The Common Core State Standards

A commitment to Student Success
Presentation Targets

❖ Common Core Background

❖ Areas of Focus & Shifts of Common Core
  − Mathematics
  − English/Language Arts

❖ Smarter Balanced Assessment

❖ Parent Resources
Common Core State Standards

* Simply lay out what foundational skills our students should have mastered at each grade in order to be on track to graduate ready for college and career.

Provides you, the parent, a clearer picture of how prepared your child is for his or her next steps.

Provides you and your child’s teacher an opportunity to make adjustments as needed to ensure there are no surprises down the road.

CCSS are:

- **Not** a curriculum and do not tell teachers how to teach
- Changes in learning for English/Language Arts and Mathematics
- Benchmarked against academic standards from the world’s top performing countries
- Aligned to College and Workplace expectations
- Focus on 21st Century skills
Today’s students are moving beyond the basics and are embracing the 4 C’s – ‘super skills’ for the 21st Century

21st Century Skills and the 4c’s are infused in the Common Core Standards which are the end goals of the Career and College Ready Standards
CCSS – Mathematics

*Focus* strongly where the standards focus

*Coherence*: Think across grades and link to major topics within grades

*Rigor*: Require conceptual understanding, fluency, and application
CCSS - Mathematics

There are two sets of standards in math

- Content Standards: CCSS for Mathematics
  - What?
- Mathematical Practices
  - How?
The ‘What’ of the CCSS

* Counting and Cardinality (K only)

* Operations in Algebraic Thinking

* Number and Operations in Base Ten

* Measurement and Data

* Geometry

* Number and Operations-Fractions (grades 3-5)
Here are just a few examples of how students will develop and use their understanding of place value in grade three.

<table>
<thead>
<tr>
<th>Grade Two Mathematics</th>
<th>Grade Three Mathematics</th>
<th>Grade Four Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that 100 can be thought of as a bundle of ten tens—called a “hundred”</td>
<td>Use place value understanding to round whole numbers to the nearest 10 or 100</td>
<td>Use place value understanding to round multi-digit whole numbers to any place</td>
</tr>
<tr>
<td>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)</td>
<td>Quickly and accurately add and subtract numbers through 1000 using knowledge of place value</td>
<td>Use place value understanding to find the product of two multi-digit numbers</td>
</tr>
<tr>
<td>Add and subtract numbers through 1000 using what students have learned about place value</td>
<td>Use place value understanding to multiply and divide numbers up through 100</td>
<td>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right</td>
</tr>
<tr>
<td></td>
<td>Multiply one-digit whole numbers by multiples of 10 between 10 and 90. For example, 9×80 or 5×60</td>
<td>Compare two multi-digit numbers based on the meanings of the digits in each place, using the symbols &gt; (more than), = (equal to), and &lt; (less than)</td>
</tr>
</tbody>
</table>
The ‘How’ of the CCSS-M

Eight Standards for Mathematical Practice

★ Make sense of problems and persevere in solving them
★ Reason abstractly and quantitatively
★ Construct viable arguments and critique the understanding of others
★ Model with mathematics
★ Use appropriate tools strategically
★ Attend to precision
★ Look for and make use of structure
★ Look for and express regularity in repeated reasoning
Current Washington State Standards:

2007 Mathematics Released Items

2. Band members set up chairs for a band concert in the gym. They had 9 rows and used 63 chairs.

Which equation shows how many chairs are in each row?

- A. $63 \div 9 = \square$
- B. $63 \div 9 = \square$
- C. $63 \times 9 = \square$

New Common Core State Standards:

Joe and Sally make 72 cookies for a bake sale. They will put an equal number of cookies into bags. Joe and Sally want to put more than 2 cookies but fewer than 10 cookies into each bag.

Sally says they can only put 8 cookies into 9 bags or 9 cookies into 8 bags.

Joe thinks there are more ways to put an equal number of cookies into bags.

Part A
Write one way that Joe and Sally could put an equal number of cookies into bags with fewer than 5 cookies per bag.

[Blank space to write answer]

Part B
Write another way that Joe and Sally could put an equal number of cookies into bags with more than 5 cookies per bag.

[Blank space to write answer]
How can Parents help?

* Help children practice their addition, subtraction, multiplication and division facts.

* Encourage children **not to give up** while solving problems, to build stamina and develop their critical thinking skills.

* Don’t give them the answers - ask them to think of different ways they can solve problems.

* Have children illustrate the math they were thinking in their head and discuss it out loud.

* Have children apply their math knowledge to a real-world scenario at home, such as doubling a recipe or calculating the area of a room.
Balance of Literary and Informational Texts

Informational Text

- SS, Science, etc.
- Short stories,
- Myths, Legends,
- Poetry, Drama

Literature

- Informational Text
- Informational Text

- Science, Biographies, Social Studies, History, Arts, Directions, Forms, etc.
- Short Stories, Myths, Legends, Poetry, Drama
In grade three, students will read stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

### Reading Literature

<table>
<thead>
<tr>
<th>Grade Two Reading</th>
<th>Grade Three Reading</th>
<th>Grade Four Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students retell stories and determine</td>
<td>• Students recount stories and determine the central message, lesson, or moral,</td>
<td>• Students determine the theme of a story, play, or poem from details in the text</td>
</tr>
<tr>
<td>the central message, lesson, or moral.</td>
<td>determine the central message, lesson, or moral, explaining how it is developed in</td>
<td>and summarize the text.</td>
</tr>
<tr>
<td>• Students acknowledge differences in the</td>
<td>the text.</td>
<td>• Students compare and contrast the point of view from which different stories are</td>
</tr>
<tr>
<td>points of view of characters, including</td>
<td>• Students distinguish their own point of view from that of the narrator or those</td>
<td>told, including the difference between first- and third-person accounts.</td>
</tr>
<tr>
<td>by speaking in a different voice for</td>
<td>of the characters.</td>
<td></td>
</tr>
<tr>
<td>each character when reading dialogue</td>
<td></td>
<td></td>
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<tr>
<td>aloud.</td>
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</table>
How can Parents help?

* Read more nonfiction texts aloud or with your child – books, newspapers, articles, magazines.

* Talk about the text you read, making connections to your home, culture, or community.

* Ask for evidence in every day discussions, moving beyond just opinions.

* Provide texts your child wants to read and can read comfortably and provide challenging text too.

* Talk, read, listen, sing, and play games with your child.

* Start a family vocabulary box or jar – have everyone write down new words they discover, add them to the box, and use the words in conversation.
parent ROADMAP
SUPPORTING YOUR CHILD IN GRADE THREE
ENGLISH LANGUAGE ARTS

http://www.cgcs.org/Page/328
Assessment Update
Concerns with Today's Statewide Assessments

- Each state pays for its own assessments
  - Each state bears the burden of test development; no economies of scale

- Based on state standards
  - Students in many states leave high school unprepared for college or career

- Heavy use of multiple choice
  - Inadequate measures of complex skills and deep understanding

- Results delivered long after tests are given
  - Tests cannot be used to inform instruction or affect program decisions

- Accommodations for special education and ELL students vary
  - Difficult to interpret meaning of scores; concerns about access and fairness

- Most administered on paper
  - Costly, time consuming, and challenging to maintain security
### Using Computer Adaptive Technology for Summative and Interim Assessments

<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
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</thead>
<tbody>
<tr>
<td>Increased precision</td>
<td>Provides accurate measurements of student growth over time</td>
</tr>
<tr>
<td>Tailored for Each Student</td>
<td>Item difficulty based on student responses</td>
</tr>
<tr>
<td>Increased Security</td>
<td>Larger item banks mean that not all students receive the same questions</td>
</tr>
<tr>
<td>Shorter Test Length</td>
<td>Fewer questions compared to fixed form tests</td>
</tr>
<tr>
<td>Faster Results</td>
<td>Turnaround time is significantly reduced</td>
</tr>
<tr>
<td>Mature Technology</td>
<td>GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)</td>
</tr>
</tbody>
</table>
Assessments will begin the 2014-2015 school year

Two groups of assessments:

- SMARTER Balanced Assessment and PARCC (Partnership for Assessment of Readiness of College and Career)

Will incorporate technology with computer based testing

All grade levels will be assessed
# SBA Assessment System Components

## Summative Assessment
- Assesses full range of Common Core – grades 3-8 and 11
- Measures current student achievement and growth across time
- Variety of question types: selected response, short responses, extended responses, performance tasks
- Administered during the last 12 weeks of the school year

## Interim Assessment (Computer Adaptive)
- Identify specific needs of each student
- Administered throughout the year
- Provides clear examples
- Variety of question types

## Formative Assessment Practices
- Bank of Assessments Aligned to Common Core
- Enables differentiation of instruction

## Online Reporting
- Provides parents, students, practitioners access to assessment information

## Support for Special Populations
- Accurate measures of progress for students with disabilities, and ELL
Smarter Balanced Assessment

Field Test

• WA State has selected the Blended Model Option
  – Some schools administer the current state assessment or administer the Smarter Balanced Field Test only this spring.

• Participating in the SBA Field Test is all or nothing:
  – If a school decides to field test, it must do it at all grades in both ELA (Reading & Writing) and Math

  ***Science will still be assessed using the MSP at grades 5 & 8***

• The 2012-13 MSP results roll forward and will count in 2014
  – Federal accountability purposes only

• All SBA tests will be completed online
<table>
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<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Gain experience with the new assessment before it counts</td>
<td>* Impact of getting system 100% ready by spring of 2014</td>
</tr>
<tr>
<td>• New assessment format</td>
<td>* There are still a few unknowns and might not know the particulars until close to the testing time. (+/-)</td>
</tr>
<tr>
<td>• Testing protocols with performance assessments</td>
<td>* Creates more urgency for current curriculum and assessments to push over to CCSS (+ and -)</td>
</tr>
<tr>
<td>• Response of students</td>
<td>* Limited reporting at building/individual students on subset of questions field tested.</td>
</tr>
<tr>
<td>• Online complexities</td>
<td>* No MSP results from the spring 2014 assessment at grades 3-8 (R-W-M)</td>
</tr>
<tr>
<td>• Technology Infrastructure</td>
<td></td>
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<tr>
<td>• Use of mobile devices</td>
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<tr>
<td>* Not trying to serve ‘two masters’ with current state curriculum and assessments</td>
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<tr>
<td>* Provides additional time to communicate with parents as we transition to the CCSS.</td>
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<tr>
<td>• CCSS Traveling Roadshow</td>
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</tr>
<tr>
<td>* 2014 is last year students would have been assessed with the current state assessments for reading, mathematics and writing</td>
<td></td>
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Smarter Balanced Assessment

- Smarter Balanced Assessment
  - [http://www.smarterbalanced.org/](http://www.smarterbalanced.org/)

- Take the student practice test:
Additional Resources

English/Language Arts & Mathematics – Parent Roadmap to CCSS

National Parent Teachers Association (PTA)
  – http://pta.org/parents/content.cfm?ItemNumber=2583

Common Core State Standards Text Exemplars
  – http://www.corestandards.org/assets/Appendix_B.pdf

Sample reading texts, printable poems, practice grammar sheets

Smarter Balanced Assessment
  – http://www.smarterbalanced.org/

Take the student practice test:
Thank you!