

CFA Scaffolding Practice by school team—8 station rotation: 4 core, 2 levels, provide standards (Erin & Travis)

*Frame: Why in school teams*

- *to help us focus on the process and not content-driven considerations,*
- *provide a safe place to practice the process,*
- *able to discuss process with school team*

**Standards:**

Middle School, *English Language Arts 8*

Reading Informational Text (Craft and Structure)

8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Middle School, *Math 7*

Ratios and Proportional Relationships

7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.

Middle School, *Life Science*

Investigate and generate evidence that unicellular and multicellular organisms survive by obtaining food and water, disposing of waste, and having an environment in which to live.

Middle School, *Social Studies 7* (World History—Eastern Hemisphere)

Civics and Government

7.19 Analyze the significance of the Magna Carta, Hammurabi's Code and other documents on the development of modern governments.

High School, *English Language Arts 9*

Writing (Text types and Purposes)

9-10.W.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

High School, *Algebra*

Creating Equations

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

High School, *Biology*

Use probability to explain the variation and distribution of expressed traits in a population.

High School, *United States History*

Historical Thinking

HS.12 Construct and defend a written historical argument using relevant primary and secondary sources as evidence.

- a. What is the standard indicating that students should be able to KNOW and DO? (10 min)

*rotate*

- b. Review previous group's work. Add and/or revise if necessary. (5 min)
- c. How do we create a PROFICIENCY RUBRIC for this set of knowledge and skills? (20 min)

*rotate*

- d. Review previous group's work. Add and/or revise if necessary. (5 min)
- e. How can students demonstrate their level of mastery in a COMMON FORMATIVE ASSESSMENT? (15 min)
- i. Brainstorm ideas
  - ii. Outline any key details
  - iii. Will teachers be able to see performance at all proficiency levels?

*rotate*

- f. Review previous group's work. Add and/or revise if necessary. (5 min)
- g. Team REFLECTION of the PROCESS. (5 min)
- i. How did the evaluation of the standard(s) contribute to the CFA ideas?
  - ii. How did the creation of the proficiency rubric contribute to the CFA ideas?
  - iii. How might you use the proficiency rubric to score the CFA?
- h. Large-group Debrief Process (Travis: 10 min)

Each school shares one "Aha" from the process. Optional sentence frames:

- The process of \_\_\_\_\_ was beneficial because \_\_\_\_\_.
- We hadn't thought about \_\_\_\_\_ before, but \_\_\_\_\_.
- \_\_\_\_\_ didn't work for us because \_\_\_\_\_, but we can see how it might \_\_\_\_\_, if \_\_\_\_\_.
- We are curious about \_\_\_\_\_, and would like to \_\_\_\_\_.