

Bonnie Albertson

Bonnie Albertson, PhD, Former Assistant Director for the Delaware Center of Teacher and co-Director of the Delaware Writing Project. After 18 years as a teacher and ELA curriculum coordinator, Dr. Albertson has educated K-12 pre- and in-service teachers since 1998 at the University of Delaware. She has worked with the CCSS since they rolled off the press, helping educators and administrators understand the next generation standards. For Smarter Balanced, she is a Claim 2 (writing) assessment lead and one of the primary authors for many of the Smarter Balanced Resources available for item writers and teachers.

Writing: Key Ideas and Strategies to improve student achievement across content areas.

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Writing

Elementary and secondary???

Participants will be looking at the Big Ideas from CCSS and corresponding strategies (including AVID strategies) to develop better writers. Questions to be addressed include (but are not limited to) -

- What 3 writing “traits” are assessed for each of the 3 CCSS writing purposes?
 - Why is understanding writing “purpose” so vital?
 - What does “Elaboration” mean/look like?
 - How can I take students’ understanding of “Organization” beyond beginning-middle-end?
 - The Grammar issue: What do I do about “Conventions of standard English”?
- How can SBAC writing rubrics inform my instruction?
- How do I maintain a focus on instruction, not test prep?
- How does CCSS-aligned Research differ from traditional research?

How do I infuse my classroom with cognitive and non-cognitive strategies that will improve student learning?

- Analysis/synthesis versus repeating
- Connecting cognitive processes to every day activities (Language that should permeate the classroom)

Wanted some stuff like this but not sure where it belongs (if anywhere) and haven't received AVID box quite yet....

Smarter Balanced Assessments: Understanding constructed response, hand-scored items

Writing

(Elementary) – IS THIS ONLY ELEMENTARY AND IF SO, WHY?

Nikki Elliott-Schuman

Bonnie Albertson

Nicki Blake

Participants will examine the Smarter Balanced “brief write,” “full write,” and “short answer” items – how they are constructed, their relationships to CCSS standards, and how they are scored. Questions addressed include (but are not limited to) the following:

- How do these item types differ?
- How do these items change across grade levels?
- What do the rubrics look like for each?
- How does an understanding of constructed response questions affect instruction?

Using Smarter Balanced Resources as tools to plan instruction

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Writing

Elementary and Secondary??

Participants will review the instructional tools available to them on the Smarter Balanced Assessment Consortium's website.

The resources to be reviewed include (but are not limited to) the following:

- The Practice Test
- Construct Relevant Vocabulary
- Item Specifications
- Annotated Baseline Writing Anchors
- Stimulus Specifications (Text complexity rubrics, text lengths)

Participants will consider how best to use these tools when planning instruction.