

COMMON CORE STATE STANDARDS

ENGLISH-LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL SCIENCE,
SCIENCE, AND TECHNICAL SUBJECTS

MATHEMATICS

Rigor

Depth

Complexity

WHERE DID THEY COME FROM?

- ❖ National Governors Center for Best Practices coordinated the effort
- ❖ 48 states participated in the Common Core Standards Initiative
- ❖ Finalized in June, 2010
- ❖ Currently adopted by 45 states (not TX, AK, VA, NE, MN) Washington DC, & 4 territories

CALIFORNIA'S ADAPTATION

- ❖ Adopted by California in August 2010 and Modified March of 2013
- ❖ Originally 85% were taken directly from the National Core Standards
- ❖ 15% were added by the state of California to maintain our existing Algebra program, but those items have since been removed

PRIMARY STATED GOAL:

- To prepare students for success in college and their careers
- **Sub Text Goal:**
To bring consistently high standards to all students regardless of where they reside

NO MORE APPLES & ORANGES

- Clear and consistent national progression of K-12 standards allows for comparable data
- Articulates internationally benchmarked, research-based, expectations for student performance
- Allows for collaboration between states and the pooling of resources in the development of common assessments

SOME OVERALL DIFFERENCES:

- Focus on College and Career Readiness standards

http://myboe.org/cognoti/content/file/resources/documents/bb/bba6d1c9/bba6d1c97a9f92d486004398ff9d97a2133ed7e3/CCR_Anchor_Standards.pdf

- A shift in the grade level for some skills
- Greater clarity and specificity in many standards
- A narrowing of the focus
- Greater rigor, depth, complexity

RIGOR, DEPTH, AND COMPLEXITY

And This Time They Mean It....

<http://www.youtube.com/user/TheHuntInstitute#p/a>

THE STANDARDS

- California Common Core State Standards in ELA

http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf

California Common Core State Standards in Mathematics

http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf

CCCS: MATHEMATICS

- Eight overarching Standards for Mathematical Practice serve a similar purpose as our Essential Outcomes: They indicate the type of Mathematical students we wish to produce
- True mathematical understanding is the actual goal of the standards

STANDARDS OF MATHEMATICAL PRACTICE

STUDENTS WILL BE ABLE TO:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.

STANDARDS OF MATHEMATICAL PRACTICE

- Use appropriate tools strategically
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

THE MATH CONTENT STANDARDS

- In Addition to the Overarching Mathematical Practice Standards there are specific grade level standards for grades K-8
- Within each grade, standards are organized by Domains and Clusters and often include concrete examples

GRADE 3 EXAMPLE: MATH

- **Operations and Algebraic Thinking**
3.OA (domain)
 - **Represent and solve problems involving multiplication and division. (cluster)**
 - 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each, or 7 groups of 5 objects each. **(standard)**
 - *For **example**, describe a context in which a total number of objects can be expressed as 5×7 .*

GRADE 7 EXAMPLE: MATH

■ Ratios and Proportional Relationships 7.RP (domain)

■ Analyze proportional relationships and use them to solve real-world and mathematical problems. (cluster)

- 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (**standard**)
- *For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.*

CCCS LANGUAGE ARTS: SIMILARITIES

- The basic organization is very similar to the current standards
- The standards are organized into four groups called strands which resemble the current domains
 - Reading
 - Writing
 - Speaking and Listening
 - Language

LANGUAGE ARTS: DIFFERENCES

- The CCCS focus to a greater extent on text complexity
- There is more emphasis on :
 - reading and writing across the curriculum
 - informational text
 - writing arguments and drawing evidence from sources
 - Academic vocabulary
- Research and media skills are integrated into the Standards as a whole

ELA: STANDARDS PROGRESSION

Reading Standards for Literature (Strand) Key Ideas and Details (Cluster)

- **Kindergarten:** With prompting and support, identify the main topic and retell key details of a text.
- **Grade 2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **Grade 4:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. (**standards**)

ELA: STANDARDS PROGRESSION

- **Grade 6:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **Grade 8:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCCS COMPLEXITY: ELA

California Standard	Common Core Standard for California
<p>1st Grade <i>Writing</i> 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.</p>	<p>1st Grade <i>Writing</i> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<p>3rd Grade <i>Reading</i> 2.3 Demonstrate comprehension by identifying answers in the text.</p>	<p>3rd Grade <i>Reading Standards for Informational Text</i> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to text as the basis for the answers.</p>

CCCS COMPLEXITY: ELA

California Standard	Common Core Standard for California
<p>6th Grade <i>Reading</i> 2.7 Make reasonable assertions about a text through accurate, supporting citations.</p>	<p>6th Grade <i>Reading Standards for Informational Text (ELA)</i> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Reading Standards for Literacy in History/Social Studies</i> 1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><i>Reading Standards for Literacy in Science and Technical Subjects</i> 1. Cite specific textual evidence to support analysis of science and technical texts.</p>

ELA: WRITING EMPHASIS

The *Standards* focus on three primary writing purposes:

- To persuade
- To explain
- To convey real or imagined experience

ELA: WRITING EMPHASIS

Grade	Contribution of Creative Purposes by Grade in the 2011 NAEP Writing Framework	To Persuade	To Explain	To Convey Experience
4		30%	35%	35%
8		35%	35%	30%
12		40%	40%	20%

CCCS LITERACY STANDARDS

- The classroom teacher or ELA teacher will implement the specific K-5 ELA standards.
- Additionally, the CCCS for ELA include literacy standards for history/social studies, science, and technical subjects.
- For K-5, the literacy standards are embedded into the ELA standards.

ELA: CONTENT AREA LITERACY

- For grades 6-8, there is a separate set of literacy standards for Social Studies, Science, and Technical Subjects
- Responsibility for implementing in grades 6-8 is shared between ELA teachers and the teachers in the other content areas.
- The literacy standards complement but do not supplant the content standards in those disciplines.

SHIFTS HAPPEN

The common core is more than a simple change in a to-do list of standards.

It is a seismic shift in approach and expectations.

COMMON CORE STATE STANDARDS OVERVIEW

The Shifts:

What they are and why they are important
(Adapted from achievethecore.org)

ELA/Literacy: 3 shifts

The What

1. **Building knowledge through content-rich nonfiction**
2. Reading, writing, and speaking **grounded in evidence from text**, both literary and informational. (Do not confuse “Text” with Textbook”)
3. Regular practice with **complex text** and its **academic language**

The Why: Shift One

Building knowledge through content-rich nonfiction

- Much of our knowledge base comes from informational text
- Informational text makes up vast majority of required reading in college/workplace (80%)
- Informational text is harder for students to comprehend than narrative text
- Yet students are asked to read very little of it in elementary (7 - 15%) and middle school
- CCSS moves percentages to
 - ▣ 50:50 at elementary level
 - ▣ 75:25 at secondary level (includes ELA, science, social studies)

The Why: Shift Two

Reading, writing & speaking grounded in evidence, both literary and informational

- Most college and workplace writing is evidence-based and expository in nature (not narrative)
- Ability to cite evidence differentiates student performance on NAEP
- Standards in writing ask students to respond to evidence-based writing prompts (inform/argue)
- Standards in speaking and listening require students to prepare for and refer to evidence on ideas under discussion
- Standards in reading require students to respond to text-dependent questions with evidence-based claims

The Why: Shift Three

Regular Practice with Complex Text and its Academic Language

- Gap between complexity of college and high school texts is huge
- What students can read, in terms of complexity is greatest predictor of success in college (ACT study)
- Too many students reading at too low a level (<50% of graduates can read sufficiently complex texts)
- Standards include a staircase of increasing text complexity from elementary through high school
- Standards also focus on building vocabulary that is shared across many types of complex texts and many content areas

SHIFTS HAPPEN: MATHEMATICS

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

The Why: Shift One

Focus strongly where the Standards focus

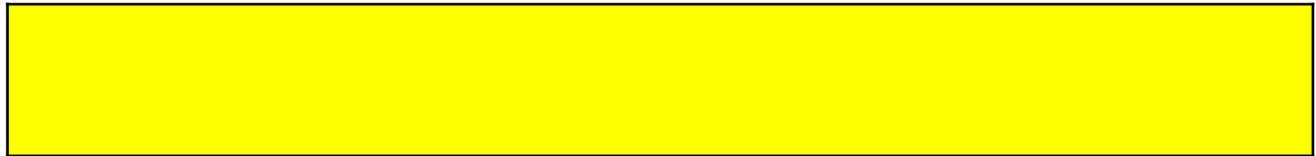
- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom
- Focus deeply only on what is emphasized in the standards, so that students gain strong foundations

Traditional U.S. Approach

K

12

Number and
Operations



Measurement
and Geometry



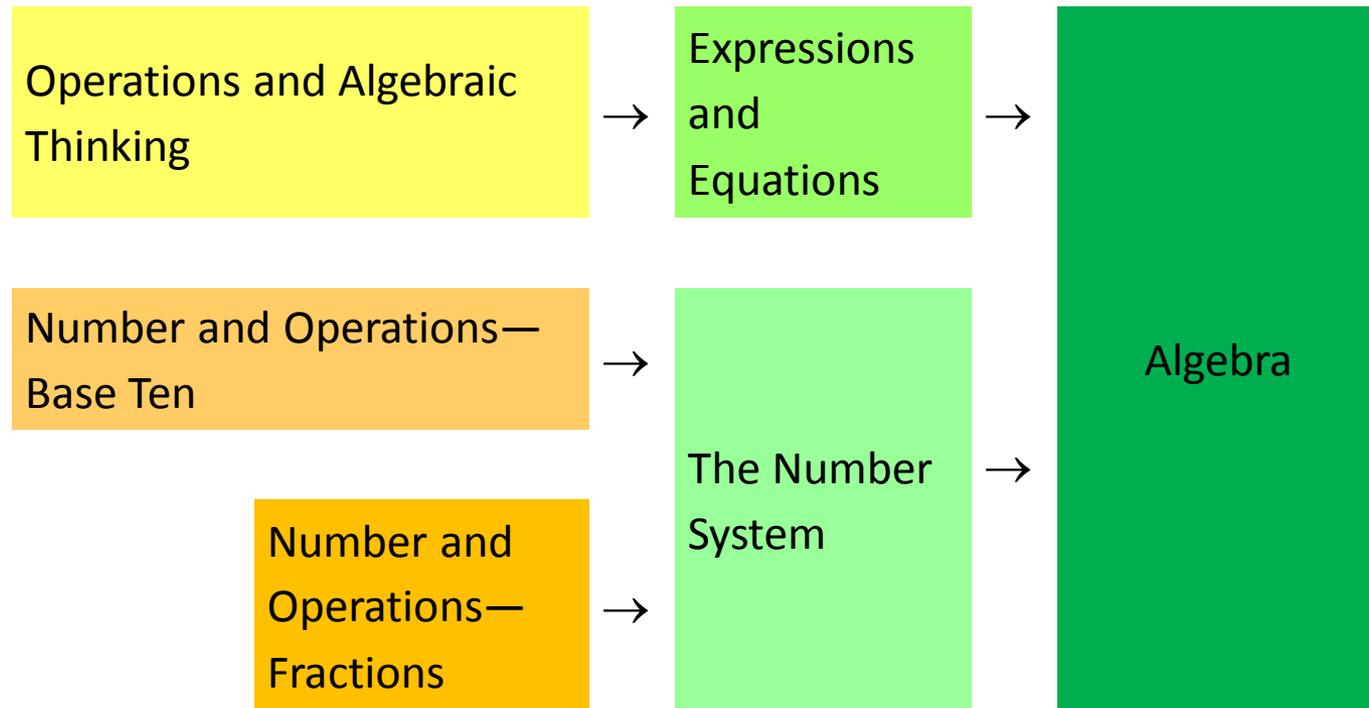
Algebra and
Functions



Statistics and
Probability



Focusing attention within Number and Operations



K 1 2 3 4 5 6 7 8 High School

Coherence Think across grades, and link to major topics within grades

- Carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

The Why:

Rigor In major topics, pursue conceptual understanding, procedural skill and fluency, and application

- The CCSSM require a ***balance*** of:
 - Solid conceptual understanding
 - Procedural skill and fluency
 - Application of skills in problem solving situations

- This requires ***equal intensity*** in time, activities, and resources in pursuit of all three

Priorities in Mathematics

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Required Fluencies in K-6

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations



Our Students. Their Moment.

Instructional Shifts for the Common Core



Instructional Shifts for the Common Core

Six Shifts in ELA/Literacy

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary

Six Shifts in Math

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

NYS Common Core Standards Shifts Impact NYS Assessments

6 Shifts in ELA Literacy

Common Core Implementation

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

Common Core Assessments

1 & 2:	Non-fiction Texts Authentic Texts
3:	Higher Level of Text Complexity Paired Passages
4&5:	Focus on command of evidence from text: rubrics and prompts
6:	Academic Vocabulary

6 Shifts in Mathematics

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Applications
6. Dual Intensity

1:	Intensive Focus
2:	Linking Back
4, 5, 6:	Mathematical Modeling

Shifts in ELA/ Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Shifts in Mathematics

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

TEACH THEM TO DO THE TOUGH STUFF..

“What the common core asks us to do is to stop doing the work of reading for our students ...and put it back in their hands.”

- <http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature/>

FUNDAMENTAL CHANGE

The CCSS uses an eraser and pen and provides time and space to focus on doing fewer things better.

Achievethecore.org

MOST FUNDAMENTAL DIFFERENCE

- The main goal of the Common Core Standards is to produce AUTONOMOUS students
- Autonomous students are capable of understanding and synthesizing increasingly complex text on their own.
- They can use that text as both factual reference to support claims, and as a stepping stone to the creation of new ideas both individually and as a member of a group.

WHY THAT'S EASIER IN THEORY THAN PRACTICE

- The process of fostering autonomy often requires struggle, perseverance, frustration and time, and THAT'S what's difficult, and counter to current practice.

WATCHING DISCOVERY HAPPEN

- **What Number is Below the Arrow?**
- This video clip provides an example of a teacher and student engaging in a diagnostic assessment
- Watch the student move from confidence to confusion to an aha moment...

FROM CONFIDENCE TO STRUGGLE TO AHA!

As you view the clip, consider the following questions:

- What is the teacher learning about the student's mathematical understanding?
- If you were this child's teacher, how would you use this information to change your instruction?
- The student goes from confidence to confusion to "aha" to correction. How is this facilitated?
- One on one is not a day to day possibility under current structures. How can you create experiences that allow for the same thought process in group or whole class settings?
- <http://educationnorthwest.org/content/2233>

HOW DO WE ASSESS THINKING?

- As we change expectations we need a corresponding shift in Instruction.
- A shift in Instruction leads to a corresponding shift in assessment.

FIRST, THE BASICS: WHO

- SBAC (Smarter Balanced Assessment Consortium) and PARC (Partnership for Assessment of Readiness for College and Careers) were both awarded contracts to develop assessments for the Common Core.
- In 2011, California joined SBAC. Out of the 27 states participating in SBAC, California is one of the 20 governing states.
- This gives California an active role in all decision-making regarding the assessments.

WHEN

- Key Dates
 - 2012-13 Pilot testing
 - 2013-14 Field testing
 - 2014-15 Tests go “live”
- Mathematics and ELA will be tested at grades 3-8, & 11 (Not 2nd and Not 9-10)
- Science will continue to be tested as a federal requirement at grades 5 and 8

BUT WHAT ABOUT THIS YEAR??

- STAR testing was suspended as of Oct. 2, 2013 with passage of AB484
- The only CST's/CMA's that will be given this year are 5th and 8th grade science
- CAPA ELA and Math will still be given grade 2-8 to qualifying students
- There will not be a writing assessment at grades 4 and 7.

WHAT ABOUT OTHER TESTS?

- Physical Fitness Tests will be given as before.
- CELDT will continue to be given through 2015-16, then replaced by ELPAC.
- In place of the usual STAR testing, California will have all 3rd -8th and 11th grade students in California participate in the SBAC field tests this year.
- Each school and grade will be assigned by the state to take either the Math OR ELA test, not both.

WHAT ABOUT THE FIELD TESTS?

- **The tests will take place between March 18 to June 6, 2014**
- **The tests will take 3-4 hours (for each subject area) but are not timed.**
- **The field tests will be fixed form, but not adaptive like the tests will be in 2014-15.**
- **We will not receive individual, school, or district scores back.**

BACK TO THE CONTENT

WHAT

the tests will measure will be different,
and

HOW

the tests are administered will be
different

DEPTH OF KNOWLEDGE (DOK)

- Level 1 Recalling and recognizing
- Level 2 Using procedures/basic application
- Level 3 Explaining and concluding/
strategic thinking and reasoning
- Level 4 Making connections, extending and
justifying/creating

DEPTH OF KNOWLEDGE

	Mathematics		ELA/Literacy	
	DOK3	DOK4	DOK3	DOK4
Current Assessments	<2%	0%	20%	2%
New SBAC Assessments	49%	21%	43%	25%

Yuan & Le (2012); Herman & Linn (2013) from Linda Darling-Hammond, Assembly Hearing, 3.6.13

SHIFTS IN ELA/LITERACY ASSESSMENT QUESTIONS

- **Texts Worth Reading:** authentic texts worthy of study will be used instead of artificially produced or commissioned passages.
- **Questions Worth Answering:** Sequences of questions that draw students into deeper encounters with texts will be the norm, rather than sets of random questions of varying quality.
- **Tied to Standards :** Questions are tied to the language of the Standards so expectations remain the same in both instructional and assessment settings.

SHIFTS IN ELA/LITERACY ASSESSMENT QUESTIONS

- students rigorously **cite evidence** from texts throughout the assessment
- includes questions with **more than one right answer** to allow students to generate a range of rich insights substantiated by evidence from text(s).
- requires **writing to sources** rather than writing to de-contextualized expository prompts.

BUILDING KNOWLEDGE THROUGH CONTENT RICH NONFICTION

- includes rigorous expectations for narrative writing, including **accuracy and precision in writing** in later grades.
- assesses range of reading and writing **across the disciplines** of ELA, science and social studies.
- **simulates research**, including comparison and synthesis of ideas across a range of sources.

SHIFTS IN MATHEMATICS ASSESSMENT QUESTIONS

- **Focus on Standards:** 70% or more of the assessments will address the main focus in grades 3-8, allowing varied problem types to get at concept in multiple ways
- **Problems worth doing:** Multi-step problems, conceptual questions, applications, and substantial procedures will be common, as in an excellent classroom
- **Fidelity to the Standards:** Assessments will use language of the Standards so expectations remain the same in both instructional and assessment settings

SHIFTS IN MATHEMATICS ASSESSMENT QUESTIONS

- **Key beginnings** are stressed (e.g., ratio concepts in grade 6)
- **Key endpoints and takeaway skills** (e.g., fluency with the multiplication table gr 3).
- **Integrative tasks** draw on multiple standards to ensure students are making important connections.
- The Standards are **not** treated as a **checklist**.

OVERVIEW OF MATHEMATICS TASK TYPES

Mathematics assessments will include three types

Task Type	Description of Task Type
I. Tasks assessing concepts, skills and procedures	<ul style="list-style-type: none">• Balance of conceptual understanding, fluency, and application• Can involve any or all mathematical practice standards• Machine scorable including innovative, computer-based formats• Will appear on the End of Year and Performance Based Assessment
II. Tasks assessing expressing mathematical reasoning	<ul style="list-style-type: none">• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6).• Can involve other mathematical practice standards• May include a mix of machine scored and hand scored responses• Included on the Performance Based Assessment component
III. Tasks assessing modeling / applications	<ul style="list-style-type: none">• Each task calls for modeling/application in a real-world context or scenario (MP.4)• Can involve other mathematical practice standards.• May include a mix of machine scored and hand scored responses• Included on the Performance Based Assessment component

USING TECHNOLOGY TO ADVANCE ASSESSMENT AND THE SHIFTS

Testing will be by computer. The technology will:

- make possible assessments that can't be done with the traditional paper-pencil system
- **capture complex student responses** through new capabilities such as drawing tools, symbol palettes, drop and drag, highlighting evidence, simulations, drawing/constructing diagrams models, etc.

USING TECHNOLOGY TO ADVANCE ASSESSMENT AND THE SHIFTS

- Allow questions to go “**beyond the bubble**” avoiding drawbacks of traditional selected response such as guessing or choice elimination.
- Make the scoring of multi-step tasks by the computer possible and **more efficient** to administer and score.
- Support **accessibility** (e.g. hover over a word to see and/or hear its definition)

WHAT IS COMPUTER ADAPTIVE TESTING (CAT)?

- Based on student responses, the computer **program adjusts** the difficulty of the questions
- A correct answer leads to a more challenging item; an incorrect answer generates an easier question.
- Students therefore receive **individually tailored questions** that can quickly identify which skills students have mastered.
- Adaptive assessments allow **more depth** within the grade level and can include information outside of the grade level.

HOW DO THEY WORK?

- CAT's are typically **shorter** than standard assessments; fewer questions (from a **large bank**) are required to determine a student's achievement level.
- With CAT, students receive **unique assessments**, eliminating need to test all students at one time.
- Schools can group and assess students in a configuration that matches their **technical capacity**.
- CAT permits a **longer assessment window** to run all the students through the assessment. It is expected that the window will be about 12 weeks

SBAC SUMMATIVE ASSESSMENTS

There are five types of questions on the Summative Assessments; The first four are Computer Adaptive

- 1. Selected Response:** Combines 1 traditional multiple choice with a 2nd selected-response question asking for evidence
- 2. Constructed Response:** Short written answer graded by Artificial Intelligence
- 3. Technology-Enhanced:** Digital or media displays (video clips, animation...) built into selected response questions
- 4. Technology Enabled Constructed Response:** Uses technology (e.g., drag and drop, cut and paste, shade text, move items to show relationships) to capture student comprehension of texts

SBAC SUMMATIVE ASSESSMENTS

The fifth type of assessment includes Extended Response and Performance task items in reading, writing, and mathematics.

- not computer adaptive
- paper and pencil multi-step problems
- estimated to take 1 or 2 45-60 minute sessions
- given in a window 12 weeks before the end of school year.
- could comprise about half of the time students spend taking the summative assessment
- However, will likely provide a somewhat smaller proportion of the total points for the summative assessment

PERFORMANCE TASKS

- Challenge students to apply their knowledge and skills to respond to complex, real-world problems
- Are collections of questions and tasks connected to a single theme or scenario
- Measure depth of understanding, writing, research skills, and complex analysis not adequately measured with other types of response items.
- May consist of one performance task for reading, one for writing, and two for mathematics in grades 3-8 and 11.

PERFORMANCE TASKS

- First: students might read complex text on a given topic, and then answer questions about the reading
- Second: students are given a related reading from a different perspective, with questions on that reading, followed by compare/contrast questions
- Finally: the student is provided additional readings on the same, or an associated topic, and asked to take a position on or provide an argument in favor of or opposing a particular perspective, using the texts as reference.

SAMPLE ASSESSMENTS

SBAC Sample Test Items and Performance Tasks

- Overview

<http://www.smarterbalanced.org/sample-items-and-performance-tasks/>

Math:

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

ELA:

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

■ **SBAC Practice Tests**

- These practice tests are “fixed form”, not computer adaptive like the ones the students will take, but they give you a clear idea of the types of assessment. Good Luck!
- <http://sbac.portal.airast.org/practice-test/>

■

■ **SBAC Sample Performance Tasks**

- In addition to the practice tests, there are samples of the more complex Performance Assessments. There will be one or two at each grade on the “real” tests.
- <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>
- [English language arts/literacy](#)
- [Mathematics](#)
- [Frequently asked questions](#) (PDF)

OTHER SAMPLES

PARC sample items:

- <http://www.parcconline.org/samples/item-task-prototypes>

Content Specifications
for the Summative assessment of the
Common Core State Standards for Mathematics
March 20,

(samples begin on p. 96...)

- <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Math-Content-Specifications.pdf>

SOME MATH ISSUES

- SBAC assessments will be aligned to the eighth grade CCSS
- This does not prohibit a student from taking Algebra or Geometry in eighth grade, but there will NOT be a corresponding SBAC assessment for those courses.
- Students in courses not following the common core pathways will still be required to take the SBAC test designated for that grade level

USE OF CALCULATORS

- A decision has yet to be made on the use of calculators with the assessment system.
- One of the core tenets of the CCSS for mathematics is that students must develop mathematical fluency—speed and accuracy with simple calculations.
- On the other hand, the standards encourage students to use appropriate tools—including calculators—strategically when solving problems.
- If calculators are used, they will be provided at the item level through the online interface.
- This ensures that tools are appropriate to the task, and levels the playing field so that students are not advantaged or disadvantaged by the sophistication of their calculators.

SCORING

- While most assessment components are efficiently scored with computer assistance, including short essay answers, teachers will be involved in scoring portions of the summative assessment
 - a. including 10 percent of computer-scored, constructed-response items as back reads, and
 - b. hand-scoring of items that cannot be scored by computer.

- Teachers will not score assessments from their state, and those involved in scoring will be compensated through their state's normal procedures.

RESULTS

- Results from the SBAC assessment will include both a scale score that can be used to assess year-to-year growth and an achievement level category.
- The results of the grade eleven assessment will provide an indicator of college and career readiness.
- The number and names of the achievement categories are SBAC-level decisions that have not yet been determined

OTHER TESTS

- Students with significant cognitive disabilities (1%) will not be assessed with SBAC and will still take the California Alternate Performance Assessment.
- However, the CAPA tests, as the alternate assessment, will be reviewed in the transition to the next generation of assessments.
- While no assessments other than ELA and Math have been created so far, it is anticipated that the program will expand over time.

OPTIONAL BENCHMARK ASSESSMENTS

- Optional computer adaptive interim assessments will be provided in a digital library to help teachers diagnose skill levels and differentiate instruction.
- The interim assessments will be reported on the same scale as the summative assessment, and schools will have flexibility to use any or all at locally determined times throughout the year.
- The optional interim assessments will be paid for by the state

BASIC RESOURCES FOR THE COMMON CORE STANDARDS

- **College and Career Readiness Anchor Standards:**
- http://myboe.org/cognoti/content/file/resources/documents/bb/bba6d1c9/bba6d1c97a9f92d486004398ff9d97a2133ed7e3/CCR_Anchor_Standards.pdf
-
- **California Common Core State Standards in ELA and Mathematics:**
- This site shows the Common Core Standards including the California specific content. <http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>
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- **Standards for Mathematical Practice**
- <http://illustrativemathematics.org/standards/practice>
-
- **Comparisons to Current Standards:**
- [K-12 English Language Arts California/Common Core "Crosswalk" Analyses](#)
- [K-12 Math California/Common Core "Crosswalk" Analyses](#)

BASIC RESOURCES FOR THE COMMON CORE STANDARDS

- **Grade Level Curriculum: A Look At Kindergarten Through Grade Six in California Public Schools**
- [Cover, Table of Contents, Message from the Superintendent, Acknowledgements, and Introduction, \(October 2011 Edition\)](#) (PDF)
- [Complete Sixth-Grade Curriculum \(October 2011 Edition\)](#)
- **Grade Level Curriculum: A Look At Grades Seven and Eight in California Public Schools**
[A Look at Grades Seven and Eight in California Public Schools](#) (PDF; 1MB)

BASIC RESOURCES FOR THE COMMON CORE STANDARDS

- **Content Specifications for the Summative Assessment of the *Common Core State Standards for Mathematics***
<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Math-Content-Specifications.pdf>
- **Publishers' Criteria for the CCSS in Mathematics**
- **Mathematics:**
http://www.achievethecore.org/downloads/Math_Publishers_Criteria_K-8_Summer_2012.pdf
- **ELA K-2:**
<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%20K-2.pdf?20120412>
- **ELA 3-12:**
<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%203-12.pdf?20120412>
- **SBAC:** <http://www.smarterbalanced.org/>

THANKS TO:

- Portions of this presentation were adapted from the following websites or organizations:
- SBAC
- PARC
- CDE Common Core Standard webpage
- engageny.org
- [achieve the core.org](http://achieve.thecore.org)
- SMCOE
- CSBA