

Common Core State Standards

- *English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*
 - *Mathematics*

Common Core Overview

<http://www.youtube.com/watch?v=5s0rRk9sER0>

What are the Common Core State Standards?

- They are a *national* set of K-12 standards that define what students should know and be able to do by the end of each grade
- They define the knowledge and skills students need for *college and career*
- They were developed voluntarily and cooperatively by states; currently 47 states have adopted them
- They provide clear, consistent standards in English language arts/literacy and mathematics

Why Common Core Standards?

- Declining U.S. competitiveness with other developed countries
- U.S. students' performance on NAEP (National Assessment of Educational Progress- Our Nation's "Report Card") has been largely flat over the past 40 years in 8th grade
- Increasing rates of students leaving 12th grade needing college remediation to be successful in higher education and careers

Why Common Core Standards?

- Currently, every state has its own set of academic standards, meaning, all students K – 12 are learning different frameworks whereas common core provides us with one framework for all

To ensure that our students are...

- College and career ready when they leave 12th grade prepared with global competencies

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Common Core Curriculum

<http://www.youtube.com/watch?v=9zmHX0n35Mg>

Shifts Required by CCSS in English Language Arts

- Increase in text complexity
- Percentage of informational texts
- Academic vocabulary
- Increased writing from sources
- Literacy instruction in all content areas

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How are the ELA Standards organized?

- **English Language Arts**
 - Reading
 - Writing
 - Speaking and Listening
 - Language
- **Literacy in History/Social Studies, Science, and Technical Subjects**
 - K-5: Embedded in ELA
 - 6-12: Separate Section in ELA (Reading and Writing only)

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Shifts Required by CCSS in Mathematics

- Greater Focus
 - fewer topics and address them in greater depth.
- Coherence
 - build on students' understanding by introducing new topics from grade to grade
- Skills, Understanding and Application
- Emphasis on Practices
 - Criteria for Mathematical Practices

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How are the Math standards organized?

Standards for Mathematical Practice (K-12)

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Standards for Mathematical Content

1. Defines what students should know at the end of each grade level or high school course

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New State Assessment for CCSS

- Assessments will begin in 2014-15
- Each school will take a practice test in either ELA or Math for 2013-14
- Assessments are being created by the Smarter Balanced Assessment Consortium. (SBAC)

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Smarter Balanced Item Response Types

- Multiple choice
 - one correct response
 - multiple correct responses
 - two-part
- Matching tables
 - yes/no
 - true/false
- Fill-in tables
- Select or order text or graphics
- Drag and drop
- Graphing
- Equation or numeric response
- Short text
- Long essay

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Smarter Balanced Spring 2014 Field Test

- Will take place March 18–June 6, 2014. Shorter windows within this time frame will be **assigned** to schools by the CDE and ETS.
 - Will assess students in grades 3 through 11.
 - **Grades 3–8:** All students are expected to participate.
 - **Grades 9 and 10:** Only students selected for the scientific sample are expected to participate.
 - **Grade 11:*** Students selected for the scientific sample are expected to participate; all others may participate.
- * All grade 11 students may participate in the Early Assessment Program.

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Smarter Balanced 2014 Field Test (cont.)

- Each participating student will take EITHER the ELA or math Field Test.
- Content area will be assigned by the CDE and ETS for each school by grade.
- Scientific sample (for Grades 9, 10 and 11) will be comprised of 20 percent of students across consortium states (10 percent for ELA and 10 percent for math).
 - Data from this sample will be used to determine item reliability and validity and initial performance level scores.

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Smarter Balanced 2014 Field Test (cont.)

- Test will be approximately 3 hours long.
- No paper-and-pencil version will be available.
- No student, school, or district score reports will be produced.
- Results will not be factored into any state or federal accountability calculations.
- CDE Smarter Balanced Field Test Web page:
<http://www.cde.ca.gov/ta/tq/sa/smarterfieldtest.asp>

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Sample 4th Grade ELA Item

The following is the beginning of a story that a student is writing for a class assignment. The story needs more details and an ending. Read the beginning of the story and then complete the task that follows.

Oliver's Big Splash

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

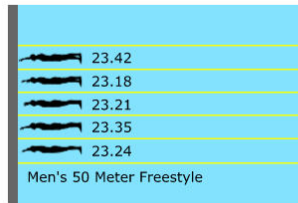
One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

Write an ending for the story by adding details to tell what happens next.

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Sample 5th Grade Math

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.



Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

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Implications for BUSD

- Shift in what and how we are teaching at each grade level
 - Need for new texts, support materials
 - Need to engage students in the conversation
- Electronic/technology based assessment
 - Additional technology tools, support staff, professional development for teachers
 - Strengthen students ability to use technology
- Additional funding will be required
- A focus on CCSS in 2013-14 may result in lower CST test scores during the transition

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BUSD Next Steps

2013-14

- Develop and implement BUSD assessments aligned with SBA
- Implement bridge materials aligned to CCSS and *A Story of Units* for K-5 Mathematics
- New Technology-Based SBA Field Testing (No Scores Reported)

2014-2015

- Common-Core Curriculum in Classrooms
- First year of new SBA Test in ELA and Math
- New Science Standards Pilots

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For Further Investigation

- California's Common Core State Standards
<http://www.cde.ca.gov/ci/cc/>
- Common Core State Standards Initiative
<http://www.corestandards.org>
- Smarter Balanced Assessment Consortium
<http://www.smarterbalanced.org/>
- Practice Test Login
<http://sbac.portal.airast.org/>

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