

Common Core Standards Preparing Students for College and Careers

DEVELOPED BY:
EDUCATIONAL ACCESS
PROJECT FOR DCFS

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NORTHERN ILLINOIS UNIVERSITY

Center for Child Welfare and Education

Educational Access Project for DCFS

OVERVIEW OF TRAINING

Introduction to Common Core Standards (CCS)

English/Language Arts (ELA) Standards

Mathematics Standards

Special Education and English Language Learners

Assessments

Resources

SECTION I

COMMON CORE BASICS

BACKGROUND

- ELA and Math Common Core Standards were adopted by Illinois in June of 2010
- Illinois incorporated the CCS with the existing educational standards in:
 - Early childhood
 - Fine arts
 - Foreign language
 - Physical development and health
 - Science
 - Social emotional
 - Social Science



WHAT ARE COMMON CORE STANDARDS?

- Establish clear and consistent goals for learning that will prepare our children for college and the workforce
- Define the knowledge and skills they should have within their K-12 education careers preparing them to succeed in entry level academic college courses and workforce training programs

WHAT ARE COMMON CORE STANDARDS?

- Research based, aligned with college and work expectations, rigorous and internationally benchmarked
- Designed to be relevant to the real world
- Developed by the states – NOT the federal government
- Do NOT dictate how teachers should teach

STANDARDS BASED ON THE CCS

- Embrace higher expectations
- Relevant to the real world
- Emphasize few topics not only through procedural skills, but problem solving and critical thinking
- Build knowledge from grade to grade
- Master important concepts before moving on to others

CCS ARE NOT A CURRICULUM

- Decisions about curriculum, materials and textbooks are determined by local educators and community members
- CCSS were developed through a state-led initiative in collaboration with teachers, school administrators, college faculty, parents and educational experts

SECTION II

ENGLISH LANGUAGE ARTS

HOW ARE THEY ORGANIZED?

- K-5 ELA have Reading, Writing, Speaking and Listening and Language strands
- 6-12 have two specific-content areas implemented by:
 - English Language Arts Teachers
 - Teachers of history/social studies, science and technical subjects focusing on reading and writing

USING MORE COMPLEX TEXTS

- Students will have a knowledge of language varieties and ability to use language skillfully.
- Acquire and use a rich vocabulary

Currently:

- Only 37% perform at a college level in understanding text.
- Only 43% are performing at a college career ready level with respect to skills

INCREASED FOCUS IS NEEDED

- Master the grade-specific standards of CCS Language 3, which begins in grade 2 and builds throughout the grades
- Recognize the differences between formal and informal English as well as spoken and written English
- Maintain consistency in style and tone
- Emphasis on vocabulary development through direct vocabulary instruction and through reading

CONTENT AREAS NEED STRENGTHENING

- Students are struggling when reading texts – especially in science
- Only 28% are able to work with science materials at a college or career entry level
- K-5 will require a 50-50 balance between informational and literary reading
- In grades 6-12, greater attention on specific category of literary nonfiction and standards for literacy in history/social science, science and technical subjects

There are **NO** required reading lists.
Teachers have flexibility to make their
own decisions as to what texts to use.



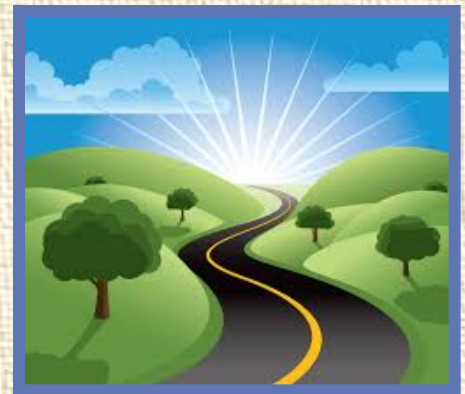
PARENT ROADMAP

- Refer to handout #1
- Divided into:
 - What your child will be learning in grade 3
 - Partnering with your child's teacher
 - Examples across three grade levels
 - Helping your child learn outside of school
 - Additional Resources



PARENT ROADMAPS

- The Council of Great City Schools developed Parent Roadmaps for the Common Core Standards
- Show what children will be learning and how to support them (K-8th)
- Available online:
<http://www.cgcs.org/domain/36>



SECTION III

MATHEMATICS STANDARDS

STANDARDS FOR MATHEMATICAL PRACTICE AND CONTENT

- Increased focus is needed on the foundation of Mathematics.
- Students need to make meaning of numbers, operations, and arithmetic expressions and to use their understanding to solve problems, reason about mathematics and explain their thinking.
- States need to ensure K-8 curriculum and instruction require rigorous understanding of the concepts in Number & Quantity from the earliest grades.

MATHEMATICAL PRACTICE AND MATHEMATICAL CONTENT

- Math interventions are needed for students who are falling behind at the earliest grades
 - States must ensure that teachers and students have the resources necessary to identify struggling math students
 - Provide teachers and students with adequate opportunities to collect achievement data
- Greater understanding of mathematical processes and practices is needed

CCS SHIFTS IN MATHEMATICS

Greater focus on fewer topics – narrow and deepen time and energy spent in the classroom

- K-2: Concepts, skills, and problem solving related to addition and subtraction
- 3-5: Concepts, skills, and problem solving related to multiplication and division
- 6 - Ratios and proportional relationships, and early algebraic expressions, and equations
- 7 – Ratios and proportional relationships, and arithmetic of rational numbers
- 8 – Linear algebra and linear functions

CCS SHIFTS IN MATHEMATICS

Coherence

- Designed around coherent progressions from grade to grade
- Each standard is not a new event but an extension of previous learning
- Reinforce a major topic in a grade by utilizing supporting, complementary topics

PARENT ROADMAP

- Refer to Handout #2
- Divided into:
 - What your child will be learning in grade 5
 - Partnering with your child's teacher
 - Examples across three grade levels
 - Helping your child learn outside of school
 - Additional Resources



PARENT ROADMAPS

- The Council of the Great City Schools parent roadmaps for Math are available online at:

<http://www.cgcs.org/Page/244>



SECTION IV

SPECIAL EDUCATION STUDENTS AND ENGLISH LANGUAGE
LEARNERS

STUDENTS WITH IEPs

- Promotes a culture of high expectations for all
- Students may need additional support
- IEP goals aligned with CCS
- Includes instructional accommodations
- Includes assistive technology and services to ensure access to the general education curriculum and common core state standards.

ALIGNING IEP GOALS TO THE COMMON CORE STANDARDS

State Regulation of each child's IEP shall conform to the requirements of 34 CFS 300.320. The additional requirement of this Section shall also apply.

Each IEP shall include –

A statement of measurable annual goals that reflect consideration of the State Goals for Learning and the Illinois Learning Standards, as well as benchmarks or short-term objectives developed in accordance with the child's present levels of educational performance.

ENGLISH LANGUAGE LEARNERS

- Require additional instruction in order to decide how best to instruct.
- Those who are literate in a first language that cognates with English can apply first language vocabulary knowledge when reading English
- Those with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational task at hand
- Classroom opportunities should be well designed

SECTION V

ASSESSMENTS LINKED TO
COMMON CORE STANDARDS

ISAT AND PSAE

- Administered for the last time in the 2013-14 school year
- Was written to test for the Common Core Standards
- Both replaced by PARCC during the 2014-15 school year
- Colleges will still rely on ACT and SAT.

NEW ASSESSMENTS

- Address longstanding concerns that parents, educators, and employers have had about current state assessments

Namely that they measure students' ability to memorize facts, rather than their critical thinking and knowledge application skills

- Enable educators to deepen their understanding of student progress from grade to grade and just as importantly, identify gaps in progress

TYPES OF ASSESSMENTS

- Formative – Individual tests given in the classroom by teachers as needed throughout the year to assess knowledge and skills in specific areas
- Interim – The same test repeated at set intervals to measure student growth over time
- Summative – End of the year assessments administered by the state to measure student performance against a common set of standards

ELA ASSESSMENTS WILL DEMONSTRATE:

- Whether students can read and comprehend texts of varying complexities
- How well students can integrate information across sources to make a persuasive argument
- The degree to which students can use context to determine the meaning of academic vocabulary



MATH ASSESSMENTS WILL DEMONSTRATE:

- Whether students understand and can use important math ideas, including number sense, algebraic thinking, geometry, and data analysis
- The extent to which students can use math facts and reasoning skills to solve real-world problems
- How well students can make math arguments

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

- Chosen by the State
- Two separate segments
 - Performance Based Assessment (PBA)
 - End of the Year (EOY)
- Required for grades 3-11 in Spring 2015
- Computer based
- Give a more detailed picture of strengths and areas needing improvement
- Assessments area aligned to CCS

PARCC

- ELA addresses writing and critical thinking that was not addressed on the ISAT
- Refer to Handout#3

- Math goes from fill in the blank to a chance to solve real story problems.
- Solve complex problems.
- Show how answers were determined

TRY IT OUT:

- Practice test: <http://parcc.pearson.com/practice-tests/>
- Divide into groups of no more than four and complete pages 3-11 for ELA
 - Handout #4
- Divide into groups of no more than four and complete questions 5-9 for math
 - Handout #5

DYNAMIC LEARNING MAPS (DLM) – ALTERNATIVE ASSESSMENT

- Refer to Handout #6
- Determined as an appropriate assessment through the IEP
- Administered as a year-end assessment for 2014-15 school year
- Is for grades 3-8 and 11
- Instructionally embedded for grades 3-12
- Computer-based format
- Accommodations and accessibility features determined on the IEP

CRITERIA USED TO DETERMINE PARTICIPATION

- Student has a significant cognitive disability
- IEP goals are linked to enrolled grade level Common Core Essentials and address knowledge and skills appropriate for this student
- Student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade and age appropriate curriculum

BENEFITS OF NEW ASSESSMENTS

- Assessments will provide results quickly and in an increasingly readable and easy to understand format
- Parents can use this information to better communicate with schools and teachers can use it to better tailor instruction to the child's needs
- Computer-based assessments will eventually replace pencil and paper tests

BENEFITS OF NEW ASSESSMENTS

- Computer-based assessments are more efficient, innovative, and engaging, and they enable insight into student progress at multiple points
- The new assessments will be designed to provide accurate measures of achievement and growth for all students, including those with disabilities and English language learners

SECTION VI

SUMMARY

WHAT WE KNOW:

- Expectations should be higher for our educational system to prepare students for their world of work
- Standards and Assessments must be aligned
- Data is needed to for teaching and learning
- Technology in a key component
- Instruction must include 21st century skills
- Educators, students, parent, community members and businesses are essential partners

RESOURCES

- Illinois State Board of Education
- (<http://isbe.net/>)

- Pearson Education
- (<http://parcc.pearson.com/practice-tests/>)

- Council of Great City Schools
- (<http://www.cgcs.org/domain/36>)

FOR MORE INFORMATION ON THE COMMON CORE STATE STANDARDS FOR MATHEMATICS:

- <http://www.corestandards.org/Math/> or <http://www.commoncoreworks.org>.
- For more information on the standards in mathematics related to place value (Number and Operations in Base Ten) or fractions, go to <http://commoncoretools.me/category/progressions/>
- For more information on helping your child learn mathematics (with activities from pre-school to grade five), go to <http://www2.ed.gov/parents/academic/help/math/index.html>

FOR MORE INFORMATION ON THE COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.commoncoreworks.org>.