

Common Core State Standards



Information for families and the
community

October 2nd, 2012

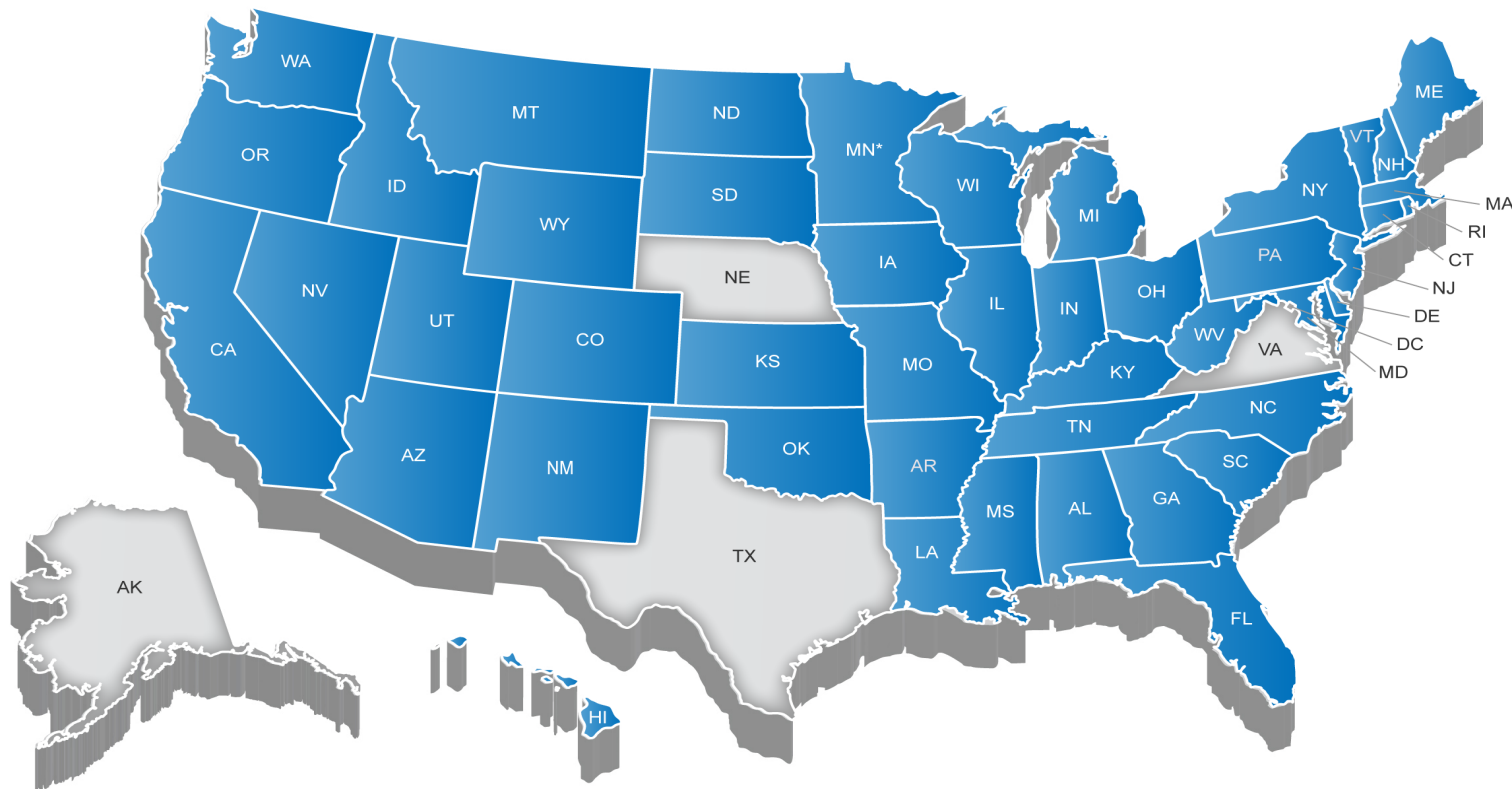
The Common Core State Standards Initiative

Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** was a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

www.corestandards.org

46 States + DC Have Adopted the CCSS



* Minnesota adopted the CCSS in ELA only

What are the Common Core State Standards?

- A coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success.
- While most states already have English language arts and mathematics standards in place, they vary widely from state to state in their coverage and level of rigor.

We need the CCSS!

- **Preparation:** The standards are college- and career-ready. They will help prepare students with the knowledge and skills they need to succeed in education and training after high school.
- **Competition:** The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.
- **Equity:** Expectations are consistent for all – and not dependent on a student's zip code.
- **Clarity:** The standards are focused, coherent, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.
- **Collaboration:** The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.

Common Core State Standards Design

Building on the strength of current state standards, the CCSS are designed to be:

- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence- and research-based

How were the CCSS developed?

- Core writing teams in English Language Arts and Mathematics (See www.corestandards.org for list of team members)
- External and state feedback teams provided on-going feedback to writing teams throughout the process
- Draft K-12 standards were released for public comment on March 10, 2010; 9,600 comments received
- Validation Committee of leading experts reviews standards
- Final standards were released June 2, 2010

What is included in the CCSS?

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

Each section of the CCSS includes substantial appendices with information about disabilities, English learners, benchmark examples, and other key information to support implementation

Benefits of the Common Core

- Parents will know what is expected of their children at each grade level.
- Standards give parents specific information when talking with teachers during the school year.
- Standards assure parents their children have access to the same high-quality education with consistent expectations regardless of which US state you live in.
- Parents will know that their child is learning skills and knowledge to be successful in the 21st century.
- In an increasingly mobile society, students will experience greater consistency if their families move from one state to another.

More Common Core Benefits

- Allows educators from around the country to share curriculum development costs, ideas, and strategies.
- States can combine resources for assessment, resulting in more efficient, effective, and timely assessments.
- Publishers can target resources to provide more in-depth curriculum materials to states who share the CCSS.

How will the CCSS change instruction?

- In both English-Language Arts (ELA) and Mathematics, our instruction will shift toward greater *rigor*.
- Students will be taught *habits of mind* that help them to think critically, solve problems, and rely on *evidence*.
- *Rigor* means more than just difficulty; in this context *rigor* implies the need for *precision*; *evidence*; and *accuracy*.

Major Shifts in E.L.A. Instruction

- Increase ***complexity of texts*** at all grade levels.
- Use ***short, challenging texts*** for explicit instruction in vocabulary, comprehension, and critical thinking.
- Short, focused research that narrows questions so students begin to **generate their own questions**.
- Significant increase in **non-fiction** across the grades through multiple resources.
- Increase in writing **opinions** (early grades) and **arguments** using **evidence to support their claims**.

Four Major Strands and Sub-Strands (Grades K-2, 3-5, 6-8, 9-12)

- Reading
 - Literature (K-12)
 - Informational Text (K-12)
 - Foundational (K-5)
- Writing (K-12)
- Speaking & Listening (K-12)
- Language (K-12)
- Literacy in History/Social Studies, Science, and Technical Subjects (6-12) but integrated K-5

Writing, Speaking and Listening

- Focus on the use of reason and evidence to substantiate an argument or claim
- Emphasize ability to conduct research – short projects and sustained inquiry
- Focus on speaking and listening in a range of settings, both formal and informal – academic, small-group, whole-class discussions
- Includes direct instruction on written and oral conventions
- Strong vocabulary development
- Require students to incorporate technology as they create, refine, and collaborate on writing

Creative, Collaborative and Critical Thinkers

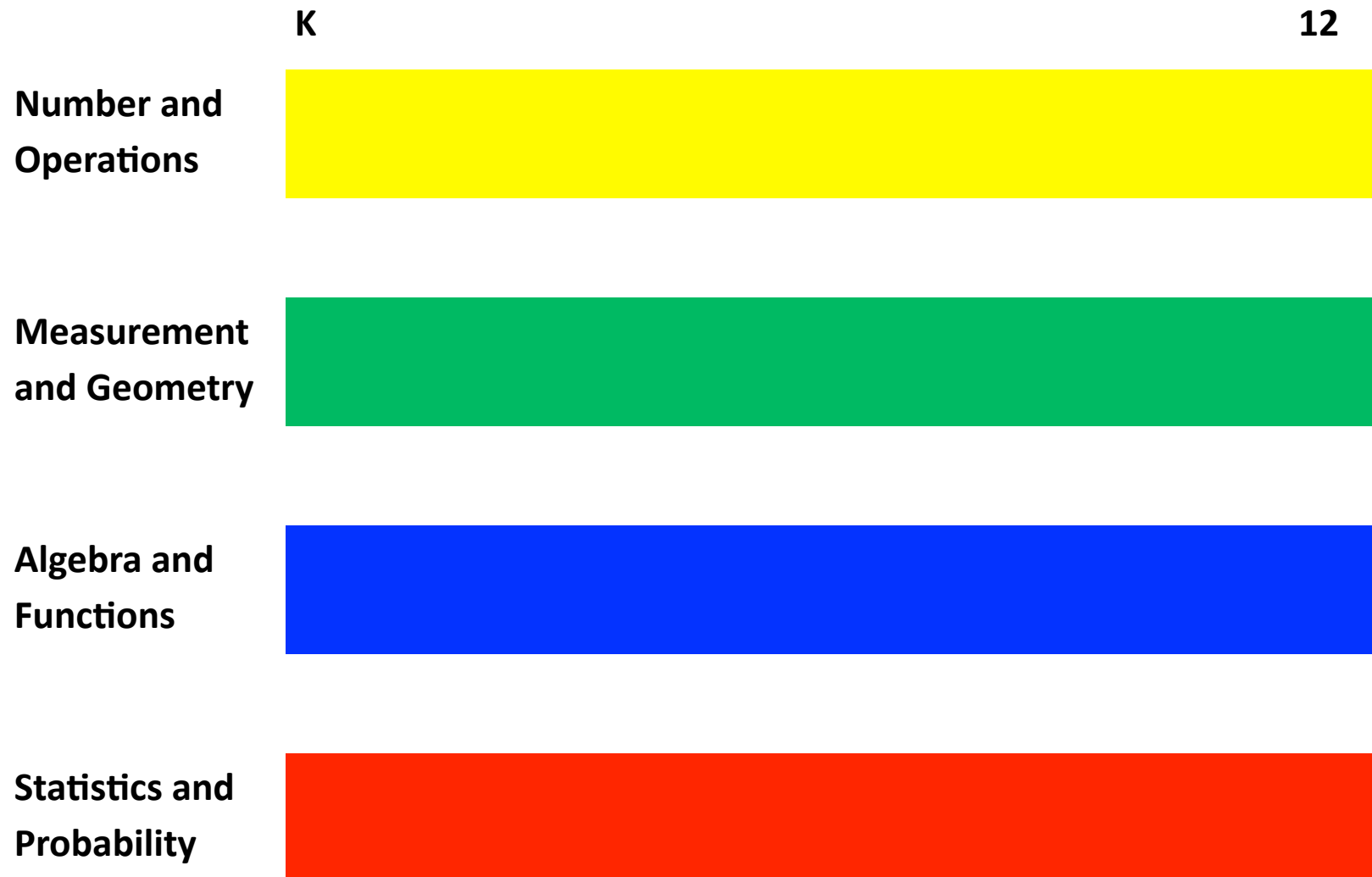
The Common Core State Standards focus on developing critical thinking skills. **History/Social Studies, Science, and Technical Subjects** are taught and studied through research, investigation, and presentation. Students will:

- Analyze, evaluate, and differentiate primary and secondary sources
- Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams
- Use data, evidence, and reason to support arguments and claims
- Use domain-specific vocabulary

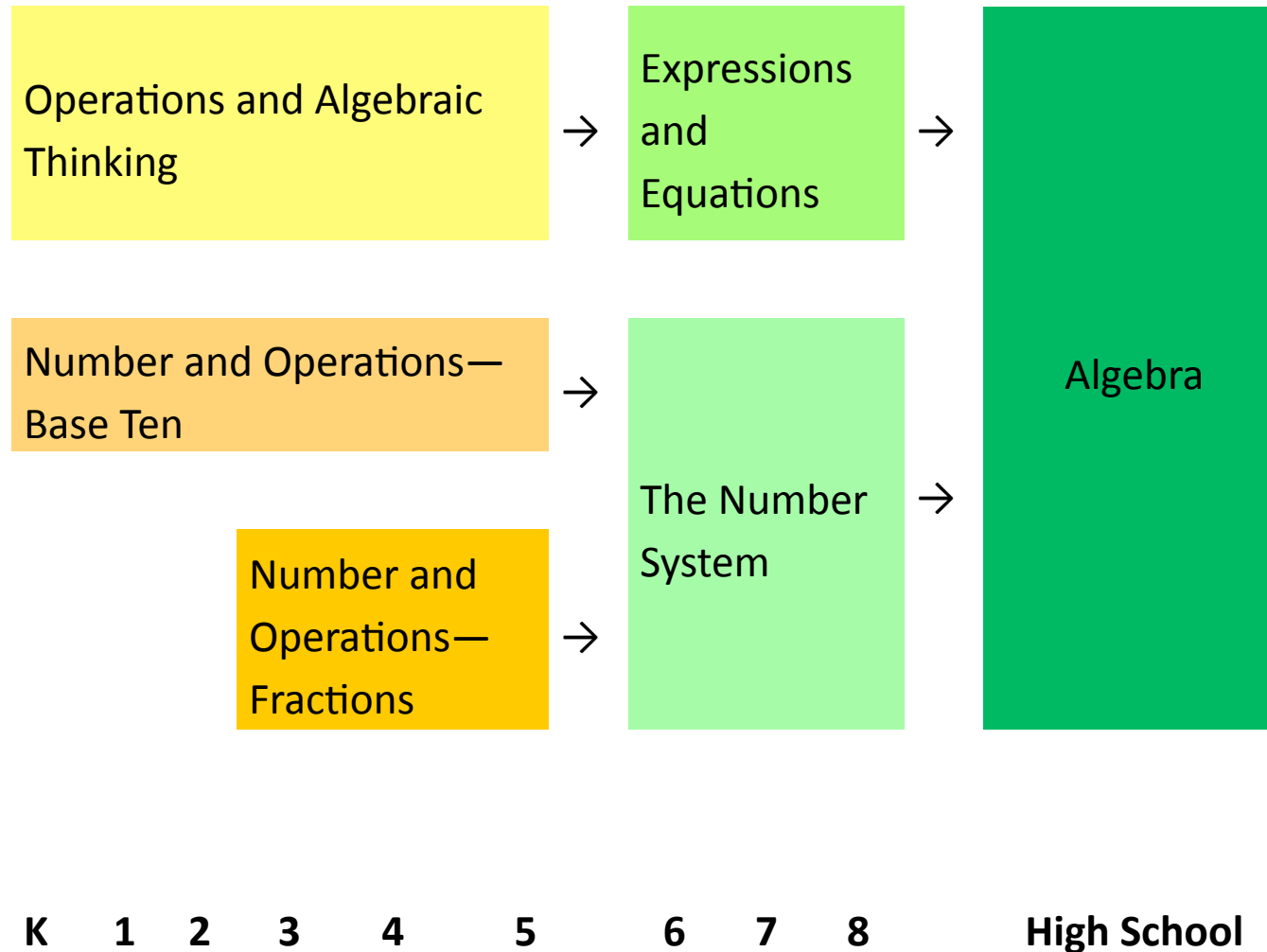
Mathematics: 3 Shifts

- 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**

Traditional U.S. Approach



Focusing Attention Within Number and Operations



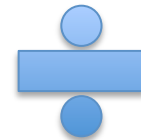
Key Areas of Focus in Mathematics

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction – concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers, fractions, and decimals – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

A Coherent and Balanced Approach

The CCSSM require a balance of:

- Solid conceptual understanding
 - Procedural skill and fluency
 - Application of skills in problem solving situations
- Pursuit of all three requires equal intensity in time, activities, and resources.



Standards for Mathematical Practice

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.

Model Course Pathways for Mathematics

- Developed by a panel of experts, including many of the standards writers and reviewers
- Organize the content of the standards into coherent and rigorous courses
- Illustrate possible approaches—models, not mandates or prescriptions for organization, curriculum or pedagogy
- Require completion of the Common Core in three years, allowing for specialization in the fourth year
- Prepare students for a menu of courses in higher-level mathematics

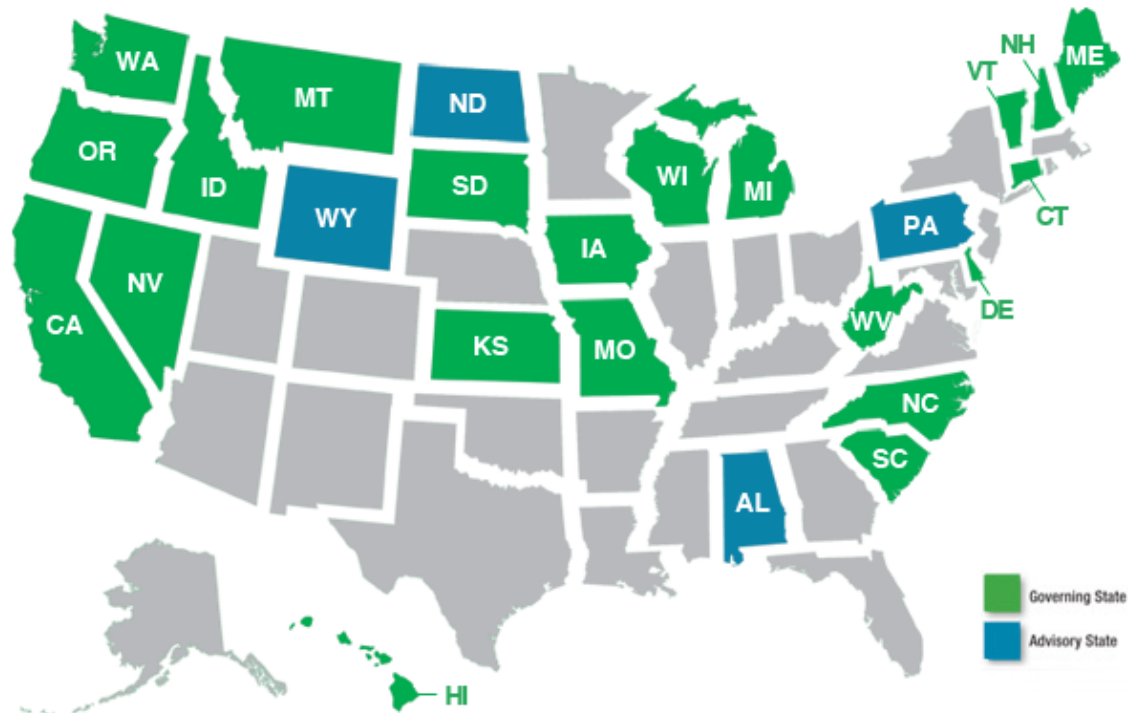
High School Mathematics in CCSS

[http://www.youtube.com/watch?
v=mohX5srSuL0&feature=share&list=ECD7F4C
7DE7CB3D2E6](http://www.youtube.com/watch?v=mohX5srSuL0&feature=share&list=ECD7F4C7DE7CB3D2E6)

How will the CCSS be assessed?

Vermont has joined with 23 other states using a new assessment developed by the Smarter Balanced Consortium (SBAC). The other states will use an assessment known as PARCC: Partnership for Assessment of Readiness for College and Careers.

Member States



Smarter Balanced

SMARTER stands for Summative Multi-state Assessment Resources for Teachers and Educational Researchers.

The new assessments use Computer Adaptive Testing (CAT). As students answer questions, the difficulty is adjusted up or down depending on student answers until the exact level of proficiency is determined.

Since each test is highly individualized, we will have a much longer “window” for testing.

All tests will be given online, with assessment results available immediately.

Assessment Schedule

Unless there are changes made to the Elementary and Secondary Education Act (now known as No Child Left Behind), we expect that the test will still be given in grades 3-8 and 11.

Students will take the NECAP this year, and in the fall of 2013.

We are scheduled to begin testing with Smarter Balanced in the spring of 2015.

What do this year's K, 1st, 8th and 9th graders have in common?

GRADE LEVELS	2012/13	2013/14	2014/15
K			
1			
2			
3	NECAP	NECAP	SBAC
4	NECAP	NECAP	SBAC
5	NECAP	NECAP	SBAC
6	NECAP	NECAP	SBAC
7	NECAP	NECAP	SBAC
8	NECAP	NECAP	SBAC
9			
10			
11	NECAP	NECAP	SBAC
12			

What resources are available for teachers in Colchester?

- We are members of the Champlain Valley Educator Development Center (CVEDC).
- CVEDC has offered many professional development opportunities over the past two years.
- Our literacy and math coaches, Curriculum Director, and principals have all participated in CVEDC offerings.
- This year, we are working directly with teachers to “unpack” and understand the new standards.
- There are MANY online resources (websites, webinars) for educators. Since so many states are part of the CCSS, professional development opportunities go far beyond Vermont. Most are FREE!

In sum

- The CCSS are clear, coherent and rigorous.
- The majority of states in the US have adopted the CCSS.
- There are many inexpensive or free learning opportunities for educators to learn more about the new standards.
- In Colchester, we are beginning the process of shifting to the CCSS in anticipation of new assessments that will be given in the spring of 2015.

Questions?

