

Overview of
Common Core Standards
and the CalMAPP
Assessment System

COMMON CORE STATE STANDARDS



ENGLISH
LANGUAGE ARTS



MATHEMATICS



<http://vimeo.com/51933492>

The Common Core Standards

What Are They?

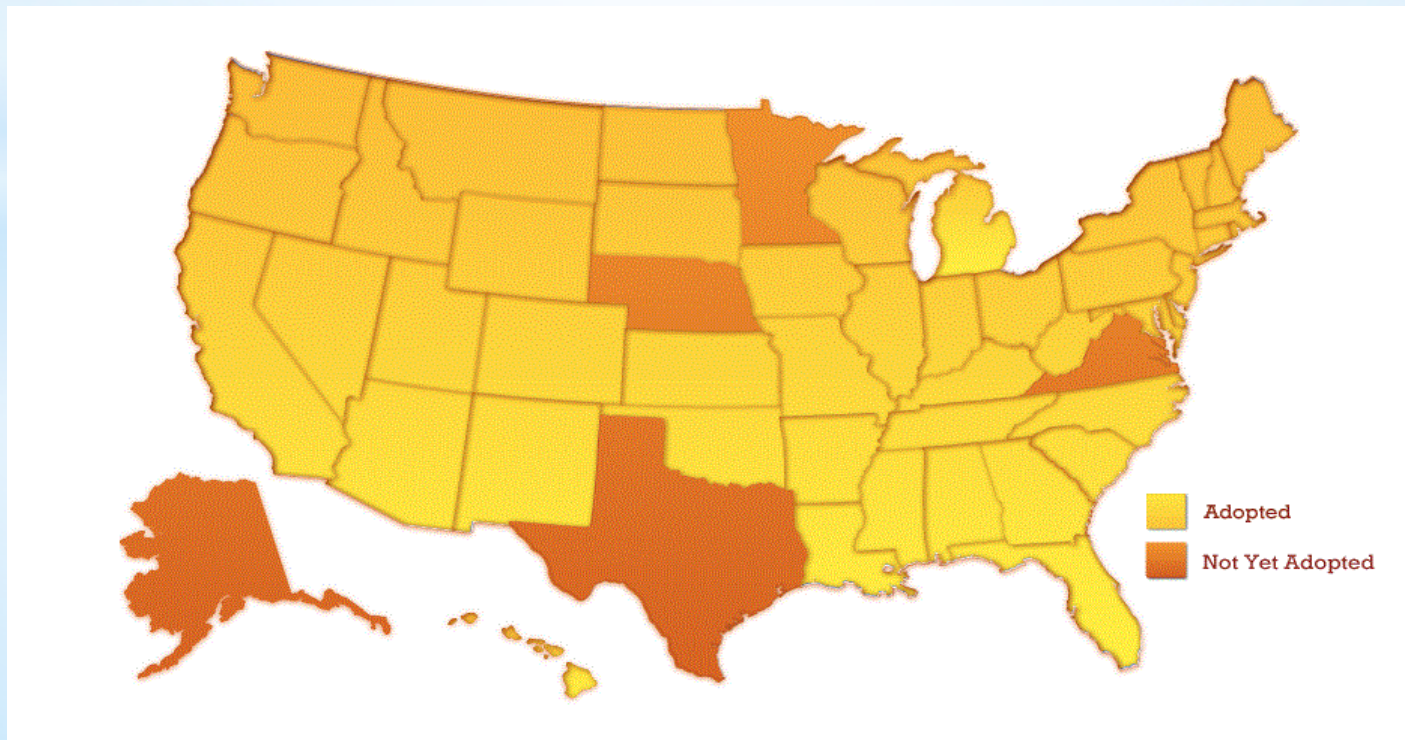


- * Rigorous, research-based standards for English-language arts and mathematics for grades K-12
- * Designed to prepare the nation's students with the knowledge and skills needed for success in college and the workforce
- * A clear and consistent educational framework
- * Provides common language throughout grade levels
- * Internationally benchmarked
- * A collaborative effort that builds on the best of current state standards

College and Career Readiness Standards



- In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) committed to developing standards to help prepare students for success in college and career. (Released in Sept, 2009)
- This work became the foundation for the Common Core.



California and the Common Core State Standards

On Aug. 2nd, 2010, the CA State Board of Education voted unanimously to adopt the new standards for both ELA and Math.

- * Prior to vote, evaluations were done to ensure continued rigor and alignment to California standards. They inserted words, phrases, and select California standards in their entirety to maintain California's high expectations for students.
- * 85 percent of the CA core standards consist of the national core with 15 percent additional material



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

- Students build a wide base of knowledge
- Engage with works of quality and substance
- Become proficient through research and study
- Read purposefully
- Listen attentively
- Refine and share knowledge through writing and speaking
- Students comprehend and evaluate text
- Construct effective arguments
- Discern key points
- Employ technology thoughtfully to enhance sharing of knowledge

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

The standards are comprised of 3 main sections:

- a comprehensive K-5 section (including foundational skills and embedded literacy skills in history/social studies, science and technical subjects)
- two content area-specific sections for grades 6-12
 - one for English-language arts
 - one for literacy in history/social studies, science and technical subjects.

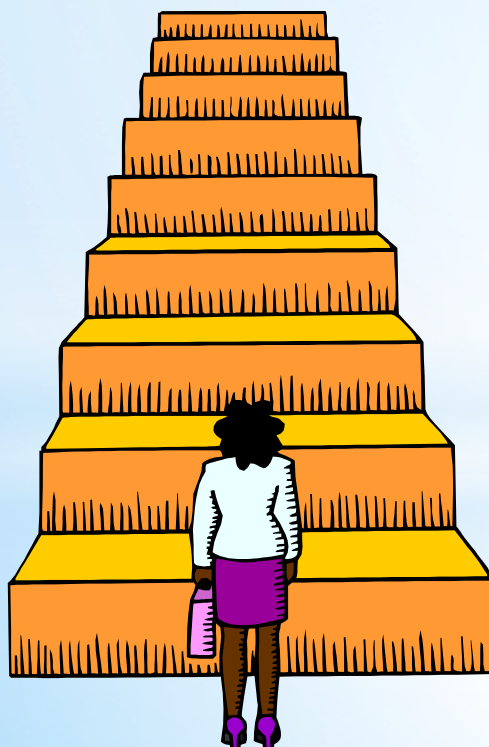


LA Standards Organization

Each strand is headed by a set of anchor standards that are identical across all grades and content areas.

Informational Text Standard 6:

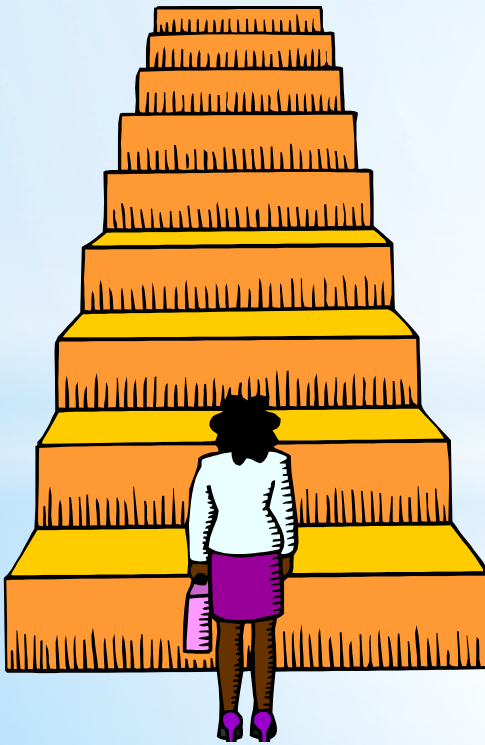
- *K: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.*
- *1: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*
- *2: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*
- *3: Distinguish their own point of view from that of the author of a text.*



LA Standards Organization cont'd

Informational Text Standard 5:

- 4: *Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided*
- 5: *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent*
- 6: *Determine an author's POV or purpose in a text and explain how it is conveyed in the text*
- 7: *Determine an author's POV or purpose in a text and analyze how the author distinguishes his or her position from that of others*
- 8: *Determine an author's POV or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints*



Organization of the Standards

4 Domains 1997 CA Standards	4 Strands 2010 Common Core
Reading (includes vocabulary)	Reading
Writing	Writing
Written and Oral Language Conventions	Language (includes vocabulary)
Listening and Speaking	Speaking and Listening

The Shifts in ELA/Literacy

- **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**



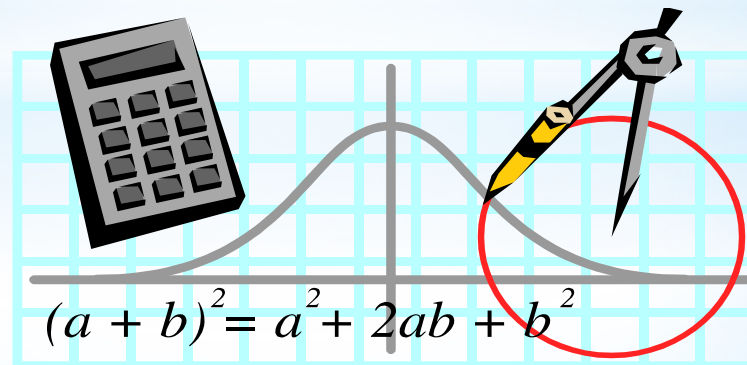
How can you help your child in literacy?

- 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.
- Ask your child to describe why he/she determined an answer to a question about the text.

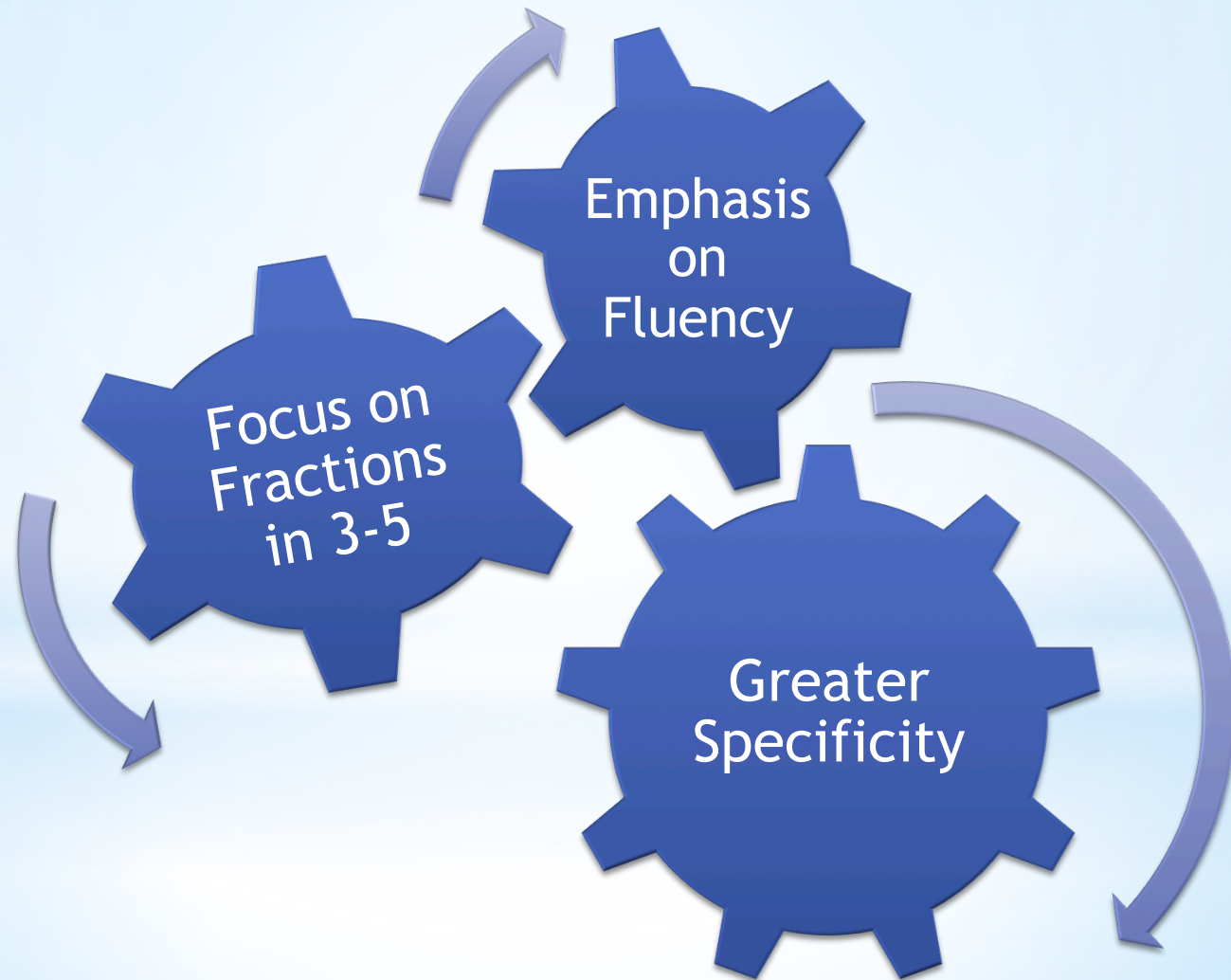
Common Core Standards for Mathematics

The standards for mathematics:

- aim for clarity and specificity
- stress conceptual understanding of key ideas
- balance mathematical understanding and procedural skill
- are internationally benchmarked



Common Core Standards for Mathematics



The Shifts in Mathematics

- **Focus:** Focus strongly where the standards focus
- **Coherence:** Connection across grades, and link to major topics
- **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency** and **application** with equal intensity

Common Core Standards for Mathematics

Two Types of Standards

- **Mathematical Practice** (recurring throughout the grades)
- **Mathematical Content** (different at each grade level)

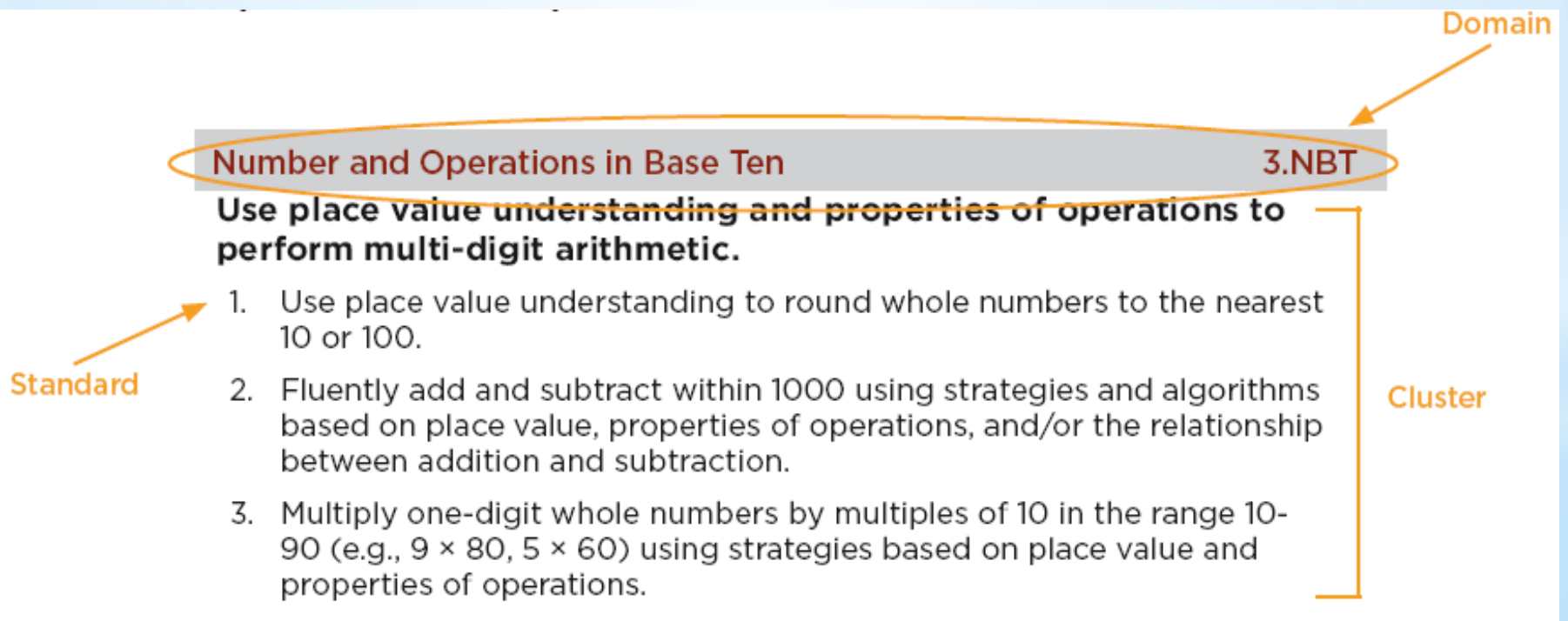
Standards for Mathematical Practice

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

Standards for Mathematical Content K-8

How the grade level standards are organized

- Standards • Clusters • Domains



CCSS Domains K-5

Domain	K	1	2	3	4	5
Counting and Cardinality (CC)	✓					
Operations and Algebraic Thinking (OA)	✓	✓	✓	✓	✓	✓
Number and Operations in Base Ten (NBT)	✓	✓	✓	✓	✓	✓
Measurement and Data (MD)	✓	✓	✓	✓	✓	✓
Geometry (G)	✓	✓	✓	✓	✓	✓
Number and Operations – Fractions (NF)				✓	✓	✓

CCSS Domains 6-8

Domain	6	7	8
Ratios and Proportional Relationships (RP)	✓	✓	
The Number System (NS)	✓	✓	✓
Expressions and Equations (EE)	✓	✓	✓
Geometry (G)	✓	✓	✓
Statistics and Probability (SP)	✓	✓	✓
Functions (F)			✓

Grades K - 5

CCSS Domains	1997 CA Strands
<ul style="list-style-type: none">▪ Counting and Cardinality (CC)▪ Operations and Algebraic Thinking▪ Number and Operations in Base Ten▪ Number and Operations – Fractions	<ul style="list-style-type: none">▪ Algebra and Functions▪ Number Sense
<ul style="list-style-type: none">▪ Measurement and Data▪ Geometry	<ul style="list-style-type: none">▪ Measurement and Geometry▪ Statistics, Data Analysis, and Probability
<ul style="list-style-type: none">▪ Standards for Mathematical Practice (embedded)	<ul style="list-style-type: none">▪ Mathematical Reasoning

How can you help your child in mathematics?

- 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.

What does this mean for the Traditional CST (STAR) testing?

- Schools will transition to a new set of assessments called CalMAPP: California Measurement of Academic Performance and Progress Assessment System.



What is CalMAPP?



New statewide student assessment system

Smarter
Balanced
Assessment

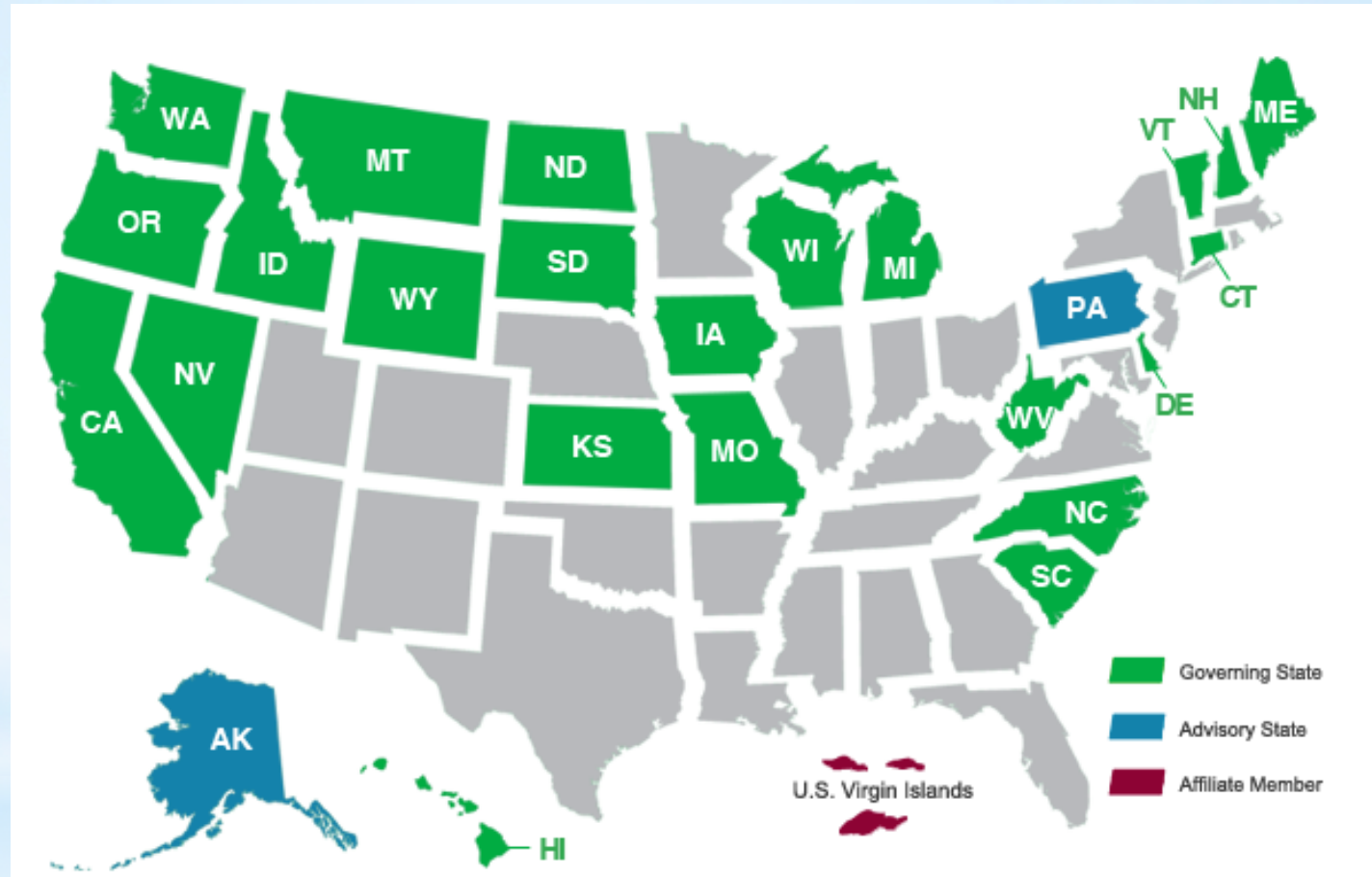
CST Science
(5th, 8th, 10th
Grade) (and
eventually
transition to
testing with Next
Generation Science
Standards)

Continue
CAPA

CELDT (and the
transition to English
Language Proficiency
Assessments for
California 2016-17)

Assembly Bill 484

Smarter Balanced Member States



- 25 states educating over 19 million public K-12 students

Smarter Balanced Assessment System

Summative assessments
benchmarked to college
and career readiness

Teachers and schools
have information and
tools they need to
improve teaching and
learning

**Formative assessment
tools and practices**
for teachers to improve
instruction

Interim assessments
flexible, open, used for
actionable feedback

Smarter Balanced Summative Assessments



- Computer Based (laptop, desktop and tablet testing)
- Adaptive Assessment
- Teachers, principals, and parents will receive results from Smarter Balanced assessments in weeks, not months.
- Smarter Balanced assessments goes beyond multiple-choice questions and include short constructed response, extended constructed response, and performance tasks that allow students to complete an in-depth project that demonstrate analytical skills and real-world problem solving.
- Smarter Balanced Assessment Results cannot be compared to STAR results (apples and oranges)

Six Item Types



1

Selected Response

Students select response(s) from a provided list

Examples include:
Multiple-choice, true-false, matching

2

Constructed Response

Student organizes and uses knowledge and skills to answer a question or complete a task

Examples include:
short answer, open response, extended response, essay, performance assessment

3

Extended Response

Students prepare a written answer, often a short phrase, a list, or a more substantial composition

Examples include:
Multipage Essay

Six Item Types



4

Performance Task/ Assessment

Activity that requires students to construct a response, create a product or perform a demonstration. Open-ended-may not have one right answer, rubric used to grade.

5

Technology-Enhanced

Items (TEI) are computer-delivered items that include specialized interactions for collecting response data.

Examples include:
Select a single piece of text and type in a replacement for that text, select options from drop down menu

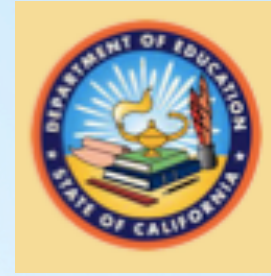
6

Technology Enabled

Allow for non-traditional layout of items that use constructed-response and/or selected-responses.

Examples include:
sound, computer read aloud, video, interactive widget

2013-14



- No STAR tests for ELA or Math
- No API for Elementary and Middle Schools (No student, school or district score reports will be generated)
- WCS will participate in Smarter Balanced field testing in grades 3rd-8th. (ELA and Math)
- Students in Grades 5th and 8th grade will still take Science
- PFT (Physical Fitness Test) will continue in grades 5th and 7th
- Schools will be given testing window of 6 weeks (March 18th-June 6th)
- Testing takes approx 3.5 hours per subject area
- Tests will be taken on MacBooks and iPads

What should we expect?

CST vs. Common Core Sample items

CST sample, 5th grade

56 What value of p makes this equation true?

$$44 \times 73 = 44 \times (p + 3)$$

- A 41
- B 47
- C 70
- D 73

What should we expect?

CST vs. Common Core Sample items

CST sample, 5th grade

56 What value of p makes this equation true?

$$44 \times 73 = 44 \times (p + 3)$$

- A 41
- B 47
- C 70
- D 73

CCSS sample, 3rd-5th

43048



Choose True or False for each equation.

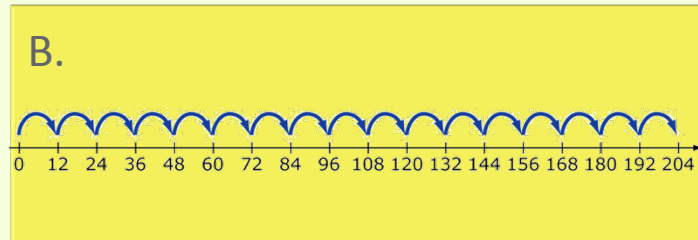
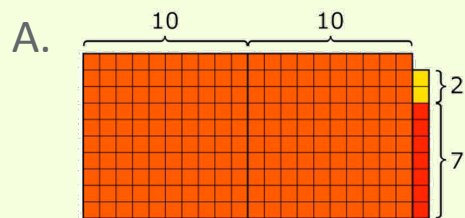
- A. $37 \times 4 = 1,480 \div 10$ True False
- B. $215 \times 39 = 2,487 \div 3$ True False
- C. $4,086 \times 7 = 32,202$ True False
- D. $9,130 \times 86 = 785,180$ True False

Non-Traditional Selected Response

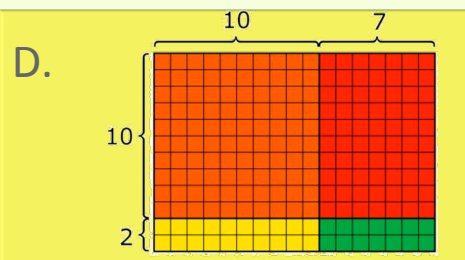
A multiplication problem is shown below.

$$17 \times 12$$

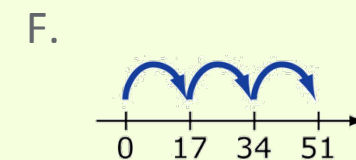
Which model(s) below could represent the solution to this problem?
Select all that apply.



C. $(1 \times 1) + (1 \times 7) + (1 \times 2) + (2 \times 7)$



E. $(17 \times 2) + (17 \times 1)$

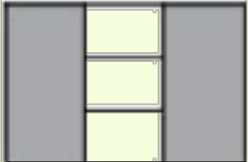


Non-Traditional Selected Response

For numbers 1a – 1d, state whether or not each figure has $\frac{2}{5}$ of its whole shaded.

STEM

1a.  Y Yes N No

1b.  Y Yes N No

1c.  Y Yes N No

1d.  Y Yes N No

MULTIPLE PARTS

OPTIONS

Non-Traditional Selected Response

Scoring Rubric:

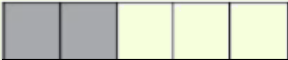
Responses to this item will receive 0-2 points, based upon the following:


* 2 points: YNYN The student has a solid understanding of $\frac{2}{5}$ as well as the equivalent form of $\frac{2}{5}$.

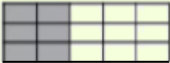
* 1 point: YNNN, YYNN, YYYN The student has only a basic understanding of $\frac{2}{5}$. Either the student doesn't recognize an equivalent fraction for $\frac{2}{5}$ or doesn't understand that all 5 parts must be equal-sized in figure 1b.


* 0 points: YYYYY, YNNY, NNNN, NNYY, NYYN, NYNN, NYYY, NYNN, NNNN, NYNY, NNYN, NNNY. The student demonstrates inconsistent understanding of $\frac{2}{5}$ or answers "Y" to figure 1d, clearly showing a misunderstanding of what $\frac{2}{5}$ means. Figure 1d is considered a "disqualifier" and an answer of "Y" to this part of the item would cancel out any other correct responses as "guesses" on the part of the student.

For numbers 1a – 1d, state whether or not each figure has $\frac{2}{5}$ of its whole shaded.

1a.  Yes No

1b.  Yes No

1c.  Yes No

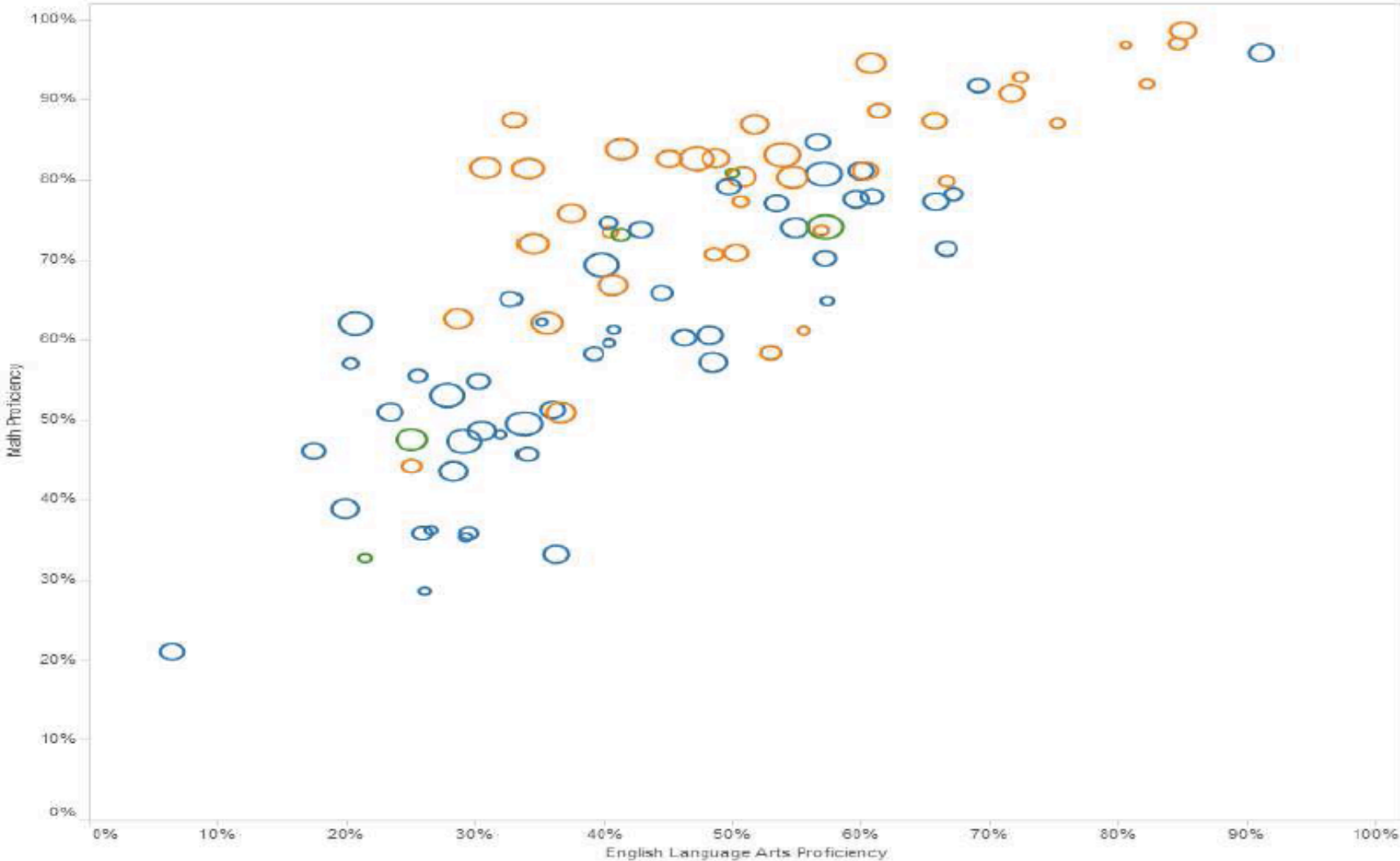
1d.  Yes No

What should we expect?

- Tougher state tests mean fewer students expected to meet or exceed grade level expectations.
- Parents and teachers should be prepared to see lower test scores on grades 3-8 state assessments.
- The drop in scores is expected due to the higher performance standards.
- Scores cannot be directly compared to previous years because the focus of the material has shifted to “more rigorous standards”.
- The testing itself is more difficult and students will also be learning how to take this type of test.

Common Core Results: NYC example, 2010-11

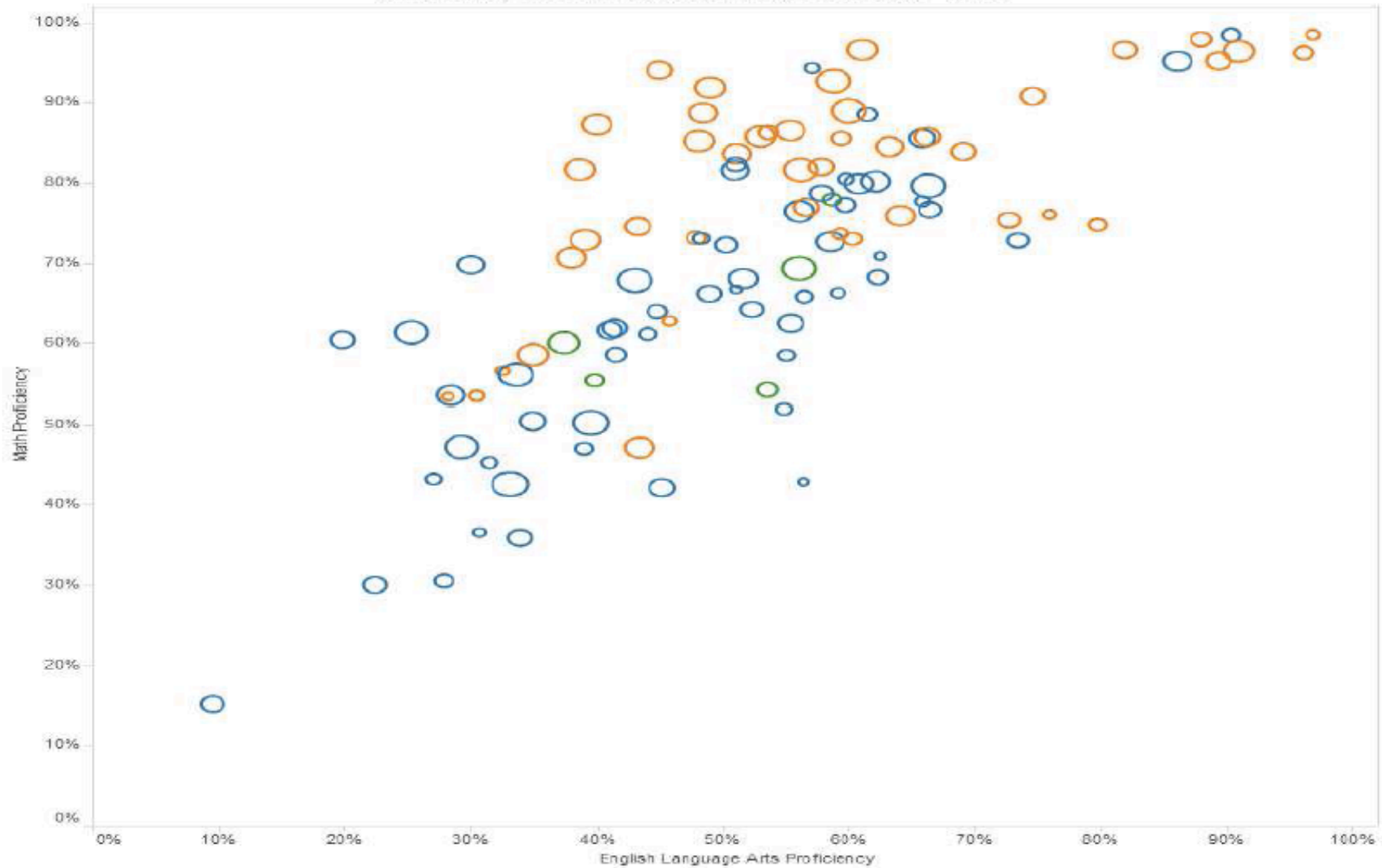
All Charter Schools State Test Performance - 2011



Courtesy of California Charter School Association

Common Core Results: NYC example, 2011-12

All Charter Schools State Test Performance - 2012



Courtesy of California Charter School Association

Common Core Results: NYC example, 2012-13

All Charter Schools State Test Performance - 2013



Courtesy of California Charter School Association

Smarter Balanced Practice Tests

What can we do to prepare our students?

- Continue to take and use NWEA assessments which is a similar computer based, adaptive test.
- Ask questions that require critical thinking skills. Ask students to explain reasoning. Ask them to justify reasoning using evidence in writing and speaking.
- Participate in practice testing resources that are available.

<http://www.cde.ca.gov/ta/tg/sa/practicetest.asp>

Shift to Common Core for Westlake Charter

- A couple years ago, WCS created new report cards to align with the Common Core Standards. A committee also updated our writing assessment to reflect Common Core.
- Teachers are working in teams to modify curriculum and adjust units. We've been using our Wednesday Articulations Days to transition to Common Core.
- This is not an easy transition. We are finding that Common Core standards do far more than merely shift curriculum topics. Each teacher must have a full understanding of the standards and the theory behind Common Core.
- There is an increased emphasis on justifying, proving, and problem solving. This needs to be incorporated into the whole day, not isolated bits of skill practice.
- There is not a magic curriculum that meets common core, it's a different way of teaching.

Next Steps for Westlake Charter

- Need for specific training from experts in field to fully understand Common Core Standards.
- Need to modify/recreate benchmark and trimester assessments to align to Common Core. Need to update report cards to better align to Common Core.
- Need to realign or adjust thematic units to reflect Common Core standards.
- Need for additional time to provide PD for teachers and create curriculum aligned to Common Core Standards.
- Direct work with SCOE and Insight Education Group
- Early out week in January to provide strategic PD and begin unit building.

Next Steps for Westlake Charter

Timeline	Task
December and January	Town Hall- Common Core Parent Information Night
Early January	2 hour training- Provided by SCOE
December 12 th	Board Action to Approve Early out week January 27-31
January 27-31 st (early out days)	Insight Education Group to provide weeklong training
Remaining Wednesdays in 2014	Continued work building thematic units and benchmark assessments

Pros and Cons of This Proposal

- Our current calendar does allow for intensive PD sessions.
- We don't have funds to extend the work-year and pay teachers to participate in weeklong PD over summer.
- Loss of instructional time (afternoons)
- Inconvenience for parents (picking up early for week). Will offer BASE at discounted rate that week.
- + Providing this sooner rather than later will ensure that our students are prepared for full implementation next year.
- + This change would not put us below required inst. minutes.
- + Would provide strategic and consistent professional development from experts in the field.
- + Ensures that all WCS teachers have strong understanding of Common Core Standards.
- + Provides time for teachers to rebuild curriculum.

