

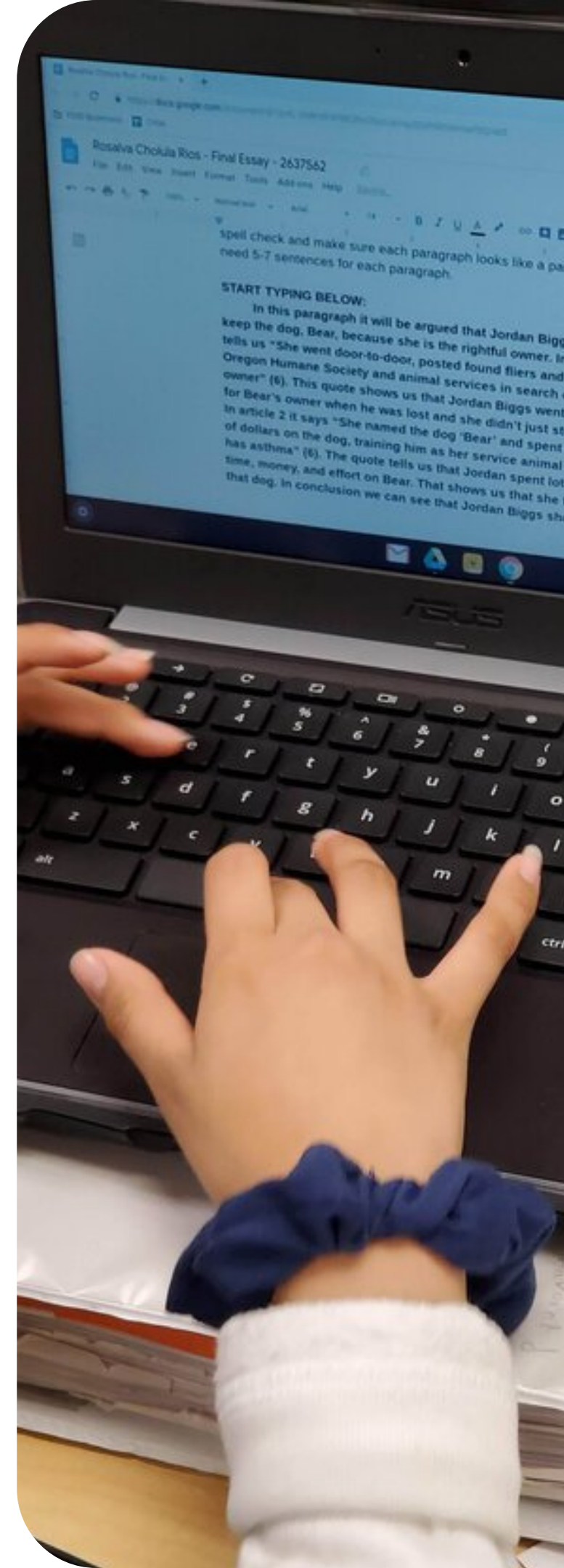


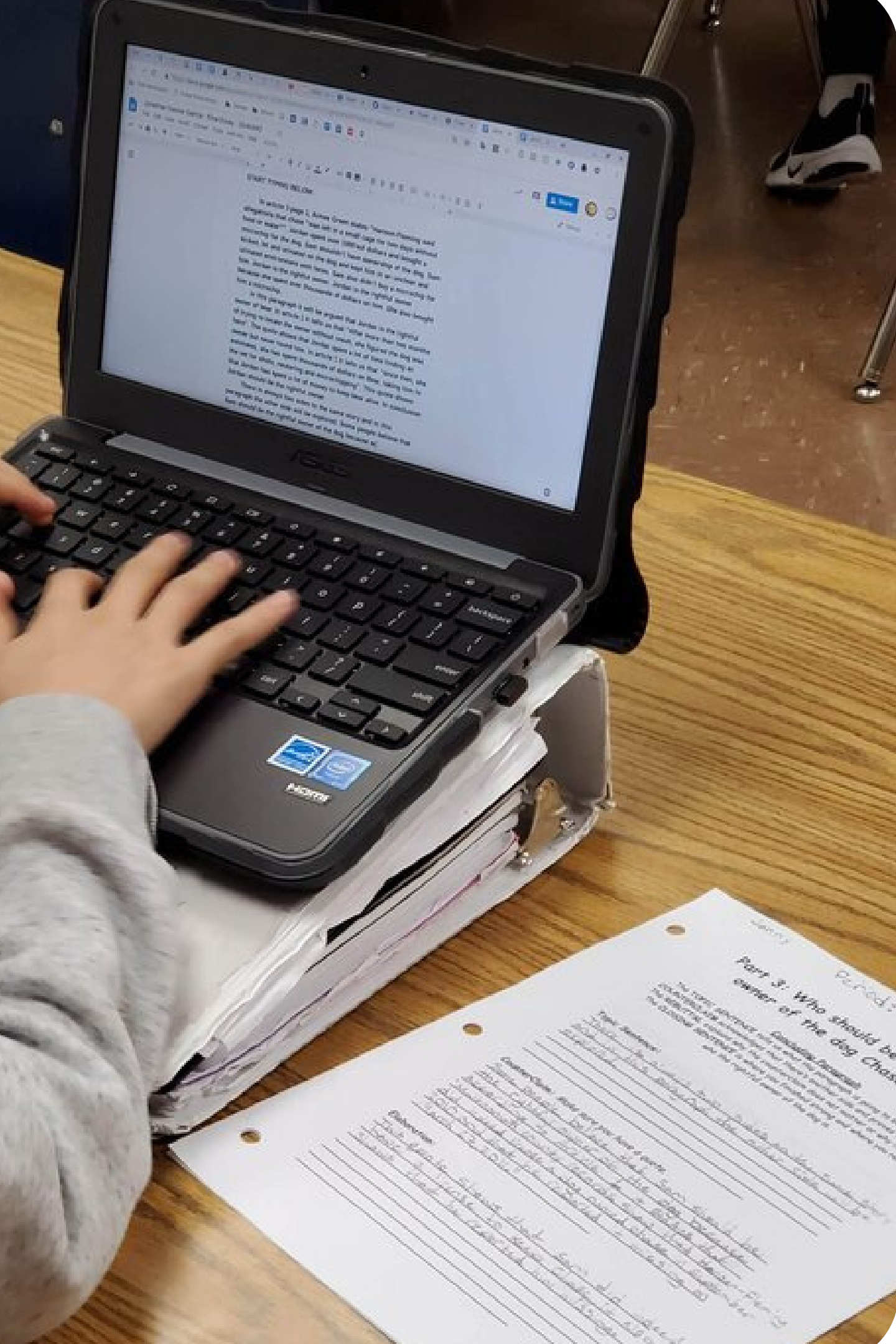
ALIGNING ASSIGNMENTS WITH THE SBAC

Informative Unit

7th Grade

Created by: Byron José Sun (*MAT, MFA*)





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Introduction

My name is Byron José Sun, and I have been an educator since 2011. Education has provided me with the tools to understand my past and create positive social change in my community.

The structure of my assignments is a combination of my teaching experience and the never-missing process of trial and error. I wanted to test my assignments and see how they are helping my students be successful on the Oregon Smarter Balanced Assessment System (SBAC) state test.

In 2021 I added SCAB-like questions and multiple choice answers in the form of a Google Form to see how students would do. Below you will find those results.

My goal is to create materials that serve multiple purposes and allow students to practice skills that they can transfer to other parts of their lives.

Sincerely,



I want to use my creativity to promote a vision of humanity, compassion, sacrifice, and justice.



Student Context

Understanding your students' backgrounds can give you essential insights into how they might perform in your classroom. But most importantly, it will help you create assignments focusing on cultural inclusivity, college readiness, and relevant readings. The survey I gave students was optional, and 96 out of 100 students completed it.

1. Where are your parents from?

- Regardless of your class demographics, teachers must always provide their students with different perspectives from the mainstream voices.

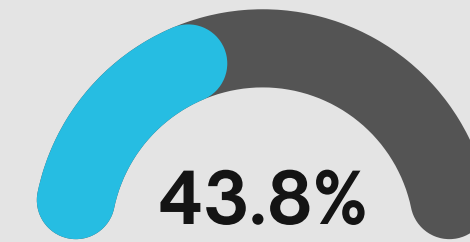
2. How much education does your mother or guardian have?

- Research agrees that a parent's education can determine an adolescent's academic success in the classroom. As educators, we must not forget every student's potential and our responsibility to demand academic excellence.

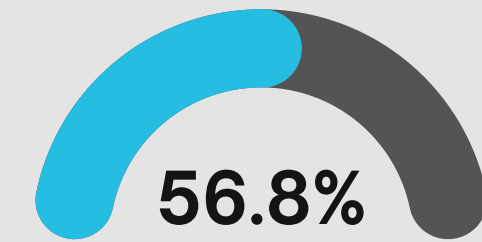
3. Do you read for pleasure, and do you see your parents or guardians reading for pleasure?

- If your students are like mine, the majority will only read for fun sometimes. Finding relevant, culturally inclusive, and engaging readings becomes your homework.

1.

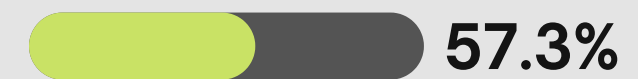


From the United States



Outside the US

2.



College experience

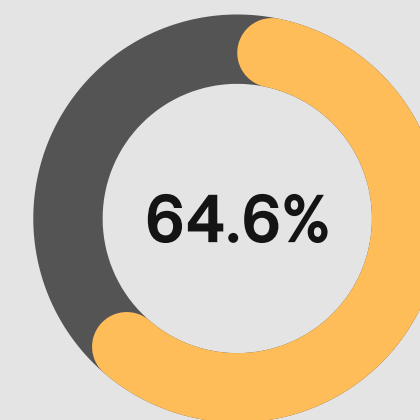


Finished high school

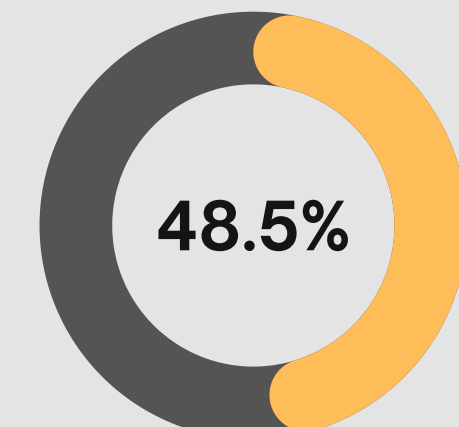


Did not finish k8

3.



I sometimes read



I sometimes see my parents/guardians reading

Reading Lesson

The Original Renegade is an NYTimes article that will help students understand the importance of citing their sources. I have developed the structure of this assignment for the past two years, and it is a work in progress. You can use it as a template and adapt it to any news article of your choosing. You can go to www.WeTeachTogether.org for more teaching resources.

THE ORIGINAL renegade

Content Links: Part 1, Part 2, Part 3, Part 4

Essential Questions
to consider as you work on this

Why do we cite our sources? Who do we hurt (and how) if we do not cite our sources?

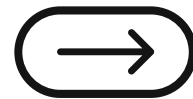
PART 1: PRE-READING Is when you think critically of a text before you read it. Doing this every time before you read is an important skill to master.

STEP 1: Below, you will find different quotes from the reading you will be doing. You do not know much of the context of these quotes. Your job is to do at least two of the following:

- paraphrase (how to video)
- explain the quote to a 3rd grader
- explain the quote to a 10th grader
- analyze
- make predictions
- make inferences from a key detail

Remember, there are no right or wrong answers because "wrong" answers can lead to better discussions and better learning opportunities.

DIRECT QUOTES	Constructing Meaning Do 2 out of 3
"She trains in all the traditional ways, taking classes in hip-hop, ballet, lyrical, jazz, tumbling and tap after school at a dance studio near her home in the Atlanta suburb" (Lorenz 1).	With just this quote I can predict



PART 2: WHILE-READING Is when you are engaging actively and critically with the text. It also means that you are interacting with the text itself.

STEP 1: Active Listening (AGAIN) exercise before you read the text by yourself. Close your eyes and listen to the article. Pay attention to:

- What power do the victims of plagiarism have to claim authorship of their work?
- Should TikTok do more to protect its users from getting plagiarized?
- Pay attention to the word choice.

[CLICK HERE](#)

STEP 2: For this section, you will be interacting with the text as you read it. Doing this every time you read is an important skill to master. The column on the left will give you instructions on what to do in each section/page.

****NOTE:** each section will be considered its own page—this is done to help you with your in-text citations.

DISSECTING WITH A HIGHLIGHTER

The Original Renegade
by Taylor Lorenz
published on 2/13/2020
Organization: NYTimes
URL: <https://www.nytimes.com/2020/02/13/style/the-original-renegade.html>

FAYETTEVILLE, Ga. — Jaleiah Harmon is coming up in a dance world completely reshaped by the internet. She trains in all the traditional ways, taking classes in hip-hop, ballet, lyrical, jazz, tumbling, and tap after school at a dance studio near her home in the Atlanta suburb. She is also building a career online, studying viral dances, collaborating with peers, and posting original choreography.

In the section to the right, highlight how the Renegade has spread.

Extension: Have you tried doing something like this for your



PART 3: POST-READING Is when you engage the text at a higher brain level. You will be answering questions and thinking critically about the text, and creating a written product.

STEP 1: You will answer the following questions about the above reading. Make sure you use full sentences. You can use textual evidence from the article above to help you answer the questions.

- Answer in complete sentences
 - Extension:** Answer the question in a simple sentence for a 3rd grader and then answer the same question in a complex sentence for a 10th grader.
- Try to use textual evidence in summary or paraphrase form
- Rewrite the question as part of your answer

QUESTIONS:	YOUR ANSWERS Do 4 out of 7
How would you feel if something like this happened to you and you never get any credit? Delete the emoji you disagree with.	
Who does the article begin with examples of Jaleiah's dancing?	The article begins with the example from Jaleiah because _____ and that is how I know _____
What is the Renegade, and how has it spread?	
What process do dances go through before they land on TikTok?	
What do you think Kayla Nicole Jones means when she says "run off with the sauce"?	
What is it called when people don't give credit to the creator/author?	
What are one-way creators getting credit for their work, even if the person who posts the dance doesn't?	

Pre-Reading

Part 1: has three different steps students have to complete. Students will look at various questions or quotes; they will look at different vocabulary and listen to the text's audio for the big picture.

While-Reading

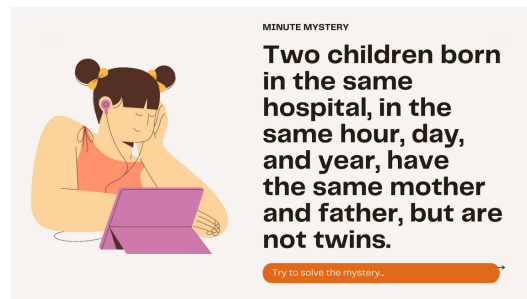
Part 2: has two different steps students have to complete. 'Dissecting with a highlighter' is where students will highlight and annotate the text in a focused and engaging way.

Post-Reading

Part 3: has two different steps students have to complete. Summary and paraphrase-driven questions will help students develop those skills, and the performance task will help develop their writing.

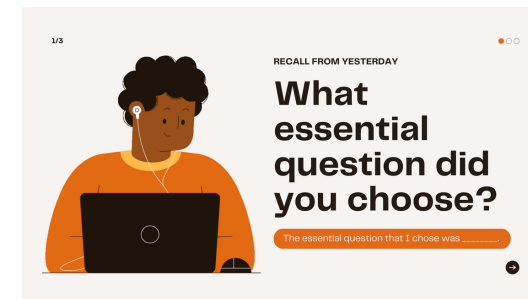
Chunking

To chunk lessons and ask for processing with several check-ins is a must for assignments like this because it allows students to show you what they have written. These moments become important teaching and revising moments. [Click Here](#) for the example.



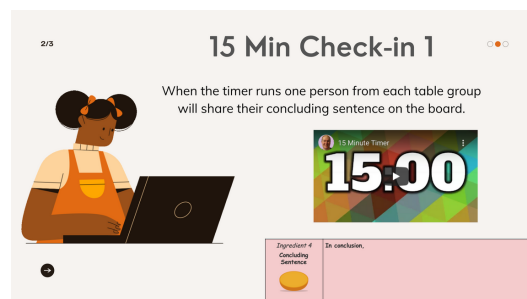
1. Brain Brief

A typical class will start with an opener. I try to have a different activity each day.



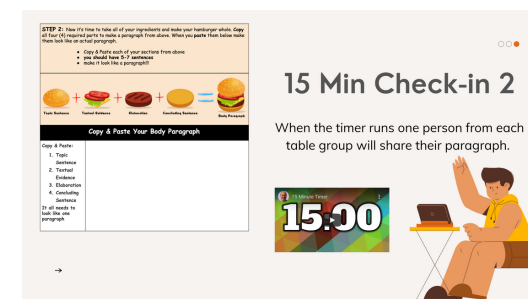
2. Recall

Students will have two minutes to recall something specific from the previous class. I provide a sentence starter that students have to use.



3. Check-In 1

With multistep assignments, chunking & checking for processing becomes crucial to do.



4. Check-In 2

As students present their work, it allows me to provide them with feedback, which helps the rest of the class see if they have to make corrections.

SBAC Tasks

Having performance and a selected-response task with every assignment like this one helps students practice critical transferable skills they can use not only on the SBAC but in future classes. You can go to www.WeTeachTogether.org for more teaching resources.

PART 4: Composing a Paragraph (Performance Task)

STEP 1: Now that you have done the pre-reading and while-reading it's time to write each of the four (4) ingredients that make up an effective body paragraph. You will do so in each section below. Do your best and make sure you have 5-7 sentences.

Four Ingredients That Make An Effective Body Paragraph

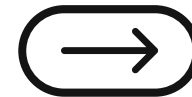
Your effective body paragraph must have:

Write an effective body paragraph:

Ingredient	Description
1. Topic Sentence	A focused statement that shows the reader the main idea.
2. Lead-In, Direct Quote, and In-Text Citation	Must have a Lead-In, Direct Quote and In-Text Citation.
3. Textual Evidence	Explains and Analyzes what the textual evidence means and matters.
4. Concluding Sentence	Rephrases the main idea by drawing a conclusion and not just repeating it.

Prompts for your body paragraph:

Ingredient 1	Why do writers cite their sources?
Topic Sentence	Who do we best (and how) if we do not cite our sources?
Textual Evidence	
Lead-In, direct quote, & in-text citation (copy & paste from above all in one sentence)	



THE ORIGINAL renegade

Section 1 of 3

SELECTED-RESPONSE TASK

For The Original Renegade - SBAC like multiple-choice questions to help you practice. Read the questions multiple times. Take your time. Do your best.

Full Name

Short answer text

Period *

- 1
- 2
- 3
- 4
- 5

Performance Task

The performance task breaks down the four ingredients that a paragraph must have. The next task is to piece those ingredients together so that students can see how a paragraph works and looks. Grading this task becomes your next task.

Selected-Response Task

A Google Form becomes the must-go tool for this part of the assignment. It allows you to provide instant feedback, a possible discussion of test-taking strategies, and more insights to see how students understand the text.

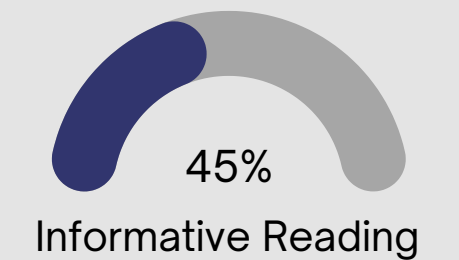
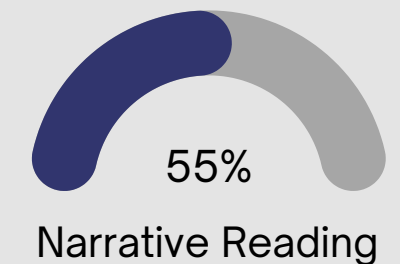
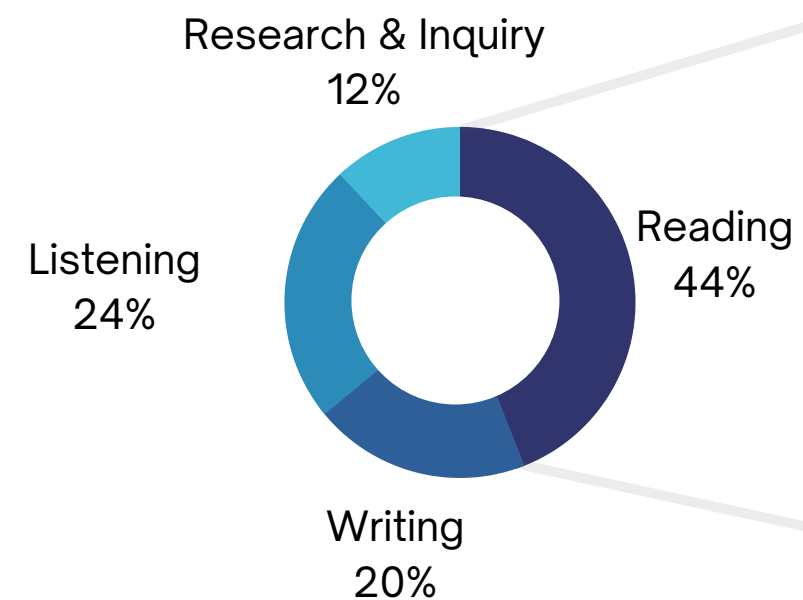
Grading the Performance Task

Student Friendly Rubric: I firmly believe that rubrics need to be student-friendly, especially middle school students. After chunking and doing check-ins and grading, this assignment becomes more accessible and faster. Along the way, I have modeled different students' work and provided constructive feedback on common mistakes that I see. Allowing time for students to revise their work then becomes the next crucial step. The rubric is a starting point, and usually, I change the students' final grades depending on effort and if they revised when I gave the time. I only leave short and constructive feedback on students' work most of the time. It is a lot of grammar and punctuation suggestions and a vocational reminder.

Rubric	/100
Bruh Moment	/100
G.O.A.T	<i>100 pts</i>
Did all of the work. Just make sure you look at my feedback for minor mistakes.	
A'ight	<i>75 pts</i>
Student did less than 75% of the work. If student turns it in they can earn full points.	
Basic	<i>50 pts</i>
Student did less than 50% of the work. If student turns it in they can earn full points.	
Cringy	<i>25 pts</i>
Student did less than 25% of the work. If student turns it in they can earn full points.	
Bruh	<i>0 pts</i>
Did not do any of the work. If student turns it in they can earn full points.	

SBAC Reading Break Down

The two different reading sections make up 11 out of 25 questions.



The 7th-grade Smarter Balanced Assessment (SBAC) is aligned with Oregon’s Content Standards. The assessment sample had 25 questions, and two were two-part questions. The SBAC has four main sections, reading, writing, listening, and research & inquiry. The sample assessment divided the reading section into two. Section one has a grade-level narrative text with six questions. Section two has an informative text of over one thousand words followed by five questions.

The reading section Targets are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 13. The Content Standards used are 7.RI.1, 7.RI.2, 7.RI.4, 7.RI.5, 7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.5, and 7.RL.6. The possible question types are multiple-choice, short answer, multi-select, and hot text (two-part questions).

SBAC Question: Inference

This section of the SBAC provides students with an informative text almost one-thousand words long. The first question (of six) asks the students to make an inference.

SBAC question template:

Which evidence from the text **best** supports the inference that ___.

SBAC answer template:

The ___ was noted as ____.
Written accounts about the ___ were _____. The
phrase indicates ____.
The phrase emphasizes ____.

Question

Which evidence from the text best supports the inference that Jalaiah was perceived as a fraud and not the actual creator of the Renegade?

Answers

For the answers, I made some modifications. Instead of providing a simple sentence, I provided students with four possible direct quotes, and they had to choose one.

Outcome

Out of the 100 students who completed this question, only 30 could choose the correct direct quote to help them support the inference from the question.

SBAC Question: Central Idea

The second question (of six) asks the students to choose the central idea from four different direct quotes.

SBAC question template:

Which sentence from the text **best** summarizes the central idea?

SBAC answer template:

You must provide the students with four direct quotes to choose from.

Question

Which sentence from the text best summarizes the central idea?

Answers

I created one answer that is one hundred percent right. One solution that is about eighty percent right. One is less than half right, and the last one is entirely wrong.

Outcome

Out of the 100 students who completed this question, only 38 could choose the correct direct quote summarizing the text's central idea.

SBAC Question: Context Meaning

The third question (of six) asks the students to decode the meaning of a word from just the context.

SBAC question template:

Read the sentences from the text.

“Quote text from passage here.”

What does the phrase “___” **most likely** mean?

SBAC answer template:

You must provide the students with four possible meanings.

The phrase “___” most likely means ___.

Question

Read the sentences from the text.

“They take from Dubsmash, and they run off with the sauce.”

What does the phrase “run off with the sauce” **most likely** mean?

Answers

I gave students four different options to choose from, and they had to choose the one that was the **most likely** to be correct.

Outcome

Out of the 100 students who completed this question, only 62 could choose the correct direct quote summarizing the text's central idea.

SBAC Question: Making Connections

PART A: The fourth question (of six) is a two-part question on making connections.

SBAC question template:

This question has two parts. First, complete part A. Then, complete part B.

Part A

Which statement **best** provides a conclusion that can be drawn about the evidence presented in the text.

SBAC answer template:

Start with: The author used details to show

- A. the popularity of ____.
- B. the importance of ____.
- C. just how influential ____ is today.
- D. that well-known stories originated from ____.

Question

This question has two parts. First, complete part A. Click on the statement that best provides a conclusion that can be drawn about the details presented in the text about how to solve the problem of plagiarism.

Answers

On the SBAC, this question is more general, so I decided to narrow it down by focusing on the question. In this case, it was how to solve the problem of plagiarism.

Outcome

Out of the 100 students who completed this question, only 57 could choose the correct direct quote summarizing the text's central idea.

SBAC Question: Making Connections

PART B: The fifth question (of six) asks the students to provide support for their answer in part A.

SBAC question template:

Part B

Click on the sentence that **best** provides support for your answer in part A.

SBAC answer template:

You must provide students with four different quotes from the text.

Question

After completing part A above, complete part B. Click on the sentence that **best** supports your answer in part A.

Answers

On the SBAC, this is a click the correct answer released question format where students have to click one sentence/section out of a paragraph. So I had to modify it to fit the limitations of a Google Form.

Outcome

Out of the 100 students who completed this question, only 55 could choose the correct direct quote summarizing the text's central idea.

SBAC Question: Add a Detail

The last question asks the students to add detail by looking at a specific quote and determining how it adds to the text's central idea.

SBAC question template:

How does the section “___” add to the central idea of the text?

SBAC answer template:

- A. It describes the ___.
- B. It establishes ___.
- C. It chronicles ___.
- D. It highlights advancements ___.

Question

How does the section "I was happy when I saw my dance all over, she said. 'But I wanted credit for it'" add to the text's central idea?

Answers

I created one answer that is one hundred percent right. One solution that is about eighty percent right. One is less than half right, and the last one is entirely wrong.

Outcome

Out of the 100 students who completed this question, only 31 could choose the correct direct quote summarizing the text's central idea.

1. Make Modifications

After this process, I have learned that I can tweak and modify my assignments to help students with the SBAC better.

2. Students Progress

We must monitor students' progress to see how they are doing with the skill we want and need them to know.

3. Changing Faces

Adapting and growing is a skills we try to teach our students. What we need to know is that every student will learn skills differently. Because of this, we must change our assignments to fit our current students.

Next Steps

Where do you go from here?

The work of the teacher is never over. When we think we have created pedagogical materials, we find that they can become even better.

Acknowledgements

A special thanks to:

Dr. Jeannie London for deconstructing and analyzing the SBAC test sample. Also, thank you for creating the question and answer templates.

Also, special thanks to all my students who unknowingly are helping me become a better teacher.

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To find out more about me:

www.ByronJoseSun.com

For more resources go to:

www.WeTeachTogether.org

