



COMMON CORE KIDS:
WHAT WILL TEACHING AND
TESTING TO THE NEW STANDARDS
MEAN FOR MY CHILD?

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Learning Objectives

- Understand the impact of the CCSS on curriculum, instruction and assessment and what these changes mean for students.
- How can I know what my child is expected to learn at each grade level?
- How can I partner with my child's teacher to ensure that my child is mastering the standards?
- How can I support my child's learning at home?



What are the Common Core State Standards?

Common Core State Standards

- Adopted by New Jersey in 2010
- Fewer, clearer, more rigorous
- Internationally benchmarked

Commonness

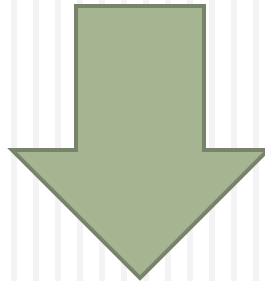
- Leverage state and nation-wide expertise (46 States and DC)
- PARCC (23 States and DC)



The CCSS Difference: Grade 7 ELA

Before: NJCCCS (2004)

1. Produce written work and oral work that demonstrate comprehension of informational materials.



After: CCSS (2010)

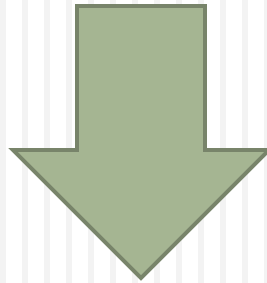
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



The CCSS Difference: Grade 8 Math

1. Understand and apply the Pythagorean Theorem.

After: CCSS (2010)



1. Explain a proof of the Pythagorean Theorem and its converse.
2. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
3. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

The CCSS Difference: Grade 3-5 ELA: Integration of Knowledge and Ideas

Grade 3	Grade 4	Grade 5
Compare and contrast the most important points and key details presented in two texts on the same topic	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.



College Readiness : Grade 11 ELA

- Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Introduce **precise** knowledgeable claims(s), establish the **significance** of the claim(s), **distinguish** the claim(s) from alternate or opposing claims, and create an **organization** that logically sequences claim(s), counterclaim(s), reasons and evidence.
- Develop claim(s) and counterclaim(s) **fairly and thoroughly**, supplying the **most relevant evidence** for each while pointing out the **strengths and limitations** of both in a manner that **anticipates the audience's** knowledge level, concerns, values, and possible biases.



Limitations of Textbooks and Programs

- CCSS requires the re-evaluation of textbooks, materials and programs
- Rubrics for evaluating resources can be found at the NJDOE website under CCSS

Model Curriculum 1.0 & 2.0

Version 1.0		Version 2.0		Version 1.0
WHAT Students need to Learn		HOW We can best Instruct		WHEN do we know students have Learned
Standard	Student Learning Objectives	Instruction	Formative Assessments	Summative/Formative
CCSS Standard 1	SLO #1 SLO #2	<ul style="list-style-type: none"> Model Lessons Model Tasks Engaging Instructional Strategies 	<ul style="list-style-type: none"> Effective checks for understanding Teacher designed formative assessments 	Unit Assessment SLOs 1-5
CCSS Standard 2	SLO #3 SLO #4 SLO #5			

General Bank of Assessment Items 2.0

Student level learning reports - Professional development - Resource reviews



Why Unit-based Formative Assessments?

- Clarify the level of rigor for SLOs
- Create common expectations in common courses
- Provide data to effectively inform classroom instruction
- Provide data that can be combined with observation data to inform PD

Unit Assessment

Grade 3 sample formative assessment items

Code #	CCSS and/or NJCCCS	
3.NF.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
3	Identify unit fractions and fractions composed of unit fractions on the number line.	3.NF.1

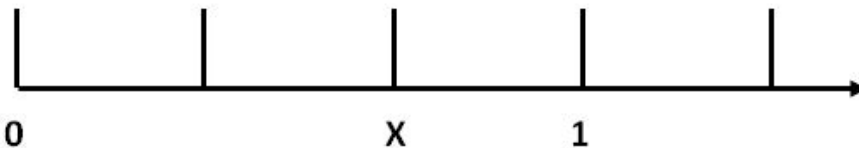
VOCABULARY

Partitioning, Unknown, Equation, Multiple, Properties of Operations, Arrays

ASSESSMENT

Sample SLO #3

Find the fraction numeral which names the location X.



- a. $\frac{2}{4}$ b. $\frac{2}{3}$
c. $\frac{1}{2}$ d. $\frac{3}{4}$

Sample SLO #3 Bob, Jasmine, Margo, Tim and Elijah were a team. Only Bob and Margo were bused to school. What part of the team did not arrive by bus? A. $\frac{2}{3}$ B. $\frac{3}{5}$ C. $\frac{2}{5}$ D. $\frac{1}{2}$



Common Standards require Common Assessments

Common Core State Standards: critical - but just the first step

Common Assessments: state comparisons will increase pressure for performance

Quality Implementation required for actual improvement in student achievement

Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Students write effectively when using and/or analyzing sources.

Written Expression

Conventions and Knowledge of Language

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Solve problems involving the major content for their grade level with connections to practices

Solve problems involving the additional and supporting content for their grade level with connections to practices

Express mathematical reasoning by constructing mathematical arguments and critiques

Use the **modeling practice** to solve real world problems

Demonstrate fluency in areas set forth in the Standards for Content in grades 3-6

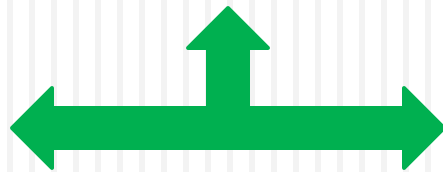
Mathematical Practices

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 sense of structure.
8. Look for and express regularity in repeated reasoning.

Assessment Transition Timeline

17

“Transitional Assessments”



Spring 2012

NJ ASK
Aligned to
NJCCCS

Spring 2013

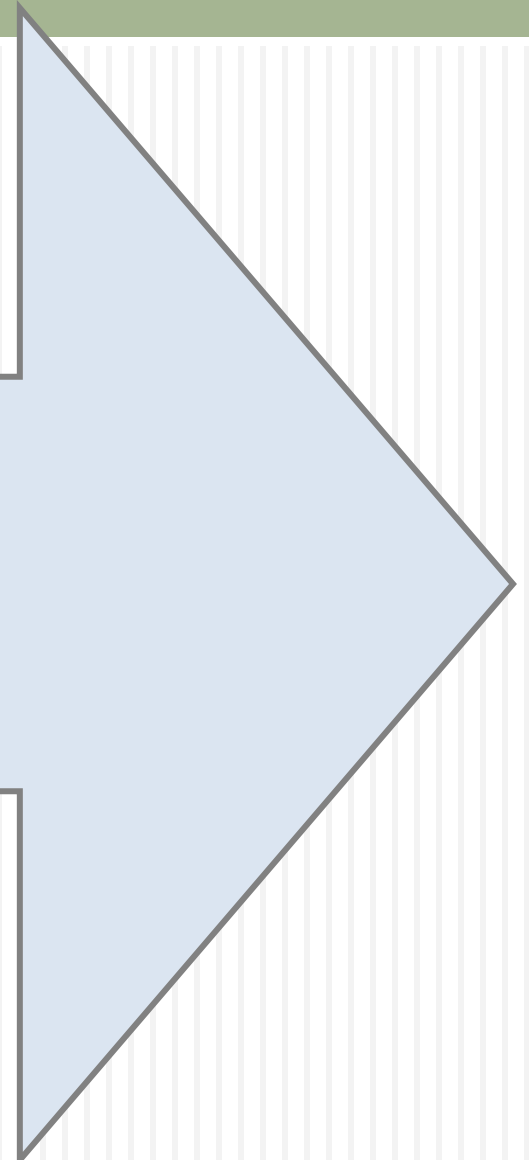
NJ ASK
Aligned to the
CCSS
(except gr 6-8
Math)

Spring 2014

NJ ASK
Aligned to the
CCSS

SY 2014-15

Full
administration
of PARCC
assessments



Resources to Support Understanding and Mastery of the CCSS

- **National Parent Teacher Association (PTA)**- a grade-by-grade Parent Guide to students' success on the CCSS (Available in English and Spanish)
<http://pta.org/parents/content.cfm?ItemNumber=2583>
- **CCSSO's Assessing the Common Core and Students with Disabilities** - a PowerPoint on steps to take to ensure that students with disabilities benefit from the Common Core Standards
<http://ccsso.confex.com/ccsso/2010/webprogram/Presentation/Session1959/Assessing%20the%20Common%20Core%20and%20Students%20with%20Disabilities.pdf>

Resources to Support Understanding and Mastery of the CCSS

- **Council of the Great City Schools-** Parent Roadmaps to the Common Core Standards (ELA and Math). Provides guidance to parents about what their children will be learning and how they can support that learning in grades K-8.

<http://cgcs.schoolwires.net/domain/36>

Resources to Support Understanding and Mastery of the CCSS

- **Special Educators Look to Tie IEPs to Common Core** - an article that discusses aligning students' individualized education programs (IEPs) to the Common Core State Standards
http://www.edweek.org/ew/articles/2010/12/27/15iep_ep.h30.html?tkn=WNSFsLAt7ZNSAnysIPdod17CvF4VQAL38BCK&intc=es
- **Supporting Struggling Readers with Evidence-Based Practices** – a website that provides resources that focus on providing explicit reading & language arts instruction for all students
<http://www.calstat.org/readingmessages.html>

Obstacles and Opportunities

- Culture
- Capacity
- Coherence
- Courage

Shouldn't all kids have this experience?

- <http://www.youtube.com/watch?v=NyDXdHVw-yM>

Reflections and Questions

- How can you use what you learned to ensure that your child is achieving the Common Core State Standards?
- What are you wondering?