COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS

MATHEMATICS

Three-Minute Video Explaining the Common Core State Standards

http://vimeo.com/51933492

ccssvideo.mp4

Common Core State Standards

COMMON CORE STATE STANDARDS FOR

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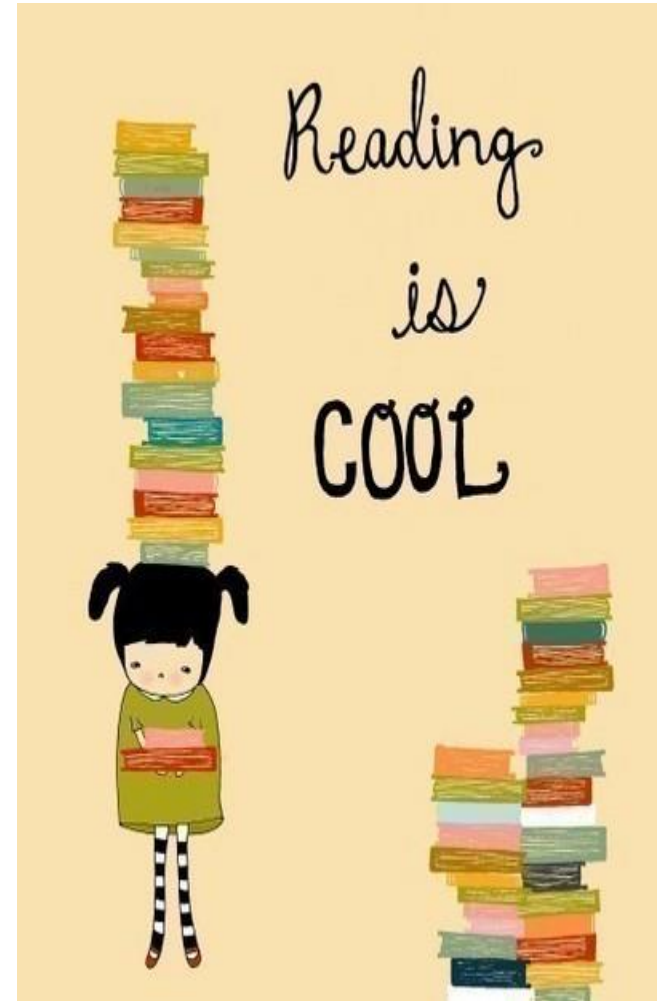Science, and Technical Subjects

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

COMMON CORE STATE STANDARDS FOR

Mathematics

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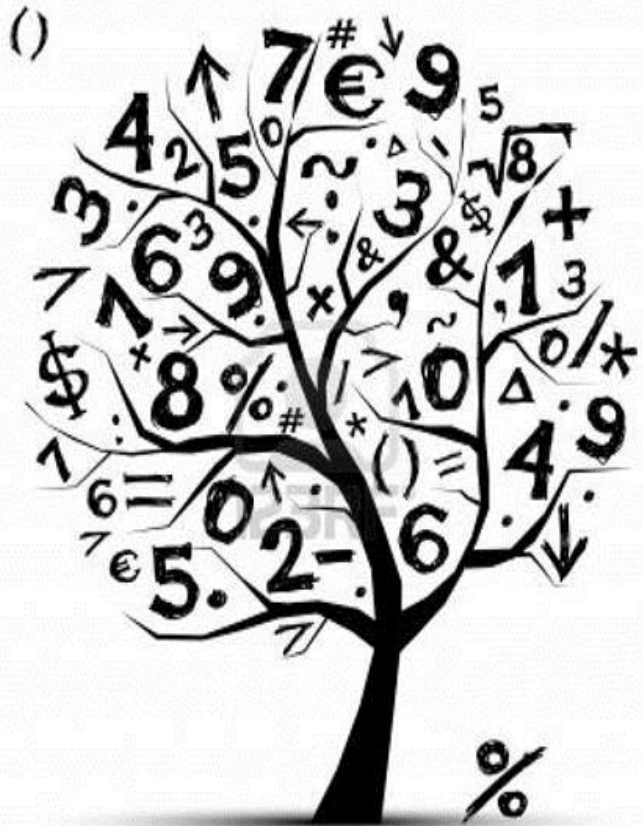PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

English Language Arts/Literacy Shifts

- More focus on non-fiction
- Learn about the world by reading
- Read more complex text closely and carefully
- Discuss reading using evidence
- Non-fiction writing using evidence
- Increase academic vocabulary

Reading is COOL

A Closer Look: Mathematics Shifts

- Learn more about less concepts

- Build skills across grades

- Develop speed and accuracy

- Skill building

- Real world application

- Think fast <u>AND</u> solve problems

How will learning with Common Core Standards be *assessed*?

The **Smarter Balanced** next generation assessment system is designed to measure students' learning of the important concepts, knowledge, and skills that form the Common Core State Standards.

SMARTER BALANCED ASSESSMENTS DATES FOR HHMS:

March 15 – April 5: Grades 3 and 4
April 18 – May 6: Grades 5-8

Please visit:

http://ct.portal.airast.org/

Here you can access parent resources and practice items.

- **CAT:** Computer Adaptive Test- test questions will adapt to students' academic level- Questions are generated based on the students' previous responses.

- **Performance Task:** contains multiple parts, each designed to collect specific types of evidence that are combined to make a claim about student ability to read, synthesize, and communicate in writing.

Smarter Balanced Assessment

- Selected Response

- Constructed Response

- Extended Response

- Performance Tasks

- Technology-Enabled

- Technology-Enhanced

Selected Response
Single Response – Multiple Choice

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Which sentence should be added to the paragraph to state the author's main claim?

A. Watching television makes a person healthy.

B. Watching television can be a sign of intelligence.

C. Television can be a positive influence on people.

D. Television has more varied programs than ever before.

Selected Response

Multiple Correct Options

Which of the following statements is a property of a rectangle? Select all that apply.

- ☐ Contains three sides
- ☐ Contains four sides
- ☐ Contains eight sides
- ☐ Contains two sets of parallel lines
- ☐ Contains at least one interior angle that is acute
- ☐ Contains at least one interior angle that is obtuse
- ☐ All interior angles are right angles
- ☐ All sides have the same length
- ☐ All sides are of different length

Constructed Response

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third-Grade	
Class	**Number of Students**
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show or explain how you found your answer.

Constructed Response
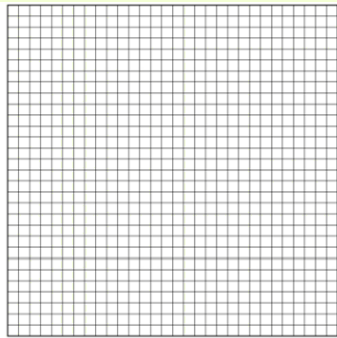
Extended Response

Ms. McCrary wants to make a rabbit pen in a section of her lawn. Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

Part A

Draw 3 **different** rectangles that can each represent Ms. McCrary's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.

Key
☐ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

Pen 1:
Length: _____ (feet, square feet)
Width: _____ (feet, square feet)
Area: _____ (feet, square feet)

Pen 2:
Length: _____ (feet, square feet)
Width: _____ (feet, square feet)
Area: _____ (feet, square feet)

Pen 3:
Length: _____ (feet, square feet)
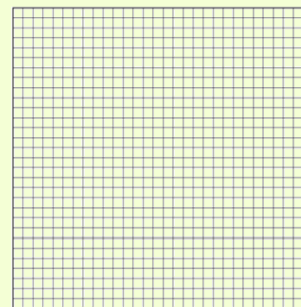Width: _____ (feet, square feet)
Area: _____ (feet, square feet)

Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.

Key
☐ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Length: _____ (feet, square feet)
Width: _____ (feet, square feet)
Area: _____ (feet, square feet)

Performance Task

Part 1 (35 minutes)
Your assignment:
You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:
In order to plan and compose your essay, you will do all of the following:
1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:
You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.
- (short story)
- (article 1)
- (video)
- (research statistics)

Questions
Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.

2. What do the statistics from "Keeping Pace with K–12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.

3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)
You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment
Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

Technology-Enabled
Selected or Constructed Responses that include Multimedia

Brianna is running for class president. She needs to give a speech to the 4th grade class.
Listen to the draft of her speech and then answer the questions that follow.

(Test-takers listen to an audio version of the following speech.)
"Hi, My name is Brianna. I am running for class president, and I hope you will vote for me. You know many of my friends said they would. I am involved in many activities, including track and theater. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year. Also, we can donate a portion of the money to a charity of our choice. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!"

This speech needs to be revised before the student presents it.
Which sentence should be omitted to improve the speech.

A. I am running for class president, and I hope you will vote for me.
B. You know many of my friends said they would.
C. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year.
D. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!"

Technology-Enhanced

Collects Evidence through a Non-Traditional Response

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship.
Read the poem and answer the question that follows.
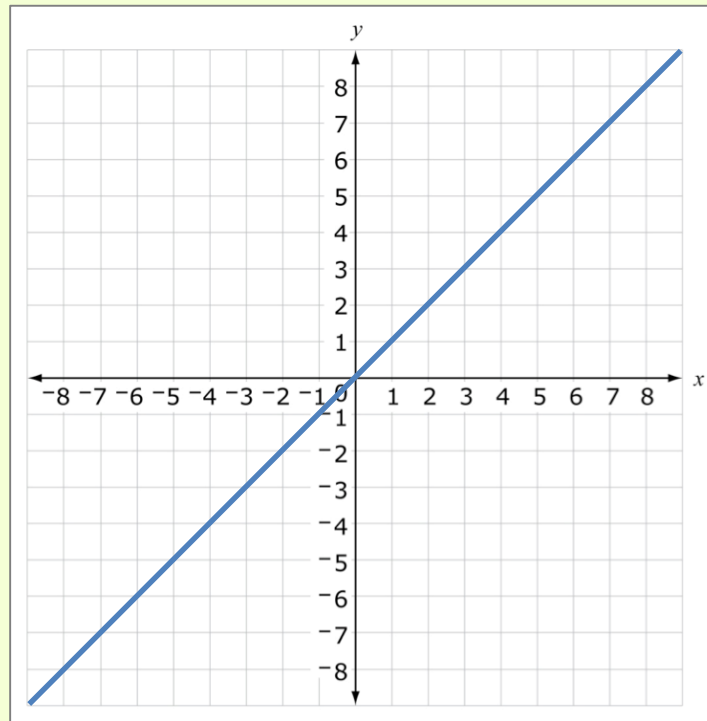
Remember
by Christina Rossetti
Remember me when I am gone away,
    Gone far away into the silent land;
    When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day   5
    You tell me of our future that you plann'd:
    Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
    And afterwards remember, do not grieve: 10
    For if the darkness and corruption leave
    A vestige* of the thoughts that once I had,
Better by far you should forget and smile
    Than that you should remember and be sad.

In the sonnet "Remember," which two lines reveals a change in the speaker's message to her subject?
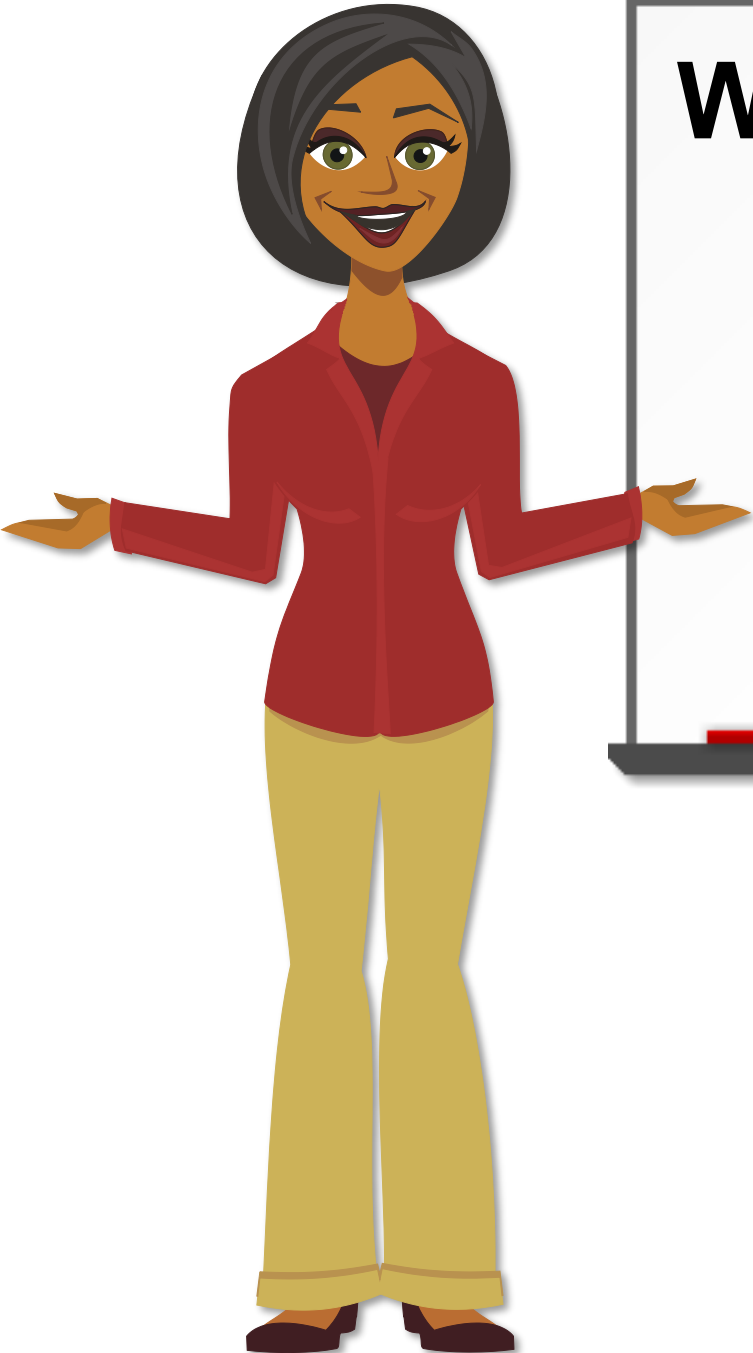
Technology-Enhanced

Collects Evidence through a Non-Traditional Response

The value of *y* is proportional the the value of *x*. The constant of proportionality for this relationship is 1. On the grid below, graph this proportional relationship.

What is a CAT?

How will it work for me?

The test starts with an item from a pre-determined difficulty level. It may be based on average difficulty for the grade, or it may be based on information known about the student from previous tests.
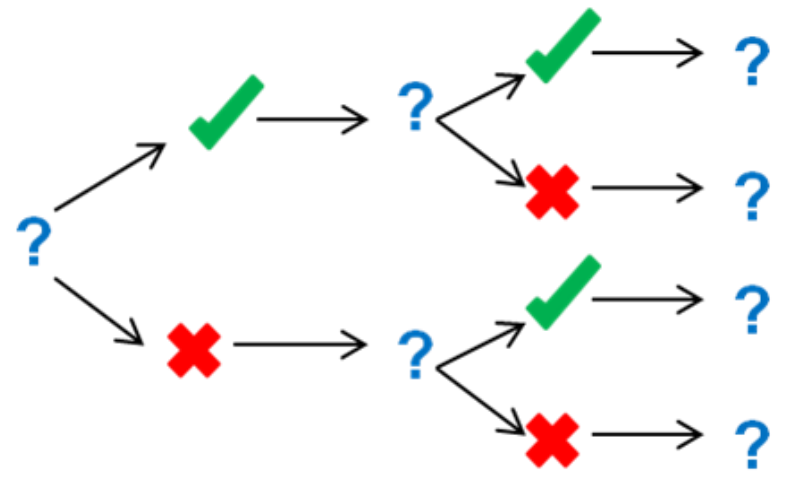
Let's see it in action.

Question Selection

The student receives questions based on his or her response to the previous questions. The computer program quickly selects a new question after reviewing how well the student performed on all the previous questions. Based on the responses, the program selects a question that fits the test blueprint and gives the best information about what the student knows. This is how a CAT can customize each test so it is an accurate measure of any student's skills.

Questions will ADAPT

If the student continues to answer questions correctly, the questions covering the blueprint will continue to get more challenging. If the student starts missing the answers to questions, the program will start to select questions that are easier. The program adapts to how the student is performing.

Responses

Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but the student who has answered the more challenging questions correctly will achieve a higher score.

That's it!

A student's score is based on the difficulty of the items that were right or wrong, not on the total number of correct answers.

Of course, it all seems so simple when described like this. But there is a very complex process happening within the CAT engine to make all of these determinations simultaneously with predictability built in.

SBAC TESTING SESSIONS

Subject	Grades 3-5	Grades 6-8
ELA Computer Adaptive Test	Total 90 minutes Part 1- 45 minutes Part 2- 45 minutes	Total 90 minutes Part 1 - 45 minutes Part 2 - 45 minutes
Math Computer Adaptive Test	Total 90 minutes Part 1- 45 minutes Part 2- 45 minutes	Total 120 minutes Part 1- 60 minutes Part 2- 60 minutes
Classroom Activity ELA Math	30 minutes Done in the classroom before Performance Task	30 minutes Done in the classroom before Performance Task
ELA Performance Task Part 1 and Part 2	Total 120 minutes Part 1- 60 min. Part 2- 60 min.	Total 120 minutes Part 1- 60 minutes Part 2- 60 minutes
Math Performance Task One Session	Total 60 minutes One Session	Total 60 minutes One Session

COMPARISON

CMT/CAPT	Smarter Balanced
Based on Old Standards	Based on New Standards
Paper Pencil	Computer Based
Grade Level Bound	Computer Adaptive
ELA/Math/Science	ELA/Math
Accommodations	Accommodations/Designated Supports
About 7 Hours	About 7 Hours Untimed for all Students
Results in Summer	Results in Summer
State, District & School Data Reported	State, District & School Data Reported
Longitudinal Data	Longitudinal Data

2007 Mathematics Released Items

2 Band members set up chairs for a band concert in the gym. They had 9 rows and used 63 chairs.

Which equation shows how many chairs are in each row?

○ **A.** $63 + 9 = \square$

○ **B.** $63 \div 9 = \square$

○ **C.** $63 \times 9 = \square$

New Common Core State Standards:

Joe and Sally make 72 cookies for a bake sale. They will put an equal number of cookies into bags. Joe and Sally want to put more than 2 cookies but fewer than 10 cookies into each bag.

Sally says they can only put 8 cookies into 9 bags or 9 cookies into 8 bags.

Joe thinks there are more ways to put an equal number of cookies into bags.

3

Part A

Write one way that Joe and Sally could put an equal number of cookies into bags with fewer than 5 cookies per bag.

4

Part B

Write another way that Joe and Sally could put an equal number of cookies into bags with more than 5 cookies per bag.

So, what can parents really do to help?

….be ready for school

- Arrive to school **on time, everyday,** during testing.

- Get enough sleep the night before testing.

- Eat a healthy breakfast before arriving to school.

- Remember to tell your children….We expect their **_best effort_**….nothing more, nothing less. We are already proud of their efforts!!!

Backpacks: What you should see

Real-world examples that makes what they're learning in English and math make more sense
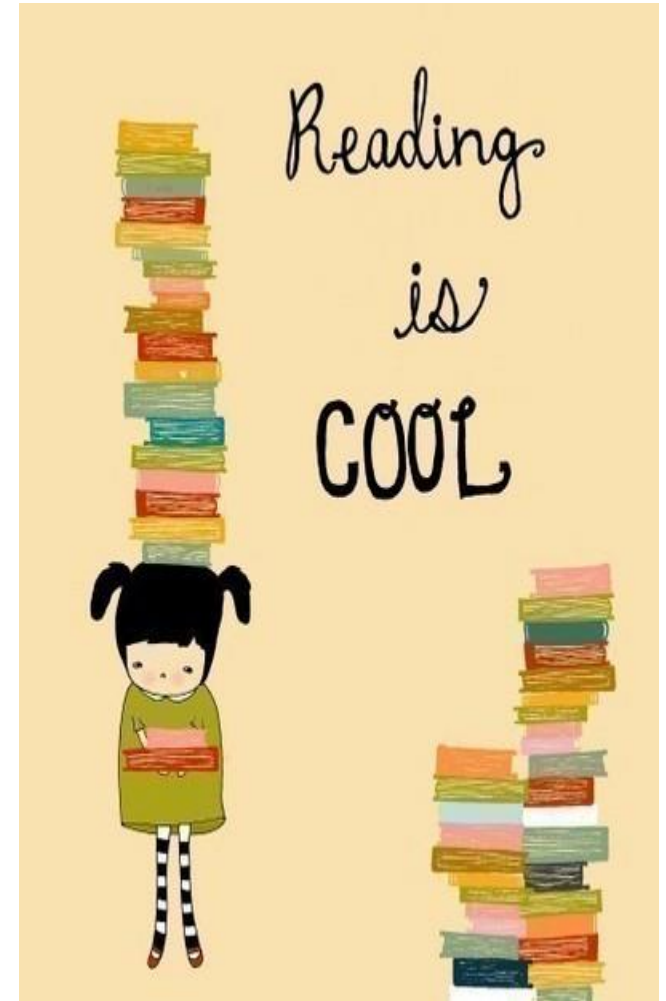
Books that are both fiction *and* non-fiction

Writing assignments that require students to use *evidence* instead of opinion

Math homework that asks students to write out *how* they got their answer
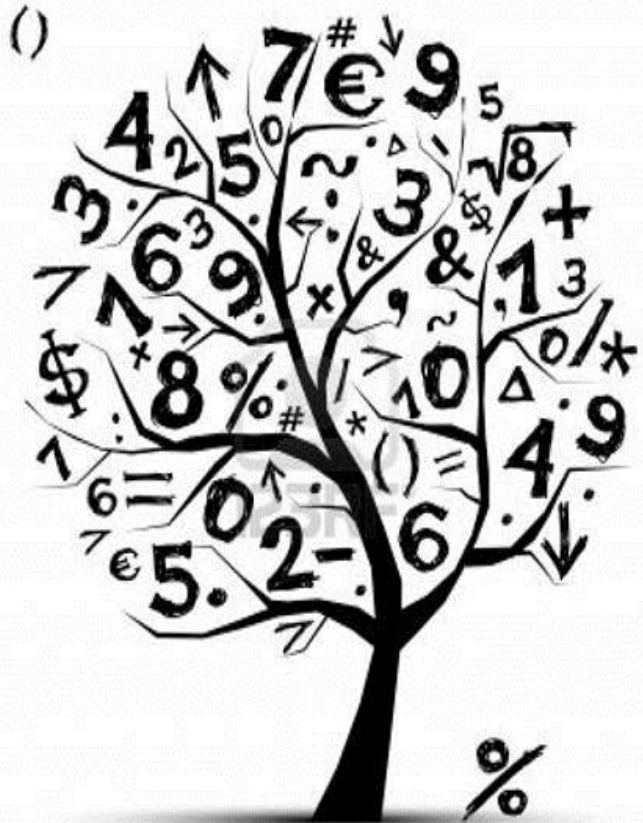
Math homework that ask students to use different methods to solve the same problem

How can you help your child with literacy?

- Encourage your child to read, discuss and write about non-fiction, such as newspapers, magazines, and biographies.
- Encourage your child to be critical of what he/she reads, watches, or listens to. Ask them for evidence to support his/her opinion.
- Encourage your child to research topics of interests using a variety of sources.
- Have your child follow a set of instructions or step-by-step directions in order to accomplish a task, such as building a structure or operating a game.

Reading is COOL

How can you help your child with math?

- Practice 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 are thinking in their head and discuss it out loud.
- Have children apply math to a real-world scenario at home, such as doubling a recipe or calculating the area of a room.

Additional Resources

English/Language Arts & Mathematics – Parent Roadmap to CCSS

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

National Parent Teachers Association (PTA)

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

Common Core State Standards Text Exemplars

- http://www.corestandards.org/assets/Appendix_B.pdf

Smarter Balanced Assessment

- http://www.smarterbalanced.org/
- http://ct.portal.airast.org/resources/?section=1