



MS English

Answering Question 2 * Breakout Discussions

Near the end of *each* breakout meeting, identify someone who will be the reporter for your group. That person will copy/paste a single summary statement into the chat bar once we return to the whole group, like so:

“Grade 4 Group 2 said.....”

Please keep this document open - you will reference it many times during the day.

Meeting 1 - (7 min.)

The CCA Process (Collaborative Common Assessments)

Please work as a team to answer the following questions:

Look at the top of your video screen to find your room number and write it here: ?

What CCA strategies, tools, or protocols can we design or employ to help each team member maintain instructional independence while collaboratively exploring and learning from their individual prowess?

Middle School English			
	Strategies	Tools	Protocols
Already in Place	Some common assessment tools, but we need to go through them to verify that we all have the same thing.	Assessment Packet	Grading each trimester

<i>Might Want to Design</i>	• Schoology Assessments • ScootPad Assessments (Targeted and Adaptive Practice) Get each teacher the same assessment tools • Work on collaborative assessments during the drafting process to encourage a growth mindset	• Consistent grading protocols / rubrics/activities/tools	• Norming time together/collaborative grading conversations for consistent data. • Taking turns bringing student work/analyzing together • Regular PLCs embedded into week.
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Add rows as desired.

Remember: when you return to the general breakout room, have the recorder copy/paste a brief synopsis of your team's overall perspective in the chat line for the whole group. Please include your Group Number at the front of your post.

*** Stop here for now ***

Meeting 2 - (7 min)

Fast ways to examine evidence

Please work as a team to answer the following questions:

How can we increase the accuracy of how we gather meaningful emerging evidence while in the throes of instruction? How can we improve our collective capacity to respond to learners in a manner that consistently generates productive responses?

Protocols / Templates:

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Name of Protocol / Template	Purpose	When/how to use	Notes (should it be updated?)

			Created? Does it apply k-12?)
Sharing Anonymous Student Work	Have students fix errors and find positives		
Sharing Exemplars	Help students understand what is expected of them		

** Add rows as needed*

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**** Stop here for now ****

Meeting 3 - (7 min)

Increasing Rigor

Please work as a team to answer the following questions:

How can we move a single learning expectation across multiple levels of rigor?

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DOK level of the targets being assessed	Verb / Learning Target:

<i>Question or Task: Describe how to properly use a comma in a sentence</i>	
<i>Level 4:</i> Extended Thinking	Clarify your understanding of comma use by correcting sentences that need or misuse a comma. Determine when to use a comma, semi-colon or colon
<i>Level 3:</i> Strategic Thinking	Evaluate how a comma changes the structure and meaning of the sentence
<i>Level 2:</i> Skill or Concept	Determine/practice using a comma in a sentence
<i>Level 1:</i> Recall	Analyze/define the function of a comma

****What insights, ideas, tips, or strategies would you most like to bring back for your team to discuss later today in team time?***

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