



Transitioning to the Common Core State Standards Rescue Union School District – Jackson School September 5, 2013

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California State Board and Department of Education



CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction





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Session Goals

- Share information on Common Core Standards and new assessments.
- Provide ideas for supporting your students at home.
- Answer questions about where the state and district are headed.

QUALITY

Education has never been stagnant; the Common Core and Smarter Balanced are part of the normal, important progression.

1970s & 1980s

“Minimum competency”

Ensure all HS graduates can demonstrate “minimum competency”

*“Results show we look good, and we're going to get better.”
Superintendent, San Marcos*

1990s & 2000s

“Proficiency”

Boost every child to proficiency in reading and math and start gathering the data to understand student progress

On API: “It's a quality index of schools in California...It tells us a lot,” Long Beach teacher

Now

“College and career readiness”

Measures individual student progress to ensure students have complex problem-solving skills that get them ready for careers and college

“I find we're very excited, our kids are ready for the transition. It's going to be a challenge, but it's exactly what our kids need to prepare for college and go out in the work-place.” Deputy Superintendent Dominguez, Long Beach Unified District

At each inflection point people have been nervous, but each time it has been the right thing to move forward.



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Common Core Big Ideas



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- **English Language Arts/literacy**

- Build knowledge through more non fiction and **informational texts.**
- Reading and writing grounded in **evidence from texts.**
- Practice with complex text and its **academic vocabulary.**

- **Mathematics**

- Focus on **fewer** standards at each grade level with more **depth.**
- Coherence and **linking concepts** within and across grade levels.
- **Rigor:** conceptual understanding, fluency skills, and application to the real world.



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Time – In and Out of the Text

1. The shifts require experience within the text – ***building knowledge primarily through reading, using evidence that can only be found in text, and exposure to academic vocabulary found in text.***
2. By grounding the discussion in the text itself, ***all students are given an equal opportunity to engage.*** The *text* becomes a shared experience in learning about any topic.
3. Requiring students to persevere through difficult text ***builds critical reading muscles.***
4. Those reading muscles are what students will need to be successful in college and career – ***reading difficult subject matter or technical job related information without anybody to support them is the critical skill necessary for success.***



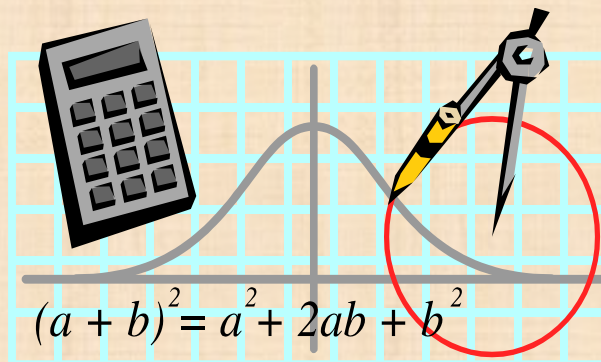


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Common Core State Standards for Mathematics

The standards for mathematics:

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

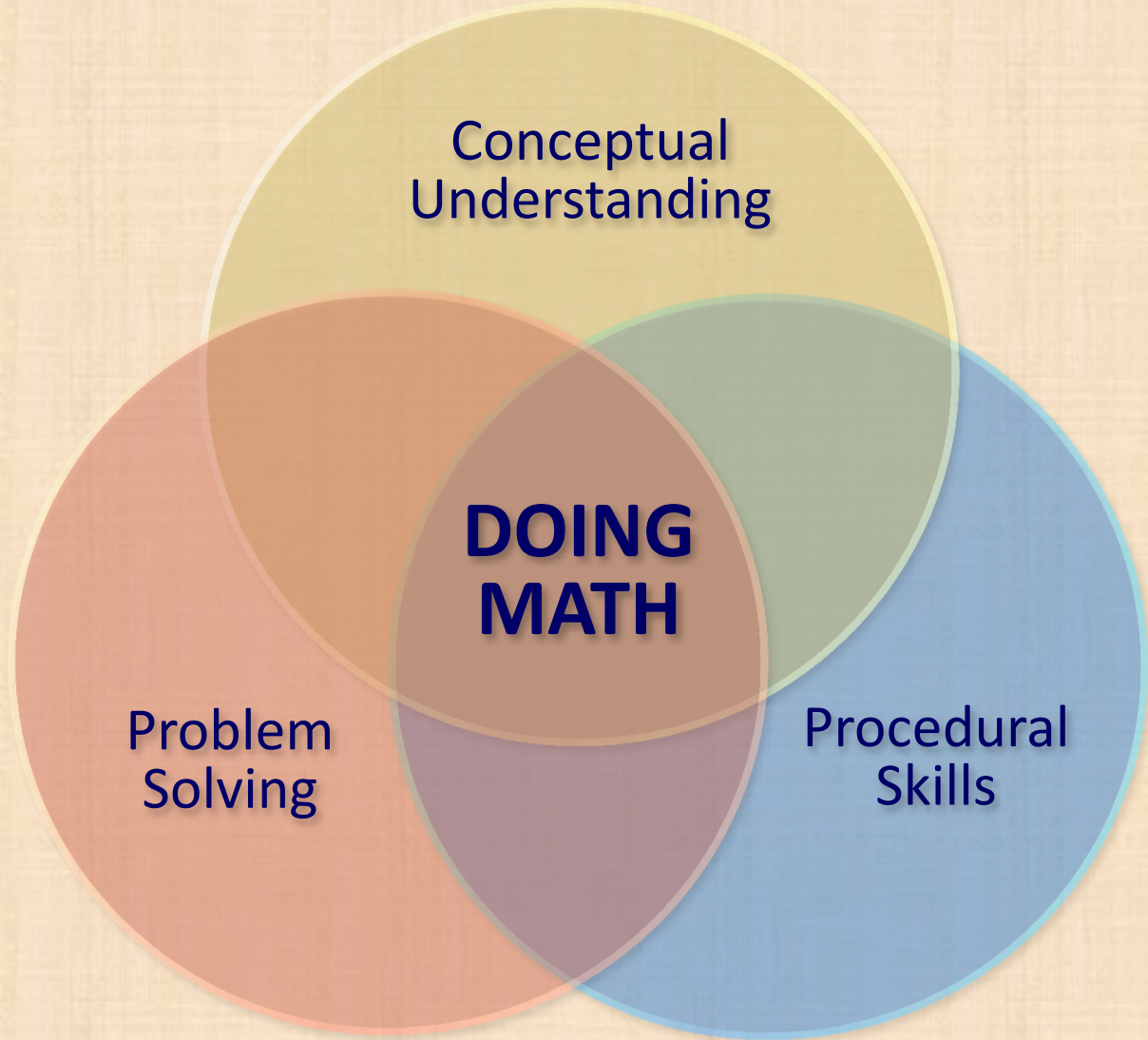


Mathematical Proficiency

as defined by the California Framework (2006)



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Standards for Mathematical Practice

Describe ways students **engage** with the subject matter throughout the elementary, middle and high school years

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.



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What do the Practices Mean?

- **Make sense of problems and persevere in solving them**

- *picture the problem, look for clue words, pick my tools, begin solving*
- *when presented with a problem, I can make a plan, carry it out and judge its success*

- **Reason abstractly and quantitatively**

- *Does my answer and strategy make sense, what worked and didn't, use a different strategy to check my work, what did I learn*
- *I can use reasoning habits to help me contextualize and decontextualize problems*



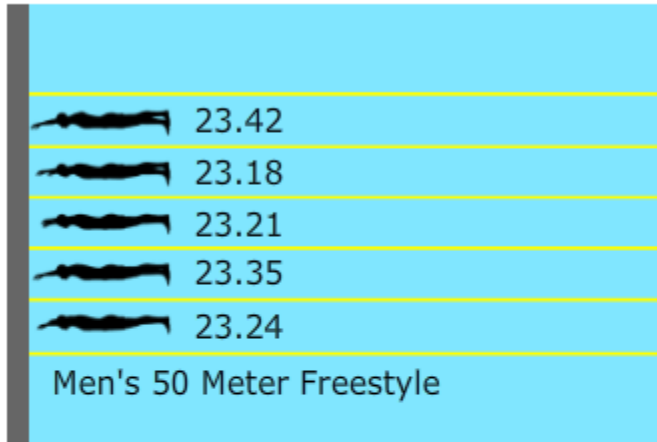
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New Standards mean ...

- Changes in instruction
- Changes in curricula and materials
- New assessments, K12 and college
- Changes in K-12 finance
- Changes in professional development
- Educator preparation/evaluation
- New ways to assess school and district success

Sample Item Teaser

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

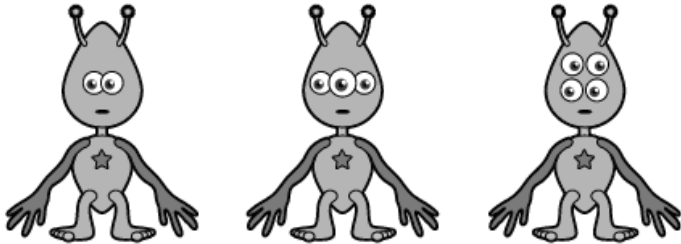


Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

- Swimmers

Sample Item Teaser

The two-eyed space creatures, three-eyed space creatures, and four-eyed space creatures are having a contest to create a group with 24 total eyes.



43081

How many two-eyed space creatures are needed to make a group with 24 total eyes?

1 2 3

4 5 6

7 8 9

0

Delete

43082

- The Contest

Smarter Balanced Grade 5 Item

BACK TO SAMPLE ITEMS HOME

VIEW MORE MATHEMATICS SAMPLE ITEMS

ABOUT THIS ITEM



Mathematics | English Language Arts / Literacy



BACK

NEXT

ITEM SCORE

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

<http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm>

Smarter Balanced Grade 8 Item

43056



For each linear equation in the table, select whether the equation has no solution, one solution, or infinitely many solutions.

Equation	No Solution	One Solution	Infinitely Many Solutions
$36x + 24 = 12(x + 2 + 2x)$			
$x = x + 1$			
$-12(x + 2) = -14x + 2$			

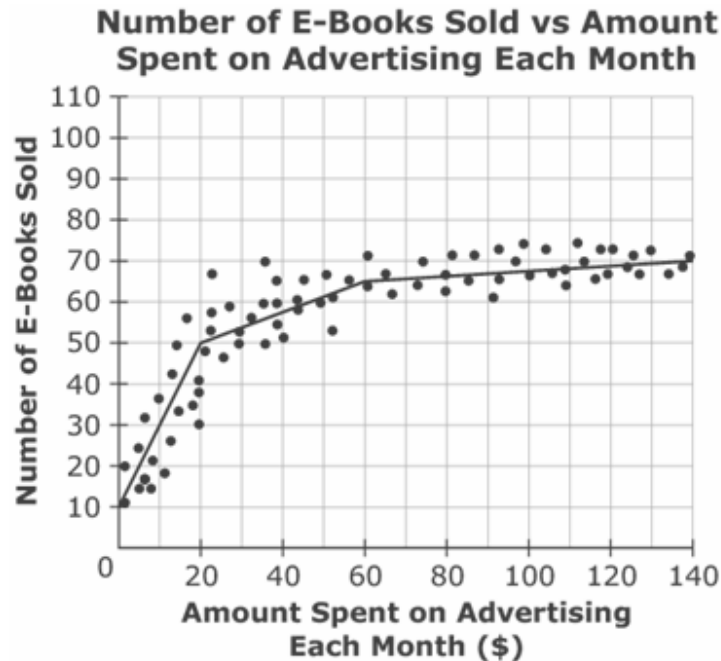
<http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm>

Smarter Balanced High School Item

43028



Tyler earns \$3.00 for every e-book he sells on his website. (E-books are books that are available electronically.) He investigated the relationship between the amount spent on advertising each month and the number of e-books sold. He used this information to determine the lines of best fit shown in this graph.



What is the greatest amount Tyler should spend on advertising each month? Show your work or explain how you found your answer.

Fundamental Differences in Literacy Standards



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- Disciplinary literacy **across-the-curriculum**
- Spotlight on **text complexity**
- New grounding in **informational** texts (from 50:50% to 75:25%)
- Writing about texts (**drawing evidence** from texts)
- Particular emphasis on marshaling **arguments**
- Conducting **short, focused** research projects
- Focus on **academic vocabulary**
- **Evidence**, evidence, evidence!



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Goals for Types of Reading Materials

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



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Goals for Writing Types and Purposes

Writing Framework Foundation

Purposes for and Recommended Writing Types

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%



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Where We Have Been and Where We Are Headed!

	Mathematics		ELA/Literacy	
	DOK3	DOK4	DOK3	DOK4
Current Assessments (National)	<2%	0%	20%	2%
New Smarter Balanced Assessments	49%	21%	43%	25%



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CCSS GOALS for LEARNING

CAREER Ready

and

COLLEGE Ready

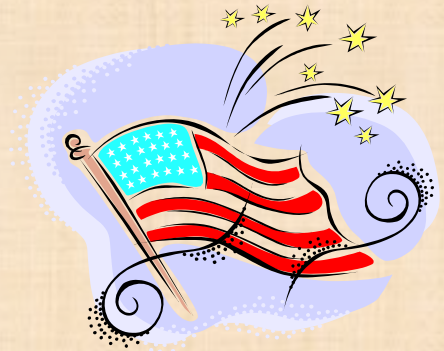
and

LIFE Ready



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The Pledge of Allegiance

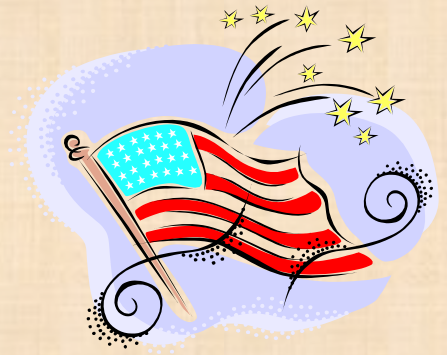


“I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”



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Recall, Knowledge, Remembering



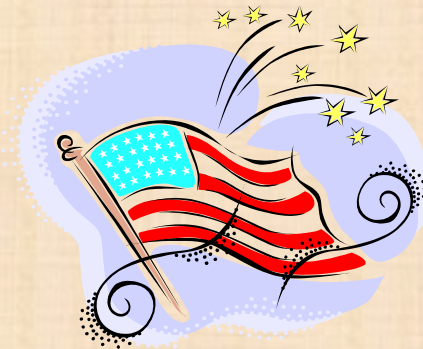
“Say the pledge.”



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Reproduction, Comprehension, Understanding

**“Explain what indivisible,
liberty and justice mean.”**





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Complex or Strategic Thinking, Analysis, Analyzing

**“Discuss the meaning of
‘and to the Republic for
which it stands’ in terms of
its importance to the pledge.”**



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Reasoning, Using Skills and Concepts, Application, Applying

**Explain the distinctions between
allegiance to “the Flag” vs.
allegiance to “the republic for
which it stands,” citing evidence
from your research.**





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Extended Thinking or Reasoning, Synthesis, Evaluating, Creating

“Write a contract between yourself and a friend that includes an allegiance to a symbol that stands for something you both believe in.”



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Extended Thinking or Reasoning, Synthesis, Evaluating, Creating

“Describe the purpose of the pledge and assess how well it achieves that purpose. Suggest improvements.”





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Deeper Levels of Thinking

- **Knowledge/Remembering**
The recall of specifics and universals, involving little more than bringing to mind the appropriate material”
 - **Comprehension/ Understanding**
Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition.
 - **Application/applying**
The use of abstractions in concrete situations
 - **Analysis/ Analyzing**
The breakdown of a situation into its component parts
 - **Synthesis and Evaluation/
Evaluating and Creating**
Putting together elements & parts to form a whole, then making value judgments about the method.
- **Recall** – recall of a fact, information
 - **Skill/Concept** – use of information, conceptual knowledge, procedures, two or more steps, etc.
 - **Strategic Thinking** – developing a plan or sequence of steps, requires reasoning, more complex, more than one possible answer.
 - **Extended Thinking** – investigation (research) and thinking about the process and purpose and multiple conditions of the problem or task.



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Depth of Knowledge

Level 1 Recall

Recall of a fact, information, or procedure.

Level 2 Skill/Concept

Use information or conceptual knowledge, two or more steps, etc.

Level 3 Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

Level 4 Extended Thinking

Requires an investigation, time to think and process multiple conditions of the problem.

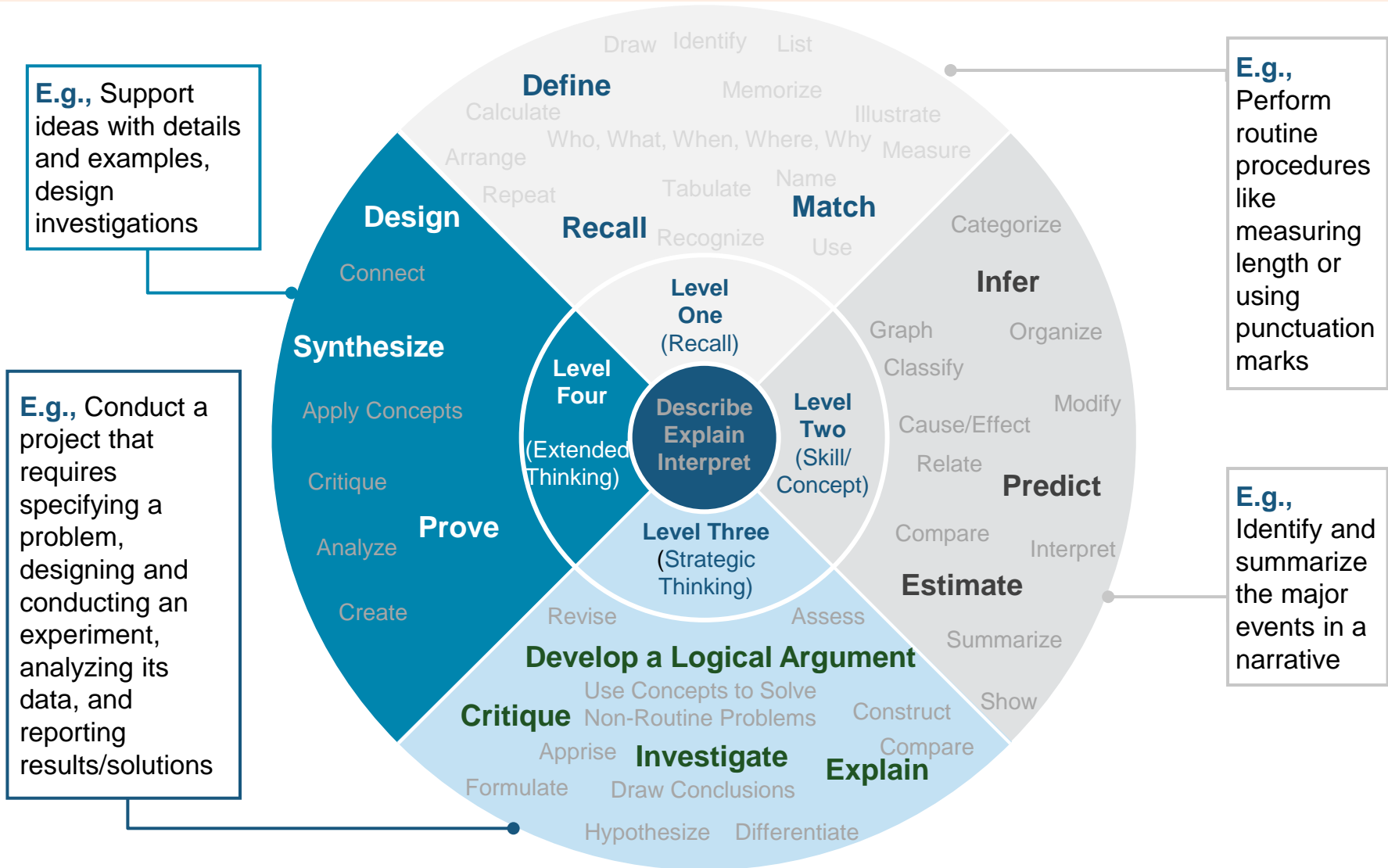


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Depth of Knowledge (DOKs)

DOK is a reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product.

Common Core State Standards bring more breadth and depth by emphasizing the full range of thinking skills





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How do we tell when a student has moved beyond early knowledge to deeper levels of understanding?

- We **analyze** their performances for understanding.
- We **listen** to what they say.
- We **examine** the assignments they complete.
- We expect they will be able to **explain, give examples,** and successfully **apply** what they have learned in new contexts.



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Significant State Milestones

- New Smarter Balanced Assessments – Spring 2015
 - Grades 3-8, and Grade 11 (Literacy and Math)
- Teachers learning new strategies ongoing
- New Standards and Assessments for Science adopted by State Board September
- New California English Language Development Standards and Assessments
- Transition to new instructional materials ongoing



Curriculum & Instruction	Testing & Accountability	Professional Development
Finance & Grants	Data & Statistics	Learning Support
		Specialized Programs

Home » [Resources](#) » [Common Core State Standards](#)

[Printer-friendly version](#)

Common Core State Standards

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

The California Department of Education helps schools make sure that all students are meeting the standards.

- Below you will find information about the standards and the CCSS-related activities taking place in California.

The Standards

- [What are the Common Core Standards?](#)
- [California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#) (PDF)
- [California's Common Core State Standards for Mathematics](#) (PDF)

Implementation Plan	Teachers	Administrators	Students/Parents	Higher Education	Community Partners
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Implementation Plan

Approved on March 7, 2012, by the State Board of Education, the CCSS systems implementation plan is a living document that identifies major phases and activities in the implementation of the CCSS throughout California's educational system.

- [Common Core State Standards Systems Implementation Plan for California](#) (DOC; 9MB; Revised 11-Oct-2012) | [PDF](#) (Revised 11-Oct-2012)
- [Common Core State Standards Systems Implementation – Significant Milestones Timeline](#)



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Additional Information

- CDE Website (<http://www.cde.ca.gov/re/cc/>)
- Nancy Brownell (nbrownell@cde.ca.gov)
- Rescue District – School and District websites (<http://rusd-ca.schoolloop.com/>)
- Smarter Balanced Practice Tests*
<http://sbac.portal.airast.org/practice-test/>
- Talk to your child’s teacher(s) and principal