**Powering Up for MCAS 2.0**

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**Big Picture:**

1. **Common Core Benefits:**

By state law, CCSS is tested to assess learning

Guide to learning for all students

Simply good basic reading understandings

Reading and literary analysis

NATIONAL standards – broad internet resources

When we teach the standards, in such a way that students learn

 we see results in tests

1. **Know the Standards** for your grade level

 [www.Corestandards.org](http://www.Corestandards.org) -- best site for easy access to your grade level standards



1. **Tests:**

Assessment of learning

Are we teaching reading ability for all students?

Are students learning what we’re teaching?

Assessment of reading and writing ability

When we teach students in such a way that they’re learning, this shows on the test

 [https://parcc.pearson.com/practice-tests/english/](https://parcc.pearson.com/practice-#tests/english/)

 Give a chance for every child: “Born poor, stay poor” Break the cycle of poverty

 Jeb Bush: “Without the test, no one would pay attention.”

Not just high demographic students learning; All learning the same things

Student Growth Percentile: Have students moved from one level to the next level

**How To:**

1. Not just teaching for the test: Short-term learning, not teaching for understanding.

Teaching for understanding:

Use Released Sample items as assessments

Test Prep focus on practice tests doesn’t teach for understanding.

**Best Practice:**

1. Integrate Standards learning into teaching

Name the skill

Common reading skills: close reading, central idea, inference, read for information

1. **Supplement** district program with Standards learning.

Vygotsky: Zone of Proximal Development: Teach at the next best level up

We can only learn at the next best step up for us.

1. **Every student can learn:** Takes longer, direct instruction, reinforcement, alternative learning styles methods, one-on-one, learn from peers, active learning activities, make cultural connections: What’s engaging reading for that student? Build in “baby steps” to learning, create a bank of structured supports to scaffold learning,

 Scaffold learning

1. **Build reading fluency:** Culture of reading, along with comprehension checks: alternative reading for struggling readers, class libraries, take-home personalized readings, independent choice reading

Independent reading builds reading comprehension, fluency, vocabulary

**MCAS 2.0**

Part B Question, Evidence. Evidence pieces can help with correct choice.

Strategies to tackle more challenging reading passages: look at visuals, terms students know, read for an area of understanding, read the questions for process of elimination,

1. Collect similar skills passages focus for skill learning. close reading, inference, Central idea,

Reinforce this learning over the school year as the skills appear in readings.

**Connecting reading and writing:** Central idea Write about a situation or activity

What is the lesson learned? Engaged class discussion: Write your opinion.

1. Mr. Brandon’s School Bus sample readings: write a vignette. Add a thought on the brief scene



**Mr. Grammar**

Simile: a phrase that uses the word *like* or *as* to describe someone or something by comparing it with someone or something else that is similar.

Hearing a high-pitched squeal from the back half of the bus, I used my extensive knowledge of the English language and chose the only simile that would be appropriate for the situation.

With my bus-driver authoritative voice, I yelled, “Hey, whoever is doing that, stop squealing like a little girl!” Then I settled back in the glow of a job well done.

Immediately a little blonde head popped up and said, “But I am a little girl.” The squealing continued, and I hummed softly to myself as we continued down the road.

Well played, little girl. Well played. *From “Mr. Brandon’s School Bus”*