Implementing the Common Core State Standards

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

NOVEMBER 4, 2010

What's the Big Deal?

Common Core State Standards (CCSS)

- The CCSS **mandate** the student **learning outcomes** for every grade level.
- The CCSS create a **common language**
- Students will be **tested** and instructional effectiveness will be **measured** based on CCSS.
- Federal **funding** is tied to CCSS adoption, implementation, and accountability.

Overview of the Common Core

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

Development of Common Core State Standards

- Joint initiative of:

- Supported by:
  - -Achieve
  - -ACT
  - -College Board
  - -48 States and 3 Territories

Why are Common Core State Standards good for **students**?

- **College & Career Focus:** Prepare students with the knowledge and skills they need to succeed
- **Consistent:** Provide expectations that are not dependent on a student's ZIP code
- **Mobility:** Help students make transitions between districts and between states
- **Student Ownership:** Students know what is expected of them; can be more self-directed in their learning

Why are Common Core State Standards good for **educators**?

Common Core State Standards provide focus for:

- Preparing teachers
- Aligning what is taught with assessments
- Designing curriculum and teaching methods
- Building deep understanding for all students
- Providing equal expectations for all teachers and equal opportunity to learn for all students

Content of the Common Core

ENGLISH LANGUAGE ARTS (ELA)

MATHEMATICS

Portrait of Students Who Meet ELA Standards

Students:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Overview to English Language Arts Standards

Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards (CCR) for each strand:

- Reading: Foundational Skills, Literature, Informational Text
- Writing
- Speaking and Listening
- Language

- Overarching targets (parallel for each grade band)

Overview to English Language Arts Standards

Grades 6-12: Standards for Literacy in History/Social Studies, Science, & Technical Subjects

- Based on **CCR Anchor Standards** for:
  - Reading
  - Writing

- Technical subjects: defined as workforce-related subjects; technical aspects of wider fields of study such as art and music

Old to New – English Language Arts "Reading Informational Text"

	1998 to June 2010 (WI Model Academic Standard)	June 2010 and Beyond (Common Core State Standard)
6th Grade	None	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
8th Grade	Evaluate the themes and main ideas of a work considering its audience and purpose	2. 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.

Has many interpretations

More Specific

Overview to Mathematics Standards

- **Standards for Mathematical Practice**
- **Standards for Mathematical Content**
  - **K-8 grade level standards**
    - Algebraic thinking standards indicated in K-5
    - Grade level overviews: K-8
  - **Mathematical Standards for High School**
    - Conceptual categories
    - Additional standards for preparation for advanced courses

Standards for Mathematical Practice

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

Strands of Mathematics Standards

- **Grades K-5**
  - Numbers and Operations
  - Operations and Algebraic Thinking
  - Measurement and Data
  - Geometry
- **Grades 6-8**
  - Number System
  - Ratios and Proportional Relationships [Gr. 8 – Functions]
  - Expressions and Equations
  - Geometry
  - Statistics and Probability

Strands of Mathematics Standards

- **High School**
  - Numbers and Quantity
  - Algebra
  - Functions
  - Modeling
  - Geometry
  - Statistics and Probability

Old to New- Math Examples

	1998 to June 2010 (WI Model Academic Standard)	June 2010 and Beyond (Common Core State Standard)
3rd Grade Math	None	3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
4th Grade Math	B.4.1 Represent and explain whole numbers*, decimals, and fractions with physical materials number lines and other pictorial models* verbal descriptions place-value concepts and notation symbolic renaming (e.g., 43=40+3=30+13)	1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ **by using visual fraction models**, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. **Use this principle** to recognize and generate equivalent fractions.

Common Competencies in Mathematics

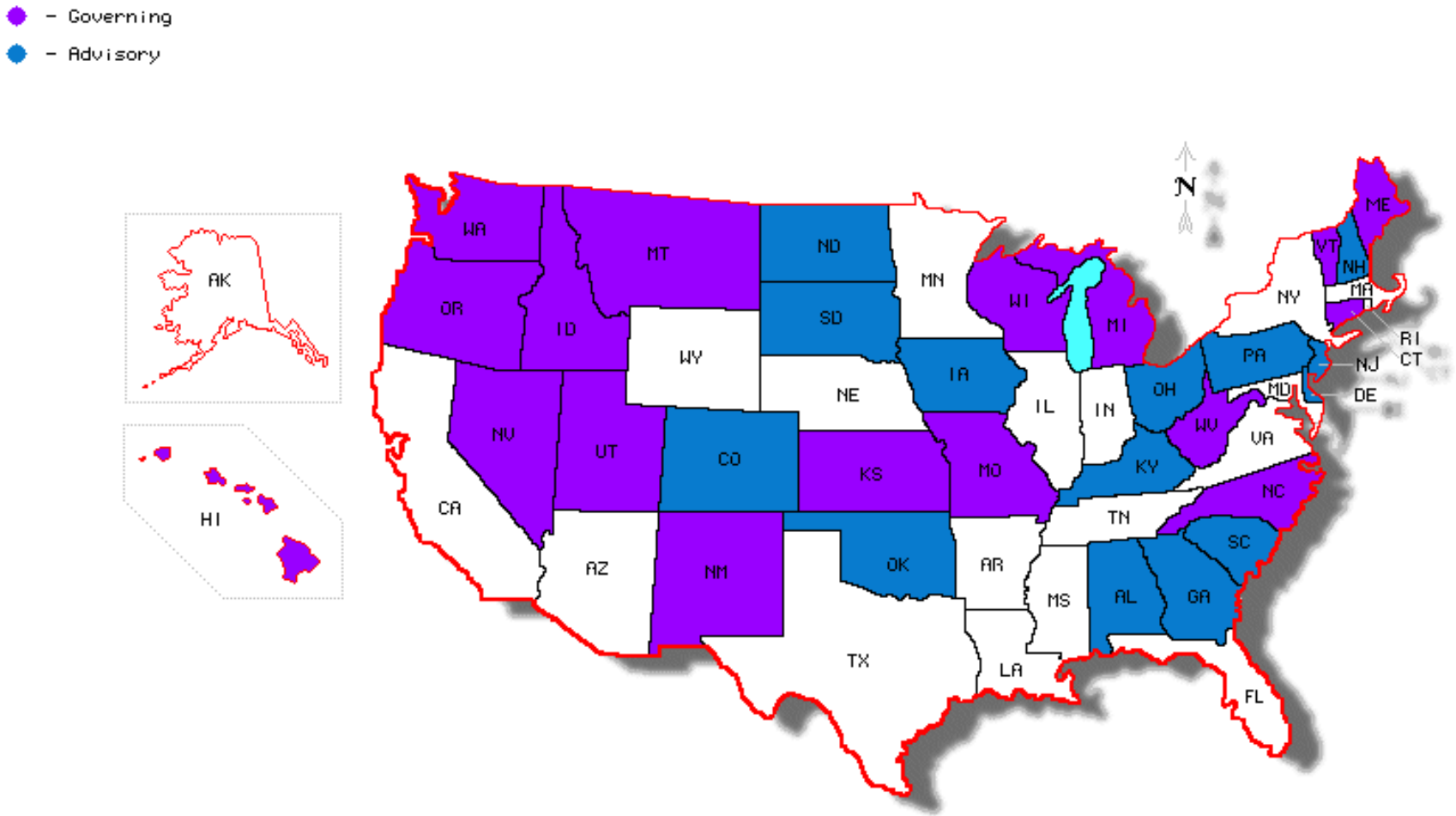
- Goal: identify the mathematics needed to graduate high school and enter college credit-bearing coursework

- Mathematics faculty from campuses of
  - University of Wisconsin System
  - Wisconsin Technical College System
  - Wisconsin Association of Independent Colleges & Universities
  - Wisconsin high schools

Assessing the Common Core

SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

SMARTER Balanced Assessment Consortium



NOTES:
The State of Washington is a Governing State in addition to serving in the unique role of Lead Procurement State/Lead State for the Consortium.

Assessing the Common Core

- Wisconsin is one of 17 governing states of the SMARTER Balanced Assessment Consortium
  - WI is one of seven states elected to SBAC Executive Committee.
  - Washington State is the fiscal agent and hosts a SMARTER Balanced webpage: http://www.k12.wa.us/SMARTER/

Assessing the Common Core

- The distinguishing features of SMARTER Balanced Assessment consortium:
  - SMARTER will develop a **computer adaptive** summative test.
  - SMARTER will develop a **system of assessments**, offering **multiple data points** to be accessed throughout the year.
  - SMARTER has a primary focus on **educator involvement**, notably around the **formative and benchmark** components, and **professional development** that creates a system of assessment and instruction.

Assessing the Common Core

The SMARTER Balanced Assessment System will include:

- **Summative tests** (grades 3-8 and once in high school)
- **Adaptive** test platform
- **Balance of item types** aligned to the Common Core State Standards
- **Formative and benchmark** assessments

Implementing the Common Core

A STATE-WIDE EFFORT

Partnerships for Implementation

Opportunities for Collaboration

- ✓ Communication
- ✓ Teacher development / Professional learning
- ✓ Resource development
- ✓ Curriculum development
- ✓ Formative and benchmark assessments
- ✓ Additional resources

Further Information

DPI website:

http://www.dpi.wi.gov/standards/

http://www.dpi.wi.gov/oea/sbac.html

Common Core State Standards Initiative:

http://corestandards.org/

Thank You

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION