



**COUNCIL OF CHIEF STATE SCHOOL OFFICERS
(CCSSO)
&
NATIONAL GOVERNORS ASSOCIATION
CENTER FOR BEST PRACTICES
(NGA CENTER)**

JUNE 2010

Why are the Common Core State Standards So Important?



- Aligned with college and work expectations
- Include rigorous content and application of knowledge through high-order skills
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – coordinated by NGA Center and CCSSO

A decorative graphic consisting of two concentric circles, one slightly larger than the other, centered on a horizontal dashed line that spans the width of the page.

**STANDARDS FOR
ENGLISH LANGUAGE ARTS**

&

**LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS**

Key Advances



Reading

- Balance of literature and informational texts (K-5)
- Literacy as part of science and social studies/history; informational text as part of ELA (6-12)
- Text complexity
- Questions regarding text are text-dependent

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources; Research in content areas

Speaking and Listening

- Inclusion of formal and informal talk

Language

- Stress on general academic and domain-specific vocabulary

Balance of Text Types

5

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Balance of Writing Genres

6

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



STANDARDS FOR MATHEMATICS

Key Fluencies



- K** **Add/Subtract within 5**
- 1** **Add/Subtract within 10**
- 2** **Add/Subtract within 20**
Add/Subtract within 100 (paper and pencil)
- 3** **Multiply/Divide within 100**
Add/Subtract within 1,000
- 4** **Add/ Subtract within 1,000,000**
- 5** **Multi-digit Multiplication**
- 6** **Multi-digit Division**
Multi-digit Decimal Operations
- 7** **Solve $px + q = r$; $p(x + q) = r$**
- 8** **Solve simple 2×2 systems by inspection**

Priorities in Mathematics



Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and conceptual Understanding
K-2	Addition and subtraction, measurement using whole number quantities
3-5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

DISTRICT IMPLEMENTATION GUIDE

(Use blue arrows to navigate timeline)

ASSESSMENT

- ▶ Created governance structure and established Technical Advisory Committee and 10 Work Groups

- ▶ Develop formative tools to support states in implementation of CCSS and specifications for summative and interim assessments

- ▶ Develop items for summative and interim assessments and make pool of interim items available to states

- ▶ Complete pilot-testing of summative items

2014-2015
Grades 3-8 and 11
CCSS-based summative
assessment
administered

Fall 2010

- ▶ Crosswalks illustrate correlation among Connecticut standards, CCSS, CMT and CAPT

Winter & Spring 2011

- ▶ Curriculum frames provide districts a foundation to design K-12 Mathematics and English Language Arts curriculum based on *Rigorous Curriculum Design* model

Summer 2011

- ▶ K-12 district curriculum revisions begin and continue throughout school year

School year 2011-2012

- ▶ Districts begin to implement CCSS-based curriculum for selected levels and courses

- ▶ K-12 district curriculum revisions continue throughout school year

- ▶ Districts continue CCSS-based curriculum implementation for selected levels and courses

- ▶ K-12 district curricula based on CCSS fully implemented

CURRICULUM

Implications for Districts: Tasks

Resource	Reading	Mathematics Needs
Materials	Reading lists are balanced	Materials are focused on key concepts
Teachers	PD and curriculum development to ensure that 80% of questions are text-dependent	PD and curriculum development to ensure that teachers have deep understanding of areas of focus
Students	Demonstrate close encounters with text through writing	Demonstrate fluency and deep understanding of areas of focus

Ridgefield's Initiatives to Address



Elementary

Begin PD

- Grade Level Expectations in reading, writing, math
- Instructional strategies on Non-fiction text
- Use of whole-class short text to expose all students to grade level reading
- Emphasis on fact fluency, number sense, and limited topics at every grade level

Curriculum and Assessment Revisions

- Incorporate more non-fiction text into units of study
- Begin curriculum alignment: “Un-spiral” math curriculum and limit number of topics taught at each grade level

Implications for Districts

Secondary

Begin PD

- Non-fiction reading and writing instructional strategies within English departments
- Instructional strategies for embedding reading and writing into content areas (science and social studies departments)

Curriculum and Assessment Revisions:

- Align ELA curriculum with CCSS: ensure adequate percentage of complex, robust non-fiction text
- Review and adjust middle school curricula to align with CCSS math standards—especially grade 6 and grade 8
- Begin alignment with CSDE-developed model curricula for Algebra I and II, Geometry, Biology, English/Lang Arts, and American History

Ridgefield's Elementary Initiatives



- Reading units of study and related PD
 - Increase rigor and text complexity in grades 1 and 2
- Identify common approach and materials for K-5 Word Study program
- Begin PD and curriculum development for Writing units of study linked to Reading units and CCSS
- Reduce and restructure K-5 Math curriculum to align with CCSS; provide related PD for all grade levels
- Departmentalization in grade 5

Ridgefield's Secondary Initiatives

English Language Arts

PD for English, Science and Social Studies Teachers on Comprehension Standards

- Implications for informational texts taught through English courses
- Implications for *across-the-curriculum* emphasis on students' ability to read and comprehend informational texts

Begin 6-12 Curriculum Alignment Project for English Departments

- “Staircase” of growing text complexity across grades:
 - Identify lists of high-quality literature and informational texts in a range of genres and subgenres for every grade level
- Performance tasks aligned with CCSS grade level expectations

Ridgefield's Secondary Initiatives

Mathematics

- Middle Schools: Adjust curricula to reflect high priority focal areas identified for each grade level (four each in grades 6 and 7; three in grade 8)
 - Algebra for all by grade 8
- High School: Begin discussions on alignment between CSDE model curricula for Algebra and Geometry and CCSS understandings for each cluster

The Crossroads Dilemma



Or
**Connecticut Mastery Tests (CMTs)
and
Connecticut Academic Performance Test
(CAPT)**

Action Plans Overview

After meeting with their staffs, principals summarize the following:

School strengths

- including academics and school climate elements

School challenges

- Address the question: What does your data tell you about where your school needs to focus?

Focus for the year

- Identify how you will address your priority challenges

Adult actions

- List the actions that educators will take to improve student learning

Assessment used to measure success

- List tools to be used to determine students' and schools' progress toward addressing challenges

Elementary School Improvement Plans

Targeted Goals and Actions	Improve CMTs?	Address CCSS?
<p>Reading: 6 schools focused on improving teachers' use of assessment and implementation of small, differentiated group instruction</p> <ul style="list-style-type: none"> • Emphasis on targeted comprehension skills, (reader-text connections and examining text content/structure) 	Yes	Yes
<p>Writing: 2 schools to focus on improving Direct Assessment of writing:</p> <ul style="list-style-type: none"> • Analyze student responses to prompts and provide lessons targeted to student needs <p>1 school to focus on improving editing/revising within context of written work</p>	Yes	?
<p>Mathematics: 3 schools focused on differentiated, small group instruction and assessment-driven interventions to address Estimating Solutions to Problems, Measurement, Mathematical Applications</p>	Yes	Yes

Middle School Improvement Plans

Targeted Goals and Actions	Improve CMTs?	Address CCSS?
<p>Reading (both schools): Addressing needs of striving readers</p> <ul style="list-style-type: none"> • Providing resources to match students' reading levels and interests 	Yes	Yes
<p>Assessment/Progress Monitoring (both schools): Development, implementation, and analysis of assessments to differentiate instruction and monitor progress</p> <ul style="list-style-type: none"> • SRBI for all disciplines • Tier III math interventions (ERMS) 	Yes	Yes
<p>ERMS-Specific</p> <ul style="list-style-type: none"> • Homework 		
<p>SRMS-Specific</p> <ul style="list-style-type: none"> • Writing: English/Social Studies department collaboration and PD to address student writing • Expansion of character program 	Yes	Yes

High School Improvement Plans

Targeted Goals and Actions	Improve CAPT?	Address CCSS?
<p>Identifying and providing targeted interventions for students in need of additional support.</p> <p>Reading and Writing:</p> <ul style="list-style-type: none"> • Address needs of struggling readers through use of Title I funds • Address needs of ELL and Section 504 students through inter-departmental collaborations about writing <p>Address needs revealed by Search Institute survey results</p> <ul style="list-style-type: none"> • Continued refinement of Advisory Program <p>Data collection and analysis</p> <ul style="list-style-type: none"> • Develop feedback instruments applicable to programs and initiatives • Facilitate electronic means of data collection and manipulation 	<p>Yes</p> <p>Yes</p>	<p>Yes</p> <p>Yes</p>
<p>Planning for increased graduation requirements</p>		