

# Common Core State Standards

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Tim Arnold, Superintendent

Kristen Ninni, Curriculum Director

# Agenda

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- Why Common Core
- Research and Data
- Design and Process
- Key Shifts ELA
- Key Shifts Math
- Course Sequence
- PARCC Timeline
- Resources

# COMMON CORE STATE STANDARDS



ENGLISH  
LANGUAGE ARTS



MATHEMATICS



**Three-Minute Video Explaining the Common Core State Standards**

<http://vimeo.com/51933492>

# Why Common Core State Standards?

## We need them because

- Disparate standards across the states
- Global, not neighborhood competition
- For many young people, high school wasn't preparing them for college or careers

## Why the CCSS Are Important

- Prepare students with knowledge and skills to succeed in college and career
- Ensure consistent expectations regardless of a student's zip code
- Provide educators, parents and students with clear, focused guideposts
- Offer economies of scale and sharing of best practices

# Why Common Core State Standards?

- ◆ **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.

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Complexity of texts students are expected to read is way below what is required to achieve college and career readiness:

- High school textbooks have *declined* in all subject areas over several decades
- Average length of sentences in K-8 textbooks has *declined* from 20 to 14 words
- Vocabulary demands have *declined*, e.g., 8<sup>th</sup> grade textbooks = former 5<sup>th</sup> grade texts; 12<sup>th</sup> grade anthologies = former 7<sup>th</sup> grade texts

Complexity of college and careers texts has remained steady or increased, resulting in a huge gap (350L)

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Too many students are reading at too low a level (<50% of graduates can read sufficiently complex texts)

The complexity of what students can read is greatest predictor of success in college (ACT study)

- Question type (main idea, word meanings, details) is NOT the chief differentiator
- Question level (higher order vs. lower order; literal vs. inferential) is NOT the chief differentiator either

# 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](http://www.corestandards.org)



# 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

# Process

## K-12 Common Standards:

- ◆ Core writing teams in English Language Arts and Mathematics (See [www.corestandards.org](http://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**

# Common Core State Standards Evidence Base

Evidence was used to guide critical decisions in the following areas:

- Inclusion of particular content
- Timing of when content should be introduced and the progression of that content
- Ensuring focus and coherence
- Organizing and formatting the standards
- Determining emphasis on particular topics in standards

## Evidence includes:

- Standards from high-performing countries, leading states, and nationally-regarded frameworks
- Research on adolescent literacy, text complexity, mathematics instruction, quantitative literacy
- Lists of works consulted and research base included in standards' appendices

# Common Core State Standards Evidence Base

For example: Standards from individual high-performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progression.

## *Mathematics*

1. *Belgium (Flemish)*
2. *Canada (Alberta)*
3. *China*
4. *Chinese Taipei*
5. *England*
6. *Finland*
7. *Hong Kong*
8. *India*
9. *Ireland*
10. *Japan*
11. *Korea*
12. *Singapore*

## *English language arts*

1. *Australia*
  - *New South Wales*
  - *Victoria*
2. *Canada*
  - *Alberta*
  - *British Columbia*
  - *Ontario*
3. *England*
4. *Finland*
5. *Hong Kong*
6. *Ireland*
7. *Singapore*

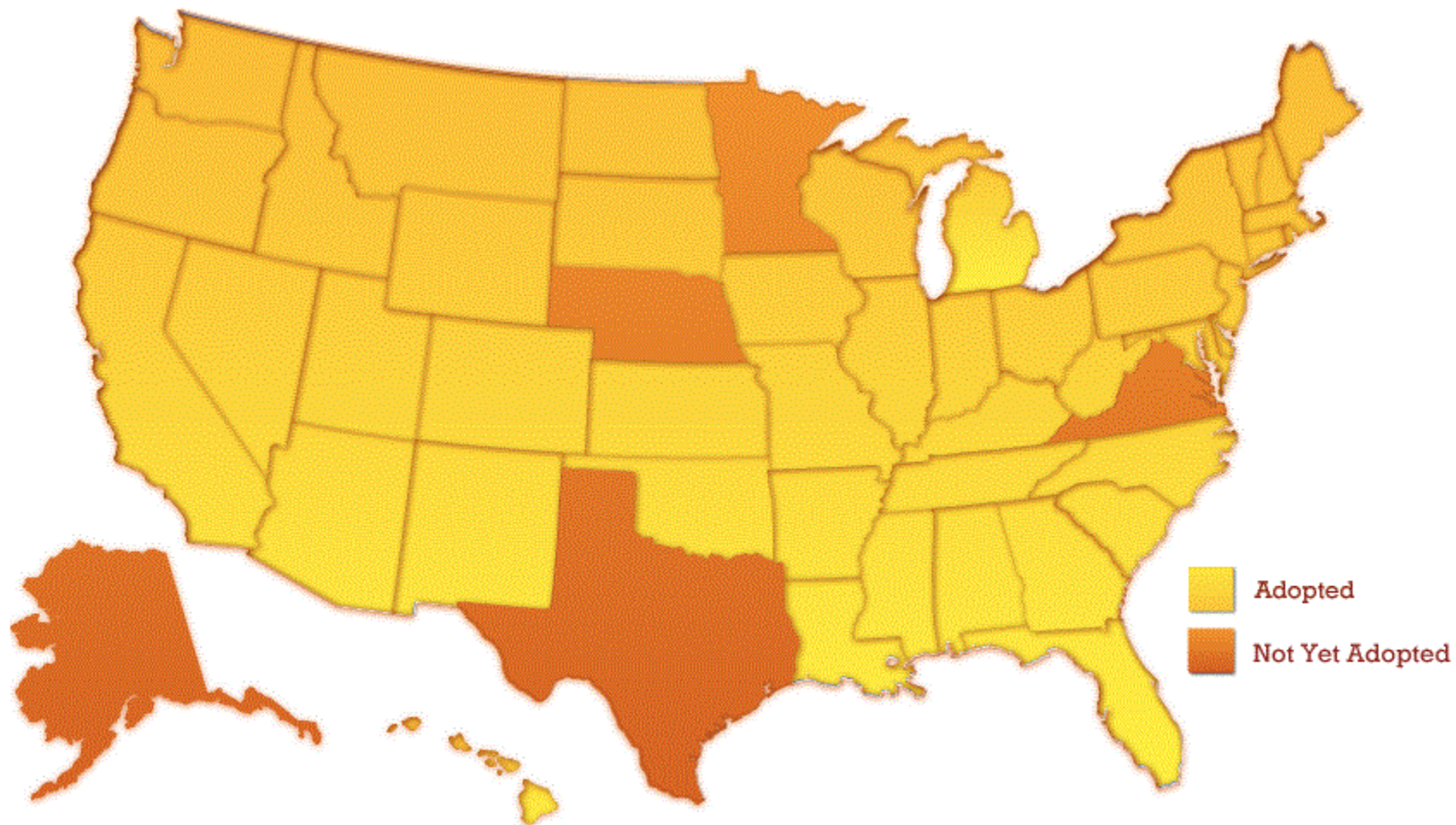
# Feedback and Review

## External and State Feedback teams included:

- K-12 teachers
- Postsecondary faculty
- State curriculum and assessments experts
- Researchers
- National organizations (including, but not limited, to):
  - American Council on Education (ACE)
  - American Federation of Teachers (AFT)
  - Campaign for High School Equity (CHSE)
  - Conference Board of the Mathematical Sciences (CBMS)
  - Modern Language Association (MLA)
  - National Council of Teachers of English (NCTE)
  - National Council of Teachers of Mathematics (NCTM)
  - National Education Association (NEA)



# Common Core Across the Nation





# What are the Common Core State Standards?

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The Common Core State Standards set grade-by-grade learning expectations for students in grades K-12 for Mathematics and for English Language Arts and Literacy.

While states have had standards for more than 15 years, this set of standards is more focused on preparing students for success in college and career. They set **clear**, **consistent** and **high learning goals**.



# Common Core: It Takes All of Us!

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- Parents
- Community members
- Colleges and universities
- Technical training programs





## What Should I Expect with CCSS?

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More time to **focus** on preparing students for college and career readiness.



# The Shifts in ELA/Literacy

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



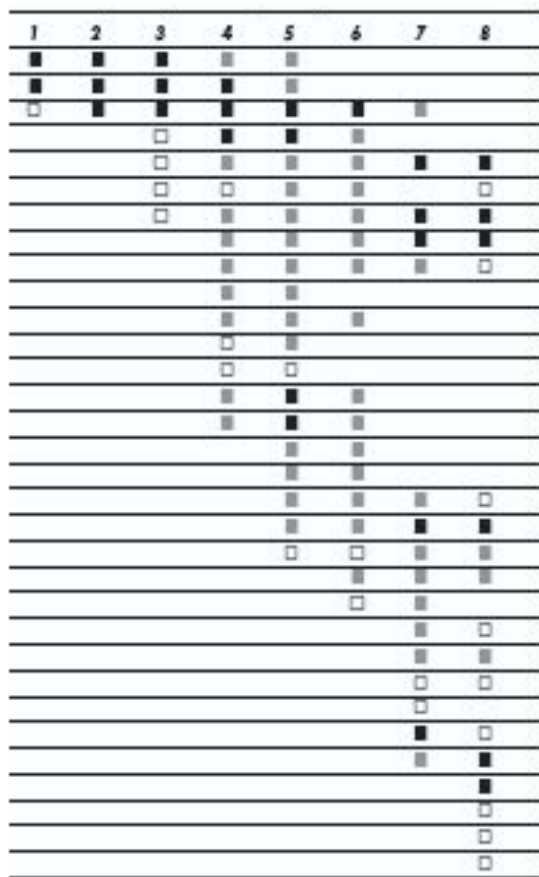
# How can you help your child in literacy?

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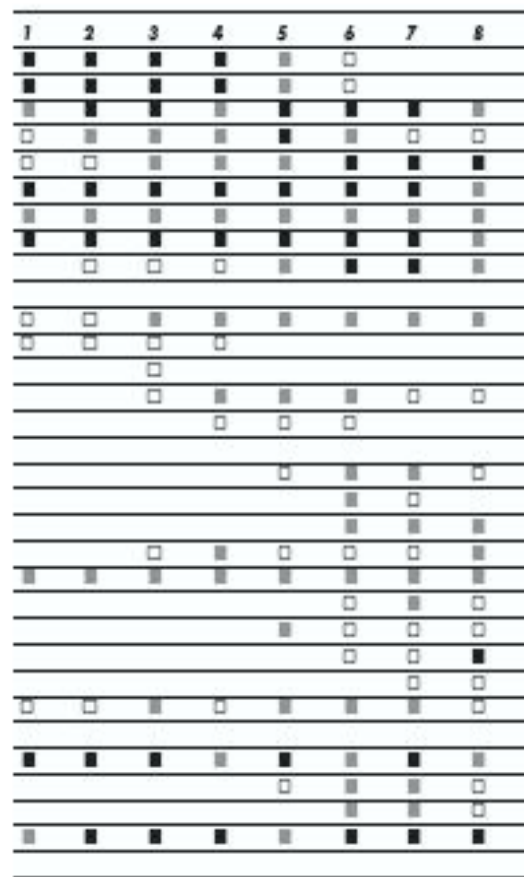
- Ask your child specific questions about what they read.
- Encourage children to read, then write and speak about, nonfiction text such as newspapers, magazines, and biographies.
- Encourage children to research topics of interest and read series that relate to a central topic.
- Have your child follow step by step instructions or a set of directions in order to accomplish a task, such as building a sandcastle or operating a game.

# The shape of math in A+ countries

Mathematics topics intended at each grade by at least two-thirds of A+ countries



Mathematics topics intended at each grade by at least two-thirds of 21 U.S. states



<sup>1</sup>Schmidt, Houang, & Cogan, "A Coherent Curriculum: The Case of Mathematics." (2002).



# Traditional U.S. Approach

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K

12

Number and  
Operations



Measurement  
and Geometry



Algebra and  
Functions



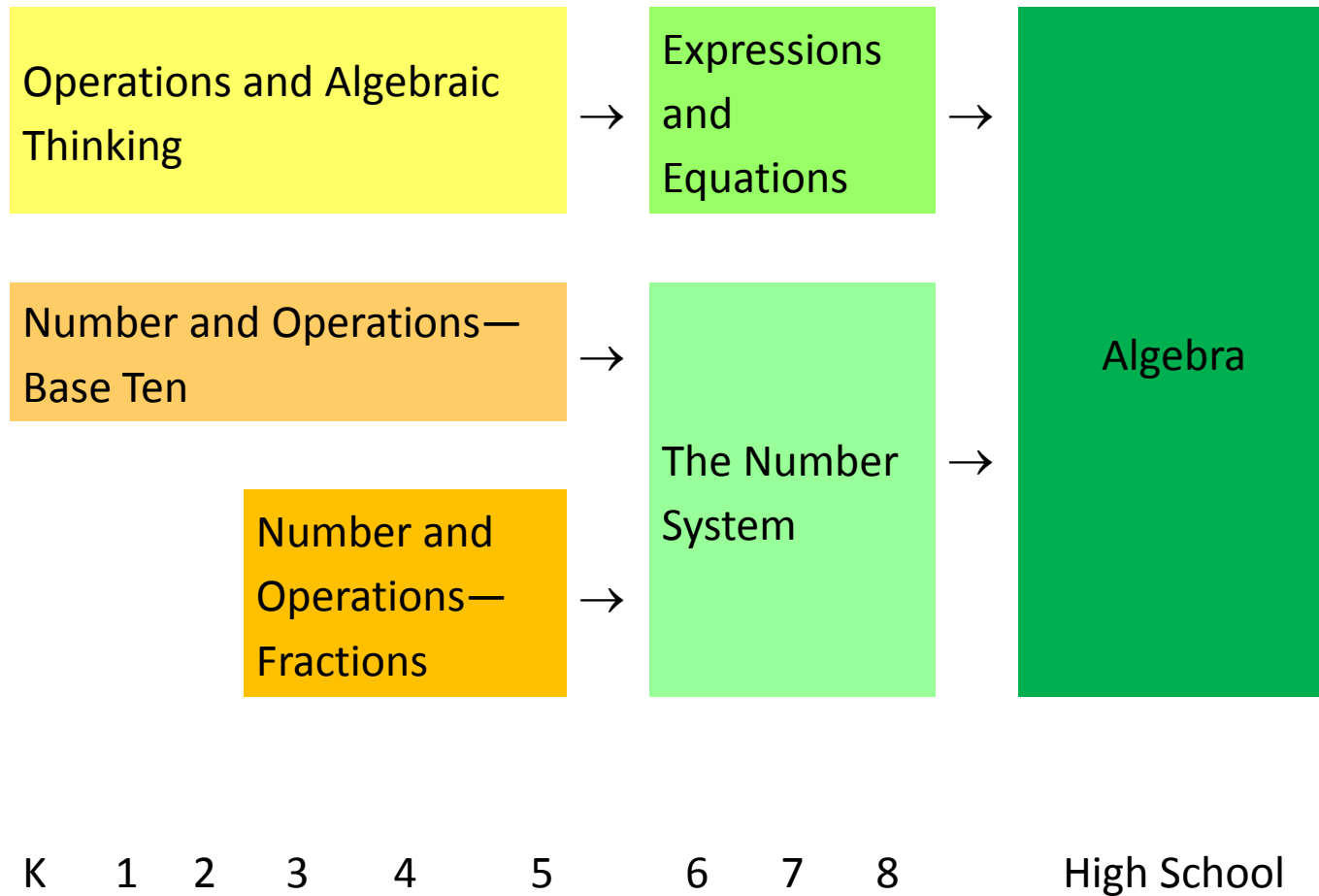
Statistics and  
Probability





# Focusing attention within Number and Operations

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# Priorities in Mathematics

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



# The Shifts in Mathematics

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- 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** with equal intensity





# How can you help your child in math?

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

-Encourage children not to give up while solving problems, to build stamina and develop their critical thinking skills. Don't give them the answers - ask them to think of different ways they can solve problems.

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

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

# Prairieview/Lakeview Course Sequence

## Prairieview/Lakeview Middle School Course Sequence

In collaboration with District 99 and the implementation of CCSSM, this timeline is developed with consideration of the below High School Course Sequence:

High School Courses in District 99	2013-14	2014-15	2015-16
	Math 1	Math 1	Math 1
	Geometry	Math 2	Math 2
	AAT	AAT	Math 3
	<i>BooCalculus</i>	<i>BooCalculus</i>	<i>BooCalculus</i>

	2013-2014 8 <sup>th</sup> Grader	2014-2015 8 <sup>th</sup> Grader	2015-2016 7 <sup>th</sup> Grader	2016-2017 8 <sup>th</sup> Grader	2017-2018 9 <sup>th</sup> Grader	2018-2019 10 <sup>th</sup> Grader	2019-2020 11 <sup>th</sup> Grader	2020-2021 12 <sup>th</sup> Grader
Traditional	8 <sup>th</sup> CC Math	8 <sup>th</sup> CC Math	7 <sup>th</sup> CC Math	8 <sup>th</sup> CC Math	Math 1	Math 2	Math 3	<i>BooCalculus</i>
Traditional to Advanced	8 <sup>th</sup> Grade Math	8 <sup>th</sup> summer work / 7 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Math	Math 1	Math 2	Math 3	<i>BooCalculus</i>	AP Calculus or AP Statistics
Advanced	8 <sup>th</sup> CC Math	7 <sup>th</sup> CC Math	8 <sup>th</sup> CC Math	Math 1	Math 2	Math 3	<i>BooCalculus</i>	AP Calculus Or AP Statistics
Double Advanced	8 <sup>th</sup> Grade Math	7 <sup>th</sup> /8 <sup>th</sup> Grade Math	Math 1	Math 2	Math 3	<i>BooCalculus</i>	AP Calculus Or AP Statistics	Calc III Or Dual Credit Courses

	2013-2014 8 <sup>th</sup> Grader	2014-2015 7 <sup>th</sup> Grader	2015-2016 8 <sup>th</sup> Grader	2016-2017 9 <sup>th</sup> Grader	2017-2018 10 <sup>th</sup> Grader	2018-2019 11 <sup>th</sup> Grader	2019-2020 12 <sup>th</sup> Grader
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2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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# Standards Aligned Instructional Practice in English Language Arts *(Example for Grades 3-5)*

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*When the shifts in ELA/Literacy are effectively integrated into instructional practice, evidence of the following can typically be observed:*

## **EVIDENT IN EACH LESSON**

1. A high quality text or texts is at the center of the lesson.
2. Questions and tasks are text dependent and text specific.
3. All students are productively engaged in the work of the lesson using evidence.

## **EVIDENT OVER THE COURSE OF THE YEAR**

1. Students encounter an appropriate balance and sequence of texts.
2. Students are asked to practice the range of tasks the standards demand.
3. Student work demonstrates that students meet the expectations for foundational skills and ELA standards.

## **EVIDENT BEYOND THE CLASSROOM**

1. The teacher productively collaborates with other teachers to improve practice.

# Standards Aligned Instructional Practice in Mathematics *(Example for Grades K-8)*

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***When the shifts in Mathematics are effectively integrated into instructional practice, evidence of the following can typically be observed:***

## **EVIDENT IN EACH LESSON**

1. Materials and instruction support the focus and coherence of the Standards.
2. All students grow in their capacity for rigor in mathematics.
3. All students practice the discipline of mathematics in grade-appropriate ways.

## **EVIDENT OVER THE COURSE OF THE YEAR**

1. *Focus:* Students focus strongly where the Standards focus.
2. *Coherence:* The lessons and tasks students encounter reinforce coherence across and within grades.
3. *Rigor:* Students pursue conceptual understanding, procedural skill & fluency and application with each intensity.

## **EVIDENT BEYOND THE CLASSROOM**

1. The teacher productively collaborates with other teachers to improve practice.



# Refinements to the PARCC Assessment Design

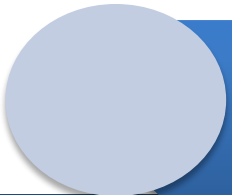
## The PARCC Goals

1. Create high-quality assessments
2. Build a pathway to college and career readiness for *all* students
3. Support educators in the classroom
4. Develop 21<sup>st</sup> century, technology-based assessments
5. Advance accountability at all levels



## PARCC Assessment Priorities

1. Determine whether students are **college- and career-ready** or on track
2. **Compare performance** across states and internationally.
3. Assess the **full range of the Common Core Standards**, including standards that are difficult to measure
4. Measure the **full range of student performance**, including the performance of high and low performing students
5. Provide **data during the academic year** to inform instruction, interventions and professional development
6. Provide **data for accountability**, including measures of growth
7. Incorporate **innovative approaches** throughout the system



# Refinements to the PARCC Assessment Design

The PARCC assessment system will be comprised of **four components**. Each component will be computer-delivered and will leverage technology to incorporate innovations.

- Two ***summative assessment components***
  - » ***Performance-Based Assessment (PBA)***
  - » ***End-of-Year Assessment (EOY)***
  
- Two ***formative assessment components***
  - » ***Diagnostic Assessment***
  - » ***Mid-Year Assessment***


# Refinements to the PARCC Assessment Design

BEGINNING OF YEAR

English Language Arts/Literacy and Mathematics, Grades 3-11


END OF YEAR

Flexible




**Diagnostic Assessment**

- Early indicator of student knowledge and skills to inform instruction, supports, and PD




**Mid-Year Assessment**

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative



**Performance-Based Assessment (PBA)**

- Extended tasks
- Applications of concepts and skills



**End-of-Year Assessment**

- Innovative, computer-based items



**Speaking and Listening**



**Summative assessment for accountability**



**Formative assessment**





# Additional Resources

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Council of the Great City Schools Parent Roadmaps:

- Math

<http://www.cgcs.org//site/Default.aspx?PageID=244>

- ELA / Literacy

<http://www.cgcs.org/Page/328>

- National Parent Teachers Association (PTA)

<http://pta.org/parents/content.cfm?ItemNumber=2583>

- Achieve the Core

[www.achievethecore.org](http://www.achievethecore.org)

- Common Core State Standards Text Exemplars

[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)