

Common Core State Standards

Student Achievement Committee
8/16/11

- Assure All Students Graduate College- and Career-Ready Through Effective Use of Standards-Based Education

Strategic Plan Goal 1

- Research and evidence based
- Aligned with college and work expectations
- Rigorous
- Internationally benchmarked

Common Core State Standards

- Read Text of Sufficient Complexity and Range
 - Balance Literature and Non-Fiction
- Literacy in Science, Social Studies, and Technical Subjects
- Questions are text-dependent
 - Draws evidence from text – not just recall
- Writing to inform or argue using evidence
- Academic vocabulary
 - Across the domains

Shifts in English Language Arts

	HCPS III	Common Core State Standards
Benchmark /Standard	<p>LA 7.4.1 Range of Writing: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> • narratives with clear conflict and satisfying resolution • poems that experiment with poetic forms (i.e., limerick, ballad, free verse) • reports that incorporate research in the form of quotations, paraphrases, and summaries • persuasive letters or statements • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems 	<p>7.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

Comparison of HCPS III to CCSS ELA (see handout)

Alignment of Performance Tasks with Common Core Standards
ELA Performance Task Template Draft

1) Title: Video Cameras in Classrooms **Source:** Appendix C, Common Core State Standards for English Language Arts
Description of task setting (For example, students working alone or in groups?): Day 1, individual and group work; Day 2, individual work
Duration of the activity: Day 1, 2 hours; Day 2, 2 hours; total time, 4 hours
Operational logistics and Materials Required: Paper for notes/prewriting; computer; access to word processing tools such as spell check and a thesaurus
Writing Text Type: Argumentative
Reading Texts: Informative/explanatory
Speaking: Collaborative group discussion
Listening: Collaborative group discussion
Grade Level: 7

2) The item/task sample

Video Cameras in the Classroom

Task Summary: This task is to be completed over two days, with day 1 giving students an opportunity to think and prepare for writing an argumentative essay on day 2. The prewriting/planning exercises on day 1 involve speaking, listening, reading, and writing notes. These prewriting/planning exercises provide an opportunity for students to decide on a claim as well as explore supporting and opposing arguments. Nothing produced on day 1 is scored. At the end of Day 1, the students' notes are collected and then returned to them at the beginning of day 2 so that they may use them while writing their argumentative essays on day 2. The argumentative essay will be scored as part of the summative assessment.

Assessment Task ELA (see handout)

- Focus
 - Fewer and deeper
- Coherence
 - Preparation for the next grade
- Fluency
 - Speed and accuracy
- Deep Understanding
- Application

Shifts in Mathematics

	Benchmarks/ Standards	Task
<p>HCPS III Benchmarks</p>	<p>7.4.2: Uses ratios and proportions to relate a scale drawing to the actual object.</p> <p>7.4.3: Use known measurements (e.g., radius) to calculate desired measurements (e.g., circumference and area) of circles.</p>	<p>Answer a question using given information presented in a diagram or a word problem. For example,</p> <p><i>A blueprint for a house shows a circle in the back yard where a pool will be built. The diameter of the actual pool will be 30 feet.</i></p> <p><i>a. What is the area of the surface of the pool?</i></p> <p><i>b. If the scale factor of the blueprint drawing is $\frac{1}{50}$, what is the diameter of the circle that is drawn in the blueprint?</i></p>

Comparison of HCPS III to CCSS Math (see handout)

Anatomy of a Performance Task Sample: Merry-Go-Round

1) Name and source of the item or task

Merry-Go-Round, Grade 7, Shelbi Cole, CT State Department of Education

2) The item/task sample

Non-Scorable Summative Component (Day 1)

Materials:

- Masking tape or Painter's tape
- Protractor
- Tape measure or ruler

Interactions and Planning (prior to administration of scored component): A certified classroom teacher provides a lead-in to the performance task.

Inform students that they will be completing a mathematics task over the next couple of days that asks them to provide blueprints for a playground merry-go-round in the shape of a regular octagon. Prior to this task, the class must complete some important planning steps.

- 1) Teacher and students work together to develop a common understanding of the term "merry-go-round" and specifically, the "platform" of the merry-go-round as it is used in a playground blueprint. The links below provide useful photographs and information to help guide a discussion of these two terms that are essential prior knowledge for the upcoming performance task. It is important that students understand merry-go-round in the context of a playground, rather than as what is traditionally called a "carousel."

<http://www.indiamart.com/honeyfunthrill/playground-merry-go-round.html>

<http://www.unc.edu/~sonyah/merrygorounds.htm>

Assessment Task Math

(see handout)

- Currently in development

Science and Social Studies New Standards

- Understanding the Common Core Standards
- Plan and design learning experiences to ensure student proficiency of the Common Core Standards
- Use student data to drive instructional decisions and to personalize instruction

Teachers

- Create a culture of professional learning and collaboration
- Develop a school system that allows for professional learning and collaboration

Principals

- Transform the system to support schools in developing a culture of professional learning and collaboration

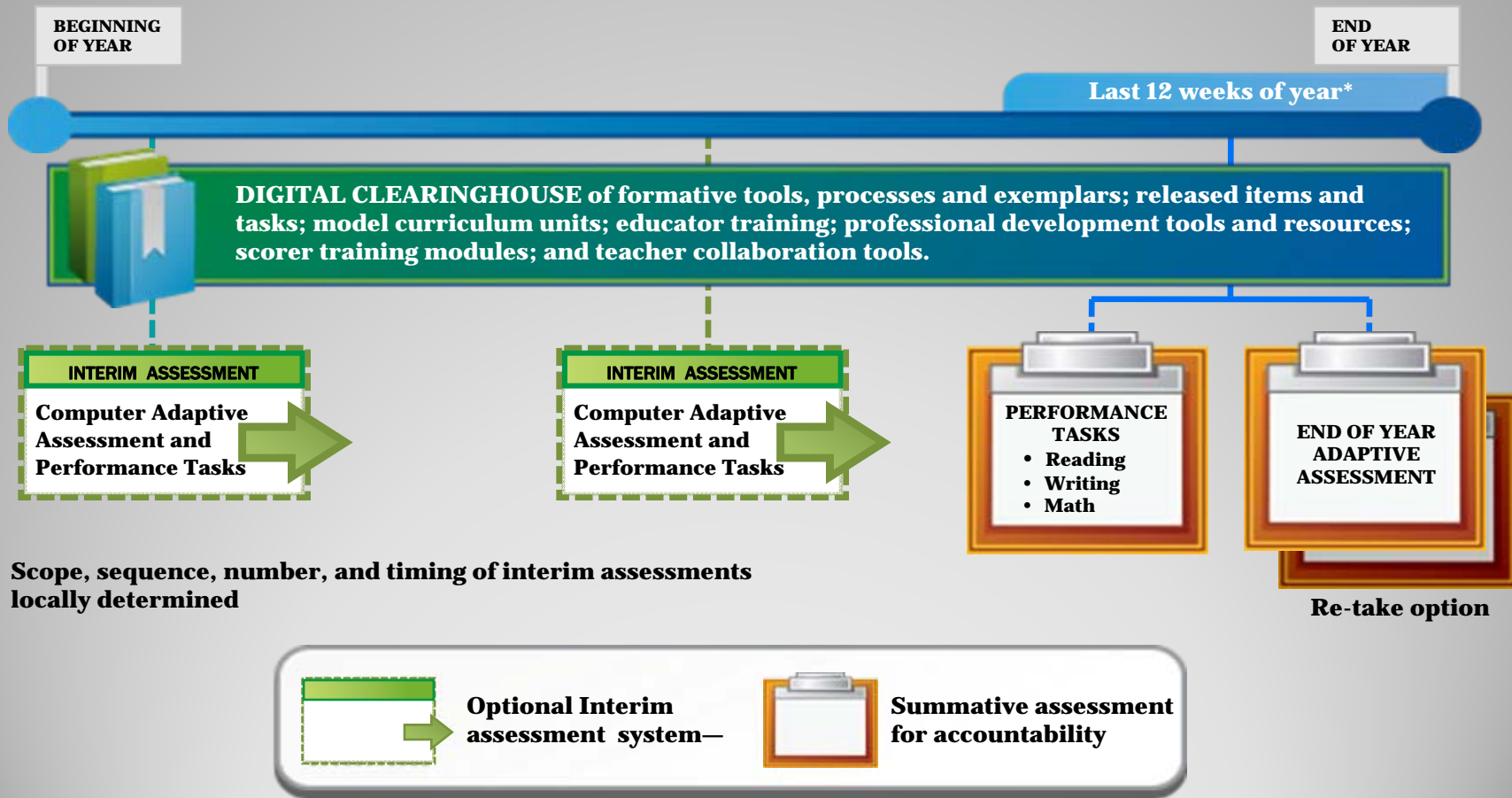
Leadership and State Office

Transition to Common Core
Teach/ Assess

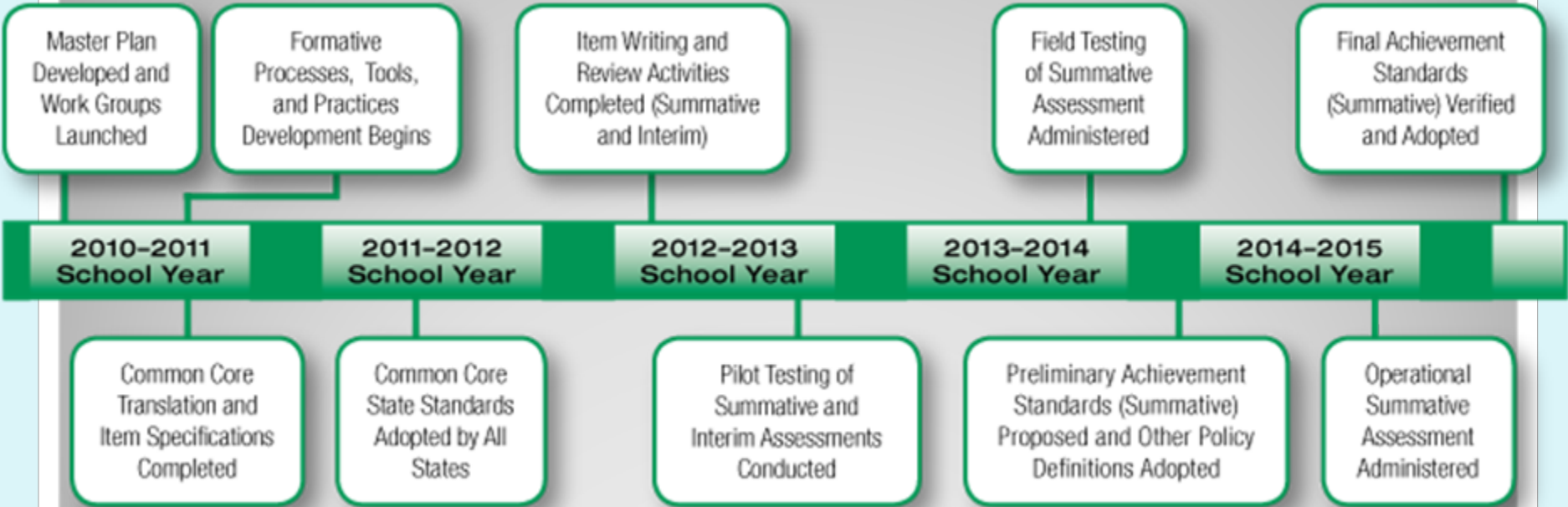
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Class of 2024	K CC	1 CC	2 CC	3 CC / SBAC	4 CC / SBAC	5 CC / SBAC	6 CC / SBAC
Class of 2023	1 CC	2 CC	3 HCPS/ HSA	4 CC / SBAC	5 CC / SBAC	6 CC / SBAC	7 CC / SBAC
Class of 2022	2 CC	3 HCPS/ HSA	4 HCPS/ HSA	5 CC / SBAC	6 CC / SBAC	7 CC / SBAC	8 CC / SBAC
Class of 2021	3 HCPS/ HSA	4 HCPS/ HSA	5 HCPS/ HSA	6 CC / SBAC	7 CC / SBAC	8 CC / SBAC	9 CC
Class of 2020	4 HCPS/ HSA	5 HCPS/ HSA	6 HCPS/ HSA	7 CC / SBAC	8 CC / SBAC	9 CC	10 CC
Class of 2019	5 HCPS/ HSA	6 HCPS/ HSA	7 HCPS/ HSA	8 CC / SBAC	9 CC	10 CC	11 CC / SBAC
Class of 2018	6 HCPS/ HSA	7 HCPS/ HSA	8 HCPS/ HSA	9 CC	10 CC	11 CC / SBAC	12 CC
Class of 2017	7 HCPS/ HSA	8 HCPS/ HSA	9 HCPS	10 CC	11 CC / SBAC	12 CC	
Class of 2016	8 HCPS/ HSA	9 HCPS	10 HCPS/ HSA	11 CC / SBAC	12 CC		
Class of 2015	9 HCPS	10 HCPS/ HSA	11 CC	12 CC			
Class of 2014	10 HCPS/ HSA	11 CC	12 CC				
Class of 2013	11 CC	12 CC					
Class of 2012	12 CC						
		SBAC Pilot Test	SBAC Field Test	SBAC Administration			

Implementation Calendar

SMARTER Balanced Assessment Consortium English Language Arts and Mathematics, Grades 3–8 and High School



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.



SBAC Timeline

OCISS Professional Development Plan

Strategic Plan Goal # 1: Assure all students graduate college- and career-ready through effective use of standards-based education

Three Strategies: K-12 Construct, Formative instruction and Data Teams

- 1) **Tri-level Capacity-Building Professional Development**
 - **Building complex area and school leadership staffs' knowledge and skills with national and state consultants; expectation is that leadership staff:**
 - Attend and share with all schools
 - Assessment Literacy with Jan Chappuis, ATI (6 days through Literacy for Learning structure)
 - Sept. 8-9, Oct. 24-25, Nov. 30 & Dec. 1, 2011
 - Improvement Processes including Plan-Do-Check-Act (PDCA), School Improvement, Data Teams and Standards Implementation Process Model, Instructional Strategies
 - Literacy for Learning = Jan. 26 & Feb. 14, 2012
 - SMARTER Balanced System = April 19 - 20, 2012
 - Organize logistics and partner in the delivery of Elementary Symposiums – 6 statewide (2 Oahu, 1 Maui, 1 Kauai, 2 Big Island) focused on deepening the understanding of DOE's implementation of CCSS
- 2) **Secondary Department Head Sessions**
 - Content specific sessions on CCSS for grades 9-12; ELA, math and literacy standards across the content areas
- 3) **Focused Topical Sessions Utilizing Technology**
 - Webinars: Two to three webinars a month focused on content specific shifts or processes specific to common core conducted by state and/or SMARTER Balanced Assessment Consortium staff
 - Media Sites: Narrated powerpoints and videos of presentation to provide current information on implementation
 - Professional Community of Learners for teachers and administrators to network and collaborate with others on implementing formative instruction, data teams and CCSS targets

Professional Development Plan

(see handout)

- Strengthen the K-12 Construct
- Formative Instruction
- Data Teams

Strategic Actions