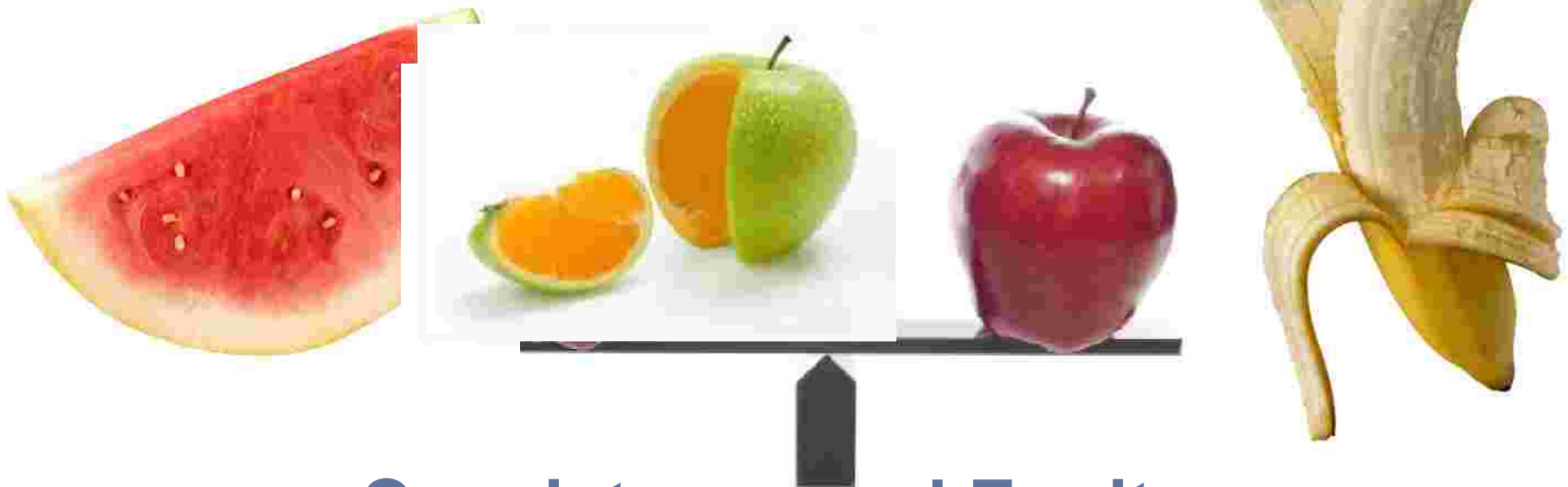


Common Core State Standards

+ Before...

- n California had standards that were a mile wide and an inch deep.
- n States across the nation all had their own, vastly varying standards.



Consistency and Equity

+ Developed with the End in Mind

- n Built to create a staircase of cumulative learning leading to achievement of the **College and Career Readiness Anchor Standards (CCR).**



+ Language Arts



n **Common Core:**

n More non-fiction across subject areas

n Analysis of complex text

n Use of evidence to support opinions

n Emphasis on writing

+ Mathematics



n **Traditional practice:**

- n Computation
- n Getting to **the** right answer
- n Formulas
- n Practice

n **Common Core:**

- n Computation with conceptual understanding and critical thinking
- n Understanding multiple ways of getting to answers
- n Practice

+ What differences might you see in a CCSS math classroom?

nLess:

- n Rote memory tasks or focus on “answer-getting”

nMore:

- n Problem solving/building conceptual understanding
- n Informational reading within math
- n Justification of answers (explain your reasoning, show the evidence from text, etc.)

+ Preparing for CAASP

California Assessment of Student Performance and Progress

- n Replaced California's Standardized Testing and Reporting (STAR) program in 2014

- n What Will Be Tested?
 - n Grade Level Science in grades 5, 8, 10
 - n CST, CMA, or CAPA

 - n **SBAC** (Smarter Balanced Assessment Consortium) Summative Assessments
 - n Grades 3-8 and 11
 - n ELA and Mathematics
 - n Computerized Adaptive Test (CAT) and Performance Task in each subject area
 - n 7-8.5 hours to complete all four sessions

 - n Alternative Assessment (replacing CAPA ELA and Math)



+ CUSD Fall Assessment

- n Grades 2-8 administered a SBAC-like assessment this fall in ELA and Mathematics
- n Created using the *Inspect* question bank
 - n Multiple Response (Multiple-correct multiple-choice questions)
- n Approximately 30 questions using an Illuminate answer document



+ What We Learned...

- n Students were challenged by the language and rigor of the questions
- n As a whole, students performed lower than they had on CSTs
- n Students not only need to be taught the standards, but they need to understand the new assessment formats



+ Sample Selected Response

- 19 **While researching global warming for your informational report, you came across a website that had the following excerpt.**

According to a recent study, pollution has little to do with global warming. We respectfully disagree, after hours of diligent research on the study as well as hours spent investigating other similar studies, it was found that quite the opposite might be true...

Based on the information above, which of the following ideas would the website *best* support?

- A. Global warming is a nuisance.
- B. Pollution has little to no effect on global warming.
- C. Global warming goes hand-in-hand with pollution rates.
- D. Pollution and global warming have been around for decades.

+ Sample Non-Traditional Selected Response

17 Choose **two** sentences containing spelling errors.

- A. Molly tends to exaggerate, so be careful what you believe.
- B. Everyone tells me I have should try harder in school because I have great potential.
- C. I could not run the entire race, so I had to modify halfway through and walk.
- D. The truth became evidant as he started to sweat under pressure.
- E. We have about five hundred words to define before the spelling bee starts.
- F. Do not asume that I know the answer because I did not study enough last night.

+ Sample Non-Traditional Selected Response

28 Read the two sentences below.

Ben's mom was disappointed by his actions at the tennis match. She also understood he was sad about losing.

Choose the transition words or phrases that *best* signal transitions between the two sentences. **Select all that apply.**

- A. However,
- B. Specifically,
- C. For that reason,
- D. At the same time,
- E. To put it another way,

+ How Are We Preparing Our Students?



- n Quality instruction
- n Higher level questioning strategies
- n Information writing practice
- n Technology/keyboarding experience
- n Practice assessments
 - n Multiple Response
 - n Constructed Response
 - n Performance Assessments