching College Ready (2) | <input type="checkbox"/> Initiating College Ready (1) |
|---|---|---|---|
| Performs substantially above the College Ready level. | Shows proficiency in all of the above Performance Expectations. | Shows some proficiency, but is not consistently at the College Ready level. | Shows little or no evidence of performing at the College Ready level. |
| <input type="checkbox"/> Cannot Score (0) | | | |

Anatomy of a CRA

Tasting Freedom: Scoring Guide

Summary Sheet

Parts of a CRA

TCCRS
Overall Readiness Score

Individual Work:

| Organizing Component | Score (0–4 points) |
|-----------------------------------|--------------------|
| <i>Key Cognitive Skills</i> | |
| A. Intellectual Curiosity | |
| B. Reasoning | |
| D. Academic Behaviors | |
| <i>Foundational Skills</i> | |
| A. Reading Across the Curriculum | |
| B. Writing Across the Curriculum | |
| C. Research Across the Curriculum | |
| Total Individual Score: | |

Total Score: _____

Overall College Readiness Score:

- ☐ Exceeding College Ready (21–24 points)
- ☐ College Ready (15–20 points)
- ☐ Approaching College Ready (9–14 points)
- ☐ Initiating College Ready (0–8 points)

Anatomy of a CRA

Parts of a CRA

Scoring Guide Usage Instructions

Purpose and Structure of the Scoring Guide

College Readiness Assignment (CRA) scoring guides assess a selection of the cross-disciplinary College and Career Readiness Standards (CCRS) addressed in each CRA. Each scoring guide is unique and accompanies a specific CRA. The structure of the scoring guide is similar to the structure of the Texas College and Career Readiness Standards shown here:

I. Key Content

A. Organizing Components

1. Performance Expectations

a. Examples of Performance Indicators

This scoring guide asks you to make a “Yes or No” determination of college readiness for each Performance Expectation assessed within the CRA. These determinations will be combined to assign a college readiness score at the Organizing Component level. This two-step approach to scoring provides students with an overall assessment of their college readiness as well as detailed information about their performance on specific Cross-Disciplinary Performance Expectations.

Anatomy of a CRA

Parts of a CRA

Scoring Guide Usage Instructions

Scoring Guide Usage Instructions

I. Key Content: overarching knowledge and skills that are necessary for success across the curriculum

A. **Organizing Component:** categories of knowledge and skill that organize what students should develop, retain, be able to transfer, and apply across the curriculum

1. **Performance Expectation:** specific knowledge and skills that represent important ideas within each Organizing Component

College Ready Description: Description of how a college ready student would demonstrate this performance expectation. This description may contain similar stem language across CRAs and across subject areas, but the example itself will be task specific; e.g.:

- *Student employs correct terminology and data expression to communicate information in a concise manner. For example, the student avoids ambiguity by referring to the Fermat point, the circumcenter, or the centroid of the triangle rather than the middle or center.*
- or
- *Student employs correct terminology and data expression to communicate information in a concise manner. For example, the student accurately uses the terms atomic radius, first ionization energy, and electronegativity, and the comparative terms increasing, decreasing, greater than, and less than to succinctly describe the trends and patterns in the properties of the elements.*

Student Notes: Explains at which steps within the CRA Student Notes section students are expected to perform this standard during the assignment; e.g., "Student is expected to do this in Drawing Conclusion step 1."

Evidence for Scoring: Explains where instructors can either locate explicit evidence of how well the student met the standard or which portion of the work product will help them deduce this information; e.g., "Explicit evidence of this standard can be found in the research paper."

Each scoring guide contains College Ready Descriptions that are linked to particular Performance Expectations. These descriptions provide possible examples of how a student *could* demonstrate a college ready performance of that Performance Expectation *in that particular assignment*.

If the student performance matches the level of execution and sophistication described by the College Ready Description, place a check mark in the blank space (see blue arrow above). The student does not need to do exactly what the description says, but a college ready student should demonstrate a comparable skill level in his or her execution of the final work product.

After evaluating all the College Ready Descriptions in this manner (and either checking or not checking them), you will be asked to score each student's college readiness level relative to each Organizing Component. If a student received checkmarks on all College Ready Descriptions under a particular Organizing Component, that student should receive a score of either "College Ready" or "Exceeding

Anatomy of a CRA

Parts of a CRA

Scoring Guide Usage Instructions

Scoring Guide Usage Instructions

College Ready.” If a student did not receive checkmarks on all College Ready Descriptions under an Organizing Component, that student should receive a score of either “Approaching College Ready” or “Initiating College Ready.”

If the CRA calls for a graded work product produced by a group of students, the scoring guide will include both an individual and a group work section.

Organizing Component Score:

| o Exceeding College Ready (4) | o College Ready (3) | o Approaching College Ready (2) | o Initiating College Ready (1) |
|---|---|---|---|
| Performs substantially above the College Ready level. | Shows proficiency in all of the above Performance Expectations. | Shows some proficiency, but is not consistently at the College Ready level. | Shows little or no evidence of performing at the College Ready level. |
| o Cannot Score (0) | | | |

Finally, record each Organizing Component score on the summary sheet at the back of the scoring guide and calculate the student's overall college readiness score. If the scoring guide assesses both individual and group work, combine the total individual score and the total group score to obtain an overall college readiness score.

The Goal of the Scoring Guide

Although there is no way to efficiently provide comprehensive examples of all college ready performances possible within this task, this scoring guide provides one solid example of what College Ready actually looks like for each Performance Expectation. These examples will allow you to draw comparisons between the level of work your student is doing and the level indicated in the example. Using task-specific examples increases the possibility for accurate and consistent scoring; the more accurate and consistent the score, the better a student will understand his or her college readiness level relative to the assessed Performance Expectations.

Student Skills Checklist

The student skills checklist is an optional addendum to the scoring guide that provides an opportunity to discuss with your students the College and Career Readiness Standards that cannot be observed directly in the student work product. If you decide to use the student skills checklist, both you and the student should fill it out. Differences between your rating and the student's self-rating can provide a foundation for a discussion about college readiness. This tool will allow you to draw connections between a concrete work sample and your perception of student performance (in areas such as intellectual curiosity, academic integrity, and work habits) based on that work sample. This type of discussion serves not only to increase student self-awareness of his or her performance relative to the standards, but also reminds the student that these skills should be an important part of their daily scholastic engagement.

Anatomy of a CRA

Parts of a CRA

Student Skills Checklist

| Description | Always | Sometimes | Never | Cross-Disciplinary Standard |
|--|--------|-----------|-------|---|
| <i>Intellectual Curiosity</i> | | | | |
| I can evaluate a problem and develop a plan to approach it, even if a clear-cut answer is not apparent. | | | | <i>A.1. Engage in scholarly inquiry and dialogue.</i> |
| I can examine multiple points of view, even if they are different from my own. | | | | <i>A.2. Accept constructive criticism and revise personal views when valid evidence warrants.</i> |
| I am willing to accept constructive feedback from others. | | | | <i>A.2. Accept constructive criticism and revise personal views when valid evidence warrants.</i> |
| <i>Academic Behaviors</i> | | | | |
| I ask questions and seek help when I don't understand something. | | | | <i>D.1. Self-monitor learning needs and seek assistance when needed.</i> |
| I pace myself and balance my schedule so that I can complete my assignments on time with minimal stress. | | | | <i>D.2. Use study habits necessary to manage academic pursuits and requirements.</i> |
| I take notes by accurately paraphrasing key points. | | | | <i>D.2. Use study habits necessary to manage academic pursuits and requirements.</i> |
| I pay close attention to detail and produce accurate work. | | | | <i>D.3. Strive for accuracy and precision.</i> |
| I don't give up on difficult tasks, even if I get confused or frustrated. | | | | <i>D.4. Persevere to complete and master tasks.</i> |
| <i>Work Habits</i> | | | | |
| I can follow directions and complete an assignment with minimal supervision in or outside of class. | | | | <i>E.1. Work independently.</i> |
| I can work productively and respectfully with my peers toward a common goal. | | | | <i>E.2. Work collaboratively.</i> |
| I can distinguish times when working together is appropriate and when I should work on my own. | | | | <i>E.2. Work collaboratively.</i> |
| <i>Academic Integrity</i> | | | | |
| I cite every source that I use and do not take credit for work that is not my own. | | | | <i>F.1. Attribute ideas and information to source materials and people.</i> |

Anatomy of a CRA

My knowledge of CRAs.....

- 1. Very unfamiliar**
- 2. Unfamiliar**
- 3. Neither familiar or unfamiliar**
- 4. Familiar**
- 5. I could give this talk**

CRAAs

The heart of the CRAFT project.

Disseminating standalone lessons designed by expert educators to prepare students for college-level success.



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