

Common Core State Standards and Assessments

Created and Posted on
Oklahoma State Department of Education (OSDE)
Common Core State Standards (CCSS) Web Page
May 20, 2011





Common Core State Standards

- Common Core State Standards are written for:
- K-12 mathematics
- K-12 English language arts
- 6-12 Literacy in history/social studies, science, and technical subjects





Common Core State Standards

- Aligned with **college and work expectations**
- Focused and coherent
- Include **rigorous** content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- **Internationally benchmarked** so that all students are prepared to succeed in our global economy and society
- Based on evidence and research





Common Core State Standards

State-led and coordinated by:

- National Governors Association (NGA)



- and Council of Chief State School Officers (CCSSO)





Common Core State Standards



www.corestandards.org



Oklahoma State Department of Education
Common Core State Standards



Key Components English Language Arts

- **Reading**
 - Balance of literature and informational texts
 - Measurement of Text Complexity
- **Writing**
 - Emphasis on argument and informative/explanatory
 - Writing about sources
- **Speaking and Listening**
 - Inclusion of formal and informal talk
- **Language**
 - Focus on general academic and domain-specific vocabulary





Key Components: ELA/Literacy

- **Standards for reading and writing in history/social studies, science, and technical subjects**
 - Complement rather than replace content standards in those subjects
 - Responsibility of teachers in those subjects



Oklahoma State Department of Education
Common Core State Standards





Key Components: Mathematics

- **Focus and Coherence**
 - Focus on key topics at each grade level
 - Coherent progressions across grade levels
- **Balance of concepts and skills**
 - Content standards require both conceptual understanding and procedural fluency
- **Mathematical practices**
 - Foster reasoning and sense-making in math
- **College and career readiness**
- **Level is ambitious but achievable**





International Benchmarks

English Language Arts

1. Australia, New South Wales, Victoria
2. Canada, Alberta, British Columbia, Ontario
3. England
4. Finland
5. Hong Kong
6. Ireland
7. Singapore

Mathematics

1. Belgium (Flemish)
2. Canada (Alberta)
3. China
4. Chinese Taipei
5. England
6. Finland
7. Hong Kong
8. India
9. Ireland
10. Japan
11. Korea
12. Singapore



Oklahoma State Department of Education
Common Core State Standards



What the standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready





Instructional Focus

1. Include more reading and writing related to **informational text in all content areas.**
2. Provide practice for students in 3 types of rhetorical **modes of writing** (informational, argument, narrative) for all grades.
3. Provide assignments that require use of **multiple data displays.**
4. Provide assignments using **sample performance tasks** (ELA - Appendix B of CCSS and College and Career Readiness Sample Mathematics Tasks).
5. Require students to justify mathematical reasoning.





Instructional Focus

6. Use text which is comparable to appropriate **text complexity** in CCSS.
7. Provide assignments that require students to **cite evidence** to support interpretations of text.
8. Collect **student work (writing) samples** from each grade that illustrate proficiency.
9. Teach *PASS* using **real-world applications**.
10. Provide technical assistance and training for students and teachers on the **use of technology tools**.





PARCC Consortium

Oklahoma is a governing state for the Partnership for Assessment Readiness for College and Careers (PARCC), which consists of 25 states.



Oklahoma State Department of Education
Common Core State Standards





PROPOSED PARCC Assessment

PARCC Assessments will likely include **through-course** and **end-of-course assessments** in English language arts and mathematics.

PARCC Assessments in English language arts and mathematics will likely include:

- a mix of constructed-response items;
- performance tasks;
- computer-enhanced, computer-scored items; and
- multiple choice.





Secondary Literacy

- **Example:** Analyze how Abraham Lincoln in his “Second Inaugural Address” examines the ideas that led to the Civil War, paying particular attention to the order in which points are made, how Lincoln introduces and develops his points, and the connections that are drawn among them.

CCSS Match: RI.9-10.3

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks



Oklahoma State Department of Education
Common Core State Standards





Secondary Literacy

Example: Cite strong and thorough textual evidence from John Keats's “**Ode on a Grecian Urn**” to **support an analysis** of what the poem says explicitly about the urn as well as **what can be inferred** from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain.

CCSS Match: RL.11-12.1

Source: CCSS Appendix B: Text Exemplars and Sample Performance Tasks



Oklahoma State Department of Education
Common Core State Standards





Extended Research/Writing

- Over several sessions, students will be asked to **identify or read a variety of materials and to compose a written essay based on them.**
- These **extended performance tasks** will be **controlled research projects** that take advantage of advances in testing technologies to provide students with the materials they need, including multi-media materials.



Oklahoma State Department of Education
Common Core State Standards





Extended Research/Writing

Example: Science/Technical Texts

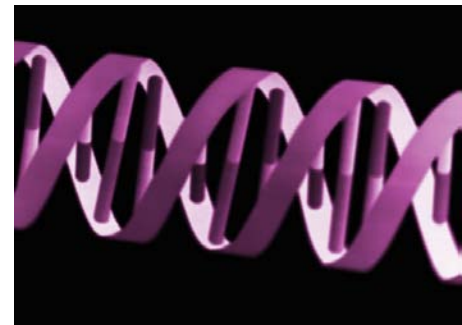
- **Sample Task A: Evaluating evidence.** Compare what the latest science tells us about Genetically Modified food against the arguments offered for and against Genetically Modified food. **Evaluate** the hypotheses, data, analysis, and conclusions of each side, including determining the extent to which each side in the debate over Genetically Modified food relies on the available science, argues from an economic perspective or appeals to political and emotional concerns. **Verify the data** from each author and **corroborate or challenge** the conclusions with other sources of information.

CCSS Match: 11-12.RST.8

Source: Achieve



Oklahoma State Department of Education
Common Core State Standards





Extended Research/Writing

Example: Science/Technical Texts

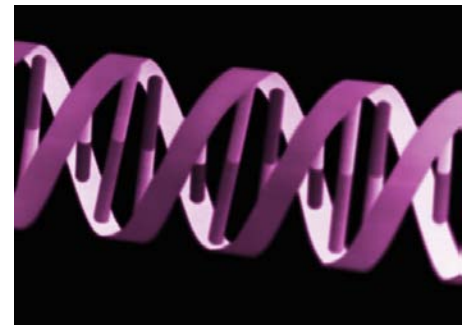
- **Sample Task B: Making a claim.** Read and view different examples of case-making materials related to the GM food debate. **Take a position** and **cite specific textual evidence** from your sources, attending to important distinctions each author makes and to any gaps or inconsistencies in the account. Defend your conclusion from counter-claims. **Create a presentation** of your analysis that highlights **key evidence** and your strongest claims.

CCSS Match: 11-12.RST.8

Source: Achieve



Oklahoma State Department of Education
Common Core State Standards





Elementary Literacy

- **Drag-and-Drop Example:** Students would read a passage that provides information about **different characteristics** of African and Asian elephants. Students would be asked to think about the similarities and differences between the two elephants. Instructions to students: **Using your mouse, click** on two sentences from the paragraphs you have read in the text, that illustrate how the two elephants differ, and **drag** each sentence into the “**Difference**” box. Then, **click and drag** two sentences from the paragraphs that show how the two elephants are similar, and place them in the “**Similar**” box.



Oklahoma State Department of Education
Common Core State Standards





Elementary Literacy



**African and Asian Elephants
Elephants are the
largest of all land animals.**

Similarities

Differences

Oklahoma State Department of Education
Common Core State Standards



- **Highlighting Text Example:** Read the passage below and answer the two items that follow.
 1. **Highlight one sentence** in the passage the author uses to suggest the boy had a happy life.
 2. Highlight one **word** in the passage that should be hyphenated.





Middle School Mathematics

- **Example:** Our school has to select a girl for the long jump at the regional championship. Three girls are in contention. We have a school jump-off. Their results, in meters, are given in the accompanying table.

CCSS Match: 6.RP.2 and 6 RP.3b

Source: College and Career Readiness Sample
Mathematics Tasks



Oklahoma State Department of Education
Common Core State Standards





Continued Mathematics Example

Elsa	Miki	Aisha
3.25	3.55	3.67
3.95	3.88	3.78
4.28	3.61	3.92
2.95	3.97	3.62
3.66	3.75	3.85
3.81	3.59	3.73

Data from the jump-off: distances are given in meters. Hans says, “Aisha has the longest average. She should go to the championship.” Do you think Hans is right? **Explain your mathematical reasoning.**





Secondary Mathematics

Example: The table below shows the reported high school graduation rates (percent of 9th grade cohorts who actually graduate), the per-pupil expenditure, PPE (in hundreds of dollars), and the percent of total taxable resources the state spends on education, PTR, for a sample of 15 states.

State	Graduation Rate	PTR	PPE
Alabama	59.0	3.4	79.24
Alaska	65.1	3.5	85.62
California	70.7	3.3	70.81
Colorado	74.6	3.0	79.39
Florida	60.5	3.0	75.39
Kansas	74.4	3.8	88.62
Kentucky	70.0	3.4	79.78
Louisiana	61.4	2.9	85.82
Michigan	69.1	4.5	91.97
Montana	76.2	3.7	89.51
Nevada	54.0	2.8	71.41
New Hampshire	76.0	3.9	93.23
New Mexico	60.1	3.7	84.31
North Dakota	79.4	3.1	91.81
Wisconsin	77.3	4.1	101.99

(a) Use technology to plot Graduation Rate versus PPE **on a scatter plot** that allows **prediction** of Graduation Rate from PPE and describe the shape of the distribution.

(b) If a linear shape is apparent, use a spreadsheet, statistical software, or calculator capability to fit a least squares line to summarize the nature of that trend.

(c) Interpret the slope of the least squares line found in part b in the context of the data.

(d) Is the relationship between Graduation Rate and PPE stronger than the one between Graduation Rate and PTR? Explain.

Source: College and Career Readiness Sample Mathematics Tasks

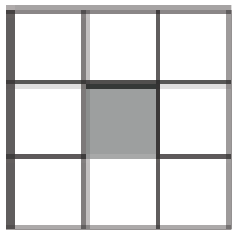


Secondary Mathematics

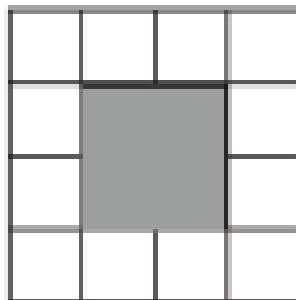
Example:

Samantha makes and sells mirrors. She makes a frame for each mirror with small square ceramic tiles. Find an expression for the number of tiles needed to border a size n frame.

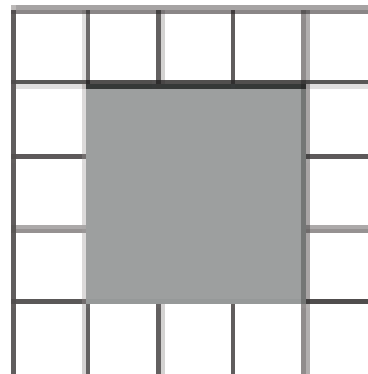
Size 1



Size 2



Size 3



Source: College and Career Readiness Sample
Mathematics Tasks





CCSS Assessments

- Assessments may be **performance-based** and multiple choice.
- One assessment task may test multiple related standards.
- Assessments may **require technology skills** to respond to questions.
- Assessments may require **critical thinking**: for example, claim – evidence - counter-claim approach; compare and contrast tasks; cause and effect relationships.
- Assessments may require **writing in response to text**.
- Assessments may be **timed**.

CONCLUSION: A different approach to instruction may be required.





PARCC – Assessment Resources

The Partnership Resource Center (PRC)

PRC will be an online, digital resource that includes two important instructional supports:

- **model curriculum frameworks** that teachers can use to plan instruction and gain a deep understanding of the CCSS, and
- **released items and tasks** that teachers can use for ongoing formative assessment.



Oklahoma State Department of Education
Common Core State Standards





District 3-Year Transition Plan



Oklahoma State Department of Education
Common Core State Standards

COLLEGE and CAREER READY

ACADEMIC PERFORMANCE AND LEARNING

- Curriculum
- Classroom Evaluation/ Assessment
- Instruction

PROFESSIONAL LEARNING ENVIRONMENT

- School Culture
- Student, Family, Community Support
- Professional Growth and Development

COLLABORATIVE LEADERSHIP

- Leadership
- Organizational Structure and Resources
- Comprehensive and Effective Planning





District Transition Planning Template

Oklahoma Essential Element 1 - Curriculum	Guiding Questions	Transition Process/ Strategy	2011- 2012	2012- 2013	2013- 2014
	How will the district determine what curriculum materials are needed at each grade level to implement CCSS?				
	What is the district's plan for identifying and analyzing the quality of instructional materials that reflect the changes in the CCSS?				
	How will district prepare written curriculum materials that focus on rhetorical writing modes in CCSS – informational, argument, and narrative?				





OSDE Contacts

Ms. Jennifer Stegman,
405-521-3341

Assistant State Superintendent
jennifer_stegman@sde.state.ok.us

Dr. Jennifer Watson,
405-521-3361

Team Leader Curriculum
jennifer_watson@sde.state.ok.us

Ms. Kerri White
405-522-8618

Executive Director
High School Reform
kerri_white@sde.state.ok.us

