Common Core State Standards

February 2012

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

SMARTER Balanced Assessment Consortium

HISD

MICHIGAN Department of Education

What are the Common Core State Standards (CCSS)?

The CCSS explain 85% of what students will know and be able to do at each grade level in English Language Arts and Mathematics

The Common Core State Standards (CCSS) . . .

1. Are aligned with college and work expectations
2. Are clear, understandable and consistent
3. Include rigorous content and application of knowledge through high-order skills
4. Build upon strengths and lessons of current state standards
5. Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
6. Are evidence-based
7. Will be updated continually

Common Core State Standards (CCSS)

- Coalition of states who have all agreed to adopt the same state standards
- 48 states, 2 territories (Puerto Rico and the U.S. Virgin Islands), and the District of Columbia
- Who's missing?
  - Nebraska, Virginia, Minnesota
  - Alaska, Texas

Common Core State Standards

Are

- Coherent
- Focused
- Grade-specific standards
- Internationally benchmarked
- Targeted for general and special education students

Are NOT

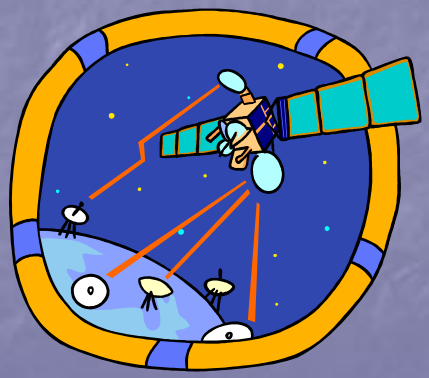
- How to teach
- Which textbook to use
- What intervention materials to use
- Sequenced within a grade
- Everything schools will teach students

Who should know them?

- Teachers and paraprofessionals working with students K-12, plus early childhood educators preparing children for kindergarten
- Staff playing a supporting role in PreK-12 programs
- Administrators in PreK-12 buildings
- Parents of school-aged children

Why ELA and Math?

- Foundation for all other content areas
- Coming Soon . . . Next Generation Science



ELA Key Advances

Reading

- Balance of literature and informational texts
- Text complexity

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

Language

- Stress on general academic and domain-specific vocabulary

Source: MDE

ELA Key Advances

Standards for reading and writing in history/ social studies, science, and technical subjects

- Complement rather than replace content standards in those subjects
- Responsibility of teachers in those subjects

Alignment with college and career readiness expectations

Source: MDE

Math

Key Advances

Focus and coherence

- Focus on key topics at each grade level.
- Coherent progressions across grade levels.

Balance of concepts and skills

- Content standards require both conceptual understanding and procedural fluency.

Mathematical practices

- Foster reasoning and sense-making in mathematics.

College and career readiness

- Level is ambitious but achievable.

Source: MDE

Effective instruction for equitable outcomes

Students with Disabilities

"These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities…research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and ELA standards for all students, including those with disabilities".

From *Application to Students with Disabilities* www.corestandards.org

Effective instruction for equitable outcomes

English Language Learners

"Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time."

From *Application of Common Core State Standards for English Language Learners* www.corestandards.org

How will the Common Core State Standards be assessed?

- MEAP/MME through 2013-2014
  - Based on GLCEs and HSCEs
  - Higher cut scores for Reading and Math beginning 2011-2012
  - Modified Content beginning 2012-2013 (see next slide)
- New assessment beginning 2014-2015
  - SMARTER collaborative for Michigan + 31 states, PARCC for the other 26 states (includes territories, plus some states are in both collaboratives)

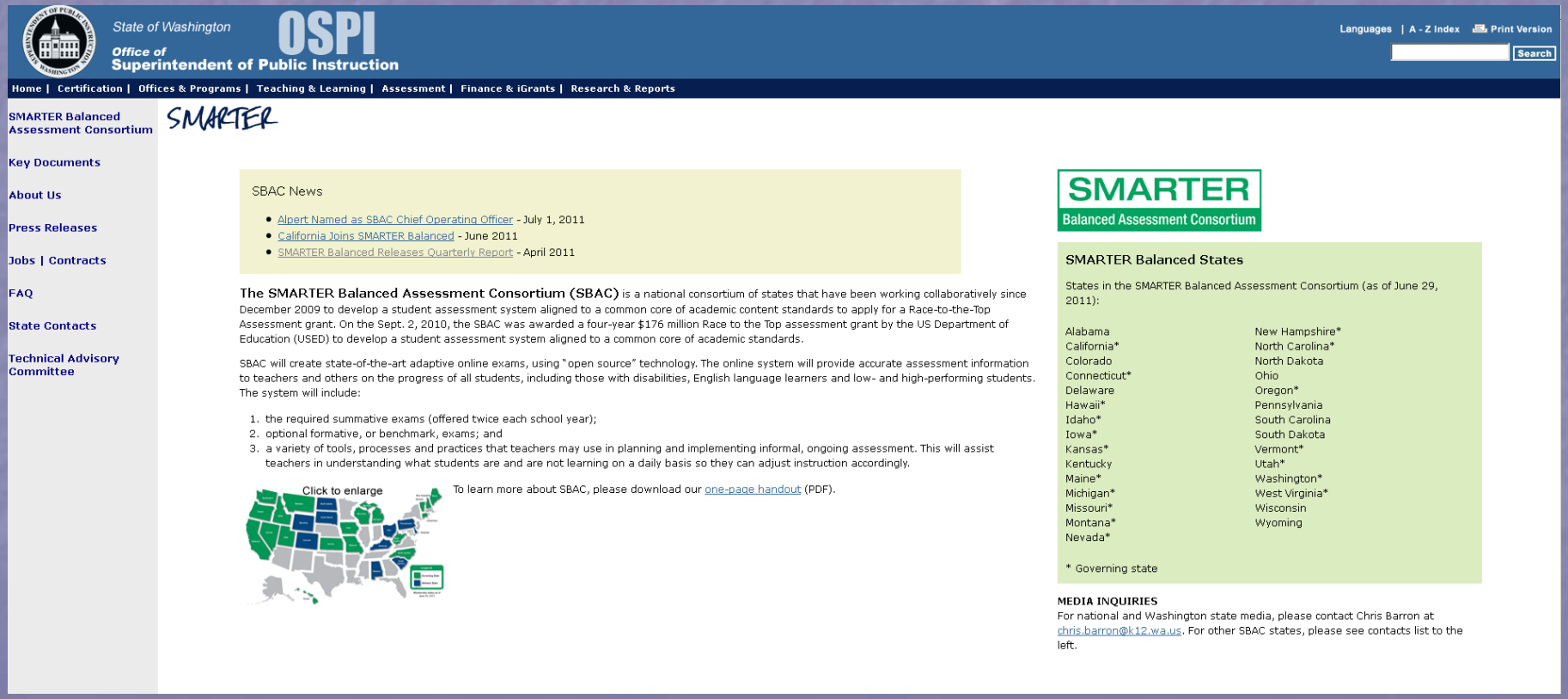
2012 MEAP and 2013 MME

- "... items that were based on the GLCE and the HSCE, but do not align to the new standards, are no longer included in Michigan's assessment programs. Care will be taken ... to assure students who are being taught the new standards will not be penalized on their MEAP or MME."
- "Field testing of items based on the new CCSS standards will occur as was done with past future-core items ... These items will not count in scores. Reporting will be based on the current content expectations."

Taken from a memo from Sally Vaughn, Deputy Superintendent/Chief Academic Officer, dated August 11, 2011, on the subject of the 2012 MEAP and 2013 MME.

SMARTER Balanced Assessment (SBAC) Beginning 2014-2015

http://www.k12.wa.us/SMARTER



State of Washington Office of Superintendent of Public Instruction OSPI

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SMARTER Balanced Assessment Consortium

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Technical Advisory Committee

SMARTER

SBAC News

- Alpert Named as SBAC Chief Operating Officer - July 1, 2011
- California Joins SMARTER Balanced - June 2011
- SMARTER Balanced Releases Quarterly Report - April 2011

The SMARTER Balanced Assessment Consortium (SBAC) is a national consortium of states that have been working collaboratively since December 2009 to develop a student assessment system aligned to a common core of academic content standards to apply for a Race-to-the-Top Assessment grant. On the Sept. 2, 2010, the SBAC was awarded a four-year $176 million Race to the Top assessment grant by the US Department of Education (USED) to develop a student assessment system aligned to a common core of academic standards.

SBAC will create state-of-the-art adaptive online exams, using "open source" technology. The online system will provide accurate assessment information to teachers and others on the progress of all students, including those with disabilities, English language learners and low- and high-performing students. The system will include:

1. the required summative exams (offered twice each school year);
2. optional formative, or benchmark, exams; and
3. a variety of tools, processes and practices that teachers may use in planning and implementing informal, ongoing assessment. This will assist teachers in understanding what students are and are not learning on a daily basis so they can adjust instruction accordingly.

Click to enlarge

To learn more about SBAC, please download our one-page handout (PDF).

SMARTER Balanced Assessment Consortium

SMARTER Balanced States

States in the SMARTER Balanced Assessment Consortium (as of June 29, 2011):

Alabama	New Hampshire*
California*	North Carolina*
Colorado	North Dakota
Connecticut*	Ohio
Delaware	Oregon*
Hawaii*	Pennsylvania
Idaho*	South Carolina
Iowa*	South Dakota
Kansas*	Vermont*
Kentucky	Utah*
Maine*	Washington*
Michigan*	West Virginia*
Missouri*	Wisconsin
Montana*	Wyoming
Nevada*	

* Governing state

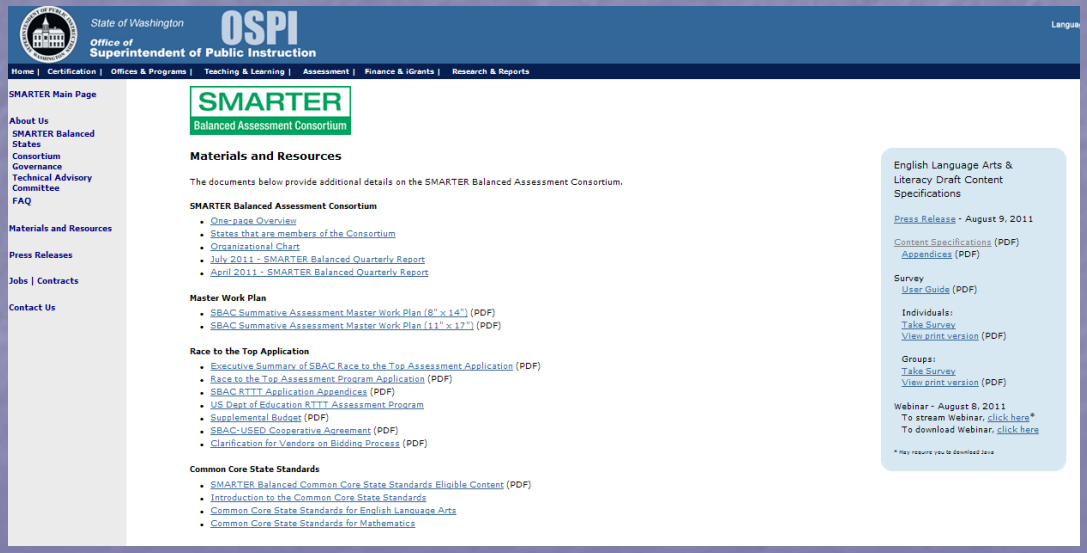
MEDIA INQUIRIES

For national and Washington state media, please contact Chris Barron at chris.barron@k12.wa.us. For other SBAC states, please see contacts list to the left.

Recent Postings on SBAC

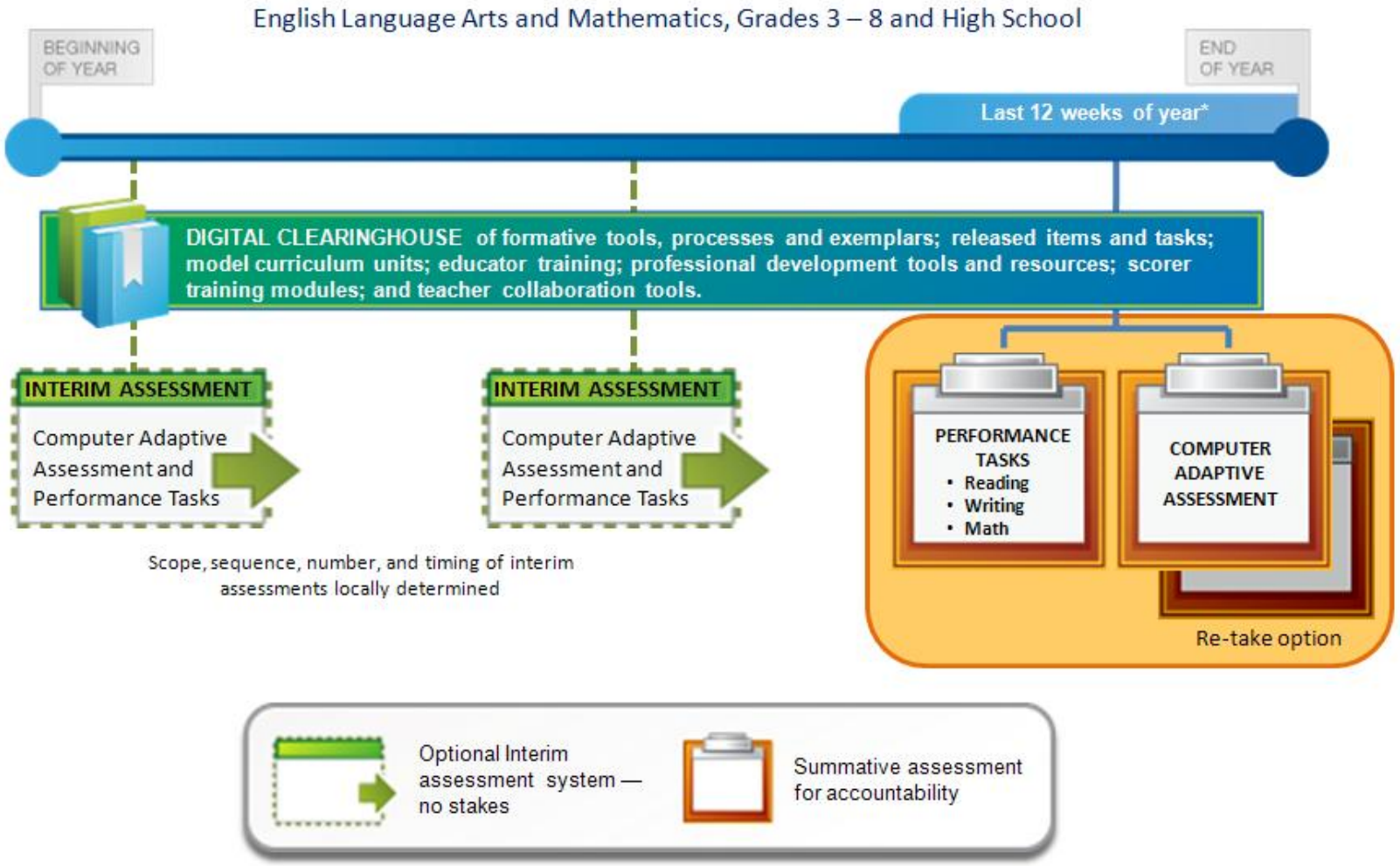
On the Materials and Resources Page:

- ELA DRAFT Content Specifications (8/9/2011)
- Math DRAFT Content Specification (12/9/2011)
- Quarterly Reports



The SBAC System

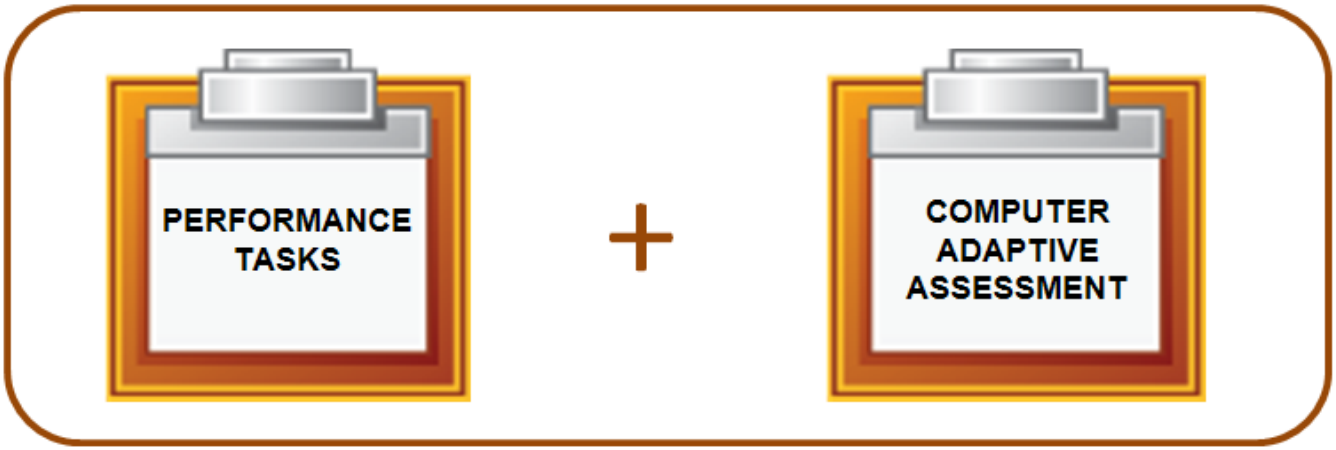
Center for K – 12 Assessment & Performance Management at ETS



Pascal (Pat) D. Forgione, Jr., Ph.D.
Center for K-12 Assessment and Performance Management at ETS

SBAC: Two Components of the Summative Assessment

Center for K–12 Assessment & Performance Management at ETS



- One reading task, one writing task and 2 math tasks per year
- Measure the ability to integrate knowledge and skills, as required in CCSS
- Computer-delivered, during final 12 weeks of the school year*
- Scored within 2 weeks

- A computer adaptive assessment given during final weeks of the school year*
- Multiple item types, scored by computer
- Re-take option, as locally determined

10-Mar-11

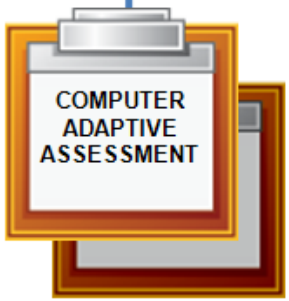
* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Pascal (Pat) D. Forgione, Jr., Ph.D.
Center for K-12 Assessment and Performance Management at ETS

SBAC: End-of-Year Assessment

Center for K–12 Assessment & Performance Management at ETS

- Composed of approximately 40 to 65 questions per content area.
- Uses adaptive delivery to provide maximally accurate scores across the full spectrum of student achievement and to increase student engagement.
- Includes selected-response, technology-enhanced constructed-response, and extended constructed-response items.
- Scores from items that can be scored immediately will be reported, and then updated as scores from those requiring human scoring or artificial intelligence are completed.
- A re-take option is available.



Re-take option

10-Mar-11

* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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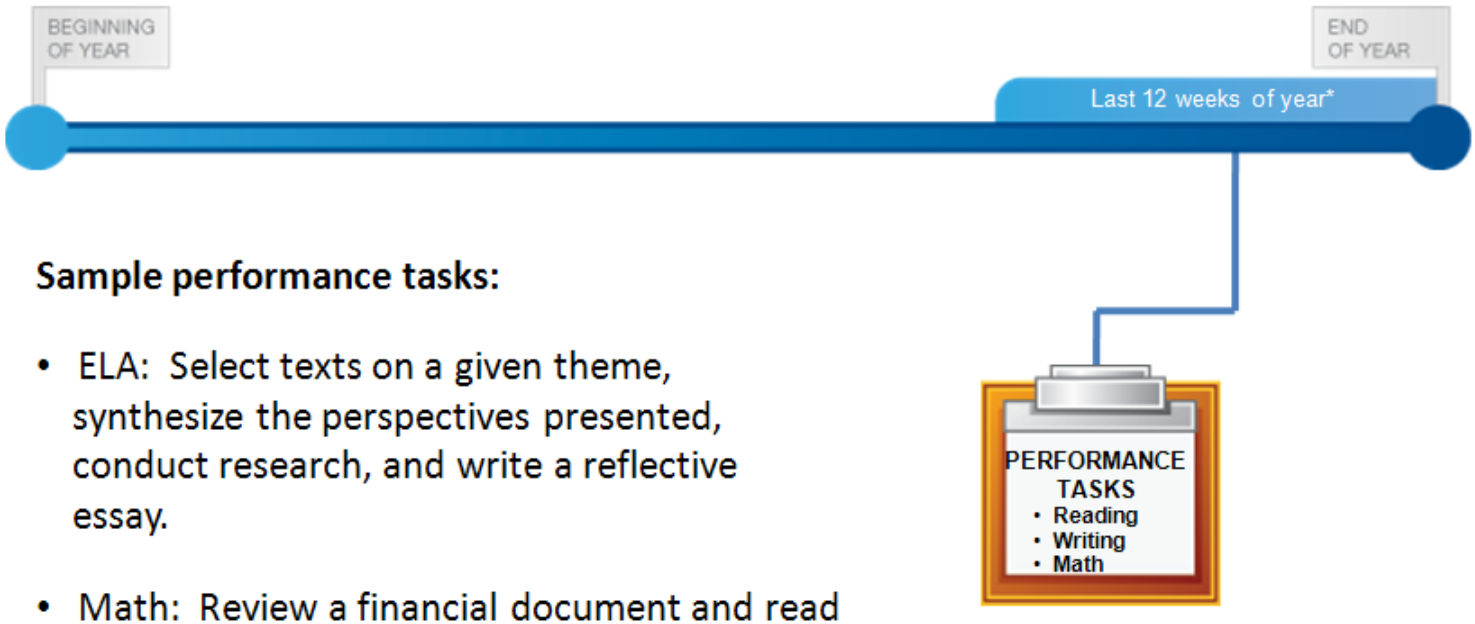
SBAC: Performance Tasks

Center for K – 12 Assessment & Performance Management at ETS



Sample performance tasks:

- ELA: Select texts on a given theme, synthesize the perspectives presented, conduct research, and write a reflective essay.
- Math: Review a financial document and read explanatory text, conduct a series of analyses, develop a conclusion, and provide evidence for it.
- Roughly half of the performance tasks for grades 9 through 11 will assess ELA or math within the context of science or social studies.

10-Mar-11

* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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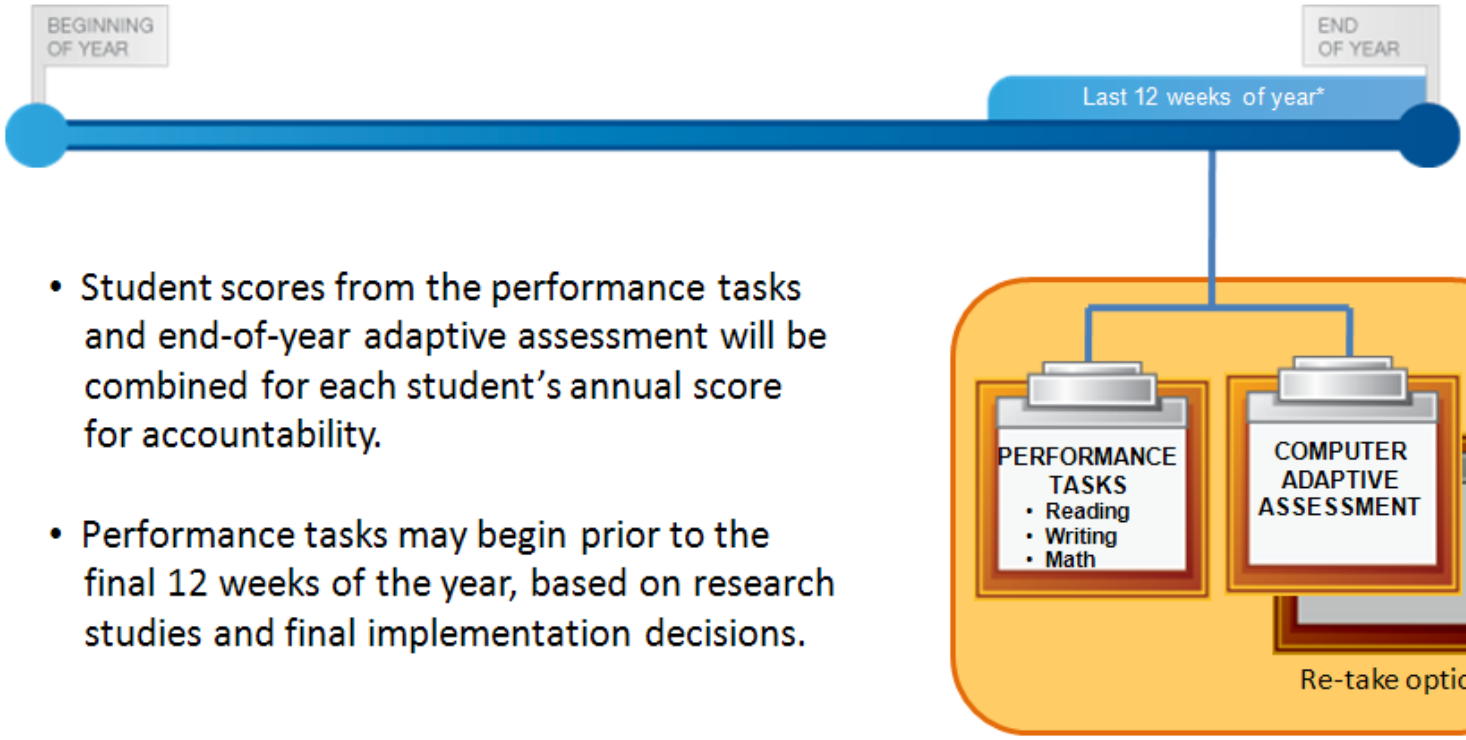
Center for K-12 Assessment and Performance Management at ETS

SBAC: Summative Components

Center for K–12 Assessment & Performance Management at ETS



- Student scores from the performance tasks and end-of-year adaptive assessment will be combined for each student's annual score for accountability.
- Performance tasks may begin prior to the final 12 weeks of the year, based on research studies and final implementation decisions.

Note: This Consortium will also investigate an alternative summative format in which the end-of-year adaptive assessment is replaced with a series of adaptive assessments, each of which assesses a smaller block of standards.

10-Mar-11

* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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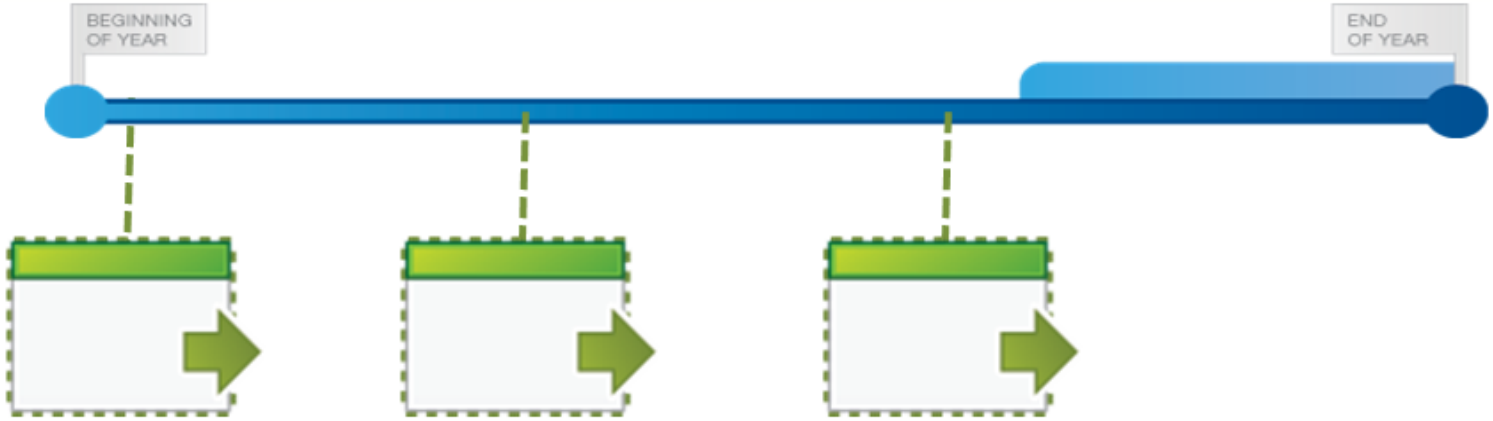
Center for K-12 Assessment and Performance Management at ETS

SBAC Supports:

Interim Assessment System

Center for K–12 Assessment & Performance Management at ETS



- Optional system of computer adaptive assessments
- The number, timing, and standards assessed (full grade level or smaller clusters) can be customized based on the local curriculum
- Includes multiple item types, similar to the end-of-year summative assessment, including performance tasks (delayed scoring)
- Reports of student results will link teachers to related student resources and teacher professional development resources

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Center for K-12 Assessment and Performance Management at ETS

SBAC Supports:
Comprehensive Electronic Platform

Center for K – 12 Assessment & Performance Management at ETS

DIGITAL CLEARINGHOUSE of formative assessments, released items and tasks, model instructional units, educator training and professional development tools and resources, scoring training modules, and teacher collaboration tools.

The system portal for information about the CCSS, SBAC, and assessment results:

- Reporting suite with differentiated tools available to students, educators, parents, and policymakers, with visualization tools
- Vetted instructional units and model curricula
- Research-based instructional strategies and interventions
- Issue-focused chat rooms
- Formative assessment items, released performance tasks, and rubrics
- Professional development modules and videos
- Item development/scoring training modules and tools

10-Mar-11

* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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Center for K-12 Assessment and Performance Management at ETS

Expected Test Construction

Number of Items	Administration Mode	Scoring Method
▪19-30 Selected response ▪3 Extended constructed response ▪7-18 Technology enhanced ▪1-6 Performance event	▪Computer adaptive: SR, ECR, TE ▪Computer delivered: teacher-administered performance event	▪Computer adaptive: automated computer scoring ▪Performance event: combination of AI and teacher

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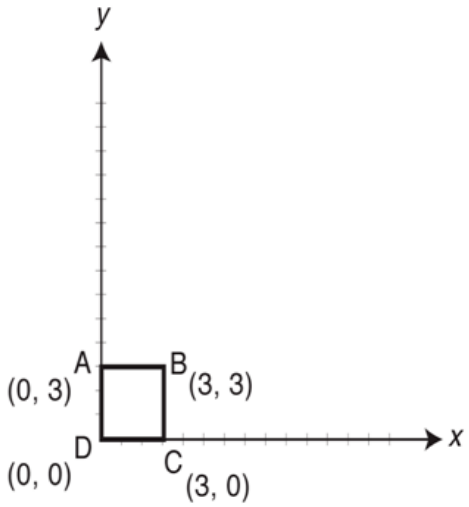
Sample Item • Selected Response

The diagram below shows four points that are connected to form square ABCD.



Square ABCD will be transformed into quadrilateral A′B′C′D′ using the rule $(x, y) \rightarrow (2x, 3y)$. What type of quadrilateral will image A′B′C′D′ be?

- a square
- a rectangle
- a rhombus
- a trapezoid

Next

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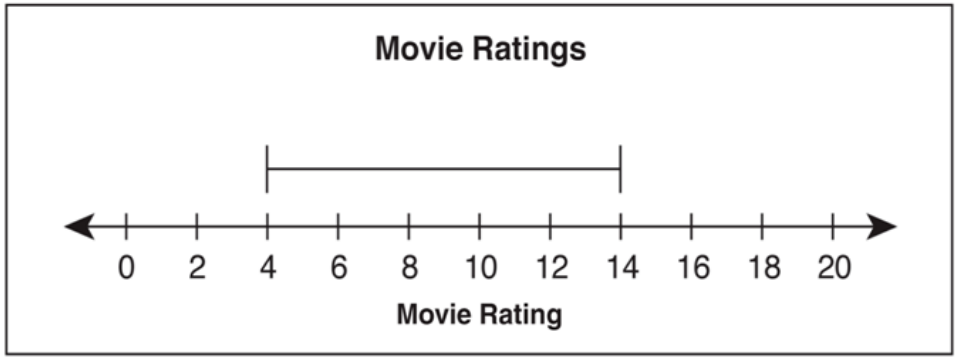
Sample Item • Technology Enhanced

Fifteen students watched a movie and rated the movie on a scale of 1 (very bad movie) to 20 (very good movie). Their ratings are shown in the table.

a. Using the data in the table, complete the box-and-whisker plot by adding the upper quartile, the lower quartile, and the median. A box will be formed with the three points indicated. You will be able to adjust the box once created if needed.

Click on the line to add the upper quartile, lower quartile, and median.



Submit

Movie Ratings

Student	Movie Rating
Andy	14
Bee	8
Cory	5
Doug	8
Jamal	5
Jasper	11
Jenn	12
Katie	13
Martin	9
Pat	11
Rose	13
Sam	4
Sofie	7
Thomas	12
Young	9

(*continued*)

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Sample Item • Performance Event

Gas Bills, Heating Degree Days, and Energy Efficiency

Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson's mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her $600 for this work and told her he was pretty sure that her gas bills would go down by "at least 10 percent each year." Since she had spent nearly $1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least $150 each winter (10% of $1,500) on her gas bills.

Ms. Johnson's gas bill in January 2007 was $240. When she got the bill for January 2008, she was stunned that the new bill was $235. If the new insulation was going to save only $5 each month, it was going to take a very long time to earn back the $600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged $1.20 per unit (total = $240). In 2008, she had used 188 units of heat but was charged $1.25 per unit (total = $235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the "heating degree days" listed on the bill might provide some insight.

Argon Energy Co.

Customer	Bill Date
Ms. Arlene Johnson	January 31, 2008
42 Bluebonnet Avenue	Account # 55-73342B
Columbus, OH 43205	Residential

Current Itemized Bill

December 30 reading actual	8300
January 31 reading actual	8488
Total units used January 2008	188
January 2008: 1108 heating degree days	
0 cooling degree days	
Price per unit @ $1.25	$235

Energy Use History

Total units used January 2007	200
January 2007: 1000 heating degree days	
0 cooling degree days	

TOTAL CURRENT CHARGES $235

(*continued*)

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Sample Item • Performance Event

a. Assess the cost-effectiveness of Ms. Johnson's new insulation and window sealing. You will need to research on "heating degree days" on the internet. In your response, you must do the following:

- Compare Ms. Johnson's gas bills from January 2007 and January 2008.
- Explain Ms. Johnson's savings after the insulation and sealing.
- Identify circumstances under which Ms. Johnson's January 2008 gas bill would have been at least 10% less than her January 2007 bill.
- Decide if the insulation and sealing work on Ms. Johnson's house was cost-effective and provide evidence for this decision.

Enter response here

Submit

(continued)

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Sample Item • Performance Event

b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:

- List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.
- Generalize the method of comparison used for Ms. Johnson's gas bills with a set of formulas, and provide an explanation of the formulas.
- Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.

When you have completed your pamphlet, upload it using the button below.

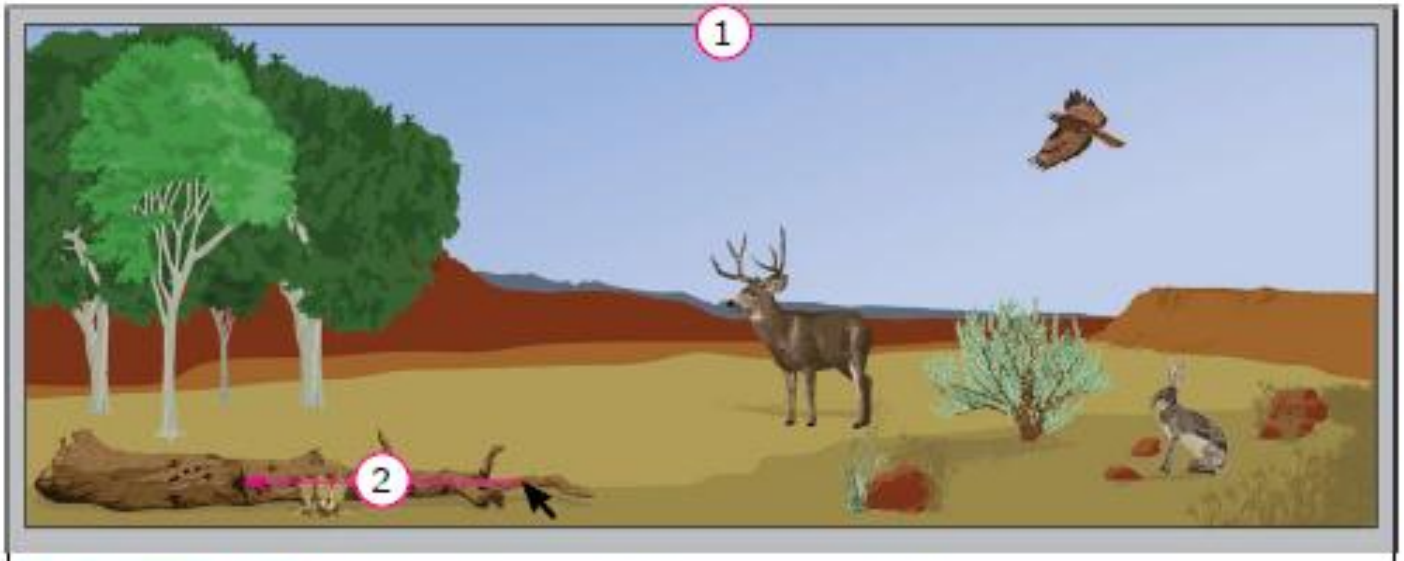
Select a file... Submit

Performance Event drawn from the Ohio Performance Assessment Project.

Look carefully at the Utah ecosystem shown. Sort the organisms in the ecosystem into three groups: producers, consumers, and decomposers.

There are two ways to explore the scene.
1. Move the mouse cursor over the scene to view organisms more closely.
2. Hover the mouse cursor over the name of an organism in the Word Bank to highlight the organism in the ecosystem.

Click and drag the names of organisms from the Word Bank to the correct places in the chart below.
- You may move the words in the chart after you have placed them.
- To complete the question, place all the organisms in the chart.



Word Bank
Bacteria
Cottonwood
Fungi
Grasses
Jackrabbit
Mule deer
Red-tailed hawk
Sagebrush

Producers	Consumers	Decomposers

Clear all

Example of technology-enhanced item
MDE Rollout Files

*Watch the video of an actual roller coaster ride and the animation showing the same roller coaster. You will be asked to determine at what point the roller coaster car has the most **kinetic** energy.*

Select the activity you would like to do. Then use controls below the images to view the video or the animation:

At what point does the roller coaster car have the greatest amount of kinetic energy?

To answer, select "Answer Space." Then click on the red roller coaster track in the answer space to show the correct location. To change your answer, click on a different point along the red roller coaster track.

How will the test compare to the MME and MEAP tests?

- MME – some changes, esp. performance tasks
- MEAP – significantly more challenging
- On the NWEA testing scale:
  - Colorado, Wisconsin, and Michigan have the LOWEST proficiency standards in **reading**, while South Carolina, California, Maine, and Massachusetts have the highest
  - Colorado, Illinois, Michigan, and Wisconsin have the lowest **math** standards whereas South Carolina, Massachusetts, California, and New Mexico have the highest
- The NEW Cut Scores closed this gap for Michigan

How much more difficult might the test be?

Michigan's online initiatives

- Pilot in 2006
- Pilot in 2011 (English Language Proficiency)
- Pilot in 2012 (Alternate Assessments - Dynamic Learning Maps Alternate Assessment Consortium for 1% of population)
- Pilots leading up to operational adoption of SMARTER/Balanced Assessment Consortium products in 2014/15

"All challenges will be resolved by 2014-15"

~MDE

Spring of 2010, Michigan 11th graders

Joseph A. Martineau, Ph.D., Director of Educational Assessment & Accountability, MDE, February, 2011

100% of students in Reading

100% of students in Mathematics

Approximate Percent Correct - Mathematics

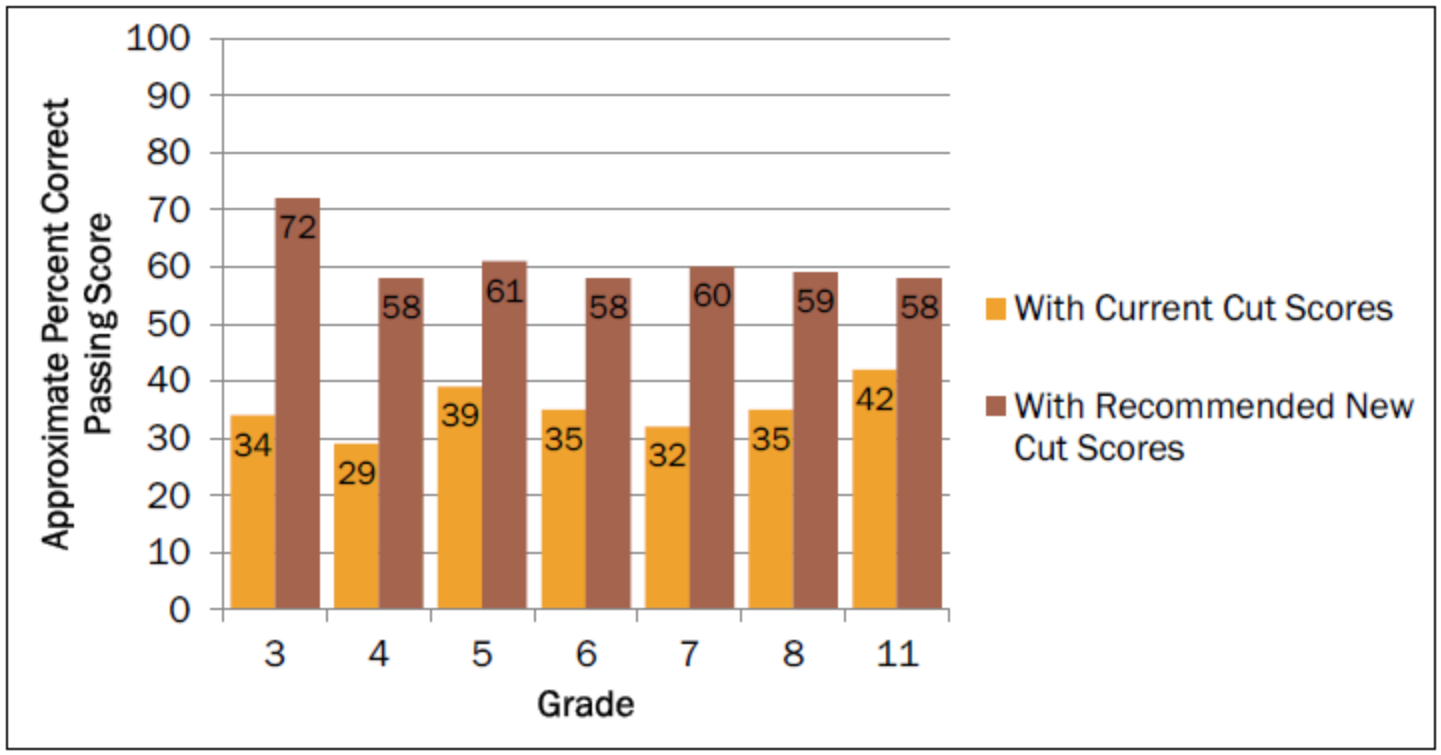


Figure D1. Approximate Percent Correct Scores Required to Pass MEAP and MME Mathematics with Existing and Recommended New Cut Scores.

Memorandum from Superintendent Mike Flanagan to State Board of Education
September 6, 2011

Approximate Percent Correct - Reading

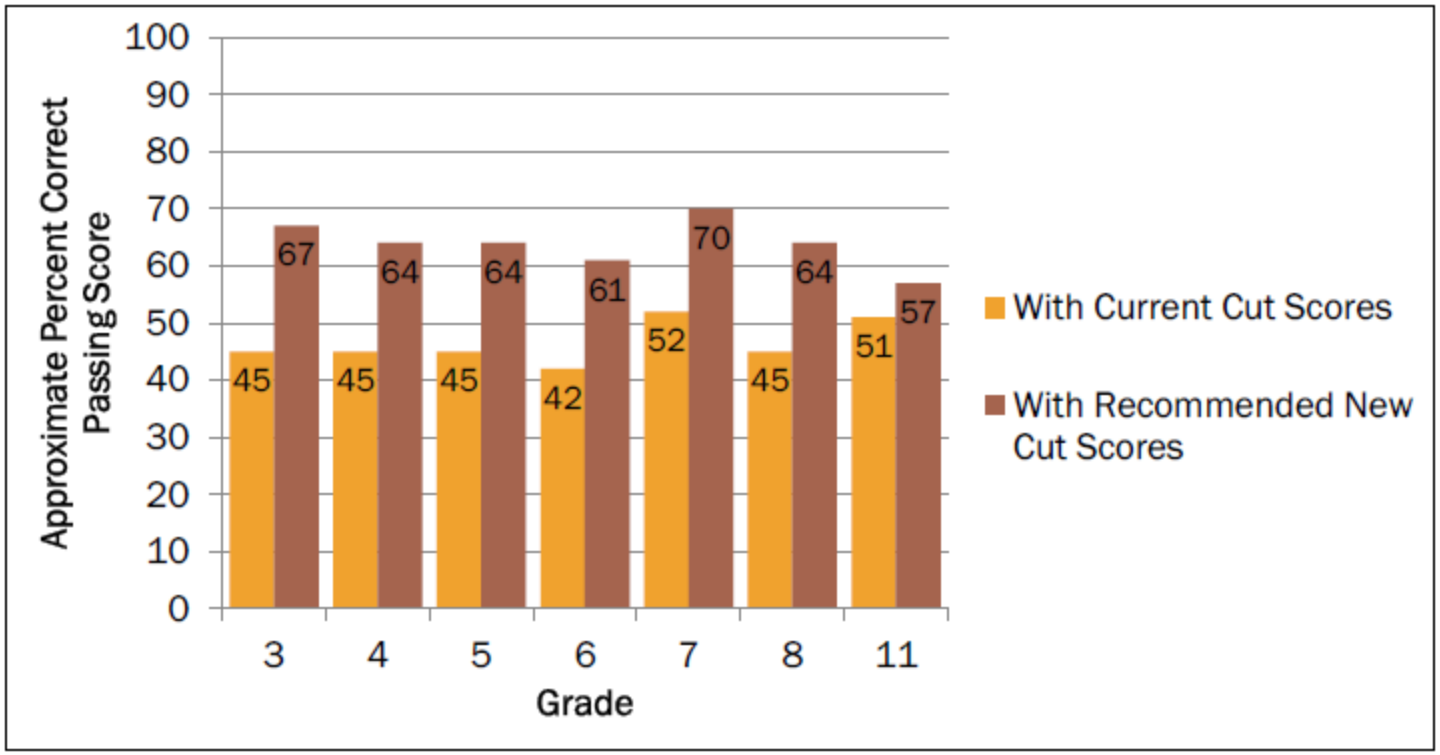


Figure D2. Approximate Percent Correct Scores Required to Pass MEAP and MME Reading with Existing and Recommended New Cut Scores.

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September 6, 2011

Approximate Percent Correct – Science???

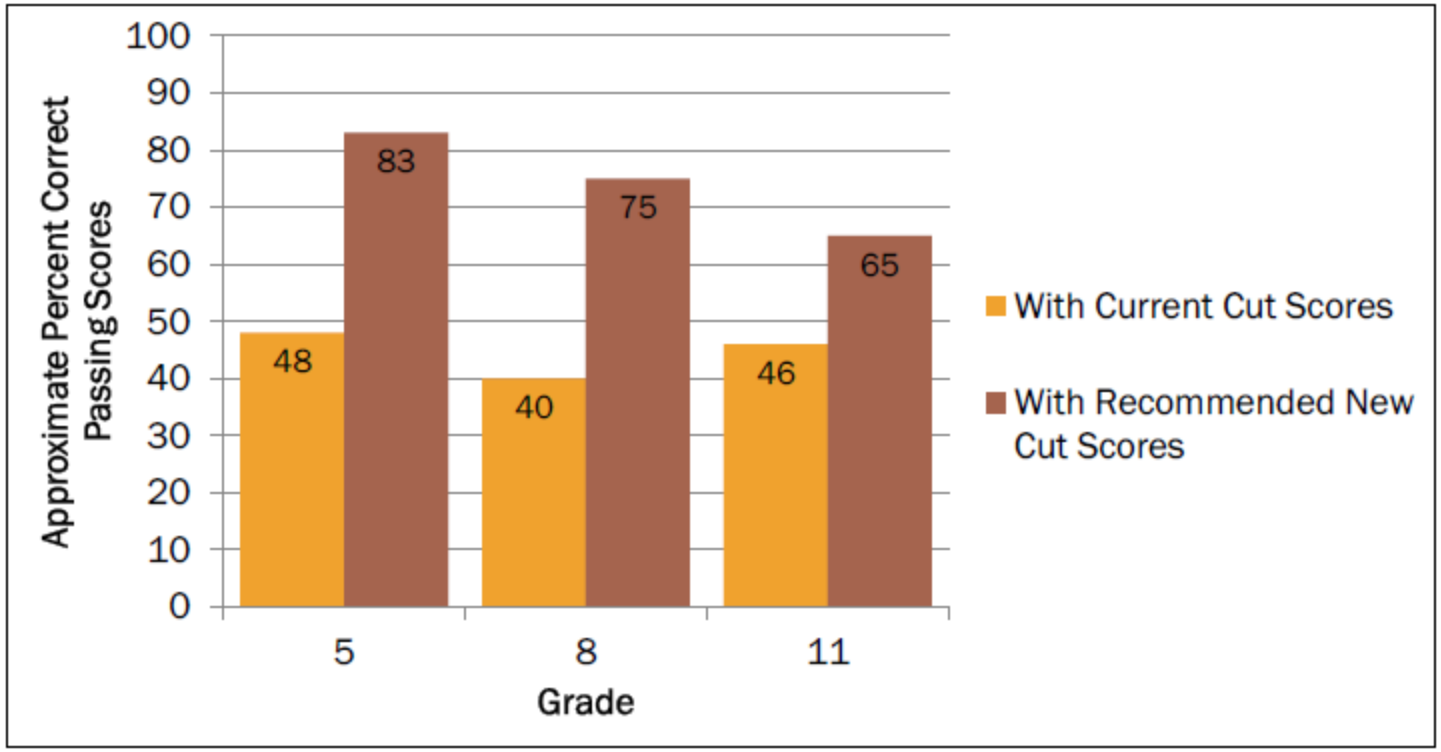


Figure D3. Approximate Percent Correct Scores Required to Pass MEAP and MME Science with Existing and Recommended New Cut Scores.

Memorandum from Superintendent Mike Flanagan to State Board of Education
September 6, 2011

Approximate Percent Correct – Social Studies???

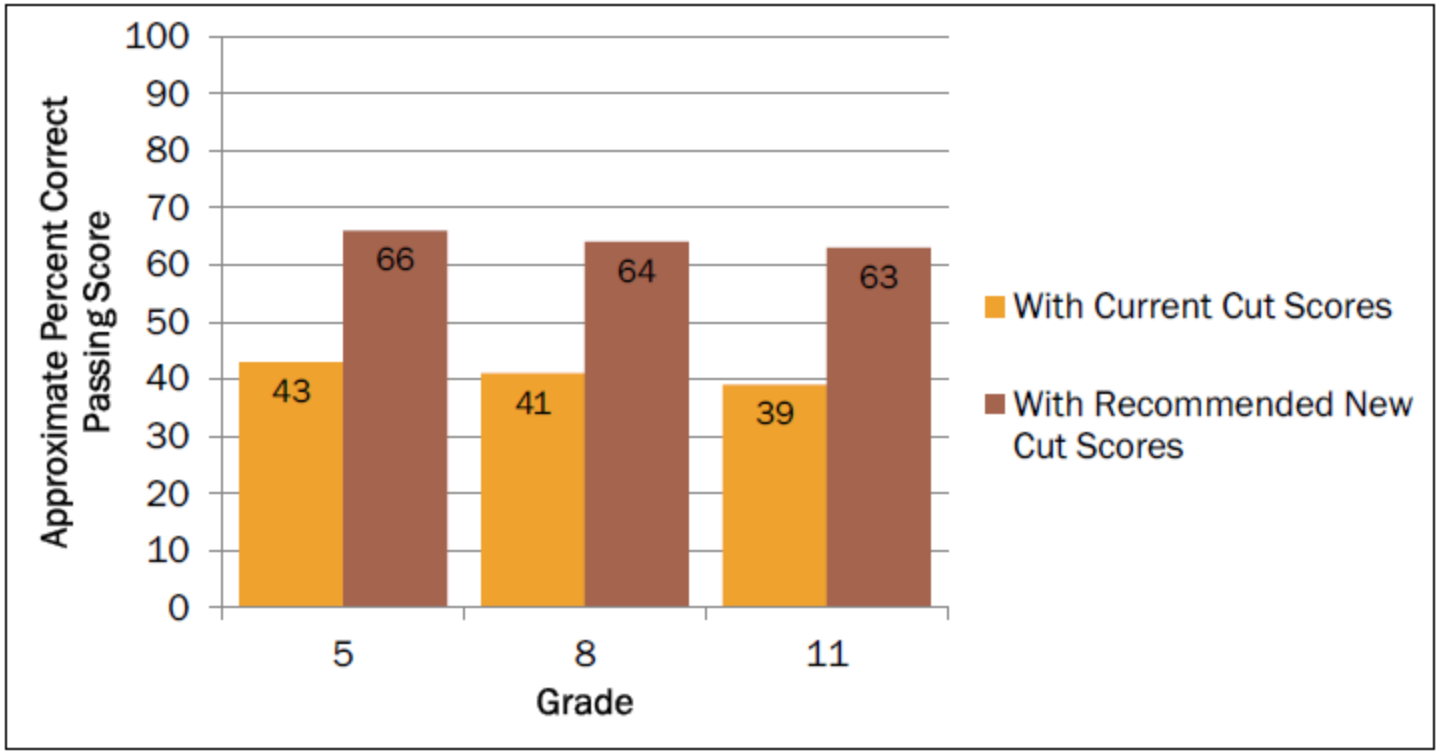


Figure D4. Approximate Percent Correct Scores Required to Pass MEAP and MME Science with Existing and Recommended New Cut Score.

Memorandum from Superintendent Mike Flanagan to State Board of Education
September 6, 2011

Statewide Impact - Mathematics

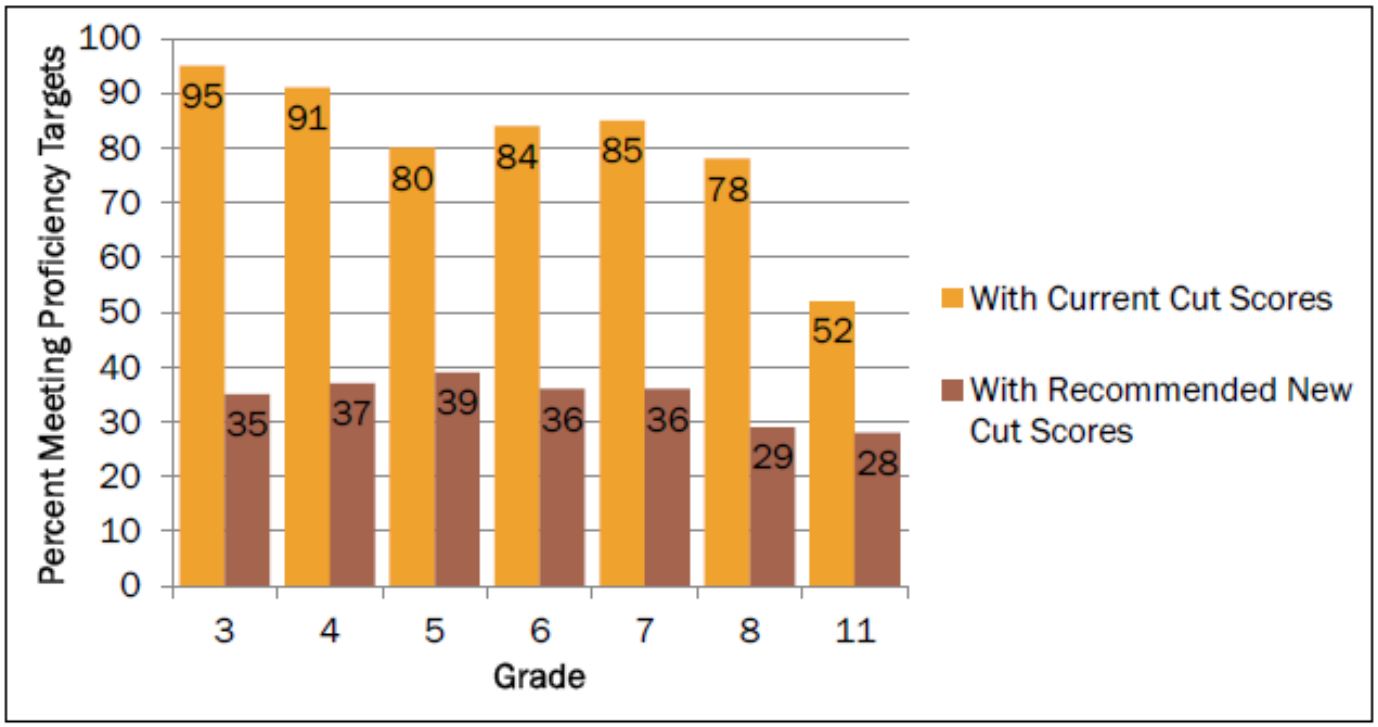
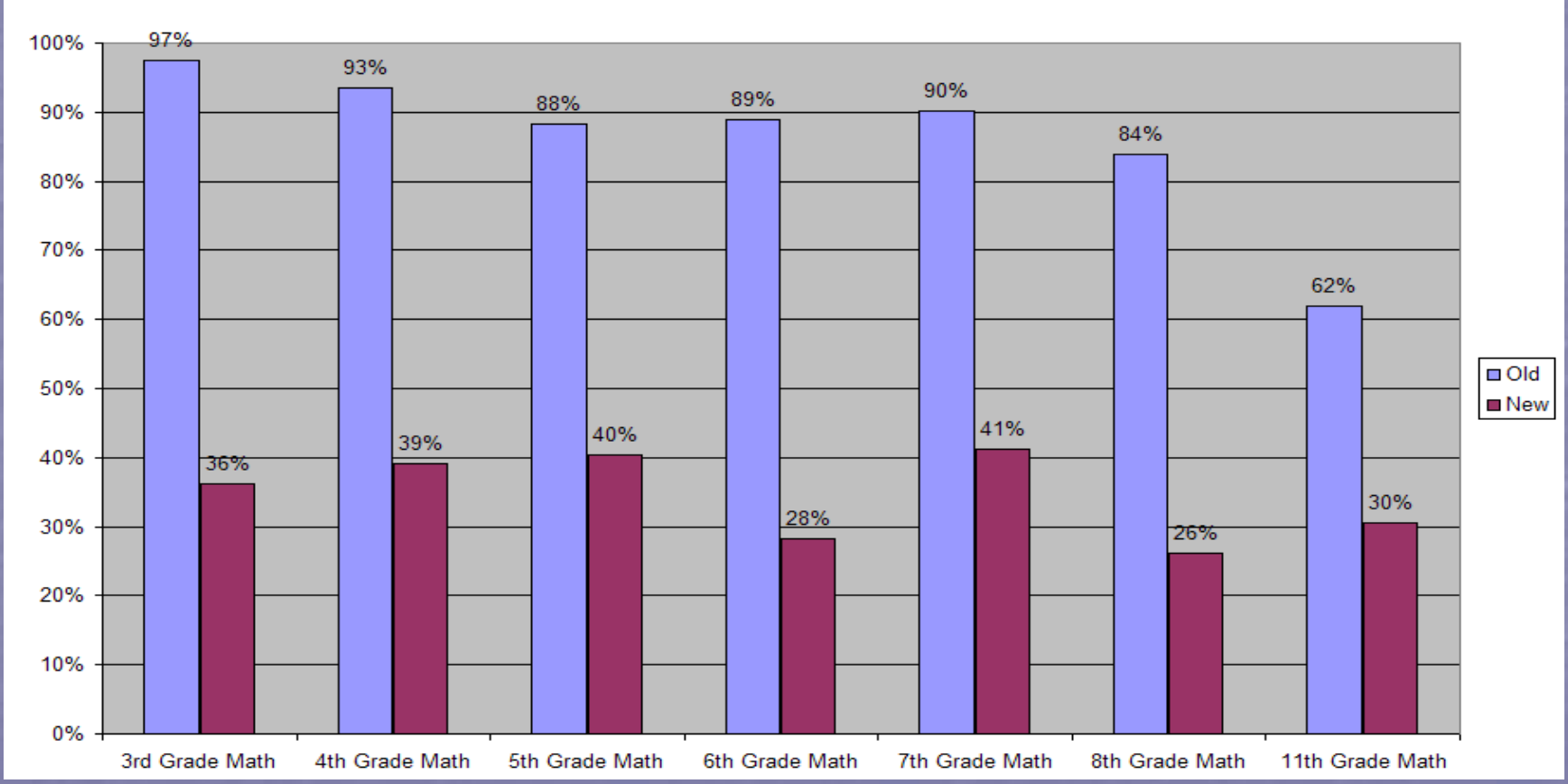


Figure B1. Comparison of 2010-11 Percentages Meeting Mathematics Proficiency Targets Using Old Cut Scores and Recommended New Cut Scores.

Memorandum from Superintendent Mike Flanagan to State Board of Education
September 6, 2011

Huron County Impact - Mathematics



Statewide Impact - Reading

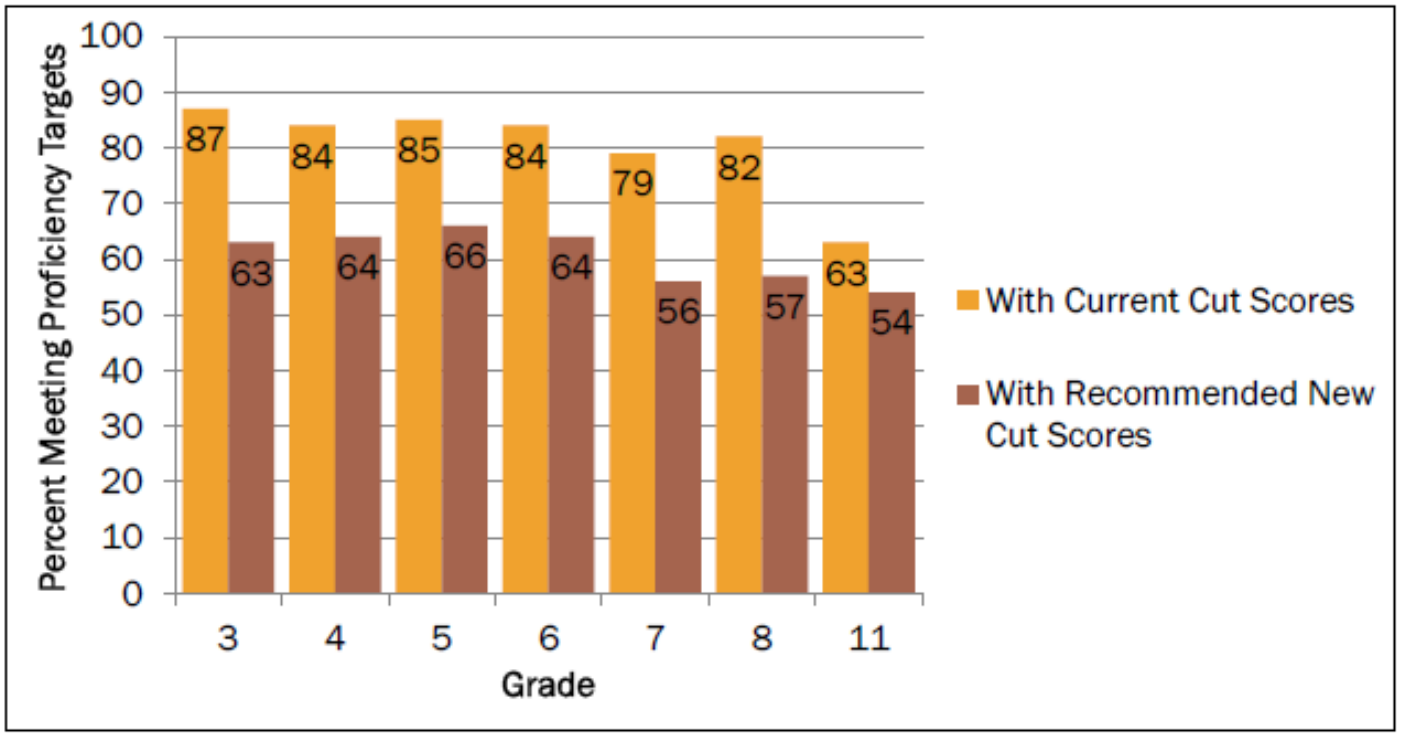
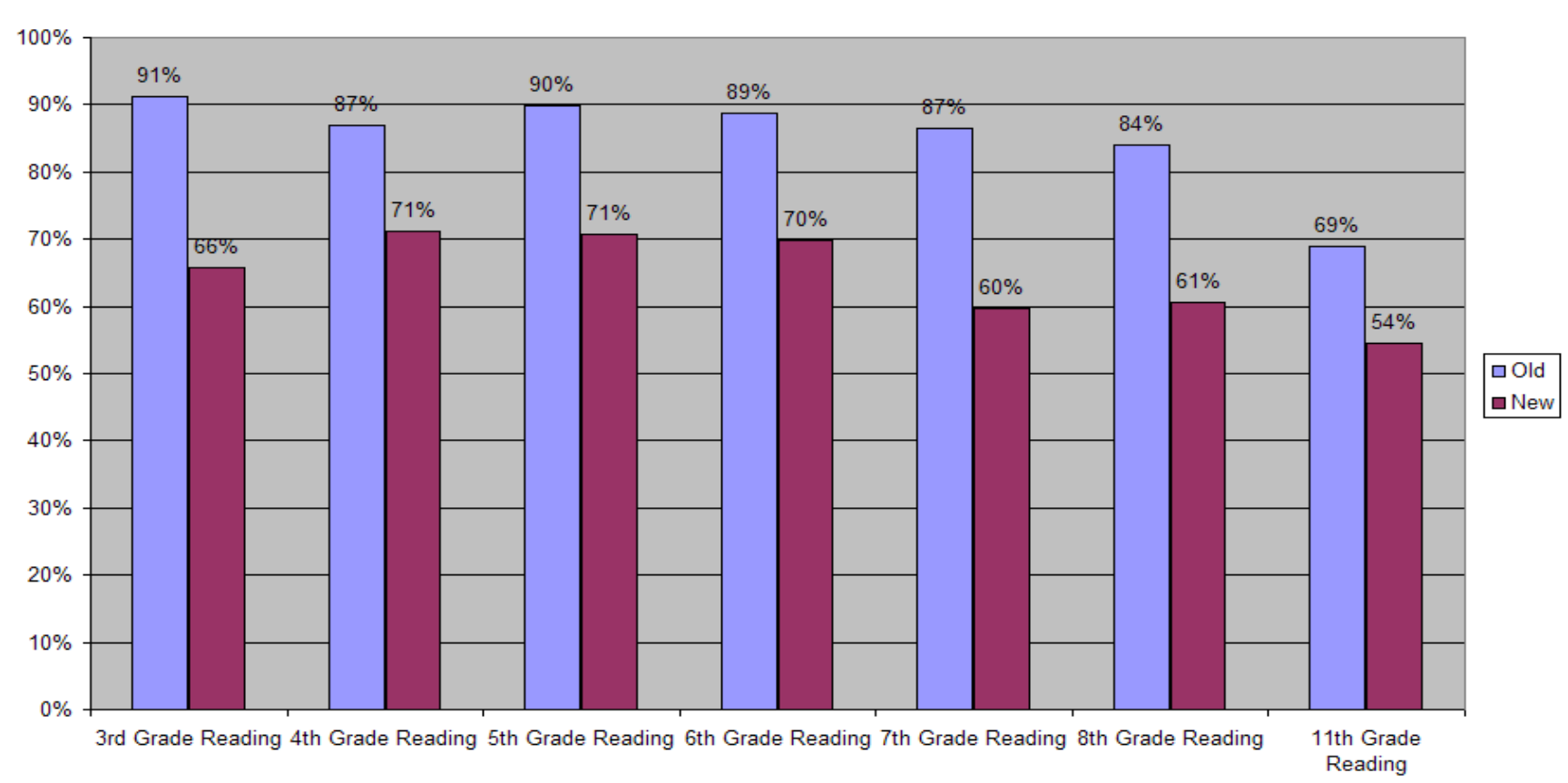


Figure B2. Comparison of 2010-11 Percentages Meeting Reading Proficiency Targets Using Old Cut Scores and Recommended New Cut Scores.

Memorandum from Superintendent Mike Flanagan to State Board of Education
September 6, 2011

Huron County Impact - Reading



Statewide Impact - Science

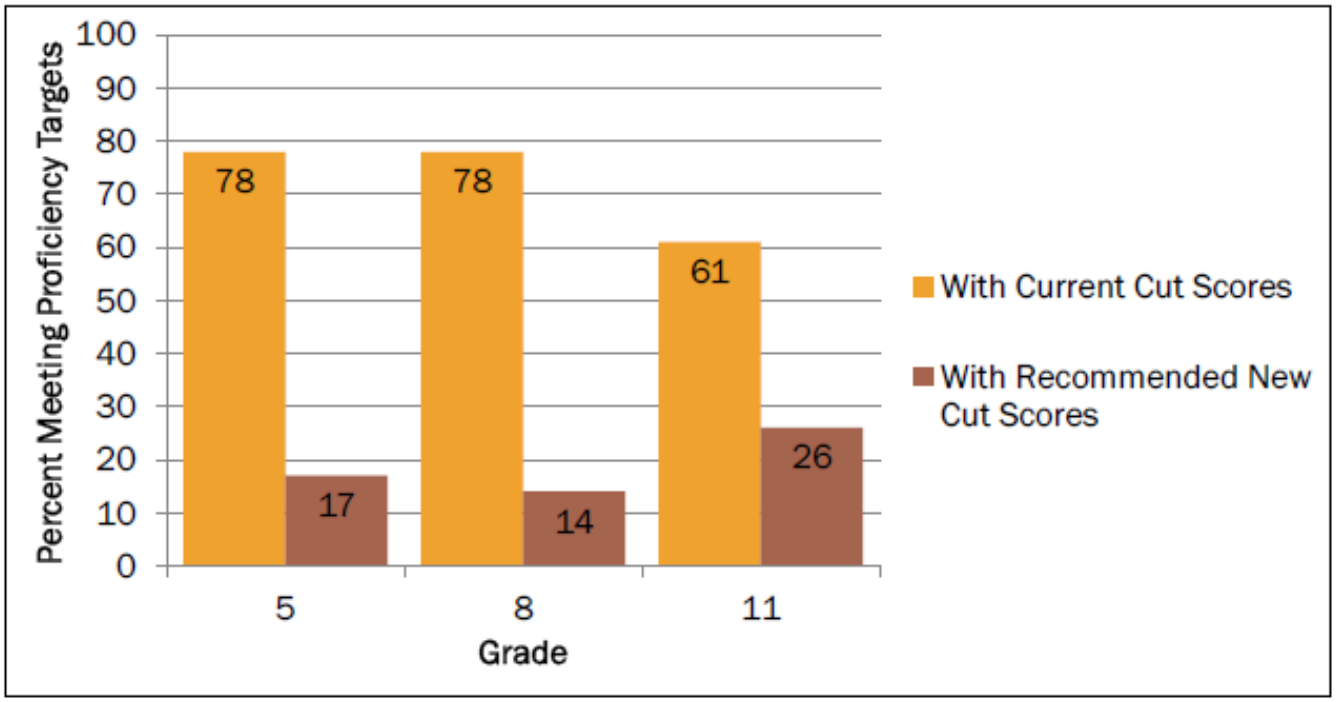
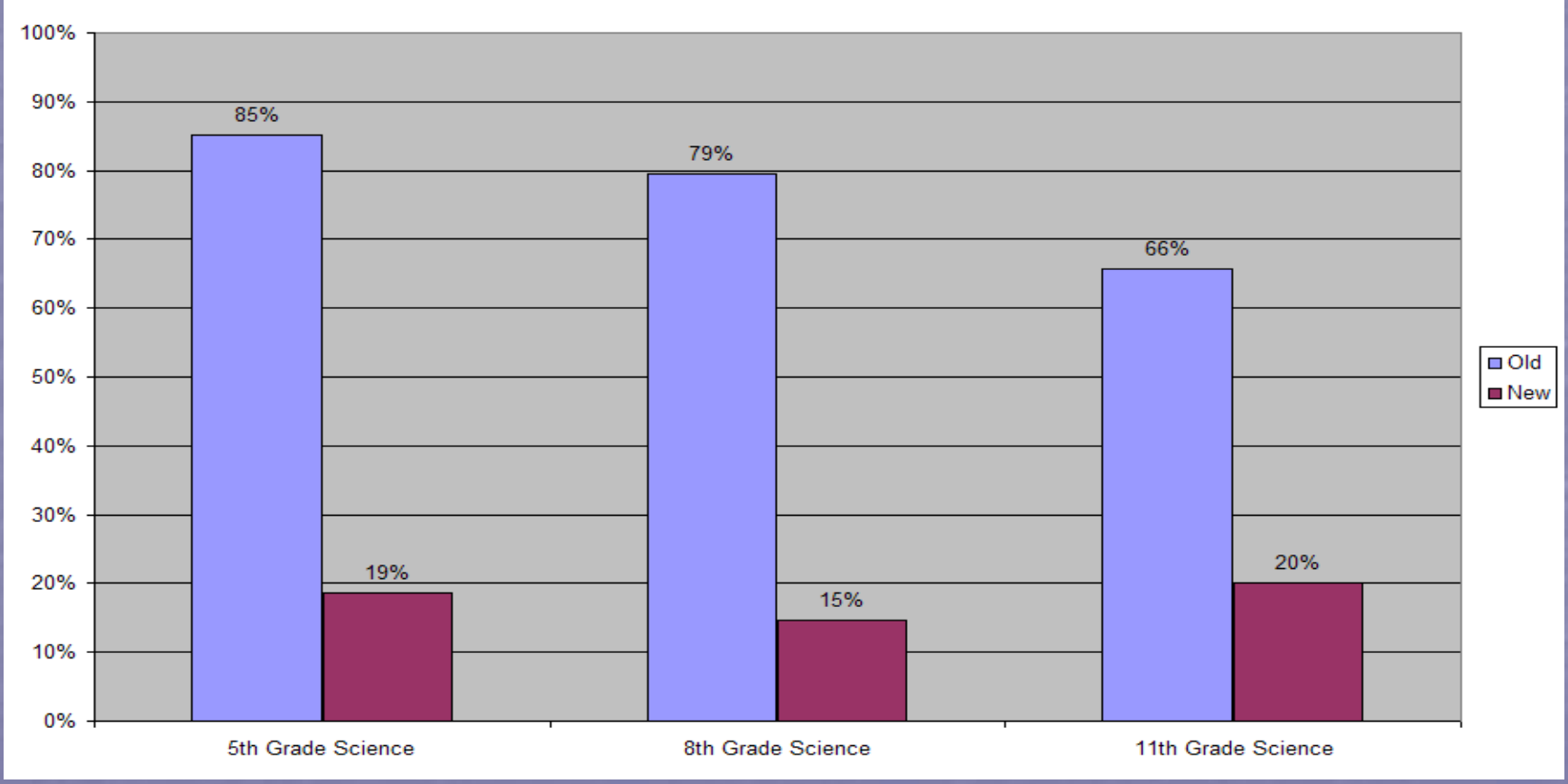


Figure B3. Comparison of 2010-11 Percentages Meeting Science Proficiency Targets Using Old Cut Scores and Recommended New Cut Scores.

Memorandum from Superintendent Mike Flanagan to State Board of Education
September 6, 2011

Huron County Impact - Science



Statewide Impact – Social Studies

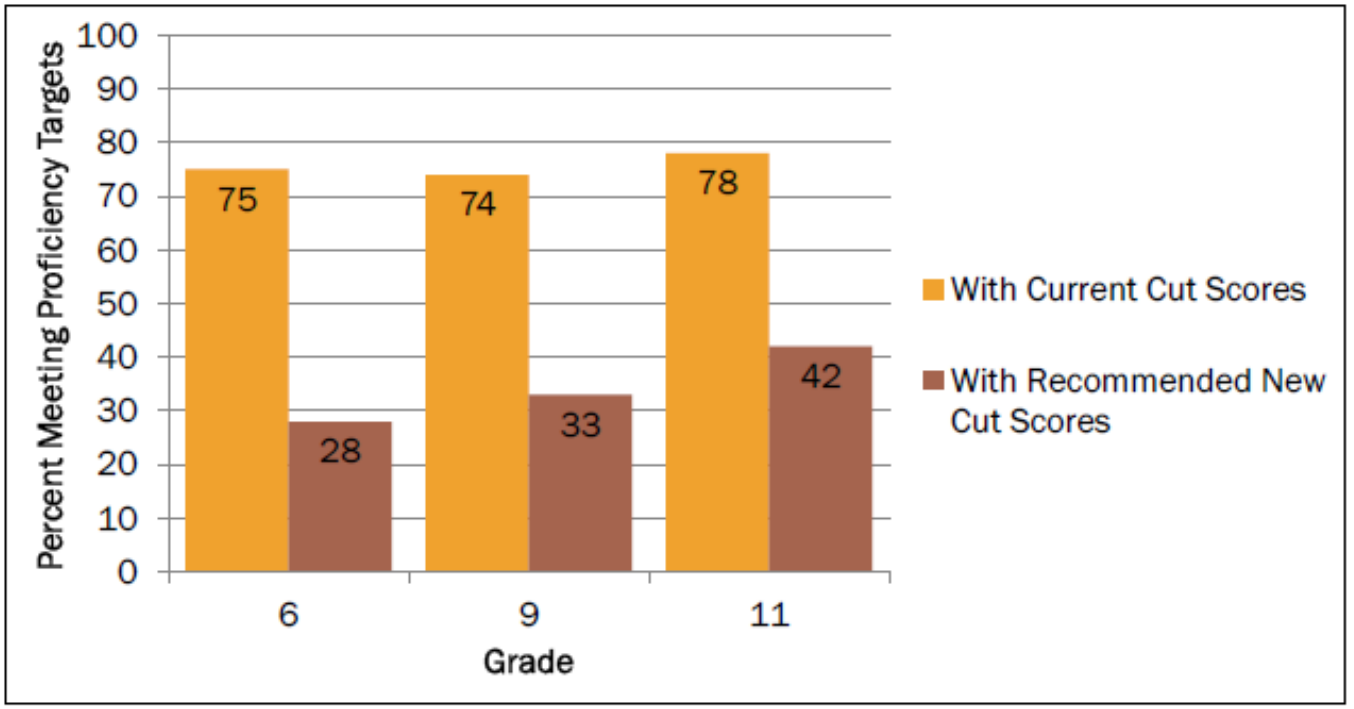
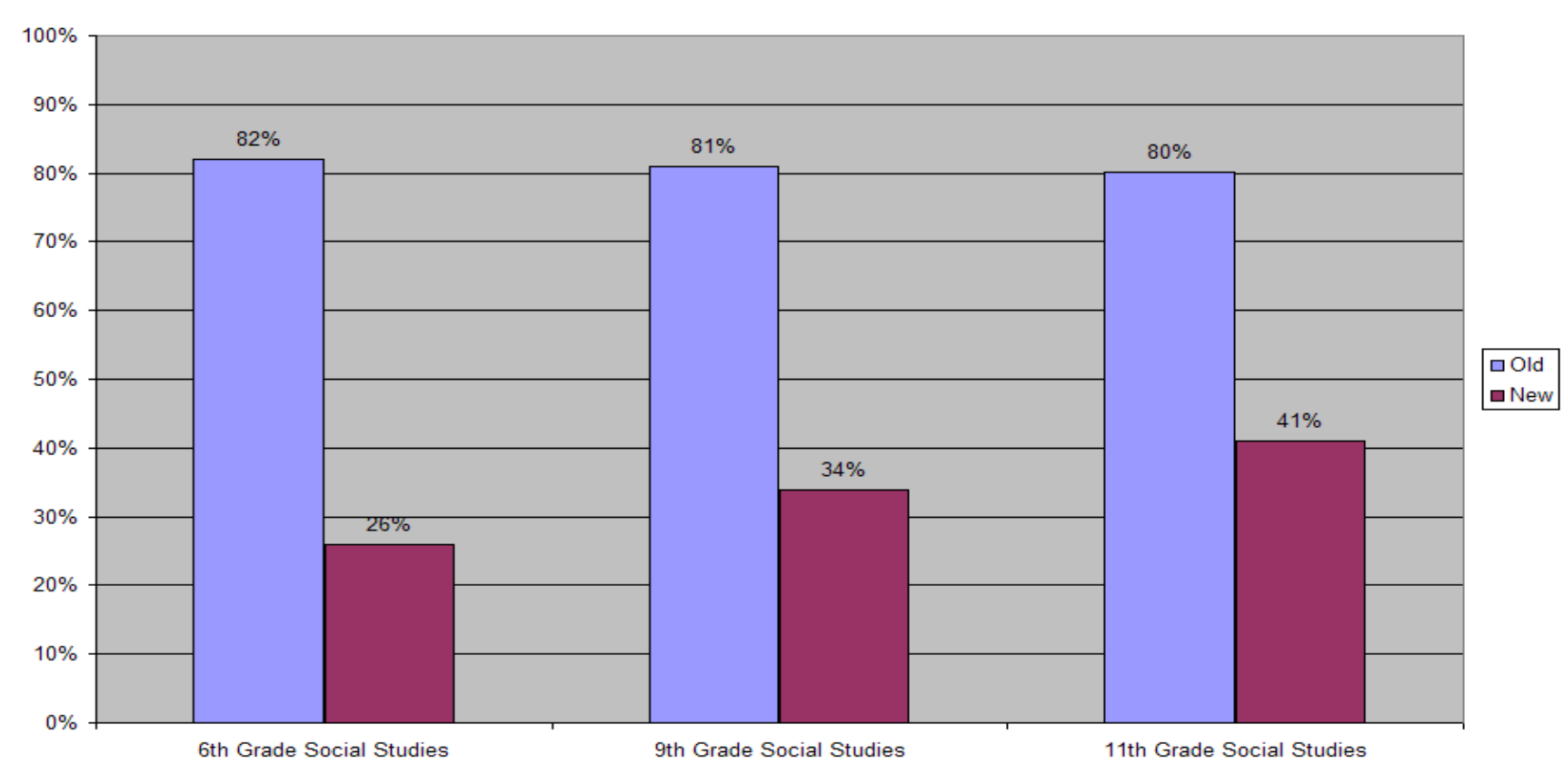


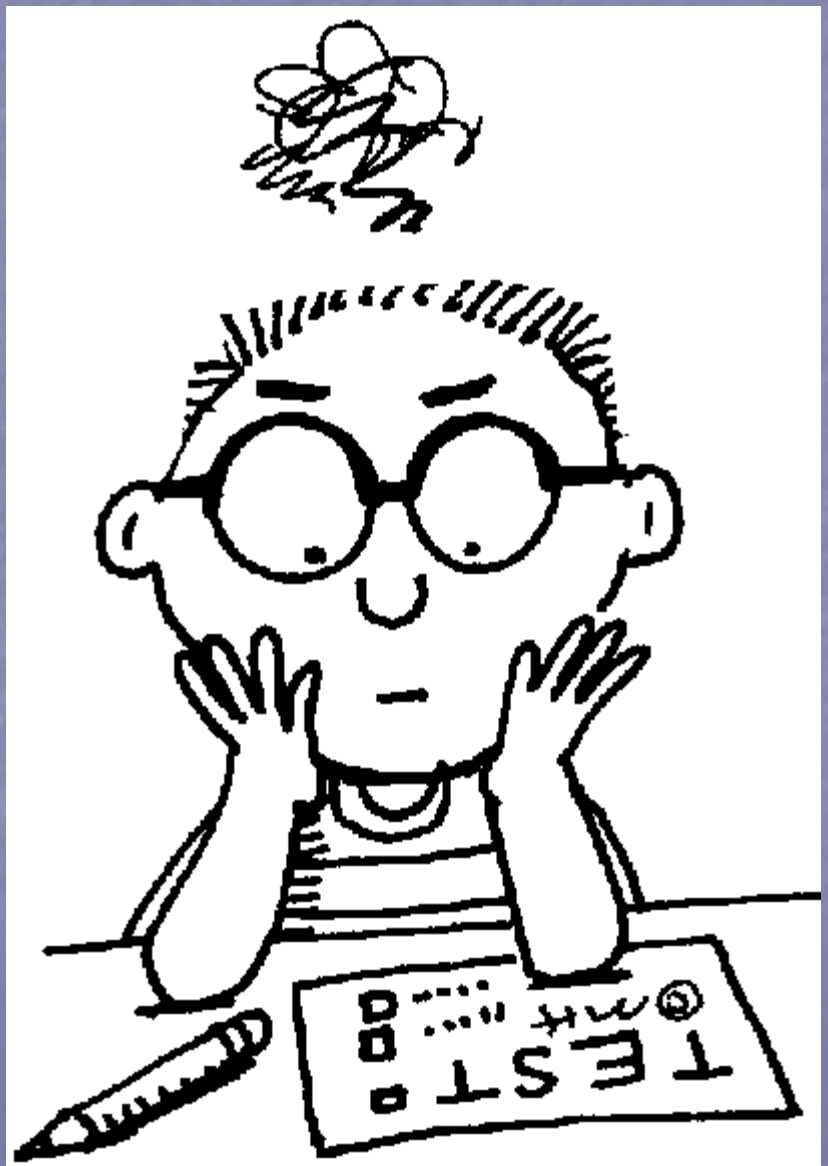
Figure B4. Comparison of 2010-11 Percentages Meeting Social Studies Proficiency Targets Using Old Cut Scores and Recommended New Cut Scores.

Memorandum from Superintendent Mike Flanagan to State Board of Education
September 6, 2011

Huron County Impact – Social Studies



And now, a little test!



The Common Core State Standards:

a. Provide a common definition of college and career readiness in ELA and Mathematics.

b. Are national standards.

c. Contain content that is quite different from Michigan's current GLCEs and HSCEs.

d. All of the above

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MICHIGAN Department of Education

The Common Core State Standards:

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COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MICHIGAN Department of Education

The Common Core State Standards:

a. Are internationally benchmarked.

b. Provide alternate standards for ELL and SWD.

c. Detail all content that should be taught at each grade level.

d. All of the above

COMMON CORE STATE STANDARDS INITIATIVE

MICHIGAN Department of Education

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COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MICHIGAN Department of Education

The Common Core State Standards

for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

a. Recommend certain content, such as classic myths, Shakespeare, and foundational US documents.

b. Use the CCR standards as anchor standards across all grade levels.

c. Insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within a school.

d. All of the above

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MICHIGAN Department of Education

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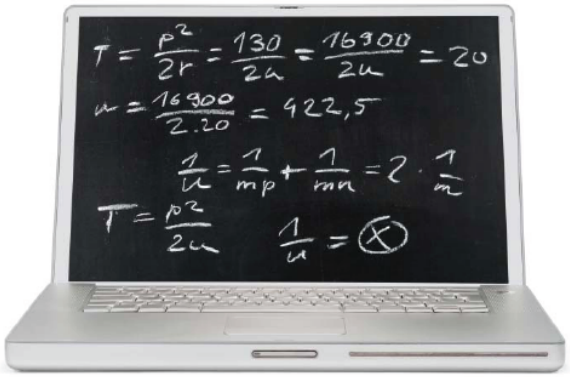
COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MICHIGAN Department of Education

The Common Core State Standards

for Mathematics:



a. Emphasize procedural skill over conceptual understanding.

b. Incorporate the CCR standards into the standards for high school.

c. Contain content that is typically found in advanced courses such as Calculus.

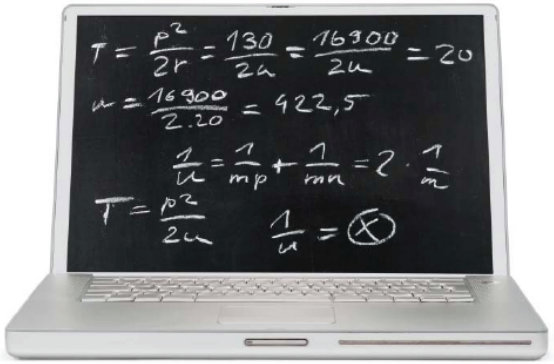
d. All of the above

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MICHIGAN Department of Education

The Common Core State Standards

for Mathematics:



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COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MICHIGAN Department of Education

Districts should have

The Common Core State Standards

fully implemented by:

a. Yesterday.

b. Next month.

c. 2011-12 school year.

d. The 2014-2015 school year.

Districts should have

The Common Core State Standards

fully implemented by:

a. Yesterday.

b. Next month.

c. **2011-12 school year.**

d. **The 2014-2015 school year.**

Learning the New Standards

What will you need in order to utilize the new standards?

- CCSS Print Resources
- Time with Department/Grade Level Team
- Study the standard
- Check current instructional plans and resources for compatibility
- Create updated plans

ELA, and literacy in Social Studies, Science, and Technical Subjects

COMMON CORE STATE STANDARDS FOR

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

Three Appendices

COMMON CORE STATE STANDARDS FOR

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

Appendix A:

Research Supporting
Key Elements of the Standards

Glossary of Key Terms

COMMON CORE STATE STANDARDS FOR

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

Appendix B: Text Exemplars and
Sample Performance Tasks

COMMON CORE STATE STANDARDS FOR

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

Appendix C: Samples of Student Writing


MATH

COMMON CORE STATE STANDARDS FOR

Mathematics

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

COMMON CORE STATE STANDARDS FOR

Mathematics

Appendix A:

Designing High School Mathematics Courses Based on the Common Core State Standards

- Available at www.hisd.k12.mi.us
- Indicate how each standard will be taught, resources needed, and assessment

Common Core State Standards Implementation Plan for 5th Grade_____

Common Core State Standard	What I will teach each marking period				How it will be taught	Resources needed	How it will be assessed
	1st	2nd	3rd	4th			
Reading Standards For Literature							
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.							
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.							
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).							

Other Resources

Benchmarking for Success:

Ensuring U.S. Students Receive a World-Class Education

A report by the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc.

National Institute for Literacy

What Content-Area Teachers Should Know About Adolescent Literacy

National Institute of Child Health and Human Development (NICHD)

COLLEGE READINESS

Reading Between the Lines

What the ACT Reveals About College Readiness in Reading

ACT®

To print copies of the materials, go to http://www.corestandards.org/

What's next? Get into groups!

- Staff who teach Science, Social Studies and other technical subjects requiring reading and/or writing, grouped by subject and elementary or secondary
- ELA Staff, grouped by K-2, 3-5, 6-8, 9-12
- Math Staff grouped by K-2, 3-5, 6-8, 9-12

- All others…

ELA and Literacy for teachers of Social Studies, Science, and Other Subjects

Break Out Session

COMMON CORE STATE STANDARDS FOR

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

Three Appendices

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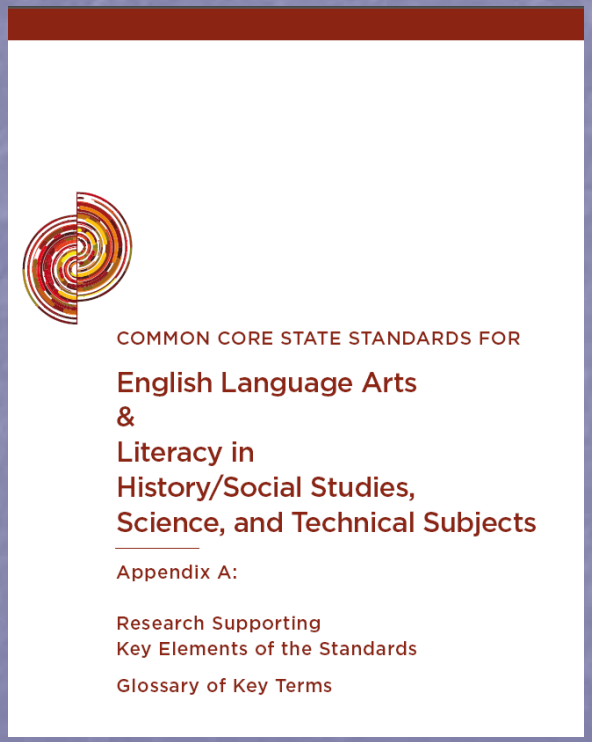
Appendix C: Samples of Student Writing

Research Base and Glossary



1. Text Complexity

- Who does well in college courses requiring intensive reading? ACT study showed "… the clearest differentiator was students' ability to answer questions associated with **complex*** texts."

*Emphasis added

1. Text Complexity, cont.

- Over the past 50 years, college textbooks have held steady or increased in difficulty
- Gr. 1, 6, and (especially) 11 reading texts have decreased in difficulty over the same period

1. Text Complexity, cont.

- Students do not leave high school with sufficient independent reading skills
- Only 7-15% of instructional reading material in elementary and middle school is expository, but the vast majority of the reading required in college is expository.

Determining Text Complexity

- Inconsistent methods used in past
- CCSS text complexity based on a three-part model
  - Levels of Meaning (literary) or Purpose (informational)
  - Structure
  - Language Conventionality and Clarity
  - Knowledge Demands
- Review page 6 and 10

2. Reading Foundational Skills

- Sequence should be well-known by teachers of Grades K-5, by special educators K-12, and Grade 6-12 teachers serving students with inefficient or inaccurate decoding skills

Take 5

- Review pages 17-22
- Confident of your own knowledge base?
  - Yes – great!
  - No – take a class, read, study the work of an expect like Louisa Moats, LETRS. Materials available for check out from HISD.

3. Writing

- Persuasive Writing*
  - Grades K-5 – opinion writing
  - Grades 6-12 – argument writing
    - Both used to change the reader's point to view, to bring about action on the reader's part, or to ask the reader to accept the writer's position
- Informational/Explanatory Writing
  - To explain or clarify
- Narrative Writing
  - To inform, instruct, persuade, or entertain

3. Writing, continued

"Argument" and "Persuasion" *

- Read grey box, page 24

4. Speaking and Listening

- Addresses the need to have read-alouds in K-3, accompanied by meaningful structured conversations

5. Language

- Grammatical Knowledge
- Progressive Nature of Instruction
  - Table, Page 31

6. Vocabulary

- Three Tiers of Words (Isabel Beck, Margaret McKeown, Linda Kucan, 2002, 2008)
  - Tier One – everyday words
  - Tier Two – general academic words, highly generalizable across texts, often convey very specific meanings
  - Tier Three – domain-specific words, key to understanding a new concept within a text

Text Exemplars and Sample Performance Tasks

Text Exemplars

- Demonstrate the level of complexity and quality that the Standards require
- Are suggestive of the breadth of texts students should encounter
- Choices serve as guideposts in helping educators select texts of similar complexity, quality, and range.
- They ARE NOT a reading list for each grade.

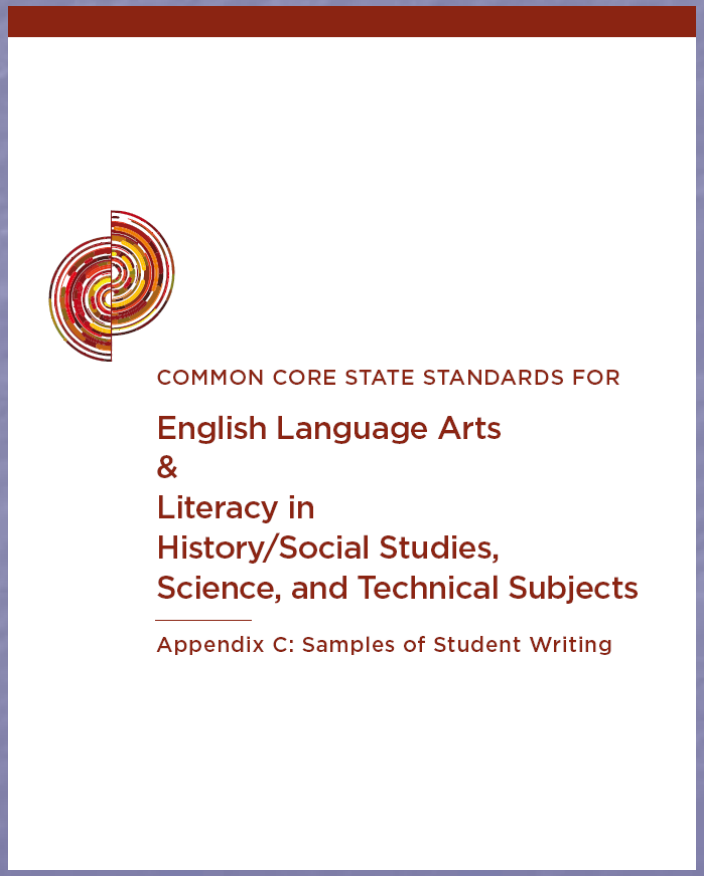
Performance Tasks

- Examples of how students would use the various texts to achieve the standards

Text Exemplars and Sample Performance Tasks

- Find your grade level band(s)
- Find the section on informational texts
- Determine if you have those texts available to you, or if you have similar texts available

Samples of Student Writing



Samples of Student Writing

- Examples of argument, informative/explanatory and narrative writing for each grade level
- Notes circumstances under which each was written

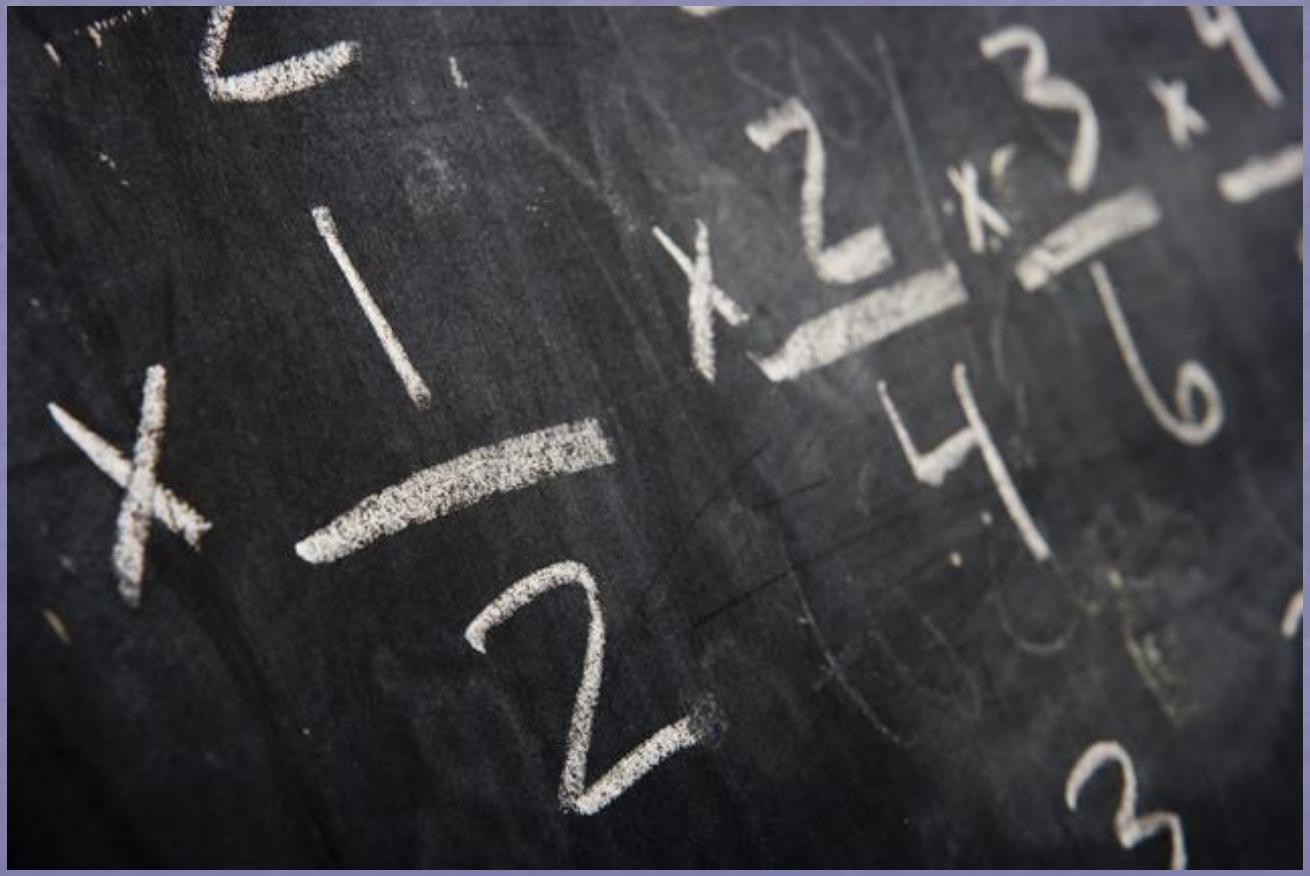
Samples of Student Writing

- Find your grade level(s)
- How does the overall quality of writing compare to your own students writing?

Time to Dig In to the CCSS

- HISD website for blank forms
- Download YOUR grade level(s)
- Work in same-grade groups

For Teams Working on Math



Topics

- Standards of Mathematical Practice
- Content Standards
- Critical Areas
- Supporting Documents
  - Implementation plans
  - www.mi.gov/mathematics --> Common Core State Standards Crosswalk Documents (under "What's New")
- Appendix A (High School)

Common Core State Standards

Two types of mathematics standards

- Standards for *Content*
- Standards for *Practice*

Standards for Mathematical Practice

"The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education."

(CCSS, 2010)

Standards for Mathematical Practice

Pages 6-8:

Take a moment to examine the first three words of each of the 8 mathematical practices… what do you notice?

Mathematically Proficient Students…

Standards for Mathematical Practice

Mathematically Proficient Students . . .

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning 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.

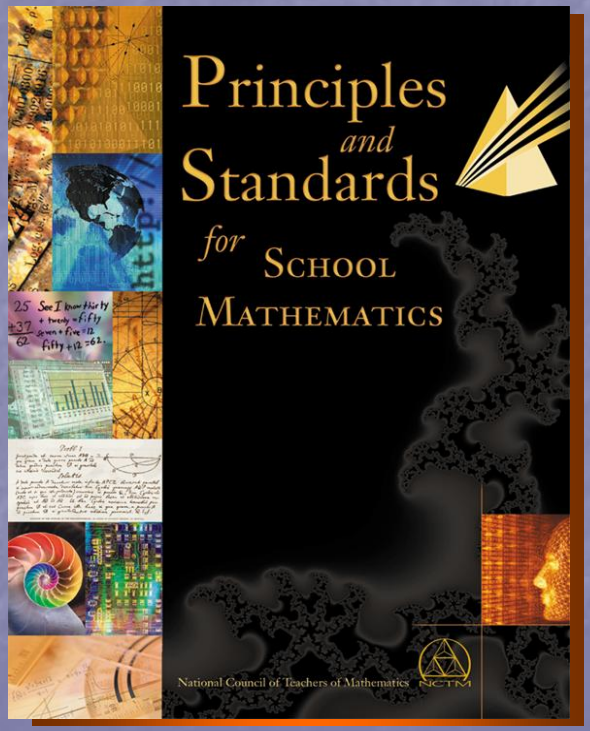
Underlying Frameworks

National Council of Teachers of Mathematics

5 **Content** Standards

5 **Process** Standards

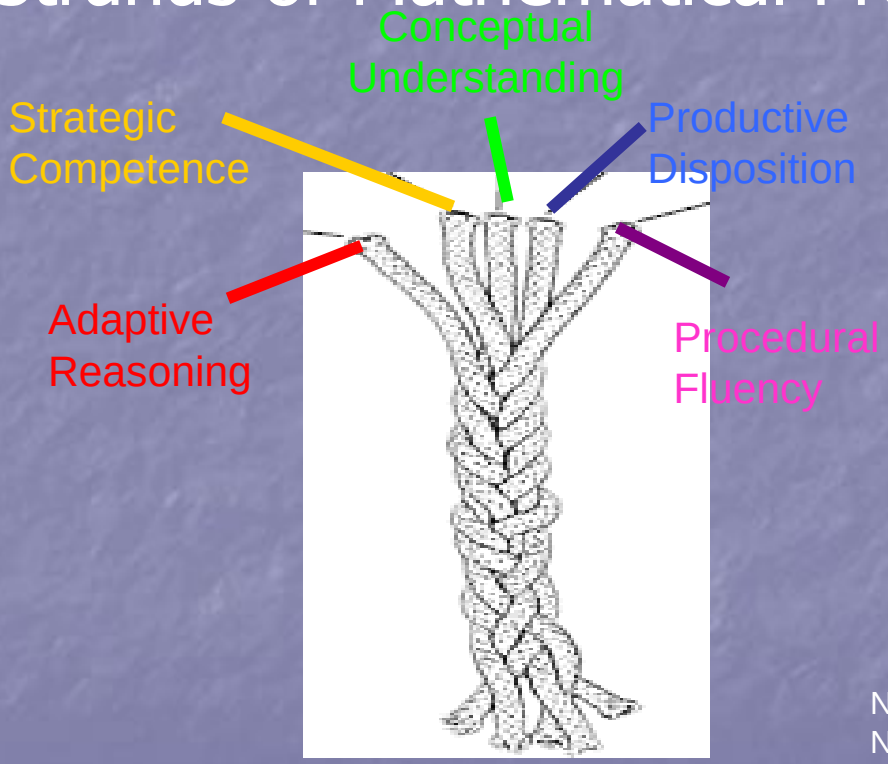
- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representations

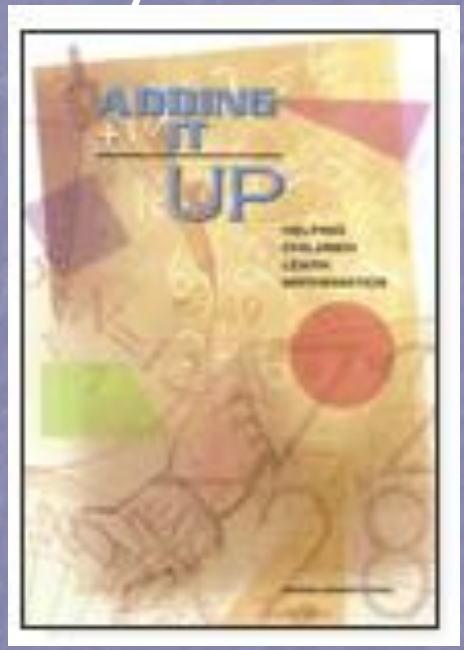


NCTM (2000). *Principles and Standards for School Mathematics*. Reston, VA: Author.

Underlying Frameworks

Strands of Mathematical Proficiency





NRC (2001). *Adding It Up*. Washington, D.C.: National Academies Press.

Strands of Mathematical Proficiency

- ***Conceptual Understanding*** – comprehension of mathematical concepts, operations, and relations
- ***Procedural Fluency*** – skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- ***Strategic Competence*** – ability to formulate, represent, and solve mathematical problems
- ***Adaptive Reasoning*** – capacity for logical thought, reflection, explanation, and justification
- ***Productive Disposition*** – habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

Standards of Mathematical Practice

- Describe mathematical content students need to learn.

SP1. Make sense of problems

"……. students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends."

Standards of Mathematical Practice

AND….

- Describe the nature of the thinking processes, habits of mind, and dispositions that students need to learn in order to develop a deep, flexible, and enduring understanding of the mathematics; in this sense they are also a means to an end.

  SP1. Make sense of problems

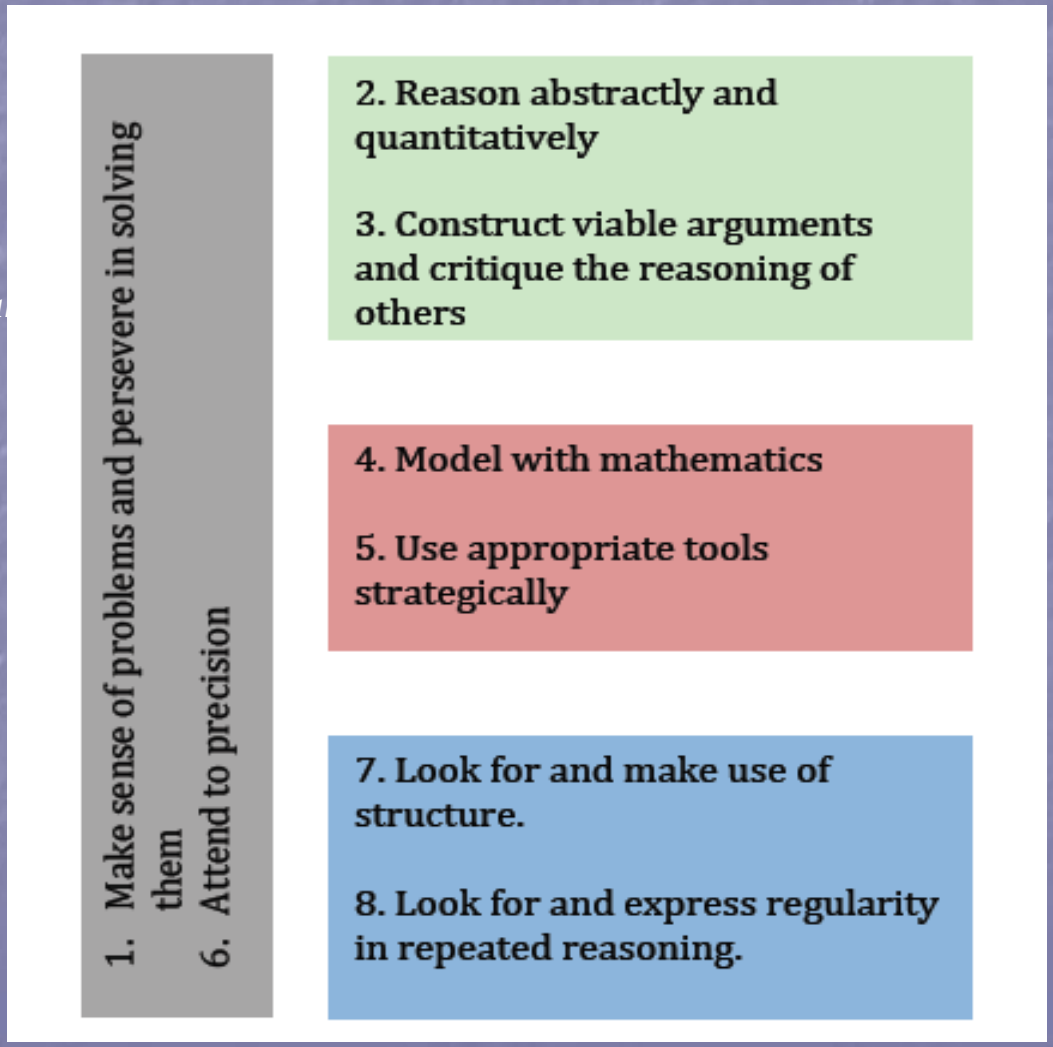
  "….they [students] monitor and evaluate their progress and change course if necessary."

Grouping the Practices

William McCallum

Standards for Mathematical Practice
Tucson, April 2011

http://math.arizona.edu/~wmc/



Reasoning and explaining

Modeling and Using tools

Seeing structure and generalizing

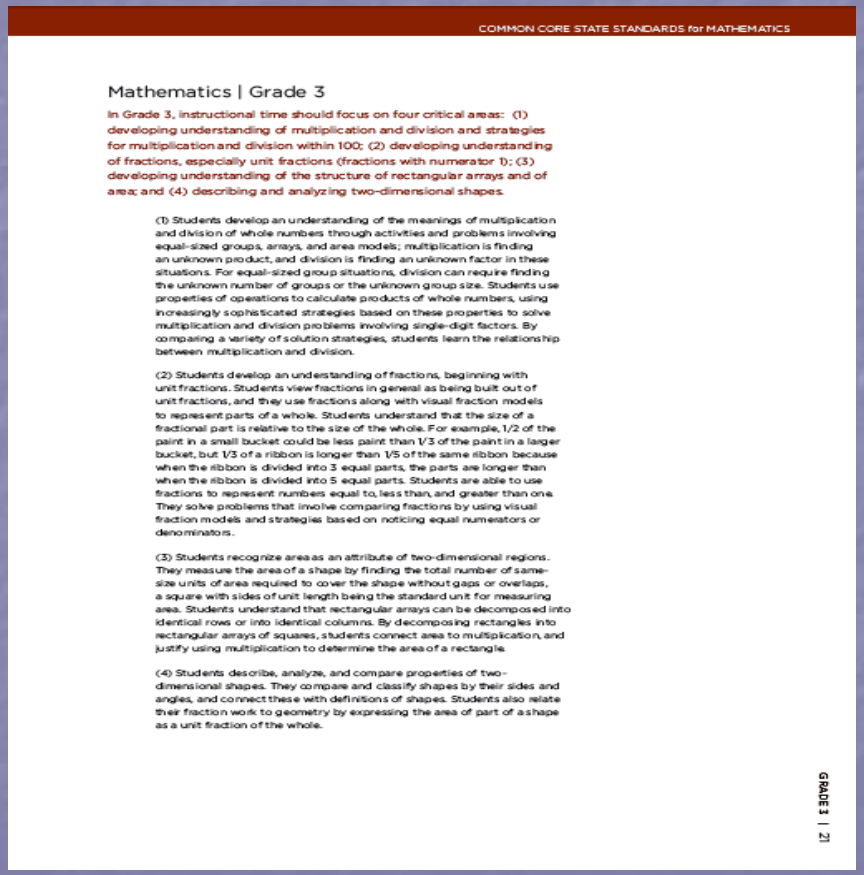
Implementing CCSS

- Challenge:
  - CCSS assessments not available for several years (2014-2015 deadline)
  - Recognizing that CCSS are not “business as usual”
- Where not to start--
  - Aligning CCSS standards grade-by-grade with existing mathematics standards

Mathematics Content Standards

- Emphasize both *conceptual understanding* and *procedural fluency*
- Go along with the Practice Standards
- Start with one domain for the grade you teach:
  - Circle conceptual words like understand, compare, use, etc.
  - Underline procedural words like fluently, count, read, etc.
  - Identify the Practice Standard(s) that can best be taught along with each content standard

Critical Areas



COMMON CORE STATE STANDARDS for MATHEMATICS

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

GRADE 3 | 21

- Each grade has 2-4 critical areas (found at the beginning of the content standards for that grade).
- The Critical Areas replace the Michigan Math Focal Points that went along with the GLCEs.

Supporting Documents

- www.mictm.org
- Implementation Plans
- Appendix A (High School)

- References:
  - Lee, James G. (March 2011). Reach Teachers Now to Ensure Common Core Success. *Phi Delta Kappan Vol 92 (6), 42-44.*
  - DuFour, Richard. (May 2004). What is a "Professional Learning Community"? *Educational Leadership Vol 61 (8), 6-11.*
- Websites:
  - MDE – www.michigan.gov/mde
  - CCSS – www.corestandards.org
  - www.commoncore.org
  - State Higher Ed. Exec. Officers www.sheeo.org