



**Common Core  
State Standards**

**May 14, 2012**

# OVERVIEW

- The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).
- The standards were developed in collaboration with teachers, school administrators and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.
- The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn.

# OVERVIEW CONT.

- Consistent standards provide appropriate benchmarks for all students, regardless of where they live.
- CCSS defines the knowledge and skills students should have within their educational careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

# OVERVIEW CONT.

The standards are:

- aligned with college and work expectations
- clear, understandable , consistent and evidence-based
- inclusive of rigorous content and application of knowledge through high-order skills
- build upon strengths and lessons of current state standards
- informed by other top performing countries so that all students are prepared to succeed in our global economy and society.

# TIMELINE

Math K-2	September 2011
Math 3-5 and 9-12	September 2012
Language Arts K-12	September 2012
Social Studies K-12	September 2012
Science K-12	September 2012

# CHANGES TO COMMON CORE

- Inch deep and a mile wide has changed to an inch wide and a mile deep (less concepts per grade level and more mastery)
- Deep thinking and application
- Vocabulary based domain specific
- Interacting with text through text-centered instruction
- Evidence based writing (Shift from narrative and descriptive to more informational writing. Student's personal experiences are limited. Evidence and application from the text is required.)

# LANGUAGE ARTS: 3 SHIFTS

- Regular practice with **complex text** and its **academic vocabulary**
- Building knowledge through **content-rich nonfiction** and **informational text**
- Reading and writing grounded in **evidence from text** (Where did the author say that in the text?)

# MATHEMATICS: 3 SHIFTS

- Focus: **Focus** strongly where the standards focus
- Coherence: **Think** across grades and **link** to major topics
- Rigor: Require **fluency, application** and **deep understanding**



# NJDOE – Model Curriculum 1.0

- Inform curriculum development
  - 2012 – K-5 and 9-12 Math; K-12 Language Arts
- Common expectations
- Sharing expertise across New Jersey and United States
- Continuous learning and improvement
- CCSS aligned to Unit Learning Objectives (ULO)
- Scaffold Student Learning Objectives (SLO)
- Quality 6 week bank of individual and unit assessments

# NJDOE – Model Curriculum 2.0

- CCSS aligned to unit-based Student Learning Objectives (SLO)
- Quality 6 week unit assessments
- Model lessons by Student Learning Objectives (SLO)
- Model formative assessments
- Instructional resources
- School, classroom and student level assessment reports by Student Learning Objectives (SLO)
- Professional Development – Content, Instructional and Assessment support

# **PARTNERSHIP FOR THE ASSESSMENT OF READINESS FOR COLLEGE AND CAREER (PARCC)**

- 23 States and DC (Governing versus Participating)
- Full implementation in 2014-2015
- ACHIEVE is manager for PARCC
- Replacing NJASK with electronic assessments
- Utilizing PARCC format of formative and summative assessments during 2012-2013 and 2013-2014
- Student Learning Objectives - Utilized in non-tested grades and subjects
- Assessments must show evidence of student knowledge through application

# STUDENT GROWTH PERCENTILE (SGP)

- Calculated by comparing achievement change from one year to the next with academic peers throughout NJ
- Academic peers are students throughout NJ with similar NJASK test score history
- Academic peers are in the same grade, taking same NJASK test, with similar results
- Reference group is the students' academic peers
- Students growing faster or slower than other academic peers
- Scale scores are between 1-99 based on academic peers
- Calculated for individual and groups
- Achievement + Growth = Performance

# LEXILE FRAMEWORK FOR READING

- Determine reading ability, not age or grade level in school
- Connect materials with reading level
- Lexile measure includes child's reading ability and text difficulty
- Lexile range is 200-1700
- Reading test linked with lexile framework
- Reading score reported as lexile measure
- Sentence length and word frequency determine text difficulty
- Lexile equation range is 50 above and 100 below lexile measure (900 – as high as 950 and as low as 800)
- Align reading selection with lexile book database and topics (Includes textbooks and other resources)
- A disadvantaged reader is a disadvantaged learner

# IMMERSION OF TECHNOLOGY

- Embedded within instruction
- Teacher pages – Webpage
- Wikis – Blogs – Podcasts
- Lesson Plans – Homework Assignments – Long Term Projects

# ACCOUNTABILITY

- Students and teachers being measured and tracked by Student Growth Percentiles and Student Learning Objectives through NJSMART for NJASK/PARCC results.
- Common assessments across grade level for each content area
- Midyear and end of the year assessments required for PARCC
- Pre and post testing in addition to interim assessments
- Greater emphasize on data analysis (NJASK-MAP-Kidbiz-Common Assessments-Interim Assessments)

# IMPORTANT WEBSITES

- [www.corestandards.org](http://www.corestandards.org)
- [www.PARCConline.org](http://www.PARCConline.org)
- [www.nj.gov/education/njsmart/performance](http://www.nj.gov/education/njsmart/performance)
- [www.nj.gov/education/modelcurriculum](http://www.nj.gov/education/modelcurriculum)
- [www.lexile.com](http://www.lexile.com)