



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

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**Tennessee Department of Education
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Agenda and Table of Contents

Agenda	Key Reference Materials
Opening Session 8:30-9:15	Course Goal and Norms, Guiding Principles, TEAM Alignment, Key Questions
Assessments Overview 9:15-9:45	TNReady and Social Studies Overview, TNReady Overall Instructional Implications, TNReady Overview PLC Guide, Reflection
TNReady (ELA) 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
Social Studies (11:30-12:00) LUNCH Social Studies (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
High Impact Writing Survey 1:30-2:00	High Impact Practices, PLC Guide, "Start-Stop-Keep" Reflection
TNReady (Math) 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
Appendix and Closing 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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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 21st 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.

- 11th 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.

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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.

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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

TNReady: Design and Instructional Implications

Overall:

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

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

Step 1:	Download the TNReady overview from the “For Leaders” section of the TNCore website at www.tncore.org . 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.
Step 2:	<ol style="list-style-type: none"> 1. Watch the video “TNReady Overview Video.” 2. Give teachers 2-3 minutes to discuss at their tables any immediate reactions.
Step 3:	<ol style="list-style-type: none"> 1. Go through the PowerPoint presentation that you downloaded. 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.
Step 4:	<ol style="list-style-type: none"> 1. Have each group share out from their reflections. 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. <p>You will repeat Steps 3 and 4 for all three sections of the PowerPoint and “TNReady Instructional Implications” document.</p>
Step 5:	<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"> • 3 immediate actions that TNReady expectations requires of you as a teacher • 2 areas of further professional learning that you need as a teacher • 1 most important high impact instructional practice that we need to embrace as a school
Step 6:	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

What Comes Next



- 1 "You need to get your mind off things," my friend Cassie announced. "And whenever *I* need to get my mind off things, this is where I go."
- 2 "Have I ever told you that the ocean kind of creeps me out?"
- 3 "I believe you may have mentioned it once or twice, yes."
- 4 We were halfway to the edge of the water, burdened down with piles of snorkeling equipment that Cassie accumulated in startling quantities. During the entire trip to the beach, I had been replaying the conversation I'd had with my father that morning about what I was going to do after graduation. That event was over a year away, but my father had a tendency to plan for everything eons in advance, and expected the rest of his family to do the same. If we didn't, he was more than happy to step in and offer plans of his own.
- 5 "I think it would do you good to get away from home," he had said. "Out of your comfort zone. Maybe go to college out of state, or even travel overseas for a while. A lot of young people do that before deciding what they want to do, you know."
- 6 "I have friends here."
- 7 "You'd make new friends there. And think of the experiences you'd have!"
- 8 My father wants me to see the world, immerse myself in foreign cultures, broaden my horizons, that kind of thing. My question to him was why I would leave a place where I was happy, to risk unhappiness somewhere far away.
- 9 "Here we are," Cassie said. "My absolute favorite spot in the world."
- 10 "*You* don't want me to go, do you? Away, I mean."
- 11 "Oh no, you're not getting me involved in that debate. Now get your gear on. This is going to blow your mind."
- 12 "So tell me, oh Queen of the Sea, what happens if we see a shark?"
- 13 "Try to make yourself look as unappetizing as possible."
- 14 Cassie laughed, as if congratulating herself on the funniest thing ever said. Truthfully, it was not really the prospect of sharks—which, as far as I knew, didn't inhabit this region anyway—that made me apprehensive about the ocean. I wasn't one of those people who refused to take a bath for a month after seeing the movie *Jaws*. It had more to do, I think, with the utter vastness of the ocean itself, the way the expanse of water stretched out so far into the distance that it seemed to go on forever. Who knew what lay beneath it all?
- 15 I was just a little girl the last time I'd gone snorkeling, on a weekend excursion to the beach with my parents. My father was going through a short-lived marine biology phase, and was determined to teach my mother and me about what he called "the inexplicable wonders" of the ocean. I recalled the sensation of moving slowly through the liquid landscape as I looked through my mask at the cloudy terrain below, imagining that behind every rock lurked a community of strange, menacing creatures. I had recently seen a nature show about the kinds of fish—if you could even call them fish—that inhabited the greatest depths of the oceans: grotesque, insect-like things with translucent bodies, huge eyes, and feelers that sprouted from their heads like some kind of alien appendages. Although of course I knew these monstrous things existed so far down that no human ever encountered them, the thought that they even existed down there gave me the shivers.



- 16 At one point during that snorkeling expedition, as I was paddling around through the murk, it suddenly seemed as if the bottom fell out of the ocean floor. I could feel a corresponding drop in the pit of my stomach as the water around me turned colder, and deepened to where I could no longer see the bottom at all. The fact that both my parents were only yards away didn't help: I was certain that I had passed some boundary and entered a world where I did not belong.
- 17 "How did I let you talk me into this?" I said to Cassie, but she was already yards ahead, slapping her fins, penguin-like, through the shallow water.
- 18 I put on my mask and adjusted the snorkel along the side of my head as carefully as I could, knowing that I'd probably suck vast quantities of sea water through it just the same. ("Hey," my father used to gently mock, "save some for the fish!") Gazing off into the distance, I thought about the people inhabiting the houses that lined the coast, and those aboard the ship that was passing by just off shore—living mysteries, all of them. I glanced back at Cassie, who was gently gliding through the water near an outcrop of rocks, her face down, her snorkel jutting into the air like some kind of weird antenna. We had been friends since we were kids, and though our personalities could not have been more different, we understood each other on some basic level that I couldn't have put into words if someone demanded it. She was, needless to say, one of the people I could not stand the prospect of leaving behind, a source of comfort who made the prospect of "new experiences" pale in comparison.
- 19 "C'mon, slowpoke," she called, now treading water out by the reef. "You won't believe how beautiful it is down there."
- 20 Beauty was not a concept I'd ever associated with the ocean before. But watching Cassie then, perceiving the look of utter joy on her face, it struck me just how differently the two of us viewed the world, and how the depths that so spooked me on occasion were to her a source of never-ending wonder and promise.
- 21 I took a deep breath as I moved out farther, past the gentle waves breaking against my thighs, and gave one last adjustment to my mask and snorkel before stretching out into a swim, resolved to try and let her show me whatever might be out there, whatever might come next.

Grade 9-11 Reading Language and Listening Training Test #1 – Multiple Choice

What effect does the narrator's use of the phrase "eons in advance" have on her description of her father in paragraph 4?

- (A) The loaded phrase shows that the narrator believes her father's planning is funny.
- (B) The inaccuracy leads the reader to think that the narrator misinterprets her father.
- (C) The exaggeration reinforces the idea that the father makes a lot of advanced plans.
- (D) The emotion in the phrase illustrates that the narrator expects her father to say something else.

Part A

Which is a central idea of the passage?

- A) The sea is a place of danger.
- B) Adolescence is a difficult transition into a new life.
- C) Parents usually know what is best for their children.
- D) It is better to trust your own feeling than to trust friends.

Part B

Select the detail from the passage that supports the central idea.

- 16 At one point during that snorkeling expedition, as I was paddling around through the murk, it suddenly seemed as if the bottom fell out of the ocean floor. I could feel a corresponding drop in the pit of my stomach as the water around me turned colder, and deepened to where I could no longer see the bottom at all. The fact that both my parents were only yards away didn't help: I was certain that I had passed some boundary and entered a world where I did not belong.

Select two phrases from the passage that support the idea that the narrator fears the future that lies before her.

- 14 Cassie laughed, as if congratulating herself on the funniest thing ever said. Truthfully, it was not really the prospect of sharks—which, as far as I knew, didn't inhabit this region anyway—that made me apprehensive about the ocean. I wasn't one of those people who refused to take a bath for a month after seeing the movie *Jaws*. It had more to do, I think, with the utter vastness of the ocean itself, the way the expanse of water stretched out so far into the distance that it seemed to go on forever. Who knew what lay beneath it all?

Part A

Why does the author mention the horror movie *Jaws* and a nature show about sea creatures?

- A To show why the narrator is intimidated by the unknown.
- B To show that snorkeling in the ocean can be dangerous.
- C To reinforce the idea that the unknown can be challenging.
- D To help describe what the narrator sees while snorkeling.

Part B

Select the detail from the passage that supports the answer to Part A.

- A "I wasn't one of those people who refused to take a bath for a month after seeing the movie *Jaws*."
- B "Who knew what lay beneath it all?"
- C "I had recently seen a nature show about the kinds of fish—if you could call even call them fish—that inhabited the greatest depths of the oceans: grotesque, insect-like things with translucent bodies, huge eyes, and feelers that sprouted from their heads like some kind of alien appendages."
- D "I put on my mask and adjusted the snorkel along the side of my head as carefully as I could, knowing that I'd probably suck vast quantities of sea water through it just the same."

Grade 9-11 Reading Language and Listening Training Test #5 – Multiple Select

Select two ways that the interactions with other characters support the development of the narrator's character.

- Cassie encourages her to hurry, and that eases the narrator's fears.
- Cassie expresses her feeling that the ocean is beautiful, and the narrator realizes she is right.
- The narrator's father encourages her to go beyond her comfort zone, and at the end she does.
- Going to the ocean with her family as a child makes the narrator feel assured about exploring new places.

Grade 9-11 Reading Language and Listening Training Test #6 – Short Extended Response

What does the reader learn about the narrator in the last paragraph?

Type your answer in the space provided.

Grade 9-11 Reading Language and Listening Training Test #7-9 – Language Items with Choices in the Text

There are five highlights in the passage to show which word or phrase may be incorrect. For each highlight, type in the correction.

Have you ever wondered how a relatively thin sleeping bag, jacket, or if you have a comforter filled with down can be so warm? Down feathers are the light, soft feathers that they find beneath the tougher exterior feathers of birds. Their loose structure allows them to trap air, and this insulation keeps the bird warm. In the same way, humans use down as insulation in many everyday products that keep us warm.

People have been using down feathers in this way since centuries. Though feathers from a variety of species of birds were used in the past; the most common source today is the domestic goose. Most of the supply comes from China, while the rest mostly originates in Europe and Canada.

How do you know whether your jacket or pillow is actually lined with down? The Federal Trade Commission, which promotes consumer protection, mandates that products labeled "100% Down" must contain nothing but down feathers. If you just see "Down" on the label, this indicates there is a mixture of both fiber and feathers; a label of "Goose Down" signifies a composition of at least 90% goose feathers.

Grade 9-11 Reading Language and Listening Training Test #10-12 – Language Items with Choices in the Text

There are five highlights in the passage to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

In 1895, a man named William G. Morgan invented a game he called Mintonette. He modeled it on two other sports, tennis, and handball. This game soon became known as volleyball, the name comes from the volleys exchanged between the two teams.

Volleyball can be played either indoors or outdoors—for example, on the beach or grass. Today there are many different variations, such as footvolley and Hooverball. In footvolley (played with a soccer ball), which is from Brazil. Players use everything but their hands. Hooverball is played with a heavy medicine ball, which is caught and thrown back rather than hit across the net.

Volleyball is popular in many countries around the world, which has been an Olympic sport in 1964. Brazil, the United States, and Russia are frequent finalists in the competition. In 2008 the U.S. men’s team beat Brazil for the gold medal.

ELA Passage 2 – Grade 9-11 Writing Training Test #1

Ready-Made Clothing and Tailoring



Ready-Made Clothing by National Institute of Standards and Technology

- 1 Before the American Civil War, ready-made apparel existed but its variety was limited. Coats, jackets and undergarments were only available in predetermined sizes. Most clothing was made by tailors, by individuals, or by their family members at home. The Civil War was a pivotal event in the historical development of men’s ready-made clothing. At the outset of the Civil War, most uniforms were custom-made in workers’ homes under government contract. As the war continued, however, manufacturers started to build factories that could quickly and efficiently meet the growing demands of the military. These factories were able to make uniforms for a fraction of the cost of home sewers. Mass-producing uniforms necessitated the development of standard sizes. Measurements taken of soldiers revealed that certain sets of measurements tended to recur with predictable regularity. There were certain ratios of shoulder to waist measurements that occurred more frequently than others. After the war, these measurements were used to create the first commercial sizing scales for men. Today these ratios persist in names of fits and cuts in men’s suits, shirts, and denim jeans. A men’s store might offer a slim fit, a classic fit and a relaxed fit to suit various tastes and body types.
- 2 The mass production of women’s clothing developed more slowly. Women’s outfits were generally custom-made well into the 1920s. At that point a number of factors came together to contribute to the success of the women’s ready-made apparel industry. New industrial production techniques were developed, driving supply, and the advertising industry rose in prominence, driving sales. Most importantly, demand was created in the form of the rising urban professional class. Single and married women found themselves in new relationships to domestic life, work life, and fashion. Many spent less time in the home and all associated hand-made clothes with an older, more rural lifestyle. They no longer shopped at the town’s general store for bolts of calico fabric. Chain stores and mail order catalogs offered multiple ways to access the new clothes. Ready-made articles of clothing were portrayed as modern and fashionable, if not sturdy. The new consumer industries were rapidly redefining the way Americans viewed mass-manufactured goods. The purchase of mass-produced clothing was sometimes seen as a loss of individuality. However, American women began to accept ready-made merchandise as convenient and affordable. They were up-to-date fashion items that could easily be replaced as styles changed. Making clothes more quickly meant styles did change more frequently as well. It took far less time for a designer to sketch a pattern and have an item made than ever before.

- 3 However, the new ready-made clothing often fit poorly. A tailor might take two dozen measurements when making a n   For example, determining the distance from the base of the neck to the middle of the shoulders is critical for an exact fit. Women's clothes are less straightforward and early male pattern makers did not know where to begin. Each manufacturer created its own unique and sometimes arbitrary sizing system. These systems were based on inaccurate body data or no body data at all. Different manufacturers frequently labeled garments of widely different dimensions the same size. This situation resulted in additional expenses for alterations. It also meant large volumes of returned merchandise. This meant more work for the consumer or tailor and for shop clerks and mail-order catalogues. It also meant overall increased costs for the consumer of ready-to-wear clothing. It was not until 1937 that the U.S. Department of Agriculture considered conducting a study of women's body measurements. They helped to create a standardized sizing system the entire industry could follow. Not all modern companies follow the same size chart but nearly all have standardized which types of measurements determine their sizes. If a woman knows just three measurements she can order from almost any retailer in the world.

"Ready-Made Clothing" adapted from
"Standardization of Women's Clothing: Short
History of Ready-Made Clothing" by National
Institute of Standards and Technology, at
[http://museum.nist.gov/exhibits/apparel/
history.htm](http://museum.nist.gov/exhibits/apparel/history.htm).

Tailoring

Passage

- 4 Clothes before the Industrial Revolution were made and worn very differently than they are now. For the most part, families made their own clothing by hand from fabric they made or purchased locally. Fabric was intricate and time-consuming to make. As a result it was a highly prized commodity. Merchants made their wealth in transporting fine fabrics and threads. In places like Scotland, fabrics called tartans showed clan affiliation. Polynesians spent hours beating plant fibers and tree bark into tapa cloth. For Hawaiians, part of this practice took on religious significance and was conducted in sacred spaces. Before mass production, fabric itself—the finished product as well as the process—could be very meaningful. While time, effort, and money were put into making or obtaining fabric, creating a garment was much less complicated. Almost every culture had some version of a tied robe or tunic—essentially, a loose fabric that draped and was secured by a belt, pin, or sash. In the Middle Ages such ties and belts helped Europeans to keep improperly fitted clothes secure on their bodies. Most clothes, especially those of the lower and middle classes, would be considered very oversized by modern standards. They were generally made out of one or two pieces of cloth to minimize waste.
- 5 With the Renaissance's changes in art and society came more fitted clothes. These garments were made by sewing several pieces of fabric together. The wealthy had clothes made by tailors, who often customized their own patterns. But without closures like zippers and buttons, people often had to be sewn into their clothes! Laces and corsets eventually solved some of these problems, but it was still incredibly difficult to get dressed back then. By the 17th century, crafting and tailoring of Western clothing required more and more skill as designs became more complex. Intricate scenes of animals or flowers were embroidered by hand. They took hours to complete and were a sign of the wearer's wealth. Gemstones might be sewn onto the collar or sleeve of a very fine garment. A fine cloth was only as good as its cut and decoration and a man or woman could make their fortune on the strength of these designs. At the height of the 18th century, French fashion garments were truly works of art. They took days and dozens of hands to complete, with each person contributing hours of specialized skill. The materials themselves came from miles away; some (like silk) even came from other countries!
- 6 Eventually political and social movements led to much more restrained and practical clothing. As embellishments and flashy fabrics fell out of use even among aristocrats, fit became increasingly more important in the 19th and 20th centuries. Instead of voluminous tunics or pants that tied, men began to wear suits. While susp   were used for many years, pants had to fit accurately. Women wore trimmer dresses with buttons that allowed for more fitted looks. They put aside petticoats meant to give skirts more volume and many favored flowing looks over corseted ones. Clothing became a natural extension of the body rather than its decoration or disguise. Countries like England became renowned for their tailors and the wealthy traveled to have their clothes made. Tailoring was still expensive and not an option for all. Making a single coat might require several trips to the tailor, difficult for those who lived far away. The wealthy could travel into town or across provinces to attend several fittings a month. It was much less expensive to make clothing in the home and, if you could afford it, have a tailor help with the more complicated portions. Most often family members were each other's tailors, pinning and hemming in the home. While simple fabrics were much less expensive than before, clothes were still altered, mended, and handed down as children grew. Clothing was still not seen as replaceable or disposable. Eventually ready-made clothing would be available, but that brought its own set of problems. It would be several decades until fitted, comfortable clothing was truly affordable.

Writing Training Test Grades 9-11 #1 – Long Extended Response

Write a 2–3 paragraph explanation for your history class about the relationship between clothing styles and developments in clothing creation. Your explanation must be based on ideas, concepts, and information that can be determined through analysis of the “Ready-Made Clothing and Tailoring” passage set.

Manage your time carefully so you can

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

Type your answer in the space provided.



A text editor toolbar with the following icons from left to right: Bold (B), Italic (I), Underline (U), Strikethrough (I_x), Bulleted List, Numbered List, Cut, Copy, Paste, Undo, Redo, ABC, and Omega (Ω). Below the toolbar is a large empty rectangular box for writing the answer.

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

<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"> • Have opportunities to practice editing papers and responding to questions that require students to identify and solve grammar errors. • Receive feedback on conventions and language in writing (in balance with feedback on structure and content). 	<ul style="list-style-type: none"> • Experience and understand the types of questions students will be asked. • Understand the weighting of total points on language questions in the context of the overall ELA blueprint. • Provide opportunities for students to practice. 	<ul style="list-style-type: none"> • Ensure teachers understand how language will be assessed and the balance of points that will come from language questions.
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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

Step 1:	Download the “TNReady ELA Expectations” presentation from the “For Leaders” section of the TNCore website at www.tncore.org . 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.)
Step 2:	<ol style="list-style-type: none"> 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. 2. Give teachers 2-3 minutes to discuss any immediate reactions at their tables and then share out.
Step 3:	<ol style="list-style-type: none"> 1. Distribute the “Instructional Implications” document and talk through each row. 2. Allow teachers to concentrate on the “Teachers” and “Students” columns. 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.
Step 4:	<ol style="list-style-type: none"> 1. Distribute the TNReady sample items. 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.
Step 5:	<ol style="list-style-type: none"> 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. 2. When all teachers are finished, record reactions to the items and the passages on chart paper.
Step 6:	<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"> 1. What expectations of our students must occur for them to be successful on these types of items? 2. Are the reading passages we are using in our instruction now reflective of the passages we see in these types of items? 3. What practices do we have in place now that are supporting our students’ expectations in reading and writing? 4. What instructional practices do we need to prioritize and benchmark through frequent analysis of student work that support these student expectations?

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 already using 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 need to stop?</i>	<i>What instructional objectives and practices do we need to start and prioritize 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 with any questions about test design and tned.assessment@tn.gov with any questions about test administration.

Design and Administration	
Administration	<ul style="list-style-type: none"> • There will be a TCAP field test in 2014-15. Operational social studies/US History testing will resume in the 2015-16 school year. • 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. • 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. • There will be an extended testing window to allow districts to schedule and complete online testing from April 13 – May 8. • 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. <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"> • Grades 3-8 • US History <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"> • 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

	<p>items) later this fall.</p> <ul style="list-style-type: none"> • 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. • For the extended response portion, students will engage with a written or visual stimulus. • 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.
<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>Scoring and Accountability</p>	
<p>Scoring Process</p>	<ul style="list-style-type: none"> • 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. • 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"> ○ Both sections of the assessment, including the multiple choice items and extended response items will be scored centrally. No local scoring will be required. ○ 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. • 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.
<p>Scoring Rubrics & Performance Level Descriptors</p>	<ul style="list-style-type: none"> • 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 two traits: content and literacy. The rubrics have been designed to focus on how well a student has mastered and can communicate content knowledge. • 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 • Rubrics are differentiated by the following grade bands: <ul style="list-style-type: none"> ○ Grades 3-5 ○ Grades 6-7 ○ Grade 8 and US History • 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.

	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.
Technology	
TestNav 8 Platform	<ul style="list-style-type: none"> • Windows XP; 7 or later • OS X 10.6 or later • Linux Ubuntu 12.04 or later • iOS 7 or later • Chrome OS 35 or later
Devices	<ul style="list-style-type: none"> • iPad2 or later • Chromebooks • Windows 8 tablets
Bandwidth	<ul style="list-style-type: none"> • 20 kb/s per student • 150 kb/s per student for audio accommodations
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.
Tools, Accessibility Features, and Accommodations	
For more details about accommodations, please see the Accommodations Manual	
Features for all Students	The following tools will be provided to <u>all</u> students: <ul style="list-style-type: none"> • Glossed word feature – students can use in instances where a word or phrase may need a definition
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).
Support Plan	
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"> • 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. • Practice tests will be released as Electronic Practice Assessment Tests (ePATs) and available on PearsonAccess
Professional Development	Summer 2014 Direct Teacher Training Series (materials here) 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 US History. These represent the full set of student standards for this subject. 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. 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 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

Content Strand Code	Content Strand	Definition
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.

United States History and Geography: Post-Reconstruction to the Present

Course Description: *Students will examine the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.*

The Rise of Industrial America 1877-1914

Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.

US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)

US.2 Summarize 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. (C, E, H, TN)

US.3 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters. (C, H, P, TN)

US.4 Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)

- Boss Tweed
- Thomas Nast
- Credit Mobilier
- Whiskey Ring
- Garfield's assassination
- Pendleton Act

- Interstate Commerce Act

US.5 Analyze the controversy that arose over the currency system in the late 1800's, including the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan's Cross of Gold speech. (E, H, P)

US.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)

- Henry Bessemer
- George Pullman
- Alexander Graham Bell
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Swift and Armour
- Cornelius Vanderbilt
-

US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)

US.8 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)

US.9 Describe the difference between "old" and "new" immigrants and analyze the assimilation process and consequences for the "new" immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen's Agreement. (C, E, G).

Primary Documents and Supporting Texts to Read: excerpts from the "Cross of Gold" speech, William Jennings Bryan; excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *The Gospel of Wealth*, Andrew Carnegie

Primary Documents and Supporting Texts to Consider: excerpts from "The New Colossus," Emma Lazarus

The Progressive Era 1890-1920

Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.

US.10 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)

US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)

US.12 Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)

US.13 Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response, including the Sherman Anti-Trust Act of 1890. (E, P)

US.14 Describe working conditions in industries, including the use of labor by women and children. (C, E)

US.15 Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: (C, E, H, P, TN)

- Samuel Gompers
- Eugene Debs
- Haymarket Affair
- Pullman Strike
- Coal Creek Labor Saga
- Collective bargaining
- Blacklisting
- Open vs. closed shops

US.16 Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)

US.17 Analyze the goals and achievements of the Progressive movement, including the following: (C, E, H, P)

- Adoption of the initiative, referendum, and recall
- Adoption of the primary system
- 16th Amendment
- 17th Amendment
- impact on the relationship between the citizen and the government

US.18 Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, "Perfect 36"). (C, H, P, TN)

US.19 Analyze the significant progressive achievements during the administration of Theodore Roosevelt including the Square Deal, "trust-busting," the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)

US.20 Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)

US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)

US.22 Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)

US.23 Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).

US.24 Describe the consequences of American imperialism of the period, including the following events: (E, G, H, P)

- annexation of Hawaii
- Spanish-American War (Teller, Platt, and Foraker Acts)
- Philippine Insurrection
- Roosevelt Corollary
- Panama Canal

US.25 Draw evidence from informational texts to compare and contrast Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy. (G, H, P)

US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality. (G, H, P)

US.27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)

- Major turning points
- Impact of trench warfare
- Use of new weapons and technologies
- Herbert Hoover
- John J. Pershing and the American Expeditionary Force
- Doughboys
- Alvin C. York

US.29 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (H, P)

US.30 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from "Atlanta Exposition" speech, Booker T. Washington; excerpts from *The Souls of Black Folks*, W.E.B. Dubois; "The New Nationalism" speech, Theodore Roosevelt; excerpts from *The Jungle*, Upton

Sinclair; excerpts from “The March of the Flag” speech, Albert Beveridge; excerpts from anti-imperialism speeches and writings, Mark Twain

Primary Documents and Supporting Texts to Consider: excerpts from *The History of Standard Oil*, Ida Tarbell; excerpts from *The Shame of the Cities*, Lincoln Steffens; “Peace Without Victory” speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson

The 1920s

Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.

US.31 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)

US.32 Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Saunders). (E, G, H, TN)

US.33 Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)

US.34 Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)

US.35 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” Teapot Dome, and laissez faire politics. (E, H, P)

US.36 Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920’s, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)

US.37 Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)

US.38 Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)

US.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

US.40 Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)

US.41 Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)

US.42 Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E, P)

US.43 Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)

US.44 Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, and WSM. (C, TN)

Primary Documents and Supporting Texts to Read: excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes; excerpts from *Crusade for Justice: The Autobiography of Ida B. Wells*, Ida B. Wells

The Great Depression

Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

US.45 Analyze the causes of the Great Depression, including the following: (E, H)

- the economic cycle driven by overextension of credit
- overproduction in agriculture and manufacturing
- laissez faire politics
- buying on margin
- excess consumerism
- rising unemployment
- the crash of the stock market
- high tariffs

US.46 Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the response to the “Bonus Army.” (E, P)

US.47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)

US.48 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)

US.49 Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN)

- Works Progress Administration
- Social Security
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Fair Labor Standards Act
- Agricultural Adjustment Acts
- Civilian Conservation Corps
- National Recovery Administration and NIRA

- Tennessee Valley Authority
- Cumberland Homesteads
- Great Smoky Mountains National Park

US.50 Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR’s “court packing” attempt. (E, P)

US.51 Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)

US.52 Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (*The Grapes of Wrath*). (C, P)

US.53 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

Primary Documents and Supporting Texts to Read: excerpts from “Rugged Individualism” speech, Herbert Hoover; “First Inaugural Address” Franklin Roosevelt; excerpts from *The Grapes of Wrath*, John Steinbeck

Between the Wars and World War II (1921-1947)

Students analyze the inter-war years and America’s participation in World War II.

US.54 Examine the impact of American actions in foreign policy in the 1920’s, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)

US.55 Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930’s, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)

US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930’s, including the actions of Hitler, Mussolini, and Stalin. (H, P)

US.57 Examine President Roosevelt’s response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)

US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)

US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

US.60 Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, “island hopping,” Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)

US.61 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. (C, H)

US.62 Identify the roles played and significant actions of the following individuals in World War II: (H, P)

- Franklin Roosevelt
- Winston Churchill
- Joseph Stalin
- Harry Truman
- Adolph Hitler
- Benito Mussolini
- Hideki Tōjō
- Dwight Eisenhower
- George C. Marshall
- Douglas MacArthur

US.63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)

US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)

US.65 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)

US.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)

US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war's impact on the location of American industry and use of resources. (E, G)

US.68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)

US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

US.70 Examine the American reaction and response to the Holocaust. (C, H, P)

US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)

US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)

Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman; Letter to President Franklin Roosevelt, Albert Einstein

Primary Documents and Supporting Texts to Consider: excerpts from “Quarantine Speech,” Franklin Roosevelt; “Four Freedoms” speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt.

Cold War (1945-1975)

Students analyze the response of the United States to communism after World War II.

US.73 Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)

US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)

US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)

US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans’ attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

US.77 Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas. (G, H, P)

US.78 Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)

US.79 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)

US.80 Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P)

- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Roles played by Presidents Kennedy, Johnson, and Nixon
- Vietnamization
- Ho Chi Minh
- Bombing of Cambodia
- Henry Kissinger

- Napalm and Agent Orange

US. 81 Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media. (C, H, P)

Primary Documents and Supporting Texts to Read: excerpts from Farewell Address, Dwight Eisenhower; “Address at Rice University,” John Kennedy

Primary Documents and Supporting Texts to Consider: excerpts from *The Things They Carried*, Tim O’Brien; excerpts from “The Sources of Soviet Conduct,” George Kennan; Inaugural Address, 1961, John Kennedy

Modern United States 1945-1979

Students analyze the economic boom and social transformation of post–World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.

US.82 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)

US.83 Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)

US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)

US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)

US.86 Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock ‘n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)

US.87 Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)

US.88 Describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)

US.89 Examine court cases in the evolution of civil rights, including *Brown v. Board of Education* and *Regents of the University of California v. Bakke*. (C, H, P)

US.90 Examine the roles of civil rights advocates, including the following: (C, H, P, TN)

- Martin Luther King, Jr.
- Malcolm X

- Thurgood Marshall
- Rosa Parks
- Stokely Carmichael
- President John Kennedy
- Robert Kennedy
- President Lyndon Johnson
- James Meredith
- Jim Lawson

US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)

US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN)

- Columbia Race Riots
- Tent Cities of Haywood and Fayette Counties
- Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE
- Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee
- Montgomery Bus Boycott
- Birmingham bombings 1963
- Freedom Rides, including the opposition of Bull Connor and George Wallace
- March on Washington
- Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash
- Assassination of Martin Luther King, Jr.

US.93 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”). (C, P)

US.94 Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment. (C, E, H, P)

US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)

US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)

US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock. (C, P)

US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs. (E, H, P)

US.99 Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the

controversy surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake. (H, P)

US.100 Describe the causes and outcomes of the energy crisis of the 1970’s. (E, P)

US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*. (C, TN)

US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)

US.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from “Letter from a Birmingham Jail,” and the “I Have a Dream” speech, Martin Luther King, Jr.; excerpts from “The Ballot or the Bullet” speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Feminine Mystique*; excerpts from *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*, Alex Haley; speeches by Cesar Chavez

Primary Documents and Supporting Texts to Consider: Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment; excerpts from “The Great Silent Majority” speech, Richard Nixon

Contemporary United States 1980 – Today

Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush, and Barack Obama.

US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)

US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, P)

US.106 Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)

US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)

US.108 Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)

US.109 Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)

US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)

US.111 Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)

US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)

Primary Documents and Supporting Texts to Read: “Speech at Brandenburg Gate,” Ronald Reagan; “Address to the Nation, September 11, 2001, George W. Bush; excerpts from “Acceptance Speech at the 2008 Democratic Convention,” President Barack Obama

Primary Documents and Supporting Texts to Consider: excerpts from “First Inaugural Address,” Ronald Reagan; “First Inaugural Address,” Bill Clinton; excerpts from *The World is Flat*, Thomas Friedman

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Reporting Category 1: The Rise of Industrial America and the Progressive Era (1877–1920)		%	# of Items
		27%	12-16
<p>Standard 1: The Rise of Industrial America 1877–1914—Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.</p>			
US.1	Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)		
US.2	Summarize 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. (C, E, H, TN)		
US.3	Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, and the efforts of Pap Singleton and the Exodusters. (C, H, P, TN)		
US.4	Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed, Thomas Nast, Credit Mobilier, Whiskey Ring, the Garfield assassination, the Pendleton Act, the Interstate Commerce Act. (E, H, P)		
US.5	Analyze the controversy that arose over the currency system in the late 1800s, including the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan’s Cross of Gold speech. (E, H, P)		
US.6	Describe the changes in life in the United States that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: Henry Bessemer, George Pullman, Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Swift and Armour, and Cornelius Vanderbilt. (C, E)		
US.7	Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)		
US.8	Evaluate multiple sources of information presented in diverse formats and media, as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)		
US.9	Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen’s Agreement. (C, E, G)		

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<p>Standard 2: The Progressive Era 1890–1920— - Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.</p>	
US.10	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)
US.11	Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)
US.12	Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)
US.13	Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government’s response, including the Sherman Anti-Trust Act of 1890. (E, P)
US.14	Describe working conditions in industries, including the use of labor by women and children. (C, E)
US.15	Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: Samuel Gompers, Eugene Debs, the Haymarket Affair, the Pullman Strike, the Coal Creek Labor Saga, collective bargaining, blacklisting, and open v. closed shops. (C, E, H, P, TN)
US.16	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)
US.17	Analyze the goals and achievements of the Progressive movement, including the following: adoption of the initiative, referendum, and recall; adoption of the primary system; 16 th Amendment; 17 th Amendment; impact on the relationship between the citizen and the government. (C, E, H, P)
US.18	Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19 th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, ‘Perfect 36’). (C, H, P, TN)
US.19	Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including the Square Deal, “trust-busting,” the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)
US.20	Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)
US.21	Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)
US.22	Assess the causes of American imperialism in the late 19 th and early 20 th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)
US.23	Evaluate the arguments of interventionists and noninterventionists of the period, including Alfred T. Mahan,

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	Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P)
US.24	Describe the consequences of American imperialism of the period, including the following events: annexation of Hawaii, the Spanish-American War (Teller, Platt, and Foraker Acts), the Philippine Insurrection, the Roosevelt Corollary, and the Panama Canal. (E, G, H, P)
US.25	Draw evidence from informational texts to compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)
US.26	Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States’ neutrality. (G, H, P)
US.27	Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P)
US.28	Identify and explain the impact of the following events and people during World War 1: Major turning points, Impact of trench warfare, use of new weapons and technologies, Herbert Hoover, John J. Pershing and the American Expeditionary Force, doughboys, and Alvin C. York. (G, H, P, TN)
US.29	Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)
US.30	Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of <i>Schenck v. United States</i> . (C, E, H, P)

Reporting Category 2: The 1920s and The Great Depression (1920–1940)		%	# of Items
		20%	8-12
Standard 3: The 1920s —Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.			
US.31	Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)		
US.32	Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, the spread of electricity, the popularity of labor-saving appliances, and innovations in food processing and food purchasing (Clarence Saunders). (E, G, H, TN)		
US.33	Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)		
US.34	Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)		

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US.35	Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the "return to normalcy," the Teapot Dome, and laissez-faire politics. (E, H, P)
US.36	Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920's, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)
US.37	Explain the background of the Temperance Movement, the passage of the 18 th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21 st Amendment. (E, C, H, P)
US.38	Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)
US.39	Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)
US.40	Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)
US.41	Analyze the emergence of the "Lost Generation" in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)
US.42	Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women's colleges. (C, E, P)
US.43	Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)
US.44	Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy and WSM. (C, TN)
Standard 4: The Great Depression —Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.	
US.45	Analyze the causes of the Great Depression, including the following: the economic cycle driven by overextension of credit, overproduction in agriculture and manufacturing, laissez-faire politics, buying on margin, excess consumerism, rising unemployment, the crash of the stock market, and high tariffs. (E, H)
US.46	Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of "rugged individualism," the Reconstruction Finance Corporation, and the response to the "Bonus Army." (E, P)
US.47	Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the people of the United States, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)
US.48	Analyze the causes and consequences of the Dust Bowl of the 1930s. (C, E, H, G)
US.49	Identify and explain the following New Deal programs and assess their past or present impact: Works Progress

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	Administration, Social Security, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Fair Labor Standards Act, Agricultural Adjustment Acts, Civilian Conservation Corps, National Recovery Administration and NIRA, Tennessee Valley Authority, Cumberland Homesteads, and Great Smoky Mountains National Park. (E, H, P, TN)
US.50	Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR’s “court packing” attempt. (E, P)
US.51	Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography, economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)
US.52	Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (<i>The Grapes of Wrath</i>). (C, P)
US.53	Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

Reporting Category 3: U.S. Policy between the Wars, World War II, and The Cold War (1921–1975)		# of Items
		%
Standard 5: Between the Wars and World War II (1921–1947) — Students analyze the inter-war years and America’s participation in World War II.		25%
US. 54	Examine the impact of American actions in foreign policy in the 1920’s, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)	10-14
US. 55	Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930’s, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)	
US. 56	Analyze the reasons for, and the consequences of, the rise of fascism and totalitarianism in Europe during the 1930’s, including the actions of Hitler, Mussolini, and Stalin. (H, P)	
US. 57	Examine President Roosevelt’s response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)	
US. 58	Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)	
US. 59	Identify and locate on a map the Allied and Axis countries and the major theaters of the war. (G)	
US. 60	Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, “island hopping,” Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the	

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	Bulge. (C, G, H, P)	
US. 61	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442 nd Regimental Combat team, the 101 st Airborne, and the Navajo Code Talkers. (C, H)	
US. 62	Identify the roles played and significant actions of the following individuals in World War II: Franklin Roosevelt, Winston Churchill, Joseph Stalin, Harry Truman, Adolph Hitler, Benito Mussolini, Hideki Tojo, Dwight Eisenhower, George C. Marshall, Douglas MacArthur. (H, P)	
US. 63	Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)	
US. 64	Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on U.S. society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)	
US. 65	Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and in the workforce, and the eventual integration of the armed forces by President Truman. (C, E, H, P)	
US. 66	Describe the war’s impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)	
US. 67	Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war’s impact on the location of American industry and use of resources. (E, G)	
US. 68	Explain the importance of the establishment and the impact of the Fort Campbell base, the Oak Ridge nuclear facilities, TVA, the Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)	
US. 69	Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)	
US. 70	Examine the American reaction and response to the Holocaust. (C, H, P)	
US. 71	Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)	
US. 72	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)	
Standard 6: Cold War (1945–1975)—Students analyze the response of the United States to communism after World War II.		
US.73	Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)	
US.74	Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)	
US.75	Draw evidence from informational text to analyze the progression of American foreign policy from containment to	

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	retaliation and brinkmanship to the domino theory to flexible response. (H, P)
US.76	Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)
US.77	Describe the causes, course, and consequences of the Korean War, including the 38 th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreans. (G, H, P)
US.78	Integrate multiple sources of information presented in diverse formats of the fears of U.S. citizens about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower's warning about the military-industrial complex. (C, H, P)
US.79	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)
US.80	Describe the causes, course, and consequences of the Vietnam War, including the following: the Geneva Accords; the Gulf of Tonkin Resolution; the Tet Offensive; the roles played by Presidents Kennedy, Johnson, and Nixon; Vietnamization; Ho Chi Minh; the bombing of Cambodia; Henry Kissinger; napalm and Agent Orange. (C, G, H, P)
US.81	Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the antiwar movement, draft by lottery, and the role of television and the media. (C, H, P)

Reporting Category 4: The Post-War Years to Contemporary United States (1945–the Present)		%	# of Items
Standard 7: Modern United States 1945–1979 —Students analyze the economic boom and social transformation of post-World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.		28%	12-16
US.82	Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)		
US.83	Examine multiple sources presented in different media and formats to explain the impact of the baby-boom generation on the American economy and culture. (C, E, G, P)		
US.84	Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)		
US.85	Analyze the increasing impact of television and mass media on the U.S. home, U.S. politics, and the U.S. economy.		

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	(C, E, P)	
US.86	Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock ‘n’roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)	
US.87	Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H,P, TN)	
US.88	Describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)	
US.89	Examine court cases in the evolution of civil rights, including <i>Brown v. Board of Education</i> and <i>Regents of the University of California v. Bakke</i> . (C, H, P)	
US.90	Examine the roles of civil rights advocates, including the following: Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks, Stokely Carmichael, President John Kennedy, Robert Kennedy, President Lyndon Johnson, James Meredith, Jim Lawson. (C, H, P, TN)	
US.91	Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)	
US.92	Describe significant events in the struggle to secure civil rights for African Americans, including the following: Columbia Race Riots; tent cities of Haywood and Fayette Counties; influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE; integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee; Montgomery bus boycott; the Birmingham bombings of 1963; Freedom Rides, including the opposition of Bull Connor and George Wallace; March on Washington; Sit-ins, marches, demonstrations, boycotts, Nashville sit-ins, and Diane Nash; and the assassination of Martin Luther King, Jr. (C, H, P, TN)	
US.93	Cite textual evidence for, determine the central meaning for, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”). (C, P)	
US.94	Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24 th Amendment. (C, E, H, P)	
US.95	Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)	
US.96	Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)	
US.97	Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, the generation gap, and Woodstock. (C, P)	
US.98	Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent	

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	majority’ and his successes in foreign affairs. (E, H, P)	
US.99	Analyze the Watergate scandal, including the background of the break-in, the importance of the court case <i>United States v. Nixon</i> , the changing role of media and journalism, the controversy surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake. (H, P)	
US.100	Describe the causes and outcomes of the energy crisis of the 1970s. (E, P)	
US.101	Investigate the life and works of Alex Haley and his influence on American Culture, including <i>The Autobiography of Malcolm X</i> and <i>Roots: The Saga of An American Family</i> . (C, TN)	
US.102	Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson’s <i>Silent Spring</i> , and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)	
US.103	Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, the poor economy, the SALT treaties, and the Iran hostage crisis. (G, H, P)	
Standard 8: Contemporary United States 1980–Today —Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama.		
US.104	Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)	
US.105	Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, the War on Drugs, the response to the Challenger disaster, the Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (C, E, H, P)	
US.106	Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)	
US.107	Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)	
US.108	Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, the Brady Law, the reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)	
US.109	Analyze the late 20 th -century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)	
US.110	Explain the reasons for and the outcome of the Supreme Court case <i>Bush v. Gore</i> . (H, P)	
US.111	Describe the impact of the September 11, 2001, terrorist attack on the World Trade Center and the Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)	

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US.112	Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)	
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***The assessment will also consist of one constructed response item drawn from an SPI in one of the four reporting categories.**

**Draft U.S. History EOC Performance Level Descriptors (PLDs)
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Reporting Category	Below Basic	Basic	Proficient	Advanced
Generic Descriptors	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.
The Rise of Industrial America and The Progressive Era (1877-1920)	A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the Industrial Revolution and the Progressive Era, 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	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Second Industrial Revolution and the Progressive Era below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify	A student at this level demonstrates mastery by analyzing and drawing conclusions about the Second Industrial Revolution and the Progressive Era 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 complex cause-and-effect relationships	A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the Second Industrial Revolution and the Progressive Era beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on

	<p>Basic level of performance are not prepared for the next level of study.</p>	<p>social, economic, political, and cultural patterns 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>between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as agrarian-to-urban shift, immigration patterns, the rise of political machines, the impact of the growth of cities, and social reforms in regard to labor, immigration, and the women's suffrage movement; the motivations influencing American Imperialism; and the U.S. involvement in World War I. 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</p>	<p>researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them 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>The 1920s and The Great Depression (1920-1940)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the 1920s and the Great Depression, 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 mastery by identifying and comprehending aspects of the 1920s and the Great Depression below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns 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>the next level of study.</p> <p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the 1920s and the Great Depression 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 complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content, such as how the struggle between traditionalism and modernism manifested itself after World War I. Particular focus is on major political scandals and their impact, Prohibition, the</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the 1920s and the Great Depression beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them 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>U.S. Foreign and Domestic Policy Between the Wars, World War II,</p>	<p>A student at this level demonstrates little to no mastery in identifying or</p>	<p>A student at this level demonstrates partial mastery by identifying and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing</p>	<p>A student at this level demonstrates superior</p>
<p>Harlem Renaissance, and other aspects of 1920s popular culture. In addition, the student demonstrates an understanding of how the Great Depression and the New Deal fundamentally changed the role of the federal government, including President Hoover's philosophy on economic recovery versus President Roosevelt's; the causes, effect, and consequences of the Dust Bowl; and President Franklin Roosevelt's critics and supporters. 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>and The Cold War (1921-1975)</p>	<p>comprehending historical events and concepts. The student does not show a basic understanding of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War, 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>comprehending aspects of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns 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>conclusions about U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War 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 complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the United States' response to World War II, with particular focus on attempts to maintain international peace, the rise of dictators, attempts at intervention, the declaration of war, and its</p>	<p>mastery by evaluating and applying information and drawing conclusions about the U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them 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>impact on the home front. In addition, the student demonstrates knowledge of the response of the United States to communism after World War II, including the roots of the Cold War; the reaction to communism in foreign and domestic policy; and the conflicts that arose over the conflicting ideologies. 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>The Post-War Years to Contemporary United States (1945-the Present)</p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the United States from the post-war years to the contemporary period, and his or her academic</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the United States from the post-war years to the contemporary period below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the United States from the post-war years to the contemporary period at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the United States from the post-war years to the contemporary period beyond the proficient level and at a consistently higher depth of knowledge</p>

	<p>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>recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns 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>student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the causes, effects, and consequences of the economic boom and social transformation of post-World War United States. Particular focus is on the Civil Rights movement, the Great Society, Watergate, the energy crisis, environmentalism, and the Carter Administration. In addition, the student demonstrates knowledge of important events and trends from the 1980s to today, including high-tech advances, the fall of the</p>	<p>(DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them 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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TN SS Constructed Response Rubric (Used in Grade 8 and U.S. History)

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

	<p>referenced in the question.</p> <ul style="list-style-type: none"> • Addresses many aspects of the question. • Cites evidence from the stimulus (or stimuli) to support some facets of the response. • 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. • May include content errors that indicate a minor misunderstanding of primary social studies concepts. 	<ul style="list-style-type: none"> • Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic. • Establishes and maintains an objective tone. • Provides a conclusion that offers some support for the information or explanation presented. • Produces information generally appropriate for the task, purpose, and audience. • May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.
<h1>2</h1>	<p>The student response:</p> <ul style="list-style-type: none"> • 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. • Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question. • Addresses few aspects of the question. • Cites little evidence from the stimulus (or stimuli) to support the response. • 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. • May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology. 	<p>The student response:</p> <ul style="list-style-type: none"> • Focuses on topics or makes claims partially related to the question. • Introduces the topic or claim, but with limited clarity. • Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples. • Describes some of the relationships among ideas and concepts. • Misuses social studies terminology. • Establishes an objective tone, but introduces some unsupported conjectures. • Provides a conclusion with little support for the information or explanation presented. • Produces some information inappropriate to the task, purpose, or audience. • May contain errors in grammar and mechanics that partially detract from overall comprehensibility.

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

US History Sample Items

Sample Item: Multiple Choice

US History

The excerpt below is from President Grover Cleveland's Inaugural Address in 1893

Nothing is more vital to our supremacy as a nation and to the beneficent purposes of our Government than a sound and stable currency. Its exposure to degradation should at once arouse to activity the most enlightened statesmanship, and the danger of depreciation in the purchasing power of the wages paid to toil should furnish the strongest incentive to prompt and conservative precaution.

In dealing with our present embarrassing situation as related to this subject we will be wise if we temper our confidence and faith in our national strength and resources with the frank concession that even these will not permit us to defy . . . the . . . laws of finance and trade.

Source: Public Domain / The American Presidency Project

Based on information in the excerpt and your content knowledge, which action did President Cleveland propose to solve this problem?

- A. the creation of economic legislation that would decrease labor costs
- B. the adoption of a monetary policy that would increase the money supply
- C. the adoption of a monetary policy that would increase the value of the dollar
- D. the creation of economic legislation that would decrease the prices of goods

Answer Key

D

Sample Item: Extended Response

US History

The excerpts below address the presidential election of 2000, the 14th Amendment of the Constitution, and the Supreme Court decision in *Bush v. Gore*. The table below contains the 2000 presidential election results.

Explain the Supreme Court decision that decided the 2000 election.

- Why did the case revolve around voting rights and the Equal Protection clause?
- How did the decision impact future elections?
- Use evidence from these sources and your content knowledge to support your answer.

Florida also discounted 175,000 improperly cast ballots, which came disproportionately from African-American districts. Outdated equipment and poorly designed ballots were faulted. Some counties in Florida used new optical-scan machines, while others used decades-old punch cards, lever machines, and paper ballots. Confusing "butterfly" or "caterpillar" ballots—where names of candidates were listed on multiple pages—also made it hard for people to be sure they had voted for the candidate of their choice. Some ballots were disqualified for "overvotes," selecting too many candidates, while others had incomplete punches such as dimples and "hanging chads." The automatic recount did not re-evaluate the discounted ballots, and on November 26, the Florida Secretary of State certified that Bush had won the state by 537 votes. Bush accepted the results and appointed a transition team. Gore demanded a hand count. The election was not yet over.

Working on a laptop computer out of the Vice President's mansion, Gore gathered the latest political reports and plotted his legal and political strategy. *Gore v. Harris* went to the Florida State Supreme Court, which ruled unanimously in Gore's favor for a full statewide review of all the "undercounted" ballots. Bush's attorneys appealed to the U.S. Supreme Court, which on December 12, ruled 5 to 4, in *Bush v. Gore*, that insufficient time remained to conduct a recount that would not violate the equal protection clause of the Constitution.

Source: Public Domain/U.S. Senate

14th Amendment Section 1

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States, and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Source: Public Domain/U.S. National Archives and Records Administration

Having once granted the right to vote on equal terms, the state may not, by later arbitrary and disparate treatment, value one person's vote over another.

Source: Public Domain/U.S. House of Representatives

2000 Electoral Votes

	George W. Bush Republican	Al Gore Jr. Democrat
Popular vote	50,456,062	50,996,582
Electoral vote	271	266
Florida popular vote	2,912,790	2,912,253
Florida electoral votes	25	0

Source: Public Domain/U.S. National Archives and Records Administration

Extended Response Exemplar

The election of 2000 was historic in many ways. First of all, it was one of the few presidential elections in which the candidate that won the popular vote did not win the majority the electoral college votes. More importantly, it is the only presidential election where the Supreme Court directly affected the outcome. The main issue in the election was the counting of votes in Florida, where only 500 or so votes separated the candidates. However, there were irregularities in the voting due to different voting machines, and Al Gore wanted the votes recounted. Though the courts initially ruled in Gore's favor to ensure that no voters were accidentally disenfranchised, the Supreme Court overturned the decision, ruling that the recount must stop.

The Supreme Court argued that although the Constitution requires that the right to vote be protected, voting rights do not end once the vote is cast. Since the state did not have a clear, statewide procedure for recounting the votes, the Court argued that the recounting process might disenfranchise voters in a random way by valuing "one person's vote over that of another." The decision explained that statewide consistency was necessary, both in voting and in the recounting process. Recounting the votes without consistent procedures would violate the equal protection clause of the Constitution. Therefore all of the votes must be recounted or none of them, and there was not time to recount them all.

As a result of the election and the Supreme Court decision, many states revisited their voting procedures. In doing so, many states adopted statewide procedures for voting. This eliminated the situation that had arisen in Florida in which different districts were using different methods or machines for voting. Many states also created standardized procedures for recounting votes in the case of disputed elections.

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.

Step 1:	<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"> • Current standards: http://tn.gov/education/standards/social_studies.shtml • “Old” standards: http://tn.gov/education/standards/archives.shtml • Process standards and content coding should also be discussed <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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Step 2:	<p>Explore the assessment frameworks (found at http://www.tn.gov/education/assessment/social_studies.shtml) 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"> • Where are the main areas of focus? • How can this provide helpful guidelines for planning? • How will this impact instruction?
Step 3:	<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>
Step 4:	<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>
Step 5:	<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: 3rd 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 www.tncore.org.</p>
Step 6:	<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>
Step 7:	<p>Rewrite the social studies Constructed Response rubric in student friendly language and share with students. Model social studies literacy tasks for students. Have students use text</p>

	<p>in a 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>
Step 8:	<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"> • What evidence can you draw from these student samples about your students' capabilities? • Where do students still need to grow more? • What are strategies you can use to help bridge those deficits and improve student writing?
Step 9:	<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>
Step 10:	<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)

	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
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)

	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
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?

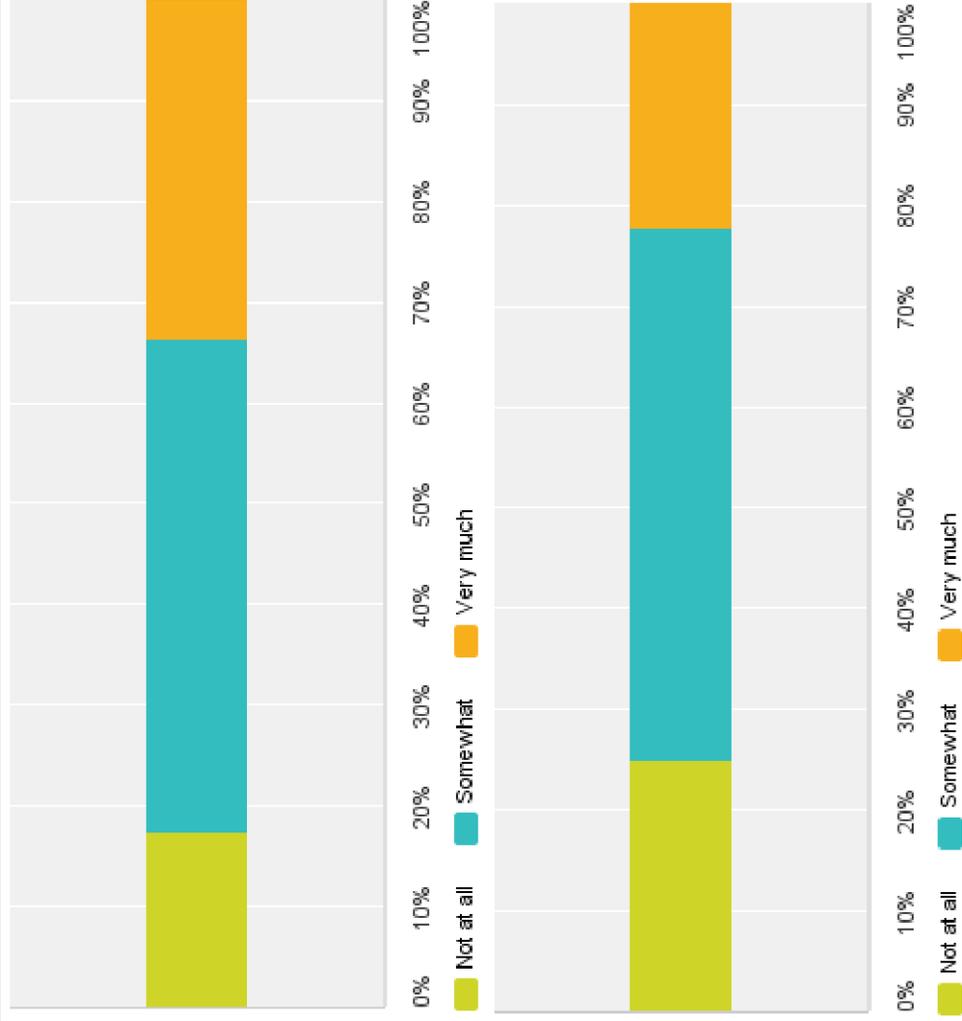
Most Effective Teachers (Group A)

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

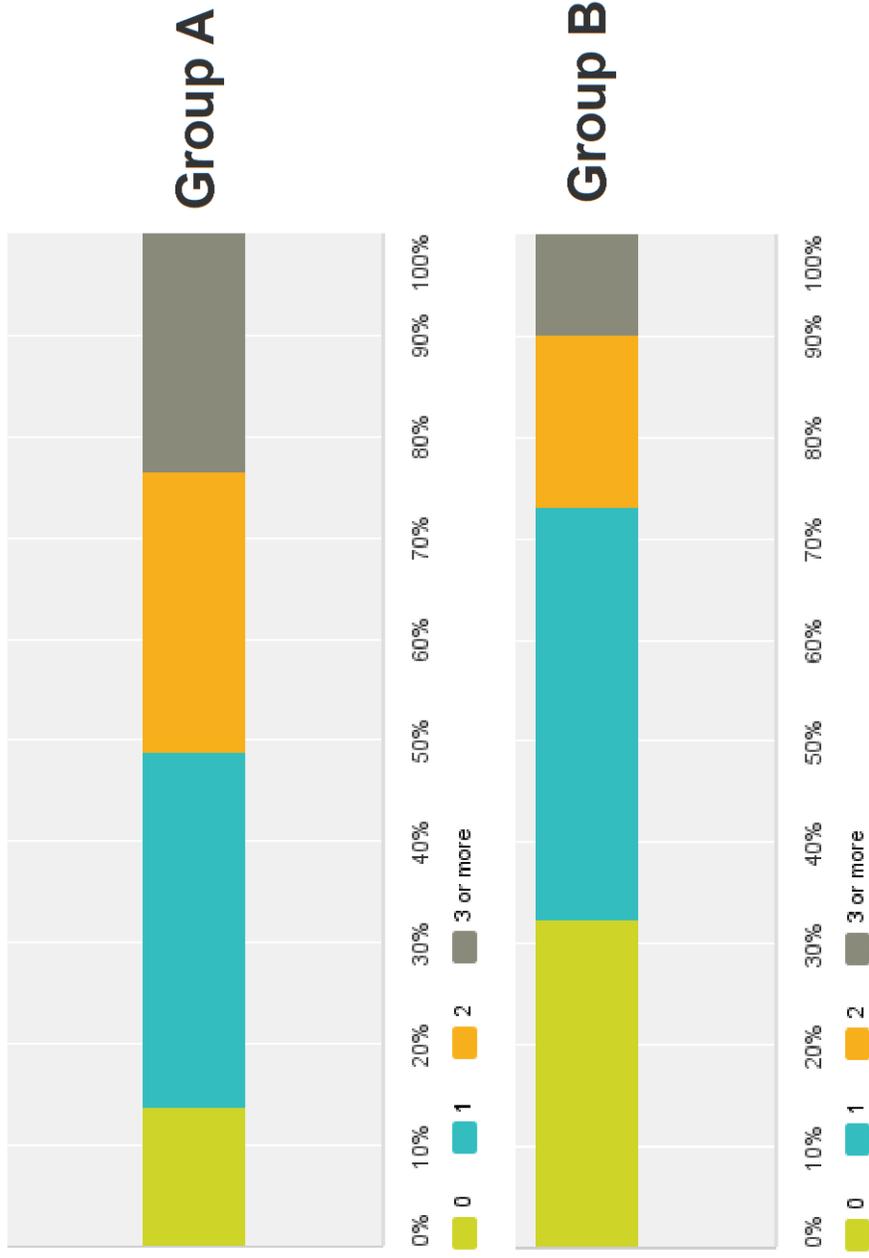
Less Effective Teachers (Group B)

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

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 MIST 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.

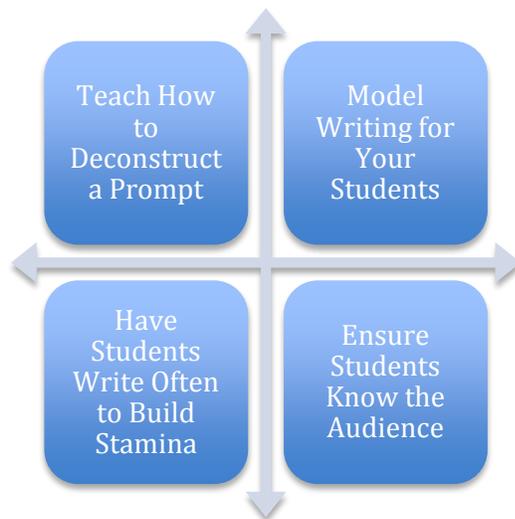
The findings reflect a focus on deliberate instruction around multiple modes of writing, keen attention to deconstructing complex passages and prompts, and encouraging multiple loops of feedback, editing, and revising.

Graphic showing Highly Effective Teacher Writing Instruction practices:

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



A Tennessee Department of Education Website

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.*



ClassroomChronicles

A Tennessee Department of Education Website

Why Writing Matters in the Early Grades

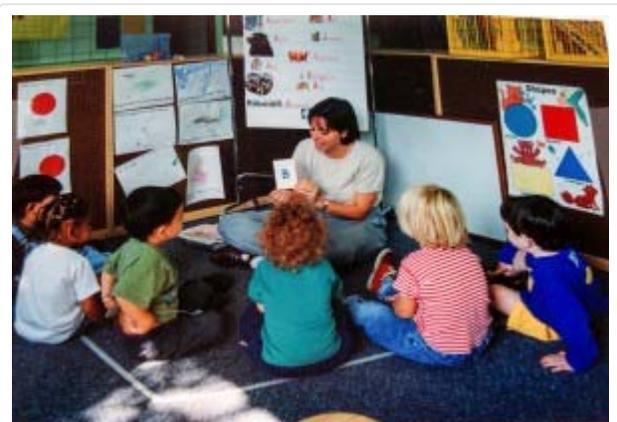
posted by **Communications Team** on November 10, 2014 in **News**

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.

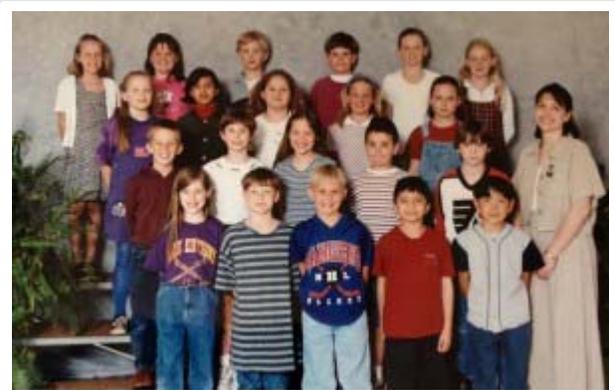


Mia remembers reading to her own pre-K student when she was in the classroom.

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.

ClassroomChronicles

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.

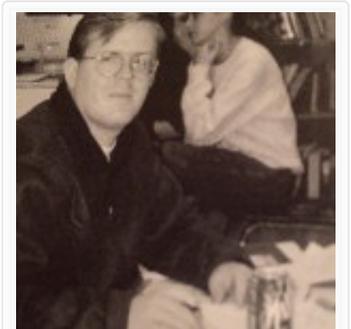
By David Timbs, Executive Director of Instructional Leadership Support, Tennessee Department of Education

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

Step 1:	Download the “High Impact Writing Strategies” presentation from the “For Leaders” section of the TNCore website at www.tncore.org . You will also want to share the document that summarizes the survey findings. This activity should take approximately 30 minutes.
Step 2:	<ol style="list-style-type: none"> 1. Read the document that summarizes the findings. 2. Give teachers 2-3 minutes to discuss at their tables any immediate reactions.
Step 3:	<ol style="list-style-type: none"> 1. Go through the PowerPoint presentation that you downloaded. 2. Encourage teachers to record their observations as you review the survey findings, including the quotes from teachers. 3. As you review, have teachers brainstorm what they could do to build more stamina in their student writers.
Step 4:	<ol style="list-style-type: none"> 1. Discuss the top practices of high impact teachers and the top experiences of high achieving students. 2. Encourage each group of teachers to select two top practices that they believe will impact writing across the curriculum if they embrace.
Step 5:	<ol style="list-style-type: none"> 1. Set goals with each grade level and/or content area for employing the top practices in instruction over the next four weeks. 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.
Step 6:	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 Mathematics Items (Grades 9-12)

In your participant manual, you will find a set of sample TNReady items for math. 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" on the next page and 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?

TNReady
Sample Items
Math (Grades 9-12)

High School Math Sample Items

Multiple Choice

HS Training Test #1

An expression is shown.

$$a^{\frac{4}{3}} \cdot a^{\frac{2}{3}}$$

What is the product of the two factors?

- (A) $a^{\frac{2}{3}}$
- (B) $a^{\frac{8}{9}}$
- (C) a^2
- (D) $a^{\frac{8}{3}}$

HS Training test #15

A contingency table for a class is shown.

Class Data

	Juniors	Seniors	Total
Females	6	10	16
Males	9	7	16
Total	15	17	32

What is the probability that a student selected at random is a female given that the student is not a senior?

- (A) 30%
- (B) 40%
- (C) 50%
- (D) 60%

Equation Response

HS Training test # 4

Mrs. Jones surveys her class about their siblings. In the class, 75% of the students have a brother, 82% have a sister, and 65% have both a brother and a sister.

What is the probability that a student has a brother or a sister?

← → ↶ ↷ ✖									
1	2	3							
4	5	6							
7	8	9							
0	.	-							

HS Training Test #7

The equation of a circle is shown.

$$(x - 3)^2 + (y - 2)^2 = 4$$

The circle is translated 2 units to the right and 4 units up and then is dilated by a factor of 3.

What is the equation of the new circle?

← → ↶ ↷ ✖											
1	2	3	x	y							
4	5	6	+	-	•	÷					
7	8	9	<	≤	=	≥	>				
0	.	-	$\frac{\square}{\square}$	\square^\square	\square_\square	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π	i
			sin	cos	tan	arcsin	arccos	arctan			

HS Training test # 14

Vanessa and Vinny use two different containers to carry water to a pool.

- Vanessa makes A trips to the pool, and Vinny makes B trips to the pool.
- Vanessa's container holds x gallons of water, and Vinny's container holds y gallons.

Create an expression that represents the average number of gallons of water carried every trip.

←	→	↶	↷	✖						
1	2	3	x	y	A	B				
4	5	6	+	-	•	÷				
7	8	9	<	≤	=	≥	>			
0	.	-	$\frac{\square}{\square}$	\square^\square	\square_\square	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π i
			sin	cos	tan	arcsin	arccos	arctan		

HS Training test # 23

The function $f(x)$ is shown.

$$f(x) = 2x^3 - x^2 + \frac{1}{2}x$$

Let $g(x) = f\left(\frac{2}{3}x\right)$.

What is $g(x)$ in terms of x ?

←	→	↶	↷	✖						
1	2	3	x	g(x)						
4	5	6	+	-	•	÷				
7	8	9	<	≤	=	≥	>			
0	.	-	$\frac{\square}{\square}$	\square^\square	\square_\square	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π i
			sin	cos	tan	arcsin	arccos	arctan		

Drag and Drop

HS Training test #3

Scientists are testing whether a person has a certain gene.

A *false positive* is a result where the person tests positive, T , but does not have the gene, N . The probability of a false positive rate is $P(T|N)$.

The Venn diagram shows the number of people in a trial who tested positive and the number of people who have the gene.

Drag a number to each box to complete the two-way table.

Then drag a number to each box of the fraction to show the probability of a false positive.

- 27
- 39
- 271
- 298
- 310
- 663
- 690
- 702

Delete

663

	Tests Positive	Tests Negative
Has gene	□	□
Does not have gene	□	□

Probability of false positive = $\frac{\square}{\square}$

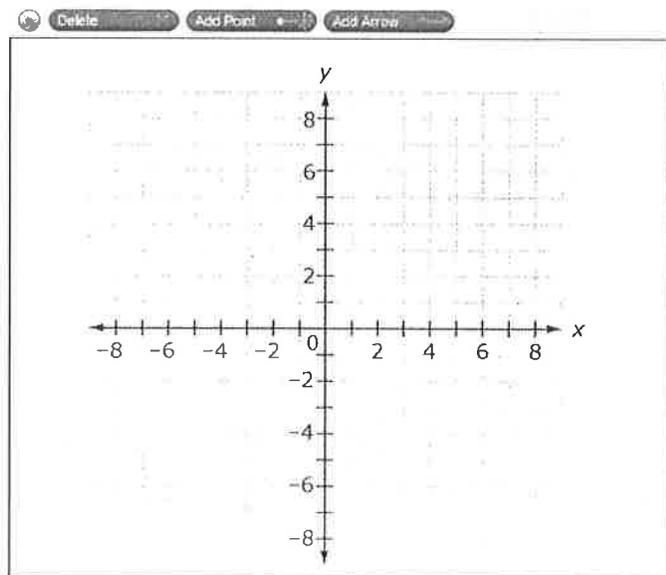
Graphic Response

HS Training test # 6

A linear function is represented in the table shown.

x	y
-1	-6
1	-2
3	2

Use the Add Arrow tool to draw a line on the coordinate grid that has a greater y -intercept than the function represented by the table and is perpendicular to the function $y + \frac{1}{4}x = 2$.



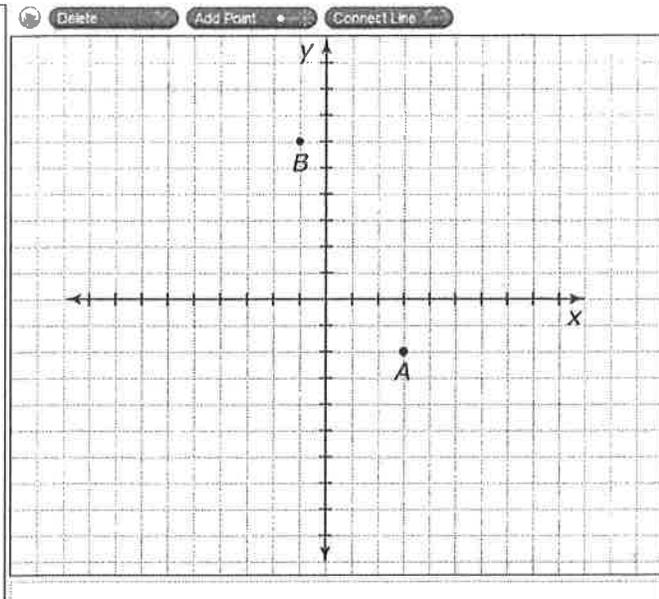
HS Training test # 17

Use the Add Point tool to plot a point that can be used to form a right triangle with points A and B so that $\angle ABC$ is the right angle.

Drag C over to this point to label it.

Use the Connect Line tool to draw triangle ABC .

C



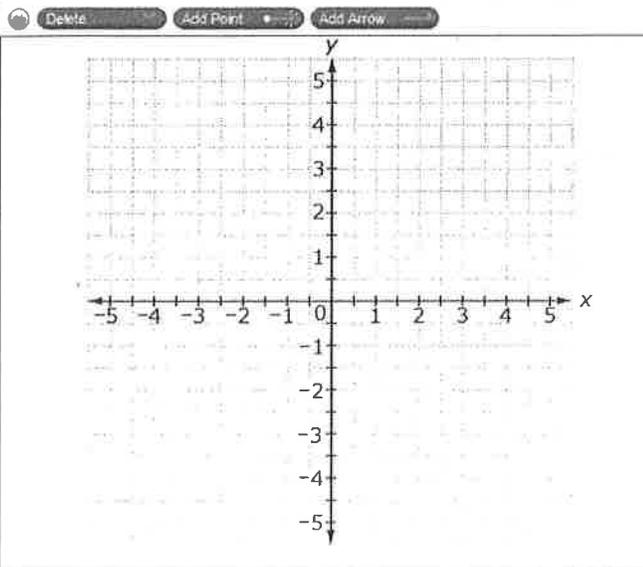
HS Training test # 22

An inequality is shown.

$$y \geq |x - 2|$$

Use the Add Arrow tool to draw the boundaries of the inequality.

Drag a circle to the coordinate grid to indicate the solution region for the inequality.



HS Multiple Select

Training Test #20

A line contains the points (0, 0) and (1, 4).

Select all the equations that represent this line.

- $y = x + 4$
- $y = 4x$
- $(y - 0) = 4(x - 0)$
- $x = 4y$
- $x = 0.25y$
- $y = 4x^2$

HS Training test # 24

Select all the numbers that could be the sum of a rational number and an irrational number.

- 4.076923076923...
- 5.236067977567...
- 3.116666666666...
- 9.605555127513...
- 6.714285714285...
- 2.718281828582...

HS Short Answer

27

An equation is shown.

$$a \times b = c$$

Let c be an irrational number.

What can be said about a and b ?

Type your answer in the space provided.

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 7×8 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 2×7 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



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>1. MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM</p>	<p>Open-ended/multi-step problem with no solution pathway evident.</p> <p>Non-routine problems with multiple solution paths.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Provides time and facilitates discussion in problem solutions. • Facilitates discourse in the classroom so that students UNDERSTAND the approaches of others. • Provides opportunities for students to explain themselves, the meaning of a problem, etc. • Provides opportunities for students to connect concepts to “their” world. • Provides students TIME to think and become “patient” problem solvers. • Facilitates and encourages students to check their answers using different methods. • Provides problems that focus on relationships and are “generalizable”. • Encourages and provides opportunities for students to revise their work. • Ask questions and provides support or scaffolding in a way that does not take over the thinking of the students. 	<p>Students:</p> <ul style="list-style-type: none"> • Are actively engaged in solving problems & thinking is visible (i.e., DOING MATHEMATICS vs. FOLLOWING STEPS OR PROCEDURES). • Are analyzing givens, constraints, relationships, and goals (NOT the teacher). • Are discussing with one another, making conjectures, planning a solution pathway, not jumping into a solution attempt or guessing at the direction to take. • Relate current “situation” to concept or skill previously learned and check answers using different methods. • Continually ask self, “does this make sense?” • Regulates own need to revise or try a different approach.
<p>Evidence & Comments:</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>2. REASON ABSTRACTLY AND QUANTITATIVELY</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>Teacher:</p> <ul style="list-style-type: none"> • Provides a range of representations of math problem situations and encourages various solutions. • Provides opportunities for students to make sense of quantities and their relationships to the context in problem situations. • Provides problems that require flexible use of properties of operations and objects. • 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, not just how to compute them and/or rules; and knowing and flexibly using different properties of operations and objects. 	<p>Students:</p> <ul style="list-style-type: none"> • Use varied representations and approaches when solving problems. • Make sense of quantities and their relationships to the context in problem situations. • 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). • 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.
<p>Evidence and Comments:</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
3. CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS	<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>Teacher:</p> <ul style="list-style-type: none"> • Provides ALL students opportunities to understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Provides ample time for students to make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Provides opportunities for students to construct arguments and critique reasoning of peers. • Facilitates and guides students in recognizing and using counterexamples. • Encourages and facilitates students justifying their conclusions, communicating, and responding to the arguments of others. • Asks useful questions to clarify and/or improve students' arguments. 	<p>Students:</p> <ul style="list-style-type: none"> • Make conjectures and explore the truth of their conjectures. • Recognize and use counterexamples. • Justify and defend ALL conclusions and communicates them to others. • 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.) • <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.
<p>Evidence and Comments:</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>4. MODEL WITH MATHEMATICS</p>	<p>Problem solving situations such as: Elementary: this might be as simple as writing an addition equation to describe a situation. Middle grades: a student might apply proportional reasoning to plan a school event or analyze a problem in the community. 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.</p> <p><i>Emphasis should be on using mathematics to model a real-world situation.</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Provides problem situations that apply to everyday life. • Encourages students to use previously learned content and apply it to more sophisticated, grade level problems. • Encourages refinement of the model and discuss appropriate limitations. 	<p>Students:</p> <ul style="list-style-type: none"> • Apply the mathematics they know to everyday life, society, and the workplace. • Write equations to describe real-world situations. • Are comfortable in making assumptions and approximations to simplify complicated situations. • Analyze relationships to draw conclusions. • Improve their model if it has not served its purpose.
<p>Evidence and Comments:</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>5. USE APPROPRIATE TOOLS STRATEGICALLY</p>	<p>Elementary: students are provided tasks that require a variety of tools to solve.</p> <p>High School: 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>Teacher:</p> <ul style="list-style-type: none"> Provides a variety of tools and technology for students to explore to deepen their understanding of math concepts. 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.) 	<p>Students:</p> <ul style="list-style-type: none"> Consider available tools when solving a mathematical problem. Are familiar with a variety of mathematics tools and use them when appropriate to explore and deepen their understanding of concepts.
<p>Evidence and Comments:</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
6. ATTEND TO PRECISION	<p>Elementary: students are solving problems and carefully formulating explanations to others.</p> <p>High School: students are examining claims and making explicit use of definitions.</p> <p>Mathematical precision refers to solutions, language and arguments, symbols, etc.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Facilitates, encourages and <u>expects</u> precision in communication. • Provides opportunities for students to explain and/or write their reasoning to others. • Provides opportunities to refine claims or solutions in order to increase precision. 	<p>Students:</p> <ul style="list-style-type: none"> • Use and clarify mathematical definitions in discussions and in their own reasoning (orally and in writing). • Use, understand and state the meanings of symbols. • Express numerical answers with degree of precision appropriate to the problem/context.
<p>Evidence and Comments:</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>7. LOOK FOR AND MAKE USE OF STRUCTURE</p>	<p>Elementary: 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 $7 \times 8 =$ the well remembered $7 \times 5 + 7 \times 3$, in preparation for the distributive property.</p> <p>High School: in the expression $x^2 + 9x + 14$, students see the 14 as 2×7 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.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Provides opportunities and time for students to explore patterns and relationships to solve problems. • Provides rich tasks and facilitates pattern seeking and understanding of relationships in numbers rather than following a set of steps and/or procedures. 	<p>Students:</p> <ul style="list-style-type: none"> • Look closely to discern patterns or structure. • Associate patterns with properties of operations and their relationships. • Step back for an overview and can shift perspective. • See complicated things, such as algebraic expressions, as single objects or as composed of several objects. (Younger children decompose and compose numbers.)
<p>Evidence and Comments:</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>8. LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING</p>	<p>Upper Elementary: 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>Middle School: students might abstract the equation $(y-2)/(x-3)=3$ 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>High School: Tasks that allow High School students to notice regularity in the way terms cancel when expanding $(x-1)(x+1)(x^2+1)$ and $(x-1)(x^3+x^2+x+1)$ which might lead to the general formula for the sum of a geometric series.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Provides problem situations that allow students to explore regularity and repeated reasoning. Provides rich tasks that encourage students to use repeated reasoning to form generalizations and provides opportunities for students to communicate these generalizations. 	<p>Students:</p> <ul style="list-style-type: none"> Notice if calculations are repeated and look for both general methods and shortcuts. Pay attention to regularity and use to solve problems. Use regularity and use this to lead to a general formula and generalizations. Maintain oversight of the process of solving a problem while attending to details and continually evaluates the reasonableness of immediate results.
<p>Evidence and Comments:</p>			

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

Key Teacher and Leader Actions That Support Student Expectations and Behaviors

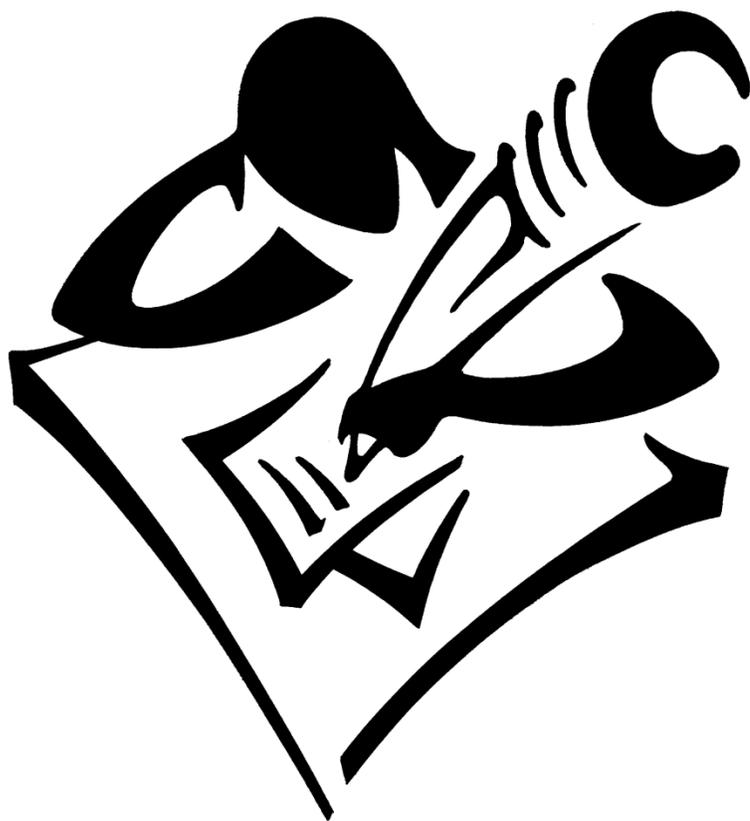
On the next page of your participant manual, you will find the “Instructional Implications” document that applies to our discussion around TNReady mathematics. As we read through each section, use the space below to make notes about what you feel are the **3-5 most beneficial actions and behaviors** 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 Student Behaviors	Key Teacher Actions	Key Leader Actions

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"> The vast majority of score points will come from the major work of the grade. 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.) Questions will balance conceptual understanding, fluency and application, assessed together and separately. 	<ul style="list-style-type: none"> Experience daily instruction based on the standards with a focus on the major work of the grade from the start of the school year. Experience a variety of assignments and tasks that deepen understanding of the major work of the grade. 	<ul style="list-style-type: none"> 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. Plan instruction to focus on the major work of the grade from the start of the year. Provide a variety of opportunities to deepen and demonstrate knowledge of concepts, application and procedures for each topic. 	<ul style="list-style-type: none"> Ensure any school and district pacing guides and assessment series focus majority of time (and points) on the major work of the grade. Ensure teachers' assessments reflect a range of types of questions about the major work of the grade.
<p>9) Some questions in every grade level will require students to model and make mathematical arguments.</p> <ul style="list-style-type: none"> Questions will require extended response in math. There will be scoring guides and training for scorers. There will be opportunity for partial credit. All questions requiring in-person scoring will be on part I. 	<ul style="list-style-type: none"> Practice explaining thinking in response to instructional and assessment tasks in talk and writing. Receive feedback on extended responses answers and have the opportunity to apply the feedback in revision and in novel situations. See models and multiple exemplars of extended response answers. Practice responding to extended response questions on the platform multiple times before the operational assessment. 	<ul style="list-style-type: none"> Experience and deeply understand a variety of extended response and modeling tasks. Understand the range of potential student solutions of frequent misconceptions. Experience the platform personally. Provide students regular opportunities to explain thinking in talk and writing. Provide students feedback on their responses and opportunities to apply the feedback in revision and novel situations. 	<ul style="list-style-type: none"> Ensure any school or district pacing guides and interim assessments include questions that require students to model and make mathematical arguments. Ensure teachers experience and deeply understand the questions that will be asked and multiple pathways for student solutions. Ensure teachers understand how questions will be scored and provide feedback to students.
<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"> Calculators will be permitted on other grades. Fluency will have some time element. Fluency will be reported as part of the math score overall. 	<ul style="list-style-type: none"> Receive instruction on and the opportunity to practice answering problems with procedures without calculators. Practice using the calculator with the functions that are appropriate prior to the operational assessment and practice responding to questions in a timed setting. 	<ul style="list-style-type: none"> Experience and deeply understand the type of fluency questions that will be asked. Understand the tools and functions that will be on the platform and ensure classroom tools reflect these functions. 	<ul style="list-style-type: none"> Ensure students in grades 3-6 get instruction and practice without a calculator. Ensure students in all grades practice with the calculator on the platform prior to operational assessment.

TCAP/CRA 2013



A1

Anchor Set

Buddy Bags Task

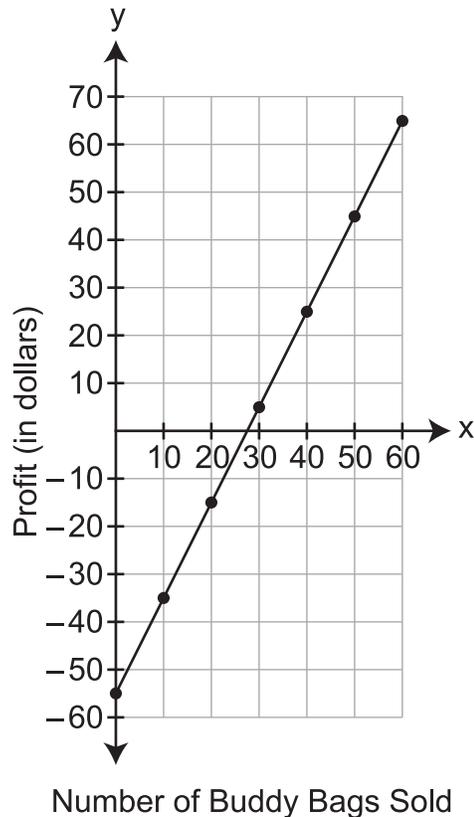
SECURE MATERIAL - Reader Name: _____

Constructed Response Assessment

Buddy Bags Task

For a student council fundraiser, Anna and Bobby have spent a total of \$55.00 on supplies to create Buddy Bags. They plan to charge \$2.00 per Buddy Bag sold.

Anna created the graph below from an equation that represents the profit earned according to the number of Buddy Bags sold.



Constructed Response Assessment

- a. Determine the equation Anna used to create the graph if x represents the number of Buddy Bags sold and y represents the profit in dollars. Explain how you determined each term in the equation.



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 pen, indicating where to start writing.

- b. Bobby claims that Anna's graph is incorrect because it does not show that they plan to charge \$2.00 per Buddy Bag. Do you agree or disagree with Bobby? Use mathematical reasoning to support your decision.

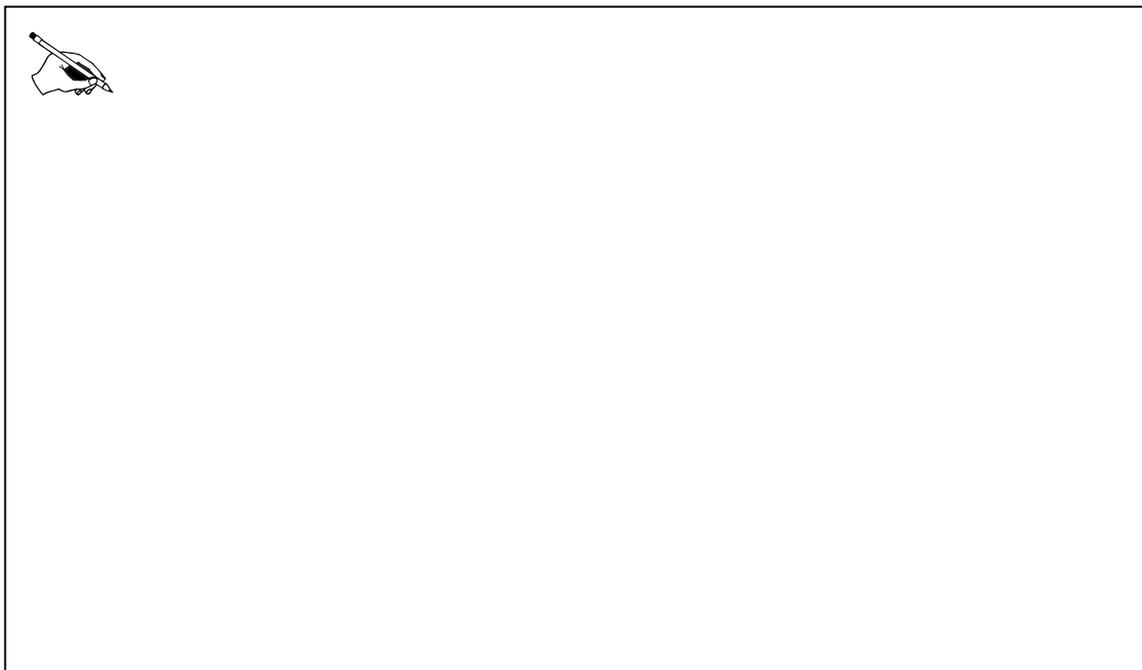


A large rectangular box for writing the answer to question b. In the top-left corner, there is a small icon of a hand holding a pen, indicating where to start writing.



Constructed Response Assessment

- c. Anna says, "I connected the points shown on the graph to represent the equation, but by connecting the points I am not representing the context of the Buddy Bags situation." Use mathematical reasoning to explain why she is correct.



The CCSS for Mathematical Content Addressed In This Task

Creating Equations		A-CED
Create equations that describe numbers or relationships.		
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	
Interpreting Functions		F-IF
Interpret functions that arise in applications in terms of the context.		
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i>	

The CCSS for Mathematical Practice*

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.

Scoring Guide

The CCSS for Mathematical Content (3 points)

A-CED.A.2 Creates an equation describing the relationship between the number of Buddy Bags and the amount of money. _____
(1 Point)

F-IF.B.4 Determines or describes the slope of the line using any of the following methods: _____

- choosing two points from the graph and calculating the slope using the slope formula;
- creating a table and finding both the difference between two x -values and their corresponding y -values and then finding the rate of change; or
- sketching a slope triangle on the graph and calculating the quotient of the rise/run for the slope triangle.
- recognizing \$2.00 as the rate of change from the verbal description in the prompt.

(1 Point)

F-IF.B.5 Explains why Anna is correct in either or both of the following ways: _____

- noting that the number of Buddy Bags sold must be a whole number and indicating that the line containing the data includes values that do not fit that category; or
- noting that the money raised can only include values in whole dollars and indicating that the line containing the data includes values that do not fit that category.

(1 Point)

The CCSS for Mathematical Practice (4 points)

- MP1 **Completes all parts of the problem, moving among multiple representations of the context given by the task.** _____
(1 Point)
(MP1: Make sense of problems and persevere in solving them.)

- MP3 **Argues logically that Bobby is incorrect by noting the value determined or described as the slope of the graph; may incorrectly determine the slope and logically argue that Bobby is correct.** _____
(1 Point)
(MP3: Construct viable arguments and critique the reasoning of others.)

- MP6 **Labels quantities correctly, all calculations are accurate, provides precise explanations.** _____
(1 Point)
(MP6: Attend to precision.)

- MP7 **Indicates the relationship is defined by a linear equation** _____
(1 Point)
(MP7: Look for and make use of structure.)

TOTAL POINTS: 7

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

Step 1:	<p>Download the “TNReady Math Expectations” presentation from the “For Leaders” section of the TNCore website at www.tncore.org. 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>
Step 2:	<ol style="list-style-type: none"> 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. 2. Give teachers time to discuss any immediate reactions and share out.
Step 3:	<ol style="list-style-type: none"> 1. Discuss the “Instructional Implications” document and talk through each row 2. Ask teachers to focus on the “Teachers” and “Students” columns. 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.
Step 4:	<ol style="list-style-type: none"> 1. Distribute the TNReady sample items. 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.
Step 5:	<p>Use the following guiding discussion questions:</p> <ol style="list-style-type: none"> 1. How often are we using instructional tasks during class time? 2. After seeing these sample items, are we on track with the amount of time we spend on tasks? 3. How often are students sharing their solution pathways and reasoning with their peers? 4. Do we need to spend more time allowing our students to share pathways and reasoning? 5. How can we accomplish this?
Step 6:	<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"> 1. How can we make our assessments look more like these TNReady sample items? 2. Do we need to do common assessments to make this happen?
Step 7	<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"> 1. How do we ensure we are spending the majority of time on this major work? 2. Will we have to rewrite pacing guides?
Step 8	<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

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

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

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 "Forward Focus" 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:

Tennessee's State Mathematics Standards - Algebra I

Number and Quantity		Algebra		Standards	Scope and Clarifications
Domain The Real Number System (N-RN)	Cluster Use properties of rational and irrational numbers	Cluster Use properties of rational and irrational numbers	Cluster Use properties of rational and irrational numbers	<p>3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p>	<p>There is no additional scope or clarification information for this standard.</p>
Quantities* (N-Q)	Reason quantitatively and use units to solve problems.	Reason quantitatively and use units to solve problems.	Reason quantitatively and use units to solve problems.	<p>1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>There is no additional scope or clarification information for this standard.</p>
				<p>2. Define appropriate quantities for the purpose of descriptive modeling.</p>	<p>This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from grades 6-8) require the student to create a quantity of interest in the situation being described (i.e., a quantity of interest is not selected for the student by the task). For example, in a situation involving data, the student might autonomously decide that a measure of center is a key variable in a situation, and then choose to work with the mean.</p>
				<p>3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	<p>There is no additional scope or clarification information for this standard.</p>
Seeing Structure in Expressions (A-SSE)	Interpret the structure of expressions	Interpret the structure of expressions	Interpret the structure of expressions	<p>1. Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p>	<p>There is no additional scope or clarification information for this standard.</p>
				<p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>	<p>i) Tasks are limited to numerical expressions and polynomial expressions in one variable. ii) Examples: Recognize $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form $(53+47)(53-47)$. See an opportunity to rewrite $a^2 + 9a + 14$ as $(a+7)(a+2)$.</p>
				<p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>	<p>i) Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation. ii) Tasks are limited to exponential expressions with integer exponents.</p>

Adopted by the Tennessee State Board of Education, October 2013

Tennessee's State Mathematics Standards - Algebra I

Algebra			
Arithmetic with Polynomials and Rational Expressions (A-APR)	Perform arithmetic operations on polynomials	1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	There is no additional scope or clarification information for this standard.
	Understand the relationship between zeros and factors of polynomials	3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	i) Tasks are limited to quadratic and cubic polynomials in which linear and quadratic factors are available. For example, find the zeros of $(x - 2)(x^2 - 9)$.
Creating Equations* (A-CED)	Create equations that describe numbers or relationships	1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	i) Tasks are limited to linear, quadratic, or exponential equations with integer exponents.
		2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	There is no additional scope or clarification information for this standard.
		3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	There is no additional scope or clarification information for this standard.
		4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>	There is no additional scope or clarification information for this standard.

Tennessee's State Mathematics Standards - Algebra I

Reasoning with Equations and Inequalities (A-REI)		Algebra	
Understand solving equations as a process of reasoning and explain the reasoning	1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Solve equations and inequalities in one variable	i) Tasks are limited to quadratic equations.
	3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		<i>There is no additional scope or clarification information for this standard.</i>
Solve systems of equations	4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	Solve systems of equations	For A-REI.4b: i) Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions. <i>Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in A2.</i>
	5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.		<i>There is no additional scope or clarification information for this standard.</i>
Represent and solve equations and inequalities graphically	6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Represent and solve equations and inequalities graphically	i) Tasks have a real-world context. ii) Tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).
	10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		<i>There is no additional scope or clarification information for this standard.</i>
	11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*		i) Tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. ii) Finding the solutions approximately is limited to cases where $f(x)$ and $g(x)$ are polynomial functions.
	12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.		<i>There is no additional scope or clarification information for this standard.</i>

Tennessee's State Mathematics Standards - Algebra I

Functions		Interpreting Functions (F-IF)	
Understand the concept of a function and use function notation	<p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p>	<p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p> <p>i) This standard is part of the Major work in Algebra I and will be assessed accordingly.</p>	<p><i>There is no additional scope or clarification information for this standard.</i></p>
Interpret functions that arise in applications in terms of the context	<p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>*</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>*</p>	<p>i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.</p> <p><i>Compare note (ii) with standard F-IF.7. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.6 and F-IF.9.</i></p>	<p><i>There is no additional scope or clarification information for this standard.</i></p>
Interpret functions that arise in applications in terms of the context	<p>6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p>	<p>i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.</p> <p><i>The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.9.</i></p>	<p><i>There is no additional scope or clarification information for this standard.</i></p>

Tennessee's State Mathematics Standards - Algebra I

Functions	
Interpreting Functions (F-IF)	Analyze functions using different representations
Building Functions (F-BF)	Build a function that models a relationship between two quantities
Building Functions (F-BF)	Build new functions from existing functions

Interpreting Functions (F-IF)	<p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p>	<p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p> <p>i) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.</p> <p><i>The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.6.</i></p>
Building Functions (F-BF)	<p>1. Write a function that describes a relationship between two quantities.★</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>	<p>i) Tasks have a real-world context.</p> <p>ii) Tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.</p> <p>iii) Identifying the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative) is limited to linear and quadratic functions.</p> <p>ii) Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.</p> <p>iii) Tasks do not involve recognizing even and odd functions.</p> <p><i>The function types listed in note (ii) are the same as those listed in the Algebra I column for standards F-IF.4, F-IF.6, and F-IF.9.</i></p>

Tennessee's State Mathematics Standards - Algebra I

Functions Linear, Quadratic, and Exponential Models* (F–LE)	
Construct and compare linear, quadratic, and exponential models and solve problems	Interpret expressions for functions in terms of the situation they model
1. Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	<p><i>There is no additional scope or clarification information for this standard.</i></p>
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	i) Tasks are limited to constructing linear and exponential functions in simple context (not multi-step).
3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	<p><i>There is no additional scope or clarification information for this standard.</i></p>
5. Interpret the parameters in a linear or exponential function in terms of a context.	i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.

Tennessee's State Mathematics Standards - Algebra I

Statistics and Probability		Interpreting Categorical and Quantitative Data (5-ID)		
<p>Summarize, represent, and interpret data on a single count or measurement variable</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>Interpret linear</p>	<p>1. Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> <p>5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p>	<p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p>	<p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p>	
	<p>6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i></p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p>	<p>For 5-ID.6a: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.</p>	<p>There is no additional scope or clarification information for this standard.</p>	<p>There is no additional scope or clarification information for this standard.</p>
	<p>7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>8. Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>9. Distinguish between correlation and causation.</p>	<p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p>	<p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p>	<p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p> <p>There is no additional scope or clarification information for this standard.</p>

Major Content	Supporting Content	Additional Content
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Mathematical Modeling is a Standard for Mathematical Practice (MP4) and a Conceptual Category, and specific modeling standards appear throughout the high school standards indicated with a star (). Where an entire domain is marked with a star, each standard in that domain is a modeling standard.

Tennessee's State Mathematics Standards - Core Math I

Number and Quantity		Domain	Cluster	Standard	Scope and Clarifications
Algebra	Creating Equations* (A-CED)	Seeing Structure in Expressions (A-SSE)	Create equations that describe numbers or relationships	<ol style="list-style-type: none"> 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 	<p><i>There is no additional scope or clarification information for this standard.</i></p> <p>This standard will be assessed in Math I by ensuring that some modeling tasks (involving Math I content or securely held content from grades 6-8) require the student to create a quantity of interest in the situation being described (i.e., a quantity of interest is not selected for the student by the task). For example, in a situation involving data, the student might autonomously decide that a measure of center is a key variable in a situation, and then choose to work with the mean.</p> <p><i>There is no additional scope or clarification information for this standard.</i></p>
				<ol style="list-style-type: none"> 1. Interpret expressions that represent a quantity in terms of its context.* <ol style="list-style-type: none"> a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* <ol style="list-style-type: none"> c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i> 	<p>i) Tasks are limited to exponential expressions, including related numerical expressions.</p> <p><i>There is no additional scope or clarification information for this standard.</i></p>
Algebra	Creating Equations* (A-CED)	Seeing Structure in Expressions (A-SSE)	Write expressions in equivalent forms to solve problems	<ol style="list-style-type: none"> 1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> 	<p>i) Tasks are limited to linear or exponential equations with integer exponents. ii) Tasks have a real-world context. iii) In the linear case, tasks have more of the hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).</p> <p>i) Tasks are limited to linear equations ii) Tasks have a real-world context. iii) Tasks have the hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).</p> <p><i>There is no additional scope or clarification information for this standard.</i></p>
				<ol style="list-style-type: none"> 1. Interpret expressions that represent a quantity in terms of its context.* <ol style="list-style-type: none"> a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* <ol style="list-style-type: none"> c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i> 	<p>i) Tasks are limited to linear equations ii) Tasks have a real-world context. iii) Tasks have the hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).</p> <p>i) Tasks are limited to linear equations ii) Tasks have a real-world context. iii) Tasks have the hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).</p> <p><i>There is no additional scope or clarification information for this standard.</i></p>

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Algebra		Domain	Cluster	Standard	Scope and Clarifications
Reasoning with Equations and Inequalities (A-REI)		Solve equations and inequalities in one variable	3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	<i>There is no additional scope or clarification information for this standard.</i>	
			5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	<i>There is no additional scope or clarification information for this standard.</i>	
		Represent and solve equations and inequalities graphically	6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	<i>There is no additional scope or clarification information for this standard.</i>	
			10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	<i>There is no additional scope or clarification information for this standard.</i>	
			11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★	i) Tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. ii) Finding the solutions approximately is limited to cases where $f(x)$ and $g(x)$ are polynomial.	
			12. Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	<i>There is no additional scope or clarification information for this standard.</i>	

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Functions		Domain	Cluster	Standard	Scope and Clarifications
Interpreting Functions (F-IF)	Understand the concept of a function and use function notation			1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	<i>There is no additional scope or clarification information for this standard.</i>
				2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	<i>There is no additional scope or clarification information for this standard.</i>
	Interpret functions that arise in applications in terms of the context			3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i>	<i>There is no additional scope or clarification information for this standard.</i>
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> *				i) Tasks have a real-world context. ii) Tasks are limited to linear functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Math I column for standards F-IF.6 and F-IF.9.	
Analyze functions using different representations			5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i> *	i) Tasks have a real-world context. ii) Tasks are limited to linear functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.	
			6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. *	i) Tasks have a real-world context. ii) Tasks are limited to linear functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Math I column for standards F-IF.4 and F-IF.9.	
			7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *	i) Tasks are limited to linear functions.	
			a. Graph linear and quadratic functions and show intercepts, maxima, and minima.		
			9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>	i) Tasks have a real-world context. ii) Tasks are limited to linear functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Math I column for standards F-IF.4 and F-IF.6.	

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Functions		Domain	Cluster	Standard	Scope and Clarifications
Building Functions (F-BF)	Build a function that models a relationship between two quantities			1. Write a function that describes a relationship between two quantities.★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context.	i) Tasks have a real-world context. ii) Tasks are limited to linear functions and exponential functions with domains in the integers.
				2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★	There is no additional scope or clarification information for this standard.
Linear, Quadratic, and Exponential Models★ (F-LE)	Construct and compare linear, quadratic, and exponential models and solve problems			1. Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	There is no additional scope or clarification information for this standard.
				2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	There is no additional scope or clarification information for this standard.
				3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	There is no additional scope or clarification information for this standard.
	Interpret expressions for functions in terms of the situation they model			5. Interpret the parameters in a linear or exponential function in terms of a context.	There is no additional scope or clarification information for this standard.

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Domain	Cluster	Standard	Scope and Clarifications
<p style="text-align: center;">Geometry</p> <p style="text-align: center;">Congruence (G-CO)</p>	<p style="text-align: center;">Experiment with transformations in the plane</p>	<ol style="list-style-type: none"> 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). 3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. 4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. 5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. 	<p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p>
	<p style="text-align: center;">Understand congruence in terms of rigid motions</p>	<ol style="list-style-type: none"> 6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. 7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. 	<p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p>
	<p style="text-align: center;">Prove geometric theorems</p>	<ol style="list-style-type: none"> 8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. 9. Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i> 10. Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i> 11. Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i> 	<p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p> <p><i>There is no additional scope or clarification information for this standard.</i></p>

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Statistics and Probability		Domain	Cluster	Standard	Scope and Clarifications
(S-ID) Interpreting Categorical and Quantitative Data	Summarize, represent, and interpret data on a single count or measurement variable	1.	1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	There is no additional scope or clarification information for this standard.	
		2.	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	There is no additional scope or clarification information for this standard.	
		3.	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	There is no additional scope or clarification information for this standard.	
	Summarize, represent, and interpret data on two categorical and quantitative variables	5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	There is no additional scope or clarification information for this standard.	
		6.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	i) Tasks have real-world context. ii) Tasks are limited to linear functions and exponential functions with domains in the integers.	
		a.	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i>		
	Interpret linear models	7.	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	There are no assessment limits for this standard. The entire standard is assessed in this course.	
		8.	Compute (using technology) and interpret the correlation coefficient of a linear fit.	There are no assessment limits for this standard. The entire standard is assessed in this course.	
		9.	Distinguish between correlation and causation.	There are no assessment limits for this standard. The entire standard is assessed in this course.	

Major Content	Supporting Content	Additional Content
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Mathematical Modeling is a Standard for Mathematical Practice (MP4) and a Conceptual Category, and specific modeling standards appear throughout the high school standards indicated with a star (). Where an entire domain is marked with a star, each standard in that domain is a modeling standard.

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

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