Getting to the Core

Common Core Kick-Off

Management Team Advance

August 10, 2012

Superior Standards | **Supportive School Climate** | **Successful Students**

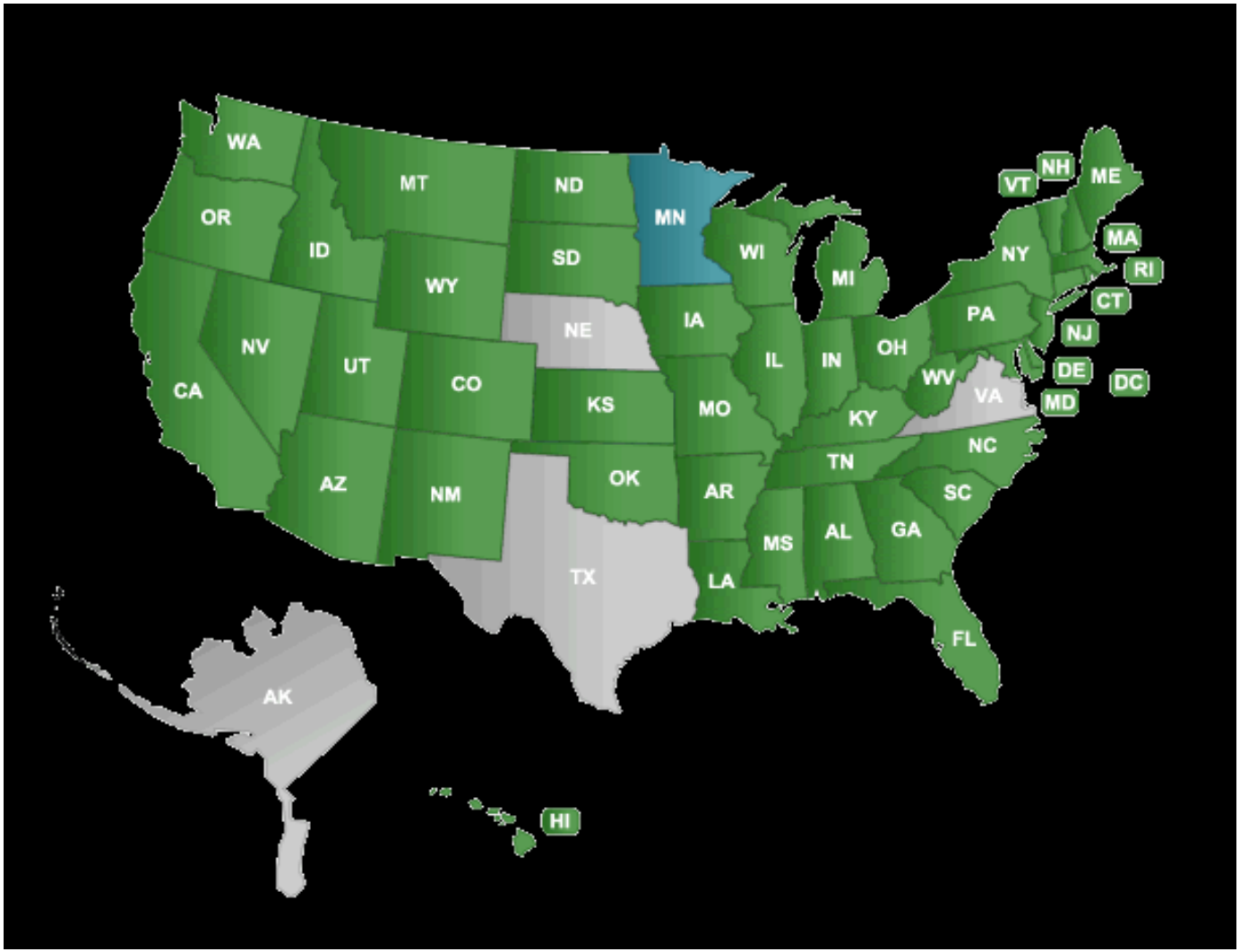
How did we get here?

Getting to the Core

- In 2009, the **Council of Chief State School Officers** (CCSSO) and the **National Governors Association** Center for Best Practices (NGA Center) committed to developing a set of standards that would help prepare students for success in college and career.
- In September 2009, **College and Career Readiness standards** were released.
- A voluntary **state-led effort** coordinated by the CCSSO and NGA
- Includes **parents, educators, content experts, researchers, national organizations and community groups** from 48 states, 2 territories and the District of Columbia

46 States Have Adopted Common Core State Standards (CCSS)

Getting to the Core



Green=Adopted Grey=Not Adopted Blue=ELA Only

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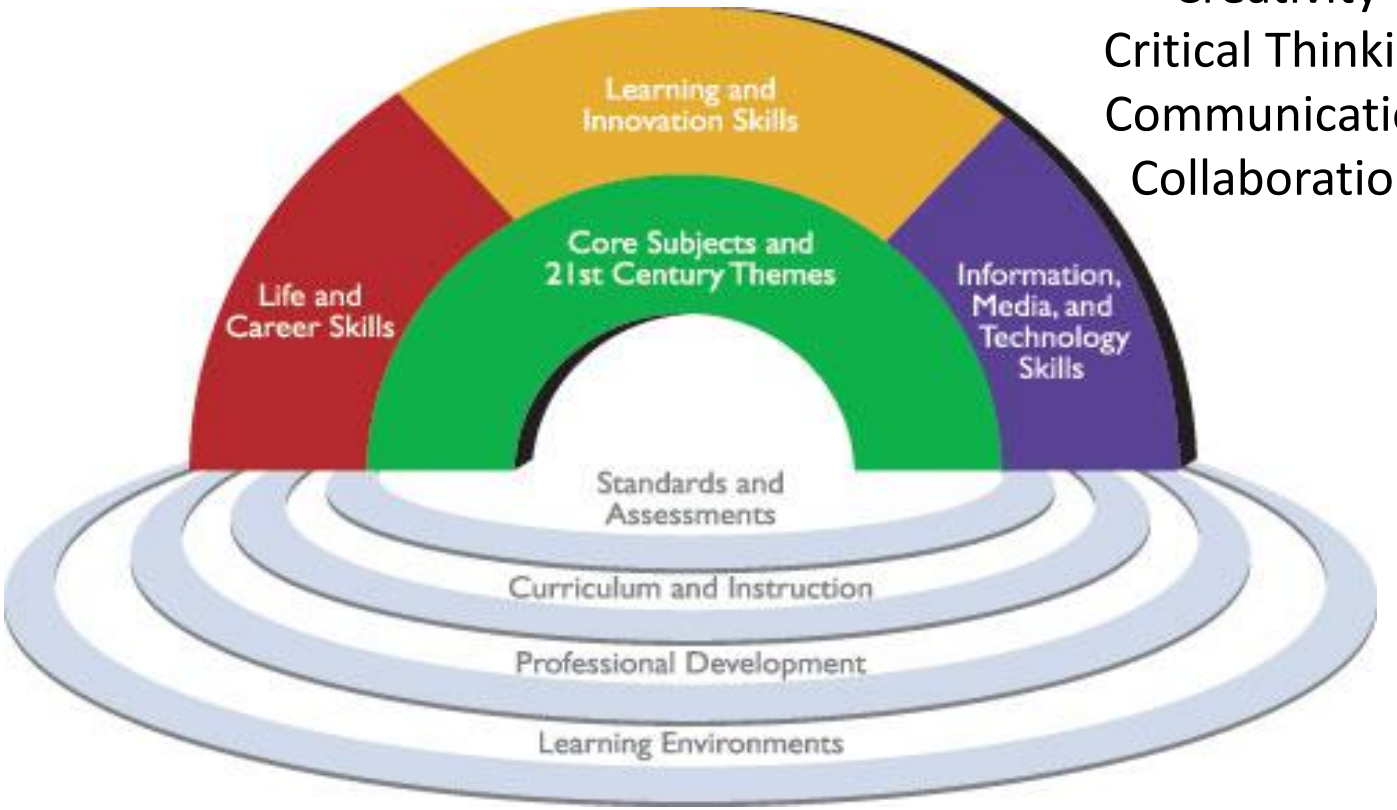
Supportive School Climate

Successful Students

Partnership for 21st Century Skills

Getting to the Core



4 Cs

Creativity
Critical Thinking
Communication
Collaboration

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Overarching Goals of the CCSS

Getting to the Core

Ensure that our students are:

- Meeting college and work expectations
- Prepared to succeed in our global economy and society
- Provided with rigorous content and applications of higher knowledge through higher order thinking skills

Every teacher, regardless of subject area, including science, social studies, electives, PE, VAPA, etc. is working toward achieving these goals.

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How Standards May Affect Student Achievement

Standards

Getting to the Core

Classroom Instruction

Student Achievement

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Current State Level Agreement

Getting to the Core

Topic	Grade 1	2	3	4	5	6	7	8
Whole Number: Meaning								
Whole Number: Operations			●					
Measurement Units			●		●			
Common Fractions								
Equations & Formulas								
Data Representation & Analysis			●		●			
2-D Geometry: Basics								
2-D Geometry: Polygons & Circles								
Measurement: Perimeter, Area & Volume						●		
Rounding & Significant Figures								
Estimating Computations								
Whole Numbers: Properties of Operations								
Estimating Quantity & Size								
Decimal Fractions								
Relation of Common & Decimal Fractions								
Properties of Common & Decimal Fractions	○	○						
Percentages	○							
Proportionality Concepts								
Proportionality Problems								
2-D Geometry: Coordinate Geometry								
Geometry: Transformations								
Negative Numbers, Integers, & Their Properties								
Number Theory								
Exponents, Roots & Radicals	○	○						
Exponents & Orders of Magnitude	○	○						
Measurement: Estimation & Errors								
Constructions Using Straightedge & Compass	○	○	○	○				
3-D Geometry								
Geometry: Congruence & Similarity								
Rational Numbers & Their Properties	○	○	○					
Patterns, Relations & Functions								
Proportionality: Slope & Trigonometry	○	○	○	○	○			

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Top-Achieving Countries Composite Mathematics Curriculum Standards**

Getting to the Core

Topic	Grade 1	2	3	4	5	6	7	8
Whole Number Meaning	●	●	●	●	●			
Whole Number Operations	●	●	●	●	●			
Measurement Units	●	●	●	●	●	●	●	
Fractions			●	●	●	●		
Equations & Formulas			●	●	●	●	●	●
Data Representation & Analysis			●	●	●	●		●
2-D Geometry Basics			●	●	●	●	●	●
Polygons & Circles				●	●	●	●	●
Perimeter, Area & Volume				●	●	●	●	●
Rounding & Significant Figures				●	●			
Estimating Computations				●	●	●		
Properties of Whole Numbers Operations				●	●			
Estimating Quantity & Size				●	●			
Decimals				●	●	●		
Relation of Decimals & Fractions				●	●	●		
Properties of Decimals & Fractions					●	●		
Percentages					●	●		
Proportionality Concepts					●	●	●	●
Proportionality Problems					●	●	●	●
2-D Coordinate Geometry					●	●	●	●
Geometric Transformations						●	●	●
Negative Numbers, Integers & Their Properties						●	●	
Number Theory							●	●
Exponents, Roots & Radicals							●	●
Orders of Magnitude							●	●
Measurement Estimation & Errors							●	
Constructions Using Straightedge & Compass							●	●
3-D Geometry							●	●
Congruence & Similarity								●
Rational Numbers & Their Properties								●
Functions								●
Slope								●

**5 Top Performing Countries on PISA in math out of 34 Countries:

Finland
Korea
Netherlands
Japan
Canada

Intended by two-thirds or more of the top-achieving countries ●

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The Common Core State Standards for Mathematics

Getting to the Core

Topic	Grade 1	2	3	4	5	6	7	8
Whole Number Meaning	●	●	●	●	●			
Whole Number Operations	●	●	●	●	●			
Properties of Whole Numbers Operations	●	●	●	●	●	●		
Fractions	●	●	●	●	●	●		
Measurement Units	●	●	●	●	●	●	●	●
Polygons & Circles	●	●	●	●	●	●	●	●
Data Representation & Analysis	●	●	●	●	●	●	●	●
3-D Geometry	●	●			●	●	●	●
Measurement Estimation & Errors		●	●					
Number Theory		●		●	●	●		
2-D Geometry Basics		●		●	●	●	●	●
Rounding & Significant Figures			●	●	●			
Relation of Decimals & Fractions			●	●	●	●		
Estimating Computations			●	●	●		●	●
Perimeter, Area & Volume			●	●	●	●	●	●
Equations & Formulas			●	●	●	●	●	●
Decimals				●	●	●		
Patterns, Relations & Functions				●	●	●	●	●
Geometric Transformations				●		●	●	●
Properties of Decimals & Fractions					●	●		
Orders of Magnitude					●			●
2-D Coordinate Geometry					●	●	●	●
Exponents, Roots & Radicals					●	●		●
Percentages						●	●	
Negative Numbers, Integers & Their Properties						●	●	
Proportionality Concepts						●	●	●
Proportionality Problems						●	●	●
Rational Numbers & Their Properties						●	●	●
Constructions Using Straightedge & Compass							●	
Systematic Counting							●	
Uncertainty & Probability							●	
Real Numbers & Their Properties								●
Congruence & Similarity								●
Slope								●
Validation & Justification								●

Topic Intended in Common Core Standards ●

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Number of **Topics** Intended at Each Grade for Various Standards

Getting to the Core

	# of Topics by Grade							
	1	2	3	4	5	6	7	8
A+	5	9	12	16	21	20	22	21
Common Core	8	11	13	17	21	22	19	20
Currrent State Averages	13	15	18	20	21	23	23	21
1995 State Averages	12	17	21	26	28	32	32	34

Consistency With the CCSSM

Getting to the Core

- Consistency of state standards with the CCSSM range from 66% — 83%
- The measure of consistency for the A+ standard is about 90%

Consistency With the CCSSM

Most Like CCSS

Getting to the Core

Alabama Michigan	California Minnesota	Florida Mississippi	Georgia Oklahoma	Indiana Washington
Idaho Utah	North Dakota	Oregon	South Dakota	Tennessee
Alaska Massachusetts Pennsylvania	Arkansas New Mexico South Carolina	Colorado New York Texas	Delaware North Carolina Vermont	Hawaii Ohio West Virginia
Connecticut Montana	Illinois Nebraska	Maine New Hampshire	Maryland Virginia	Missouri Wyoming
Arizona Nevada	Iowa New Jersey	Kansas Rhode Island	Kentucky Wisconsin	Louisiana

Least Like CCSS

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Reading: Informational Text

Getting to the Core

College and Career Readiness - Anchor Standard 2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details.

Standard 2 - Note the progression across grade levels:

- **Kindergarten**: With prompting and support, identify the main topic and retell key details of a text.
- **Grade 2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **Grade 4:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Reading: Informational Text

Standard 2

Getting to the Core

College and Career Readiness - Anchor Standard 2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details.

Note the progression across grade levels:

- **Grade 6:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **Grade 8:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Reading: Informational Text

Standard 2

Getting to the Core

College and Career Readiness - Anchor Standard 2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details.

Note the progression across grade spans:

- Grade 9-10: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details, provide an objective summary of the text

- Grade 11-12: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text

2014-2015 11th Grade Performance Based Assessments

Getting to the Core

SMARTER
Balanced Assessment Consortium

Sample Item • Extended Performance Event

Americans Dreaming

We are shaped by the stories we are told and that we tell. One of the most powerful and longstanding stories in the United States of America is one about how, with determination, grit, and maybe a bit of luck, a person can become anything he or she wants to be. This is the legend of the American dream. This idea—and the criticisms of it—is a mainstay of American writing and media. Writers, filmmakers, reporters, and others have long been fascinated by the dream of a land where everything is possible. Evidence of this fascination can be found in the countless stories Americans have produced—whether in private, in print, or in public media. Our lives are wallpapered with the accounts of American dreams—in the making, remembered and romanticized, or broken.

There are two major parts in this performance assessment. In the first part, you will be asked to complete a task in which you synthesize the various perspectives on the American dream you have encountered in high school and elsewhere. Your analyses of these texts and the work you do to select, arrange, and understand the different perspectives each offers are important work in and of themselves, but they also prepare the way for the inclusion of an additional voice—your own. In the second part of the assessment, you will have the chance to offer your own perspective on the American dream by crafting a text of your own about an American dreamer you know.

The parts of this performance assessment are sequenced in a certain order. Be sure to complete them in order because the work you do in the first parts will help you with the later portions of the assessment. The chart on the next page shows what you will be expected to do and submit at the end of this assessment. The specific prompts for each of the tasks are found in the pages that follow.

(*continued*)

2014-2015 11th Grade Performance Based Assessments

Getting to the Core

SMARTER
Balanced Assessment Consortium

Sample Item • Extended Performance Event

Task Overview

Task	What You Will Do	What to Submit
Part 1	Select 3–5 texts that you will focus on for your anthology: "Perspectives on the American Dream." Make notes on each text.	• one page of notes on each selected text saved electronically
Part 2	Synthesize the various perspectives on the American dream represented in your selection of texts.	• 1,000 word typed essay saved electronically
Part 3	Conduct research on an individual to create an original profile of an American dreamer. You may choose someone you know personally or someone that you can learn about through research.	• 750–1,000 word typed essay saved electronically
Part 4	Write a reflective essay on what you learned from completing the performance assessment.	• 250–500 word typed commentary

Note: Word count limits are guidelines and not strict requirements.

(continued)

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2014-2015 11th Grade Performance Based Assessments

Getting to the Core

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Sample Item • Extended Performance Event

I. Perspectives on the American Dream

At this point in your career as a reader and writer, you already know a lot about what other people say for and against the American dream. In this task you will have an opportunity to take stock of and reflect on that learning—to gather texts you've read previously that grapple with the theme and to notice the arguments different authors make about whether the American dream is a driving force or an illusion.

Your teacher will lead a whole-class brainstorm to list several texts you have read in high school English or that you have encountered elsewhere that touch on the idea of the American dream. These texts may be fiction or nonfiction, print or other media such as film. The aim is to gather a group of texts, each of which makes an argument about the American dream (i.e., where people's lives are shaped by their belief in, pursuit of, or disappointment in searching for that dream).

Part 1. Select three to five texts dealing with the American dream for the following task. The selected texts must represent at least two different perspectives and must include at least two different types of text (e.g., print text, visual media, audio media, multi-media, digital media). **At least two texts must be print (written) texts** (or a form of text with written versions of the text, for example, a transcript, script, or lyrics).

(*continued*)

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2014-2015 11th Grade Performance Based Assessments

Getting to the Core

For EACH of the texts you chose, make notes in response to the following questions:

- What message or perspective about the American dream is conveyed in the text?
- What methods are used to convey this perspective? How effective are these methods in persuading/appealing to the audience?
- What are the conditions in the world (historical/cultural) in which this text was produced? How does this knowledge help you understand the text? (You may need to do some research to obtain this information.)
- How credible (believable) is this perspective on the American dream?

In your notes, please refer to specific examples from the texts to support your observations. These notes will be submitted to your teacher to be scored as part of this performance event.

You should develop one page of notes per task that can be saved electronically.

You may work in small groups to study and discuss a common set of texts, but you must complete the written portions of the task individually.

(continued)

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2014-2015 11th Grade Performance Based Assessments

Getting to the Core

SMARTER Balanced Assessment Consortium — Sample Item • Extended Performance Event

Part 2. Synthesizing: "Perspectives on the American Dream" Anthology Project

Imagine that you're editing an anthology for 11–12th graders entitled, "Perspectives on the American Dream." Your job is to prepare the introduction to this anthology. In your introduction, please do the following things:

a) Include the 3–5 texts that you selected in Part 1 of the task and decide how to arrange them in order.

b) Identify and analyze the varied perspectives on the American dream represented in the texts you selected, including the methods used by each text to convey a perspective.

c) Compare/contrast and draw connections across the messages about the American dream found in each text (or, perhaps in the case of poems and photographs, the *set* of texts).

d) Evaluate and draw conclusions about varied perspectives on the American dream represented in your anthology to convey your own perspective on these texts.

e) Propose a set of questions to focus readers as they consider the perspectives represented in these texts.

As editor of this anthology, you have the opportunity to put forth your own perspective on the American dream as well as to introduce the perspectives on the American dream represented within and across the texts you select. Your introduction should be clear, to the point, and engaging. This work should be typed and saved electronically.

II. Profiling an American Dreamer Task

In the first part of this performance assessment, you synthesized different perspectives on the idea of the American dream. During that work, you paid careful attention to the arguments others have made about the productivity or legitimacy of this idea and, in doing so, you "sampled" an ongoing conversation about the American dream idea, a discussion that has been going

(*continued*)

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2014-2015 11th Grade Performance Based Assessments

Getting to the Core

SMARTER Balanced Assessment Consortium

Sample Item • Extended Performance Event

on for a long time. This task, Profiling an American Dreamer, is designed to give you a chance to become more than a careful observer of this conversation—it is intended to give you a chance to "deal in," to craft a profile of your own in which you too can weigh in on questions about "the productivity and legitimacy of the American dream." In this task, you will write a profile about a living American dreamer. You may choose someone you know personally or someone that you can learn about through research.

You may work in small groups to conduct your interviews or research on the person you will profile, but you must compose the profile individually. You may also collaborate with other students to revise and refine your writing (e.g., through writer's workshop).

Part 3. Profiling an American Dreamer

As a result of your work in Part 1, you are more aware of the perspectives people have on the idea of the American dream. In this assessment task, you will have the chance to provide an additional perspective on the idea of the American dream, as you compose a profile of an American dreamer you know.

Writing the Profile: Write a profile about a *living* American dreamer. In your profile, aim to represent or record some aspect of that person and his or her experience that communicates a perspective on the nature or legitimacy of the American dream. You should conduct a range of research activities as you work on this project. The results of this research—photographs, the results of interviews and observations, and/or secondary text work—could all be a part of your final product. If you use published sources, properly cite your sources and include a References page that indicates where to find texts that were retrieved from the Internet.

Essays like Dan Barry's "At an Age for Music and Dreams" (*New York Times*, April 15, 2009, accessed at http://www.nytimes.com/2009/04/15/us/15land.html) can give you ideas for how your project might eventually look. At the end of your work you should aim to have a 750–1,000 word typed profile that will be submitted electronically.

ELA/Literacy Instructional Shifts*

Getting to the Core

- **Building knowledge** through **content-rich nonfiction**
- Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**

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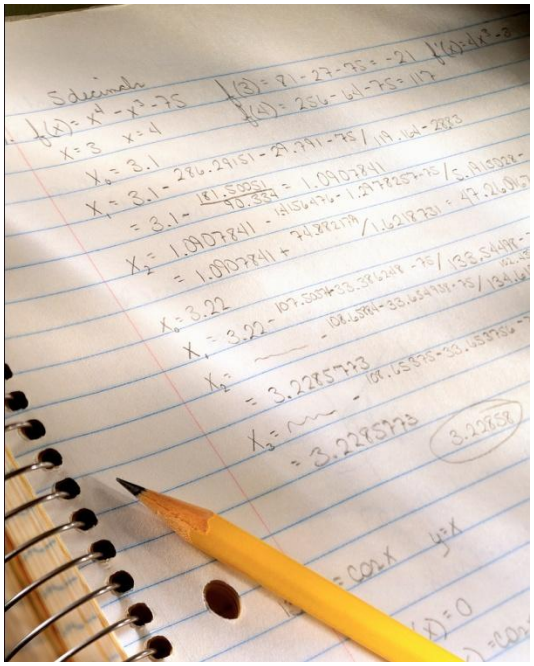
Instructional Shifts in Math*

Getting to the Core

1. **Focus: Focus** strongly where the standards focus.
2. **Coherence**: **Think** across grades, and **link** to major topics
3. **Rigor:** In major topics, pursue **conceptual understanding,** procedural skill and **fluency**, and **application**



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