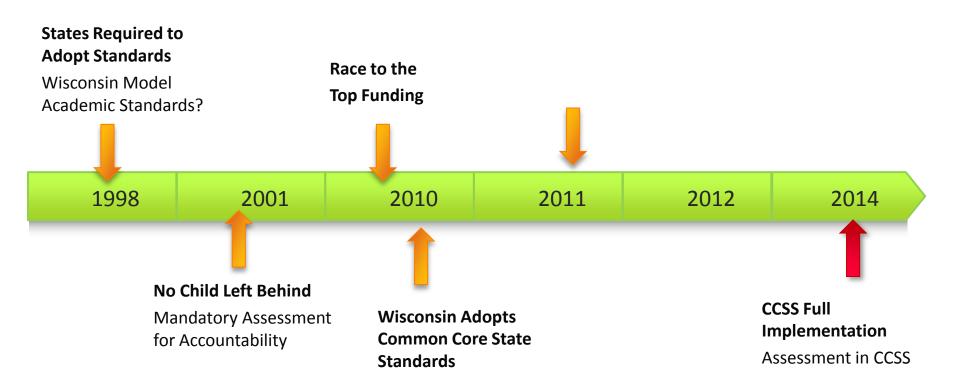


What do they mean and where do we go from here???

A Look Back in Time



Common Core State Standards



Shared, the same for everyone



Essential, fundamental knowledge and skills necessary for student success



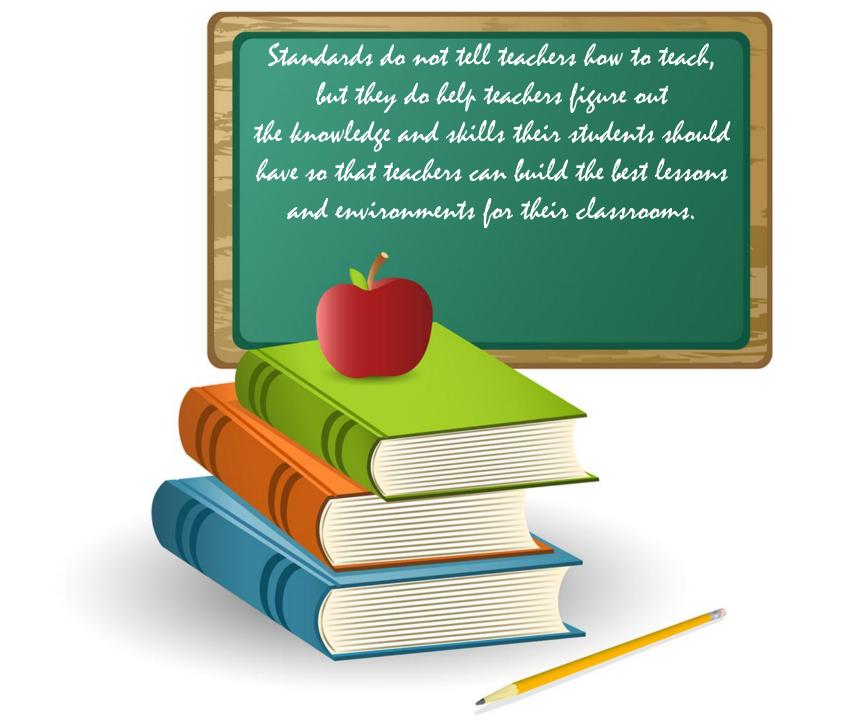
Adopted and maintained by States; not a federal policy



Benchmarks
of what
students are
expected to
learn in a
content area

Purpose of Educational Standards

- Ensure that all students, no matter where they live, are prepared for success
- Are aligned with college and workforce expectations
- Are clear, understandable and consistent
- Include rigorous content and use of higher order skills
- Are internationally benchmarked
- Are evidenced based
- Will improve our ability to best serve the needs of students.





(National Assessment of Educational Progress)

- Also known as the nation's report card
- US Dept. of Education (but independent of)
- New cutoffs of WKCE scores are now comparable to this
- Areas:

Math Civics

Science Economics

Reading Geography

Writing US History

Arts

Example of Differences in WKCE cut scores (performance standards)

•	4 th grade Reading	<u>OLD</u>	<u>NEW</u>
	Advanced	489	536
	Proficient	440	498
	Basic	396	462
	Minimal	280	280
•	4 th grade Math	<u>OLD</u>	<u>NEW</u>
•	4 th grade Math Advanced	<u>OLD</u> 484	<u>NEW</u> 526
•			
•	Advanced	484	526

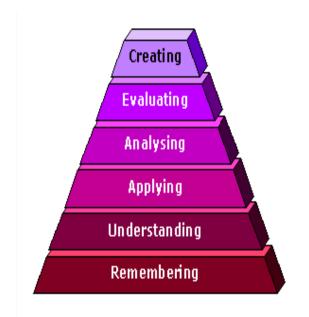
Example of Differences in WKCE cut scores (performance standards)

•	8 th grade Reading	<u>OLD</u>	<u>NEW</u>
	Advanced	539-790	613
	Proficient	480-538	548
	Basic	445-479	493
	Minimal	330-444	330
•	8 th grade Math	<u>OLD</u>	<u>NEW</u>
•	8 th grade Math Advanced	<u>OLD</u> 573-730	<u>NEW</u> 605
•	9		
•	Advanced	573-730	605

Example of Differences in WKCE cut scores (performance standards)

•	10 th grade Reading	<u>OLD</u>	<u>NEW</u>
	Advanced	555-820	644
	Proficient	503-554	566
	Basic	456-502	496
	Minimal	350-455	350
•	10 th grade Math	<u>OLD</u>	<u>NEW</u>
•	10 th grade Math Advanced	<u>OLD</u> 595-750	<u>NEW</u> 618
•			
•	Advanced	<u>595-750</u>	618

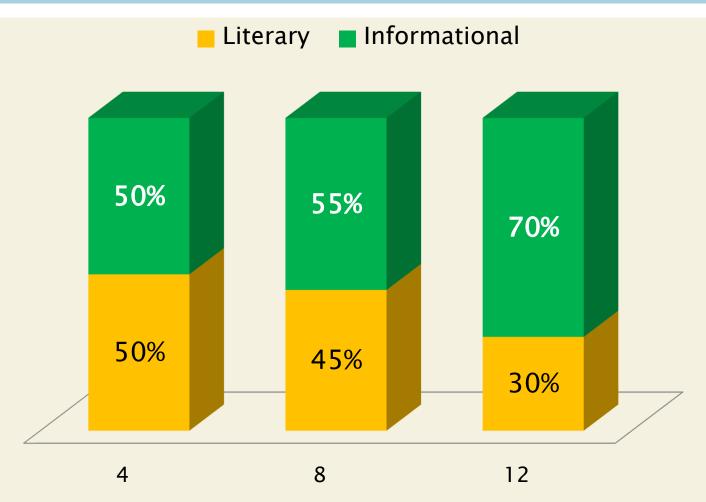
Rigor of the Standards



Revised Bloom's Taxonomy

Revised taxonomy of the cognitive domain following Anderson and Krathwohl (2001)

MAJOR SHIFT #1: AN INCREASED EMPHASIS ON INFORMATIONAL TEXT







MAJOR SHIFT # 2:

LITERACY STANDARDS FOR ALL CONTENT AREAS

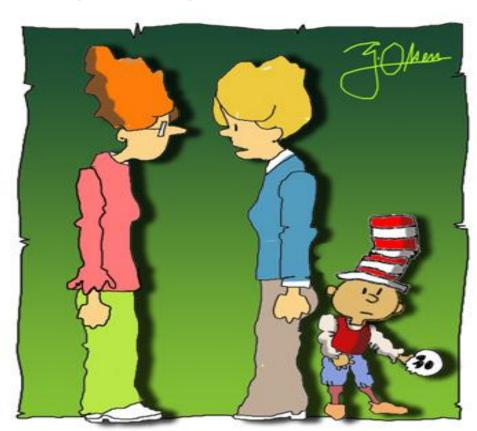
LITERACY standards for the content areas – not content standards

- Grades 6 12 are divided into two sections
 - English Language Arts
 - History/social studies, science, and technical subjects



Major Shift #3 Text Complexity

We must systematically expose students to increasingly complex texts.



"We disagreed on whether the First Graders could handle Shakespeare. So we're doing Green Eggs and Hamlet."



Typical Text Measures, by Grade

Grade	Text Demand Study 2009 25th percentile to 75th percentile (IQR)	2012 CCSS Text Measures*
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	925L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1185L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1335L
11 and 12	1070L to 1220L	1185L to 1385L



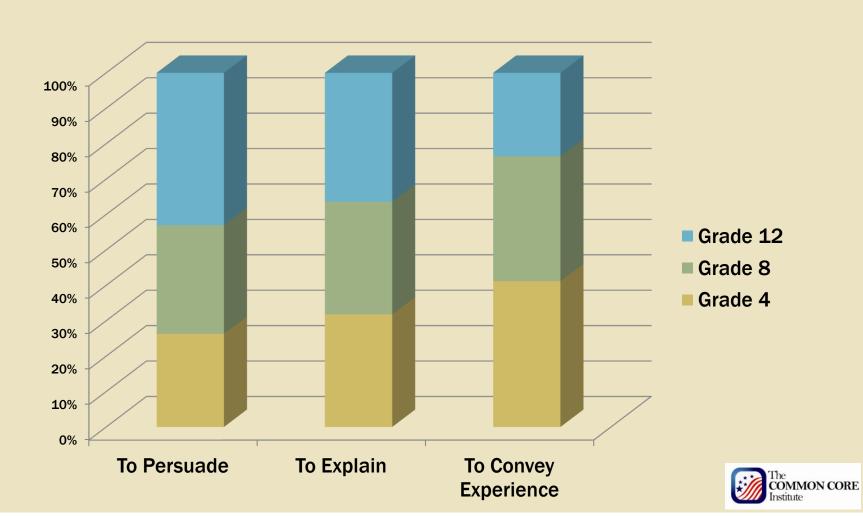
Major Shift #4 Text-Dependent Questions

- Far longer amounts of classroom time spent on text worth reading and rereading carefully
- Base answers on what has been read, not opinions or experience
- Recent study found that 80% of the questions
 students were asked when they are reading are
 answerable without direct reference to the text itself

•



Major Shift #5: The Importance of Evidence-based Writing



MAJOR SHIFT #6: ACADEMIC AND DOMAIN SPECIFIC VOCABULARY

- Not just memorizing terms but using them to express our understanding of the content
- Vocabulary:
 - Tier 1- Everyday Words (implicit)
 - Tier 2- Academic Vocabulary
 - Tier 3 Domain Specific Words





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



Changes in K-5

More

- Numeration and operation intensified as well as introduced earlier
- Early place value foundations in grade K
- Regrouping as composing/decomposing in grade 2
- Decimals to the hundredths in grade 4
- All three types of measurement simultaneously (non-Standard, English, and metric
- Emphasis on fractions as numbers
- Emphasis on number line as visualization /structure

Less

- Algebraic patterns K-5
- Stats and probability in K-5
- Delayed content like percent and ratio and proportion



Changes in 6-8

- Ratio and Proportion focused in grade 6
 - Ratio, units, converting measurement, table of
 - Values, graphing, missing value problems
- Percent introduced in grade 6
- Statistics is introduced in grade 6
 - Statistical variability (measurement of central tendency, distributions, interquartile range, mean and absolute deviation, data shape)
- Rational numbers in grade 7
- One-third of Algebra for all students is grade 8





K - 8 DOMAINS

Domains	K	1	2	3	4	5	6	7	8
Counting and Cardinality									
Operations and Algebraic Thinking									
Number and Operations in Base Ten									
Measurement and Data									
Geometry									
Number and Operations - Fractions									
Ratios and Proportional Relationships									
The Number System	_								
Expressions and Equations	_								
Statistics and Probability									
Functions									

"Beyond One Right Answer"

Two Beliefs That Need to Change

- All students in a mathematics classroom work on the same problem at the same time
- Each math question should have a single answer



Marian Small "Beyond One Right Answer" ASCD Educational Leadership, September 2010



KEY TIP: NO ONE SHOULD TEACH THE STANDARDS

We should be teaching all of the requisite content and skills necessary for students to hit the target – <u>independently</u>

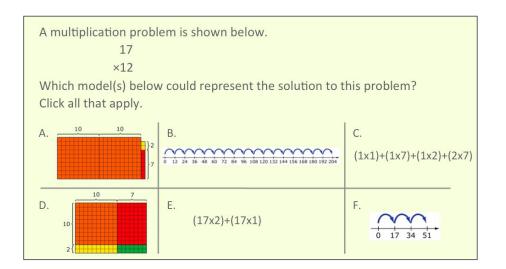
The focus should be on student learning with an emphasis on improving our instructional practice

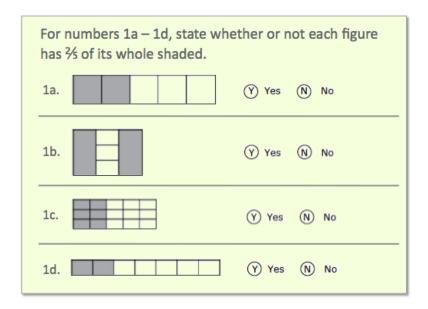


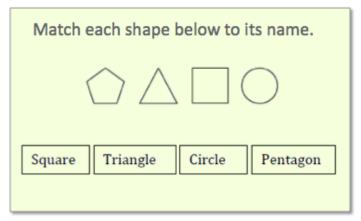


- State led (Wisconsin is a partner state)
- Developing next generation assessments aligned to Common Core State Standards
- Measures college/career readiness
- Funded by a \$175 million 4-year grant from US Dept. of Ed.
- Begins 2014-2015 school year
- Adaptable
- Online

Non-Traditional Selected Response Item









Well Written Middle School Selected Response Example Item

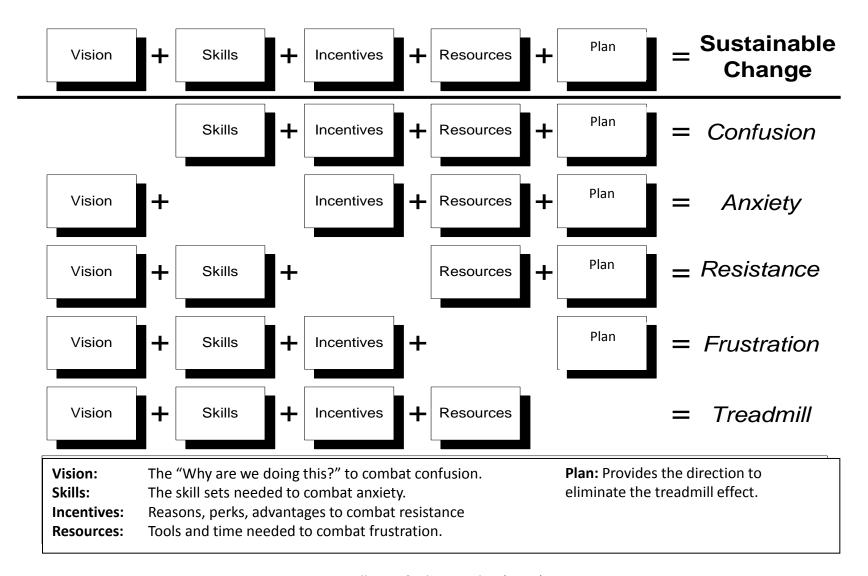
Grade: 6

Claim 2: Students can produce effective writing for a range of purpose and audiences.

Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts

DOK: 2 **NEW DOK Uncle Sam** Have you seen pictures of Uncle Sam? He is a skinny man with a long white beard and a top hat. He usually wears the colors of the American flag: red, white, and blue. He has been a symbol of the United States for about two hundred years. Some people think that there was actually a real Uncle Sam, named Samuel Wilson. He lived in Troy, New York, in the early **CORRECT** 1800s, he ran a business that delivered meat to the United States Army. The meat was **READABILITY** delivered in barrels stamped "U.S." The "U.S." stamp was to show that it belonged to the United States government. The people delivering the meat knew that it came from Sam Wilson. They joked to the soldiers that the "U.S." on the meat barrels stood for "Uncle Sam." The joke spread. Soon, all over the country, "Uncle Sam" became another way of saying "United States." Select the correct way to revise the highlighted sentence. **CLEAR WORDING** A. He lived in Troy, New York, in the early 1800s. There he had ran a business that delivered meat to the United States Army. B. He lived in Troy, New York, in the early 1800s he ran a business that delivers meat to the United States Army. C. He lived in Troy, New York in the early 1800s, and he ran a business that delivered meat to the United States Army. D. In the early 1800s, Sam Wilson lived in Troy, New York, and ran a business that delivered meat to the United States Army.

Conditions for Successful Implementation



Wisconsin Common Core State Standards (CCSS)

Focusing Instruction to Create Better-Prepared Learners

"The Work of School Districts" Phase-by-Phase Roll Out

Phase I Understanding, Curriculum, Assessment, Instruction	Phase 2 Understanding, Curriculum, Assessment, Instruction	Phase 3 Understanding, Curriculum, Assessment, Instruction				
2010-11	2011-12	2012-13	2013-14	2014-15 Implement new state summative assessment		
Understand the underpinnings in instruction and the impetus for the CCSS Understand the shift required for systems change under CCSS Investigate and interpret the implications for instruction embedded in the knowledge, skills and understandings in grade level CCSS Plan for curriculum development Evaluate the CCSS as representing College and Career Readiness Understand the implications on local and state assessments Foundations and Investigations and Investigation in the control of the		Conduct collaborative lessed Select and use high quality classrooms for all students Use high quality teaching m support core instruction Evaluate and adjust the district collaboratively develop/select evaluate the CCSS local curriculum Collaboratively develop/select measure progress on CCSS Develop/select, administer CCSS local curriculum Conduct collaborative team Design and use measures to CCSS local curriculum Investigate, design and implementations.	ect, administer and analyze benchma	SS integration to teach CCSS in core interventions that CCSS local curriculum re assessments and rk assessments to o measure progress on is f interventions based on		
Curriculum and Resources						

Developed by Wisconsin CESAs in collaboration with the Wisconsin Department of Public Instruction



It all comes down to...

- Strong curriculum
- Top quality, trained educators
- Effective instruction
- Willing students
- Adequate resources
- A community that values education

Paraphrased from Diane Ravitch "The Death and Life of the Great American School System: How Testing and Choice are Undermining Education", 2010
Based on research by Mullis and O'Martin, Boston College

What's next...

- Monthly updates to the School Board
- Information presentations for parents at each grade level
- Curriculum development and implementation planning scheduled during early release days

Questions???

Please contact Chris Surfus, Curriculum Coordinator at 268-6061 or Chris.Surfus@pwssd.k12.wi.us