Transitioning to the Common Core and a New Assessment System

State Policy Context

Nancy S. Brownell, Senior Fellow
California State Board and Department of Education
Statewide Implementation System for Assessment, Standards, and Accountability Programs

California's Assessment Programs
2012 – Statewide Assessment Reauthorization Report to Legislature and State Board (by Nov. 1)
2014-15 – Implementation of Smarter Balanced Assessment System

California's Standards, Frameworks and Materials
2012 – Approval of Supplemental Instructional Materials (Nov. and Jan. 2013) and adoption of ELD Standards (Sept./Nov.)
2013 – Instructional Materials Review Criteria for Mathematics (March); Adoption of Next Generation Science Standards (July); and Mathematics Frameworks (Nov.)
2014 – Adoption of Mathematics Instructional Materials (March) and ELA/ELD Frameworks (May)
2017-18 – Adoption of ELA/ELD Instructional Materials

California’s Accountability System
2012 – SB1458 reconfigures Academic Performance Index (API) away from assessment (no more than 60%) and towards measures of College and Career Readiness (no less than 40%)
Annual – Review of elements and their relative weights for calculation of API

Instructional Quality Commission (IQC)
Common Core State Standards Implementation Team
English Language Development Standards Panel
Next Generation Science Standards (NGSS)

Governor
Legislature
State Board of Education
State Superintendent of Public Instruction
Smarter Balanced Assessment Consortium (SBAC)

Public Schools Accountability Act (PCAA) Advisory Committee
California has a clear and inspiring vision for public education, focused on great instruction and grounded in the Common Core State Standards

<table>
<thead>
<tr>
<th>California’s vision for career and college readiness</th>
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<tbody>
<tr>
<td>▪ High quality teaching and learning in every classroom, where assessments guide planning and progress in the classroom for great instruction</td>
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<tr>
<td>▪ Built on the Common Core State Standards, which bring California’s standards up to date and from good to great</td>
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<td>▪ And reinforced by practical supports for teachers that give them the information and the tools to meet students where they are and help them to learn more</td>
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<td>▪ So that we can help more students who are already proficient reach the next level and help students who are not close the gap</td>
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<tr>
<td>▪ …with the goal of ensuring that all students, regardless of where they are from or where they live, graduate prepared for college and careers in the global economy of the 21st century</td>
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</table>
“Not just another test”…Smarter Balanced is critical to helping California achieve its vision

<table>
<thead>
<tr>
<th></th>
<th>Prepares California’s students for a changing world</th>
<th>Assesses model instruction and prepare students for the new economy</th>
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<tbody>
<tr>
<td>2</td>
<td>Supports teachers with a practical suite of resources</td>
<td>Tools for instruction and information are integrated to promote and inform great teaching</td>
</tr>
<tr>
<td>3</td>
<td>Connects learning to life after high school – career or college</td>
<td>Aligned with college curricula and employer expectations</td>
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<tr>
<td>4</td>
<td>Provides meaningful information to guide student growth</td>
<td>Actionable and timely data for teachers, parents, and students</td>
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<tr>
<td>5</td>
<td>Keeps California educators in the driver’s seat</td>
<td>State Educators, researchers, policymakers helped build Smarter Balanced</td>
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</tbody>
</table>
Education has never been stagnant; the Common Core and Smarter Balanced are part of a continuous progression.

At each inflection point people have been nervous, but each time it has been the right thing to move forward.

“Not a movement but a power struggle” Rand Corporation Scientist, 1979

“De-professionalizes teaching and stifles creativity in the classroom” Union-Tribune San Diego, 2007

“...the standards are designed to get students to think on their own, to be able to navigate the multimedia world and discern fact from fiction…” In Our Opinion, Ukiah Daily Journal,

1970s & 1980s

“Minimum competency” Ensure all HS graduates can demonstrate “minimum competency”

“Results show we look good, and we’re going to get better.”

1990s & 2000s

“Proficiency” Boost every child to proficiency in reading and math and start gathering the data to understand student progress

“APIs over 800 [are] reflective of great schools with passionate teachers and focused administrators – and families who send us great kids.“

Now

“College and career readiness”
Measures individual student progress to ensure students have complex problem-solving skills for career and college readiness

“I find we're very excited, our kids are ready for the transition. It's going to be a challenge, but it's exactly what our kids need to prepare for college and go out in the work-place.”
College and Career Readiness

Core Academics

- Literacy
- Mathematics
- Science
- Social Studies
- World Languages
- Visual & Performing Arts

Careers

- Cross-Disciplinary Systems
- Understanding Strategic Planning
- Technological Literacy
- Communications
- Ethics

Industry Practices

- Employability
- Leadership
- Teamwork
- Safety
- Technical Skills
Four Keys To College and Career Readiness

Key Content Knowledge
- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts
- Common Core State Standards (in English/ literacy and mathematics only)
- Standards for Success in Science, Social Sciences, Second Languages, the Arts

Key Cognitive Strategies
- Hypothesize
- Strategize
- Formulate
- Precision/Accuracy
- Research
- Identify
- Collect
- Communicate
- Organize
- Construct
- Interpretation
- Analyze
- Evaluate
- Problem Formulation
- Problem Solving
- Communicate
- Interpret
- Research

Key Learning Skills & Techniques
- Time management
- Study skills
- Goal setting
- Self-awareness
- Persistence
- Collaborative learning
- Student ownership of learning
- Technology proficiency
- Retention of factual information

Key Transition Knowledge & Skills
- Admissions requirements
- College types and missions
- Career pathways
- Affording college
- College culture
- Relations with professors
- Social/identity issues in transitioning

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What will they be doing five years after graduation?
Common Core Big Ideas

- **English Language Arts/literacy**
  - Build knowledge through more non fiction and informational texts.
  - Reading and writing grounded in evidence from texts.
  - Practice with complex text and its academic vocabulary.

- **Mathematics**
  - Focus on fewer standards at each grade level with more depth.
  - Coherence and linking concepts within and across grade levels.
  - Rigor: conceptual understanding, fluency skills, and application to the real world.
Range of Texts for Literacy Instruction

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
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</table>
Writing Types and Purposes

Writing Framework Foundation

<table>
<thead>
<tr>
<th>Grade</th>
<th>To Persuade</th>
<th>To Explain</th>
<th>To Convey Experience</th>
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<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
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<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
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<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
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Standards for Mathematical Practice

Describe ways students engage with the subject matter throughout the elementary, middle and high school years

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Evidence-Based Designs
College and Career Readiness

What knowledge do we want students to have and how do we want them to know it?

What evidence is acceptable and shows that a student has the desired knowledge?

How will we analyze and interpret the evidence?

What task(s) will students perform to communicate their knowledge?

Claim  Evidence  Task/Situation

Adapted from Learning Sciences Research Institute, Jim Pellegrino
Common Core State Standards specify K-12 expectations for college and career readiness.

Teachers and schools have information and tools they need to improve teaching and learning.

Summative assessments benchmarked to college and career readiness (Grades 3-8 and 11).

Interim assessments Flexible, open, used for actionable feedback.

All students leave high school college and career ready.

Formative assessment tools and practices for teachers to improve instruction.
More Breadth & Depth: Emphasize a Range of Thinking Skills

## Current National Picture

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th></th>
<th>ELA/Literacy</th>
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<tbody>
<tr>
<td></td>
<td>DOK3</td>
<td>DOK4</td>
<td>DOK3</td>
<td>DOK4</td>
</tr>
<tr>
<td><strong>Current Assessments (National)</strong></td>
<td>&lt;2%</td>
<td>0%</td>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>New SBAC Assessments</strong></td>
<td>49%</td>
<td>21%</td>
<td>43%</td>
<td>25%</td>
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Common Core Big Ideas
Depth of Knowledge (DOKs)

- **Level 1 Recall**: Recall facts, information, or procedures
- **Level 2 Skill/Concept**: Use information or conceptual knowledge, two or more steps, etc.
- **Level 3 Strategic Thinking**: Reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer
- **Level 4 Extended Thinking**: Investigations, process multiple conditions of a problem
The vice president of sales took a client out to lunch. If the lunch was $44 and she gave a 20% tip, how much money did she spend on lunch?

A $8.80  
B $35.20  
C $52.80  
D $53.80

A snail is trying to get to the other side of a park. At what rate is the snail traveling?

A $\frac{1}{2}$ foot per minute  
B 1 foot per minute  
C $1\frac{1}{2}$ feet per minute  
D 2 feet per minute
Two expressions are shown below.

\[ P: 2(3x-9) \quad Q: 6x-9 \]

**Part A**
Apply the distributive property to write an expression that is equivalent to expression \( P \).

**Part B**
Explain whether or not expressions \( P \) and \( Q \) are equivalent for any value of \( x \).
Cube-shaped boxes will be loaded into the cargo hold of a truck. The cargo hold of the truck is in the shape of a rectangular prism. The edges of each box measure 2.50 feet and the dimensions of the cargo hold are 7.50 feet by 15.00 feet by 7.50 feet, as shown below.

![Diagram of a truck with a box](image)

What is the volume, in cubic feet, of each box?

Determine the number of boxes that will completely fill the cargo hold of the truck. Use words and/or numbers to show how you determined your answer.

**Smarter Balanced Item**
Read this sentence from paragraph 5 of “In Fishing for Answers, They Found the Cause of a Frog’s Decline.”

Many scientists are particularly concerned about the increasing discoveries in the United States and other countries of a large number of frogs of different species with missing or extra limbs, missing eyes and other abnormalities.

What is the meaning of the underlined word in the sentence?

A harmless features
B complex features
C unusual features
D common features
7th grade Smarter Balanced Released ELA Item

Stimulus Text:

Even on sunny days, the house seemed to sag like a sad, lonely man with drooped shoulders. Just a few flecks of yellow paint were left on it—reminders of a happier time, when children used to play in its yard.

Item Prompt:

These sentences begin the description of a setting. Write a paragraph that develops this description and fits the mood and situation. Use vivid details about sights, sounds, smells, tastes, and/or feelings in your paragraph.
Embedding the Instructional Core in an Accountability Framework Confrey & Malone
Changing Instructional Practice

To succeed in the 21st century, all students will need to perform to high standards and acquire mastery of rigorous core subject material. All students also will need to gain the cognitive and social skills that enable them to deal with the complex challenges of our age. (P21 Common Core Toolkit)

How do we focus our teaching and learning systems around the right college and career ready outcomes for all students?
CDE CCSS Web page

http://www.cde.ca.gov/re/cc

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