Maximizing Instructional Leadership Capacity for Student Achievement Using the CIR

Oklahoma State Department of Education
Principal’s Academy
February 21, 2013
Dr. Scott Spurgeon
CIR Agenda

Phase I – Preparing for Rigorous Instruction

- Rigor/Relevance Framework
- Preparing for Rigorous Instruction
  - Components of Rigorous Lessons
  - Integration of Common Instructional Framework
  - Application to CScope Lessons
- Building the Understanding of a Quality Lesson
  - Performance and Strategies to increase Rigor
Collaborative Instructional Review (CIR)
“Teaching is only as good as the learning that takes place.”
The Collaborative Instructional Review (CIR) is a snapshot of instruction in our schools through the lens of the Rigor/Relevance Framework.

Rigor

Relevance
Use the CIR to Improve ...

- Student Achievement
- Instructional Effectiveness
- Teaching
- Professional Dialogue
The CIR is a Real World Application of the 80/20 Rule

- 80% looking at/listening to what the students are doing and saying
- 20% listening to the teacher
The CIR can provide aha moments for principals and staff

• Removes subjectivity and increases objectivity through professional dialogue
• Calibrates levels of rigor and relevance
The CIR Process

Phase I
Pre-Observation
Preparing for the lesson, Instructional Framework, and CIR Rubrics as a tool for completing the Lesson Reflection Worksheet

Phase II
Observation
Using the CIR Rubrics to collect data on the SHARED EXPERIENCE

Phase III
Debriefing
Conference for sharing “DATA” from the observation
The CIR Process

Phase I
Pre-Observation
Preparing for the lesson using CScope, Instructional Strategies, and CIR Rubrics as tools for completing the Lesson Reflection Worksheet
Phase I – Teacher Reflection Worksheet

- Setting the stage for the Shared Experience
- Identifying areas of strengths and needs
- Providing focus for the collection of data (rubric)
Phase I - Teacher Reflection Worksheet

Lesson Reflection Worksheet

1. Briefly identify what you expect students to learn in this lesson or experience.

2. Describe the key student work (content and/or skills) that students will do as part of this lesson or experience.

3. Identify how this learning experience correlates to the standard(s).

4. What assessment(s) will you use?

5. Identify areas of high impact/highest relevance in this lesson.

All submissions are final.
Lesson Reflection Worksheet

Name: 

District: 

School: 

Subject/Grade: 

Time of Visit: 

Identify the unit of instruction that you will be covering during this visit.

Name of Unit or Experience: 

Standard(s) Addressed: 

1. Briefly identify what you expect students to learn in this lesson or experience (Performance Tasks).
2. Describe the key student work (content and/or skills) that students will do as part of this lesson or experience (Activities/Strategies).

3. Identify how this learning experience correlates to the standard(s).

4. What assessments(s) will you use?

5. Identify areas of high rigor/high relevance in this lesson (Activities/Strategies).
Developing a Quality Performance Task
Writing Performance Tasks

- Think
  - Rigor/Relevance
- Define
  - Student Learning
- Know
  - Your Students
- Consider
  - Multiple Disciplines
- Brainstorm
  - Student Work
Performance Task Considerations

Overview includes:

- Student work - produced or performed
- Specific learning context (content) – details about what is to be included in student work
- Group or individual
- Resources provided or student acquires
- Conditions (real-world criteria) what will be assessed in the student work
Students will write a report describing how automobiles have been improved to prevent accidents. Students will work in pairs to collect reaction time data and use Internet resources. The report will include sample reaction times, explanations for stopping distances, and sample calculations using formulas.
As a student, you have been asked to serve on a superintendent’s committee on school issues. Your friend’s Mom wants a book removed from your school’s library because of material she finds offensive. Research censorship and write a letter to the superintendent urging him (or her) to take a specific position. Be sure to include your reasons and the research to support your position.
As a student, you have been asked to serve on a superintendent’s committee on school issues. Your friend’s Mom wants a book removed from your school’s library because of material she finds offensive. Research censorship and write a letter to the superintendent urging him (or her) to take a specific position. Be sure to include your reasons and the research to support your position.
Ninth Grade Mathematics

Students will design a poster of a circle graph on the topic of “Healthy Snacks in Snack Machines” based a survey of at least 100 students regarding which snacks they prefer. Make recommendations to the principal about which snacks should be put into school machines, using data and graph.
Performance Task Examples

Fourth Grade Social Studies

Students will design a brochure highlighting special features of the state. Students will work in groups and use multiple sources. Students will give oral presentation to describe their product.
Performance Task Examples

Fifth Grade

Students will create a children's book explaining bullying. Students must list characteristics of a bully, what can a bully victim do to avoid a bully, and describe 4 different ways someone can be bullied. Students must draw what a bully free school looks like.
Writing Performance Tasks
### Phase I - Teacher Reflection Worksheet

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>District:</td>
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</table>

#### Identify the unit of instruction that you will be covering during this visit.

<table>
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<tr>
<th>Name of Unit or Experience:</th>
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<tbody>
<tr>
<td>Standards Addressed:</td>
<td></td>
</tr>
</tbody>
</table>

#### Briefly identify what you expect students to learn in this lesson or experience.

2. Describe the key student work (content and/or skills) that students will do as part of this lesson or experience.

3. Identify how this learning experience correlates to the standard(s).

4. What assessment(s) will you use?

5. Identify areas of high rigor/high relevance in this lesson.

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All submissions are final.
Write a Performance Task

- Write a Performance Task for:
- Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Upper Elementary Standard

Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.
Write a Performance Task

- Write a Performance Task for:
- Analyze the leadership qualities of elected and appointed leaders of the US such as George Washington, John Marshall and Abraham Lincoln
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Middle School Standard

Analyze the leadership qualities of elected and appointed leaders of the US such as George Washington, John Marshall and Abraham Lincoln.
Write a Performance Task

- Write a Performance Task for:
- Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine and evaluate data.
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Upper Elementary Standard

Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine and evaluate data.
Write a Performance Task

- Write a Performance Task for:
- Research and describe the history of biology and contributions of scientists.
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Secondary Standard

Research and describe the history of biology and contributions of scientists.
Write a Performance Task

- Write a Performance Task for:
- Determine liquid volume (capacity) or weight using appropriate units and tools.
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Lower Elementary Standard

Determine liquid volume (capacity) or weight using appropriate units and tools.
Write a Performance Task

- Write a Performance Task for:
- Apply mathematics to problems arising in everyday life, society and the workplace.
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Middle School Standard

Apply mathematics to problems arising in everyday life, society and the workplace.
Write a Performance Task

- Write a Performance Task for:
- **Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas**
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Lower Elementary Standard

Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
Write a Performance Task

- Write a Performance Task for:
- **Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.**
- Include each of the elements (student work, context, how, resources, and conditions).
- Be prepared to share.
Secondary Standard

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
Performance Task

Includes an overview and a DESCRIPTION

The overview describes:

- how a student is expected to demonstrate learning (understanding, knowledge and skills)
- a product, performance of extended writing
- requires rigorous thinking and relevant application usually written in the third person describing the learning to other educators

The description is the teacher procedures, including instructional strategies, and literacy strategies
3 Stage Backward Design

- **Identify and Clarify Goals**
  - What is worthy and requiring of understanding? Enduring Ideas

- **Design Formative and Summative Assessments**
  - What is the Evidence of Understanding?

- **Plan Instruction and Activities**
  - What learning experiences and teaching promote understanding, interest, and excellence?
Summary

• The dialogue between the instructional leader and teacher is critical
• The instructional leader and teacher dialogue and plan the lesson prior to the visit
• High quality instruction begins with developing rigorous lesson plans
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Relevance
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Debriefing Conference for sharing “DATA” from the observation
Common Instructional Framework

Tools for Teachers
Common Instructional Framework

- Collaborative Group Work
- Writing to Learn
- Literacy Groups
- Questioning
- Scaffolding
- Classroom Talk
Promoting Rigorous Lessons
Integration of Common Instructional Framework

Collaborative Group Work: Collaborative group work involves bringing students together in small groups for the common purpose of engaging in learning. Effective group work is well planned and strategic. Students are grouped intentionally with each student held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. Collaborative group work uses questioning, scaffolding and classroom talk and centers literacy groups.
Writing to Learn: Writing to learn is a strategy through which students can develop their ideas, their critical thinking ability and their writing skills. Writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions. Writing to learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.
Promoting Rigorous Lessons
Integration of Common Instructional Framework

Literacy Groups: Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse. Group roles traditionally drive literacy groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of texts, or student level of sophistication using this strategy, but the purpose of literacy groups is to raise student engagement with texts by creating a structure within which they may do so.
Promoting Rigorous Lessons
Integration of Common Instructional Framework

**Questioning:** Questioning challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry. Effective questioning (by the teacher and by students) deepens classroom conversations and the level of discourse students apply to their work. Teachers use this strategy to create opportunities for students to investigate and analyze their thinking as well as the thinking of their peers and the authors that they read in each of their classes.
Common Instructional Framework
Write 3 ways you could use each of these strategies in your classroom

- Collaborative Group Work
- Writing to Learn
- Literacy Groups
- Questioning
- Scaffolding
- Classroom Talk
Teacher Questions

1. Open-Ended Questions
2. Wait Time
3. Postive Feedback

Information

Imaginative

Analytical

Opinion

Follow-up

Conversational
Quadrant A

Ask questions to recall facts, make observations or demonstrate understanding

List 5 additional questions

- What is/are__?
- What did you observe__?
- What else can you tell me__?
- What does it mean__?
- Where did you find that__?
- Who is/was__?
- In what ways__?
- How would you define that in your own terms?
- What did/do you notice about this__?
- What did/do you feel/see/hear/smell__?
- What do you remember about__?
Quadrant B

Ask questions to apply or relate. List 5 additional questions.

- How would you do that?
- Where will use that knowledge?
- How can you demonstrate that?
- What observations relate__?
- Where would you locate that information?
- How would you illustrate that?
- Who could you interview?
- How would you collect that data?
- How do you know it works?
- Can you apply what you know to this real world problem?
Quadrant C
Ask questions to summarize, analyze, organize, or evaluate. List 5 additional questions.

- How are these similar/different?
- How is this like___?
- What's another way we could say/explain/express that?
- What do you think are some reasons/causes that _____?
- Why did ___ changes occur?
- How can you distinguish between___?
- What is a better solution to___?
- How would you defend your position about___?
- What changes to ___ would you recommend?
- What evidence can you offer?
- What is the author’s purpose?
Quadrant D

Ask questions to predict, design, create. List 5 additional questions.

- How would you design a ___ to ___?
- How would you compose a song about ___?
- How would you rewrite the ending of the story?
- What would be different today, if that event occurred?
- Can you see a possible solution to ___?
- How could you teach that to others?
- Which resources would you use to deal with ___?
- How would you devise your own way to deal with ___?
- What new and unusual uses would you create for ___?
- Can you develop a proposal which would ___?
Promoting Rigorous Lessons
Integration of Common Instructional Framework

**Scaffolding:** Scaffolding helps students to connect prior knowledge and experience with new information. Teachers use this strategy to connect students with previous learning in a content area as well as with previous learning in an earlier grade. Scaffolding also helps facilitate thinking about a text by asking students to draw on their subjective experience and prior learning to make connections to new materials and ideas.
Promoting Rigorous Lessons
Integration of Common Instructional Framework

Classroom Talk: Classroom talk creates the space for students to articulate their thinking and strengthen their voice. Classroom talk takes place in pairs, in collaborative group work and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work and literacy groups.
# Alignment to Rigor/Relevance

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<tr>
<th>Common Instructional Framework</th>
<th>More Instructional Strategies</th>
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<td>Writing to Learn</td>
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Think – Pair – Share

Which Common Instructional Framework strategies will work best with the lesson defined by your performance task?
Phase I - Teacher Reflection Worksheet

Lesson Reflection Worksheet

1. Briefly identify what you expect students to learn in this lesson or experience.

2. Describe the key student work (content and/or skills) that students will do as part of this lesson or experience.

3. Identify how this learning experience correlates to the standard(s).

4. What assessment(s) will you use?

5. Identify areas of high rigor/high relevance in this lesson.

All submissions are final.
Teacher Reflection Worksheet

ACTIVITY

Work collaboratively with a partner to create a Teacher Reflection Worksheet
The CIR Process

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Phase III
Debriefing Conference for sharing “DATA” from the observation
Phase II
Observation Using the Rubrics
“"The Shared Experience""
## Examining Rigor

<table>
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<th>Meeting</th>
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<tr>
<td><strong>Thoughtful Work</strong></td>
<td>Student work is easy, usually only requiring a single correct answer.</td>
<td>Student work occasionally requires extended time to complete, stretches student learning, and requires use of prior knowledge.</td>
<td>Student work requires extensive use of prior knowledge, is frequently creative and original, and requires students to reflect and revise for improved quality.</td>
<td>Student work requires extensive creativity, originality, design, or adaptation.</td>
</tr>
<tr>
<td><strong>High-Level Thinking</strong></td>
<td>Student work requires simple recall of knowledge.</td>
<td>Student work requires explanation and understanding of knowledge and/or limited application. Students occasionally use higher order thinking skills.</td>
<td>Students demonstrate higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students evaluate their own work and identify steps to improve it.</td>
<td>Students routinely use higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students skillfully evaluate their own work and the work of others.</td>
</tr>
<tr>
<td><strong>Oral Extended Student Responses</strong></td>
<td>Students’ oral responses demonstrate simple recall and basic understanding of knowledge as evidenced by single word responses or recital of facts.</td>
<td>Students’ oral responses demonstrate comprehension by explaining information in their own words, and occasionally expressing original ideas and opinions. Students participate in discussions with peer groups.</td>
<td>Students’ oral responses demonstrate an ability to extend and refine knowledge automatically, to solve problems routinely, and to create unique solutions. Students are able to facilitate class discussions.</td>
<td>Students’ oral responses demonstrate logical thinking about complex problems, and the ability to apply prior knowledge and skills when confronted with perplexing unknowns. Students are skilful in discussions with peers and adults.</td>
</tr>
</tbody>
</table>
Think – Pair - Share

Working collaboratively as a team, design a non-linguistic picture representing the three components of the Rigor Rubric on a sheet of chart paper.
Rating Rigor Using the CIR Process

ACTIVITY
V-Pattern Video - Rigor
Genetics Video - Rigor
## Examining Relevance

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<td><strong>Meaningful Work</strong></td>
<td>Student work is routine and highly structured, reflects knowledge in one discipline, and usually requires the memorization of facts and formulas or an assessment of content knowledge.</td>
<td>Student work is structured, reflects a basic application of knowledge, and occasionally, interdisciplinary applications. Students practice using the steps in a procedure and previous knowledge to solve problems and create solutions.</td>
<td>Student has choices for work that is challenging, often original, reflects application of knowledge, and requires performance, consistent with real-world applications.</td>
<td>Student work reflects real-world unpredictable applications of knowledge that have unknown factors, and individual and unique solutions to problems.</td>
</tr>
<tr>
<td><strong>Authentic Resources</strong></td>
<td>Students rely on the teacher as their primary resource to complete work.</td>
<td>Students use and rely on the teacher as their primary resource but also use textbooks, references, and secondary reading material to complete work.</td>
<td>Students use real-world resources such as manuals, tools, technology, primary source documents, and/or interviews to complete work.</td>
<td>Students select and use multiple real-world resources, as well as new or unique resources, perhaps unknown to teacher.</td>
</tr>
<tr>
<td><strong>Learning Connections</strong></td>
<td>Students see learning only as a school requirement unrelated to their future or their outside lives.</td>
<td>Students begin to see connections between their learning and their lives as it relates to personal examples and applications to solve problems.</td>
<td>Students see connections between what they are learning and their lives, and can make links to real-world applications.</td>
<td>Students are committed to the learning experience as something that is an essential part of meeting their future goals and life aspirations.</td>
</tr>
</tbody>
</table>
ACTIVITY
Using the Relevance Rubric
Hershey Video - Relevance
Hydrology - Relevance
ACTIVITY
Using the Learner Engagement Rubric
## Examining Learner Engagement

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<tr>
<td><strong>Verbal Participation</strong></td>
<td>Students rarely share ideas, ask questions, or answer questions.</td>
<td>Students follow classroom procedures but may be reluctant to share ideas, or ask or answer questions.</td>
<td>Students are eager to share ideas, and ask and answer questions.</td>
<td>Students confidently share ideas, and ask and answer questions related to the learning experience.</td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
<td>Students exhibit negative body language.</td>
<td>Students exhibit some negative and some positive body language.</td>
<td>Students exhibit positive body language, and make eye contact with others.</td>
<td>Students' body language shows commitment to learn.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Students lack focus on the learning experience.</td>
<td>Students are focused on the learning experience with limited distractions.</td>
<td>Students are focused on the learning experience.</td>
<td>Students are committed to high-quality work in the learning experience and persevere to completion.</td>
</tr>
<tr>
<td><strong>Breadth</strong></td>
<td>Few students are fully engaged in classroom instruction and activity.</td>
<td>Some students are fully engaged in classroom instruction and activity.</td>
<td>Nearly all students are fully engaged in classroom instruction and activity.</td>
<td>All students are fully engaged in classroom instruction and activity.</td>
</tr>
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Handshake Video – Learner Engagement
Urban Planning Video – Learner Engagement
ACTIVITY
Using the Literacy Rubric
### Examining Literacy

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<tr>
<td><strong>Text Complexity</strong></td>
<td>Students comprehend simple text at an information retrieval level using texts or teacher read-aloud materials.</td>
<td>Students comprehend simple text for main idea, summary, and initial analysis of information. Students understand familiar vocabulary, clear cause-effect relationships, and simple sequences of events. Students can respond to basic questions for which answers are implicit or directly implied.</td>
<td>Students comprehend complex texts, determine meaning of virtually any word, understand subtle cause-effect relationships, understand simple sequence of events, and summarize, evaluate, or analyze the text.</td>
<td>Students comprehend complex texts, understand implied and complex cause-effect relationships, understand meaning of context-dependent words, analyze a complex set of ideas or sequence of events, and explain multiple interpretations of the story or event. Students can explain how specific ideas develop over the course of the text. Students are able to integrate information from primary and secondary sources.</td>
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<tr>
<td><strong>Digital Use</strong></td>
<td>Students’ work often consists of copying directly from other sources. Use of digital tools is rare, and most often involves lower levels of rigor and relevance.</td>
<td>Students’ use of digital sources is limited to demonstrating awareness, comprehension, or basic application of knowledge.</td>
<td>Students demonstrate effective integration of single and multiple digital sources to understand, infer, and act upon knowledge, to facilitate communication, and/or to create solutions. Students demonstrate the ability to apply information to relevant, real-life scenarios. Students demonstrate an ability to use basic citation.</td>
<td>Students integrate multiple digital sources, independently evaluating the credibility and accuracy of sources. Students skilfully use this information to create solutions, offer justifiable points of view, apply to relevant, real-life, and complex scenarios, and/or create a new project. Students correctly cite information and demonstrate the ability to teach digital strategies to others.</td>
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## Examining Literacy

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<th>Speaking, Listening, and Collaborating</th>
<th>Document and Quantitative Literacy</th>
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<td>Students work in isolation. They demonstrate limited ability to apply their language skills to communicate effectively, frequently, and persuasively in academic and/or social communication.</td>
<td>Students collaborate in person and virtually to contribute fully to point-of-view conversations, debates, problem solving, and integration of the ideas of others to achieve a common goal. Students are able to present information, reasoning, and supporting evidence. Students understand and use language, culture, and verbal and non-verbal communication methods.</td>
</tr>
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<td>Students collaborate and communicate integrated information to demonstrate awareness, comprehension, or basic application of knowledge.</td>
<td>Students compare or combine information contained in tables, charts, graphs, and other visual modes of presenting information.</td>
</tr>
<tr>
<td>Students have few or no opportunities to utilize strategies for comprehending information in tables, charts, graphs, and other visual modes of presenting information.</td>
<td>Students use complex visually-based sources of information, as well as numeracy-based sources to develop solutions, analyze the correctness and usefulness of data, determine how to use the information to complete complex tasks, and evaluate the results of actions or predict outcomes.</td>
</tr>
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# Examining Literacy

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<th>Students’ writing skills are underdeveloped and/or interfere with the ability to communicate in writing for a purpose and audience.</th>
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<td>Students use basic writing skills to communicate. Writing demonstrates limited development of ideas, some evidence of organization, minor errors in sentence structure, and acknowledgement and basic justification of point of view.</td>
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<tr>
<td></td>
<td>Students use the skills and characteristics of good writing to communicate simple ideas for a purpose and audience. Writing demonstrates clear ideas, effective organization, complete sentences, and acknowledgement and basic justification of point of view. Students demonstrate a limited ability to edit their work.</td>
</tr>
<tr>
<td></td>
<td>Students use the skills and characteristics of good writing to communicate complex ideas and concepts in multiple formats for a variety of purposes and audiences. Writing demonstrates clarity of analysis, use of complex sentence structure, effective organization, acknowledgement and justification of point of view, and creative solutions or insights. Students demonstrate an ability to edit their work and/or the work of others.</td>
</tr>
</tbody>
</table>
Literacy Clip

CIR Video
For further information about our work:

Please contact
International Center for Leadership in Education, Inc.
at 518-399-2776
or
info@leadered.com
For further information about our work:

Please contact Scholastic Achievement Partners at SAP@scholastic.com
Questions and Evaluation