California Common Core State Standards

2012-2013



Educational Services
CCSS Implementation Team



Norms



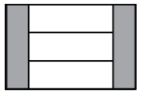
- Be respectful of one another
  - Stay focused on meeting content and objectives
  - Electronics away unless it's an emergency or for an activity
- Be a learner - actively participate in readings, discussions and activities.

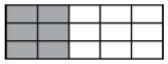
Mathematics Sample Assessments

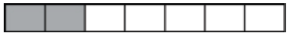
Figure 2.

For numbers 1a-1d, state whether or not each figure has $\frac{2}{5}$ of its whole shaded.

1a.  (Y) Yes (N) No

1b.  (Y) Yes (N) No

1c.  (Y) Yes (N) No

1d.  (Y) Yes (N) No

Method W	Method Z
23 × 49 20 × 9 = 180 3 × 9 = 27 20 × 4 = 80 3 × 4 = + 12 299	23 × 49 **Area Model** 40 + 9 20: 800 | 180 + 3: 120 | 27 **Rectangle Sections** 1 800 120 180 + 27 1,127

Identify the method where Pablo made a mistake and explain what he should do to correct it.

Math Rubrics

Figure 3.

Scoring Rubric

Responses to this item will receive 0-2 points, based upon the following:

2 points: YNYN The student has a solid understanding of 2/5 as well as an equivalent form of 2/5.

1 point: YNNN, YYNN, YYYN The student has only a basic understanding of 2/5. Either the student doesn't recognize an equivalent fraction for 2/5 or doesn't understand that all 5 parts must be equal-sized in figure 1b.

0 points: YYYY, YNNY, NNNN, NNYY, NYYN, NYNN, NYYY, NYNN, NNNN, NYNY, NNYN, NNNY The student demonstrates inconsistent understanding of 2/5 or answers "Y" to figure 1d, clearly showing a misunderstanding of what 2/5 means. Figure 1d is considered a "disqualifier" and an answer of "Y" to this part of the item would cancel out any other correct responses as "guesses" on the part of the student.

Grade 4 Mathematics Sample ER Item Claim 3

Smarter Balanced Assessment Consortium

Scoring Rubric:

Responses to this item will receive 0-2 points, based on the following:

2 points: The student has a thorough understanding of how to multiply multi-digit whole numbers using more than one strategy to verify answers. The student indicates the place-value error in Method W and explains how to correct the error.

1 point: The student has a partial understanding of how to multiply multi-digit whole numbers using more than one strategy to verify answers. The student indicates the place-value error in Method W, but does not fully explain how to correct the error.

0 points: The student has little or no understanding of how to multiply multi-digit whole numbers using more than one strategy to verify answers. The student indicates that the error occurred in Method W, but does not identify the error correctly and includes an explanation that does not make sense mathematically. **OR** The student indicates an error in Method Z that does not exist.

Sub Sandwiches	Rubric	
The core elements of performance required by this task are: • work with number in a real context Based on these, credit for specific aspects of performance should be assigned as follows	points	section points
1.a. Gives correct answers: **18** and shows correct calculation such as: 6 x 3	1	
b. **3**	1	
Gives correct explanation such as: Each tomato fills two subs.	1	3
2. Gives correct answer: **10** and Shows work such as: 5 **x** 2 = 10	1	1
3. Gives correct answer: **6** and Gives correct answer: **2**	1	1
4. Gives correct answers:		
10	1	
Salami	1	
Gives a correct explanation with comparison of ingredients	1	3
Total Points		**8**

Mathematical Practices

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.

Outcomes for Today

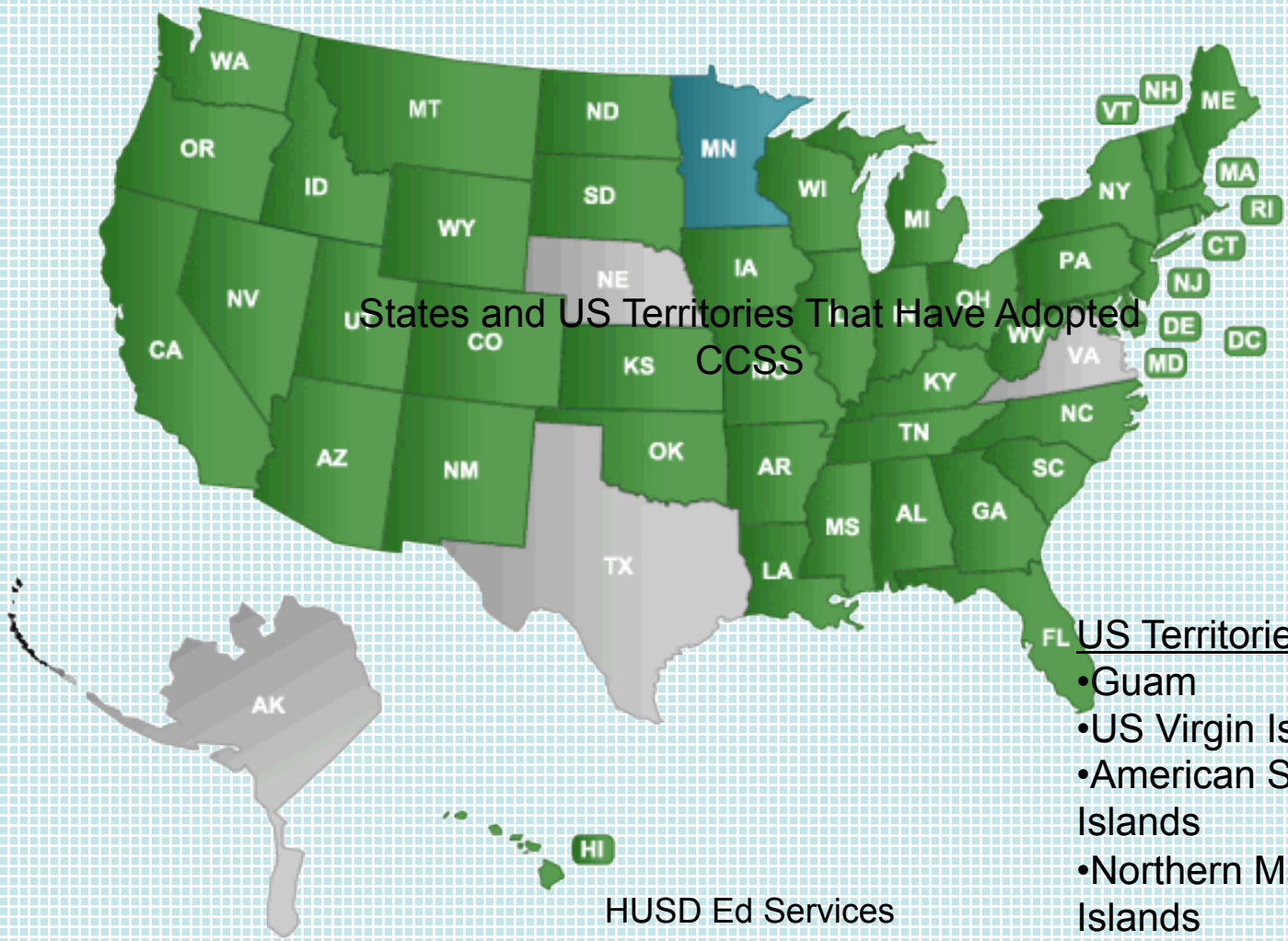
- What is the state/national timeline?
- How are the Common Core State Standards different from the previous California Standards?
- How will the assessments change?
- What is HUSD doing?



What is the state/national timeline?



States and US Territories That Have Adopted CCSS



US Territories
- Guam
- US Virgin Islands
- American Samoan Islands
- Northern Mariana Islands

Race to the Top Assessment Program

In September 2010, the U.S. Department of Education awarded $350 million of Race to the Top Funds as grants to two consortia:

- **Smarter Balanced Assessment Consortium (SBAC)**
- Partnership for Assessment of Readiness for College and Careers (PARCC)

Task: To design and develop common K-12 Mathematics and English language arts assessment systems aligned to common, college and career readiness standards

Implementation Timeline

Milestone	Math	ELA
Fieldwork review of framework	9/20/12	9/20/12
SBE publishes framework	November 2013	May 2014
Common core assessments	2014-15	2014-15
SBE approves materials	March 2014	November 2018

Table Talk

Have a 2 minute discussion with your table group about any questions you have regarding the overview and timeline.

Be prepared to share one of your questions with the larger group.



How are the Common Core Standards Different from the Current California Standards?



Common Core
What it Means to Teachers



Area of Emphasis for CCSS ELA



- Focus on Text Complexity
- Address reading and writing across the curriculum
- Emphasize analysis of informational text
- Writing arguments and drawing evidence from sources
- Collaborative conversations
- Integrate media sources

Balance Between Informational and Literary Text

Distribution of Literacy and Informational Passages by Grade in the 2009 NAEP Reading Framework		
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%
Percentages do not imply that high school ELA teachers must teach 70% informational text; they demand instead that a great deal of reading should occur in other disciplines.		

Shared Responsibility for Teaching the Standards

K-5	6-12
A single set of K-5 grade-specific standards	Two content area-specific sections for grades 6-12
	One set of standards for ELA teachers One set of standards for History/ Social Studies, Science and Technical Subject teachers
The literacy standards in History/Social Studies, Science and Technical Subjects are meant to compliment rather than supplant content standards in those disciplines.	

Area of Emphasis for CCSS Mathematics



The standards for mathematics:

- Aim for clarity and specificity
- Stress conceptual understanding of key ideas
- Balance mathematical understanding and procedural skills
- Are internationally benchmarked

Math Continuum

Focusing attention within Number and Operations

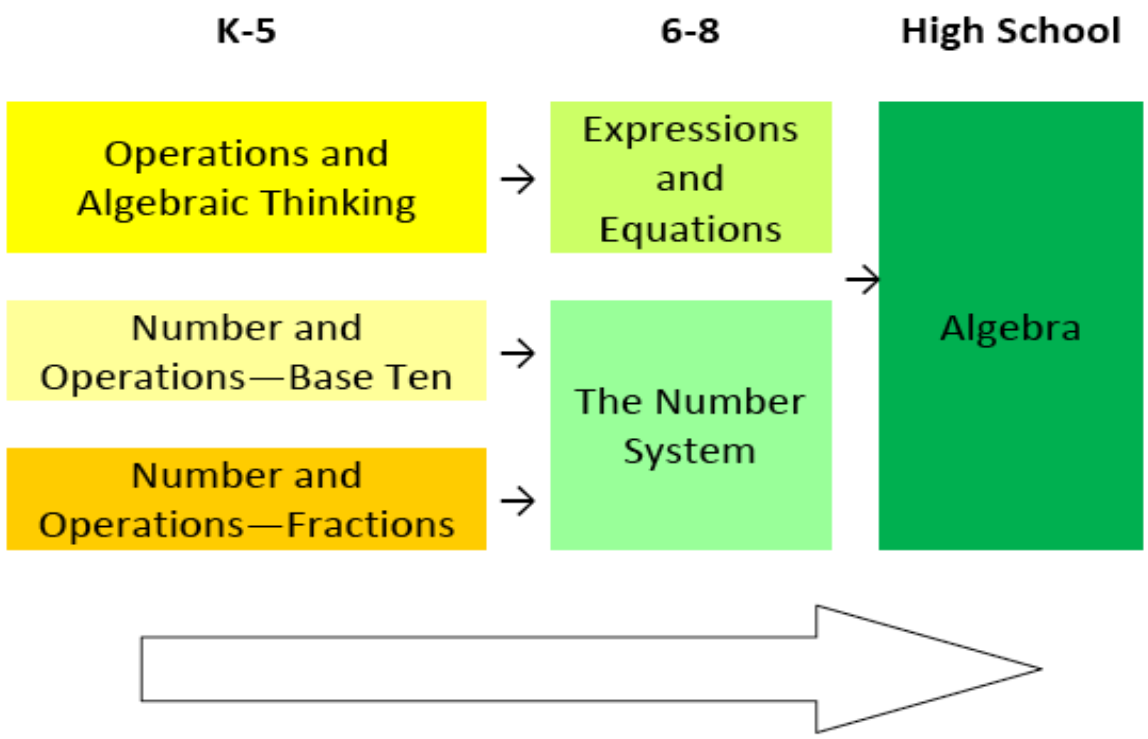


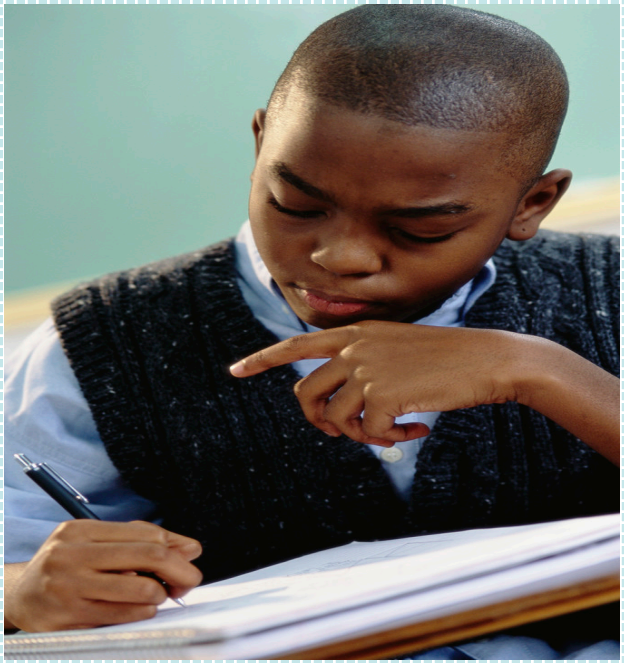
Table Talk

Have a 2 minute discussion with your table group about what differences you have learned so far.

Be prepared to share one difference with the larger group.



How Will the Assessments Change?



New Assessments for Math and ELA

Require students to:

- Read a text and/or problem closely and critically
- Write clear and concise responses
- Cite evidence
- Construct clear arguments with justifications



Current Assessments vs. CCSS

Current STAR Assessments	Proposed CCSS Assessments
Grades 2-11, Writing at 4th and 7th	Grades 3-8 and 11, Grades 9 and 10 available for states that choose to use them
Only paper and pencil	Delivered via computer and are computer adaptive (SBAC is having some states pilot the first phase of technology readiness)
Taken after 85% completion of instructional days during a specified 4 week window	Taken during the final 12 weeks of school (There is talk about CCSS assessments being given throughout the year that would consist of Formative Tests and a Mid -Year Assessment that would all count towards the final score)
Only multiple choice	Performance tasks and comprehensive end-of-year computer adaptive assessment which will have some selected response items
Part of state and federal accountability system	Accountability system has not been established yet

SMARTER Balanced ContentSpecifications for Math

Overall Claim	(Grades 3-8) "Students can demonstrate progress toward college and career readiness in mathematics." (Grade 11) "Students can demonstrate college and career readiness in mathematics."
Claim # 1	**Concepts and Procedures**
Claim # 2	**Problem Solving**
Claim # 3	**Communicating Reasoning**
Claim # 4	**Modeling and Data Analysis**

SMARTER Balanced Content Specifications

ELA and Literacy in History/Social Studies, Science and Technical Subjects

Overall Claim	(Grades 3-8) "Students can demonstrate progress towards college and career readiness in ELA and Literacy." (High School) "Students can demonstrate college and career readiness in ELA and Literacy."
Claim # 1	Students can read closely and analytically to **comprehend a range of increasingly complex literary and informational texts.**
Claim # 2	Students can **produce effective and well grounded writing for a range of purposes and audiences.**
Claim # 3	Students can **employ effective speaking and listening skills for a range of purposes and audiences.**
Claim # 4	Students can **engage in research/inquiry to investigate topics, and to analyze, integrate, and present information**.

Explore ELA Constructed Response

- Read the passage silently.
- How does the prompt address ELA assessment claim #1?
- Have a table discussion and be prepared to share out.

“

ELA Rubric

	Scoring Rubric
3	The response: • gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about a character • includes specific explanations that make reference to the text • fully supports the inferences with clearly relevant details from the text
2	The response: • gives some evidence of the ability to use supporting evidence to interpret and explain inferences about a character. • includes some specific explanations that make reference to the text • adequately supports the inferences with clearly relevant details from the text
1	The response: • gives limited evidence of the ability to use supporting evidence to interpret and explain inferences about a character • includes specific explanations but they are not explicit or make only vague references to the text • supports the inferences with at least one detail but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about a character and includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to, Bessie is a very caring person, and she demonstrates this trait in many ways throughout the text. At the beginning of the excerpt, she holds the robin high above her head to keep her dog from causing it more harm. When she first locates the bird, she smoothes its feathers and tries to calm its fears. She places the bird in the nest and covers it with her handkerchief to protect it and keep it warm. Once home, she puts the bird in a safe place (cage), and gives it much-needed food. Bessie continues to nurse the bird back to health for several weeks. During that time, the bird becomes strong and can fly again. Finally, when Bessie's mother tells Bessie that she must let the bird go and Bessie protests, it is Bessie's caring and respect for her mother that has her obey her mother's instructions.

Score Point 3 Sample:
Bessie is a caring person, and she demonstrates this trait in the text. First, she finds a bird and takes it home to care for it. She puts it in a cage and feeds it. She nurses the bird back to health for several weeks until she finally obeys her mother and lets the bird go. Bessie knows she must let the bird go because she cares about the bird's happiness.

Score Point 2 Sample:
Bessie is a caring person. She finds a bird and puts it in a cage where she feeds and cares for it for several weeks. Then she lets the bird go.

Table Talk

Have a 2 minute discussion with your table group about how the assessments will change.

Be prepared to share one of the changes with the larger group.



What is HUSD Doing?

- Learning
- Communication
- Pilots



Elementary

- **Kindergarten Handbook and Report Card** – Mathematics aligned to CCSS
- **Elementary School** – Piloting lessons in ELA and Math
- **Elementary Bilingual Teachers** - supporting the CCSS Spanish language augmentation



Middle School

- **Middle School Math** – Piloting selected response items in math and developing model CCSS lessons emphasizing justification
- **Middle School ELA** – Pilot group is using the lesson study process to explore instructional shifts with CCSS lessons
- **Middle School Social Studies** – Pilot group created CCSS aligned lessons

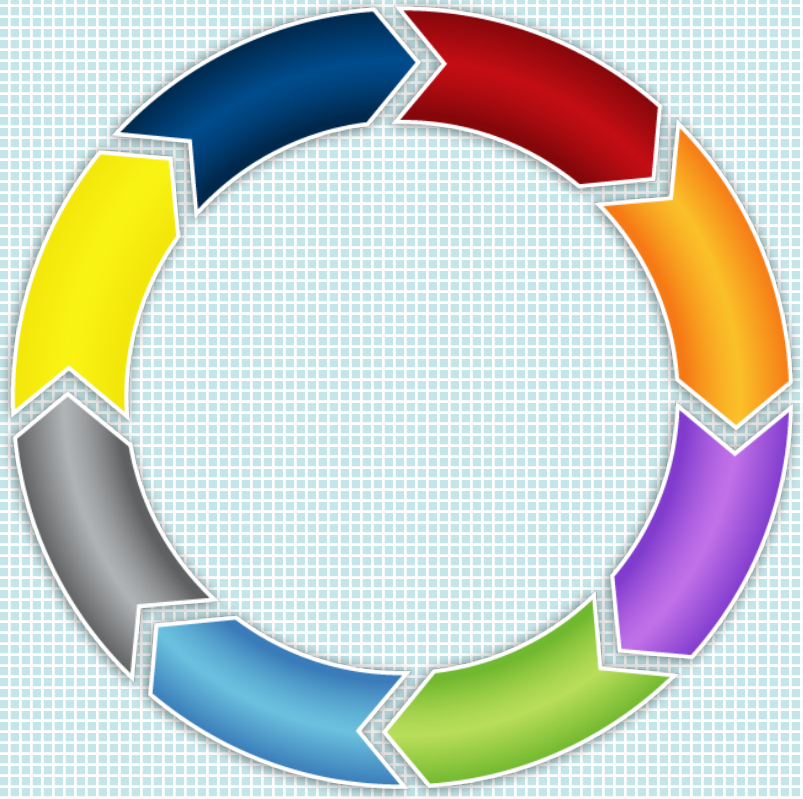


High School

- **High School Math** – Piloting selected response items and focusing on teaching multiple representations in lessons with justification
- **High School ELA** – Pilot group created CCSS aligned lessons

Next Steps…

- Pilot groups will continue throughout the year.
- Communicate CCSS overview throughout 2012/13 to all HUSD Stakeholders
- Begin CCSS implementation plan



Let's Revisit the Outcomes for Today

- What is the state/national timeline?
- How are the Common Core State Standards different from the previous California Standards?
- How will the assessments change?
- What is HUSD doing?



Parking Lot

Please write any questions you still have about Common Core State Standards and place them on the parking lot on your table.



Educational Services
CCSS Implementation Team

Thank you for your attention today.

CCSS Resources

- http://www.cde.cs.gov/ci/cc
- http://www.nagb.org/publications/frameworks/reading-2009.dov National Assessment Governing Board
- http://www.corestandards.org information on appendices
- http://www.cde.ca.gov/re/mm/it/ CDE on iTunes U
- http://www.k12.wa.us/SMARTER/ SMARTER Balanced Assessment Consortium
- www.engageNY.org
- http://www.teachingchannel.org videos on CCSS and Lessons
- CCSS ELA Content Standards – Appendix A

Information from CDE, SBAC, engageNY, Mathematics Coaching Consortium @ wccusd, Silicon Valley Math Initiative, California Math Project and California Math and Science Project