



# Common Core Reflection Tool for After-school Programs

Leaders can use this checklist as a tool for observation, reflection, and self-evaluation as they consider the portrait of college- and career-readiness and implement the Common Core State Standards.

Name of activity \_\_\_\_\_ Date \_\_\_\_\_

## 1 Students Demonstrate Independence

Children can challenge themselves with increasingly harder tasks because they have the skills and strategies for solving problems for themselves. They have the confidence and the stamina to stay with a problem longer.

Children are:

- \_\_\_ a. Discussing their understanding of complex texts (books, articles, websites, etc.)
- \_\_\_ b. Using evidence from texts to convey specific, multifaceted information
- \_\_\_ c. Demonstrating understanding of a speaker's message
- \_\_\_ d. Expressing their own ideas during conversations and discussions
- \_\_\_ e. Asking clarifying questions during conversations and discussions
- \_\_\_ f. Building on the ideas of others during conversations and discussions
- \_\_\_ g. Taking responsibility for their own learning and behavior

**NOTES:**





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## 2 Students Build Strong Content Knowledge

Children establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Children are:

- \_\_\_ a. Connecting and comparing ideas and information presented in texts
- \_\_\_ b. Demonstrating their understanding of a topic or problem through written and oral communication
- \_\_\_ c. Sharing their knowledge through writing and speaking

**NOTES:**





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## 3 Students Respond to Varying Demands of Audience, Task, Purpose, and Discipline

Children adapt their communication in relation to audience, task, purpose, and discipline. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Children are:

- \_\_\_ a. Demonstrating an ability to write and speak for formal and informal purposes
- \_\_\_ b. Demonstrating effective word choice to convey ideas to varied audiences
- \_\_\_ c. Setting a purpose for writing based on a given task
- \_\_\_ d. Setting a purpose for speaking or listening based on a given task

**NOTES:**





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## 4 Students Comprehend as Well as Critique

Children are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises.

They expect to disagree and to explain their position. They have a tolerance for and expectation of uncertainty, and understand the value of listening to others, particularly those who think differently.

Children are:

- a. Open-minded to new ideas presented in conversation, text, and digital media
- b. Identifying underlying assumptions of an author or speaker
- c. Reviewing and evaluating information presented by an author or speaker
- d. Assessing the validity of claims presented by an author or speaker based on evidence

**NOTES:**





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## 5 Students Value Evidence

Children cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

Children are:

- \_\_\_ a. Giving evidence from the text (unprompted) to support their thinking
- \_\_\_ b. Demonstrating clear, effective written and oral communication
- \_\_\_ c. Agreeing and disagreeing with peers and explaining why
- \_\_\_ d. Effectively identifying and constructing detailed support for ideas in written and oral communication
- \_\_\_ e. Providing sound explanations and justifications for claims made in written and oral communication
- \_\_\_ f. Seeking evidence from others when interpreting written and oral communication

**NOTES:**





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## 6 Students Come to Understand Other Perspectives and Cultures

Children appreciate that 21st-century classrooms and workplaces are settings in which people from widely divergent cultures, and who represent diverse experiences and perspectives, must learn and work together. Children actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great works of classic and contemporary literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

Children are:

- a. Appreciating diverse experiences and opinions
- b. Communicating effectively with individuals from varied backgrounds
- c. Demonstrating collaborative skills that support cooperative learning
- d. Seeking to better understand others and their viewpoints through reading and listening
- e. Reading a variety of literature across time periods and cultures
- f. Describing and attempting to understand the experiences of other cultures and time periods
- g. Contributing diverse ideas, opinions, and comments to whole-group discussions
- h. Using effective conflict-resolution skills

**NOTES:**





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## 7 Students Use Technology and Digital Media Strategically and Capably

Children employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline.

Children are:

- a. Identifying and using a wide variety of technology tools
- b. Using a variety of technology tools to enhance their written and oral communication
- c. Demonstrating research skills to effectively and efficiently retrieve information online
- d. Integrating print and digital media sources in written and oral communication
- e. Selecting technology tools according to their purpose, considering audience and task
- f. Recognizing and regulating competing demands of attention (interest, task-directed, etc.) when using technology tools

**NOTES:**

