The Illinois Common Core State Standards

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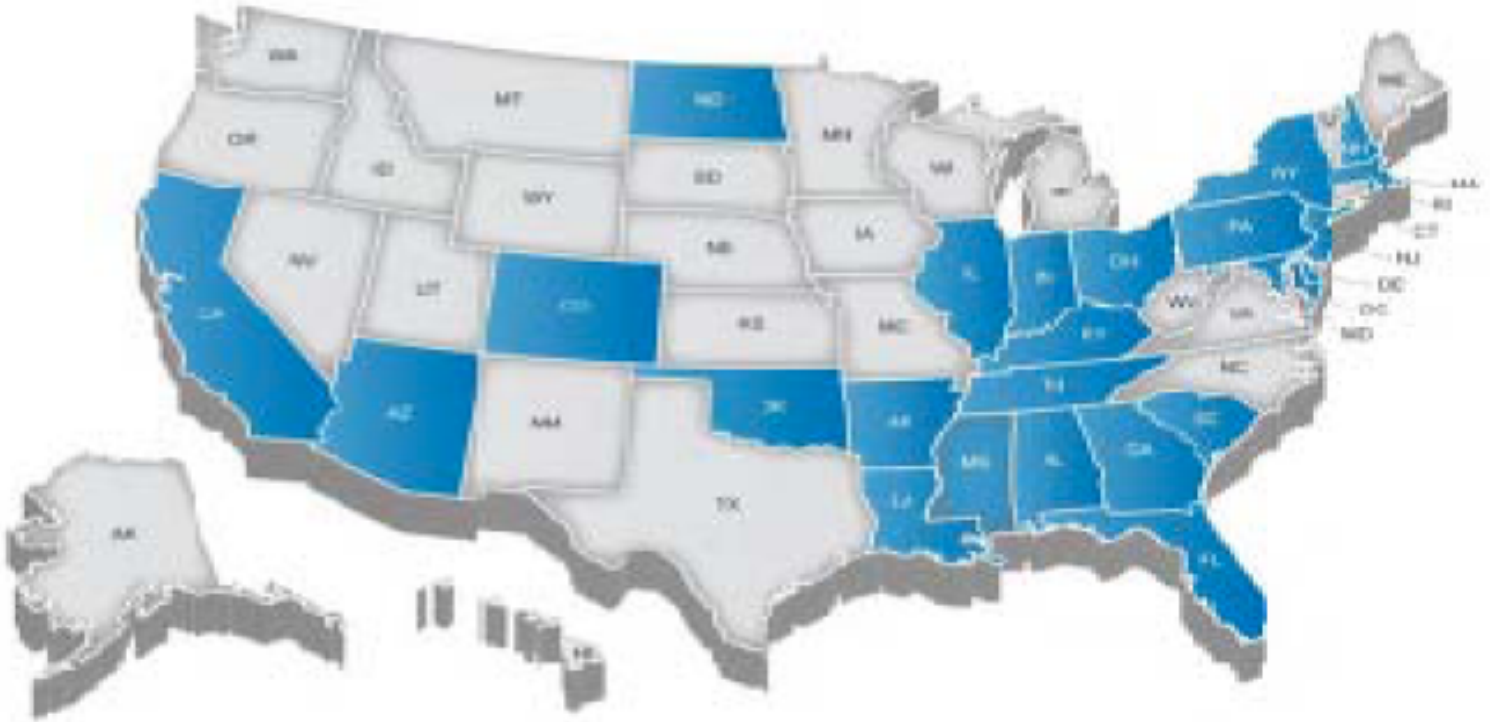
"Dig deep, not wide"

Partnership for Assessment of Readiness for College and Careers



What's different about CCSS?

- *These Standards are not intended to be new names for old ways of doing business.*
- *They are a call to take the next step.*
- *It is time for states to work together to build on lessons learned...*
- *It is time to recognize that standards are not just promises to our children, but promises we intend to keep.* — *CCSS (2010, p.5)*

PRESENT STATE TESTING

Each state procures its own assessment system	• Each state bears the burden of test development; no economies of scale
Measure proficiency against state standards, not agreed-upon standards	• Students often leave high school unprepared to succeed in entry-level college courses
Usually heavy reliance on multiple choice questions	• Poor measures of demonstration of skills and complex cognitive performance
Results often delivered months after tests are given	• Tests cannot be used to inform instruction or affect program decisions
Accommodations for special education and ELL students vary	• Difficult to interpret meaning of scores; concerns about access and fairness
Most administered on paper	• Costly, time consuming, and challenging to maintain security

NEXT GENERATION OF TESTING

- More rigorous tests measuring student progress toward **"college and career readiness"**
- Have **common, comparable scores** across member states, and across consortia
- Provide **achievement and growth information** to help make better educational decisions and professional development opportunities
- **Assess all students,** except those with "significant cognitive disabilities"
- Administer **online,** with timely results
- Use **multiple** measures

Common Core Reflects Change

- New standards with new tests based on **mastery**
- There is **no repeat of learning** of material in common core
- **Growth scale model added** as needed component in accountability
- Changes in teacher training, **in teacher practices** in the classroom, and in teacher evaluations

Common Core Reflects Change

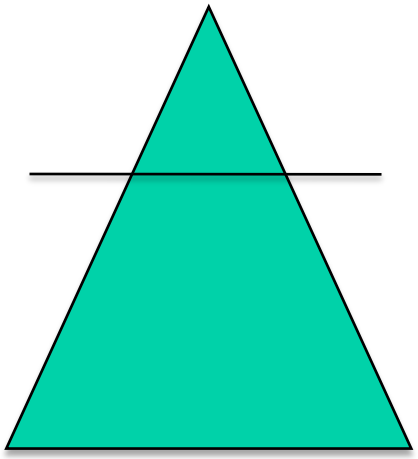
- Assessments **3- 4 times a year** with data use to determine mastery
- **Few** multiple choice questions and those that are multiple choice will have multiple-multiple choices
- Tests will be given **on computers** and results will be available quickly.

— CCSS (2010, p.5)

Common Core Reflects Change

- 2010 expectations vs. 1900 expectations
- Consistent and clear academic benchmarks
- Grade level content knowledge (K-8) with assessments given from K through high school
- States' will collaborate and will share innovation

1900 Workplace Demands

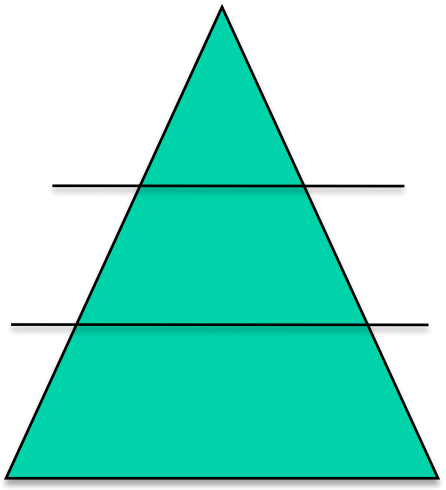


HIGHLY SKILLED

LOW SKILLED

- Average age to enter work force 14
- Average age to leave work force 47
- Life expectancy 47

1980 Workplace Demands



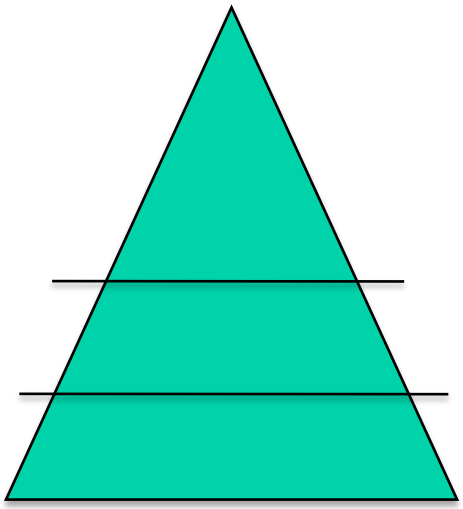
HIGHLY SKILLED

SKILLED

LOW-SKILLED

- Average age to enter work force 18
- Average age to leave work force 65
- Life expectancy 79

2010 Workplace Demands



HIGHLY SKILLED

SKILLED

LOW-SKILLED

- Average age to enter work force 21
- Number of job changes 5-8
- Estimated Life expectancy in 2100 107-124

Overview of K-12 English-Language Arts Standards

Preparation: designed for students to be college and career ready upon completing secondary education

Quality: gives teachers more flexibility to teach standards in depth and across disciplines that can be tailored to fit the students' needs

Skilled Workforce: emphasizes skills and application, in addition to content, to prepare students for working in the current workforce

Common Core Reflects Change

RANGE

RIGOR

COMPLEXITY

PRACTICES

MASTERY

CRITICAL THINKING

Bloom's Taxonomy

Old:	New:
Knowledge	Remember
Comprehension	Understand
Application	Apply
Analysis	Analyze
Synthesis	Evaluate
Evaluation	Create

Characteristics of the Common Core Standards

- **Clarity:** designed to help teachers, students, and parents understand what is expected of them to be ready to enter the workforce or college
- **Consistency:** levels the playing field so all students will be held to the same rigorous expectations
- **Global Society:** internationally benchmarked to high performing countries

Overview of K-12 English-Language Arts Standards

- Benchmarked to College and Career Readiness Anchor Standards and internationally benchmarked to high performing countries
- K-8 standards are listed by grade level.
- Text complexity addressed at each level with a Balance of literature and informational texts
- Literacy standards for science/technical and history/social studies (6-12)

Overview of K-12 English-Language Arts Standards

- Separated into four strands: *Reading, Writing, Speaking and Listening, Language.*

- Emphasis on writing, writing applications, and presentation

- Listening and speaking skills are also addressed

Why Emphasis on Informational Test?

1. Crucial for college an career readiness
2. Develops the skill, concentration, and stamina to read complex informational text
3. Counteracts “text-free or text-light” sources such as video, podcasts, and tweets.

ELA Standards: Create Literate Students

1. Demonstrate independence
2. Build strong content knowledge
3. Respond to various audiences, tasks, purposes, and disciplines
4. Be able to comprehend and critique
5. Recognize and value evidence
6. Use technology and digital media
7. Understand perspectives

Common Core State Standards for Mathematics

Standards for Mathematical Practice

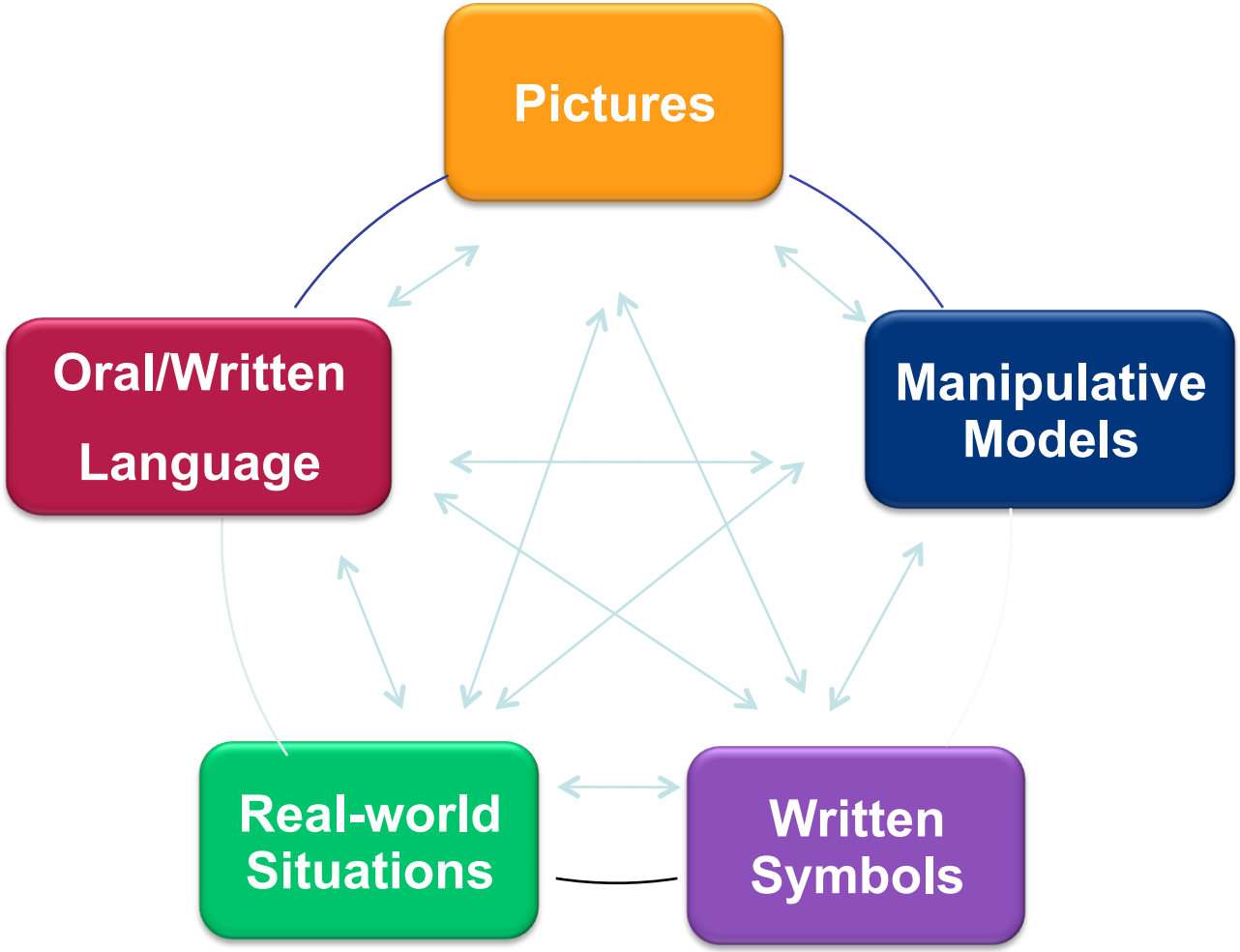
1. *Make sense of problems and persevere in solving them.*
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and critique the reasoning of others.*
4. *Model with mathematics.*
5. *Use appropriate tools strategically.*
6. *Attend to precision.*
7. *Look for and make use of structure.*
8. *Look for and express regularity in repeated reasoning.*

Organization of Math Standards

The K-8 Math Standards are organized by **Domain, Clusters, and Standards**.

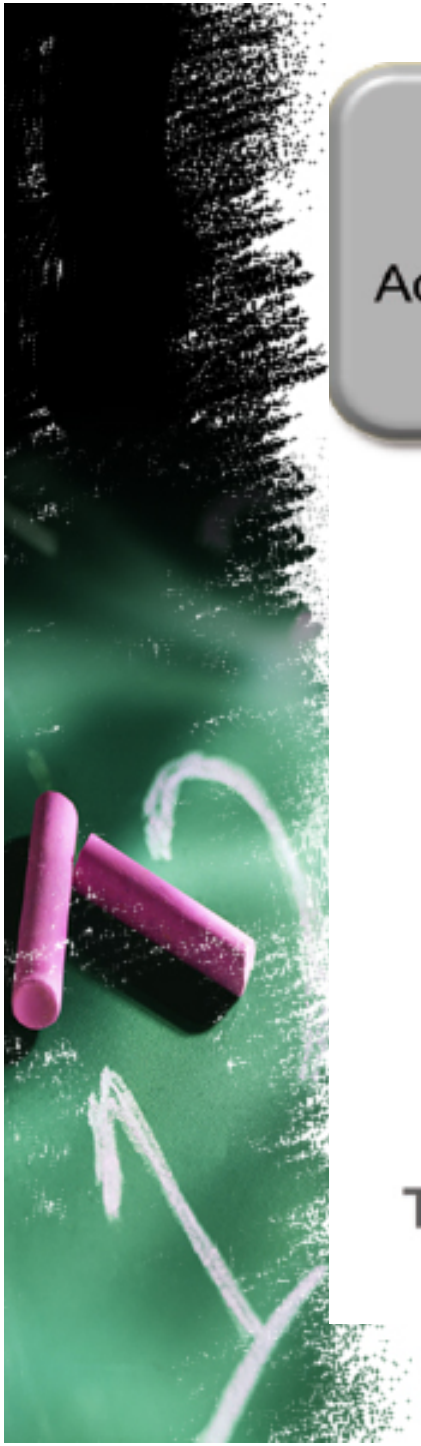
- **Domain**: Overarching ideas that connect topics across the grade levels.
- **Clusters**: Demonstrate the grade by grade progression of task complexity.
- **Standards**: Define what a student should be able to know and do at that grade level.

Modes of Representation (Lesh, Post, & Behr, 1987)



Math Standards – Key Points

- Focus on numeracy in the early grades
- Basic algebraic readiness by eighth grade
- Geometric concepts in the middle grades
- Emphasis on solving real world problems
- No specific high school course sequence or structure recommended



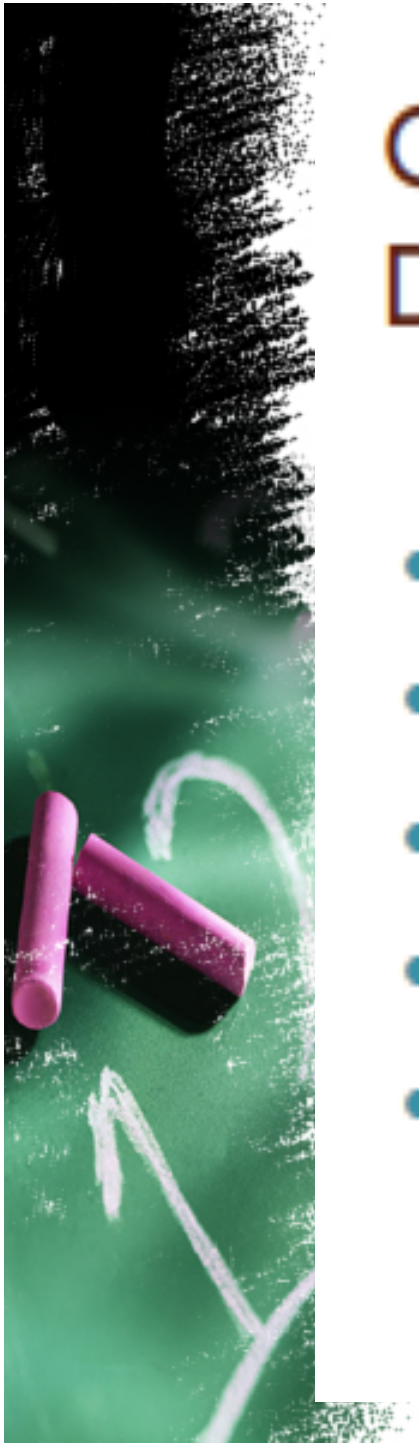
Courses in higher level mathematics: Precalculus, Calculus*, Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or courses designed for career technical programs of study.

Traditional Pathway
Typical in U.S.

- Algebra II
- Geometry
- High School Algebra I

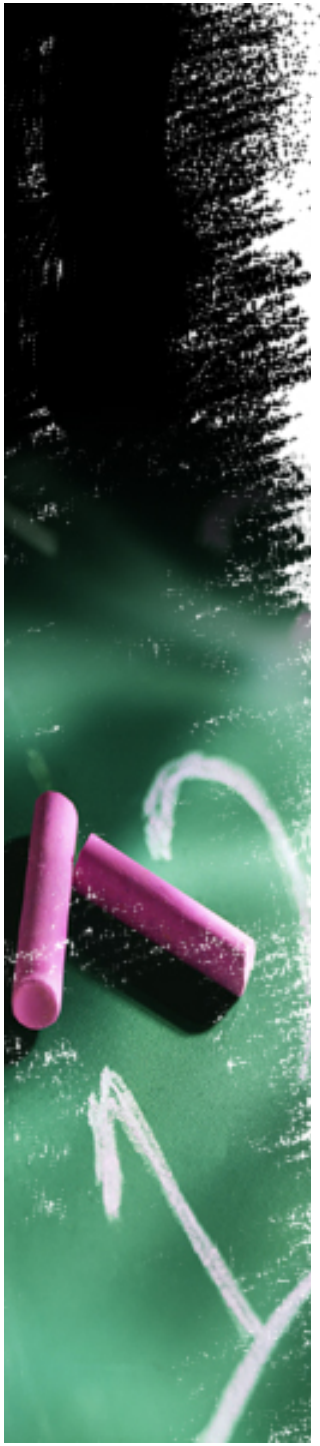
Integrated Pathway
Typical outside of U.S.

- Mathematics III
- Mathematics II
- Mathematics I



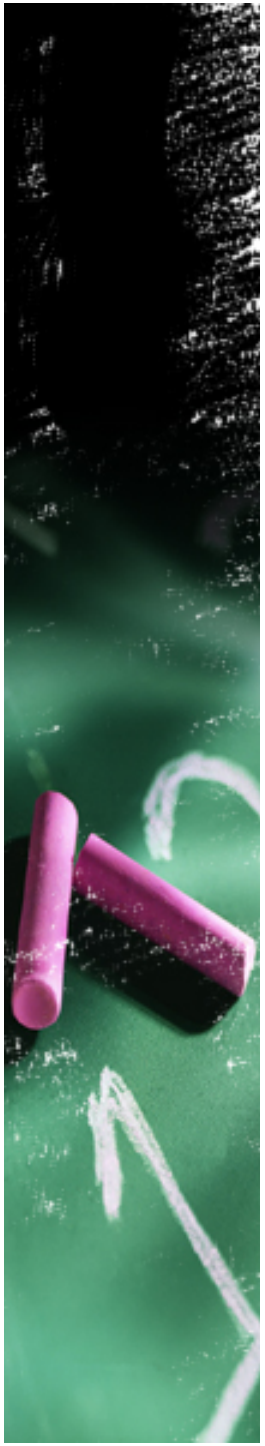
Common Core Math Standards Domains for 3-5

- Operations & Algebraic Thinking (K-5th)
- Number & Operations in Base 10 (K-5th)
- Number & Operations–Fractions(3rd -5th)
- Measurement & Data (K-5th)
- Geometry (K-8th)

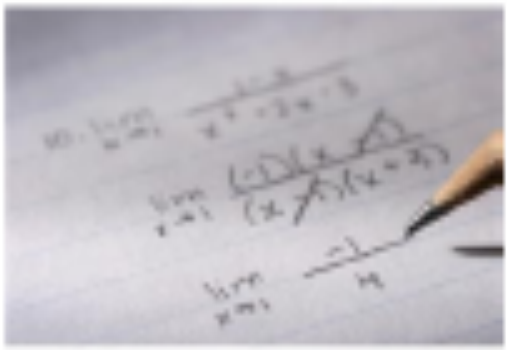


Common Core Math Standards Domains for 6-8

- Ratios and Proportional Relationships (6^{th} -7^{th})
- The Number System (6^{th}-8^{th})
- Expressions and Equations (6^{th}-8^{th})
- Functions (8^{th}-HS)
- Geometry (K-8^{th})
- Statistics & Probability (6^{th}-8^{th})

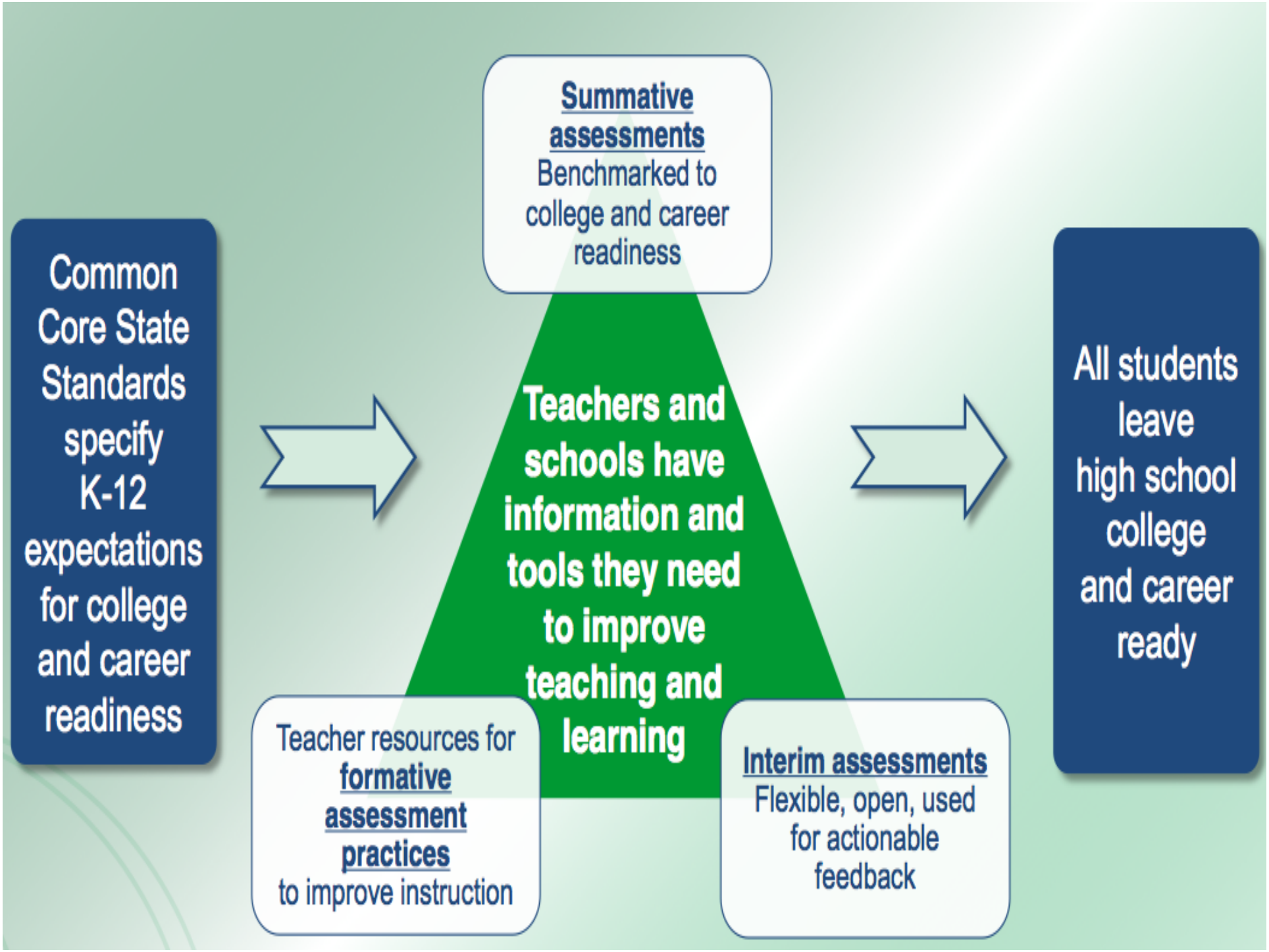


Target of the Math standards is college and career readiness for all students



- High school math focus on *using* math and solving messy problems, similar to what students would see in the real world
- Problem-solving and communication emphasized
- Mathematical practices are recommended which cut across learning K-12

CCSSO content analysis of the new common core standards


Common Core State Standards specify K-12 expectations for college and career readiness
Summative assessments
Benchmarked to college and career readiness
Teachers and schools have information and tools they need to improve teaching and learning
Teacher resources for formative assessment practices to improve instruction
Interim assessments
Flexible, open, used for actionable feedback
All students leave high school college and career ready

What about Assessment?

- No changes will be in place for 2011 Spring ISAT and PSAE assessments.

- Field testing of sample assessments - September 2012

- Continue field testing of sample assessments-September 2013

What about Assessment?

- Full administration of PARCC assessments begin-September 2014

- Four testing periods possible:
  - first two for growth
  - third one for growth/mastery
  -fourth event for accountability

RESOURCES

The focus of the CCSS is depth of understanding.

RESOURCES:

1. www.corestandards.org/the-standards
2. www.isbe.net/common_core/pdf/institute_pres_summer11.pdf
3. www.parcconline.org/sites/parcc/files/PARCC-Overview-Nov2011.pdf
4. Parent Resources:
   http://www.isbe.net/common_core/htmls/resources.html

   Scroll down page to "Parent Resources." The PTA information by grade is particularly informative.
5. Dr. Cheryl Kucera: Office- 847-245-2898

   Email: ckucera@millburn24.net